



# Learning and Teaching Guidelines School of Mathematics and Physics

This file provides essential guidelines for staff members at the School of Mathematics and Physics to perform learning and teaching practice.

The key points are refined in five sections covering different aspects of learning and teaching activities, while the detailed operations and requirements can be found in relevant documents (i.e., policies, procedures) provided along with the guide.



# 1. Module

# School Practice

**Teaching allocation** for the coming semester usually starts in Week 3 of the current semester, and the whole process would last for about two months. Various factors are considered such as

- Staff teaching expertise
- Recommendation from the Head of Departments
- Balance among different departments, circulation of roles (module leader or non-module leader), circulation of modules, etc.

Typically, we make the following **preparation** before teaching starts:

- Go through module specification (via e-Bridge)

After consulting with the teaching team, the module leader is responsible for

- Filling Timetable Data Collector (via e-Bridge)
- Requesting teaching assistant(s) if needed (via TAMS)
- Generating Module Handbook (via e-Bridge)

- Teaching Assistants could be XJTLU graduate students (PGR full scholarship, partial scholarship, self-funded PGR students and master students), or graduate students from other universities. lab
- TA duties typically include lab, fieldwork, group tutoring, office hours, invigilation of exams/tests, marking, etc.

## Delivery

- Upload teaching materials:
  - Use [Learning Mall Core](#) Module Page as the authorized platform to upload and organize the teaching materials.
  - Ensure a clear layout on Learning Mall Core Module Page and timely uploads.
- Record attendance for each class (via AMS).
- Arrange office hours (2 hours per week per session).
- Meet regularly with co-lecturers to synchronize the teaching.

Following the module specification and assessment key dates, **assessments** will be prepared and conducted.

- The type of assessment components (i.e., coursework or exam) must be complied with the module specification.

Main actions of assessment (e.g., generation of questions, solutions and marking scheme, invigilation, submission, marking, feedback provision to students, mark entry, etc.) shall be implemented by the teaching group and the module leader, on behalf of the team, has to complete the following tasks:

- Fill the Final/Reist Exam Timetabling Information Collection (via e-Bridge)
- Go through the moderation process regarding question preparation, marking scheme/criteria and marking results for assessment components that worth 1 credit or more (via e-Bridge)
- Present the assessment results and receive approval/suggested changes on the module board of examiners.

Any practice that is different from the module specification (e.g., delivery pattern, learning outcomes, syllabus, assessments, textbooks) can only be implemented after a **module change**. The following steps are required:

- Module leader to consult the teaching team and relevant Programme Directors.
- Module leader to fill the module change application form(via e-Bridge)
- School Curriculum Review Panel (SCRP) to review/approve the module change application.
- School Learning and Teaching Committee (SLTC) to endorse the module change.

# Rules

- The information filled in Timetable Data Collector (especially the delivery pattern and number of sessions) must be consistent with the module specification and teaching allocation. Lecturers must not change the class timetable or be absent without special permission from the school.
- Modules with multiple sessions must not be taught by block, i.e., lecturers must not split the classes by periods of the semester.
- Module leaders must take responsibility on
  - Organizing teaching meetings at least two weeks before the new semester starts and providing extra support to new lecturers.
  - Ensuring the teaching materials available to co-lecturers sufficiently early before classes.

- Regular teaching hours for staff members:
  - For one session of a 5-credit module: at least 4 hours teaching + 2 hours office hours per week.
  - For one session of a 2.5-credit module: at least 2 hours teaching + 2 hours office hours per week.
  - For one session, mark all in-semester assessments and the final/resit exam for modules with up to 3 in-semester assessments.
- The tutorials, office hours and marking by teaching assistants must be extra hours apart from the regular teaching hours assigned to staff members.
- Unless receiving special permission from the university, teaching activities (classes, office hours, Q&A, emails, etc.) must be all conducted in English.
- Be extremely sensitive on the confidentiality of assessment
  - Use e-Bridge as the only platform to upload exam papers and solutions.
  - Set passwords for uploaded papers.
  - Monitor the safety on system operation and report suspicious cases to school within 24 hours.

