



# PROGRESS REPORT

QUALITY ASSURANCE COUNCIL

## AUDIT



香港大學

THE UNIVERSITY OF HONG KONG

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# **THE UNIVERSITY OF HONG KONG**

## **QAC Audit - Progress Report**

### **Preamble**

The University would like to reiterate its appreciation to the Quality Assurance Council (QAC) for conducting the second round of quality audit, which has culminated in sector-wide sharing of good practice. The audit exercise provided us with the opportunity for a critical self-review and ongoing reflection, which has greatly facilitated further enhancement of teaching and learning (T&L) quality and the student learning experience. We are very grateful for the commendations and encouragement given to us by the Audit Panel, and have been addressing the Panel's recommendations and suggestions diligently through implementing the actions set out in our Action Plan in line with the agreed timelines. A summary of the implementation progress made thus far is set out at **Appendix A**. A detailed elaboration is in Part II of this Report. Significant developments and plans for the further improvement of the quality of our education provision are outlined in Part I below.

The publication of the Audit Report was timely, and coincided nicely with the graduation of the first cohort of undergraduate (Ug) students under the four-year curriculum, as well as the formulation of the University's strategic plan "Vision 2016-2025". To become Asia's Global University, the University is committed to the strategic themes of "3+1 Is", viz. Internationalisation, Innovation and Interdisciplinarity, all converging on Impact. In alignment with the University's strategic development, Faculties have developed Faculty T&L strategies so that the University's T&L development plan as a whole is integrated, focused and aligned.

### **I. Developments in Teaching and Learning**

Our Ug curriculum is defined as the totality of experiences afforded to students to achieve Educational Aims (EAs). Keen on understanding the effectiveness of the major components of our reformed and invigorated Ug curriculum, the University conducted focused reviews of all common learning experiences in the past three years as planned, viz. the First Year Experience and Academic Induction, the Common Core (CC) Curriculum, Experiential Learning, English Language Enhancement, Global Learning Experience, Capstone Experience, and the Enabling Curriculum Structure. All these reviews confirmed that the University's Ug curriculum has been very effective in enriching the student learning experience and broadening students' horizons, which corroborated the Audit Panel's findings. There are a number of areas where further improvements can be made, and we have been actively working on the issues identified. We cannot afford to be complacent, and are fully aware of the importance of making continuous enhancements to meet the increasing expectations of key stakeholders, in the face of keen competition in higher education worldwide.

In anticipation of the graduation of the double cohort and in collaboration with all Faculties, the University took the opportunity to plan and conduct a detailed review of the academic performance of students admitted since 2012-13 so as to compare and monitor the performance of students over the years, particularly those of the double cohort. The

findings indicated that there was not much difference between the academic performance of the 3-year and 4-year cohorts, and that the general performance of students in the 4-year cohorts had improved as their studies progressed.

Apart from the reviews outlined above, a master plan was drawn up for the conduct of curriculum reviews of all Ug curricula within three years of graduation of the first cohort of students. Curriculum reviews are a key quality assurance and quality enhancement (QA/QE) mechanism, and facilitate the benchmarking of the University's curricula against the highest international standards. The curriculum reviews started in the 2016-17 academic year, and are making excellent progress. In every review exercise, in addition to curriculum-specific issues, the programme team is required to address the "3+1 Is" strategic themes and the Audit Panel's recommendations and suggestions. Reviews of the taught postgraduate (TPg) curricula in the first cycle were a success and proved to be very effective. They are now in the second cycle and are running smoothly.

The Audit Panel commended the CC Curriculum on having a "significant impact on intellectual, social and ethical development of undergraduates across the University". We have leveraged on this outstanding platform of common learning experiences to further enrich the student learning experience. A number of important initiatives have been launched in the 2017-18 academic year. For instance, two CC Transdisciplinary Minors and Clusters (viz. "Sustaining Cities, Cultures, and the Earth" and "The Universe and the Question of Meaning") have been introduced to give a greater thematic coherence to the CC experience, encourage inter- and multi-disciplinary study, and expose students to integrated scholarly inquiry of related areas. Building on the University's commitment to the Sustainability Development Goals and HeforShe initiatives of the United Nations, another CC Transdisciplinary Minor and Cluster will follow, viz. "Gender, Sexuality, and Diversity". The CC Curriculum Committee has also launched CC<sup>PLUS</sup>, which is designed to offer students co-curricular events that deepen their experience of the issues addressed in the four Areas of Inquiry (Aols) of the CC Curriculum. CC<sup>PLUS</sup> provides a platform for nurturing students' cultural sensitivity and promoting integration among students from different backgrounds (see also R6.6(b)). Following on from a recommendation in the focused review of the CC Curriculum and to incentivise and encourage students to take risks in the selection of CC courses, the University has now adopted a policy of counting five CC courses with the highest grades towards Graduation Grade Point Average (GPA) (covering all four Aols) or all six courses, depending on which generates the higher Graduation GPA. This policy is widely supported by students, and will be reviewed in three years' time.

The Teaching Development and Language Enhancement Grant has always been an important and significant means to drive innovations in T&L. Following the "3+1 Is" strategic initiative, the University's plan for T&L developments in this triennium is articulated in our earlier submission to UGC (**Appendix B**). Among others, we endeavour to further enhance collaboration with world renowned universities on all fronts, inclusive of academic exchange, visits, conferences, symposia, joint and dual degrees etc. Locally, we actively organise and participate in activities to share best T&L practice. For example, a conference on "Influencing Teaching and Learning Practice - Achieving the Ripple Effect" was held in March 2017, with around 150 participants from sister institutions. We shared and celebrated innovative pedagogies in higher education, from discovery to dissemination. Many teachers, including recipients of the UGC Teaching Award, showcased how their research had informed teaching, and demonstrated T&L scholarship. The conference was considered most fruitful, and the response was extremely positive. The 3<sup>rd</sup> Annual Asian e-Table (e-learning) Conference took place in May 2017, and was attended by senior

managers from 9 Asian universities. Strategies and experiences in blended learning involving online content, teachers' support in learning and application of new technologies were discussed.

The University is most grateful for the generous support of its proposals under the UGC's Funding Scheme on T&L Related Proposals. Among the 38 projects supported by UGC across the sector, the University is leading 10 projects (the greatest number in the sector) and involved in another 14. This has generated tremendous support for our initiatives, including internationalisation of T&L, further enhancement of students' English language proficiency, enrichment of arts and culture on campus and residential education etc. It also constitutes a most helpful framework for sharing of good practice across institutions.

