
GUIDELINES OF UXOP EXPERIENCING GROUP UNDER THE 30-CREDIT COMMON CORE PROGRAM

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A. Overview

A new 30-credit Common Core Program was launched in September 2022 for all undergraduate students admitted from 2022-23. This new common core framework follows a three-tier structure, consisting of the Foundations, Broadening, and Experiencing groups. The Foundations and Broadening groups have been developed and implemented since September 2022, while the Experiencing group is planned to be offered in 2024-25. The table below shows the three common core groups and the corresponding 10 common core areas:

Common Core Groups	Common Core Areas
Experiencing	Undergraduate experiential Opportunities Programs (UxOP): • Undergraduate Research Opportunities Program (UROP); • Undergraduate Teaching Opportunities Program (UTOP); • Undergraduate Practice Opportunities Program (UPOP); and • Undergraduate Global Challenges and Opportunities Program (UCOP)
Broadening	Arts (A)
	Humanities (H)
	Science (S)
	Technology (T)
	Social Analysis (SA)
Foundations	Cognitive Foundations of University Education: Critical Thinking and Data Literacy (CTDL)
	Behavioral Foundations of University Education: Habits, Mindsets, and Wellness (HMW)
	English Communication (E-Comm)
	Chinese Communication (C-Comm)

Experiencing Group

The Experiencing group represents the uppermost level of the 30-credit common core framework. It comprises four structured programs, each with a distinct focus but sharing the same common core area – **Undergraduate experiential Opportunities Programs (UxOP)**:

UROP: Undergraduate Research Opportunities Program;
UTOP: Undergraduate Teaching Opportunities Program;
UPOP: Undergraduate Practice Opportunities Program; and
UCOP: Undergraduate Global Challenges and Opportunities Program.

While each UxOP program has a different focus, they should all be experiential, inter-disciplinary, and involve communications with stakeholders outside students' home discipline(s).

To facilitate a structured learning progression, students are encouraged to embark on their common core journey by starting with the Foundations group and then moving on to the Broadening group. Based on their interests, they can apply their cross-disciplinary knowledge and transferable skills and competencies acquired from the first two levels to complete 3 credits in any UxOP program in the Experiencing group.

To provide greater flexibility in the selection of common core courses to accommodate diverse student needs, interests, and career aspirations, students are allowed to substitute the 3-credit requirement of the UxOP area with any courses in the areas of Cognitive Foundations of University Education: Critical Thinking and Data Literacy (CTDL), English Communication (E-Comm) (Advanced Communication courses only), Chinese Communication (C-Comm), Arts (A), Humanities (H), Science (S), Technology (T), and Social Analysis (SA), regardless of the home area(s) of students' Major(s).

Schools are expected to develop new common core courses under the UxOP area to provide students with a well-rounded common core education. This document serves to provide reference information for course development for UxOP courses.

B. Area Intended Learning Outcomes for Undergraduate experiential Opportunities Programs

The Undergraduate experiential Opportunities Programs (UxOP) area in the Experiencing group aims to provide students with opportunities to apply the academic knowledge within and outside their major program(s) and the competencies acquired to address challenges in a real-life and cross-disciplinary setting. Course instructors should consider the three goals and eight objectives of the Common Core Program when developing new common core courses in the UxOP area.

Common Core Program Goals

- (a) **Broadening horizons:** to allow students to gain intellectual breadth and an appreciation of intellectual achievements across and beyond the main academic disciplines of their studies.
- (b) **A passion for learning:** to spark students' passion for learning and enhance their higher order intellectual abilities: analysis and evaluation; judgment and critical thinking; defining and solving problems.
- (c) **A lifelong pursuit of excellence:** to provide a foundation for students' life-long development through personal growth, preparation for future careers and opportunities to make contributions to the community.

Common Core Program Objectives

- (a) To broaden students' knowledge beyond the main academic disciplines: science and technology, social studies, and arts and humanities, such that students can gain intellectual breadth.
- (b) To instill knowledge on the human achievements in the arts and culture, the social structures and forms, and the significance of scientific discovery and technical accomplishments.
- (c) To spark students' passion for learning by teaching and learning pedagogies that stimulate them to think for themselves, taking their own routes through the materials, to conduct self-directed research and inquiry, and to communicate their discoveries, explanations and narratives to others.
- (d) To help develop higher-order thinking skills through activities that require students to form and communicate judgments, to apply theories and concepts to unfamiliar situations, or to analyze cases and solve problems.
- (e) To stimulate students' development of skills in the areas of language and communication, quantitative reasoning, and computer literacy.
- (f) To nurture the development of students' attributes including social adaptability, the willingness to accept challenges, and the ability to work independently and in collaboration.

- (g) To cultivate the development of responsible, ethical, and compassionate citizens who can reflect on personal choices and basic human values, and understand the social and human impact of scientific and technical advances.
- (h) To equip students with strategies to manage their lives, contribute to the community, and live up to the expectations that the society places on its educated citizens.

UxOP Area Intended Learning Outcomes

Similar to other common core areas in the Foundations and Broadening groups, there are clearly defined intended learning outcomes (ILOs) for the UxOP area. These area ILOs are presented as statements of what students should be able to do as a result of their learning experience in the relevant common core courses. They are designed to align with the goals and objectives of the Common Core Program. Although each UxOP program has its unique structure due to its different nature, common core courses in these programs should map their course ILOs into all or some of the UxOP area ILOs, contributing to achieving the objectives of the Common Core Program. The area ILOs for UxOP include:

- Demonstrate an understanding and appreciation of a topical issue from the perspective of a researcher, teacher, or knowledge worker;
- Demonstrate critical thinking by analyzing the issue using appropriate methods;
- Communicate with others having different disciplinary backgrounds in addressing the issue; and
- Articulate and explain their experience and its implications for their own future learning.

C. General Criteria and Requirements for Undergraduate experiential Opportunities Programs

A set of general criteria and requirements is introduced as broad guiding principles for Undergraduate experiential Opportunities Programs (UxOP) to ensure consistency in key components, workload, grading, and other aspects across the four UxOP programs.

Course Proposing Eligibility

All Schools are eligible to offer courses in the Undergraduate Teaching Opportunities Program (UTOP), Undergraduate Practice Opportunities Program (UPOP), and Undergraduate Global Challenges and Opportunities Program (UCOP). The Research Office (RO) is the sole offering unit for courses in the Undergraduate Research Opportunities Program (UROP).

Course Level

UxOP courses should broaden students' horizons and be open to all students. Students are expected to apply their academic knowledge within and outside their major programs and competencies acquired in the Foundations and Broadening groups in real-life contexts related to research, teaching, internship, or study of global challenges. Course instructors are encouraged to design UxOP courses for students in Year 3 or above, considering that the majority of students should have completed some common core courses in the Foundations and Broadening groups during their first two years of study and that senior-year students (Year 3 or above) are generally regarded as more mature and better prepared for taking UxOP courses.

UxOP courses should, therefore, be coded either in the intermediate level (2000-level) or advanced level (3000-level). However, to cater to different course designs, instructors may allow students in Years 1 and 2 to enroll in their UxOP courses, provided they provide justifications for consideration of the Committee on Undergraduate Core Education (CUCE) for course approval. No further explanation or academic justifications are required for proposing 2000-level or 3000-level courses for approval. To align with the general criteria for common core courses in the Foundations and Broadening groups, 4000-level courses cannot be included in any UxOP programs.