- Leave during teaching semester and exam period
  - Under normal circumstances lecturers are not allowed to take leaves during the teaching semester.
  - Lecturers are not allowed to take leaves in Week 1 as students needs sufficient supports on optional modules, FYP selections, etc.
  - Exam Period: availabilities must be guaranteed in the following cases:

	Q&A	Exam Day	Marking	Exam Board Meeting
Final Exam	All	All	All	Module Leaders
Resit Exam	All	Module Leaders and co-lecturers with invigilation tasks.	Module Leaders and co-lecturers who do marking	

- a. The days for Q&A and Marking are flexible as they are determined by the teaching team.
- b. Q&A could be online or onsite.
- c. “Exam day” refers to the module taught by the academic staff. For invigilation tasks for other modules, replacement could be arranged by School’s approval.
- d. Coverage of teaching/marketing tasks for others will not be counted in PDR.

# Relevant documents

- *U02 Teaching Allocation for MTH and PHY modules\_updated0806.pdf*
- *Academic Timetabling Policy Effective from AY2324.pdf*
- *Teaching Assistant Policy 2025.pdf*
- *Digitalized Module Handbook e-Bridge Interfaces.pdf*
- *Tips for Module Leaders on Digitalized Module Handbook.pdf*
- *Student Attendance Policy.pdf*
- *Assessment Calendar 2025-2026.pdf*
- *Assessment Key Dates 2025-2026.pdf*
- *Mitigating Circumstances Policy.pdf*
- *CW Academic Unit Scheduled Assessment MC Application Flow.pdf*
- *Code of Practice on Assessment.pdf*
- *Exam Paper Security Management Protocol.pdf*
- *MODERATION WORKFLOW.pdf*
- *Terms of Reference for Boards of Examiners.pdf*
- *XJTLU Academic Integrity Policy.pdf*
- *XJTLU\_MarkingDescriptors\_2025.pdf*
- *XJTLU Exam Paper Format.pdf*
- *Policy on the Usage of Multiple Choice Questions in Module Assessments-updated 30June.docx*
- *W01 SMP Exam Answer Sheet Scanning and System Grading Workflow.pdf*
- *User Guide for Attendance Management System.pdf*
- *ACADEMIC INTEGRITY POLICY-Guide for Students and Staff.pdf*
- *Policy on Learning and Teaching Provision for Students with Disabilities.pdf*
- *Procedures for Online Modifications to Existing Modules.pdf*
- *Procedures for online modifications to existing module (workflow).pdf*
- *11-002-000 XJTLU Staff Handbook v11.0 (Nov2021) (1).pdf*
- *Policy on Textbook Provisions Jun 2025.pdf*
- *Regulations for the Conduct of Examinations approved version.pdf*
- *POLICY ON THE USAGE OF MCQs IN MODULE ASSESSMENTS.pdf*
- *Assessment Guidelines for Essay Questions.pdf*
- *Student Assessment Feedback Policy.pdf*
- *Guidance for Showing Examination Scripts to Students as Part of Feedback.pdf*

## 2. FYP and Master Dissertation

# School Practice

- Length of projects: 1 academic year
- **Final Year Project (FYP) allocation** starts in Week 1, Semester 1 of the academic year and it utilizes a mutual selection mechanism by considering
  - A project list provided by supervisors
  - Students' priorities on supervisors and projects
  - Supervisors' selection on the applicants (if there were any)
  - Match of students' background and projects
  - Workload balance among supervisors

The **delivery** of the FYP could be a combination of the following activities:

- Workshops to cover common topics (e.g., literature review, research design, writing template, data analysis, etc.)
- Group meetings with supervisor(s) to receive general background/skill set of the field.
- One-to-one meetings to discuss the progress and plan the future work.

- Length of projects: 1 academic year for Data Science, 1 semester for Financial Mathematics, Actuarial Science and Applied Mathematics.
- **Master Dissertation allocation** starts in late Semester 2 of the academic year and it utilizes a mutual selection mechanism similar to that for FYP by considering:
  - A project list provided by supervisors
  - Students' priorities on supervisors and projects
  - Supervisors' selection on the applicants (if there were any)
  - Match of students' background and projects
  - Workload balance among supervisors

The **delivery** of Master Dissertation is basically individual based, i.e., the student and supervisor hold one-to-one meetings to discuss the progress and plan the future work.

# Rules

- By “balancing staff workload” we consider supervision of FYP and Master Dissertation together. Conversion Rate: 1 Master in Data Science = 1 FYP, 1 Master (other programme) =0.5 FYP.
- The work of MTH301 students will be marked by the supervisor and a second examiner following the unified school level marking criteria.
- MTH301 offers resit opportunity to students.
- Students have individual FYP but all are managed by the module MTH301, where the module leader is the School FYP coordinator. The moderation of MTH301 will be conducted by the module leader, not individual supervisors.
- Master dissertation is managed in 4 modules, where the module leaders are the Programme Director, respectively. Each module has specific marking criteria, offers resit opportunity and go through moderation.