Supported by well-designed staff development programmes, the University aspires to scale new heights in T&L, and will continue to enhance its QA/QE mechanisms and improve the student learning experience. Some of the initiatives are outlined below:

- (a) To recognise students' achievements not only in the classroom but beyond, a new credit award scheme for out-of-classroom learning experiences has been implemented from the 2017-18 academic year. All kinds of out-of-classroom experiences and activities may qualify for such credits, on condition that the outcome of each experience or activity can be mapped to at least one of the University's six EAs. One credit for each out-of-classroom experience may be earned, up to a total of six. The hours required broadly follow the European Credit Transfer and Accumulation System, with one credit being equivalent to 20 – 30 hours of student learning. The credits are academic credits but will not contribute to the University's degree requirements. The scheme is being piloted for three years, subject to a review thereafter.
- (b) Since Semester 2 of 2015-16, a biannual Student Learning Festival has been jointly organised by the CC Office, the Gallant Ho Experiential Learning Centre (GHELC) and the HKU Horizons Office to celebrate students' creativity and achievements. The Festival showcases students' innovative work in tackling issues that require them to integrate knowledge, methods, and media across disciplines. These exemplary projects come from different disciplines with diverse forms of presentation including posters, videos, podcasts and models. The inaugural HKU Horizons Experience Award was also presented at the Festival in April 2017.
- (c) A set of communication-intensive courses will be developed to better provide students with the core communicative competences needed for creative, economic and social success on campus and in the contemporary workforce. The four areas of communication addressed are writing, speaking, visual competence, and digital literacy. Through badging individual courses across the University's 10 Faculties, the required English for academic purposes courses offered by the Centre for Applied English Studies (CAES), and selected CC courses, we plan eventually to make available to Ug students the opportunity to refine their communication skills throughout their educational journey at the University and earn certification as "distinguished communicators".
- (d) The CC Office is working on an initiative entitled "Making across differences: diversity, inclusion and cross-cultural capacities" under its strategic priority of

“Intercultural inclusiveness in group work” to support building student capacity for more active understanding of different forms of diversity including cultural differences, ethnicities, disability, sexual orientation etc.

- (e) The Centre of Development and Resources for Students (CEDARS) is undertaking an initiative to enhance students’ language competencies through building learning communities, with a particular focus on the use of English in daily activities and extending opportunities for cross-cultural interactions. Under the Nurturing Global Leaders programme, which will be housed in CAES from January 1, 2018, our students team-teach English classes in Cambodia, Myanmar and Thailand with non-HKU participants drawn mainly from Hong Kong high schools. It aims to nurture future leaders who are caring and responsible, equipped with global vision, multicultural understanding and problem-solving skills, and committed to contributing to Hong Kong and the world.
- (f) The Centre for the Enhancement of Teaching and Learning (CETL) has launched a new “Professional Certificate in Leading Teaching and Learning in Higher Education” in collaboration with the Higher Education Academy in the UK, aimed at supporting mid-career academic staff in leadership positions. The Certificate is part of CETL’s strategy of benchmarking and accrediting its CPD (continuing professional development) offerings against the UK Professional Standards Framework, which has begun at the start of 2017-18 academic year and will last for three academic years.
- (g) With a view to exploring the establishment of a Teaching Academy at the University, CETL will host an international conference in December 2018, with the provisional conference title of “Teaching Academies: Forms, Functions and Ways Forward”. The Teaching Academy is considered to be a helpful way of fostering teaching as a scholarly activity, offering recognition to outstanding educators, providing role models, and promoting innovation in the curriculum.
- (h) In order to facilitate and promote engaging teaching methods, the Technology-Enriched Learning Initiative (TELI) will host a symposium on “Flipped Classroom Learning – Sharing of Pedagogies and Practices” in December 2017. Award-winning teachers and practitioners will share the rationale, pedagogical strategies, challenges and solutions in adopting the flipped classroom approach with over 150 participants.
- (i) HKU Online Learning (at <https://learning.hku.hk>), a learning platform developed by TELI, was launched on September 1, 2015. This improvement on software infrastructure aimed to encourage the adoption of blended learning amongst teachers and to enhance the student learning experience. A total of 70 courses currently run on this platform, reaching over 16,000 users in total.

The learning environments have been substantially enhanced and upgraded. To cite a few developments, a new Digital Literacy Skills Laboratory (DLS Lab) has been set up in the Chi Wah Learning Commons to provide students and teachers with a professional filming environment and editing tools for the creation of multi-media resources. To enrich the service of the DLS Lab, TELI has initiated the establishment of a new zone with multi-media advisory services comprising self-service and help-desk service for teachers so as to support them to create media content such as online lectures, flipped classroom activities etc. Construction work is expected to be completed by March 2018. There is also a new

24-hour Study Zone in the Learning Commons where students may access computers, printing and scanning facilities, water facilities and bathrooms, and full coverage of Wi-Fi service day and night. The Yuet Ming Auditorium in the Chong Yuet Ming Cultural Centre is a modern and well-equipped, proscenium theatre which supports multi-purpose functions for dramas, dances, live music, movie screening, conferences and seminars. Studio 303 is a black box theatre supporting students' cultural and arts development, and is an ideal performing venue for experimental performances in different art forms. Looking ahead, a new Learning Hub will be created on the second floor of the Main Library to enable the University community to embark on digital journeys in support of digital learning. The Hub will be designed to provide an intellectual deep-dive digital approach to drive inspiration, enthusiasm, creativity and innovation. The blueprint layout of the Hub is targeted to create a single fluid process embracing conception, virtualisation, visualisation and production. The expected completion date for Phase 3 of the renovations is early 2019.

The University is guided by the "3+1 Is" in its T&L strategies and development. For Internationalisation, we will provide further opportunities for students to explore outside the classroom and outside Hong Kong, and will enrich the learning environment on campus to enhance internationalisation at home. For Innovation, we will develop innovative pedagogy to facilitate and enhance student learning with the help of technology, promote student-initiated projects, and support innovation and entrepreneurship activities, some examples of which include DreamCatchers (an initiative which is cross-sector and inter-generational for alumni, students and other members of the University family to innovate and change the world), an Entrepreneurship Academy (a ten-week workshop to enhance students' skills in building their first business for research innovations), and iDendron (the HKU Innovation and Entrepreneurship Hub which aims to engage and grow the entrepreneurship community, establish interdisciplinary co-operation on entrepreneurial initiatives, and support and incubate start-ups). For Interdisciplinarity, we will further promote interdisciplinary studies across Faculties and in the CC Curriculum, and will develop new interdisciplinary programmes. We are fully confident that our graduates, future leaders in their respective fields, will be well placed in the 21<sup>st</sup> century to make a significant impact on our society and world.

