



教學質量
保證體系
Quality
Assurance



教學質量保證體系

Quality Assurance

澳門理工學院秉承堅持教學質量、以學生為中心的教育理念，遵循“紮根澳門，背靠祖國，面向世界，爭創一流”的辦學理念，致力於不斷提高教學、科研和管理水平，通過建立並持續完善教學質量保證體系，實現追求卓越的長期目標。

英國的高等教育歷史悠久並聲譽斐然，作為實現上述目標的重要一步，我院以英國高等教育的質量和標準為基準，不斷審視自身質量保證體系，參照《英國高等教育質量保證局（QAA）質量手冊》的要求，在院級及校級層面對教學管理制度、政策和措施做出重大改進，以保證和提高課程的學術水平、向學生提供優質的學習機會。

基本學術水平

我院實施了一系列的政策和措施，保證和提高教學質量。參照《QAA 高等教育質量保證實務守則》、《英格蘭、威爾士和北愛爾蘭高等教育資歷架構》（以下簡稱《資歷架構》）及其他國際標準，制定了一套我院內部參考標準，讓各學校在同一框架下運作。目前，我院已有數個課程通過了國際專業組織的學術評鑑，有關組織包括：英國工程技術學會、英國註冊會計師公會和澳洲會計師公會等國際專業組織。

保證所頒授之學歷符合《資歷架構》合適水平

我院新近修訂的《質量保證手冊》中包括課程發展與管理方面的指引。新指引要求我院開辦的所有學位課程均須符合《資歷架構》的有關標準。

Macao Polytechnic Institute strives for excellence with its philosophy of a high quality, student-centred education. Rooted in Macao while reaching out to the world, we endeavour to grow into a continuously improving higher education institution of excellence in terms of teaching, research and management. This long-standing ambition is embodied in our devotion to maintaining and improving our systems for assuring that our awards are up to standard and continuously improved.

A major step towards this commitment is to benchmark ourselves continuously with the quality and standards expected of universities in the UK, a country with a long history of excellent higher education. To support this decision we have introduced a series of substantial revisions to various systems, policies and procedures at both institutional and School levels according to the Quality Code produced by the UK Quality Assurance Agency for Higher Education (QAA). We are dedicated to upholding our academic standards and the high quality of our student learning opportunities.

Our Threshold Academic Standards

We manage the academic standards of our awards through the implementation of a number of policies and procedures. Internal institutional reference points provide a common framework for the operations of all our Schools. In developing these and the supporting policies careful note has been taken of external reference points such as the QAA Code of Practice, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), and other international standards. At present we also have several programmes of study which are accredited by international accreditation bodies such as the IET UK, ACCA UK, and CPA Australia.

Each Qualification Allocated to Appropriate Level in FHEQ

We have recently updated a number of our Quality Assurance Manuals, including one for Programme Development and Management. This key

我院的“理想畢業生特質”，即僱主可預期理工畢業生所具備的素質、技能和知識，基本符合《資歷架構》第六級所描述的標準。

在課程審批和檢討方面，我院以外部評審機制，確保課程符合相關學科的公認標準。一如前述，我院有志於達到英國高等教育的辦學水平，必將致力於保證其課程符合《資歷架構》所描述的標準。

充分發揮校外考試委員的作用

我院邀請了一批具有國際影響的資深專家學者擔任校外考試委員，為各課程之學生考評工作提供外部專業意見，以保證所授予之學位與國際接軌、學生獲得知識和能力與學歷相吻合。校外考試委員在課程修訂的過程中也發揮着關鍵作用，他們在課程設置、學生考評、教與學策略等方面，起着把關作用。

update allows us to implement a process that requires all programmes to be appropriately located within the FHEQ in addition to relevant reference points.

Our Ideal Graduate Attributes, i.e. the qualities, skills, abilities and knowledge employers can expect our graduates to possess, have approximate parallels in the descriptors for Level 6 qualifications in the FHEQ.

Programme approval and review processes use significant levels of external oversight to ensure that our programmes meet external expectations appropriate for the level of study in the relevant disciplines. As we have made a commitment to meet the standards expected of a UK university, we will always endeavor to ensure that our programmes are aligned with the FHEQ.