# Relevant documents

- *Regulations for the Undergraduate Final Year Project.pdf*
- *Policy on the Preservation of FYPs Dissertations and Theses\_Nov 2021.pdf*
- *Code of Practice for the Award of UG Degrees.pdf*
- *Academic Protocol for Double-Marking.pdf*

# 3. Feedback and Support

# School Practice

- All academic staff with teaching duty are required to go through the **peer review** process at least once per academic year. New staff members must be peer reviewed during their first semester of teaching.
- Reviewers and Reviewees are expected to have discussions on the observed teaching activity (could be a lecture, a tutorial, a lab session, etc.), complete peer review forms and submit to the School Peer Review Officer and the reviewers' Heads of Department.

In the end of each semester, students in each module are invited to complete a **module questionnaire** to provide feedback on module design, delivery, teaching performance of lecturers and teaching assistants

The module questionnaire scores are used as a key indicator to evaluate academic staffs' teaching in various performance reviews (e.g., Professional Development Review, Contract Renewal, Promotion etc.).

- Each academic staff is assigned as the **Academic Advisor (AA)** to a group of UG/PG students to provide support on their academic performance. Academic advisors are obligated to provide reference letters to their advisees, as well as reviewing and approving their work placement agreements and reports.
- Members of the **Student-Staff Liasson Committee (SSLC)** meet twice per semester to discuss students' feedback on modules. The committee acts as a bridge between students and module lecturers to pass comments/suggestions and response.
- **School Progress Committee (SPC)** oversees the academic performance of at-risk students. A SPC meeting is called at least once per semester to interview at-risk students, provides guidance and direct the cases to University Progress Committee (UPC) if necessary.

# Relevant documents

- *Policy on Peer Observation of Teaching.pdf*
- *Policy on Academic Advising.pdf*
- *TOR SCHOOL SSLC FOR UG AND PG STUDENTS.pdf*
- *ToR School (Academy) Student-Staff Liaison Committee for PGR Students.pdf*

# 4. Funds and Awards

To support their teaching research or pedagogical research, academic staffs could apply for various teaching **funds**, typically

- Teaching Development Fund (University Level)
- School Teaching Grant (School Level)

In the field of Learning and Teaching, the following SMP Academic Excellence **awards** are available for applications, once per year:

- Teaching Excellence Award
- Teaching Innovation Award
- Teaching Technician Award (for technician only)
- Teaching Assistant Award (for TA only)

Awardees will be sent to compete for XJTLU Academic Excellence Awards in the corresponding categories.

# Relevant documents

- *Teaching Development Fund (TDF) Policy.pdf*
- *U03 AY2425 Guideline on SMP Academic Excellence Awards Selection\_final.pdf*
- *Policy on XJTLU Academic Excellence Awards from AY2425.pdf*

# 5. Progamme

The School of Mathematics and Physics offers 7 programme (3 undergraduate and 4 graduate) and we highly encourage academic staffs to participate in various events organized by school or university to help **promote** the programme (e.g., curriculum, career paths, further education, etc.). Typically,

- Academic Bridging for Year 1 Students
- Academic Fair (to guide Year 1 students on programme choice)
- Open Day
- Student Induction

Any practice that is different from the programme specification (e.g., adding/removing modules, justify student pathways, etc.) can only be implemented after a **programme change**. The following steps are required:

- Programme director to consult relevant colleagues and students.
- Programme director to fill the programme change application (via e-Bridge)
- School Curriculum Review Panel (SCRP) to review/approve the application and pass to School Learning Teaching Committee for information.
- University Curriculum Review Panel (UCRP) to review/approve the application and pass to University Learning Teaching Committee for endorsement.

# Relevant documents

- *U04 SMP ToR for Programme Directors\_0415.pdf*
- *Guidelines for Consulting and Informing Students.pdf*
- *Policy on Modifications to Existing Programmes.pdf*
- *Procedure and Timeline for Modifications to Existing Programmes.pdf*
- *ToR for the School (Academy) Learning and Teaching Committee.pdf*
- *Framework for Postgraduate Programmes AY24-25.pdf*
- *Framework for Undergraduate Degree Programmes.pdf*