With regard to the plan to improve research postgraduate (RPg) training, the Graduate School (GS) will continue to prepare RPg students for future academic and alternative careers by inviting more RPg students (at least one from each Faculty) to offer knowledge- or research-based workshops to other RPg students, and exploring the possibility of co-organising career development workshops or dialogue sessions with Faculties in a more discipline-based manner. In this connection, the RPg Hub launched in April 2017 features the profile pages of RPg students in the Scholars Hub, with the aim of promoting the visibility of RPg students and fostering new research collaboration. To enhance the current system of collecting and responding to student feedback, and tracking RPg graduates' first destination and beyond, an Extended Alumni Tracer Survey is planned to be launched in 2018 and administered to all RPg alumni from the past 20 years and all RPg fresh graduates in 2018. Also, starting from September 2018, a University-wide Achievement Card will be implemented to document RPg students' attainment of the eight EAs over their course of study.

## II. Progress of Implementation of the Action Plan

### **Recommendation 1 – [R1]**

**The Audit Panel recommends that HKU articulate explicitly and promulgate its overarching strategic approach to setting the academic standards of its awards (para. 2.12 of the Audit Report).**

- R1.1 As an English-medium, research-led and the only comprehensive university in Mainland China, the University provides world-class education in a wide range of academic disciplines to outstanding students. We are committed to training and nurturing future leaders and talents equipped to tackle the challenges of a rapidly changing world. The University's "Vision 2016-2025" with the "3+1 Is" strategic themes guides its development and aspiration to become Asia's Global University in the next decade. It articulates explicitly that our programmes are benchmarked against leading global institutions and are internationally competitive. Consequent upon the adoption of "Vision 2016-2025", the University's Vision statement has accordingly been revised to incorporate the "3+1 Is".
- R1.2 In line with our strategic development and following the Audit Panel's advice on the need to articulate the University's academic standards explicitly, the Vice-President and Pro-Vice-Chancellor (Teaching and Learning) (VP/T&L) led a working group to review the University's Mission statement, and EAs and Institutional Learning Outcomes (ILOs) for Ug and TPg curricula. Concurrently, the Board of Graduate Studies (BoGS), chaired by the Dean of GS, reviewed EAs for RPg curricula. Following the reviews, the revised Mission statement, and EAs and ILOs for Ug, TPg and RPg curricula were considered and approved by the relevant committees, the Senate and the Council, as applicable, in the 2016-17 academic year.
- R1.3 The revised Vision statement, Mission statement and EAs made specific reference to the level of academic standards that the University aspires to (**Appendix C**). These documents have been disseminated to staff and students, and are available on the University's website for access by the University community and the public.

### **Recommendation 2 – [R2]**

**Given that Senate is the principal authority responsible for all academic matters, the Audit Panel recommends that Senate's capacity for exercising oversight be enhanced by reviewing the terms of reference for Senate and its sub-committees to ensure that Senate is appropriately and regularly briefed on the outcomes of the University's quality assurance processes and enhancement initiatives (para. 3.7).**

- R2.1 Subsequent to a review of the ways in which the Senate's capacity for exercising oversight could be enhanced, the Senate now requires all its T&L committees to report their work annually, by way of submitting an annual report to the Senate. This new arrangement has been implemented with effect from the 2017-18 academic year.
- R2.2 In the course of its review of Senate's T&L committees, the University explored the



possibility of streamlining the existing committee structure to make it more effective and efficient. The review is intended to enhance the University's QA/QE mechanism by entrusting the Teaching and Learning Quality Committee (TLQC) to oversee the QA/QE of all programmes and activities relating to both the curriculum and the co-curriculum, and to reduce layers and possible areas of overlap, with a view to creating two pillars of T&L committees headed by the Academic Board for curriculum development, and by TLQC for QA/QE monitoring and control. A re-organisation proposal is now under consultation and is planned to take effect from the 2018-19 academic year.

### **Recommendation 3 – [R3]**

**The Audit Panel recommends that the University facilitate students' understanding of grade descriptors contained in the Course Information Template of the Student Information System and through advice from teachers and academic advisors (para. 4.4).**

- R3.1 Assessment is an important vehicle for supporting and guiding student learning. Explicit grading standards facilitate students' understanding of the level of performance expected and the nature of exemplary work. It is a requirement of the University that grade descriptors for all courses be posted on the Student Information System (SIS) for reference by students.
- R3.2 In light of the Audit Panel's comments, the University Assessment Policy has been expanded to incorporate the following in order to emphasise the importance of explanation of assessment criteria:
- “5.3 At the beginning of each course, teachers should help students understand the grade descriptors adopted and the criteria on which they will be assessed by explaining to them the level of performance expected, inclusive of engaging them in dialogues around exemplars (which however should not be viewed as model answers to be imitated).”
- R3.3 In addition, students' understanding of grade descriptors has been further enhanced through advice from teachers and academic advisors:
- (a) Since 2016-17 and as a standard practice, an annual reminder has been sent by VP/T&L to all teaching staff to draw their attention to the importance of: i) explaining to students the level of performance expected at the beginning of each course; and ii) provision of timely feedback to students on assessment.
  - (b) Apart from staff development activities at large, CETL has introduced initiatives to enhance teachers' capacity to develop marking rubrics and grade descriptors, and to remind teachers of the need to explain these to students. The initiatives include an enhanced staff development programme for new academic staff, special workshops and seminars, and enriched e-resources. A list of the staff development activities since 2016 with a special focus on grade descriptors and feedback is at **Appendix D**.
  - (c) For CC courses, grade descriptors are clearly indicated in syllabi. The topic of how grade descriptors can help establish a culture to facilitate deeper understanding and reflections is covered in all CC briefing sessions, and the

online FAQs for students (<https://commoncore.hku.hk/faqs/>). To support teachers, this topic is included in all CC workshops for tutors, and sample grade descriptors for different types of student work are available on the teacher support website for CC courses (<https://tl.hku.hk/staff/support-for-cc-teachers/>).