Course Code Assignment

UxOP programs adopt the new letter-code prefixes of "UROP", "UTOP", "UPOP", and "UCOP" for the respective programs. The following specific coding mechanisms should be adhered to when assigning number codes to UxOP courses:

UxOP Program	Letter-code Prefix	Number Code	
		1st digit – Academic Level	2nd to 4th Digits
UROP	UROP	2000-level or 3000-level	Follow coding mechanism of RO
UTOP	UTOP		2nd digit: Course offering unit
UPOP	UPOP		1: SSCI 2: SENG 3: SBM 4: SHSS 9: AIS 0: JS
UCOP	UCOP		3rd to 4th digits: Follow coding mechanism of individual schools and Undergraduate Core Education (UCE) Team

Prohibition of Cross-listing with Other Common Core Areas

Due to the distinct nature and focus of UxOP programs compared to courses in the Foundations and Broadening groups, and considering the unique features associated with each UxOP program, courses in the UxOP area cannot be cross-listed with any other common core areas in any common core groups.

Contribution to the Common Core Program

UxOP courses should contribute to the objectives of the Common Core Program in complementing studies in specialist disciplines and providing a whole-person learning and developmental experience for students. Course instructors should consider the following criteria when developing UxOP courses:

- The course enhances students' competencies, including communication, personal development, problem solving, and social responsibility
- The course nurtures students' ability to integrate knowledge of different studies
- The course encourages students to pursue knowledge in a self-motivated manner
- The course challenges students to consider social, cultural, or philosophical issues

Course Curriculum

The outcome-based education (OBE) approach should be adopted in the course curriculum design. The course intended learning outcomes (ILOs) should be aligned with the area ILOs of the UxOP area, and achieved through coherent and compelling course content and structure. Course instructors should consider the following criteria when determining the course ILOs for UxOP courses:

- The course ILOs are clearly stated with the OBE approach
- The course ILOs are aligned with the UxOP area ILOs
- The course content and structure are coherent and effective in enabling students to attain the course ILOs
- The course topics are arranged in a sequence that facilitates students to attain the course ILOs

Experiential Learning

UxOP courses should adopt experiential learning teaching pedagogy. Courses are required to meet the University's requirements for experiential learning and obtain concurrence from the Center for Education Innovation (CEI) before adopting this approach.

Competency Education

Courses in the UxOP area should enhance students' competencies, and are required to teach and assess at least one sub-competency under each of the four broad common core competencies with the understanding that the teaching and assessment of sub-competencies may differ from each other. The four broad competencies encompass Communication, Personal Development, Problem Solving, and Social Responsibility.

Course instructors are responsible for determining and evaluating the relevant sub-competencies for their courses, and ensuring that students can acquire and demonstrate the necessary knowledge, skills, and abilities to meet the course ILOs in the respective courses. Instructors

are required to adhere to the standardized 5-point assessment rubrics when evaluating students' competency performance.

The four broad competencies and the 15 sub-competencies are presented in the following table.

Broad Competencies	Sub-Competencies	Descriptions of Competencies
Communication	CM01 Language accuracy and form	○ Use language (grammar, pronunciation, vocabulary) accurately in writing and orally ○ Use contextually appropriate language (e.g., formal style, informal style, word choice) in writing and orally
	CM02 Language meaning	○ Develop ideas clearly and fully ○ Organize ideas coherently from sentence to text level (in speaking and writing)
	CM03 Language use	○ Interact with participants when speaking ○ Demonstrate awareness of audience in communication
	CM04 Mode of communication	○ Use body language to enhance communication ○ Use a range of modes (e.g., audio, graphics) for communication
Personal Development	PD01 Aesthetics	○ Articulate and apply judgment of aesthetics
	PD02 Lifelong learning	○ Design and implement realistic self-directed learning plans ○ Manage own learning by employing learning techniques and strategies
	PD03 Self-awareness	○ Demonstrate external self-awareness (i.e., articulate and evaluate how other people view oneself) ○ Demonstrate internal self-awareness (i.e., articulate and evaluate how one sees themselves)
Problem Solving	PS01 Application of creative thinking	○ Generate and apply creative ideas to solve problem ○ Explain the existing situations in creative ways ○ Refine and reiterate process to come up with creative solutions ○ Practice divergent thinking
	PS02 Application of critical thinking	○ Apply evidence-based solution ○ Provide unbiased judgment to analyze problem
	PS03 Evaluation of information and sources	○ Identify relevant sources/information ○ Analyze and synthesize information from sources ○ Evaluate the quality of information and sources ○ Provide evidence-based argument ○ Draw conclusions by synthesizing different skills such as analytical, quantitative reasoning, and critical thinking
	PS04 Problem definition	○ Analyze the given problem in relevant contexts ○ Identify the key issue

Social Responsibility	SR01 Civic engagement	○ Demonstrate the ability to consider about civics and politics ○ Demonstrate readiness to contribute to society as a responsible, caring citizen
	SR02 Collaboration	○ Work collaboratively in a team ○ Identify and utilize own and other people's different skills, strengths and weaknesses
	SR03 Cultural awareness	○ Demonstrate an understanding of own culture ○ Apply an understanding of cultural diversity to interact with individuals from different backgrounds
	SR04 Ethical awareness	○ Recognize and address ethical issues as they arise ○ Explore and evaluate the ethical implications of people's actions

The generic 5-point rubric scale is illustrated below, while the details about the 5-point assessment rubrics for each sub-competency are provided in [Appendix 1](#).

Level	Definition of the 5-point Rubric Scale
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately and appropriately.
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.

Course instructors are advised to consider the following pedagogical aspects when deciding the sub-competencies for their courses:

- **Validity:** Teach and assess competencies that are important, worthwhile, and directly related to the focus of the course, at an appropriate level. The teaching and learning (T&L) activities should support students in being able to complete the assessment, aligning with the principle of constructive alignment.
- **Fairness:** Maintain fairness and consistency in marking and grading when evaluating students' performance in the selected competency.
- **Transparency:** Ensure that students are clear about the purpose, processes, and criteria associated with the competencies to be taught and assessed.
- **Reliability:** Ensure that the chosen competency is appropriate and relevant to the course, aligning with its content and objectives.

- **Feasibility:** Ensure that the chosen competency is practicable in terms of time, resources, and numbers of students (e.g., the difference between a large and small class). Students should be provided with sufficient time and practice to acquire and demonstrate their application of the chosen competency.

Teaching and Learning Activities

The Teaching and Learning (T&L) activities should effectively deliver the course ILOs and course content and are appropriate to facilitate the exploration and development of the selected competencies. The following criteria should be considered when designing the T&L activities:

- The T&L activities are effective in delivering the course content and facilitate students in attaining the course ILOs
- The T&L activities allow students to practice and apply the competencies multiple times to scaffold their learning
- The T&L activities demonstrate the potential to deepen students' understanding of the course content and the competencies
- The T&L activities are student-centered which engages students in the learning process
- The T&L activities are conducive to effective interaction between instructor and students

Grading Type

Considering the unique nature of individual UxOP programs, course instructors have the flexibility to decide on the most suitable grading system among Letter Grades, Pass/Fail, and Distinction/Pass/Fail for their courses. Course instructors should provide clear criteria to students for determining Distinction or Pass to motivate student excellence if the Distinction/Pass/Fail grading system is adopted.

