澳門理工大學
Universidade Politécnica de Macau
Macao Polytechnic University

Macao Polytechnic University

Quality Assurance Handbook

A comprehensive point of reference for members of Macao Polytechnic University contributing to the safeguarding of the University's educational quality and academic standards

MACAO POLYTECHNIC UNIVERSITY
QUALITY ASSURANCE HANDBOOK

CONTENTS

LIST OF APPENDICES

1. INTRODUCTION

This Quality Assurance Handbook is an attempt to collect all the referential documents on the various components of the quality framework of the Macao Polytechnic University (hereinafter referred to as 'the University' or 'MPU') and organise them in a way that can serve as a comprehensive point of reference for members of the University while at the same time contributing to the safeguarding of its educational quality and academic standards.

As part of the continual process of improvement, the abovementioned documents are revisited and revised on a regular basis to ensure their comparability with the latest state of affairs. It is possible that a temporal gap exists between the publication of the Handbook and the release of the latest codes or practice. To keep abreast of the latest practices, it is useful to peruse the original documents as well, which are available on the Teaching and Learning website of the University.

The Handbook works in this way: it provides a brief summary of the various practices in the main text and keeps the original documents in the appendices so as to facilitate the retrieval of the latest versions.

2. QUALITY ASSURANCE AT THE MACAO POLYTECHNIC UNIVERSITY

2.1 QUALITY CULTURE

Quality assurance is an integral part of the educational culture at the University. The University expects all its staff and students to participate in the quality assurance process and feel ownership of it. The framework for maintaining academic standards and quality of learning opportunities provides a wide range of opportunities for them to participate in the academic management of the University. The quality culture is based on collegiality, acceptance of responsibility and self-respect.

In essence, the University believes that educational quality and quality assurance are collective institutional responsibilities. The University strives to establish an effective communication system that facilitates the dissemination of good practices in quality assurance throughout the institution. The University believes that quality culture is never static. Staff are motivated to continue finding new and better ways to achieve the educational objectives of the programme for which they are responsible. The quality assurance system at the University strives to achieve an optimal balance between the culture of compliance as dictated by external agencies and the empowerment embedded in the system.

2.2 THE QUALITY FRAMEWORK

The objective of the quality framework is to sustain and continuously enhance the academic quality and standards of the education provision of the University. It is informed by the strategic plan of the University and by key external reference points including the Quality Code published by the Quality Assurance Agency for Higher Education, UK (hereinafter referred to as 'the Code'). To give due regard to the Code's precepts, the following quality assurance principles were adopted at the University:

- To ensure that formal and effective procedures exist for the design and approval of programmes of study;
- To assure that the policies and procedures used to attract, recruit, select, admit and enrol students are clear, fair, explicit and consistently applied;
- To have effective arrangements in place to support students in their learning;
- To ensure that external examining can operate in a way that is transparent, rigorous, and as consistent as possible;
- To have formal and effective procedures for the monitoring and review of programmes of study, and for their withdrawal when necessary; and
- To ensure that the assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of the intended learning outcomes.

Based upon the Code, which is taken as an example of best practice, the quality framework of the University comprises:

- Programme development and management;
- Programme monitoring;
- Student assessment;
- External examining;
- Research degrees;
- Feedback mechanisms; and
- Staff development.

The Senate[1] is the custodian of academic quality and standards at the University. It oversees key quality assurance mechanisms and ensures that the quality framework runs effectively across academic units. Its work is informed by regular reports from Directors of Academic Units, who have responsibility for academic quality and standards at the unit level. Their work is supported by Programme Coordinators, Programme Groups[2], as well as other designated board(s)/committee(s) defined in the quality framework.

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[1] Appendix 1: Composition and terms of reference of the Senate.
[2] Appendix 2: Composition and terms of reference of a Programme Group.

3. TEACHING AND LEARNING

The Macao Polytechnic University Overall Policy and Development Plan for 2021-2025 (hereinafter referred to as 'the Plan') has identified six key strategic areas and sets out the various key themes to achieve the various strategic objectives in each area identified at the University. The teaching and learning guidelines[3] are developed in alignment with the Plan contributing to achieving the strategic objectives related to teaching and learning.

3.1 STRATEGIC OBJECTIVES OF TEACHING AND LEARNING

The strategic objectives related to teaching and learning in Academic Development, Teaching and Research, and Student Development are as follows:

- To consolidate and strengthen all the existing disciplines, striving for breakthroughs in the development of new disciplines where the University can excel;
- To offer a series of general education courses in order to enhance academic competence and broaden academic vision of students;
- To consolidate the existing postgraduate programme and offer new postgraduate programmes according to the demand, and to increase the number of students;
- To pursue academic excellence, constantly improve the standards of teaching and research, and gain higher international recognition in this respect;
- To enable teaching staff to constantly upgrade their teaching skills and stay abreast of the knowledge of their disciplines and the latest development of teaching methodologies;
- To allow research to enhance teaching;
- To adhere to the goal of 'student-oriented, whole-person development', being devoted to cultivating students to attain the expected attributes of graduates; and
- To enable students to be competitive in the job market upon graduation.

3.2 IDEAL GRADUATE ATTRIBUTES

The Plan has highlighted the following ideal attributes of the University's graduates, which are embedded in the various strategic objectives stated earlier. The graduates should possess cognitive, communicative and social skills, and demonstrate their educational outcomes in their work or daily life after graduation, including the ability:

- To demonstrate strong academic competence in relevant disciplines;
- To think critically and to contribute constructively in teamwork and leadership;
- To communicate effectively both verbally and in writing;
- To possess a global vision which enables them to understand issues and problems from different perspectives;
- To articulate effectively in a variety of contexts using knowledge, skills and expertise acquired to serve both the local and international community;
- To have a positive attitude towards society and environment in the development of a fair and caring society;

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[3] Appendix 3: Teaching and Learning Guidelines.

- To demonstrate a keen interest in and strong capacity for life-long learning;
- To practise high standards of ethical behaviour.

3.3   KEY THEMES OF TEACHING AND LEARNING ACTIVITIES

Based on the above strategic objectives relating to teaching and learning and the ideal graduate attributes as formulated, the following key themes of teaching and learning activities are designed to help achieve the stated educational objectives of the University, thereby ensuring that all students are offered the skills, knowledge and attributes to succeed throughout their studies.

- To sustain the adoption of the outcome-based approach to teaching and learning, regularly reviewing and evaluating implementation effectiveness;
- To develop an international educational agenda embedded across curricula;
- To engage actively in research to inform and benefit teaching and learning;
- To enhance teaching and learning experience via the adoption of new technologies;
- To uphold a student-centred approach that embraces flexibility, which in turn fosters active student engagement;
- To foster effective communication between the University and its student body;
- To strengthen general education in undergraduate provision and research capacity building in selected topics in graduate provision; and
- To better support students and employers by consolidating existing placement learning.

4.   ACADEMIC PARTNERSHIPS

The University is committed to expand a robust network of international partnerships fostering multi-faceted collaborations, enhancing academic excellence, expanding the intercultural context and advancing international recognition. The Academic Partnerships Guidelines[4] set out the framework within which academic partnerships are developed and managed at the University.

4.1   OVERARCHING OBJECTIVES OF ACADEMIC COLLABORATION

- To strengthen the University's position in the recruitment of both local and international students in concert with its globally-diversified collaboration;
- To achieve the objectives laid out in the University's Overall Policy and Development Plan in respect of international academic standards and accreditation;
- To optimise the quality and availability of academic provision;
- To facilitate research activities and enable knowledge transfer in secure manner;
- To cultivate students' global vision and internationalisation and increase their progression with advanced standing entry to the higher education institutions worldwide;
- To engage with government initiatives on collaborative partnership activities for the contribution to local community and regional development; and
- To offer the prospect of long-term relationship with trust-worthy organisations.

4.2   NETWORKS

Sustainable partnerships are being established with renowned universities, organisations and corporations based in the following strategic networks:

- The Greater Bay: Partnerships with institutions from the Chinese Mainland (the Guangdong province in particular) and Hong Kong for contributing to the development of the Guangdong-Hong Kong-Macao Greater Bay Area;
- Lusophone countries: Partnerships with institutions from Portuguese-speaking countries in Europe, Africa and South America for contributing to the development of Macao's role as the Sino-Lusophone platform;
- Asia-Pacific countries: Partnerships with institutions from China, South Korea, Thailand, Australia etc. for visioning to join the league of leading tertiary institutions in Asia-Pacific Region; and
- Europe and Anglophone countries: Partnerships with institutions from Europe and anglophone countries, such as the UK, the US and Italy, for excelling academic quality of distinctive areas of studies and for contributing to the development of the 'Belt and Road' Initiative.

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[4]   Appendix 4: Academic Partnerships Guidelines.

4.3   MANAGEMENT

The academic unit concerned designs the mechanism for monitoring the partnership including the negotiation, project management, and outcome evaluation. The most important focus will be safeguarding students' experience and developing procedures to facilitate their success. The academic unit concerned may monitor the partnership through:

- Regular communication and meetings with the partner institutions;
- Setting of KPIs of each of the partnerships;
- Student evaluation and feedback collected if any;
- Annual monitoring review of the collaborations; and
- External examiner review on those programme-related partnerships.

5. PROGRAMME DEVELOPMENT AND MANAGEMENT

5.1 QUALITY ASSURANCE PROCESS

The University adopts a two-way 'bottom-up' and 'top-down' approach in its programme management including programme planning, design, approval, monitoring and review. The mechanisms and procedures of the quality assurance process are illustrated in the figure below.
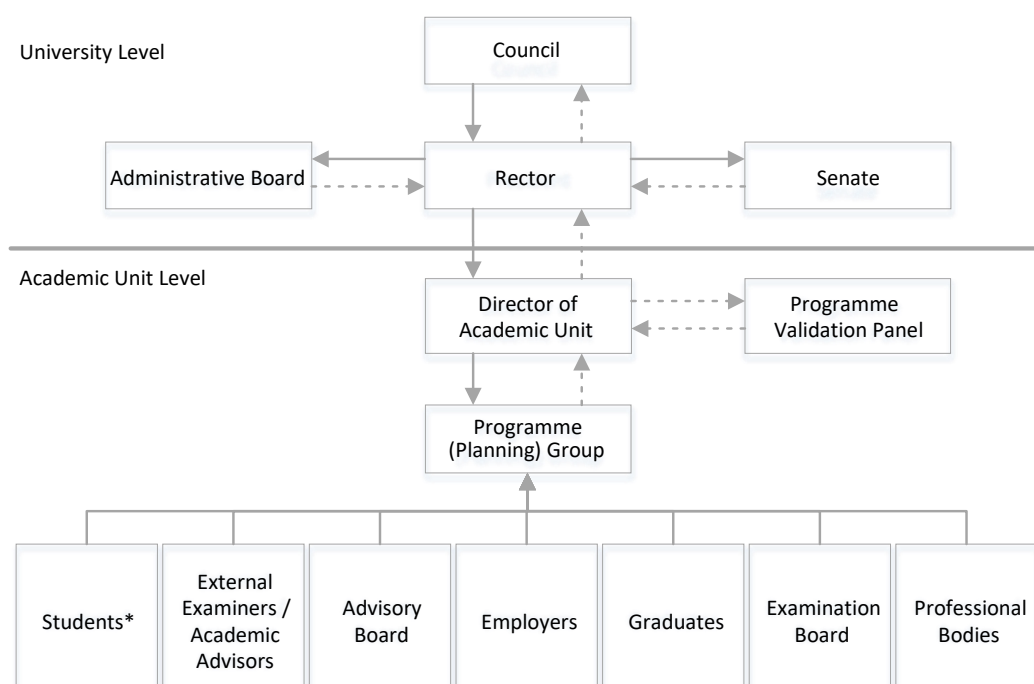
* via learning module and teaching evaluation, and staff-student dialogue groups.

Programme development and management are responsibilities of the Programme Coordinator of a programme group in a particular academic unit. However, all members of the group are involved in the development and implementation of the specific programme in order to ensure commitment. The programme and the learning modules within it must align with the vision and mission statements and the latest strategic plan of the University.

5.2 PROGRAMME DEVELOPMENT, AMENDMENT AND WITHDRAWAL[5]

The approval of a new programme of study involves two parts. Part 1 relates to a strategic justification for a proposed new programme, requiring a focus on consideration such as feasibility related to business and the market. Part 2 consists of approval for submission of the academic content of the programme. The rationale of such a two-part process is to ensure that:

- The proposal dovetails with the academic mission of the academic unit and the University;

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[5] Appendix 5: Guidelines for Programme Development, Amendment and Withdrawal.

- There is evidence that there is both a need and a demand for such a programme of study in terms of related academic trend and prospect for employment respectively; and
- The academic unit and the University can provide and support a suitable learning environment with adequate physical and human resources.

As a normal part of the annual maintenance of an existing programme, the programme group may conduct minor changes to learning modules upon the approval of Programme Coordinator and Director of Academic Unit. These changes will neither affect the intended learning outcomes[6], level or volume of credits of the learning modules concerned, nor will they lead to any alterations in the programme intended learning outcomes, programme structure and any gazetted contents about the programme. Changes beyond this scope are to be made following the processes of programme amendment and withdrawal.

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[6] Appendix 6: General Guidance on Learning Outcomes.

6. PROGRAMME MONITORING

6.1 ANNUAL PROGRAMME REVIEW[7] [8]

An annual programme review is to be conducted per programme every year. It serves as a means to monitor the operation of the programme to ensure that each programme group:

- Systematically analyses all pertinent information through feedbacks and responses received from students, external examiners, employers and other stakeholders; and
- Identifies areas where modifications are necessary or desirable in order to improve the programme concerned.

Evidence obtained from various sources would inform individual academic unit whether its programme has been successfully operated in achieving its indicated objectives and learning outcomes in the reporting year.

6.2 PERIODIC PROGRAMME REVIEW

According to Administrative Regulation No.17/2018 (*Higher Education Quality Evaluation System of Macao*)[9] of the Macao Special Administrative Region, every degree programme in operation is to conduct a programme review every seven years following the established guidelines[10] to ensure that the programme is up-to-date, can meet stakeholders' needs, and of a quality that is being sustainably improved.

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[7]   Appendix 7: Annual Programme Review Guidelines for Taught Programmes.
[8]   Appendix 8: Annual Programme Review Guidelines for Doctoral Programmes.
[9]   Administrative Regulation No.17/2018 (Higher Education Quality Evaluation System of Macao), available at
      https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=77580&langsel=E&
[10] Higher Education Quality Evaluation of Macao: Guidelines on Program Review, available at
      https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=81058&langsel=E&

7. EXTERNAL EXAMINING

7.1 PURPOSE

External examiners [11] (hereinafter referred to as 'EEs') play an important role in benchmarking the quality of Macao Polytechnic University's academic programmes on the taught components at both undergraduate and postgraduate level against international standards through the following set of external examining procedures/measures.

- To ensure that they are at the same levels to similar programmes at reputable universities around the world;
- To ensure fairness and consistency in assessment, procedures and examination classification; and
- To scrutinise the effectiveness and appropriateness of the assessment system.

7.2 NOMINATION AND APPOINTMENT

Nomination for appointment as an external examiner is to be made by Programme Coordinator in consultation with the Programme Group, endorsed by Director of Academic Unit, and appointed by Rector of the University. The EEs should be appointed with reference to the following criteria:

- The appointees should be persons of seniority within the academic institution where they are employed (typically at the ranks of Associate Professors or above, or Senior Lecturers or above in the British system);
- The appointees should hold high academic qualification, preferably at doctoral levels (mandatory doctoral level for postgraduate programmes);
- The appointees should be familiar with the subject taught in the programme of study, and should have a good knowledge of similar degree programmes at other institutions;
- The appointees must have an in-depth knowledge in the required field(s) and have a good idea of the development trend of the subject;
- In case the programme being examined is a professional one, the appointees should ideally be practitioners in the professional field so as to provide the best advice about current and future professional developments which may influence the standing of the programme of study; and
- The appointees should preferably have previous experiences serving as external examiners for similar programmes.

7.3 RESPONSIBILITIES

The formal responsibility of EEs is to the Rector of the University and their annual reports should be addressed to the Rector via the Teaching and Learning Centre who will copy the reports to respective Director of Academic Unit and Programme Coordinator for action.

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[11] Appendix 9: External Examining Guidelines.

8. EXAMINATION BOARDS

The University adopts a three-tier system of examination boards[12], namely Programme Examination Board, Degree Examination Board and Award Board, in safeguarding the quality and standards of student assessment on Bachelor's, Master's and doctoral levels.

8.1 COMPOSITION

A Programme Examination Board consists a chair (and a deputy chair if necessary in the absence of the chair), normally served by Programme Coordinator, and a secretary, appointed by the Programme Examination Board.

At doctoral level, the Degree Examination Board shall be served by the Senate. At Master's and Bachelor's levels, a Degree Examination Board consists of:

- A chair, served by Director of Academic Unit;
- Deputy Director of Academic Unit (if any);
- Programme Coordinator(s) and Assistant Programme Coordinator(s); and
- A secretary, appointed by Director of Academic Unit from the board members.

The Award Board is served by the Pedagogic Committee following respective Academic Regulations.

8.2 RESPONSIBILITIES

Programme Examination Board considers and approves marks, progression and any circumstances that may have impacted on them, and make recommendations for award to Degree Examination Board.

Degree Examination Board reviews and endorses the overall assessment-related decisions, progression results and award recommendations made by the Programme Examination Boards within an academic unit to ensure fair practices and consistent standards across programmes.

Award Board is responsible for approving awards upon the recommendation made by the Programme Examination Board and endorsed by the Degree Examination Board.

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[12] Appendix 10: Examination Boards Guidelines.

9. STUDENT ASSESSMENT[13]

9.1 PURPOSE AND PRINCIPLES OF ASSESSMENT

Assessment serves as a crucial link between effective teaching, student learning, and academic standards. Procedures and guidelines adopted by the University in relation to assessment (such as the roles of examination boards and external examiners) are to be observed while necessary professional freedom is allowed in deciding when and how assessment should be conducted. Examiners of a learning module are responsible for the module outcomes, recommending assessment results to relevant programme examination board, and ensuring the board has all necessary information about the assessment criteria of the module concerned.

The following fundamental principles are observed at the University regarding student assessment:

- Assessment contributes to high standards of teaching and learning and is informed by best international practices;
- Assessment tasks and processes are of appropriate standard;
- Assessment is fair and reliable, with the processes clearly understood by examiners and students; and
- Assessment is accompanied by informative feedback to support learning.

9.2 STRATEGIES OF ASSESSMENT

Assessment will be designed to maintain academic standards and to drive successful learning. It will be explicitly aligned to appropriate criteria as determined by the programmes and academic units concerned at the University and benchmarked against expected outcomes, requirements of professional, statutory or regulatory bodies (PSRBs) and commonly accepted international standards of relevant fields of study.