- R3.4 With CETL and the CC Office proactively assisting in the enhancement of students' understanding of grade descriptors, exciting developments have been noted, inclusive of the following:
- (a) Under the leadership of Dr. M. Botelho (2015 UGC Teaching Award recipient) and with collaborative efforts between the CC Office and TELI, a digital platform for faculty-student and peer-to-peer feedback is being developed to help students better understand the assessment standards of CC courses. Once this is successfully implemented, the University will explore applying it to disciplinary courses.
  - (b) A new student-led Teaching Feedback Award was launched in 2017 to celebrate excellent feedback and encourage debate about feedback among teachers and students. In addition to wide publicity in the University, CETL ran a workshop for students to explain the value of constructive and timely feedback from teachers.
- R3.5 Although R3 was essentially intended for taught programmes, GS took the opportunity to reflect on this recommendation and made improvement on the associated arrangement. With effect from 2017-18, teachers of GS courses explain to students, at the beginning of each course, the expected standards of GS courses and the assessment criteria so that students understand what is expected of them in their assessment. Assessment standards of taught courses for RPg curricula are promulgated to supervisors, course teachers and students, and assessment criteria are included in course books and on course Moodle sites.

**Affirmation 1 – [A1] and Recommendation 4 – [R4]**

**The Audit Panel ... affirms the significant efforts the University is now making to acquire further direct evidence of individual student achievements via the PLO Achievement Portfolio Project. ...The Audit Panel considers that the proposed six-year roll out period is unnecessarily conservative, and therefore recommends that the University expedite the implementation of the PLO Achievement Portfolio Project to ensure that all staff and students benefit as soon as possible from the positive outcomes identified through the pilot scheme (para. 4.7).**

- R4.1 The University is committed to establishing effective mechanisms to collect direct and indirect evidence for the evaluation of students' achievement towards Programme Learning Outcomes (PLOs). Besides the PLO Achievement Portfolio, direct measures include reports from External Examiners and accreditation reports from professional bodies. Indirect measures include institutional surveys, external stakeholders' input, student feedback etc.
- R4.2 At the time of the Audit, the PLO Achievement Portfolio was being piloted. In view of the Audit Panel's advice, VP/T&L set up a working group to review the PLO

Achievement Portfolio with a view to modifying it to become more effective and fit-for-purpose, and exploring the feasibility of implementing it on a shorter cycle instead of the tentative six-year cycle.

- R4.3 After the review, inclusive of making reference to international best practice, the working group modified the PLO Achievement Portfolio and recommended a draft template on a shorter cycle. The draft template was presented to TLQC in 2016-17 for consideration.
- R4.4 TLQC discussed the draft template and agreed to adopt a new system for implementation from the 2017-18 academic year, subsequent to wide consultation at the University. The approved template consists of a PLO Assessment Plan (PLOAP) and a PLO Achievement Report (PLOAR) (**Appendix E**). The new system runs on a 3-year cycle, with PLOAP to be completed shortly after the introduction of a new programme, and PLOAR to be completed every three years to evaluate the achievement of PLOs and to reflect on actions for improvement. The completed PLOAR will feed into the six-yearly review of the curriculum concerned.
- R4.5 To facilitate implementation, CETL offers professional development support to Faculties and the CC Office, including: (i) general sessions to familiarise programme directors with the new PLOAP/PLOAR arrangement; and (ii) Faculty-based support to programme teams on the implementation of PLOAP and formulation of PLOAR.

**Recommendation 5 – [R5]**

**Given the significance accorded to these aspects of the broader curriculum, the Audit Panel recommends that, to maximise the alignment and value of formal and informal learning opportunities, the University expedite the development of a conceptual framework capable of encompassing academic, co- and extra-curricular learning activities, so that student achievement across the spectrum can be meaningfully captured, documented, monitored, evaluated and enhanced (para. 4.8)**

- R5.1 In line with the University's plan to develop an e-portfolio system to recognise students' achievements in academic, co- and extra- curricular learning activities, the SIS Steering Committee set up an E-portfolio Focus Group and invited the Associate Vice-President (T&L) (AVP/T&L) to lead the project. The Focus Group, headed by AVP/T&L, is charged with the tasks of studying best practice at local and overseas universities, mapping the University's requirements, and evaluating market solutions vis-à-vis the University's specifications and resource requirements.
- R5.2 Concurrent with the e-portfolio initiative is the establishment of a Community of Practice (CoP) of teachers in this area to engage representatives from 10 Faculties and other units, such as CETL, GHELC, Information Technology Services (ITS) and TELI. A CoP of students was also convened to further consolidate ideas on features of e-portfolio. Both CoPs on e-portfolio are chaired by AVP/T&L, and have advised on issues relating to the e-portfolio inclusive of the scope and requirements, possible platforms, implementation approaches and pilot projects.
- R5.3 In consultation with the CoPs on e-portfolio, the Focus Group has completed the following tasks:

- (a) stock-taking of all relevant developments at the University;
- (b) a review of e-portfolio related literature as well as approaches and practices adopted by local and international universities;
- (c) identification of needs at the University, in terms of both functional and technical aspects;
- (d) examination in detail of three possible e-portfolio solutions (viz. two market solutions and an in-house development), and the pros and cons of each solution vis-à-vis costs and timelines;
- (e) conduct of two pilot projects, one on practical courses in the nursing curriculum, and the other on the medical humanities programme under the Bachelor of Medicine and Bachelor of Surgery (MBBS), the results of which help inform possible issues that may arise in the development of an across-the-board system that caters for a spectrum of portfolio needs; and
- (f) formulation of a plan for implementation in phases.

R5.4 Upon deliberation of the Focus Group's findings and recommendation, the SIS Steering Committee agreed to develop an in-house system which is fit-for-purpose, while keeping a good balance between cost and timeline considerations. Good progress is being made, and a prototype has been developed. A new system is expected to be implemented in phases from 2018.

#### **Recommendation 6 – [R6]**

The Audit Panel recommends that the University broaden its strategy for the internationalisation of the student learning environment to address both curriculum content and pedagogical practice (para. 7.42).

#### **Suggested Areas for Consideration:**

The concept of culturally contextualising disciplinary material outside internationally focused courses seems to be little understood and not widely implemented. The Audit Panel considers that “internationalisation at home” would be strengthened by a broader view of internationalising the curriculum (para. 7.29).

The Audit Panel encourages the University to leverage the greater proportion of international students studying at TPg level further to enhance “internationalisation at home”, the in-class and on-campus international experience (para. 6.13).

The Audit Panel considers that HKU is increasingly successful in effecting the social integration of non-local students, but that it has not yet adequately addressed integration in the classroom, in the sense of adapting teaching methods to enrich the learning experience for all students (para. 7.40).