Assessment

The assessment scheme for UxOP courses should have different components to evaluate students' ability to apply their acquired knowledge and competencies in real-world situations. Students are expected to demonstrate their competencies in studying UxOP courses, collaborating effectively, presenting their work compellingly, and reflecting on their experiences. The assessment should comprehensively evaluate students' knowledge, skills, and abilities related to the UxOP area ILOs.

The assessment methods should be appropriate and effective in evaluating students' attainment of the course ILOs and are appropriate to facilitate the exploration and development of the selected competencies. The following criteria should be considered when designing the assessment tasks:

- The assessment tasks allow students to demonstrate their attainment of the course ILOs
- The assessment tasks are effective in supporting students to develop competencies
- The assessment methods are valid and fair to reflect the course ILOs
- The assessment methods are consistent in evaluating students' performance in competencies

Students are required to submit a self-reflection report or other forms of self-reflection, summarizing their learning experience and competency development for the respective UxOP courses, such as how to apply acquired knowledge and skills in real-life contexts, how the experiential

pedagogies facilitate their learning and competency development, etc. The self-reflection will be assessed under the “Personal Development” broad competency and instructors are encouraged to provide feedback to students to facilitate their learning. Course instructors may also propose other means/formats of self-reflection, e.g., a learning portfolio, with justifications for the consideration of CUCE. A template of a self-reflection report for UxOP programs is presented in [Appendix 2](#). Course instructors have the flexibility to add, edit, or remove any questions to the form to fit their courses better.

D. Guidelines for Undergraduate Research Opportunities Program

The Undergraduate Research Opportunities Program (UROP) serves as an experiential learning opportunity for students interested in enhancing their research skills, critical thinking, and inter-disciplinary communication abilities. Students are allowed to choose any research topics within or outside their major discipline(s) under the supervision of faculty members. The Common Core UROP is different from the existing non-common-core UROP tasting course (UROP 1000) and series streams (UROP 1100, UROP 2100, UROP 3100, and UROP 4100) currently offered by the Research Office (RO). However, to maximize the use of resources in RO, faculty members can propose research topics for the Common Core UROP course on the existing UROP platform.

Fulfillment of Requirements

To fulfill the 3-credit requirement in the Common Core UROP, students should take three 1-credit UROP courses, i.e., either (a) two 1-credit non-common-core UROP 1100 courses and the 1-credit Common Core UROP course, or (b) one 1-credit non-common-core UROP 1100 course, one 1-credit non-common-core UROP 2100 course, and the 1-credit Common Core UROP course. Upon completion of the Common Core UROP course, all 3 credits earned from this series would be counted as common core credits to fulfill the 3-credit Common Core UROP requirement; otherwise, the credits earned from UROP 1100 and/or UROP 2100, without the Common Core UROP course, will not be considered as common core credits. Double-counting is not allowed when these three UROP courses are used to fulfill the 3-credit Common Core UROP requirement.

Prerequisites

Students intending to take the Common Core UROP course must first complete the preparatory training courses, i.e., either (a) two UROP 1100 or (b) one UROP 1100 and one UROP 2100.

Course Structure

The 1-credit Common Core UROP course should consist of two main components – actual practices on research activities and presentations about students' research work. Students are required to conduct oral presentations in a mini-conference, a poster presentation, or other formats of presentation to substitute the two as approved by the Committee on Undergraduate Core Education (CUCE) by the end of the course. If other presentation formats are preferred, justifications for their relevance to course design and structure must be presented for course approval. The RO may consider inviting students to assist in organizing and promoting the mini-conference or poster presentation to enrich their learning experience.

Assessment Scheme

The assessment should evaluate students' ability to apply their acquired knowledge and competencies in research, consisting of the following four components:

- (a) Evaluate students' ability to apply the knowledge acquired from preparatory training courses for conducting research;
- (b) Assess students' performance in the actual practice of conducting research activities;

- (c) Evaluate students' performance in presenting their learning experience in the formats of an oral presentation in a mini-conference, a poster presentation, or other forms of presentation as approved by CUCE; and
- (d) Assess students' work in a final report.

Students are required to submit a self-reflection report in the format approved by CUCE to be incorporated under the final report. A template of the assessment rubrics for the UROP final report is presented in Appendix 3.

To enhance student learning, faculty supervisors are recommended to discuss students' research work with students through individual and group meetings and engage them in weekly/bi-weekly research activities.

E. Guidelines for Undergraduate Teaching Opportunities Program

The Undergraduate Teaching Opportunities Program (UTOP) provides an experiential learning opportunity for students interested in taking on projects that focus on teaching or instruction. UTOP program focuses on providing practicum experiences to students, helping them acquire and practice competencies, gain teaching experiences, and develop skills and knowledge essential for career success. The actual teaching activities may include conducting tutorials/workshops for students at HKUST, delivering lessons/workshops for primary and secondary students, and organizing workshops for target groups of non-governmental organizations (NGOs). Students are allowed to choose any subjects within or outside their major discipline(s).

Fulfillment of Requirements

Students should take a 3-credit UTOP course to fulfill the 3-credit requirement in UTOP.

Prerequisites

There should be no prerequisites for UTOP courses, apart from the preparatory training workshops/modules before the actual practice of teaching.

Course Structure

The 3-credit UTOP course should consist of three main components – preparatory training workshops/modules for actual practice, actual practices on teaching, and presentations on students' teaching activities. Students are required to conduct oral presentations in a mini-conference, a poster presentation, or other formats of presentation to substitute the two as approved by the Committee on Undergraduate Core Education (CUCE) by the end of the course. If other presentation formats are preferred, justifications for their relevance to course design and structure must be presented for course approval. Course offering units may consider inviting students to assist in organizing and promoting the mini-conference or poster presentation to enrich their learning experience. Besides, course instructors should take into consideration the following requirements when designing UTOP courses:

- (a) The pre-teaching training workshops/modules should include at least four contact hours, covering topics of development of teaching plans, classroom management, active learning strategies, and effective use of classroom technology.
- (b) The actual teaching activities should carry at least 25% of academic components.
- (c) Students must form groups to teach at least two classes and accumulate at least three hours of actual teaching experience. The specific number of classes may be adjusted based on the mutual agreement between course instructors and partner institutions.

The Undergraduate Core Education (UCE) Team will centrally coordinate the development of materials for some pre-teaching training workshops/modules to allow course offering units and faculties to focus their resources on the actual teaching component. Course instructors may also consider providing academic knowledge of subjects/topics for the actual teaching activities in the pre-teaching training workshops/modules to give students a solid foundation of academic knowledge in the subject matter for better preparation of the teaching materials.

Course offering units are encouraged to design flexible UTOP courses that cover a wide range of teaching subjects and topics for actual teaching activities. This allows for greater adaptability in the course and better meets students' needs and interests. Course offering units have the discretion to approve the subjects/topics of the actual teaching activities but are required to report to CUCE for the approved teaching activities/topics on an annual basis.