Strong and Scrupulous Use of External Examiners

We have solicited the assistance of a group of senior academics with strong international links as our external examiners (EEs) to perform the external examining task for all our programmes. We deeply engage our EEs in the process of verifying and confirming that the academic standards of each of our awards meet international expectations, and that student achievement is at an appropriate level for that award. External examiners also play key roles in the programme modification process, confirming the appropriateness of changes to the curriculum, assessment or teaching and learning strategies.



學生向外審專家介紹作品
Students present their works to MPI's external assessor

採取適當考評策略，展示學生學習果效

在院級層面，我院制定了全院性的《考評策略》，並對之進行定期檢討，以保證考評管理架構適時有效。在課程和科目層面，考評策略檢討是課程監督的重要一環，在定期的課程檢討中仔細進行。考試委員會體系設有校外考試委員機制，要求有關專家學者在學生接受科目考評前審批考評項目的合適性。此外，我院還向新晉教員提供考評策略設計的相關培訓活動，並安排資深教員擔任其師友，協助他們儘快適應我院的教與評工作。

課程發展與管理機制使課程水平保持一致

所有課程均須接受參照《英國高等教育質量保證局質量手冊》及其他國際公認標準訂定的審批、監督和檢討程序。對於有關程序，我院定期進行檢討，使之適時有效。在課程監督和檢討方面，設有年度及週期性課程檢討機制，以保證課程的持續合適性。

我院各高等學校及課程，通過每學期的“學科及教學評估學生問卷調查”、年度的“畢業生調查”及其他非正式渠道，鼓勵在校生和畢業生對課程提供反饋意見。同時，我院還制定了相關政策及措施，鼓勵校外學科專家和學生在課程認證的過程中提供建議和反饋。

Effective Assessment Strategies for Students to Demonstrate Learning Outcomes

We have in place an assessment governance framework articulated through our institution-wide Assessment Strategy, which is reviewed on a regular basis. Assessment strategies at programme and course levels are scrutinised in detail as part of the monitoring and review processes. Within our system of Boards of Examiners we require our external examiners to approve the appropriateness of assessment tasks before they are given to students. Academics new to teaching are provided with training in the design of assessment strategies. Senior faculty members are appointed by programmes as mentors of these newcomers as well.

Programme Development and Management Enabling Consistent Standards

All our programmes are subject to approval, monitoring and review processes with regards to the QAA Quality Code for Higher Education and other internationally recognised standards, and such processes are reviewed regularly. Practices of Annual and Periodic Programme Review are in place to ensure the programmes' continued appropriateness.

Schools and programmes encourage students and graduates to provide feedback on programme matters via the semestral Course and Teaching Evaluations and the annual Graduate Surveys as well as other less formal channels. We have also set out policies and procedures to involve external subject specialists and student participation in providing suggestions and feedbacks during validation and re-validation of programmes of study.

以國際標準訂定授予學歷的水平

近期修訂之“課程規範”範本要求課程比照 QAA 學科基準指標，未來所有的新課程均須作為參照，以實現我院引入英國學術標準的志向。課程小組須依循外部參照標準來評估課程的預期學習果效、結構和內容是否適當有效地訂定。此外，由於部分課程正準備接受外部專業評鑑，作為評鑑過程的一部分，有關課程正按相關外部參照進行評估。

International Expectations Informing Standards of Awards

We have recently revised our programme specification template requiring all our programmes to be mapped with relevant QAA subject benchmarks. All our new programmes will be mapped with relevant QAA subject benchmarks as part of our commitment to introduce UK academic standards. Programme Groups are asked to refer to external reference points when considering whether the intended learning outcomes for the programme and its structure and contents are designed and developed appropriately and effectively. In addition, a number of programmes are subject to professional accreditation and as part of the accreditation process programmes are considered against appropriate reference points.