### *Internationalisation at home*

- R6.1 Internationalisation has always been a key focus of the University's strategic development, and is one of the "3+1 Is" in "Vision 2016-2025". We have been recruiting students and staff of the highest calibre from around the world. Our programmes are internationally benchmarked and globally competitive. Explicit targets of overseas and mainland learning opportunities have been set for Ug and RPg students, and we have been very strategic in selecting and partnering with renowned global universities to offer dual and joint degrees.
- R6.2 Not losing sight of the importance of internationalisation at home, the University is committed to providing a vibrant, international learning environment to students, and further expanding student and staff diversity. A focused review of the global learning experience was conducted in May 2016. The recommendations and suggestions arising from the review have further enhanced the opportunities offered to students, and improved student support services. For example, the HKU Horizons Office has launched a one-stop information hub for all overseas non-exchange opportunities and services. The HKU Horizons Experience Award showcases students' work and reflections, and the inaugural Award was presented at the Student Learning Festival held in April 2017. A team of HKU Horizons Ambassadors has been recruited to promote participation and experience.
- R6.3 In light of the Audit Panel's advice, we have focused our attention to broadening the concept of internationalisation at home through enhancing the capacity and sensitivity of staff towards cultural diversity, invigorating Ug and TPg curricula and pedagogies, and engaging strategies to achieve greater integration between local and non-local students.
- R6.4 With a view to addressing inter-cultural sensitivity and pedagogical practice, catering for a culturally diverse student body, and enhancing integration of non-local students in the classroom, CETL has been very active in offering staff development seminars, workshops and CoP events in these areas. CETL also organises events involving colleagues in the CC Office and CAES to promote integration between local, mainland and international students through intercultural group work. In addition, a number of "Join-the-Conversation" events have been offered. Further details of these events and some online resources are shown at **Appendix F**. These units will continue to explore how internationalisation can be further embedded into disciplinary courses in Ug and TPg curricula across Faculties.
- R6.5 In terms of T&L scholarship, colleagues have been actively engaging in different projects to further enhance internationalisation at home. These include a large-scale UGC-funded cross-institutional project on "Internationalising teaching and learning in Hong Kong higher education through building professional capacity", two Teaching Development Grant (TDG) projects on "Enhancing meaningful intercultural interactions among local and non-local students in classroom" and "Intercultural Learning Experience Questionnaire: Developing an Institution-wide Assessment Instrument of Global and Intercultural Competence", and a joint HKU-UBC (University of British Columbia) technology transfer initiative on the Diastemas project, funded by Universitas 21 and the University, to establish

a platform to engage undergraduates with curriculum content in an international peer review environment. The new Diastemas platform is now being used by the Faculties of Dentistry and Education at the University. It has been made explicit in the TDG guidelines that “Internationalising the curriculum” is one of the priority areas for funding.

R6.6 The CC Office has spearheaded different initiatives to enrich an international learning environment besides the two Aols of “Global Issues”, and “China: Culture, State & Society”. These include:

- (a) Courses (in the two Aols of “Scientific and Technological Literacy”(STL), and “Humanities”) are badged with an internationalisation icon so that students can immediately recognise them. Notes will be added to these two Aols about the importance of globalisation/internationalisation, and course coordinators have been asked to bring internationalisation issues into the foreground of course descriptions, and where appropriate, assessment exercises.
- (b) CC<sup>PLUS</sup>, a pilot programme of co-curricular events linked to the four Aols, has been launched in 2017-18 to expose each cohort of Year 1 Ug students to co-curricular activities through CC<sup>PLUS</sup>, in the hope that many of the 4,000 students in each cohort (local and non-local) will remain engaged with such activities for the remainder of their studies at the University. The initiative started in September 2017, and to date, the collaborating partners include the General Education Unit (GEU), the School of Biological Sciences and Bloom (an NGO) and the University Museum and Art Gallery.
- (c) Consideration will be given to the introduction of a “Global Cluster” to complement the thematic CC Transdisciplinary Minors and Clusters.
- (d) “Common Core Learning Partners” in Hong Kong is under development for the provision of external consultation on meeting the needs of the contemporary workforce, inclusive of a global perspective.
- (e) Global Liberal Arts Design Experiments (GLADE) is creating an affiliation of global universities related to programmes that are analogous to the CC Curriculum, for collaborative opportunities and initiatives. Invitations to join the consortium have been issued to universities in Mainland China, Singapore, UK, Sweden, Netherlands etc., and diverse activities will be held to support GLADE.

R6.7 All Faculties have developed their own strategies to promote internationalisation of the curriculum by encouraging teachers to embed international perspectives into their curricula and pedagogical practice. For instance, a web-based project entitled “Global Citizenship in Dentistry” promotes intercultural communication and professional networking by connecting Year 2 students of the Bachelor of Dental Surgery (BDS) with those of participating overseas institutions. The Faculty of Social Sciences uses technology to offer web-based seminars, workshops and lectures in their TPg programmes where students from different institutions can virtually join and have interactive, real-time learning and discussions together. Students of the Postgraduate Diploma in Education who

major in economics form lesson/study groups with students from University College London under the guidance of supervisors from both universities, and engage in peer review and professional dialogues through an online platform.

- R6.8 The University strives to continually develop and enhance its curricula to nurture globally-minded thinkers and leaders. In this regard, Faculties are required to formulate a Faculty T&L strategy to address the “3+1 Is”, the first I being Internationalisation. Furthermore, Faculties are mandated to address in each Ug curriculum review how the “3+1 Is” have been or will be incorporated into the curriculum concerned.
- R6.9 With the concerted efforts of all members of the University community, the number of courses covering global and intercultural perspectives has increased by about 50% since the last Audit in late 2015 (there being currently a total of around 800 Ug and TPg courses embracing these perspectives).

*Integration of local and non-local students*

- R6.10 The integration of local and non-local students is a long-standing issue across all local institutions. It is encouraging to note the Audit Panel’s acknowledgement of the University’s effort and increasing success in promoting the social integration of non-local students. The University as a whole, and CEDARS in particular, have been extremely diligent in taking different measures to promote integration inside and outside the classroom, and in colleges and halls of residence, as evidenced by the following examples:
- (a) Since 2016-17, the University has introduced a second day of early August orientation and induction activities to make academic voices part of the initial conversation the University has with its incoming students. It opens up the possibility of undertaking yet more orientation activities in English and across cultural boundaries.
  - (b) The Weeks of Welcome for Non-local Students (WoW) Programme, a six-week programme involving more than 100 events and activities organised by CEDARS, continues to provide a comprehensive induction and reception for incoming non-local students, enhances cross-cultural exposure and facilitates integration of local and non-local students. It helps non-local students to settle in, and makes available a platform for them to make new friends and to get and stay connected with various communities. WoW is organised every year in August and September, and in January and February, in collaboration with the International Affairs Office, China Affairs Office, GEU and student societies including the Hong Kong University Students’ Union, Postgraduate Student Association, International Society and other student groups.
  - (c) St. John’s College implemented some important reforms this year, with non-local intake increased from 20% to 40%, and all non-local students being required to attend orientation, which as a result was conducted entirely in English.