The volume, diversity and range of assessment tasks will be appropriate to the learning outcomes and teaching activities of the learning modules and the programme concerned, allowing all students to demonstrate their learning outcomes with an equal opportunity. Students will be informed of the purpose of assessment, its place within the context of learning and their responsibilities to avoid plagiarism[14]. They will be regularly assessed and will be clear about the criteria being used in the assessment. They will be provided with timely and constructive feedback on their work. Such feedback may come from self-evaluation, peer review and assessment by instructors.
Assessment will be regularly reviewed both internally and by external examiners from internationally recognised institutions to ensure that standards are maintained and best practices are adopted.

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[13] Appendix 11: Assessment Strategy for Degree Programmes.
[14] Appendix 12: Guidelines on Avoiding Plagiarism for Degree Programmes.

Assessment will be clearly documented to demonstrate student achievements in a form useful for future employers and other interested parties.

9.3 CREDIT-BASED SYSTEM OF STUDY

Education at the University is organised around the credit system defined in Administrative Regulation No.19/2018 (*Regime of Credit System in Higher Education*) [15] of the Macao SAR Government. Learning progress is measured by the number of credits a student has been awarded after completing learning modules in his/her enrolled curriculum with a pass grade, accumulated as the module credits, which in turn as awarded credits.

At present, the University does not impose any formal progression system, except for doctoral students as described in the Academic Regulations Governing Doctoral Degree Programmes. Therefore, at the end of the year, a student is automatically progressed into the learning modules of the following year provided that s/he has fulfilled relevant prerequisite requirements. A student who has obtained all required credits according to applicable study plan is awarded a degree corresponding to his/her enrolled programme of study upon approval of the Pedagogic Committee concerned.

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[15] Administrative Regulation No.19/2018 (*Regime of Credit System in Higher Education*), available at https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=77580&langsel=E&

10. RESEARCH DEGREES

Being a public multidisciplinary higher education institution with an emphasis on applied knowledge and research, the University offers doctoral degree programmes that provide training and education in research under appropriate supervision, with the objective of producing researchers capable of conducting research independently, at a high level of originality and quality. Therefore, a system of research framework, assessment, evaluation and support are adopted to guarantee creativity, originality and innovation in knowledge discovery and formation.

10.1 DOCTORAL SUPERVISION[16] [17]

A supervisor and a co-supervisor will be appointed to each doctoral degree student. Additional co-supervisors may be assigned where appropriate, particularly where the work is inter-disciplinary. Supervisors are expected to provide academic support and guidance to students to develop their research skills so that they become independent researchers and successfully complete their work for the award of a doctoral degree.

10.2 CONFIRMATION OF CANDIDATURE[18]

All doctoral degree students are required to complete a confirmation of doctoral candidature process within 12 to 24 calendar months counted from the date of registration at the University. This process is the completion of the probationary phase of a doctoral degree.

As specified in the Academic Regulations Governing Doctoral Degree Programmes (hereinafter referred to as 'the Academic Regulations'), a confirmatory examination panel will conduct the confirmatory examination specified by the academic unit concerned and decide whether a student is ready for progression to confirmed candidature.

10.3 DOCTORAL THESIS EXAMINATION[19]

A candidate who is qualified to undergo doctoral thesis examination should uncover or create new knowledge by the discovery of new information, formulations of theories, development of new approaches, or the innovative reinterpretation of existing ideas, theories or approaches, in the form of a written thesis and an oral thesis defence examination.

The thesis and oral defence will be assessed by the thesis examination panel. The composition and formation of the panel are detailed in the Academic Regulations.
The assessment is designed to ascertain that candidates have reached the universal standard required by a doctoral degree, which should also be explicitly aligned to appropriate criteria as determined by the programmes and academic units concerned at

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[16] Appendix 13: Doctoral Supervision Guidelines.
[17] Appendix 14: Guidance for Postgraduate Students Regarding Supervision of Capstone Experience.
[18] Appendix 15: Guidelines for Confirmation of Doctoral Candidature.
[19] Appendix 16: Doctoral Thesis Examination Guidelines.

the University and benchmarked against expected outcomes, requirements of professional, statutory or regulatory bodies (PSRBs) and commonly accepted international standards of relevant fields of study.

There is a division of four categories for the panel to assess the candidates. The University uses a pass or fail as the final resolution for thesis examinations, plus two possible forms of condition: Pass subject to minor modifications (with revised thesis to be submitted within 90 days) and Pass subject to major revisions (with further thesis defence required within one year).

10.4 EXTERNAL EXAMINING FOR DOCTORAL THESIS[20]

In assessing doctoral thesis and thesis defence, one external examiner shall normally be appointed in one panel. External examiners have a crucial role:

- To assure the academic standards of the doctoral degrees awarded by the University are on a par with those at similar institutions worldwide;
- To ensure that candidates are treated fairly in the examination process; and
- To provide feedback on the examination procedures to the University.

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[20] Appendix 17: External Examining Guidelines for Doctoral Theses.

11. FEEDBACK MECHANISMS

Various means are in place to ensure communication between the University and its various stakeholders, collecting stakeholder feedback for enhancement of the education provision.

11.1 YEAR TUTORS AND ACADEMIC ADVISORS[21]

Year tutors and academic advisors are responsible for providing general support and guidance for an identified group of students throughout their period of study at the University. Normally, upon admission, one year tutor is assigned to one cohort of students in a Bachelor's or Master's degree programme; one academic advisor is assigned to one cohort of students in a doctoral programme. Fundamentally, every student is supported either by his/her year tutor or academic advisor during the whole course of their study at the University.

11.2 STUDENT REPRESENTATIVES[22]

A student representative is a student elected by his/her peers within a programme of study to represent their views to the academic unit to which they belong, serving as the bridge between the year tutor/academic advisor and his/her peers. Normally, there is one student representative within a cohort of students in a programme of study. The representatives are expected to attend all the regular meetings in their programme or academic unit to which they are invited.

11.3 STUDENT EVALUATION OF LEARNING MODULES AND TEACHING

The University is committed to monitoring and improving the quality of teaching and learning and students are well placed to provide feedback on many aspects of these activities. Towards the end of each learning modules, students are asked to review the module and the teaching and learning through an anonymous questionnaire survey. The questionnaire consists of two parts. The first part is a quantitative assessment of various aspects of the module such as its content and delivery by academic staff. The second part is in the form of open-ended questions, asking students to describe what they like or dislike about the relevant module and to provide suggestions for improvement.

When a semestral evaluation is completed, a summary report will be sent to the instructor concerned together with any comments from students. Programme Coordinators and Directors of Academic Unit will maintain a copy of the teaching evaluation results of all academic staff to see if any enhancement measures are necessary. An annual report is submitted to the Senate for review.

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[21] Appendix 18: Roles of Year Tutors for Bachelor's and Master's Students and Academic Advisors for Doctoral Students.

[22] Appendix 19: Role of Student Representatives.

11.4 STAFF-STUDENT DIALOGUE MEETING

Staff-student dialogues are conducted at the university level and academic unit level. The former is intended to receive students' views and feedback on various campus-wide issues which are the concern of all students, such as campus facilities, teaching environment and student support, whereas the latter is to receive feedback from students on learning modules, curriculum design, teaching performance etc.

Each academic unit which offers degree programmes will hold one formal dialogue session per semester with the dialogue group being chaired by Director of Academic Unit or Programme Coordinator. Other members include student representatives and teaching staff. Student representatives will be asked to solicit opinions from their peers prior to the meeting. The dialogue group also serves as a channel to clarify expectations which the instructors have for students on certain learning modules. Below are the terms of reference and membership composition of the staff-student dialogue group:

Terms of reference	- To serve as an informal link between students enrolled on the programme and teaching staff; and - To receive feedback from students regarding teaching, learning, learning module evaluation or other issues which are of concern to them.
Composition	Chairman: Director of Academic Unit or Programme Coordinator Members: Teaching staff and student representatives of the programme Secretary: A member of teaching staff

11.5 STUDENT ENGAGEMENT SURVEYS

In a continuous endeavour to enhance undergraduate learning experience and to support freshmen's adaptation to higher education, the Student Engagement Survey is conducted annually to gather information regarding the activities and participation of the students in relation to the University.

The survey is completed by first-year students and fourth-year students which aims to track and compare their engagement both in-class and out-of-the-class during their time of studying at the University. The survey offers a comprehensive view of student engagement by soliciting students' feedback on various aspects of learning experience, such as college activities, institutional environments, student satisfaction, and educational programmes, in the form of quantitative assessment and open-ended questions.

The survey results can be used to identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experiences.

11.6 GRADUATE AND EMPLOYER SURVEYS

The University conducts two types of questionnaire survey regularly, the Graduate Survey, administered to graduates of current year, and the Employer Survey, targeting companies and organisations which have employed MPU graduates in the past.

Graduate Survey is conducted annually and seeks to get feedback from graduates with regard to their employment after graduation and views on the programmes with which they were enrolled.

Employer Survey asks employers to provide their views on the attributes of the graduates such as communication skills, social skills, language abilities, and knowledge at the workplace. They are also asked for any suggestions for improving graduate quality. Employer Survey is conducted every three to five years and its feedback provides useful information for the University as far as planning future development of its students is concerned.

11.7 ADVISORY BOARDS[23]

At the University, each academic unit is required to set up an advisory board in each of the subject area(s) in which the unit offers degree programme(s). This board acts as an interface between industry or community at large and the programme(s) concerned. Views from the advisory board will be sought from time to time with respect to programme and curriculum design, students' job prospects, employers' views on graduates as well as industry and community needs etc.

11.8 PEER CLASS OBSERVATION[24]

The peer class observation is a process that provides academic staff with timely and useful peer feedback that focuses on pedagogic enhancement within a supportive and collaborative team structure. It enables academic staff to review their professional practice from different points of view to better promote student learning and to serve as a professional development opportunity.

Such observation is a continuous process that occurs throughout the year. Every full-time academic staff shall have at least one teaching session to be observed in each academic year. Detailed operation of the process depends on the academic discipline and shall be defined by the academic unit concerned according to its appropriateness and acceptability, with critical reflection and feedback from the observers to encourage development. Hence, the model of a good teacher can vary to some considerable extent between different disciplines and shall be determined by the academic unit concerned.

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[23] Appendix 20: Advisory Board Guidelines.
[24] Appendix 21: Guidelines for Peer Class Observation.

11.9 RECOGNITION AND DISSEMINATION OF GOOD PRACTICES[25]

The University has adopted a systematic and bottom-up approach for recognising good practices adopted in programmes, academic units, academic support and administrative services, and disseminating them throughout the University, with the objective to promote University-wide knowledge and experience exchange for the continuous enhancement of the quality of student learning opportunities.

Good practices include all the strategies, plans, approaches, procedures, and other practices adopted at the programme/unit level or in academic support or administrative services which have been demonstrated to be effective in terms of the enhancement of the quality of student learning opportunities.

The process of recognising good practices for promotion and dissemination will be carried out once every academic year at the end of the second semester. The recommendations are submitted to the Teaching and Learning Centre, reviewed by external peers with comments submitted to the Senate for consideration and final approval.

In addition to the above process, there are teaching excellence awards[26] [27] in place to recognise outstanding teaching practices, stimulating teaching related innovations for continuous education quality.

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[25] Appendix 22: Guidelines for the Dissemination of Good Practices.
[26] Teaching Excellence Award Scheme, available at
https://www.mpu.edu.mo/teaching_learning/en/award_teach_excell.php
[27] Award Scheme for Teaching Excellence in e-Learning, available at
https://www.mpu.edu.mo/teaching_learning/en/award_teach_excell_el.php

12. STAFF DEVELOPMENT

The Overall Policy and Development Plan of the Macao Polytechnic University for 2021-2025 [28] (hereinafter referred to as 'the Plan') sets out a clear vision for the future development of the University with a target of joining the league of leading tertiary institutions in the Asia Pacific Region. The University seeks to benchmark itself against UK Standards through appropriate professional accreditation and by seeking recognition of the quality of its programmes through quality audits in the academic community.

In the Plan, 16 strategic objectives have been identified and their realisation relies upon an effective and flexible workforce which can grow with the University to deliver teaching and learning, research, and professional services to the quality needed by a progressive and leading institution in the Asia Pacific Region.

To ensure success and fitness for purpose, a strategic approach has been adopted to help enable progress and success to be measured and monitored in academic staff development, so that the University may realise and enjoy tangible benefits from the investment in human resource management. The staff development process cannot be considered separate from other areas of management in the University. It must be aligned with the development plans for the University, the academic units, and the services, outcomes from institutional review exercises, issues arising from staff performance reviews, and students' feedback on their learning experience at the University.

12.1 ACADEMIC STAFF DEVELOPMENT

New academic staff induction [29] and academic staff development play crucial roles in equipping new academic staffs with the necessary knowledge, skills, resources and support to excel in their roles, while fostering their continuous professional growth and development. Academic staff development [30] at the University is not simply about attending staff development courses, but takes a multilevel approach and includes many different types of activities such as teaching, learning, assessment and research, targeting at different professional development needs of staff.

At the university level, the senior management, together with the Teaching and Learning Centre, takes the lead to shape the context and conditions to actively encourage staff learning and development and to ensure that resources are made available for this purpose. At the level of academic units, directors and programme coordinators will contribute in shaping the culture and curriculum, ensuring that the learning and development needs of their academic staff are identified and appropriately addressed. Individual academic staff also take an active role in planning their own personal development, undertaking agreed development activities, and evaluating their effectiveness.

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[28] Macao Polytechnic University Overall Policy and Development Plan (2021-2025). (Available at
   https://www.mpu.edu.mo/teaching_learning/en/index.php)
[29] Appendix 23: Framework for New Academic Staff Induction.
[30] Appendix 24: Guidelines for Academic Staff Development Opportunities.

Hence, thorough assessment of the learning and development needs of the academic staff is crucial to effective decisions on the types of staff learning and development activities to be offered. Needs will also be identified through regular Peer Observation practice of teaching. Whatever the learning and development activity is, it should have one or more clearly prescribed intended learning outcomes that can be used to assess learning by individual staff members.

12.2 ACADEMIC STAFF PERFORMANCE TRACKING GUIDELINES[31]

In order to maintain the academic standards and the quality of learning and teaching, the performance of the academic staff is tracked by academic units which conduct periodic performance review every academic year to:

- Promote the academic and pedagogic development of the unit by regularly reviewing the performance of its academic staff according to their respective functions defined in the University's Personnel Charter for Academic Staff and the work assignments made by the unit concerned; and
- Foster academic staff's career development via regular performance review.

Director of academic unit may communicate with their academic staff concerned regarding their performance. Cases relevant to unsatisfactory teaching performance shall be handled according to the University's Procedures for Dealing with Unsatisfactory Teaching Performance.

12.3 AIDS FOR STAFF WITH UNSATISFACTORY TEACHING PERFORMANCE[32]

The University strives for excellence in teaching and excellence in student learning inside and outside the classroom, and highly values opinions of students, colleagues, external examiners and academic advisors, which serve as essential indicators of the quality of teaching provided by the staff. When unsatisfactory teaching performance is identified, formal and informal actions will be taken depending on the severity of the case. These actions will then be provided as support or guidance to help the staff concerned to tackle the problem and make improvements accordingly.

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[31] Appendix 25: Academic Staff Performance Tracking Guidelines.
[32] Appendix 26: Procedures for Dealing with Unsatisfactory Teaching Performance.

APPENDIX 1
COMPOSITION AND TERMS OF REFERENCE OF THE SENATE

1. COMPOSITION

- Chair: Rector of the University
- Members: Vice-Rector(s) of the University
            Directors of Fundamental Academic Units
            Head of Academic Affairs Department
            6-8 academic staff members appointed according to Article 26 of the Macao Polytechnic University Charter
- Secretary: Head of Academic Affairs Department

2. TERMS OF REFERENCE

- To provide opinions on the University's overall academic development policies;
- To provide opinions on the establishment of new degree-bearing and non-degree-bearing programmes as well as on the amendment, suspension, withdrawal, and organisational arrangements of degree-bearing programmes;
- To approve proposals for amendment, suspension and withdrawal of non-degree-bearing programmes, which are reviewed by the Administrative Board, according to the University's long-term development needs and fiscal feasibility;
- To provide opinions on the conferment of honorary doctoral degrees and other honorary titles;
- To formulate standards regarding admission, prerequisites, assessment, progression, graduation, and period of study;
- To provide opinions on examination panel composition for academic staff recruitment and promotion;
- To determine discipline-specific conditions required for opening doctoral degree programmes;
- To consider research projects and review research outputs;
- To provide opinions on acquisition of academic and pedagogic equipment as well as library collection;
- To recognise academic qualification and prior learning;
- To establish academic prizes;
- To provide opinions on proposals for amendments to the Macao Polytechnic University Charter and Personnel Charter;
- To provide opinions on the establishment and revocation of independent academic units;
- To provide opinions on the establishment and revocation of research centres and projects described in Article 30 Clause 2 of the Macao Polytechnic University Charter;
- To approve rules and regulations governing academic affairs and provide opinions on rules and regulations governing administrative and governance affairs;

- To provide opinions on nominations for positions of directors and deputy directors of academic units as well as of heads of academic support services;
- To provide opinions on fee-related affairs;
- To provide opinions on institutional anthem, regalia, protocols as well as formats of certificates and diplomas for both degree-bearing and non-degree-bearing programmes;
- To provide opinions on the affairs described in Article 31 and Article 38 of Administrative Regulation No. 18/2018 (*Statute of Higher Education*);
- To provide opinions on all other issues entrusted by Rector of the Macao Polytechnic University to the Senate; and
- To decide the outcome of appeals against disciplinary consequences imposed to student(s).

3. SUB-COMMITTEES

3.1 Research Committee

- Composition: 5 members appointed by the Senate
- Terms of reference: To consider research projects and review research outputs.

3.2 Academic Qualification Committee

- Composition: 5 members appointed by the Senate
- Terms of reference: To recognise academic qualification and prior learning.

This English version, which is an extract translation of the Macao Polytechnic University Charter gazetted in Chinese and Portuguese, is for reference only. Should there be any discrepancies, the gazetted document shall prevail.

COMPOSITION AND TERMS OF REFERENCE OF A PROGRAMME GROUP

1. COMPOSITION

- Chair: Programme Coordinator
- Members: Teaching staff of relevant programme
- Secretary: A member of the teaching staff

2. TERMS OF REFERENCE

- To be responsible for all programme matters including advice and recommendations on the design, implementation, review, modification or termination of programmes in the specific academic unit;
- To advise on programme requirements, prerequisites for individual learning modules, assessment or promotion of students enrolled on the programmes;
- To advise on activities related to teaching and learning activities for the programmes;
- To formulate draft programme regulations and their refinement;
- To prepare annual programme review reports;
- To advise on students' applications for credit transfer;
- To assess instructors' teaching work;
- To advise on the appointment of teaching staff;
- To prepare for and arrange the teaching responsibilities of staff each academic year;
- To recommend joint academic activities with other public or private organisations; and
- To deal with all matters related to the programme in the academic unit concerned.