To ensure well-prepared workshops/teaching activities are arranged for participants, students are required to design the teaching materials and conduct rehearsals under the supervision of faculty members. Faculty supervisors should provide timely feedback on teaching materials and students' teaching plans.

The pre-teaching training workshops/modules and assessments must be conducted in English. The medium of instruction for the actual teaching activities can be determined through mutual agreement between course instructors and partner institutions.

Students will not be paid for their teaching activities in UTOP courses. However, the course offering units are encouraged to subsidize the costs of teaching materials and transportation for their students.

Assessment Scheme

The assessment should evaluate students' ability to apply their acquired knowledge and competencies in teaching, consisting of the following four components:

- (a) Evaluate students' ability to apply the knowledge acquired from preparatory training workshops/modules for conducting teaching;
- (b) Assess students' performance in the actual practice of delivering in-class lessons/tutorials/workshops/etc. for primary students/secondary students/other HKUST students/etc.;
- (c) Evaluate students' performance in presenting their learning experience in the formats of an oral presentation in a mini-conference, a poster presentation, or other forms of presentation as approved by CUCE; and
- (d) Assess students' work in a final report.

Students are required to submit a self-reflection report in the format approved by CUCE to be incorporated under the final report. A template of the assessment rubrics for the final report and the actual teaching for UTOP courses are presented in [Appendix 4 and 5](#). To help students improve their teaching skills, such as pedagogies, teaching material design, classroom management, etc., course instructors are encouraged to obtain feedback from partner institutions, such as primary school teachers, secondary school teachers, and NGO staff. However, feedback from partner institutions should not count toward the course grade.

F. Guidelines for Undergraduate Practice Opportunities Program

The Undergraduate Practice Opportunities Program (UPOP) entails a structured internship with a faculty mentor that focuses on practicum experience, providing students with real-life work experience to prepare them for their graduate careers, increase their career options, boost their confidence, and improve their competitiveness in the workplace. Students are allowed to choose any internships within or outside their major discipline(s). Internships can be sourced by students or arranged by the course offering units/instructors.

Fulfillment of Requirements

To fulfill the 3-credit requirement in UPOP, students should take one credit from a non-common-core course on pre-internship training and one 2-credit UPOP course. Upon completion of the 2-credit UPOP course, all 3 credits earned would be counted as common core credits to fulfill the 3-credit UPOP requirement; otherwise, the credits earned from the non-common-core pre-internship training course, without the 2-credit UPOP course, will not be considered as common core credits. Any surplus credits earned from the pre-internship training course can be counted toward free elective credits. Double-counting is not allowed when the one credit earned from the pre-internship training course and the two credits earned from the UPOP course are used to fulfill the 3-credit UPOP requirement.

Prerequisites

Students intending to take UPOP courses must first complete the preparatory training course, i.e., a credit-bearing non-common-core course on pre-internship training.

Course Structure

The 2-credit UPOP course should consist of two main components – actual practices on internship and presentations on students' internship experience. Students are required to conduct oral presentations in a mini-conference, a poster presentation, or other formats of presentation to substitute the two as approved by the Committee on Undergraduate Core Education (CUCE) by the end of the course. If other presentation formats are preferred, justifications for their relevance to course design and structure must be presented for course approval. Course offering units may consider inviting students to assist in organizing and promoting the mini-conference or poster presentation to enrich their learning experience.

The Undergraduate Core Education (UCE) Team will centrally develop online pre-internship training materials covering such topics as workplace ethics, curriculum vitae (CV) writing, communication, interview skills, networking, job offer management, time management, and problem-solving skills. Schools are welcome to offer their own credit-bearing pre-internship training courses or collaborate with the Career Center of Dean of Students' Office (DSTO) to develop tailored credit-bearing pre-internship training courses to meet their goals. Guidelines for the credit-bearing pre-internship training courses will be provided after completion of the pilot run for the central UPOP course.

Course offering units should provide justifications for choosing the credit-bearing pre-internship training courses as the prerequisite for their 2-credit UPOP course. The course outline of the proposed pre-internship training courses should be submitted when proposing the 2-credit UPOP course to CUCE for approval.

Students are required to work for at least six consecutive weeks or 240 hours of full-time internships, or an equivalent 240 hours of part-time internships within an academic year from 1 September to 31 August of the subsequent year under the supervision of course instructor(s) and work supervisor(s).

Students are allowed to receive a salary from their employers upon approval from the Dean of the respective course offering school for UPOP courses. Course offering units are required to report to CUCE for the approved internship on an annual basis.

There are some 0-credit internship courses administered by various units in the University. If Schools would like to convert the 0-credit internship courses into 2-credit UPOP courses, they should ensure that the converted 2-credit UPOP course should be open to all students. Besides, aligning with the general criteria for common core courses, school/major-required courses for internship programs should not be considered as UPOP courses. Schools should submit a request to change the internship requirement from mandatory to elective in the corresponding school/major curriculum when proposing the course to CUCE for approval.

Assessment Scheme

The assessment should evaluate students' ability to apply their acquired knowledge and competencies in an internship, consisting of the following four components:

- (a) Evaluate students' ability to apply the knowledge acquired from preparatory training courses for conducting internship;
- (b) Assess students' performance in the actual practice of working as an intern;
- (c) Evaluate students' performance in presenting their learning experience in the formats of an oral presentation in a mini-conference, a poster presentation, or other forms of presentation as approved by CUCE; and
- (d) Assess students' work in a final report.

Students are required to submit a self-reflection report in the format approved by CUCE to be incorporated under the final report. A template of the assessment rubrics for the UPOP final report is presented in [Appendix 6](#). Students are also required to submit learning journals or logs to reflect on their internship experience regularly.

The course offering units should collect an evaluation report on students' performance from their work supervisors as a reference for determining the final grade. [Appendix 7](#) presents a template of the work supervisor's feedback form. Course instructors have the flexibility to add, edit, or remove any questions to the form to fit their UPOP courses better.

Course instructors are responsible for clearly defining and communicating the assessment criteria for UPOP courses. This includes outlining the performance objectives and specific competencies that will be taught and/or assessed in the course. While work supervisors are encouraged to provide feedback to help students improve their internship performance, this feedback should not count toward the course grade.

G. Guidelines for Undergraduate Global Challenges and Opportunities Program

The Undergraduate Global Challenges and Opportunities Program (UCOP) offers students opportunities to apply cross-disciplinary knowledge and transferable competencies to address pressing global challenges in theme-based projects. UCOP courses should emphasize problem structuring, identification of relevant problems, data, information, and sources, and communications with different stakeholders. Suggested topics can be related to the UN Sustainable Development Goals and Global Grand Challenges, with possible themes including aging, food, housing, and sustainable production. The courses should engage students in critical thinking, problem solving, and reflection.

To recognize the value of inter-disciplinary collaboration in providing a comprehensive and well-rounded education to students, it is recommended that groups of faculty members from different disciplines work together in developing and delivering UCOP courses. Single-faculty courses integrating multi-disciplinary perspectives in addressing global challenges will also be considered. Faculty members interested in developing and teaching UCOP courses should indicate their interests to their Schools.