- (d) CEDARS Peer Connect is a flagship programme which encourages local and non-local integration by putting first-year Ug students from different Faculties, countries of origin and cultural backgrounds into small groups. Around 30 students, comprising both local and non-local students, are recruited as Student Induction Instructors to help orientate new students to the new living and learning environment by connecting them to Hong Kong and the University community.
- (e) Students acknowledged the benefits of working across cultural boundaries, and expressed their willingness to do so provided all students are placed in a similar situation. In light of this, the University encourages programme teams to create cross-cultural groups for collaborative work (e.g. each group contains at least one Hong Kong student, one mainland student and one international student). The Faculty of Business and Economics is a strong supporter of this initiative.
- (f) Two peer tutoring programmes are organised by CEDARS, viz. Survival Cantonese Programme (co-organised by the Chinese Language Centre) and Peer English Tutoring (co-organised by CAES), and they facilitate local and non-local integration by encouraging mutual learning and reciprocal cultural and knowledge exchange on the language practice platform. Both programmes provide an opportunity for tutors and tutees to switch roles and responsibilities and reinforce their identity as members of the University family. Consistently high commendation from students has been received.
- (g) A 6-day Cross Cultural Consulting Programme is designed for local and non-local students to work together on real business challenges through research, field work and analysis. Students rated it highly and agreed that the programme is effective in enhancing cross-cultural understanding.
- (h) The Dean of Student Affairs works with hall wardens as well as hall student associations on the promotion of local and non-local integration. Halal food or vegetarian menu has been introduced in all high table dinners organised by residential halls and colleges.
- (i) A review of various aspects of hall life, led by a Review Panel on Residential Hall Education and Culture, was commissioned by the Senior Management Team (SMT) in May 2017 and chaired by VP/T&L. The review panel recommended a number of measures to enhance diversity, inclusion and integration, inclusive of e.g. adoption of the good practice of mixing local and non-local students throughout floors, pairing first-year non-local students with first-year local students in room allocation, use of English in all publications and in all major activities. The review was fully endorsed by SMT in October 2017 and will be presented to the Senate in March 2018 following a period of consultation.
- (j) Social networking sessions and career fairs are organised in collaboration with key stakeholders to provide both local and non-local students with regular practice in networking skills in different settings. The Family Sharing Programme used to be a non-residential host family programme designed for non-local Ug students, aiming at facilitating their adaptation to the lifestyle of



Hong Kong and enhancing cultural exchange between students and the host families. It was revamped and has evolved into a new programme entitled “Eat To-Gather”. A new role “local food-mate” has been introduced, and local students can now take part as a food-mate to non-local students. The programme is intended to facilitate and enhance cultural exchange through homely meals offered by local host families.

- (k) Financial support and advising is rendered to service learning projects that encourage local and non-local student integration, e.g. Service 100 Fund, HKU Class of '84 Social Inclusion Fund. A new support framework, viz. “Support to Student Groups/Projects”, was launched in 2017 and was restructured from “Incubation Service”. The new framework provides support to student groups and projects under three core scopes, viz. entrepreneurship and social innovation, mental health and SEN (Special Education Needs), and service projects and community service.

#### *Internationalising TPg students’ learning experience*

- R6.11 Many of the above initiatives and activities are applicable to both Ug and TPg students. The great diversity of staff and students aside, students benefit from the out-of-classroom learning opportunities offered by the University and Faculties for academic exchange, internships, field trips, research attachments, practicums etc. To reflect the importance of internationalisation, the University’s TPg EAs have been reviewed to embrace the global dimensions of the knowledge and skills required for TPg curricula (*vide* R1.2 and **Appendix C**).
- R6.12 The University strives to recruit and retain distinguished scholars from around the world. These talents bring global perspectives to the curriculum, and provide students with diverse in-class and on-campus international experience. Students are strongly encouraged to participate in international conferences, forums and workshops held on campus. For instance, the Journalism and Media Studies Centre has forged partnerships with international journalism organisations to create on-campus and experiential learning opportunities by way of internships. The Department of Sociology is developing a TPg Global and Comparative Criminology course in 2017-18, with a pilot involving staff visits from the University of Glasgow in March 2018, and a joint seminar with TPg students from both universities to present their work using video technology and a “research methods lab” on comparative methods. Several Faculties have made arrangements to group TPg students from diverse backgrounds together for in-class activities and collaborative work to enrich their international experience. The Faculty of Dentistry has made available a TPg Habitat for TPg students to hold discussions and have social interactions. Non-local TPg students also have the chance to interact with the Faculty’s local Ug students. As noted in paragraph R6.9 above, the number of courses that address global perspectives has increased considerably in the last two years.
- R6.13 Faculties have enhanced the publicity to TPg students of student support services provided by CEDARS. In particular, CEDARS has tailor-made a number of services specifically for TPg students. For example, it organises a series of workshops and programmes for TPg students, such as intercultural communication/cultural intelligence workshops, the cross cultural consulting assignments, and etiquette

workshops. It runs careers fairs especially for TPg students so that they can meet and network with employers and professionals. In collaboration with the Master of Business Administration (MBA) Career Office of the Faculty of Business and Economics, CEDARS organised a Postgraduate Job Fair in November 2016 for postgraduate students, and in particular MBA students, to enhance their networking skills in a formal business setting. It has also partnered with the Postgraduate Student Association and other international student groups, and organised networking events for non-local students. Furthermore, CEDARS has engaged more TPg students to take up facilitating roles, such as hosts of the Family Sharing Programme and tutors of Survival Cantonese/Peer English Tutoring sessions (*vide* paras. R6.10 (f) and (j) above).

- R6.14 Further initiatives for supporting TPg students' learning experience are set out in S6.1 – S6.5 below.

**Suggested Area for Consideration 1 – [S1]**

**The Audit Panel noted that the University prefers to appoint its external examiners as external members of curriculum review panels. Given that these external examiners/external members may find themselves commenting on curriculum enhancements that they themselves have promoted, the Audit Panel encourages the University to consider using external members with a higher degree of independence (para. 3.3).**

- S1.1 The Audit Panel's feedback has been taken on board. The guidelines for the review of Ug and TPg curricula were reviewed after the first cycle of implementation. The new sets of guidelines, implemented since November 2016, specify that the external member on the review panel should not be a recent external examiner for the curriculum concerned (**Appendix G**).