INTRODUCTION

The Macao Polytechnic University Overall Policy and Development Plan for 2021-2025 (hereinafter referred to as 'the Plan') has identified six key strategic areas and sets out the various key themes to achieve the various strategic objectives in each area identified at the Macao Polytechnic University (hereinafter referred to as 'the University'). The teaching and learning guidelines are developed in alignment with the Plan contributing to achieving the strategic objectives related to teaching and learning.

STRATEGIC OBJECTIVES OF TEACHING AND LEARNING

The strategic objectives related to teaching and learning in Academic Development, Teaching and Research, and Student Development are as follows:

- To consolidate and strengthen all the existing disciplines, striving for breakthroughs in the development of new disciplines where the University can excel;
- To offer a series of general education courses in order to enhance academic competence and broaden academic vision of students;
- To consolidate the existing postgraduate programme and offer new postgraduate programmes according to the demand, and to increase the number of students;
- To pursue academic excellence, constantly improve the standards of teaching and research, and gain higher international recognition in this respect;
- To enable teaching staff to constantly upgrade their teaching skills and stay abreast of the knowledge of their disciplines and the latest development of teaching methodologies;
- To allow research to enhance teaching;
- To adhere to the goal of 'student-oriented, whole-person development', being devoted to cultivating students to attain the expected attributes of graduates; and
- To enable students to be competitive in the job market upon graduation.

IDEAL GRADUATE ATTRIBUTES

The Plan has highlighted the following ideal attributes of the University's graduates, which are embedded in the various strategic objectives stated earlier. The graduates should possess cognitive, communicative and social skills, and demonstrate their educational outcomes in their work or daily life after graduation, including the ability:

- To demonstrate strong academic competence in relevant disciplines;
- To think critically and to contribute constructively in teamwork and leadership;
- To communicate effectively both verbally and in writing;
- To possess a global vision which enables them to understand issues and problems from different perspectives;

- To articulate effectively in a variety of contexts using knowledge, skills and expertise acquired to serve both the local and international community;
- To have a positive attitude towards society and environment in the development of a fair and caring society;
- To demonstrate a keen interest in and strong capacity for life-long learning;
- To practise high standards of ethical behaviour.

KEY THEMES OF TEACHING AND LEARNING ACTIVITIES

Based on the above strategic objectives relating to teaching and learning and the ideal graduate attributes as formulated, the following key themes of teaching and learning activities are designed to help achieve the stated educational objectives of the University, thereby ensuring that all students are offered the skills, knowledge and attributes to succeed throughout their studies.

1. To sustain the adoption of the outcome-based approach to teaching and learning, regularly reviewing and evaluating implementation effectiveness.

   - Regular workshops and seminars on themes related to outcome-based teaching and learning should be organised to enhance academic staff's teaching skills;
   - The sharing of good practices is encouraged via peer class observation as a means to enhance teaching quality;
   - Student feedback and evidence of student learning should be considered in order to translate findings of relevant action research into enhanced teaching methods helpful for enhancing student learning; and
   - The delivery of programmes of study is to be monitored following the practising quality assurance system of the University in light of the outcome-based approach to teaching and learning.

2. To develop an international educational agenda embedded across curricula.

   - Students are to be cultivated as competent communicators in both Chinese and English, the two major languages perceived facilitative in a global culture. They should be capable of using state-of-the-art communication technologies and should be able to explain and argue issues in their fields of study in a clear and concise manner;
   - Students' capacity to adapt effectively to cross-cultural environments will be enhanced; and
   - International experience opportunities will be increasingly embedded in programmes of study through appropriate means such as international exchange.

3. To engage actively in research to inform and benefit teaching and learning.

   - Academic staff should conduct research in order to enrich their teaching. A number of mechanisms, such as research grants, subsidies, research rewards,

and promotional opportunities, are in place to promote research. Educational and pedagogic research will be promoted to support and ensure a culture of best practice in teaching and learning; and

- Students should be taught to grasp basic research skills during their studies at the University. This research capacity will enable them to analyse problems and apply their analytical skills in dealing with issues in unfamiliar situations.

4. To enhance teaching and learning experience via the adoption of new technologies.

- The e-learning platform will be continuously enhanced to create a suitable and sustainable e-learning environment for academic staff to create enhanced learning experience for their students;
- Training opportunities relating to online teaching and learning will be organised to equip academic staff with the latest e-learning practices; and
- New technologies will be used to empower students to individualise their learning experience.

5. To uphold a student-centred approach that embraces flexibility, which in turn fosters active student engagement.

- A dynamic student-centred learning environment will be nurtured to incorporate studio work, fieldwork and laboratory work as well as personal development planning so as to promote opportunities for active and reflective learning;
- Students are provided with effective orientation and induction services, which are regularly reviewed and continuously enhanced to sustain service quality; and
- Policies and measures are continuously developed and evaluated to ensure students are effectively inducted into their programmes of study.

6. To foster effective communication between the University and its student body.

- Student aspirations and needs are identified by working in partnership with the Student Union and the student bodies in individual programmes of study;
- Existing consultative systems such as dialogue meetings with the Student Union, with students and/or student representatives at programme levels are strengthened; and
- Current practices of accessing and collecting student feedback are enhanced by working closely with student representatives.

7. To strengthen general education in undergraduate provision and research capacity building in selected topics in graduate provision.

- A set of fundamental general education modules will be incorporated into all undergraduate curricula, which will make provision for interdisciplinary collaboration and innovation; and
- Academic seminars, workshops and opportunities of research assistantship in academic staff's research projects are arranged by academic units to

strengthen students' academic writing skills, research skills and general research capability.

8. To better support students and employers by consolidating existing placement learning.

- Professional and career management skills are embedded in programmes of study, thereby contributing to the development of graduates' skills and attributes;
- Students are to be encouraged to take part in events and activities that embraces innovation;
- Student services relating to career planning, further studies and employment are to be strengthened, providing students with interview and other job-seeking related training to enhance their opportunities in the job market;
- Enhanced training opportunities will be offered to students to strengthen their general skills, which will serve them as a key to success in the future; and
- Students' comprehensive abilities will be cultivated via service learning, which contributes to the society.

ACADEMIC PARTNERSHIPS GUIDELINES

1. INTRODUCTION

The Macao Polytechnic University (hereinafter referred to as 'the University') is committed to expand a robust network of international partnerships fostering multi-faceted collaborations, enhancing academic excellence, expanding the intercultural context and advancing international recognition. These guidelines set out the framework within which academic partnerships are developed and managed at the University.

2. OVERARCHING OBJECTIVES OF ACADEMIC COLLABORATION

- To strengthen the University's position in the recruitment of both local and international students in concert with its globally-diversified collaboration;
- To achieve the objectives laid out in the University's Overall Policy and Development Plan in respect of international academic standards and accreditation;
- To optimise the quality and availability of academic provision;
- To facilitate research activities and enable knowledge transfer in secure manner;
- To cultivate students' global vision and internationalisation and increase their progression with advanced standing entry to the higher education institutions worldwide;
- To engage with government initiatives on collaborative partnership activities for the contribution to local community and regional development; and
- To offer the prospect of long-term relationship with trust-worthy organisations.

3. PRINCIPLES

An academic partner to the University may be another public or private educational institution, a public authority, a private undertaking, etc. The following guiding principles provide reference to various types of academic collaborations:

- Collaborations are underpinned by a strategic partnership in line with the latest University's Overall Policy and Development Plan, existing links, commitments, and market demands;
- Proposal of a new partnership and its legal agreement are generally prepared by the academic unit concerned and approved following the established legal procedures. Legal advice should be sought for the agreement. The responsibilities of each party for quality and academic standards should be clearly delineated in the agreement by the academic unit concerned as a means of risk management and mitigation;
- The academic unit concerned shall be accountable for assuring the overall quality and academic standards in compliance with the prevailing higher education law and the requirements of relevant professional, statutory and regulatory bodies;
- In maintaining a partnership, the academic unit concerned should oversee the arrangements, monitor its effective operation, initiate effective communication

with the partner(s) periodically, and keep an accurate, up-to-date records of all partnership arrangements; and

- In establishing and renewing a partnership, the academic unit concerned should take the necessary resources into account.

4. NETWORKS

Sustainable partnerships are being established with renowned universities, organisations and corporations based in the following strategic networks:

- The Greater Bay: Partnerships with institutions from the Chinese Mainland (the Guangdong province in particular) and Hong Kong for contributing to the development of the Guangdong-Hong Kong-Macao Greater Bay Area;
- Lusophone countries: Partnerships with institutions from Portuguese-speaking countries in Europe, Africa and South America for contributing to the development of Macao's role as the Sino-Lusophone platform;
- Asia-Pacific countries: Partnerships with institutions from China, South Korea, Thailand, Australia etc. for visioning to join the league of leading tertiary institutions in Asia-Pacific Region; and
- Europe and Anglophone countries: Partnerships with institutions from Europe and anglophone countries, such as the UK, the US and Italy, for excelling academic quality of distinctive areas of studies and for contributing to the development of the 'Belt and Road' Initiative.

5. SCOPE OF ACADEMIC PARTNERSHIPS

- Articulation arrangements leading to entry with advanced standing to a subsequent part or level of a programme offered by partner institutions;
- Admission of students from a partner institution to a programme of study at the University;
- Exchange, study aboard programmes and short-term outbound trips for outgoing and incoming students;
- Exchange of staff for the purpose of teaching, research and staff development;
- Development of joint/double/dual degree programmes;
- Co-organisation of academic activities including but not limited to courses, research projects, seminars, conferences, etc.;
- Funding/scholarships from partner institutions to support academic development/achievements;
- Knowledge transfer of industry-academia collaboration; and
- Other relevant academic activities.

6. MANAGEMENT

The academic unit concerned designs the mechanism for monitoring the partnership including the negotiation, project management, and outcome evaluation. The most important focus will be safeguarding students' experience and developing procedures

to facilitate their success. The academic unit concerned may monitor the partnership through:

- Regular communication and meetings with the partner institutions;
- Setting of KPIs of each of the partnerships;
- Student evaluation and feedback collected if any;
- Annual monitoring review of the collaborations; and
- External examiner review on those programme-related partnerships.

**GUIDELINES FOR PROGRAMME DEVELOPMENT,
AMENDMENT AND WITHDRAWAL**

1. SCOPE

1.1. These guidelines are applicable to:

- the development of degree-bearing programmes of study,
- the amendment or withdrawal of existing degree-bearing programmes of study, and
- the approval of new degree-bearing programmes of study.

2. PROCESS AND ROLES

2.1. At the Macao Polytechnic University (hereinafter referred to as 'the University'), a two-way 'bottom-up' and 'top-down' approach is adopted in programme development as shown in the figure below:
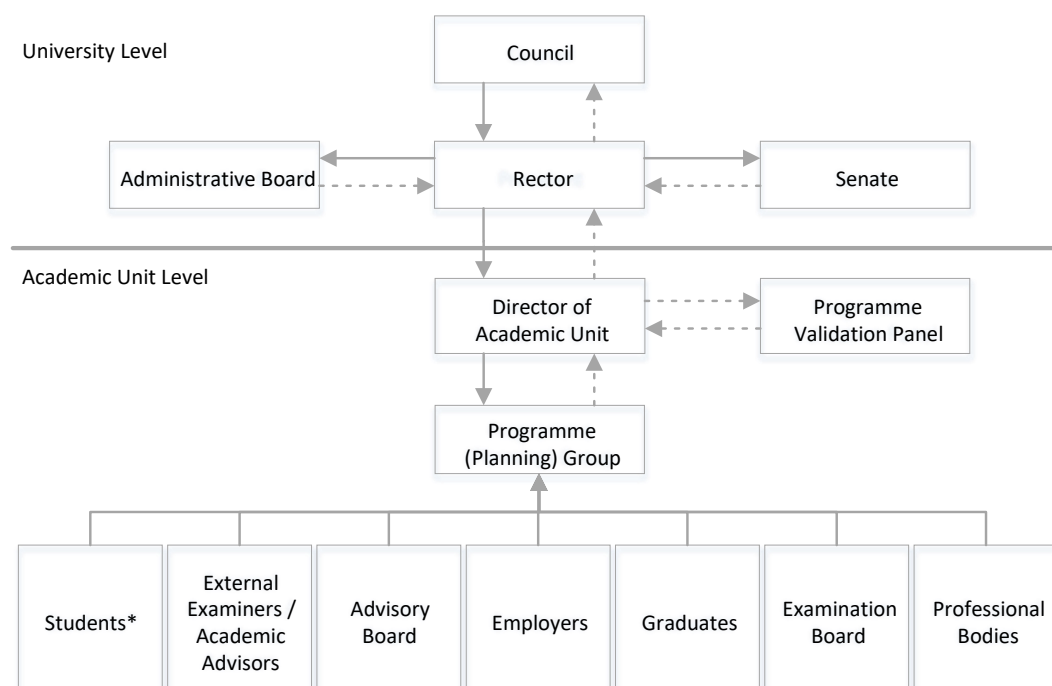
* via learning module and teaching evaluation, and staff-student dialogue groups.

2.2. Programme development and management are responsibilities of the Programme Coordinator of a programme group in a particular academic unit. However, all members of the group are involved in the development and implementation of the specific programme in order to ensure commitment. The programme and the learning modules within it must align with the vision and mission statements and the latest strategic plan of the University.

2.3. The approval of a new programme of study involves two parts. Part 1 relates to a strategic justification for a proposed new programme, requiring a focus on consideration such as feasibility related to business and the market. Part 2 consists of approval for submission of the academic content of the programme. The rationale of such a two-part process is to ensure that:

- The proposal dovetails with the academic mission of the academic unit and the University;
- There is evidence that there is both a need and a demand for such a programme of study in terms of related academic trend and prospect for employment respectively; and
- The academic unit and the University can provide and support a suitable learning environment with adequate physical and human resources.

2.4. As a normal part of the annual maintenance of an existing programme, the programme group may conduct minor changes to learning modules upon the approval of Programme Coordinator and Director of Academic Unit. These changes will neither affect the level or volume of credits of the learning modules concerned, nor will they lead to any alterations in the programme intended learning outcomes, programme structure and any gazetted contents about the programme. Changes beyond this scope are to be made following the processes of programme amendment and withdrawal.

2.5. The processes for launching a new programme of study and for amending an existing one are similar to as detailed in Sections 3-6.

2.6. To withdraw an existing programme, a proposal covering the following should be prepared by the Programme Group:

- The current performance of the programme;
- The rationale behind the withdrawal;
- The implication for the education provision profile of the academic unit concerned, and
- The influence upon current students and the corresponding arrangements for the completion of their studies.

This proposal is to be considered by Director of Academic Unit for submission via the Rector to the Administrative Board and the Senate for consideration and then the Council for endorsement. The decision made by the Council is subject to the final approval of the Macao SAR Government under the prevailing higher education law.

3. INITIAL CONCEPTION

3.1. New Programme of Study

3.1.1. Ideas for a new programme of study may emerge from any sources ranging from the management, the Senate, an academic unit, a programme group

to an individual staff member. The idea can first be discussed either at the university level or within the academic unit concerned.

3.1.2. A proposal is to be prepared and developed by the academic unit concerned, in close consultation with relevant members of staff in the unit, with consideration of feedback from external agencies such as industrial contacts, visiting professors, students, programme reviews, external examiners, and academic advisors.

3.1.3. The proposal should provide an outline of the proposed programme and address its strategic fit with particular attention to the following issues:

- How will the programme align with the vision and mission statements and the latest strategic plan of the University?
- Are there similar programmes being offered by other higher education institutions in Macao? How will this programme be differentiated from those others?
- Will there be an adequate demand for its graduates in the marketplace?
- Will the programme be capable of attracting sizable numbers of students to apply?
- Are there staff members with the experience and expertise to teach the programme? What additional staffing might be necessary?
- Have external inputs, such as those from business and industry, been sought with respect to the new proposed programme?
- What are the resource implications such as physical space required? Can appropriate funding from the Macao SAR Government or other resources be obtained?

3.1.4. The programme outline should include the following information:

- Programme title and description;
- Proposed start date and period of study;
- Level and mode(s) of study;
- Qualification title;
- Outline of the study plan (and the pathways);
- Entry requirements;
- Targeted student numbers;
- Internal and external partnerships (if any), and
- Professional recognition (if any).

3.2. Amendments to an existing programme

3.2.1. The need for amendments to an existing programme may become apparent as a result of discussion within the programme group, dialogue meetings with students, recommendations of external examiners or advisory boards, or recommendations from professional or statutory bodies.

3.2.2. When such a need arises, a proposal will be developed by the academic unit, in close consultation with relevant members of staff in the unit, explaining the following issues in addition to the issues stated in 3.1.3:

- What amendment is to be made?
- What is the rationale behind the amendment?
- Will the amendment affect current students? If yes, what measures will be taken to accommodate the shift?

3.2.3. In cases where current students will be significantly affected by the amendment, the proposal must be discussed with the student group and their consensus must be secured.

4. PROGRAMME PLANNING

4.1. The proposal stated in Item 3 will be considered by the Administrative Board and the Senate. Upon their endorsement, the planning process will begin.

4.2. A programme planning group will be formed by the academic unit concerned to develop a full submission about the proposed new programme of study. This group will include internal members with specialities in the proposed discipline. They, including the group leader (serving as a tentative programme leader), will be appointed by Director of Academic Unit.

4.3. The full submission for amendments to an existing programme will be developed by the programme group.

4.4. The full submission is developed for the programme validation panel as described in Item 5. It should demonstrate evidence of considerations given to aspects stated in Item 7. It should also be capable of informing the programme validation panel comprehensively about the programme concerned in terms of, but not limited to, the following aspects:

- Programme title and description;
- Proposed start date and period of study;
- Level and mode(s) of study;
- Qualification title;
- Programme structure;
- Entry requirements;
- Targeted student numbers;
- Internal and external partnerships (if any);
- Professional recognition (if any);
- Programme operation, management and quality assurance;
- Teaching, learning and assessment methods;
- Staff needs, staff development, research, consultancy and related activities;
- Detailed programme specifications and module syllabi of the programmes.

5. **PROGRAMME VALIDATION**

5.1. Once the proposal stated in Item 3 is endorsed by the Administrative Board and the Senate, the Senate will set up an ad-hoc programme validation panel comprising:

- A chair to be appointed from the University's senior academic staff who are not directly affiliated with the programme concerned so as to maintain impartiality;
- Four members who are not affiliated or associated with the programme concerned, with one of them being an external scholar reputable in the relevant discipline.