教師正在聆聽外審專家意見，
銳意提升教學質量
MPI staff listening to external
opinions in an endeavor to
enhance teaching quality

學生的學習機會

我院致力為學生提供最佳的學習資源，讓他們在教、學、研三方面均能獲得充實的學術體驗。為此目標，我院明白應先取得對彼此期望的相互瞭解。因此，在學院和學生的共同努力下，訂定了《澳門理工學院學生期望》。我院已把有關協議全面通報所有新生，並將對之進行定期檢討（通常每兩年一次）。該協議為實現以下目標打好基礎。

達到專業標準的教學和學習支援

教員是我院的重要資產，是保證教學和學習支援達到專業水平的關鍵。因此，我院設有一套教員徵聘、甄選的標準程序，以確保聘得最佳的教學人選。

為了保證教員的教學表現保持令人滿意的水平，我院實施了一系列的相關指引、每學期進行同儕觀課，並對所有新進教員實行為期一年的試用期。同時，通過教學獎項和晉升等方式表揚優秀的教學表現。

我院的《學術人員發展策略》訂定了提升教學質量的明確途徑，通過各種津貼、獎勵和發展計劃鼓勵教員積極從事學術與專業發展。

Our Students' Learning Opportunities

We are committed to providing students with the best possible resources in order to give them a fulfilling educational experience in terms of teaching, learning and research. To this end, we understand that, in the first place, we and the students should have a mutual understanding of the expectations we have for each other. Therefore, a student charter entitled 'MPI Student Expectations' has been established through the joint efforts of the institution and the students. This partnership is thoroughly communicated to our new students and reviewed on a regular basis (normally after a period of two years). It founds the realisation of the following.

Professional Standards Supported for Teaching and Support of Learning

Our faculty is the major asset we have to ensure professional standards in both teaching and support of learning. We hence have in place a set of standard procedures that guarantee special care is given to the search and selection of candidates, ensuring the best decisions are made.

To ensure satisfactory and consistent teaching performance we have imposed a one-year probation policy for all new members, following various established guidelines and conducting class observation (peer observation) every semester. Meanwhile, outstanding teaching performance is recognised by means of awards and promotion.

Our Academic Staff Development Strategy sets out clear pathways for enhancing teaching quality. Various subsidies, reward schemes and development programmes are offered to encourage our faculty to be engaged in academic and professional development.

合適的學習資源和優質的學習機會

我院致力於為學生提供合適的學習資源和優質的學習機會，也致力保證所有學生在學習資源和機會上享有平等的機會，以取得課程預期的學習果效，讓他們在畢業後有機會實踐學術和專業能力。

我院為各年級的學生安排班導師，為他們提供學業上的支援。各學校派出代表與“購置學術、教學及書籍之設備委員會”保持緊密協作，與圖書館同仁一同保證圖書服務和資源支持學生學習。理工一貝爾英語中心幫助學生提高英語語言技能。一系列的電子學習設施和資源推動學生在網

我院為各年級的學生安排班導師，為他們提供學業上的支援。

We have year tutors for each class of our students to provide academic support.

路環境自主學習。

我院訂定了《實習指引》，保證學生得到合適的工作實習機會。在制定《教與

學策略》時努力促進科技的應用，讓學生能夠充分參與課程學習、提升學習體驗。儘管我院目前受到法律規限，未能頒授研究生學位，但通過與其他高等教育機構建立戰略合作夥伴關係，合辦研究生課程，為畢業生提供繼續升學的機會。我院還設有專門政策、程序及人員，保障殘疾學生和國際學生的學習權益。

為保證我所提供的學習資源和機會切合所需，我院通過“用戶滿意度調查”、“新生參與度調查”、“學生對話會”、“學科及教學評估學生問卷調查”，以及其他非正式渠道，收集學生滿意度數據並進行定期評估。

Appropriate Learning Resources and Quality Learning Opportunities for All Students

We endeavour to provide appropriate learning resources and quality learning opportunities for our students to achieve the learning outcomes of their programmes. We also endeavour to ensure that all our students enjoy equal opportunities of access to these resources and opportunities so that their academic and professional possibilities can be realised for their life after graduation.

To these ends we have year tutors for each class of our students to provide academic support. We have representatives from all Schools to liaise closely with the Committee for Books and Teaching Equipment Acquisition, ensuring together with our library colleagues that the Library's services and resources support student learning. We have the MPI-Bell Centre of English to help students enhance their English language skills. We have a wide range of e-learning facilities and resources that enable students to be immersed in a virtual environment that promotes autonomous learning and self-study.