It is hoped that after taking the UCOP courses, students will be able to:

- (a) Understand and appreciate the inter-disciplinary nature of a complex and topical issue of societal importance
 - Be able to articulate the major disciplines (including the social science, technology, humanistic, and economic/business/sustainable aspects) involved in the selected issue;
 - Be able to appreciate using concrete examples on how a multi-disciplinary approach is critical to understand the problem and show how these inter-disciplinary issues interact with each other;
 - Understand the cultural/ethnic/racial dimension of the issue, if any, and be able to explain them from a historical/cultural background.
- (b) Communicate with others having different disciplinary backgrounds to explore the issue from different perspectives
 - Be able to identify the challenges encountered in communicating/discussing with others from different disciplinary backgrounds, and how to circumvent those difficulties;
 - Be able to articulate the different perspectives provided by people from different disciplines;
 - Be able to contrast the perspective of a different discipline with the perspective of the students' own discipline and articulate what added value or insight one may get from having this additional perspective.
- (c) Demonstrate critical thinking and the ability to analyze the issue using appropriate qualitative and quantitative methods.

Fulfillment of Requirements

Students should take a 3-credit UCOP course to fulfill the 3-credit requirement in UCOP.

Prerequisites

There should be no prerequisites for UCOP courses.

Course Structure

The 3-credit UCOP course should consist of topics related to global challenges, with group projects and presentations as assignments. The theme-based project should reflect the course's interdisciplinary nature, addressing global challenges with significant content related to at least two common core areas in the Broadening group, i.e., Arts, Humanities, Science, Technology, and Social Analysis.

It is recommended that students work in multidisciplinary teams, involving students from different major programs or schools, to address the focal challenge in UCOP courses, allowing them to learn interdisciplinary knowledge from their peers in addressing global challenges.

Assessment Scheme

The assessment should evaluate students' ability to apply their academic knowledge within and outside their major program(s) and apply the acquired competencies in studying global challenges.

Students are required to present their work on addressing the focal challenge in a group presentation at the end of the course. They are also required to submit a self-reflection report in the format approved by the Committee on Undergraduate Core Education (CUCE).

H. Appendices

Appendix 1: 5-point Assessment Rubrics for Common Core Competencies

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Language accuracy and form (CM01)	- Use language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally - Use contextually appropriate language (e.g. formal style, informal style, word choice) in writing and orally

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Uses language (e.g. grammar, pronunciation, vocabulary) exceptionally well in writing and orally; uses contextually appropriate, sophisticated, and nuanced language style in writing and orally.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Uses language (e.g. grammar, pronunciation, vocabulary) effectively in writing and orally; uses appropriate language style (e.g. formal style, informal style, word choice) effectively in writing and orally.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Uses language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally; uses language style (e.g. formal style, informal style, word choice) appropriately in writing and orally.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Uses language (e.g. grammar, pronunciation, vocabulary) somewhat accurately in writing and orally; uses language style (e.g. formal style, informal style, word choice) somewhat appropriately in writing and orally.	-

1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not use language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally; does not use language style (e.g. formal style, informal style, word choice) appropriately in writing and orally.	-
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Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Language meaning (CM02)	- Develop ideas clearly and fully - Organize ideas coherently from sentence to text level (in speaking and writing)

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Develops well-framed ideas clearly and fully by applying a sophisticated professional and academic approach; organizes ideas from sentence to text level (in speaking and in writing) in novel, professional and academic manner.	An extraordinarily well-written and well-articulated response, making extremely effective use of professional writing skills and academic convention.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Develops well-framed ideas clearly, fully, and in a sophisticated manner; organizes ideas coherently from sentence to text level (in speaking and writing) in a nuanced, sophisticated manner.	Well-written response; applies the skills of professional writing and academic conventions well and without error.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Accurately and appropriately frames and develops ideas by articulating them clearly and fully; organizes ideas coherently from sentence to text level (in speaking and writing).	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Begins to frame and develop ideas clearly and fully but does so only somewhat accurately and appropriately; organizes ideas coherently from sentence to text level (in speaking and writing) only somewhat accurately and appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not develop ideas clearly and fully; does not organize ideas coherently from sentence to text level (in speaking and writing).	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Language use (CM03)	- Interact with participants when speaking - Demonstrate awareness of audience in communication

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Interacts with participants in a creative or novel, and professional manner; demonstrates deep awareness of the audience in communication.	Uses nuanced and subtle language, draws on detailed, context-specific examples, and applies highly appropriate stylistic choices in interactions with a given audience; analyzes and articulates these in an extremely clear and cogent way.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Interacts with participants in an effective manner; demonstrates sophisticated awareness of the audience in communication.	Uses nuanced language to communicate with an audience; engages examples that are appropriate to the audience in one's communications.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Interacts with participants appropriately; demonstrates appropriate awareness of the audience in communication.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Interacts somewhat with participants when speaking somewhat accurately or appropriately; demonstrates some awareness of the audience in communication somewhat accurately or appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not interact effectively with participants when speaking; does not demonstrate awareness of the audience in communication.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Mode of communication (CM04)	○ Use body language to enhance communication ○ Use a range of modes (e.g. audio, graphics) for communication

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Uses body language in a creative and effective way; interprets and evaluates body language accurately; uses varied modes of communication and expression in a creative and novel manner; provides a deep analysis of the use of varied modes of communication.	Expresses / articulates way communication occurs in an extremely well-organized and well-justified manner.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Uses nuanced aspects of body language; interprets and evaluates body language accurately; uses varied modes of communication and expression in a sophisticated manner; provides a sophisticated analysis of the use of varied modes of communication.	Expresses / articulates how communication occurs well and without error.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Uses body language in ways that are appropriate to the context; interprets and evaluates body language accurately; uses varied modes of communication accurately; provides an accurate analysis of the use of varied modes of communication.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Uses body language only in a manner that is somewhat appropriate to the context; interprets and evaluates body language only somewhat accurately; uses varied modes of communication in a manner that are only somewhat appropriate to the context; provides a somewhat accurate analysis of the use of varied modes of communication.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not interpret, evaluate, or use body language; does not recognize or analyze the use of varied modes of communication.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Aesthetics (PD01)	Articulate and apply judgment of aesthetics

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Brings a novel, creative, and particularly sophisticated approach to appreciating aesthetics, by effectively articulating an understanding of aesthetics and drawing on robust evidence to inform an aesthetic analysis; applies an analysis of aesthetics to another framework or context.	Presents an original perspective on an aesthetic experience or product.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Articulates and applies an appreciation of aesthetics effectively, drawing on robust evidence to inform an aesthetic analysis.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Demonstrates an appreciation of aesthetics by articulating an understanding of aesthetics accurately or appropriately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to articulate an appreciation and understanding of aesthetics somewhat appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate or apply an appreciation of aesthetics.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Lifelong learning (PD02)	- Design and implement realistic self-directed learning plans - Manage own learning by employing learning techniques and strategies