5.2. The Pedagogic and Research Affairs Office will coordinate all the work and provide necessary secretarial support to the validation panel.

5.3. The panel adopts a peer group approach in its consideration of the full submission of detailed academic content prepared by the programme (planning) group. It will be a one-day exercise for panel members to consider the programme submission thoroughly, which may involve meeting(s) and discussion(s) with all members of the group and other stakeholders of the programme where appropriate.

6. **PROGRAMME APPROVAL**

6.1. Upon receipt of the recommendation from the validation panel, the Senate will decide whether the new programme or the revised curriculum should be launched and on what conditions (if any). The decision made by the Senate will be subject to the endorsement of the Council and the final approval of the Macao SAR Government under the prevailing higher education law.

7. **CONSIDERATIONS FOR PROGRAMME PLANNING AND SUBMISSION**

7.1. Programme Aims

7.1.1. The aims of a programme express its purposes and are linked to the goals the programme works toward. Aims can specify disparate goals, such as:

- The meeting of local or national need;
- Preparation for research purposes;
- Preparation for employment;
- Widening access to higher education, and
- Encouraging the pursuit of independent areas of study.

7.1.2. Aims are justified by their relationship to a programme's academic content. In doing so, the aims also indicate the type of students it is expected that the programme will attract and the type of graduates it produces.

7.2. Programme Learning Outcomes

7.2.1. Programme learning outcomes set out the expected measures of achievement in the programme. More details about learning outcome design are provided in the General Guidance on Learning Outcomes.

7.3. Teaching and Learning Strategies and Learning Opportunities

7.3.1. Although learning outcomes are vitally important in assessing the viability of a new programme, how a student learns such outcomes must also be addressed. Therefore, the learning and teaching strategies that are used in order for outcomes to be achieved must be described. Learning outcomes are achieved by selecting suitable learning and teaching methods. For instance, the identification of key facts of a topic can be learned via lectures, case studies, laboratory work, group tutorials, and so on.

7.3.2. Students can also benefit from a diverse array of learning resources, including well-equipped computer laboratories, a well-established e-learning system, and a well-funded campus library with the latest texts and a significant array of online journals.

7.3.3. It is useful for students to be given quantifiable targets and expectations in the achieving of programme learning outcomes, including:

- Directed and typical study time required, including scheduled lesson time, homework, wider reading, and revision; and

- Support mechanisms available, such as study skills classes, language skills training, etc.

7.4. Assessment Strategies and Methods

7.4.1. Once learning outcomes and accompanying strategies have been delineated, one must consider how outcomes will be achieved and assessed. Assessment of knowledge, comprehension and skills can include final examinations, midterm tests, coursework assessments, laboratory reports, portfolios, project reports, and individual and group verbal presentations. Further information on feedback arrangements should also be included here.

7.5. Programme Structure

7.5.1. A detailed description of the programme structure must be given, including the modules available and the pathway through them to the achievement of programme learning outcomes. Accurate details and key information are especially necessary when students have to select modules to meet specific credit requirements.

7.6. Entry Criteria

7.6.1. The entry criteria for the proposed programme must be provided, with information on the knowledge and skills expected in order to complete the programme, such as prerequisite qualifications.

7.7. Links with Employers, Placement Opportunities and Transferable Skills

7.7.1. Any proposed programme should provide information on potential links with employers, including current and potential organisations that employ graduates from similar programmes at the University, as well as the roles that such graduates have undertaken. Placement opportunities and details should also be referred to here.

7.8. Academic Advisor/External Examiner

7.8.1. An academic advisor/external examiner is someone who can make an unbiased assessment of the comparability of the proposed programme in terms of standard and content with similar programmes elsewhere in the higher education sector. Such an impartial judgment rests in part on the academic advisor/external examiner who understands current practice and developments in teaching, learning and assessment in tertiary education.

7.8.2. An academic advisor/external examiner is normally approached by Director of Academic Unit responsible for the proposal and the advisor should be made aware of the guidelines for programme review, with an acknowledgement of the need to comment on the following points:

- Aims and learning outcomes;
- Academic standards;
- Outline structure;
- Currency and relevance of the programme content;
- Teaching, learning and assessment strategy; and
- Comparability with other similar programmes.

7.9. Graduate Employment and Employability

7.9.1. Graduate employment is the process of helping students to achieve success immediately after completing their degree(s). This can take the form of entering into full time paid employment, voluntary work, further studies, etc.

7.9.2. Employability is the process of preparing students for life after graduation in ways that enable them to be competitive and develop successful careers.

7.9.3. This should be considered regardless of type of programme or target audience. For students to compete in an increasingly competitive and interdependent world they need to develop their employability alongside their subject and professional expertise. All programme proposers need to identify the desirable employability and entrepreneurial skills for their discipline, and incorporate them into the curriculum.

7.10. Ideal Graduate Attributes

7.10.1. Graduate attributes refer to overarching qualities, skills, knowledge and abilities to be developed by students during their studies. The attributes

expected of graduates of the University can be categorised according to eight key generic areas:

(1) Knowledge Base;
(2) Application;
(3) Acquisition;
(4) Creativity;
(5) Communication;
(6) Teamwork;
(7) Global Vision; and
(8) Ethical Attitude.

7.10.2. The particular attributes referred to and described in (1) to (6) above can be equated with a student's specific programme of study and consist firstly of the foundational elements of knowledge, skills and understanding prerequisite to a successful degree outcome and career. Second, the knowledge, skills and understanding acquired by the students must be readily applicable to both the working context as well as the global environment. Third, graduates have developed a life-long desire and ability to acquire new knowledge, understanding and skills. Fourth, students can make effective use of their imagination to create and find solutions in their respective field of knowledge and expertise. Fifth, graduates should be able to communicate in both the spoken and written words with colleagues in their chosen profession as well as society at large. Finally, any graduate of the University should be able to analyse the needs of a team and contribute their skills effectively to the task at hand.

7.10.3. As for the general attributes or qualities, skills, knowledge and abilities to be developed by students graduating from the University and described in (7) and (8) above, graduates will imbibe a broader view of life that can also help them perceive tasks, challenges and accompanying solutions in a new way. Such a broad perspective is supported by the availability of the most up-to-date learning resources to the students as well as by the presence of teaching staff who are keeping abreast of research developments in their respective fields. A global vision is also ensured by the presence on campus of various centres of study.

7.10.4. Finally, the ambience of service at the University, as expressed in its mission statement and goals, is intended to motivate graduates to use their learning for equitable and just ends and for the greater good of their workplaces and community. Underpinning this general educational aim is a vision of the ideal student achievement being one in which they incorporate an ethical stance in their overall attitude and behaviour both within their community and in a globalised and increasingly interdependent world.

7.11. Equal Opportunities

7.11.1. Education is a basic human right and therefore all students should have support in order to access educational programmes and facilities regardless of disability, sex, gender identity, race, ethnicity, nationality, national or ethnic origin, sexual orientation, religion or belief.

7.11.2. The University has anticipated and prepared its learning environment for all students in relation to:

- Teaching, including classes, lectures, and seminars;
- Curriculum design;
- Assessment methods;
- Study opportunities outside of the University (field trips, work placements, etc.);
- E-learning;
- Learning equipment and materials such as laboratory equipment, computer facilities, class handouts, etc., and
- Information and communication technology and resources.

7.12. Ethics

7.12.1. The mission statement of the University, as well as the graduate attributes, already include ethics as a transferable skill within their subject and in the curriculum as a whole. Such a skill is especially important in those disciplines where there are serious moral/ethical issues to consider and apply in the workplace where professional codes of practice generally exist.

7.13. Resource Requirements

7.13.1. The human and physical resource needs of the programme need to be evaluated as part of the development process, such as:

- Academic staffing (review of staff, existing staff expertise, additional staff expertise required, staff development activity required, etc.);
- Support staffing (administrative, technical);
- Physical resources (laboratories, equipment, software, hardware, etc.), with additional resource requirements identified;
- Learning resource requirements (review of existing and additional requirements of books, journals, CD ROMs, online resources, etc.); and
- Any other resource issues (field trips, external input into the Programme, work-related learning costs, etc.).

7.14. Student Support and Guidance

7.14.1. The programme proposer should identify the programme's student support system, including academic and year/programme tutors, placement tutors, student/programme handbooks, other handouts, programme induction, study skills support, the University's central student support and guidance services, and support material on the web.

7.14.2. A further dimension of such support includes disability support services as well as counselling service.

7.14.3. A further facility of major relevance is a careers service which organises careers development seminars, an annual Careers Day for local employers, an online job posting site, and seminars on overseas study opportunities.

7.15. External Reference Points

7.15.1. During the process of programme development, be it a new programme or an amendment, it is necessary to take due consideration of the following external reference points:

- Framework for Higher Education Qualification in England, Wales and Northern Ireland (2008) published by the Quality Assurance Agency (QAA) of the UK; and
- QAA Subject Benchmark Statements and/or other well-established international standards.

GENERAL GUIDANCE ON LEARNING OUTCOMES

Intended learning outcomes (ILOs) define what a learner will have acquired and will be able to do upon successfully completing their studies. ILOs should be expressed from the students' perspective and are **measurable**, **achievable** and **assessable**.

Designing ILOs

An ILO, which generally begins with an action verb, tells students in specific terms:

- **WHAT** they are expected to **attain** at their **level of studies,** and
- **HOW** they are able to **demonstrate** the attainment.

The characteristics of an ILO are that:

- the outcome should be specific
- the outcome should be measurable or observable
- the outcome should be realistic and achievable for students
- the outcome should be adequate to the defined level of studies
- the outcome should be understandable by staff and students
- the outcome should contribute to the programme (for module ILOs)

It is important when planning new programmes that ILOs at both programme and module levels are clearly specified and easily understood by staff and students. While broadly similar in their approach, the type of learning outcomes may vary by discipline and sometimes be subject to the requirements of professional, statutory and regulatory bodies (PSRBs).

Here are some references that could be useful for choosing the type of language and writing style to express ILOs (particularly about the choice of action verbs):

- Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning: The SOLO taxonomy (structure of the observed learning outcome). Educational psychology series*. New York: Academic Press.
- Biggs, J. B., & Tang, C. S. (2011). *Teaching for quality learning at university: What the student does* (4th ed.). Maidenhead: McGraw-Hill; Society for Research into Higher Education; Open University Press.

Designing Programme ILOs

Programme intended learning outcomes (PILOs) set out the expected measures of achievement in a programme. They are published to inform students, employers, professional bodies and the public of the knowledge, skills and attributes that can be expected from a graduate of the programme concerned.

PILOs must align with the graduate attributes of the Macao Polytechnic University. When designing PILOs, it is necessary to use external reference points such as the following to inform academic thresholds and professional requirements:

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), published by the Quality Assurance Agency for Higher Education (QAA), UK

    The FHEQ[33] provides a set of descriptors that UK universities are expected to meet for different levels of degree (see Appendices 1-3 in FHEQ). This is a useful reference to ensure that the PILOs and thus the academic standards of the programme are internationally comparable.

- Requirements published by PSRBs on PILOs for programmes they accredit

    It is essential that these requirements are covered in the PILOs. The alignment of the PILOs with the needs of the relevant profession contributes to students' eligibility for relevant professional qualification upon graduation.

In addition to the PILOs informed by external reference points, additional PILOs can be added as a result of academic judgement in the faculty or at the Senate, especially in consideration of related external factors such as graduate employability, employment and entrepreneurship.

It is mandatory to ensure that all PILOs can be met. All PILOs must be measurable, normally by ensuring that ILOs at module level contributing to each PILO are achieved.

Designing Module ILOs

ILOs of individual learning modules are defined in a broadly similar manner to PILOs, taking into account qualification descriptors, PSRB requirements and faculty judgement. In addition, ILOs on module level should be expressed in such a way that:

- they provide evidence that they enable PILOs to be achieved
- they can be measured themselves by reference to assessment in that module
- they are specified in way that is appropriate for that level of study, but this may vary by discipline

Assessing ILOs

Students acquire credits of a learning module by passing all its assessment. Passing a learning module indicates that all the ILOs of a learning module have been acquired. Acquiring all the credits required for graduation indicates that all the PILOs of a programme have been acquired. It is essential to ensure that all ILOs at module level are able to be assessed via a range of assessment methods (both summative and formative). Students should also be able to see the connection between ILOs and assessment activities,

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[33] https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

understanding how they will be assessed on individual ILOs and the extent to which they attain the ILOs.

Reviewing ILOs

It is important to ensure ILOs are able to cater the needs arising from the latest academic and professional developments. ILOs on both programme and module levels should be reviewed by the end of every academic year as part of the Annual Programme Review exercises, relevant findings and follow-up actions being reflected in the Annual Programme Review reports. It is noteworthy that changes to PILOs may lead to major changes, which are to be made via the established programme amendment procedures while changes to ILOs of individual learning modules are to be made upon approval of relevant programme groups and heads of academic units.

ANNUAL PROGRAMME REVIEW GUIDELINES
FOR TAUGHT PROGRAMMES

1. **SCOPE**

   1.1. This set of guidelines is applicable to taught programmes of study at the Macao Polytechnic University (hereinafter referred to as 'the University') that lead to award of Bachelor's and Master's degrees.

2. **OBJECTIVES**

   2.1. An annual programme review is to be conducted per programme every year. It serves as a means to monitor the operation of the programme to ensure that each programme group:

   - Systematically analyses all pertinent information through feedbacks and responses received from students, external examiners, employers and other stakeholders; and
   - Identifies areas where modifications are necessary or desirable in order to improve the programme concerned.

   2.2. Evidence obtained from various sources would inform individual academic unit whether its programme has been successfully operated in achieving its indicated objectives and learning outcomes in the reporting year.

3. **OPERATION**

   3.1. Programme Coordinator is responsible for managing the programme review and drafting the annual programme review report, ensuring that all necessary data and information are obtained and carefully analysed.

   3.2. The programme group considers the draft of the annual programme review report, reviews critically the operation of the programme and considers any proposed changes.

   3.3. The annual programme review reports submitted by individual programme groups within a fundamental academic unit are to be endorsed by Director of the unit concerned after being considered by the Pedagogic Committee.

   3.4. The annual programme review reports submitted by individual programme groups within an independent academic unit are to be endorsed by the Director of the unit concerned after being considered by an academic panel comprised of Director of the unit concerned and at least four other members appointed by the Director from amongst academic staff in field(s) relevant to the programme(s) being reviewed.

3.5. The process stated in Items 3.3 and 3.4 is to (1) ascertain whether the stated programme objectives have been achieved and (2) make comments and suggestions for further refinements.

3.6. The annual programme review reports endorsed by Director of Academic Unit are to be submitted by end of July every year to the Teaching and Learning Centre, which provides auxiliary support to the review of the reports by the Senate.

3.7. The Senate on the university level shall make final comment on the annual programme review reports and ensure that all relevant issues of the programme concerned are being properly addressed.

4. CONTENTS OF ANNUAL PROGRAMME REVIEW REPORT

4.1. The report should be written using the standard pro-forma (downloadable from mpu.mo/quality).

4.2. The report should normally include critical analyses of and/or responses upon the performance of the programme concerned during the reporting year in terms of:

- Actions and outcomes regarding previous annual programme review;
- Key indicators, including student admission, enrolment by year of study, drop-out, student engagement and performance (academic problems, achievements, etc.), and others;
- Feedback-informed actions to key findings from surveys, reports, advisory board, and peer class observations;
- Issues of and changes to programme and/or learning modules (if any);
- Teaching and learning activities;
- Assessment and progression of students and academic standards; and
- Teaching and learning resources.

4.3. The report should demonstrate evidence of considerations given to feedback from students, graduates, external examiners, advisory boards and other relevant stakeholders.

4.4. The report should also include:

- A general overview of the performance of the programme in light of its strengths, weaknesses and any matters of concern of the reporting academic year and upcoming academic year;
- Actions and outcomes regarding previous annual programme review; and
- Follow-up actions that spell out actions and measures to be taken with indicative timeframe to solve problems of the current reporting academic year and enhance the quality of the programme.

4.5. The report should normally include the following data and information as appendices for reference:

- Minutes of the advisory board meeting for the review year;
- Responses to the latest employer satisfaction survey report;
- Reports on study tours, internship programmes, student exchange, etc. (if any).

ANNUAL PROGRAMME REVIEW GUIDELINES
FOR DOCTORAL PROGRAMMES

1. **SCOPE**

   1.1. This set of guidelines is applicable to programmes of study at the Macao Polytechnic University (hereinafter referred to as 'the University') that lead to award of a doctoral degree.

2. **OBJECTIVES**

   2.1. An annual programme review is to be conducted per programme every year. It serves as a means to monitor the operation of the programme to ensure that each programme group:

   - Systematically analyses all pertinent information through feedbacks and responses received from students, external examiners, employers and other stakeholders; and
   - Identifies areas where modifications are necessary or desirable in order to improve the programme concerned.

   2.2. Evidence obtained from various sources would inform individual academic unit whether its programme has been successfully operated in achieving its indicated objectives and learning outcomes in the reporting year.

3. **OPERATION**

   3.1. The Programme Coordinator of doctoral programme is responsible for managing the programme review and drafting the annual programme review report, ensuring that all necessary data and information are obtained and carefully analysed.

   3.2. The programme group considers the draft of the annual programme review report, reviews critically the operation of the programme and considers any proposed changes.

   3.3. The annual programme review reports submitted by individual programme groups within a fundamental academic unit are to be endorsed by Director of the unit concerned after being considered by the Pedagogic Committee.

   3.4. The annual programme review reports submitted by individual programme groups within an independent academic unit are to be endorsed by the Director of the unit concerned after being considered by an academic panel comprised of Director of the unit concerned and at least four other members appointed by the Director from amongst academic staff in field(s) relevant to the programme(s) being reviewed.

3.5. The process stated in Items 3.3 and 3.4 is to (1) ascertain whether the stated programme objectives have been achieved and (2) make comments and suggestions for further refinements.

3.6. The annual programme review reports endorsed by Director of Academic Unit are to be submitted by end of July every year to the Teaching and Learning Centre, which provides auxiliary support to the review of the reports by the Senate.

3.7. The Senate on the university level shall make final comment on the annual programme review reports and ensure that all relevant issues of the programme concerned are being properly addressed.

4. CONTENTS OF ANNUAL PROGRAMME REVIEW REPORT

4.1. The report should be written using the standard pro-forma (downloadable from mpu.mo/quality).

4.2. The report should normally include critical analyses of and/or responses upon the performance of the programme concerned during the reporting year in terms of:

- Actions and outcomes regarding previous annual programme review;
- Key indicators, including student admission, enrolment by year of study, drop-out, and others;
- Feedback-informed actions to key findings from surveys, reports, advisory board and peer class observations;
- Issues of and changes to learning modules of the taught component (if any);
- Assessment and progression of students and academic standards;
- Issues raised by supervisors; and
- Teaching and learning resources.