**Suggested Area for Consideration 2 – [S2]**

**Students whom the Audit Panel met suggested that the University could further enhance the Common Core Curriculum provision by giving more thought to course design for students without a relevant academic background (for example, non-scientists taking science courses); and by freeing up the timetable to encourage the full participation of Medical and Dentistry students (para. 5.9).**

- S2.1 The philosophy of the CC Curriculum is to help students broaden their perspectives, and develop the intellectual, social and innovative skills that are required to address the complexities of today's changing world. To do so, students will need to move out of their intellectual comfort zones, and develop means of making connections across the four Aols, and between CC courses and their majors. The University has full confidence that with adequate support, all Ug students should be able to succeed in all CC courses. The CC Curriculum Committee therefore pays close attention to the design of course proposals to ensure that the materials are accessible by students across Faculties. It has also appointed over 30 CC Student Ambassadors, who come from across all Faculties and all years of Ug study, to provide feedback about how to improve the CC experience, suggest new ideas and represent the CC Curriculum to a variety of

stakeholders, including visiting delegations, Staff-Student Consultative Committees, Aols, and, most importantly, other students.

- S2.2 In view of the Audit Panel's feedback, the CC Office has conducted a detailed analysis of the relevant data, and identified the AoI of STL as the one which requires the most attention. All course proposals in this AoI need to be vetted by a working group and then by the CC Curriculum Committee to ensure that they are accessible by non-majors. In addition, course reviews allow the Committee to monitor how students across Faculties are performing. In the coming Spring Semester, the Director of the CC Curriculum and the AoI Convenor will run a focus group with students as well as a discussion forum with STL teaching staff to gauge feedback, monitor the situation, and address any specific concerns. The newly-formed CC Research Group will also look into this issue (see S2.3 below).
- S2.3 The CC Office will arrange AoI-specific workshops in partnership with CETL to help instructors more clearly align learning outcomes, teaching methods and assessments with the interdisciplinary and cross-Faculty principles of the CC Curriculum. The CC Research Group had its inaugural meeting in September 2017 to discuss a range of questions and data, and will conduct more in-depth data analyses on Student Evaluation of Teaching and Learning (SETL), Student Learning Experience Questionnaire (SLEQ), and other sources of data. The CC Office is working with AoI Convenors to plan appropriate workshops on interdisciplinarity and cross-Faculty principles of the CC Curriculum.
- S2.4 The Li Ka Shing Faculty of Medicine has re-organised its MBBS curriculum with effect from 2016-17, allowing Year 3 students to design their personalised "Enrichment Year" which enables them to fulfil the CC requirement by the end of Year 3. Also, the Faculty of Dentistry has ensured that the timetables for Years 1 and 2 students are free on Wednesday afternoons and Saturdays to allow them to take CC courses, and has ring-fenced 1-2 sessions per week for BDS I and II students for CC tutorials. The CC Office is continuing to work with the HKU Summer Institute to develop a suite of CC courses in summer to assist students, including medical and dentistry students, to fulfil their CC requirement. The feedback received from students confirmed the effectiveness of these arrangements.

**Suggested Area for Consideration 3 – [S3]**

**To date there are no mechanisms available whereby either students or the University can establish whether individual RPg students have achieved their EAs though optional workshops are available to help students do so. The Audit Panel encourages the University to address this matter (para. 6.3).**

- S3.1 As mentioned in R1.2 above, ILOs have been developed for each of the eight RPg EAs. Following the Audit Panel's advice, GS has developed an Achievement Card to monitor students' attainment of RPg EAs (**Appendix H**). The Achievement Card has incorporated comments from BoGS and feedback collected in June 2017 during the pilot run on the Faculties of Education and Medicine. GS is now working with ITS to develop an online Achievement Card for implementation in 2018.

**Suggested Area for Consideration 4 – [S4]**

Academic standards for RPg programmes, as for taught programmes (see paragraph 2.2 above), are implicit rather than explicit. The setting and maintenance of high standards is assured through the experience and expertise of staff, the calibre of incoming students, reports from external examiners, and associations with top research institutes worldwide. As with taught programmes, the Audit Panel considers there would be external and internal benefit in explicitly articulating expected academic standards, and it encourages the University to do so (para. 6.4).

- S4.1 As noted in R1.1-R1.3 above, the University's academic standards have been explicitly articulated in our revised Vision and Mission statements, and RPg EAs.

**Suggested Area for Consideration 5 – [S5]**

TPg students whom the Audit Panel met were unaware of the existence of Staff Student Consultative Committees. The Audit Panel encourages the University to promote this means of gathering and responding to TPg student feedback (para. 6.16).

- S5.1 All Faculties have enhanced the promulgation of information regarding feedback channels for TPg students (e.g. Staff-Student Consultative Committees, SETL, SLEQ-TPg) during orientations, on websites, and in student handbooks and other publications. To further promote communication, Faculties have made use of social media such as WeChat and Facebook, and also from time to time arranged open forums with the Dean, informal meetings with the Faculty's management, practicum sharing sessions, tea gatherings, farewell parties etc.
- S5.2 Bearing in mind the importance of feedback in QA/QE mechanisms, Faculties strongly encourage students to provide formal and informal feedback for continuous improvement of the curriculum and student support services. To demonstrate the working of the feedback loop to students, the online SETL system has been enhanced to show teachers' responses to SETL scores and what improvements have been made to the courses in light of student feedback.

**Suggested Area for Consideration 6 – [S6]**

The Audit Panel encourages the University to identify additional ways in which the TPg learning experience could be enhanced by adopting and adapting the enrichment initiatives now operating across Ug programmes (para. 6.17).

The Audit Panel found much less evidence of systematic efforts to enhance the TPg experience through appropriately tailored co-/extra-curricular activities (see paragraph 6.17 above) and reiterates here the suggestion that the University might identify additional ways in which the TPg learning experience could be enhanced by adopting and adapting the enrichment initiatives now operating across Ug programmes (para. 7.9).

- S6.1 R6.11-R6.14 set out the measures for further internationalising TPg students' learning experience. In order to better gauge their needs, the University has incorporated two specific open-ended questions into SLEQ-TPg to understand TPg students' needs and challenges, and consider their suggestions for improvement.

Comprehensive qualitative analyses, supplemented by text mining techniques, have been conducted on students' written comments in the 2016-17 SLEQ-TPg. The findings have been shared among all Faculties and deliberated at TLQC.