We have in place Guidelines for Internship/Placement Learning to ensure an effective provision of work-based and placement learning opportunities. We have included in our Teaching and Learning Strategy efforts to promote the use of technology to enable students to fully engage in their programmes of study and enhance their learning experience. Despite the legal constraints we have in relation to the award of postgraduate qualifications, we engage ourselves in strategic partnerships providing our graduates with opportunities to further their studies via joint postgraduate provision. We have specialised policies, procedures and personnel to guarantee the entitlements of disabled students and international students.

To ensure our provision of learning resources and opportunities are fit for purpose and sustain their suitability, student satisfaction is evaluated on a regular basis via users' satisfaction surveys, first year student engagement surveys, dialogue meetings with students, student evaluations of courses and teaching, as well as other less formal channels.

充分的職業教育、資訊與指導

作為一所應用型高等院校，我院非常重視學生的就業前景和職業發展，在制訂《戰略發展計劃》和《教與學策略》時，均注意加入相關內容。根據我院 2011/2012 學年畢業生調查結果顯示，90% 以上的學生畢業後幾乎立即加入就業市場。由於我院課程注重傳授應用知識和技能，大部分課程更配有實習機會，學生很早便透過其課程導師或實習導師接觸到與自身專業相關的就業機會。

此外，學生事務處與高等教育輔助辦公室、勞工事務局以及其他本地職業教育指導機構密切協作，促進學生的學術和職業發展。學生事務處的職業顧問為學生提供與其未來職業相關的資訊、建議和指導。我院和學校經常舉辦就業指導活動，為學生提供職業資訊和建議，並為學生與潛在僱主和校友建立聯繫、創造機會。

Adequate Approach to Career Education, Information, Advice and Guidance

As an institution devoted to applied higher education we consider our students' career prospects and development a major concern of ours. In this regard we have ensured that Career Education, Information, Advice and Guidance (CEIAG) interests are embedded within our Strategic Plan and our Teaching and Learning Strategy. Based on the graduate surveys for the academic year 2011/2012, over 90% of our students join the job market almost immediately after graduation. As applied knowledge and skills are taught and placement opportunities are available in most of our programmes, students are introduced to employment relevant to their profession at a very early stage by either their teachers or placement instructors.

Our Student Affairs Office promotes and maintains close collaboration with a range of external local bodies such as the Tertiary Education Services Office, Labour Affairs Bureau and other CEIAG providers at local level in order to improve the academic and career development of our students. Our career counsellors in the Student Affairs Office assist students with information, advice and guidance about their future careers. Organising CEIAG-related activities for our students at programme, School and institutional levels is part of our routine agenda, providing career information and advice as well as creating opportunities for them to meet their potential employers and recent alumni.



每年都會舉辦就業發展日，協助學生進入職場，發揮所長
The Career Day held annually to help students to relate knowledge and skills to prospective careers

學生在質量保證事務的有效參與

我院相信，充分有效的學生參與是成功的關鍵。儘管目前學生受法律規限不能擔任我院主要委員會的成員，我院致力通過各種方式、在各個層面，讓學生參與我院在質量保證和發展計劃方面的主要決策過程。

我院設有“學生參與專員”，支持學生參與質量保證工作，並且每年進行全院性的“新生參與度調查”，調查結果在院級層面進行檢討，以作出適時跟進。

所有高等學校均設有學生代表制度。為支援學生代表開展工作，學生事務處和福利及康樂部的學生支援專員與學生會人員保持密切聯繫，為學生

提供輔導和服務、尋求解決問題的辦法，以及作出切實改進。

我院致力通過各種方式、在各個層面，讓學生參與我院在質量保證和發展計劃方面的主要決策過程。
We are keen to introduce student involvement in one way or another in key decision-making processes for quality assurance and development projects at all levels.

談及學生會，我院一直與學生會緊密合作，確保學生能夠得到優質且持續優化的學習體驗。我院與學生會定期舉行會議，就學生體驗相關議題作出討論，尋求改善優化的空間。

此外，我院還通過每學期進行“學科及教學評估學生問卷調查”、各級學生對話會以及其他非正式的渠道，收集學生的反饋意見，及時發現問題並找出可行的解決方案。

Effective Contribution of Students to Quality Assurance

We believe that strong and effective engagement with students is one of the keys to institutional success. Despite the fact that students are legally ineligible to be members of our major committees at the moment we are keen to introduce student involvement in one way or another in key decision-making processes for quality assurance and development projects at all levels.