4.3. The report should demonstrate evidence of considerations given to feedback from students, graduates, examining panels, advisory boards and other relevant stakeholders.

4.4. The report should also include:

- A general overview of the performance of the programme in light of its strengths, weaknesses and any matters of concern of the current reporting academic year and upcoming academic year;
- Actions and outcomes regarding previous annual programme review; and
- Follow-up actions that spell out actions and measures to be taken with indicative timeframe to solve problems of the current reporting academic year and enhance the quality of the programme.

4.5. The report should normally include the following data and information as appendices for reference:

- Minutes of the advisory board meeting for the review year;

- Responses to the latest employer satisfaction survey report;
- Reports on study tours, internship programmes, student exchange, etc. (if any);
- A summary table of student progression showing the number of students at each stage of the programme and whether they are on track for completion;
- Reports on external supervision (e.g. in industry) (if any).

1. SCOPE

1.1. This set of guidelines is applicable to Bachelor's and Master's degree programmes and the taught components (including the confirmatory examination) of doctoral programmes offered by the Macao Polytechnic University (hereinafter referred to as 'the University').

2. PURPOSE

2.1. The appointment of external examiners is intended to benchmark the quality of the academic programmes or components stated in Item 1 against international standards through the following set of external examining procedures/measures:

- To ensure that they are at the same levels to similar programmes at reputable universities around the world;
- To ensure fairness and consistency in assessment, procedures and examination classification; and
- To scrutinise the effectiveness and appropriateness of the assessment system.

3. CRITERIA FOR APPOINTMENT

3.1. External examiners should be appointed with reference to the following criteria:

- The appointees should be persons of seniority within the academic institution where they are employed (typically at the ranks of Associate Professors or above, or Senior Lecturers or above in the British system);
- The appointees should hold high academic qualification, preferably at doctoral levels (mandatory doctoral level for postgraduate programmes);
- The appointees should be familiar with the subject taught in the programme of study, and should have a good knowledge of similar degree programmes at other institutions;
- The appointees must have an in-depth knowledge in the required field(s) and have a good idea of the development trend of the subject;
- In case the programme being examined is a professional one, the appointees should ideally be practitioners in the professional field so as to provide the best advice about current and future professional developments which may influence the standing of the programme of study; and
- The appointees should preferably have previous experiences serving as external examiners for similar programmes.

3.2. One external examiner shall normally be appointed per programme or cognate group of programmes. External examiners will not be appointed to doctoral programmes independently and the external examining duties are to be borne by

the external examiner appointed to respective cognate Master's or Bachelor's degree programme(s).

3.3. External examiners shall not have any close relationships with the University so as to ensure the impartiality of the examining system.

4. NOMINATION AND APPOINTMENT

4.1. Nomination for appointment as external examiner is to be made by Programme Coordinator in consultation with the programme group, endorsed by Director of Academic Unit, and appointed by Rector of the University.

4.2. Programme Coordinator shall provide a brief statement in support of a nomination for appointment. In the statement, the following information of the respective nominee should be provided:

- Full name, academic title/rank and affiliation;
- Academic and/or professional qualifications;
- Area of specialty;
- Examining experience (if any); and
- Major academic publications.

4.3. The period of appointment will normally be three years with the possibility of extension by mutual agreement for a maximum period of one additional year.

4.4. Upon appointment, an external examiner will receive the following as a general outline of the responsibilities as an external examiner:

- A letter of appointment;
- The External Examining Guidelines;
- Two copies of the acceptance letter (one copy to be retained by the external examiner and the other signed and returned to the University);
- The Academic Regulations;
- Details of the programme they will be examining, including the options and pathways for the programme and the intended learning outcomes for each module;
- The academic calendar for the programme, including the timing of examinations, submission of examination papers for approval and examination board meetings; and
- Other relevant documents.

4.5. An annual honorarium will be presented to an external examiner for services rendered by him/her in moderating the examination, attendance of examination board meetings, writing of annual reports and other relevant duties during his/her term of services.

5. RESPONSIBILITIES AND DUTIES

5.1. The formal responsibility of external examiners is to Rector of the University and their annual reports should be addressed to the Rector via the Teaching and Learning Centre who will copy the reports to respective Director of Academic Unit and Programme Coordinator for action.

5.2. External examiners have a crucial role in quality assurance of the following:

- To ensure that all students are treated fairly and that decisions in relation to individual students are taken after due deliberation; and
- To review the examination process and to comment on its operation, with their reports being a key source of information in the monitoring of learning modules and programmes of study.

5.3. External examiners have the following core duties:

- To comment on the assessments of learning modules, the extent to which the assessments cover the syllabus, and whether students are able to demonstrate their achievement of the learning outcomes;
- To consider, comment upon and approve all examination question papers and to comment on marking schemes for individual papers, assessment criteria and model answers;
- To confirm whether or not the standard of marking is satisfactory by scrutinising a sample of scripts for each module and, if necessary, a sample of coursework;
- To comment on the standards of achievement of candidates and the comparability of this achievement to standards elsewhere;
- To comment on the standards of proposed awards and their comparability to similar awards made elsewhere;
- To provide independent opinion where there is a significant unresolved difference between the marks awarded by the first and second markers on any script or piece of work;
- To attend, or conduct oral examinations, where applicable;
- To attend meetings of the Programme Examination Board, and to participate fully in decision making;
- To endorse results and progression decisions, and make recommendations for award, by signing the relevant documentation;
- To comment on any proposed changes in assessment procedures;
- To submit a full external examiner's report; and
- To perform other relevant duties requested by respective Programme Examination Board.

6. MODERATION

6.1. The Programme Examination Board is responsible for overseeing the production and agreement of examination papers and this is often delegated to a small sub-

group of examiners. Examination papers are prepared by internal examiners and reviewed, and agreed by external examiners.

6.2. The draft question paper should be accompanied by model answers or, where this is not appropriate (for example in question papers that require essay-type answers), accompanied by an indication of the length, style and content of the desired answer.

6.3. The external examiner should satisfy himself/herself that the question paper:

- Is appropriate to the level of the learning modules of the study;
- Is an appropriate means of testing whether candidates have achieved the stated outcomes of the learning modules;
- covers the full range of the syllabus; and
- Is fair.

6.4. In the event that the external examiner is unable to agree that the examination paper meets the criteria, this is reported to Director of Academic Unit. The Director decides whether the paper should be approved or whether amendments are needed in consultation with the Degree Examination Board. This decision shall be communicated to the external examiner.

6.5. An external examiner has the right to examine any script. His/her role is to moderate the marking of internal examiners and will not be expected to be involved in double marking. The selection of scripts/assessed work to be sent to the external examiner will be a matter for determination by the chair of the Programme Examination Board. Sampling arrangements of the following will be provided:

- A sample of scripts or assessed work from the top, middle and bottom of the range;
- Scripts of borderline students;
- Scripts assessed internally as failures, and
- Scripts where the internal examiners differ significantly over marks to be awarded.

6.6. Where the external examiner's moderation indicates the need for a significant alteration to the mark for a script, the relevant internal and external examiners should consider whether the change relates to that script alone, or whether the marks for the whole cohort should be reviewed. If the latter appears to be the case, the internal examiners have discretion on whether to remark all scripts, or to scale marks in relation to agreed benchmarks. Such re-scaling should be reported to, and endorsed by the Programme Examination Board.

7. ANNUAL REPORT AND VISIT

7.1. After the programme examination board has completed its deliberation on students, external examiners will be invited to give a brief oral report at the meeting and complete a full report covering the following:

- Opinion of the assessment process, including its fairness, accuracy and efficiency;
- Opinion of the academic quality of the cohort(s) just examined;
- Opinion of the quality of the teaching, as judged by examination of students' work;
- Any recommendations to the Programme Examination Board for improvements in the teaching or examination process; and
- Opinion as to whether recommendations made in previous years have been properly acted upon.

7.2. External examiners will normally be invited to visit the campus and meet with all internal examiners of the programme concerned once every year. Relevant travel and subsistence costs are supported by the University. While on campus external examiners will be invited to attend meetings of Programme Examination Boards and/or comment on the programme structure and other academic issues where appropriate.

7.3. In case an external examiner is unable to attend the Programme Examination Board meeting, the meeting may go ahead in his/her absence provided that s/he provides written comments on the meeting minutes or is able to attend by video link. Advance comments will be reported to the Programme Examination Board.

1. INTRODUCTION

1.1. These guidelines provide a guiding framework for the operation of examination boards in safeguarding the quality and standards of student assessment on Bachelor's, Master's and doctoral levels at the Macao Polytechnic University (hereinafter referred to as 'the University').

1.2. A three-tier examination board is adopted at the University, namely Programme Examination Board, Degree Examination Board, and Award Board.

2. PROGRAMME EXAMINATION BOARD

2.1. A Programme Examination Board considers marks, progression and any circumstances that may have impacted on them. Its terms of reference are as below:

2.1.1. To take an overview of the assessment processes that operate for the programme and the learning modules, with a particular view to ensuring fairness and impartiality, including setting examination papers, essay titles, and other assessment tasks, marking processes (including double marking), application of regulations, and the conduct of oral examinations (where used as part of the approved module assessment);

2.1.2. To agree the results of students in individual assessments and learning modules;

2.1.3. To consider claims of extenuating circumstances and, where valid, to approve any proposed actions to be taken;

2.1.4. To agree actions in the event of failure of a learning module by a student, including supplementary examinations that may include appropriate alternative assessment arrangements;

2.1.5. To review statistics on academic performance and to comment on the performance of cohorts in particular assessments;

2.1.6. To make recommendations to the Degree Examination Board for results to be set aside where there are accepted extenuating circumstances;

2.1.7. To make recommendations to the Degree Examination Board for the award of degrees;

2.1.8. To make recommendations to the Degree Examination Board and for the suspension of regulations for individuals or groups of students, where applicable; and

2.1.9. Other duties delegated to a Programme Examination Board by the Degree Examination Board or Award Board.

2.2. Programme Examination Board Members

2.2.1. Each Programme Examination Board shall have a chair, normally served by Programme Coordinator, and a secretary, appointed by the Programme Examination Board.

2.2.2. Each Programme Examination Board is advised to appoint a deputy chair, who can take actions in the chair's absence and gain experience of the role for the future.

2.2.3. The chair is responsible for:

- The conduct of the Programme Examination Board;
- The approval of examination papers and the accompanying security arrangements;
- Ensuring that Academic Regulations are adhered to (both at the meeting and throughout the year);
- Maintaining a list of internal (all members of the programme group) and external members of the Programme Examination Board; and
- Ensuring that steps are taken to replace members when terms of office end.

2.2.4. The secretary is responsible for, amongst other matters,

- Circulating information on the date, time, and venue of meetings amongst board members;
- Producing agenda in consultation with the chair;
- Assisting the chair during meetings;
- Producing minutes; and
- The generation of results for consideration is normally the responsibility of the secretary.

2.3. Board Meetings

2.3.1. All board meetings must meet the quorum (i.e. 50% of the total membership) and normally include the presence of at least one external examiner.

2.3.2. When scheduling a meeting, it is crucial that the venue is fit for the purpose. The confidential nature of the meetings requires that meeting discussion cannot be overheard by students or other individuals.

2.3.3. It is recommended that a preliminary, informal meeting be held before a board meeting to discuss problems and identify possible solutions in order to expedite the board meeting.

2.3.4. The secretary shall circulate information on arrangements for a board meeting at least one week in advance. Most examination boards agree on dates for the next meeting well in advance, but it is helpful to remind members. The agenda shall also be circulated at this point.

2.3.5. Mark sheets and summaries of student performance shall not be circulated with the agenda. These shall normally be tabled during the board meeting.

2.3.6. At the beginning of a board meeting, once it is confirmed that the quorum is met, the chair shall:

- Remind the participants that the business of the meeting is strictly confidential; and
- Invite the participants to declare any conflicts of interest, which arise where the chair, board member or meeting participant has a familial or other close relationship with any student under consideration. Where a conflict of interest is declared at a board meeting, this shall be recorded in the minutes by the secretary and the individual concerned shall take no part in decision making related to the student(s) concerned.

2.3.7. During a board meeting,

- A report of all the actions taken by the chair since the previous meeting should be made available to the board;
- The chair should present for discussion any invigilator or candidate reports that have been received, giving details of events in the examinations, including alleged irregularities. Where the board determines that there has been an actual irregularity that may have had an impact on an examination, action shall be taken to remedy the problem, and details shall be recorded in the minutes;
- The board should look at performance in individual learning modules. Each subject leader shall give a brief oral report on how things have gone, commenting in particular on any irregularities, the general level of performance (and whether it is broadly in line with the same learning module in past years, and other learning modules in the current year), and whether changes to the learning module be required for future years. The board shall consider the module marks for approval, taking actions to address any outstanding issues where necessary; and
- The board should consider the performance of final year students. The board shall make recommendations for the award of degrees.

2.3.8. The external examiner should be invited to give a short oral report on his/her experiences with the board (both at the meeting and throughout the year). These comments should be recorded in the minutes though it should also be noted that external examiners submit written reports that go into more details.

2.4. Examination Calendar

Semester	Week	Event
1	7	Deadline for submission of semester 1 examination papers for internal vetting
	10	Comments on papers from external examiner(s)
	12	Final version of semester 1 examination papers
	15-16	Semester 1 examinations
	18	Marks submission deadline
	19	Examination board meeting(s)
2	1-2	Supplementary examinations
	3	Supplementary examinations marks submission deadline examination board meeting(s)
	7	Deadline for submission of semester 2 examination papers for internal vetting
	10	Comments on examination papers from external examiner(s)
	12	Final version of semester 2 examination papers
	15-16	Semester 2 examinations
	18	Marks submission deadline
	19	Examination board meeting(s)
	20-21	Supplementary examinations
	22	Supplementary examination marks submission deadline Supplementary examination board meeting(s)

3. **DEGREE EXAMINATION BOARD**

3.1. A Degree Examination Board reviews and endorses the overall assessment-related decisions, progression results and award recommendations made by the Programme Examination Boards within an academic unit to ensure fair practices and consistent standards across programmes.

3.2. At Bachelor's and Master's levels,

3.2.1. A Degree Examination Board consists of:

- A chair, served by Director of Academic Unit;
- Deputy Director of Academic Unit (if any);
- Programme Coordinator(s) and Assistant Programme Coordinator(s); and
- A secretary, appointed by Director of Academic Unit from the board members.

3.2.2. Should there be no more than one programme of study in operation within the unit, two extra board members are to be appointed by Director of

Academic Unit from the academic staff who are doctoral degree holders within the unit concerned.

3.2.3. The rules of quorum and conflict of interests as indicated in 2.3.6 are applicable to Degree Examination Board meetings.

3.3. At doctoral level, the Degree Examination Board shall be served by the Senate, which considers doctoral students' research progress, confirms their candidature, and endorses award, as indicated in the Academic Regulations Governing Doctoral Degree Programmes. The rules of quorum and conflicts of interests applicable to Senate meetings shall be observed.

4. AWARD BOARD

4.1. The Award Board is responsible for approving awards upon the recommendation made by the Programme Examination Board and endorsed by the Degree Examination Board.

4.2. The Award Board is served by the Pedagogic Committee following respective Academic Regulations. The rules of quorum and conflicts of interests applicable to Pedagogic Committee meetings shall be observed.

1. INTRODUCTION

Macao Polytechnic University (hereinafter referred to as 'the University') is a public multidisciplinary higher education institution with an emphasis on applied knowledge and research. The University is committed to providing student-centred education that combines rigorous learning with the excitement of discovery, promoting academic freedom, integrity and creativity, supporting a diverse research culture in a dynamic environment, and instilling a spirt of service for the betterment of society. Being part of this mission, this strategy is designed to ensure graduates are of high quality capable of contributing to the development of the society.

2. PURPOSE AND PRINCIPLES OF ASSESSMENT

2.1. Assessment serves as a crucial link between effective teaching, student learning, and academic standards.

2.2. The following fundamental principles are observed at the University regarding student assessment:

- Assessment contributes to high standards of teaching and learning and is informed by best international practices;
- Assessment tasks and processes are of appropriate standard;
- Assessment is fair and reliable, with the processes clearly understood by examiners and students; and
- Assessment is accompanied by informative feedback to support learning.

2.3. Procedures and guidelines adopted by the University in relation to assessment (such as the roles of examination boards and external examiners) are to be observed while necessary professional freedom is allowed in deciding when and how assessment should be conducted. Examiners of a learning module are responsible for the module outcomes, recommending assessment results to relevant programme examination board, and ensuring the board has all necessary information about the assessment criteria of the module concerned.

3. STRATEGIES OF ASSESSMENT

3.1. Assessment will be designed to maintain academic standards. It will be explicitly aligned to appropriate criteria as determined by the programmes and academic units concerned at the University and benchmarked against expected outcomes, requirements of professional, statutory or regulatory bodies (PSRBs) and commonly accepted international standards of relevant fields of study.

3.2. The volume, diversity and range of assessment tasks will be appropriate to the learning outcomes and teaching activities of the learning modules and the

programme concerned, allowing all students to demonstrate their learning outcomes with an equal opportunity.

3.3. Assessment will be designed to drive successful learning. Students will be informed of the purpose of assessment and its place within the context of learning. They will be regularly assessed and will be clear about the criteria being used in the assessment. They will be provided with timely and constructive feedback on their work. Such feedback may come from self-evaluation, peer review and assessment by instructors.

3.4. Assessment will be regularly reviewed both internally and by external examiners from internationally recognised institutions to ensure that standards are maintained and best practices are adopted.

3.5. Assessment will be clearly documented to demonstrate student achievements in a form useful for future employers and other interested parties.

4. CREDIT-BASED SYSTEM OF STUDY

4.1. Education at the University is organised around the credit system defined in Administrative Regulation No.19/2018 of the Macao SAR Government. Learning progress is measured by the number of credits a student has been awarded after completing learning modules in his/her enrolled curriculum with a pass grade. On obtaining a pass grade, the student accumulates the module credits as awarded credits.

4.2. A student's performance is measured by weighted grade point average, which is calculated as indicated below, where n is the number of modules taken (i.e. both modules with a pass grade and a fail grade are included):

$$\frac{\sum_{i=1}^{n}(Credits \times Grade\ Point)}{\sum_{i=1}^{n}(Credits)}$$

4.3. A student's performance in modules marked as below do not contribute to the calculation of his/her GPA:

	Definition	Remark
X	Exemption	Assigned to a module that has been exempted.
P	Pass	Given to a module where the results are not counted towards GPA.
NP	Fail	
W	Withdrawal	Assigned to a module which has not been completed due to withdrawal of study.