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Designs and implements realistic self-directed learning plans that incorporate highly sophisticated and deeply analytical reflections; manages own learning by employing highly effective learning techniques and strategies.	Reflects clearly and cogently about one's own experience; supports conclusions about own experience with evidence / examples that are well-articulated.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Designs and implements realistic self-directed learning plans in an effective manner; employs effective learning techniques to manage own learning.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Designs and implements realistic self-directed learning plans accurately; employs mostly effective learning techniques and strategies to manage own learning.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Designs and implements a somewhat realistic self-directed learning plan, or does so somewhat accurately; employs somewhat effective learning techniques and strategies to manage own learning.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not design and implement realistic self-directed learning plans; does not employ effective learning techniques and strategies to manage own learning.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Self-awareness (PD03)	○ Demonstrate external self-awareness (i.e. articulate and evaluate how other people view oneself) ○ Demonstrate internal self-awareness (i.e. articulate and evaluate how one sees themselves)

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Demonstrates exceptional external self-awareness by articulating and evaluating how other people view oneself in a respectful and particularly sophisticated manner; demonstrates exceptional internal self-awareness by deeply articulating and evaluating the nuances of how one sees themselves.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Demonstrates external self-awareness by articulating and evaluating how other people view oneself in a nuanced and sophisticated manner; demonstrates sophisticated internal self-awareness by articulating and evaluating the nuances of how one sees themselves.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Demonstrates external self-awareness by articulating and evaluating how other people view oneself reflectively and clearly; demonstrates internal self-awareness by articulating and evaluating how one sees themselves in a reflective and clear manner.	-

2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to demonstrate external self-awareness by articulating and evaluating how other people view oneself only somewhat accurately or appropriately; attempts to demonstrate internal self-awareness by articulating and evaluating how one sees themselves only somewhat reflectively and clearly.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not demonstrate external self-awareness; does not demonstrate internal self-awareness.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Application of creative thinking (PS01)	○ Generate and apply creative ideas to solve problem ○ Explain the existing situations in creative ways ○ Refine and reiterate process to come up with creative solutions ○ Practice divergent thinking

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Generates and applies creative ideas to solve problems in a unique and exceptionally sophisticated manner; explains existing situations in novel ways in a unique and exceptionally sophisticated manner; refines and reiterates processes to come up with novel solutions in particularly unique and sophisticated ways; practices divergent thinking in highly sophisticated ways.	Applies creativity in an uncommon or innovative way; provides a well-written or well-articulated discussion of a creative idea; generates solutions to problems that is highly extraordinary.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Generates and applies creative ideas to solve problems in a highly effective manner; explains existing situations in creative ways in a highly effective manner; refines and reiterates processes to come up with creative solutions using sophisticated reflection and drawing on robust evidence; demonstrates divergent thinking particularly effectively.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Generates and applies creative ideas to solve problems accurately; explains existing situations in creative ways; refines and reiterates processes to come up with creative solutions; demonstrates divergent thinking.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to generate and apply creative ideas to solve problems, or does so somewhat accurately; explains the existing situations in somewhat creative ways; refines and reiterates processes to come up with somewhat creative solutions; attempts to demonstrate divergent thinking or does so somewhat accurately.	-

1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not generate and apply creative ideas to solve problems; does not explain the existing situations in creative ways; does not refine and reiterate processes to come up with creative solutions; does not practice divergent thinking.	-
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Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Application of critical thinking (PS02)	○ Apply evidence-based solution ○ Provide unbiased judgment to analyze problem

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Employs evidence in decision making and problem solving effectively to propose or implement innovative solutions; proposes or implements novel strategies to mitigate the effects of biases in problem solving and decision making.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Employs evidence in decision making and problem solving effectively to propose or implement sophisticated solutions; analyzes the existence of biases and their potential effects in decision making and problem solving and proposes sophisticated strategies to mitigate their effect.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Employs evidence in decision making and problem solving accurately; identifies the existence of biases in decision making and problem solving accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Employs insufficient evidence in decision making and problem solving; identifies the existence of biases in decision making and problem solving somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not apply evidence in decision making and problem solving; does not recognize the existence of biases in decision making and problem solving.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Evaluation of information and sources (PS03)	○ Identify relevant sources/information ○ Analyze and synthesize information from sources ○ Evaluate the quality of information and sources ○ Provide evidence-based argument ○ Draw conclusions by synthesizing different skills such as analytical, quantitative reasoning, and critical thinking

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Synthesizes high quality information and sources to provide evidence-based sound arguments; provides deep evaluation of the quality of information and sources; synthesizes varied skills such as analytical, quantitative reasoning, and critical thinking to draw novel conclusions.	The evidence-based arguments have the quality of having appropriate judgment in relation to the evidence presented.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Synthesizes high quality information and sources to provide sophisticated evidence-based arguments; provides sophisticated evaluation of the quality of information and sources; synthesizes varied skills such as analytical, quantitative reasoning, and critical thinking to draw sophisticated conclusions.	Well-written or well-articulated analysis that draws on detailed evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Identifies, analyzes and synthesizes relevant sources or information accurately; applies analytical, quantitative, or critical thinking skills accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Identifies and analyzes information from sources somewhat accurately; applies analytical, quantitative, or critical thinking skills somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not identify or analyze relevant sources or information; does not apply analytical, quantitative, or critical thinking skills.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Problem definition (PS04)	- Analyze the given problem in relevant contexts - Identify the key issue

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Breaks down a problem in a highly sophisticated or novel manner to identify the key issue; analyzes the given problem in relevant contexts in a novel manner.	A detailed / thoughtful / all-rounded problem definition that is especially well-written or well-articulated; with highly detailed attention to context.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Breaks down a problem in a sophisticated manner to identify the key issue; analyzes the given problem in relevant contexts in a sophisticated manner.	A well-written / well-articulated analysis of the key issue; detailed attention to context.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Breaks down a problem effectively to identify the key issue; analyzes the given problem in relevant contexts accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Breaks down a problem partially; analyzes the given problem somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not break down a problem; does not analyze the given problem in relevant contexts.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Civic engagement (SR01)	○ Demonstrate the ability to consider about civics and politics ○ Demonstrate readiness to contribute to society as a responsible, caring citizen

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Articulates a nuanced understanding of civics and societal development by making sophisticated, novel, or critical claims, based on evidence, and expresses thoughtfulness and readiness to contribute to society by demonstrating ways to put concern into action in response to these claims.	Identifies a civic problem, topic, or issue that is original and unusual, and articulates an analysis of this issue in an extremely well-organized manner.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Articulates advanced understanding of civics and societal development by making sophisticated critical claims, based on evidence, and expresses thoughtfulness and readiness to contribute to society by demonstrating ways to put concern into action.	Identifies cogently and articulately about a civic problem, topic, or issue; provides an analysis based on evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates accurate understanding of civics or societal development by making accurate or appropriate critical claims and doing so without error; expresses an appropriately high level of concern and willingness to contribute to society.	Identifies a relevant civic problem, topic, or issue.
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Begins to articulate an understanding of civics or societal development by making somewhat accurate and appropriate critical claims; expresses a beginning level of readiness to care about and contribute to society.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate critical understanding of civics or societal development; does not demonstrate readiness to contribute to society as a responsible, caring citizen.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Collaboration (SR02)	○ Work collaboratively in a team ○ Identify and utilize own and other people's different skills, strengths and weaknesses