We have student engagement officers to support student involvement in quality assurance. Annual institution-wide engagement surveys are conducted with new students and the outcomes are reviewed at the institutional level for further action.

There is a student representation system in place across all our Schools. In supporting student representatives to carry out their roles, student support officers from the Student Affairs Office and the Welfare and Recreation Department maintain a close relation with officers of the Student Union, providing guidance and services, finding out possible solutions to problems, and making tangible improvements.

With respect to the Student Union (SU), we work closely with the SU to ensure that an excellent student experience can be effectively delivered and continuously enhanced. Regular meetings between us are held and issues related to students' experiences are discussed to identify possible improvements.

Student feedback is gathered by means of the semestral Student Evaluations of Courses and Teaching and dialogue meetings at different levels of the institution as well as other less formal mechanisms. This enables any existing challenges in relation to the student experience to be identified and possible solutions found.

學習體驗的持續優化

面對學生學習體驗和學術水平，對我院而言，質量保證和質量提升同等重要。通過各個主要的委員會、學校、參與或支援教與學的所有人員，我院積極地為所有在校學生優化學習機會、提升學習體驗。



近年致力豐富學生的實驗體驗，特地建立IPv6網絡科研實驗室 The IPv6 Network Research Laboratory established to give students more opportunity to conduct experiments

自 1999 年澳門回歸以來，在澳門特區政府的大力支持下，我院不斷加大投入，改善辦學軟硬件，優化資訊系統、學生交流活動、優秀教研獎勵計劃、學習資源和支援措施等，以期為學生打造更佳的學習環境。

以下是我院對改善學習環境、提高教育質量所採取的一些重要措施：

以科研支持教學

傳播知識和創造知識是高等教育的兩項主要目的。我院相信，鼓勵教員從事科研對於促進教與學具有重要意義。為此，我院設立了專項內部科研基金，支持教員從事面向教學的科學研究。例如，在該基金的支持下，已出版了一系列適用於我院課程需要的教科書。此外，該基金還旨在為學生創造體驗科研的機會，從而拓闊視野、發展研究能力。

Our Engagement in Enhancing Students' Learning Opportunities

Quality assurance and quality enhancement are equally important to us in ensuring the quality of the student learning experience and academic standards. We are actively working to enhance the quality of learning opportunities and the student experience overall for all who study with us. The responsibilities of quality enhancement are shared between our major committees, our Schools, and our staff engaged in the delivery and support of learning and teaching of students.

With the generous financial support of the Macao SAR Government since the handover of Macao in 1999, we have invested heavily and continuously in hardware and software related to information systems, student exchange programmes, research and teaching excellence schemes, and learning resources and teaching support in order to establish better learning opportunities for our students.

Below are some examples of some major steps we have taken to enhance student learning opportunities and thus improve the quality of education across the institution.

Research Informed Teaching Approach

The creation and dissemination of knowledge are two of the major concerns of Higher Education. We believe that it is essential to have our faculty engage in research that enriches their teaching and students' learning experience. To this end, we have an internal research fund that supports our faculty's research activities. This funding has given rise to, for example, the publication of a number of textbooks tailored for our programmes. It is also hoped that opportunities can consequently be created for our students to directly experience research, broadening their vision and developing their research capacities.

為豐富學生的實驗體驗、鼓勵學生積極參與學習，課程廣泛採用各種研究設施及資源。例如：就電腦課程而言，我院特地建立了“地面數字電視研究及測試中心”和“IPv6 網絡科研實驗室”，以向學生推廣和展示相關領域的新技術。

對大一新生的特別關注

大學一年級是學生大學體驗關鍵的一年，他們對大學生活的參與度可謂取決於此時期。為了協助新生適應大學生活、應對急劇變化的新生需求，我院相信為學生提供的支援服務也應與時俱進，保持監控並定期檢討，以保證服務的適當性和連續性。

新生在適應階段很容易遇到諸如孤獨、家庭以及與大學生活相關的各種問題和挑戰。若大一學生的留校率和升級率較低，則可能表示院校對新生未給予充分的關注。為此，我院通過課程檢討和規劃工作，對留校率和升級率保持監控。

為大一學生舉辦講座，協助
新生適應大學生活
Lectures organised for the
freshman to orient new
students to college life



To enrich students' laboratory experience and to further engage students in active learning, various research facilities and resources are also employed in the delivery of different programmes. For instance, in the Computing programme, the Digital Terrestrial Television Research and Testing Centre and the IPv6 Network Research Laboratory were specifically built for promoting and demonstrating new technology in relevant fields.