4.4. At present, the University does not impose any formal progression system, except for doctoral students as described in the Academic Regulations Governing Doctoral Degree Programmes. At the end of the year, a student is automatically progressed into the learning modules of the following year provided that s/he has

fulfilled relevant prerequisite requirements. A student who has obtained all required credits according to applicable study plan is awarded a qualification corresponding to his/her enrolled programme of study upon approval of the Pedagogic Committee concerned.

5. ASSESSMENT CRITERIA AND GRADING

5.1. The University adopts a criterion-referenced approach to assessment. Students are assessed against predetermined criteria set out in the form of descriptions of what students need to do and how well they do it to merit a particular grade or fall within a particular range of marks.

5.2. The University has established broad generic descriptions, which instructors can draw upon and interpret into their own subject matter when setting out criteria and descriptions for each assessment component in their learning modules.

5.3. Students' learning outcomes in individual taught modules may be assessed by means of a written, practical or oral test, or by continuous assessment, or by any combination of these. The result of each assessment component contributes to students' overall module grade.

5.4. Taught modules and undergraduate capstone experience are graded using the following system[1] except otherwise specified:

Letter Grade	Mark Ranges	Grade Point	Grade Definition [2]
A	93-100	4.0	Excellent
A-	88-92	3.7	
B+	83-87	3.3	Very Good
B	78-82	3.0	Good
B-	73-77	2.7	
C+	68-72	2.3	Satisfactory
C	63-67	2.0	
C-	58-62	1.7	
D+	53-57	1.3	Pass
D	50-52	1.0	
F	0-49	0	Fail

(1)   With effect from cohort of Year 2013/2014.

(2)   Generic descriptions of each grade are given below:

Excellent: Strong evidence of original thinking; good organisation, capacity to analyse and systemise; superior grasps of subject matter; strong evidence of extensive knowledge base.

Very Good: Evidence of grasps of subject; strong evidence of critical capacity and analytical ability; good understanding of issues; evidence of familiarity with literature.

Good: Evidence of grasp of subject; some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with literature.

Satisfactory: Profiting from the study experience; understanding of the subject; ability to develop solutions to simple problems in the material.

> **Pass**: Sufficient familiarity with the subject matter to enable the student to progress without repeating the learning module.
>
> **Fail**: Little evidence of familiarity with the subject matter; weak in critical and analytical skills; limited, or irrelevant use of literature.

5.5. Postgraduate capstone experience is assessed either on a pass/fail basis (which does not contribute to GPA) as stated in 4.3 or using the grading system described in 5.4. The applicable grading system will be specified in respective Academic Regulations.

5.6. Taught postgraduate degrees with an overall GPA of 3.7 are awarded with Distinction.

6.   MAPPING TO THE BRITISH DEGREE CLASSIFICATION SYSTEM

To provide an international comparison, it is helpful to map the undergraduate GPA at the University against the standards of another country. A mapping to the British undergraduate degree classification system using NARIC (National Recognition Information Centre for the United Kingdom) as a reference is used for that comparison:

Cumulative GPA at the University	Honour Classification Equivalent
3.70 to 4.00	First Class Honours
3.20 to 3.69	Second Class Upper Honours
2.50 to 3.19	Second Class Lower Honours
2.00 to 2.49	Third Class Honours
1.00 to 1.99	Pass

Using a GPA of 3.7 as the mark of Distinction for taught postgraduate degrees, i.e. a GPA equivalent to First Class Honours, is also something that is common in British practice.

However, standards of equivalence are ultimately maintained by the use of external examiners from outside of Macao and also by accreditation from PSRBs.

7.   MAINTAINING STANDARDS IN DOCTORAL DEGREES

There is no universal system for examining doctoral candidates. Systems vary from the *viva voce* approach in the UK to the system in Australia, which is essentially only on the thesis. The gazetted *Macao Higher Education System* defines the format of the examination using a public defence; such an approach is broadly similar to many other countries, for example Canada.

Whatever the mechanism for the examination, generally doctoral degrees awarded across the world are of similar standard and this is maintained by using subject experts as external examiners, whether to review the thesis or to question the candidate during the defence.

GUIDELINES ON AVOIDING PLAGIARISM FOR DEGREE PROGRAMMES

INTRODUCTION

The term plagiarism is defined as the use of all or part of the opinions, concepts, arguments, rewriting and copying the content of others' works (including text, image, computer programme, music, design, etc.), either intentionally or unintentionally, as one's own without the original author's consent or without proper citation. Plagiarism is considered as an academic disciplinary offense at the Macao Polytechnic University (hereinafter referred to as 'the University').

The University is committed to defending the academic credibility and promoting a culture of academic integrity. These guidelines provide students and staff with general guidance on avoiding plagiarism, inform the assessment of students' work in terms of plagiarism detection, and define how suspected cases will be handled.

STUDENTS' RESPONSIBILITY FOR AVOIDING PLAGIARISM

Plan the work: Students can work out a schedule once being notified with the assignment, essay, thesis or other types of coursework to avoid procrastination. Planning in advance will allow students to have enough time for conducting research, seeking help from the instructors or librarians whenever necessary, and completing the assigned work with proper citations and referencing.

Quote appropriately: Students should enclose a short extract from another author's work with quotation marks to indicate that it is a direct quote. If the extract is a paragraph, the quotation should be indented as a block of text with the omission of the quotation marks.

Avoid copying: Students may elaborate others' opinions and their importance to their argument rather than simply copying from others' work. Even if they are paraphrasing or summarising from other sources, students must also acknowledge and cite the sources to avoid constituting plagiarism.

Develop own writing style: Students can develop their own style of writing to demonstrate the uniqueness and originality of the assigned work. This can be achieved through different means such as deliberate choices of structure and wordings, a clear and concise writing approach, and shaping of ideas with their original thoughts.

Use a range of sources: Discuss ideas from a wide range of sources in the assigned work will demonstrate students' ability to formulate their own views based on a variety of readings and their thorough research in a specific academic field. Students may find relevant sources, either in print or electronic format, in the form of books, papers, journals, newspapers, webpages, reports or others.

Keep quality notes: Always keeping a note of sources will assist students in collating their references and bibliographies much easier and prevent accidental plagiarism. Students may keep track of their references using a bibliographic management tool. Such tools available at the University library's website[34] include Mendeley, Zotero and RefWorks.

Cite properly: Students should cite sources that they use directly or indirectly in the assigned work scrupulously regardless of whether the sources are texts, tables or charts, graphics or illustrations. Students should apply the citation style that their instructors request for the assignment. Some commonly used citation styles include APA, MLA, Chicago, Turabian and IEEE.

Scrutinise the work: A text-matching tool can assist students to check whether they have properly cited sources in the assigned work before they submit the work for grading. The University's preferred text-matching tool is Turnitin[35]. Other software may also be used in particular learning modules for specific purposes.

The similarity report generated by Turnitin provides students with reference so as to guide them to more appropriate citation and referencing. No matter how high or low the similarity index is, students should make use of the similarity report to check their work again and make adjustment where necessary. Nevertheless, Turnitin cannot detect any breaches of academic integrity, i.e. a plagiarised work may result in a very low similarity index. Students are advised to consult their instructors about the expectations and requirements of the assignment.

ACADEMIC STAFF'S RESPONSIBILITY FOR AVOIDING STUDENT PLAGIARISM

Educate students: Academic staff should educate students the importance of academic integrity by advising students of positive learning practices, raising their awareness of unintentional plagiarism and how to avoid it, as well as informing them the risk of being caught and penalised. Academic staff should also advise students the best practice of study skills, such as notetaking, effective academic writing, proper styles of citations and referencing, and the use of Turnitin or other text-matching software.

Inform explicit instructions: Academic staff should make clear to students both generic and subject-specific requirements and expectations for how students should use quotations, paraphrase/summarise content, cite sources, and construct bibliographies. Handouts pertaining to the required citation styles of various sources (e.g. books, journals, websites) can be distributed to students for easy reference.

Adopt e-submission: Academic staff are advised to require students submitting their work along with the Turnitin similarity report through the University's learning management system CANVAS[36]. Turnitin can be entirely accessible within CANVAS by creating a Turnitin-

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[34] https://en.library.mpu.edu.mo/research-tools
[35] https://it.mpu.edu.mo/index.php/turnitin-students
[36] https://canvas.mpu.edu.mo/login/ldap

enabled assignment [37] . Academic staff should conduct the assessment by providing constructive feedback to students on CANVAS in addition to other means of feedback.

Detect plagiarism: The primary responsibility for detecting plagiarism in the assessed work rests with the academic staff (module instructors), who must always apply their specialist knowledge and exercise academic judgement in deciding if plagiarism is constituted within their specific academic areas.

HANDLING PROCEDURES, PENALITIES AND APPEALS

The Regulations for Handling Violations of Academic Integrity[38] stipulate all subsequent procedures of dealing with any suspected plagiarism case and adjudicating a student's penalties when s/he violates academic integrity. It also regulates how students can submit an appeal after being notified the penalty decision.

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[37] https://it.mpu.edu.mo/index.php/elearning-platform/canvas-turnitin
[38] https://www.mpu.edu.mo/student_corner_p/en/reg_for_handling_violations_acad_integrity.php

1. INTRODUCTION

1.1. These guidelines provide guidance on the roles and responsibilities of supervisors of doctoral students at the Macao Polytechnic University (hereinafter referred to as 'the University').

2. APPOINTMENT OF SUPERVISORS

2.1. Every student will have a supervisor and a co-supervisor appointed. Additional co-supervisors may be assigned where appropriate, particularly where the work is inter-disciplinary.

2.2. The supervisor and co-supervisor shall normally:

- Have obtained a doctoral degree or have recognised equivalent experience;
- Be research-active, the criteria to be determined by the academic unit; and
- Have completed any mandatory training provided by the University.

2.3. Supervisors and co-supervisors should have sufficient familiarity with the field of research to be able to provide adequate guidance and should not accept the role if they feel they have not got the required level of familiarity.

2.4. A supervisor shall normally have a maximum of 8 doctoral students for whom they act as primary supervisor, but allocation of supervisory responsibilities shall take into account other duties and professional commitments. Supervisors should have sufficient time for adequate contact with each of their research students.

2.5. If the supervisor leaves the University, a suitable replacement must be appointed (normally the existing co-supervisor whereupon a new co-supervisor should be appointed). Temporary arrangements will be made by the Programme Coordinator to cover periods of prolonged absence on the part of supervisors.

3. OPERATION OF SUPERVISORY RELATIONSHIP

3.1. It is recognised that mutual understanding of expectations between students and their supervisors is critical to the success of a doctoral programme.

3.2. Supervisors are expected to provide academic support and guidance to students to develop their research skills so that they become independent researchers and successfully complete their work for the award of a doctoral degree.

3.3. It is recognised that the nature of different disciplines means that supervisory practice will vary. Supervision may include for example, one-to-one meetings, telephone conversations or video meetings.

3.4. Any problems with the operation of the supervisory relationship in general should be reported to the Academic Advisor. If the student does not wish to discuss the matter with the Academic Advisor, the student may report the matter to the Programme Coordinator or Director of Academic Unit.

4. DUTIES AND RESPONSIBILITIES OF SUPERVISORS

4.1. Demonstrate commitment to the student's research and educational programme, and offer stimulation, support, constructive criticism, and consistent encouragement.

4.2. Arrange the first meeting with the student as soon as possible following initial enrolment and thereinafter meet the student according to a mutually agreed schedule, which should include at least ten one-on-one meetings per academic year.

4.3. Assist with identification of a research topic that is of sufficient novelty yet be at a suitable level for a doctoral degree.

4.4. Respond to student reports on supervision meetings through the Supervision Log, ideally within one week of the student logging a report. The co-supervisor may also respond to a report.

4.5. Assist in gaining access to required facilities or research materials for the project.

4.6. Advise the student to be aware of, and that they should comply with, University and/or academic unit policies on health and safety, research integrity and where appropriate the need to get research ethics approval.

4.7. Give advice on scheduling work and longer-term planning towards timely submission of the research thesis and completion, and to provide advice and help when difficulties occur.

4.8. Request written work as appropriate according to an agreed timetable, and provide honest and constructive criticism (either verbally or in writing) within a mutually agreed time. Students should be advised at the time of submission if other responsibilities will prevent this being achieved.

4.9. Assist the student in identifying research and other training needs at the beginning of the research programme, and in reviewing these over the course of the programme.

4.10. Advise the student on discussing work with third parties (bearing in mind the need to maintain confidentiality), and introduce them to other researchers in the field.

4.11. Monitor the student's progress and inform them if it is not satisfactory; report issues on student progress to the Programme Coordinator including if the student ceases to attend meetings regularly or fails to progress over a prolonged period.

4.12. Support the student in preparation for the Confirmation of Candidature examination and attend that examination as a member of the panel.

4.13. Support the student in preparation of the doctoral thesis including providing advice on writing style.

4.14. Submit suggestions for external examiners for the doctoral thesis to the academic unit and attend the examination as a panel member.

4.15. Clarify the preferred style of interaction with the student in areas, such as:
- Student independence and when to seek assistance;
- Approaches to conflict;
- Direct questioning, and mentoring;
- Expectations on form of address;
- Professional behaviour (e.g. punctuality); and
- How to respond to constructive criticism.

4.16. Support the student in preparation of research publications by providing advices on technical contents and writing styles.

4.17. Guide the student in career planning by discussing career options after graduation and helping to target their training to meet their career goals.

5. DUTIES AND RESPONSIBILITIES OF CO-SUPERVISORS

5.1. The co-supervisor is an integral and essential part of the supervisory process. Their precise role and input will be different for each student, and is dependent on individual circumstances.

5.2. The general expectations of the co-supervisor are that they:
- Act in an advisory role to both the student and, if required, the supervisor;
- Have oversight of the progression and development of the student;
- Act as a second point of contact for the student on academic and pastoral issues;
- May complement the research expertise of the supervisor; and
- Provide continuity of supervision in the event of the supervisor leaving the University or being absent.

GUIDANCE FOR POSTGRADUATE STUDENTS
REGARDING SUPERVISION OF CAPSTONE EXPERIENCE

INTRODUCTION

The term 'capstone' is used to describe the significant piece of personal work that forms part of a postgraduate degree programme. Depending on the curriculum and level of qualification, a capstone can take the form of a dissertation, a thesis, a project and project reports, or internship and internship reports.

Whatever type of capstone in your programme, your supervisors are the key people to support you. You need to work closely and effectively with your supervisors as this will improve the quality of your work and your educational experience. Your supervisors will be available to help you at every stage, assisting you to gain from the capstone experience as much as you can. Your supervisors will also ensure that your work meets the standards of the Macao Polytechnic University (hereinafter referred to as 'University') and the academic discipline.

The information here is to provide you with some general guidance. It is important to familiarise yourself with definitive and other information contained in relevant regulations, policies and procedures of the University.

WHAT YOU CAN EXPECT FROM YOUR SUPERVISOR

- Help with the selection and planning of a suitable and manageable research or project topic;
- Be sufficiently familiar with the field of research to provide guidance;
- Have meetings with you to discuss your academic progress and research, the frequency of meetings varying according to the discipline, stage of work, nature of the project, and your ability to work on your own;
- A timely and thorough response to your work, with constructive suggestions for improvement;
- Help you to understand programme requirements and deadlines, although it is your responsibility to ensure you understand all requirements;
- Encouragement to make presentations of research results as appropriate and providing help in preparing such presentations;
- Advise you to publish your academic works to appropriate conferences and journals;
- Support you in preparation of research publications by providing advices on technical contents and writing styles; and
- Help you to prepare your thesis or project report and to prepare for the oral defence (if required).

WHAT YOUR SUPERVISOR WILL NOT DO

- Do the research/project work for you – it is your work and you need to take ownership for you; and
- Write the proposal, final report/thesis for you – your supervisor may help and advise but it is your work and you need to take responsibility for it.

YOUR RESPONSIBILITIES

- To work effectively toward completion of the degree in a timely manner;
- To learn the existing theories, practices, and research methods of the discipline and to apply these in your work;
- To discover and pursue a unique topic of research to develop new knowledge and to apply this knowledge to existing problems and issues;
- To communicate regularly with your supervisor to discuss your progress;
- To assume the highest integrity and maintain ethical standards in all aspects of your work, especially in the tasks of collecting, analysing, and presenting research data;
- Where applicable, to maintain detailed, organised, and accurate laboratory notebooks and electronic records as required;
- To contribute, wherever possible, to the discipline through presentations, seminars, publications, and professional engagement and service;
- To take responsibility for complying with regulations and policies and to complete all required paperwork and other degree obligations in a timely fashion as well as meeting the deadlines. Note that individual academic units may have additional policies, and it is your responsibility to understand and comply with these policies as well;
- To attend technical trainings, seminars or relevant modules recommended by your supervisor in order to facilitate the development of your technical and research skills; and
- To attend to meetings or activities as required by your academic unit during your period of study.

GUIDELINES FOR CONFIRMATION OF DOCTORAL CANDIDATURE

1.   INTRODUCTION

1.1. All doctoral degree students are required to complete a confirmation of doctoral candidature process within 12 to 24 calendar months counted from the date of registration at the Macao Polytechnic University (hereinafter referred to as 'the University').

1.2. This process is the completion of the probationary phase of a doctoral degree.

1.3. This process aims to:

- Identify in a student's candidature any support, intervention and/or guidance necessary for their proceeding successfully to the next major stage of research;
- Assess the student's progress and the student's academic suitability, competence and likelihood to complete the degree within the timescale stipulated by the programme concerned;
- Give support to the student to make necessary improvements;
- Provide the student with an opportunity to demonstrate academic skills appropriate at the doctoral level;
- Ensure that the scope, size, structure and complexity of the student's research are aligned to the appropriate criteria required by the programme and academic unit concerned and are benchmarked against expected outcomes, requirements of professional, statutory or regulatory bodies (PSRBs) and commonly accepted international standards of relevant fields of study; and
- Help ensure timely and successful degree completion.

2.   CRITERIA FOR PASSING CONFIRMATION

2.1. These criteria serve as referential guidance for the academic unit concerned in the assessment of a student's readiness for progression to confirmed candidature.

2.2. A student progressing to confirmed candidature is generally to have:

- an acceptable research proposal;
- an annotated bibliography or literature review;
- a clear statement on key research questions/problems;
- an acceptable and ethically cleared research methodology;
- successfully completed all required coursework units prescribed by the programme of study (if any);
- completed all other required developmental activities or training courses (if any) as advised by the supervisor(s); and
- performed satisfactorily at the confirmatory examination.

3. CONFIRMATORY EXAMINATION PANEL

3.1. A confirmatory examination panel (hereinafter referred to as 'the panel') is formed as specified in the Academic Regulations Governing Doctoral Degree Programmes to conduct the confirmatory examination specified by the academic unit concerned and decide whether a student is ready for progression to confirmed candidature.