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Approaches working within team settings in a novel, creative, insightful and/or highly sophisticated manner; identifies and utilizes own and other people's different skills, strengths and weaknesses in a novel, creative, insightful, and/or highly sophisticated manner.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Brings sophistication to work within team settings; identifies and utilizes own and other people's different skills, strengths and weaknesses in ways that are nuanced, appropriate and highly effective.	Identifies and articulates some subtleties in team work communication and interaction.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Works collaboratively in a team setting in ways that are effective and productive; identifies and utilizes own and other people's different skills, strengths and weaknesses accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to work collaboratively in a team setting or does so only somewhat appropriately; attempts to identify and utilize own and other people's different skills, strengths and weaknesses, or does so only somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not work collaboratively in a team setting; does not identify and utilize own and other people's different skills, strengths and weaknesses.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Cultural awareness (SR03)	○ Demonstrate an understanding of own culture ○ Apply an understanding of cultural diversity to interact with individuals from different backgrounds

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Masterfully articulates the nuances of understanding of one's own culture; demonstrates nuanced and deep understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions deeply and in a sophisticated manner.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Articulates an advanced understanding of one's own culture while applying an understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions in a cogent and sophisticated manner.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates an understanding of one's own culture accurately and/or appropriately; demonstrates ability to apply an understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempt to articulate an understanding of one's own culture, but it is insufficient; demonstrates an emerging ability to apply an understanding of cultural diversity by beginning to interact with individuals from different backgrounds, despite insufficient reflection of these interactions.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate an understanding of one's own culture; is unable to apply an understanding of cultural diversity in interactions with individuals from different backgrounds.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Ethical awareness (SR04)	- Recognize and address ethical issues as they arise - Explore and evaluate the ethical implications of people's actions

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Articulates the nuances of ethical issues in context in a cogent, sophisticated manner, drawing on relevant examples; makes a sophisticated critical claim about the ethical implications of people's actions, making justifications with evidence.	Identifies an ethical issue in detail appropriate to the context; makes a solid argument that is supported by a range well-researched evidence.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Articulates the nuances of ethical issues in a given problem or context effectively, drawing on a relevant example; makes well thought-through critical claims about the ethical implications of people's actions, making justifications with evidence.	Identifies a relevant ethical issue and elaborates on its context; provides some accurate evidence to justify claims.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates the nuances of ethical issues in a given problem or context appropriately; makes accurate claims about the ethical implications of people's actions.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to recognize and address ethical issues as they arise, or does so somewhat accurately and appropriately; makes somewhat accurate claims about the ethical implications of people's actions.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not recognize ethical issues as they arise; does not explore and evaluate the ethical implications of people's actions.	-

Appendix 2: Self-Reflection Report

Course Code: _____

Course Title: _____

Course Instructor(s): _____

Student Name: _____

Student ID No.: _____

Submission Date: _____

1. Learning Experience: Summarize your key learning experiences during the course.

a) Most valuable lesson(s) learned

b) Challenges faced and how you overcame them

2. Competency Development: Describe and rate¹ the skills and competencies you have developed throughout the course.

a) Communication

(Level: 1 Entering 2 Emerging 3 Competent 4 Advanced 5 Exceptional)

b) Personal development

(Level: 1 Entering 2 Emerging 3 Competent 4 Advanced 5 Exceptional)

c) Problem solving

(Level: 1 Entering 2 Emerging 3 Competent 4 Advanced 5 Exceptional)

d) Social responsibility

(Level: 1 Entering 2 Emerging 3 Competent 4 Advanced 5 Exceptional)

e) Areas for improvement

¹ Please refer to the definition of the 5-point rubric scale of the Common Core Competencies (https://uce.ust.hk/web/resources/CC_Competency) and circle the level you have attained.

3. Application of Knowledge from Preparatory Training/Workshops: Explain how you have applied the knowledge gained from preparatory training/workshops to actual practice.
 - a) Preparatory training/workshop(s) attended
 - b) Practical application of knowledge
 - c) Effectiveness of the applied knowledge
4. Applying Academic Knowledge from within and outside Major Program(s): Discuss how you have integrated knowledge from other academic areas into the course.
 - a) Relevant knowledge from Major program(s)
 - b) Relevant knowledge from outside Major program(s)
 - c) How this knowledge has enhanced your learning experience
5. Conclusion: Summarize your overall learning experience and future goals for continued growth and development.
6. Attachment: Please attach any supporting documents, evidence, or artifacts of your learning experience, if applicable.

Appendix 3: Assessment Rubrics for Undergraduate Research Opportunities Program (UROP) Final Report

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Organization and Presentation	The report lacks structure and clarity, making it hard to read and comprehend. Formatting is inconsistent and disorganized.	The report is somewhat organized but has occasional unclear sections or formatting issues. Some areas may be difficult to understand.	The report is moderately organized, mostly clear, and properly formatted. Most content is easy to follow and understand.	The report is well-structured, clear, and easy to read with consistent formatting. The presentation is logical and organized.	The report has outstanding organization, professional formatting, and excellent readability. The presentation is polished and highly effective.
Summary of Research Experience	The description of research activities and learning moments is vague and incomplete. Key aspects are missing or unclear.	The description of research activities and learning moments is basic with limited details. Some important aspects are mentioned but lack depth.	The description of research activities and learning moments is adequate, covering most aspects. The summary provides a satisfactory overview of the experience.	The summary of research activities and learning moments is detailed and clear. Key aspects are highlighted with appropriate depth and understanding.	The summary of research activities and learning moments is comprehensive and insightful. The description showcases a deep understanding of the experience and its significance.
Explanation of Research Findings	The explanation of research findings is absent or incomprehensible. The reader cannot grasp the outcomes or their relevance.	The explanation is simple with minimal details and a weak connection to the research experience. The findings are not effectively communicated.	The explanation is adequate with sufficient details and some connection to the research experience. The reader can understand the findings and their relevance.	The explanation is clear and detailed with a strong connection to the research experience. The findings are well-presented and easy to understand.	The explanation is in-depth and thorough with a robust connection to the research experience. The findings are expertly communicated and their significance is clear.

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Reflection on Learning	The reflection on personal growth and research skills is superficial or absent. There is no evidence of self-awareness or development.	The reflection provides basic insight into personal growth and research skills but lacks depth. Some development is evident but not fully explored.	The reflection shows a fair understanding of personal growth and research skills with moderate depth. The learning experience is adequately described.	The reflection is thoughtful, demonstrating personal growth and a clear understanding of research skills. The learning experience is well-articulated and insightful.	The reflection is exceptional, demonstrating profound personal growth and mastery of research skills. The learning experience is deeply explored and showcases significant development.