Special Attention on First Year Student Experience

As the freshman year is a critical stage in students' university experience during which student engagement can be fostered, in order to help them in their transition to university life, and given the rapidly changing nature of first year student requirements, we make sure that support services are both adequate and continuous. Such services are also monitored and periodically reviewed.

A low first year student retention and progression rate might indicate that a higher education institution does not do enough in taking care of its freshmen. First year students are prone to be affected by different transitional factors such as loneliness, family problems and challenges associated with studies at a higher learning institution. Therefore, retention and progression are monitored through programme review and the institutional planning process.

In addition to these measures, in order to gauge whether we take good care of our new students, starting from 2013, our Academic Affairs Department will conduct an annual student engagement survey and a series of focus groups will be established to assess the effectiveness of support provided to first year students. The survey will gauge whether or not the quality and amount of information provided to first year students is adequate. Focus groups will also help to check the usefulness of specific activities and information provided to freshmen.

此外，為了衡量新生是否得到足夠的照顧，自2013年起，學術事務部每年進行“新生參與度調查”，研究為新生而設的服務在質和量上是否合適。一系列專設的重點工作小組協助進行評估、查核各項特定活動和資訊的果效。

學生生涯歷程檔案系統

我院新近完成了相關研究，設計一套合適的學生生涯歷程檔案的電腦系統。該系統以電子格式收集學生的學習成果，有助於學生展示其通過課程學習所取得的知識、技能和能力。該系統預計於2013年底投入使用，屆時，所有本科生將須建立和提交學習生涯歷程檔案，以作為其在學術及經驗上對我院相關課程有所掌握的證據。

舉辦高等教育國際會議

自2010年開始，我院每年舉辦與高等教育相關的國際學術會議。第一屆會議主題為“高等教育質量保證體系建設研究”，來自海內外高等教育保障機構的人員、學者以及教育管理者，結合現實環境及世界各地高教質量的理論與實踐經驗，檢討高教質量保障現存的問題及思考未來發展路向。2013年11月舉行題為“大學生創新能力培養研究”的第四屆會議，集中討論高等教育機構和教學人員如何創建最佳教育環境，以培養學生創新能力。

鑒於澳門屬於微型地區，其高教發展與別不同，上述會議為我院師生提供了與來自世界其他地區的專家交流、加深對世界高等教育發展瞭解的良機。每次會議過後，發表論文均結集出版成會議論文集。

Student e-Portfolio System

We have recently completed a project to identify a suitable e-Portfolio solution, which will help to demonstrate our students' ability to analyse and communicate the skills and abilities developed through our academic programmes. An e-Portfolio is a collection of a student's work in electronic format. All undergraduates at MPI will be expected to create and submit a digital portfolio as evidence of academic and experiential mastery of their respective programme studies in MPI. This new system is expected to be operational by the end of 2013.

Annual Conference Relating to Enhancement of Teaching and Learning

Since 2010, we have been hosting annual symposia dealing with a range of issues related to higher education. The first was entitled 'Higher Education Quality Assurance' and gathered together leading members of Quality Assurance bodies worldwide and other interested academics and administrators to discuss developments in Quality Assurance from regional and international perspectives. In October 2013 the fourth symposium in the series is to be held focusing on how institutions and teaching staff can best create an appropriate educational environment that can enhance student creativity.

Given Macao's small size and unique situation, these symposia are excellent opportunities for our staff and students to engage with experts from other regions of the world and to learn more about the development in higher education internationally. Conference proceedings have been published following each symposium.



為提升教學質量和管治水平，
每年均舉辦高等教育國際會議
International conference on
higher education held annually
with a view to enhancing
the quality of teaching and
governance