3.2. The panel decides the outcome of a confirmation of candidature process, which may take either of the following forms:

- Pass: The student and the proposal have met all the confirmation criteria. S/he demonstrates possession of expected competencies and capabilities to undertake independent work at the doctoral level under supervision. S/he has his/her candidature confirmed.

- Fail: The student, the proposal and the presentation performance do not meet the confirmation criteria. This decision indicates an absence of expected competencies and suggests the candidate is not yet able to undertake independent work at the doctoral level even under supervision. S/he fails to have his/her candidature confirmed.

3.3. A written confirmatory examination report shall be provided by the panel to provide reasons supporting the decision and recommendations with respect to the research proposal and the student's performance at the confirmatory examination. This report, signed by all panel members, shall be tabled at a Senate meeting.

4. PROCEDURES

4.1. Students who wish to take the confirmatory examination are required to express their intent to their supervisors via standard pro-forma following the doctoral milestone schedule for the academic year concerned.

4.2. As endorsed by the supervisor(s), students shall be admitted to sit the confirmatory examination in person. They shall be notified of the composition of the confirmatory examination panel in writing by the academic unit 10 days prior to date of examination. The notification is simultaneously copied to the Pedagogic and Research Affairs Office for record.

4.3. A student who is prevented from sitting the examination under force majeure circumstances shall submit a written application to the academic unit concerned together with relevant testimonials or documentations. Unless approved by the academic unit, any absence from the examination shall be considered as renunciation of the examination, with the outcome recorded as failure.

4.4. After endorsed by the Pedagogic Committee of the academic unit, the confirmatory examination report stated in 3.3 shall be submitted to the Senate via the Pedagogic and Research Affairs Office within seven days after the examination. The examination outcome shall become effective after endorsement of the Senate.

4.5. Once the outcome becomes effective, the academic unit concerned shall communicate it to the student concerned in writing and provide him/her with a copy of the confirmatory examination report.

4.6. A student who has failed the confirmatory examination may apply for re-examination. If s/he fails at the second attempt, s/he shall be discontinued from his/her study.

DOCTORAL THESIS EXAMINATION GUIDELINES

1. INTRODUCTION

Macao Polytechnic University (hereafter referred to as 'the University') offers doctoral degree programmes that provide training and education in research under appropriate supervision, with the objective of producing researchers capable of conducting research independently, at a high level of originality and quality. The candidate should uncover or create new knowledge by the discovery of new information, formulations of theories, development of new approaches, or the innovative reinterpretation of existing ideas, theories or approaches, in the form of a written thesis (hereafter referred to as 'the thesis') and an oral thesis defence examination (hereafter referred to as 'the defence').

2. THESIS EXAMINATION PANEL

2.1. The thesis examination panel (hereinafter referred to as 'the panel') is responsible for assessing the thesis and the thesis defence of the candidate.

2.2. On the panel, an external examiner is appointed to assure that the academic standards of the research degrees awarded by the University are comparable with those at similar institutions.

2.3. To ensure that all theses and defences are assessed independently and that the examination process is free from any perception of bias or preferential treatment, no member of the University staff, panel members, or panel chair shall be involved in any assessments or examination in which they have a personal interest, family or legal relationship with the candidate being assessed.

2.4. If a potential conflict of interest is not declared by the candidate or the panel but discovered during or after the examination, the academic unit concerned may annul the panel and the thesis examination concerned. With the endorsement of the Senate, a new panel shall be formed.

2.5. The composition and formation of the thesis examination panel are detailed in the Academic Regulations Governing Doctoral Degree Programmes (hereinafter referred to as 'the Academic Regulations').

3. CRITERIA FOR AWARD

3.1. The thesis and the defence together should demonstrate:

- A deep and thorough understanding of knowledge of the relevant discipline and the context within which the research is grounded and of the literature relevant to the research;

- The originality and independence of the candidate's thought, approach, investigation, analysis and result;
- The sources from which information has been derived;
- The exercise of critical judgment with regard to both the candidate's own work and that of other scholars in the field; and
- That it is an integrated whole and presents a coherent argument in an appropriate form, both orally and in writing.

4. THESIS EXAMINATION

4.1. The assessment is designed to ascertain that candidates have reached the standard required by the criteria for the award set out above, which should be explicitly aligned to appropriate criteria as determined by the programmes and academic units concerned at the University and benchmarked against expected outcomes, requirements of professional, statutory or regulatory bodies (PSRBs) and commonly accepted international standards of relevant fields of study.

4.2. The word count of the thesis is specified according to the nature and requirement of the relative programme(s) of study by the academic unit concerned.

4.3. The purpose of the defence is for the thesis examination panel to ensure that the candidate understands the field and the focus area in the thesis (and also to establish their claim to independence of work). The candidate should be given the opportunity to explain any deficiencies or clarify any issues raised by the panel.

4.4. Following the defence, the panel shall meet and vote for the final resolution as stated in Article 12 Clause 12 of the Academic Regulations. This includes an agreed evaluation of the thesis and an assessment of the candidate's performance in the defence.

4.5. According to Article 12 Clause 14 of the Academic Regulations, the University uses a pass or fail as the final resolution for thesis examinations, plus two possible forms of condition, which in turn compose a division of four categories for the panel to determine. The result of the examinations must be assigned to one of the four categories as the panel's resolution:

RESULT	GENERIC DESCRIPTION
Pass	The thesis meets the criteria for a pass, with a well-conducted and well-presented study. Minimal typographical or stylistic errors. The revised or final thesis must be submitted to the academic unit concerned within 30 days after the defence, with the endorsement by the supervisor(s).

Pass subject to minor modifications (90 days)	The thesis meets the criteria for a pass, without any major flaws but has some weaknesses that are readily correctable. Some typographical or stylistic errors. The revised or final thesis must be submitted to the academic unit concerned within 90 days after the defence for approval either by the supervisor(s) or by all panel members according to the resolution of the panel.
Pass subject to major revisions (one year)	The thesis meets the criteria for a pass, but with some major flaws that are not convincingly explained in the defence. The thesis requires a very substantial re-conceptualisation, rewriting, or re-analysis to be brought up to passing standard. The collection of a significant amount of new data or the re-experiment is required for revision. A further thesis defence examination is required within one year following the first attempt. The revised or final thesis must be submitted following the relevant established procedures to the academic unit concerned for approval to proceed to the second defence attempt.
Fail	The thesis does not meet the criteria for a pass. The thesis/work is so fundamentally flawed in conception, methodology, and/or overall conduct that even major revisions would not redeem it. The candidate's defence performance reveals a fundamental lack of understanding of the rationale underpinning the work. In other words, either the thesis or the candidate's defence performance indicates an absence of expected competencies and suggests that the candidate is not going to be able to undertake independent work at the doctoral degree level. No resubmission is permitted.

4.6. When the thesis defence is completed, all members of the panel shall select one category on the form supplied, and complete a detailed report, elaborating on the selected category. This process determines the final resolution as stated in Article 12 Clause 12 of the Academic Regulations.

4.7. Where a recommendation is made conditional on changes, amendments or requests for elaboration, it is important that the specific nature of the changes, amendments, or elaboration be made as clearly as possible in the report for candidate's revision.

4.8. The examination report shall include, but not limited to, specific comments on the following:

- To what extent and how the thesis contributes to the knowledge of the subject with which it deals;
- Whether the candidate understands the relationship of the investigation to the wider context of the knowledge in which it belongs;
- The ability of the candidate to survey the relevant literature and to document statements adequately;
- The extent to which the candidate's attitude to their own work and to the work of others is critical and perceptive;
- Whether the literary presentation of the thesis is satisfactory; and
- Any changes which should be made to the thesis before the degree is awarded; but shall not rule out the particular requirements and/or objectives specified by the programme of study of the academic unit concerned.

5. PROCEDURES

5.1. A candidate who wishes to submit his/her thesis for defence is required to express his/her intent via standard pro-forma following the doctoral milestone schedule for the academic year concerned.

5.2. The completed pro-forma shall be submitted by the candidate to his/her supervisor(s) together with a bound and electronic copy (in PDF format) of the thesis, the originality report generated by Turnitin or other provider(s) indicated by the academic unit, and research outputs published during the course of study.

5.3. As approved by the supervisor(s) and the Pedagogic Committee of the academic unit, the candidate shall enter the thesis examination process as delineated in the Academic Regulations (see Article 12).

5.4. The candidate is generally required to attend the defence in person.

5.5. The panel shall inform the candidate of the final resolution with supported reasons and recommendations after having had the relevant meeting and open ballot (see Item 4.6 above) when the defence is completed.

6. RESUBMISSION OF THE REVISED THESIS

6.1. The revised thesis shall be seen by the supervisor(s) of the candidate, unless the thesis examination panel requests to see it.

6.2. If all the required modifications have been made to the thesis, it is considered as passed. If it falls short of meeting the required corrections, it will be referred to the panel. Should there be a small number of very minor corrections need to be made; the supervisor(s) could, at his/her discretion, contact the candidate directly, requesting that these changes be made.

6.3. If the candidate is unable or unwilling to make the revisions required, or unable to submit the revised thesis within the advised period, such situations shall be regarded as renunciation of revision and the thesis is considered as failed.

6.4. The revised/final thesis should be submitted in the form of a hard-bound copy, plus the electronic copy to the academic unit concerned to proceed with the shortlisting of eligible candidates for graduation and for the award of a doctoral degree.

6.5. The above is part of the programme requirements and must be completed within the maximum period of study as stated in Article 6 Clause 2 of the Academic Regulations.

1. **PURPOSE**

   1.1. These guidelines provide guidance and expected standards on the roles and responsibilities of external examiner(s) in a doctoral thesis examination panel (hereinafter referred to as 'the panel') at the Macao Polytechnic University (hereinafter referred to as 'the University').

2. **APPOINTMENT AS EXTERNAL EXAMINER**

   2.1. An external examiner should be appointed with reference to the following criteria:

   - The appointee should either hold high academic qualification with doctoral levels or have authoritative expertise in relevant field of study;
   - The appointee must be able to judge the quality of the candidate's work;
   - The appointee must not have had any previous connection with the candidate as specified in Item 3;
   - The appointee should preferably have been engaged in research in the candidate's general field of study;
   - The appointee should preferably have previous experience serving as external examiners for similar doctoral candidates;
   - The appointee should meet the responsibilities set out by the University and comply with quality and standard requirements; and
   - The appointee should not have acted as an external examiner at doctoral level at the University during the previous 12 months.

   2.2. One external examiner shall normally be appointed in one panel.

   2.3. The nomination for appointment as external examiner is to be made by the academic unit concerned, endorsed by the Senate, and appointed by the Rector.

   2.4. The academic unit concerned shall provide a formal statement in support of a nomination for appointment. In the statement, the following information of the respective nominee should be provided:

   - Full name, academic title/rank and affiliation;
   - Academic and/or professional qualifications;
   - Area of speciality;
   - Examining experience; and
   - Other relevant documents.

   2.5. The period of appointment will normally be the period of assessment of a candidate's thesis, until the final award recommendation is made by the panel.

2.6. Upon appointment, an external examiner will receive the following as a general outline of the responsibilities as an external examiner:

- A formal letter of appointment;
- The guidelines regarding doctoral thesis examination panel and relevant external examining;
- Two copies of the acceptance letter (one copy to be retained by the external examiner and the other signed and returned to the University);
- Academic Regulations Governing Doctoral Degree Programmes;
- A copy of the candidate's thesis; and
- Other relevant documents.

2.7. An honorarium will be presented to an external examiner for services rendered by him/her in providing relevant responsibilities and duties as indicated in Item 4 during his/her term of services.

3. CONFLICT OF INTEREST

3.1. The appointees must not have any personal or business interest, such as a current or previous personal, family or legal relationship with the candidates being assessed.

3.2. The appointees shall declare any conflict of interest during the period of appointment, and keep the University informed of any changes. The appointment may need to be terminated if the conflict of interest cannot be solved.

4. RESPONSIBILITIES AND DUTIES

4.1. External examiners have a crucial role in quality assurance of the following:

- To assure the academic standards of the doctoral degrees awarded by the University are on a par with those at similar institutions worldwide;
- To ensure that candidates are treated fairly in the examination process; and
- To provide feedback on the examination procedures to the University.

4.2. External examiners have the following core duties:

- To contribute in the assessment of the candidate's written thesis;
- To attend the thesis defence examinations;
- To submit an individual written report on the thesis before a thesis defence;
- To meet with other panel members and vote for the final resolution after a thesis defence;
- To contribute to the overall thesis examination report;
- To comment on the assessment procedures for thesis, thesis defence examinations, and/or assessment criteria;
- To contribute in the assessment of the candidate's resubmitted thesis (if any);
- To attend the thesis defence re-examination (if any);

- To treat candidate's thesis, relevant information and restricted report as confidential (except where disclosure is permitted); and
- To perform other relevant duties requested by the University or the chair of the panel.

5. PARTICIPATION IN THE EXAMINING PROCESS

5.1. The external examiner is required to peruse the candidate's thesis and submit the individual report to the academic unit concerned before the thesis defence examination.

5.2. The external examiner is required to assess jointly with internal examiners in thesis defence examination, and satisfy himself/herself whether the candidate is able to demonstrate their achievement of the learning and research outcome, and is appropriate to the requirements and regulations for the award of the degree.

5.3. The external examiner is required to contribute to the overall thesis examination report after the thesis defence examination.

5.4. For any re-examinations, the external examiner is required to provide a written statement of any needed revisions to the thesis.

ROLES OF YEAR TUTORS FOR BACHELOR'S AND MASTER'S STUDENTS AND ACADEMIC ADVISORS FOR DOCTORAL STUDENTS

Year tutors and academic advisors are responsible for providing general support and guidance for an identified group of students throughout their period of study at the Macao Polytechnic University (hereinafter referred to as 'the University'). Normally, upon admission, one year tutor is assigned to one cohort of students in a Bachelor's or Master's degree programme; one academic advisor is assigned to one cohort of students in a doctoral programme. Fundamentally, every student is supported either by his/her year tutor or academic advisor during the whole course of their study at the University. The scope of services by a year tutor or academic advisor may include:

- To establish and maintain cohesive and supportive relationships between students;

- To arrange elections of student representatives;

- To be available for consultation on all matters related to students' academic experience;

- To give students advice on learning problems;

- To be the first point-of-contact in the event of personal problems;

- To provide advice on career development or further studies;

- To assist in organising student activities;

- To distribute news or information from the University, the academic unit and the programme;

- To collect any information or opinions from students;

- To refer any specific student to appropriate institutional department(s) or personnel as deemed necessary;

- To report significant academic problems of any specific students to Programme Coordinator (or the staff member serving as Student Affairs Leader);

- To coordinate the provision of remedial work programmes where necessary;

- To arrange at least one tutorial for students per semester or every three months, and submit a report per tutorial to Programme Coordinator /Student Affairs Leader; and

- To maintain an accurate record of meetings and agreements.

A student representative is a student elected by his/her peers within a programme of study to represent their views to the academic unit to which they belong, serving as the bridge between the year tutor /academic advisor and his/her peers. Normally, there is one student representative within a cohort of students in a programme of study. The representatives are expected to attend all the regular meetings in their programme or academic unit to which they are invited.

A student representative is expected to meet the following expectations:

- To be available to the group of students s/he represents;

- To maintain good communication with his/her peers;

- To gather students' views about any issues impacting on their studies and academic experience;

- To find out about issues impacting students' studies and academic experience;

- To work with the year tutor or academic advisor to represent students' views;

- To assist the year tutor or academic advisor in organising student activities;

- To collect student feedback questionnaires;

- To be available to attend tutorials and meetings (including dialogue meetings) arranged by the academic unit or programme;

- To maintain a constructive and courteous attitude in discussion;

- To raise any problems and concerns in the dialogue meetings in order to affect positive changes; and

- To feedback responses to students.

APPENDIX 20
ADVISORY BOARD GUIDELINES

1. PURPOSE

1.1. At the Macao Polytechnic University (hereinafter referred to as 'the University'), each academic unit is required to set up an advisory board in each of the subject area(s) in which the unit offers degree programme(s).

1.2. This board acts as an interface between industry or community at large and the programme(s) concerned. Views from the advisory board will be sought from time to time with respect to programme and curriculum design, students' job prospects, employers' views on graduates as well as industry and community needs etc.

2. APPOINTMENT OF BOARD MEMBERS

2.1. Advisory board members shall mainly be chosen from the community. They should be either well-established academics or respectable professionals or business executives who are willing to spare their time in assisting the University.

2.2. The size of the advisory board may vary (normally not less than 3 members) depending on the subject area concerned. Ideally the board should have a good mix of academics and practitioners.

2.3. Advisory board members are normally appointed for a term of two academic years which is subject to renewal. While no maximum number of years of service will be stipulated for a board member, the unit concerned is encouraged to look for new individuals for appointment to bring in fresh ideas to the board.

3. RESPONSIBILITIES

3.1. An advisory board shall normally meet at least once a year to advise and look into the following aspects of work including future development of the programme(s) concerned:

- Relevance of learning modules and curricula in relating to industry and community needs;
- Prospects of employment for graduates;
- Adequacy of equipment and other resources of the academic unit to meet industry and community needs;
- Development of teaching and other activities carried out by the programme(s) in conjunction with relevant sectors of the community; and
- All other aspects relevant to the future development of the programme(s).

3.2. The advisory board shall among others receive an annual report on various issues related to the programme(s) prior to board meeting.

4. MEMBERSHIP

4.1. An advisory board shall comprise:

- A chair, appointed by Director of Academic Unit from amongst board members; and

- Board members, nominated by Programme Coordinator and appointed by Director of Academic Unit.

4.2. Advisory board members shall not include staff of the University. Those who are currently serving as external examiners of relevant programme(s) should also be excluded from the board. In principle one person should not serve on more than one advisory board unless the appointment is justifiable.

4.3. The composition of the advisory board will be reported to the Administrative Board via Director of Academic Unit.

GUIDELINES FOR PEER CLASS OBSERVATION

1. INTRODUCTION

These guidelines provide a framework for academic units at the Macao Polytechnic University (hereinafter referred to as 'the University') to undertake peer observation of classes. Such observation is a process that provides academic staff with timely and useful peer feedback that focuses on pedagogic enhancement within a supportive and collaborative team structure. It enables academic staff to review their professional practice from different points of view to better promote student learning and to serve as a professional development opportunity. It serves as one of the means to:

- Assist academic units to provide students with a quality educational experience;
- Encourage regular reflection on teaching effectiveness;
- Inform action plans for teaching and pedagogic enhancement;
- Foster discussion and dissemination of good practice; and
- Increase staff awareness of student experience.

2. PRINCIPLES

2.1. Observation is a continuous process that occurs throughout the year. Detailed operation of the process depends on the academic discipline and shall be defined by the academic unit concerned, which will monitor and evaluate the process and its appropriateness and acceptability.