Appendix 4: Assessment Rubrics for Undergraduate Teaching Opportunities Program (UTOP) Final Report

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Organization and Presentation	The report is unreadable and incomprehensible due to very poor organization and presentation. The structure and formatting are severely lacking.	The report is difficult to read and understand due to poor organization and presentation. The structure and formatting need significant improvement.	The report has average organization and presentation, with some areas lacking clarity or proper formatting. Overall, the report is understandable but could benefit from improvements.	The report is well-organized and presented, with clear formatting and easy-to-read content. The structure effectively supports the flow of information.	The report is exceptionally organized and presented, with professional formatting and outstanding readability. The structure and presentation enhance the overall impact of the report.
Reflection on Learning from Pre-Teaching Training Workshops	No reflection is demonstrated, and there is a complete lack of insight into personal growth. The connection to workshop content is missing.	Little reflection is demonstrated, and insight into personal growth is lacking. The connection to workshop content is weak or unclear.	Some reflection is demonstrated, but insight is limited or superficial. The connection to workshop content is present but could be stronger.	Good reflection is demonstrated, with moderately insightful connections to personal growth. The connection to workshop content is clear and relevant.	Deep reflection is demonstrated, with highly insightful connections to personal growth. The connection to workshop content is effectively integrated and meaningful.
Summary of the Actual Teaching Experience	The summary is incomplete or unclear, missing most key information. The reader is left with many unanswered questions about the teaching experience.	The summary is incomplete or unclear, missing some key information. The reader may struggle to understand the full scope of the teaching experience.	The summary is adequate but lacks specific details or examples. The reader can understand the general teaching experience, but more detail would be helpful.	The summary is detailed, mostly clear, and includes relevant examples. The reader can easily understand the teaching experience and its key aspects.	The summary is comprehensive and clear, covering all key aspects and using specific examples. The reader gains a thorough understanding of the teaching experience.

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Reflection on the Learning from the Actual Teaching	No reflection is demonstrated, and there is a complete lack of insight into teaching skill/competency development or experience. The connection to the actual teaching opportunity is missing.	Little to no reflection is demonstrated, and insight into teaching skill/competency development or experience is lacking. The connection to the actual teaching opportunity is weak or unclear.	Some reflection is demonstrated, but insight is limited or superficial. The connection to teaching skill/competency development and experience is present but could be stronger.	Good reflection is demonstrated, with moderately insightful connections to teaching skill/competency development and experience. The connection to the actual teaching opportunity is clear and relevant.	Deep reflection is demonstrated, with highly insightful connections to teaching skill/competency development and experience. The connection to the actual teaching opportunity is effectively integrated and meaningful.

Appendix 5: Assessment Rubrics for Undergraduate Teaching Opportunities Program (UTOP) Actual Teaching

	1 (Very Poor)	2 (Poor)	3 (Fair)	4 (Good)	5 (Excellent)
Lesson Planning and Preparation	No clear objectives, materials, or activities present. Learning goals are not addressed.	Minimal objectives, materials, and activities included. Limited alignment with learning goals.	Clear objectives, materials, and activities provided. Moderately aligned with learning goals and a somewhat organized lesson plan.	Well-defined objectives, materials, and activities present. Strong alignment with learning goals and an organized lesson plan.	Exceptionally clear and comprehensive objectives, materials, and activities. Excellent alignment with learning goals and a highly organized, detailed lesson plan.
Instructional Delivery and Classroom Management	Unable to engage students. Poor pacing, ineffective use of materials, and no classroom control.	Struggles to engage students. Inconsistent pacing, minimal use of materials, and limited classroom control.	Moderately engages students. Maintains appropriate pacing most of the time, uses materials adequately, and demonstrates fair classroom control.	Effectively engages students. Maintains appropriate pacing, uses materials well, and demonstrates good classroom control.	Consistently engages students. Expertly maintains pacing, skillfully uses materials, and exhibits excellent classroom control.
Student Engagement and Interaction	No opportunities for student participation or interaction. Fails to address student questions or concerns.	Limited opportunities for student participation or interaction. Inconsistently addresses student questions or concerns.	Provides some opportunities for student participation and interaction. Moderately addresses student questions or concerns.	Encourages student participation and interaction. Effectively addresses student questions or concerns.	Consistently promotes student participation and interaction. Expertly addresses student questions or concerns and fosters a positive learning environment.

Appendix 6: Assessment Rubrics for Undergraduate Practice Opportunities Program (UPOP) Final Report

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Organization and Presentation	The report is poorly organized and difficult to understand. Formatting is inconsistent, hindering readability.	The report is somewhat organized but lacks clarity in some areas. Formatting is adequate but could be improved.	The report is satisfactorily organized with minor issues in clarity. Formatting is mostly consistent and aids in readability.	The report is well-organized and easy to understand. Formatting is clear and consistent, enhancing readability.	The report is exceptionally organized, with professional formatting. Content is presented clearly, ensuring outstanding readability.
Reflection on Learning from Pre-Internship Training Workshops	Little to no reflection is demonstrated, and there is a lack of insight into personal growth.	Some reflection is demonstrated, but insights are limited or superficial, showing minimal personal growth.	Satisfactory reflection is demonstrated, with moderate insights into personal growth and understanding of workshop content.	Good reflection is demonstrated, with insightful connections between personal growth and workshop content.	Deep reflection is demonstrated, with highly insightful connections between personal growth and workshop content, showcasing a profound understanding.
Summary of Internship Experience	The summary is incomplete or unclear, missing key information about the internship experience.	The summary is adequate but lacks specific details or examples to illustrate the internship experience.	The summary is satisfactory, clear, and includes some relevant examples to describe the internship experience.	The summary is detailed and mostly clear, providing relevant examples to effectively illustrate the internship experience.	The summary is comprehensive and clear, covering all key aspects of the internship experience with specific examples.

	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Reflection on Learning from the Internship	Little to no reflection is demonstrated, and there is a lack of insight into workplace skill/competency development or experience.	Some reflection is demonstrated, but insights are limited or superficial, showing minimal skill/competency development.	Satisfactory reflection is demonstrated, with moderate insights into workplace skill/competency development and understanding of the internship experience.	Good reflection is demonstrated, with insightful connections between workplace skill/competency development and the internship experience.	Deep reflection is demonstrated, with highly insightful connections between workplace skill/competency development and the internship experience, showcasing a profound understanding.

Appendix 7: Work Supervisor's Feedback Form for Undergraduate Practice Opportunities Program (UPOP)

HKUST Undergraduate Practice Opportunities Program

Work Supervisor's Feedback Form

Dear Supervisor,

Thank you for supporting our university's internship program. Your feedback is invaluable in helping us assess and improve our students' development. Please take a few minutes to complete this form, evaluating the intern's performance during their time with your organization. Your feedback will be kept confidential.

Intern Information:

Company and Division Name: _____

Intern's Name: _____

Internship Position: _____

Period of Internship: _____

Intern's Responsibilities: _____

Evaluation:

Please put a tick next to the box that best describes the intern's performance:

	Area	Impressive (5)	Good (4)	Average (3)	Should try harder (2)	Unacceptable (1)
1	Attendance and Punctuality					
2	Work Quality					
3	Ability to Learn					
4	Initiative and Dependability					
5	Communications and Teamwork					
6	Overall Performance					

Additional Comments:

Please provide any additional comments or feedback regarding the intern's performance, strengths, areas for improvement, or any specific incidents that stood out.

Recommendation:

Would you recommend this intern for future opportunities within your organization or industry?

☐ Yes ☐ No (*please specify reason*) _____

Signature (with company stamp):

Name: _____

Title: _____

Date: _____

Please return the completed form via email to [Internship Coordinator's Email]. Thank you for your time and support!