2.2. At a minimum, the University requires that every full-time teaching staff shall have at least one teaching session to be observed in each academic year.

2.3. The observers and observees need to have a thorough understanding of the process and note that its purpose is to encourage development.

2.4. It is essential for academic units to provide their observers with appropriate training before carrying out the task.

2.5. Critical reflections and feedback should be included in the evaluation reports submitted by the observers with reference to the criteria of good teaching practices determined by the academic unit concerned, recognising that the model of a good teacher can vary to some considerable extent between different disciplines.

2.6. General features of good practice shall include, but not be limited to, the following:

- Thorough planning and organisation;
- Suitable methodology and approach;
- A clear introduction and conclusive ending;
- Appropriate delivery and pace;
- Authoritative, accurate and up-to-date content;

- Relevant learning material and resources;
- Stimulating, intellectual and active discussion and participation from students;
- Responsive feedback to questions with guidance for further learning development to students;
- Proper use of accommodation and equipment available;
- Inclusive overall style and ambience; and
- Acknowledgment of students' special needs.

2.7. The session chosen for peer observation should be able to demonstrate how students are engaged in the teaching and learning process. Sessions designed for review for assignments or test, fieldtrips, or student presentations are not recommended.

3. APPOINTMENT OF OBSERVERS

3.1. Observers are appointed by the Director of the academic unit concerned.

3.2. Two observers will normally be appointed to one observation.

3.3. Observers are normally appointed from the academic staff of the academic unit concerned. External observers may be used, but normally with a member of the academic unit.

3.4. Observers:

- Shall be familiar with the subject taught in the observation session, and have an in-depth knowledge in the required field and have a good idea of the development trend of the subject;
- Should normally have a good knowledge of similar degree programmes at other institutions;
- Could be practitioners in the professional field to provide the best advice about current and future professional developments which may influence the standing of the programme of study; and
- Shall preferably have previous experiences serving as an observer for similar sessions.

3.5. Notwithstanding the experience and standing of any external observer, the academic unit shall provide suitable training for an external observer to ensure they are familiar with the University's practice and expectations. Such training may be by recorded video or by any other format that could be made available remotely.

3.6. No observer shall be involved in any observation in which they have a personal interest, family, or legal relationship with the observee.

3.7. If a potential conflict of interest is not declared by the observee or by an observer, but is discovered during or after the observation, the academic unit concerned may annul one or more of the evaluation reports. A replacement observer shall

be appointed by the Director of the academic unit to conduct the observation again.

4. OBSERVATION

4.1. The observers and observee involved in an observation shall be informed by the academic unit at least 2 weeks prior to the day of observation to allow necessary coordination and preparation.

4.2. The observers shall:

- Arrive in good time before the observation session commences to allow for explanation by the observee and discussion of the materials before the commencement of the observation;
- Be discreet and diplomatic in the classroom;
- Sit where they do not disturb the class, yet have a clear vision of the observee and students for note-taking and evaluation;
- Focus on the teaching and learning; and
- Complete the evaluation report with reflective feedback for the observee.

4.3. The observee shall:

- Provide the observers before the observation with information about the session to be observed, which includes, but is not limited to, module materials, module outline, expected learning outcomes, and teaching strategies to be adopted to achieve the outcomes;
- Prepare the students for the presence of the observers, and if necessary, for talking to the observer;
- Work effectively with the students, ignoring the presence of the observer; and
- Incorporate the comments of students in relations to the effectiveness of the session.

5. FOLLOW-UP

5.1. The evaluation report submitted by the observers should be sent to the programme coordinator concerned, the Director and/or Deputy Director (if any) of the academic unit concerned.

5.2. The evaluation reports endorsed by the Director of the academic unit are to be submitted to the Pedagogic and Research Affairs Office for submission of a conglomerate report to be considered by the Senate.

5.3. When an observation session receives an average rating below 3 on a five-point scale, the case shall be followed up according to the 'Procedures for Dealing with Unsatisfactory Teaching Performance'.

GUIDELINES FOR THE DISSEMINATION OF GOOD PRACTICES

1. **OBJECTIVES**

   These guidelines are developed to provide a systematic and bottom-up approach for recognising good practices adopted in programmes, academic units, academic support and administrative services, and disseminating them throughout the University, their objective being to promote University-wide knowledge and experience exchange for the continuous enhancement of the quality of student learning opportunities.

2. **DEFINITION AND CRITERIA**

   2.1. In these guidelines, good practices include all the strategies, plans, approaches, procedures, and other practices adopted at the programme/unit level or in academic support or administrative services which have been demonstrated to be effective in terms of the enhancement of the quality of student learning opportunities.

   2.2. To decide whether a practice is worth promoting and disseminating, consideration will be given to:

   - Its effectiveness in the present context;

   - Its capacity to operate in other contexts and the possibility of systemisation;

   - Its potential contribution to the overall quality of the University's student learning opportunities; and

   - Its potential role in the University's quality assurance and enhancement systems.

3. **RESPONSIBILITIES**

   3.1. The Senate at the university level is responsible for considering the recommendations from academic units, academic support and administrative services, and deciding which practices are worthy of institutional promotion and dissemination.

   3.2. The Teaching and Learning Centre serves as the secretariat for management of good practices at the Macao Polytechnic University.

4. **PROCESS CYCLE**

   The process of recognising good practices for promotion and dissemination will be carried out once every academic year at the end of the second semester.

5. **PROCESS**

   5.1. Academic units as well as academic support and administrative services submit their recommendations of good practices to the Teaching and Learning Centre.

5.2. The recommendations received are externally peer-reviewed as arranged by the Teaching and Learning Centre, which will then submit both the recommendations and the external peer comments to the Senate for consideration.

5.3. The Senate reviews the recommendations and the external peer comments and decides upon the practices worthy of institutional promotion and dissemination.

6. DOCUMENTATION

To keep track of the entire process, a good practice list will be maintained at the university level including meeting minutes and other relevant documents.

FRAMEWORK FOR NEW ACADEMIC STAFF INDUCTION

The Framework for New Academic Staff Induction describes an induction process which aims to provide new academic staff members with the information and support they may need to adapt to the new environment and develop their career at the Macao Polytechnic University (MPU).

Onboarding

On the university level, upon their arrival at MPU, new academic staff members will be provided with an information kit and automatically enrolled in the orientation organised jointly by the Personnel Office and the Teaching and Learning Centre. By so doing, new staff members will be able to gain information about:

- MPU's vision, missions, and developments
- MPU's structures, policies, regulations, services and processes
- MPU's education philosophy and quality assurance system
- The higher education context in Macao, including regulatory and professional bodies and processes

Attendance to the orientation is mandatory for all new academic staff members.

Mentorship

A mentor will be appointed to each new academic staff member to provide on-the-job training and support in their respective disciplines, especially in light of the following aspects:

- Design, teach and provide student support effectively on modules or programmes of study through appropriate use of methods, approaches and technologies that align with measurable learning outcomes
- Design and implement assessment and feedback strategies
- Develop learning environments and resources that foster academic integrity
- Facilitate learning across varying levels of prior knowledge, entry skills and background
- Initiate research projects and apply for research funding

By default, programme coordinators will serve as mentors to new staff members who join their programmes. Heads of academic units may also assign senior staff members to serve this mentorship role.

Mandatory Development Activities

In addition to the orientation mentioned above, new academic staff members are required to attend the following development activities during their first year of service:

- The annual international higher education conference organised at MPU
- Teaching and learning workshops and other activities organised by the Teaching and Learning Centre with a relevancy to new academic staff members
- Research capability building activities offered by the Libraries or available at the Pedagogic and Research Affairs Office with a relevancy to new academic staff members

Through these activities, new staff members will be able to refresh or enhance their knowledge and competency in the following required areas:

- Design, deployment and assessment of learning outcomes
- Effective use of current technologies and pedagogies to enhance teaching
- Current trends in teaching and learning in higher education
- Mechanisms for assessing and enhancing quality in the wider context of higher education
- Managing research and supervising doctoral students (for staff members with relevant duties)

Development Review

With the assistance of the mentors, unit heads are responsible for identifying the development needs of new staff members and ensuring that these needs are effectively catered for purposes of enhanced performance. Relevant development records and review documentations are to be maintained by academic units. An aggregated analysis will be conducted by the Teaching and Learning Centre for review by the Senate on an annual basis.

INTRODUCTION

The Overall Policy and Development Plan (hereinafter referred to as 'the Plan') of the Macao Polytechnic University (hereinafter referred to as 'the University) for 2021-2025 sets out a clear vision for the future development of the University with a target of joining the league of leading tertiary institutions in the Asia Pacific Region. The development over the five-year period covered by the Plan is outlined in the following key strategic areas: Academic Development, Staff Development, Teaching and Research, Student Development, Campus Development, and Outreach and Global Development. 16 strategic objectives have been identified and their realisation relies upon an effective and flexible workforce which can grow with the University to deliver teaching and learning, research, and professional services to the quality needed by a progressive and leading institution in the Asia Pacific Region.

With staff being its greatest asset, the University will need continuous investment in staff development in order to meet the objectives set. To ensure success and fitness for purpose, these guidelines are developed to help enable progress and success to be measured and monitored in academic staff development, so that the University may realise and enjoy tangible benefits from the investment in human resource management. The staff development process cannot be considered separate from other areas of management in the University. It must be aligned with the development plans for the University, the academic units, and the services, outcomes from institutional review exercises, issues arising from staff performance reviews, and students' feedback on their learning experience at the University.

PRINCIPLES OF ACADEMIC STAFF DEVELOPMENT

The University strives to ensure that its academic staff are exposed to high quality staff development activities, informed by expert practitioners and relevant pedagogic research. The principles of academic staff development at the University are as follows:

1. Equality of access/parity of treatment to all in order to ensure that appropriate professional development is available to all academic staff.

2. Responsibility for professional development is shared between each academic staff member and the management. The University believes that staff development is a continuous process. It is expected that staff will keep abreast of developments within their own area of expertise and all staff are encouraged to undertake development activities throughout their working lives.

3. Commitment of resources where the needs of the University are the greatest.

4. Personal and professional development of the individual. Orientation and induction, mentoring, learning as a lecturer, and development in academic leadership are

important for the development of good practice. Professional development needs should be considered whenever new technology, policies or procedures are being introduced.

5. Using talents to the full. The expertise of the University's own staff should be used where appropriate and such contributions should be recognised.

6. Improved performance will be recognised by the University, including in the context of continuation and promotion decisions.

7. The University will monitor and evaluate academic staff development activities in order to continually learn and improve provision. All academic staff are expected to participate in the evaluation of learning and development.

8. The University will ensure that the Guidelines for Academic Staff Development Opportunities will be reviewed on a regular basis.

SCOPE OF ACADEMIC STAFF DEVELOPMENT OPPORTUNITIES

Academic staff development at the University is not simply about attending staff development courses, but takes a multilevel approach and will include many different types of activities (i.e. teaching, learning, assessment and research) targeting at different professional development needs of the staff. At the university level, the senior management, together with the Teaching and Learning Centre, takes the lead to shape the context and conditions to actively encourage staff learning and development and to ensure that resources are made available for this purpose. At the level of academic units, directors and programme coordinators will contribute in shaping the culture and curriculum. They will ensure that the learning and development needs of their academic staff are identified and appropriately addressed. Individual academic staff also take an active role in planning their own personal development, undertaking agreed development activities, and evaluating their effectiveness.

Hence, thorough assessment of the learning and development needs of the academic staff is crucial to effective decisions on the types of staff learning and development activities to be offered. Needs will also be identified through regular Peer Observation practice of teaching. Whatever the learning and development activity is, it should have one or more clearly prescribed intended learning outcomes that can be used to assess learning by individual staff members. Examples of staff development activities may include, but are not limited to:

- Participation in postgraduate supervision as a postgraduate tutor;
- Research engagement relevant to disciplines being taught;
- On-the-job learning by shadowing a colleague or job exchange;
- Mentoring or coaching by more accomplished staff in the University (teaching observations, creating a teaching portfolio etc.);
- Prescribed reading (books, journals, reports, newspapers etc.);
- Induction events;

- Seminars, customised in-house learning events, development forums, external courses (course design and teaching, strategies for active learning, assessment of student learning etc.); and
- Online or e-learning resources (video, sound, pictures, text, check tests to measure understanding).

ACTION ITEMS FOR ACADEMIC STAFF DEVELOPMENT

1. The academic units and the Teaching and Learning Centre work together to:

   - Advise on and/or organise academic staff development activities;

   - Train and support colleagues who are new to delivering staff development activities;

   - Review quality of provision and provide developmental feedback to presenters where appropriate;

   - Be present at the start of academic staff development activities, where possible, to answer questions, introduce presenters and build confidence and rapport with staff; and

   - Report to the Senate annually about academic staff development opportunities.

2. The University will continue to upgrade the profile of its existing academic staff and actively recruit competent academic staff:

   - Continue to offer adequate financial assistance and reasonable workload reduction to full-time academic staff who are pursuing doctoral studies in a related discipline at a recognised local or overseas institution; and

   - Provide sufficient research resources and funding for academic staff to be actively engaged in research and attend international conferences in their respective disciplines in each academic year.

3. The University will foster effective career development and advancement for academic staff based on best practice benchmarks from peer tertiary institutions and will support academic staff throughout their careers at the University.

   - The University will support academic staff to be actively engaged in the socio-economic development of Macao through applied research and knowledge transfer;

   - The University will augment recognition programmes and incentives for outstanding teaching and research, expanding acknowledgement for research and community service; and

   - The University will continue to undertake institutional peer observation of teaching and ensure that the scheme works consistently across all academic units which deliver teaching and learning.

BENCHMARKING AGAINST INTERNATIONAL STANDARDS

Similar to other reputable universities, the University has a system in place to promote excellence in teaching and excellence in student learning inside and outside the classroom. The goal is to see teaching quality similar to other leading tertiary institutions in the Asia-Pacific Region, to give equal values to research as a professional commitment of academic staff, and to provide for staff development for pursuance of teaching excellence. The University will consolidate its existing strengths of teaching excellence and will, with regards to the UK education model, strive for breakthroughs in teaching and learning development within its academic community.

APPENDIX 25
ACADEMIC STAFF PERFORMANCE TRACKING GUIDELINES

1. In order to maintain the academic standards and the quality of learning and teaching of Macao Polytechnic University (hereinafter referred to as 'the University'), these guidelines provide a referential framework regarding the performance of the academic staff for directors of academic units.

2. An academic unit shall conduct periodic review of the performance of their academic staff to:

    (1) Promote the academic and pedagogic development of the unit by regularly reviewing the performance of its academic staff according to their respective functions defined in the University's Personnel Charter for Academic Staff and the work assignments made by the unit concerned; and

    (2) Foster academic staff's career development via regular performance review.

3. The review shall be administered by head of academic unit concerned every academic year with reference to the following objective indicators:

    (1) Results of the Student Survey conducted every semester;

    (2) Outcomes of peer class observation;

    (3) Research outputs; and

    (4) Services to the University.

    Relevant review findings will serve as a reference in matters of contract renewal or contract review.

4. The Academic Staff Performance Report System of the University provides heads of academic units with information listed in Item 3 about their academic staff.

5. Academic staff have access to their own data with regard to the indicators listed in Item 3 through the University's information systems.

6. Director of academic unit may communicate with their academic staff concerned regarding their performance. Cases relevant to unsatisfactory teaching performance shall be handled according to the University's Procedures for Dealing with Unsatisfactory Teaching Performance.

APPENDIX 26
PROCEDURES FOR DEALING WITH
UNSATISFACTORY TEACHING PERFORMANCE

1. **PURPOSE**

   1.1. These procedures are for dealing with questions of competence and not issues of misconduct, which would be dealt with by disciplinary procedures.

   1.2. Questionable competence may be due to issues with the skills, aptitude, health or any other physical or mental quality of the teaching staff. Unsatisfactory teaching performance will therefore be due to the teaching staff not having the capacity or ability to do the job or the teaching staff not being able to understand or follow broad managerial directions.

   1.3. These procedures are concerned with identifying unsatisfactory teaching performance as well as relevant informal and formal actions in response to the identified situation.

   1.4. These procedures are to remedy unsatisfactory teaching performance and to have a route to disciplinary actions if the remedies fail. The initial approach will always be to offer reasonable support to the identified staff member.

2. **PRINCIPLES**

   2.1. Director of Academic Unit or Programme Coordinator will:

   - Apply reasonable work standards consistently and fairly;

   - Monitor and manage the teaching performance of academic staff; and

   - Recognise that the failure to perform is not deliberate or wilful in capability cases.

3. **IDENTIFICATION OF UNSATISFACTORY TEACHING PERFORMANCE**

   3.1. Unsatisfactory teaching performance may be identified by:

   - Complaints by students. These may be made informally by students through Year Tutors/Academic Advisors or Programme Coordinator, who will then discuss them with Director of Academic Unit. These complaints can also be made more formally in dialogue meetings, which serve as a forum where student representatives can raise their problems and concerns;

   - Complaints by colleagues. Colleagues may raise complaints to Programme Coordinator or Director of Academic Unit when they believe there are teaching performance problems either;

   - Advice from external examiners. External examiners may identify possible teaching performance problems and report them to Director of Academic Unit;

   - Results of student surveys. Students are asked to provide feedback for each learning module via a questionnaire survey, which can identify performance

problems. In the survey reports, learning module(s) with an average rating below 3 on a five-point scale will be listed; and

- Lecture observation. Peer observation is conducted in a lecture of each learning module. Unsatisfactory teaching performance, once identified, will be reflected in the observation report, which will list out learning module(s) with an average rating below 3 on a five-point scale.

4. INFORMAL ACTION

4.1. Suspected cases of unsatisfactory teaching performance will be discussed among the staff member concerned, Programme Coordinator and Director of Academic Unit. Further investigation via lecture observation and/or review of written materials produced for the learning module may be agreed upon.

4.2. Cases of unsatisfactory teaching performance, which are believed due to a medical cause (either physical or mental), shall be referred to the sickness procedures of the University.

4.3. Support will be offered to the staff member whose poor teaching performance is believed by Director of Academic Unit to be due to lack of capacity. The approach of support depends on the nature of the issue, typical ones being:

- Lecture observation by senior academic staff considered to teach well;

- Advice on preparation of teaching materials and examples of good materials; and

- Participation in suitable training course(s).

4.4. The staff member concerned should be advised of the targets of improvements and expected dates of completion as well as the formal action which may be triggered when the targets are not met by the specified dates.

5. FORMAL ACTION

5.1. Should informal actions fail to achieve improvement, further action will be formally taken following the procedures stated below:

- Director of Academic Unit decides whether to bring the case to the attention of the Administrative Board of the University; and

- The Administrative Board considers the case and decides whether to submit the case to the University's disciplinary procedures.