- S6.2 The report revealed that the greatest challenge faced by TPg students is time management. In this regard, TLQC has encouraged teachers to consider using more online resources, e-communications as well as e-learning to supplement T&L where appropriate. As regards full-time students' wish to receive more advice on career preparation, CEDARS has organised a specific career expo for TPg students, and promoted useful resources for their reference (*vide* R6.13). The Hong Kong Science and Technology Parks Internship and Career Expo@HKU held in April 2016 and April 2017 were well attended by students at TPg, RPg and Ug levels. To enhance the quality of part-time teachers for TPg courses who are usually reputable practitioners in the field, TLQC has invited CETL, in partnership with Faculties in cognate groupings, to organise welcoming gatherings for them, so as to offer the opportunity for sharing of teaching pedagogies, practices and experiences among full-time and part-time teachers.
- S6.3 CEDARS has conducted an online survey of postgraduate student profiles to identify the needs and expectations of students, and to facilitate future planning for the development and provision of resources for students. The 2016-17 survey results will be analysed with a view to making continuous improvement to student support services.
- S6.4 The University and the Faculties will further study the findings of these reports to identify possible actions to address student needs. Some initiatives already undertaken include e.g. brainstorming meetings between TPg programme directors and administrators to explore ways of further enhancing the student learning experience and student support services, Faculty-based orientation and support for non-local students, career talks, job fairs, global citizenship programmes, professional preparation programmes, internships, support of TPg capstone projects in the Faculty of Engineering for attendance at the final round of the National Challenge Cup in Chengdu.
- S6.5 A CoP involving Ug and TPg programme directors will be set up to share experience in assessment and provision of feedback. The University is certainly cognizant of the importance of enhancing the TPg learning experience, and will continue its efforts in adopting and expanding its enrichment initiatives.

**Suggested Area for Consideration 7 – [S7]**

**The Audit Panel encourages the University to continue its efforts to strengthen the teaching-research nexus at Ug level (para. 7.8).**

- S7.1 The University's research-informed T&L environment promotes inquiry-based learning. Many courses are research-led and focus on the research skills and techniques required for data analysis, research projects, research reports and dissertations. The Faculty of Architecture, the Faculty of Dentistry, the Faculty of Education, the Li Ka Shing Faculty of Medicine and the Faculty of Social Sciences have adopted a problem-based learning approach, which in itself is inquiry-based, in the design and delivery of professional curricula. As part of the

ongoing curriculum enhancements, Faculties have always been industrious in strengthening existing courses and developing new courses to embed inquiry-based components.

- S7.2 The capstone experience is a graduation requirement of all Ug curricula, and is inquiry-based. In May 2017, the University conducted a focused review of capstone courses, and the review group made a number of recommendations and suggestions to strengthen the teaching-research nexus at Ug level, inclusive of e.g. the development of two tracks of capstone courses and experiences for each programme, one being research-oriented and the other practice-oriented; the promotion of integration of theory and application in the earlier years of study.
- S7.3 The Undergraduate Research Fellowship Programme (URFP) is a prestigious programme aimed at enhancing the student learning experience, and nurturing the next generation of researchers and scholars. It offers opportunities for academically outstanding Ug students to undertake research under the guidance and supervision of academics who have a strong research track record and experience in training RPg students. The University has endeavoured to expand URFP to benefit more students, and has invited Faculties to encourage student participation. The number of student awards for internships under URFP has registered an increase in the recent three years when compared with the 2014-15 figure. New partner universities include Princeton University and the National University of Singapore. To further promote research learning experience to Ug students and the University community at large, an annual one-week URFP poster session has been organised since 2015-16 during which recipients of research internship awards present research findings and share experiences.
- S7.4 In line with the Faculty of Science's strategy to nurture Ug research, the Overseas Research Fellowship and the Summer Research Fellowship Schemes have been implemented to provide support to students to undertake research in laboratories at overseas universities and at this University. The Faculty of Science has also been hosting an Undergraduate Research Colloquium, at which students present their final-year projects and prizes are awarded to outstanding presentations. It provides an excellent opportunity for students to hone their presentation skills and share their research findings.
- S7.5 In 2018, the University will launch an inaugural Laidlaw Undergraduate Research and Leadership Programme in partnership with the University of Leeds and University College London to equip students with research and leadership skills to help them pursue their academic and professional aspirations beyond their current course of study. This is a prestigious scholarship programme supporting outstanding second- and third-year students to undergo leadership training by Common Purpose, and a research internship for 8 to 10 weeks during the summer and winter breaks under the supervision of expert researchers from the three universities.
- S7.6 Faculties have continually developed more courses with contents on cutting-edge research. Some examples are set out below:
- (a) The Faculty of Science has offered "SCNC3111 Frontiers of Science Honours Seminar Course" since 2015-16. Professors from different departments are

featured and discuss their latest research with students. The topics span biological sciences, chemistry, earth science, physics, as well as mathematics, statistics and actuarial science. The course broadens and enriches students' scientific knowledge in and outside of their chosen majors, fosters intellectual discussions between professors and students in a small-group setting, and enables students to observe how research is conducted and note the thinking processes and paths that lead to scientific discoveries.

- (b) In the Faculty of Architecture, there has been an increasing emphasis on the incorporation of research methodologies and findings into teaching, and the use of journal publications as reference materials. The Faculty is also committed to facilitating research and teaching with new technology and cutting-edge content such as GIS (Geographic Information System), BIM (Building Information Modelling), CAD (Computer Aided Design), conservation science, and the latest empirical data analysis tools for real estate and construction.
- (c) Financial technology (FinTech), innovation and entrepreneurship will continue to be areas of focus in the Faculty of Business and Economics for the development of new courses in the 2019-22 triennium.
- (d) In the Li Ka Shing Faculty of Medicine, a pilot basic research technique and methodology course will be offered in 2018-19 for MBBS students to enrich their research knowledge before they start their own research attachment for the enrichment year in Year 3. Also, topics on research ethics have been incorporated into MBBS I, II & III curriculum in 2017-18 to develop students' knowledge and hands-on experience in designing proposals and a consent form for clinical trials. An in-house research internship programme, in addition to the Faculty-based research internship scheme, has been organised for the Bachelor of Biomedical Sciences curriculum following its review of teaching content in 2016-17.

- S7.7 The Department of Real Estate and Construction promotes Ug research by showcasing students' research findings to peers, industry and the general public. An exhibition of Ug student dissertations was first organised in June 2016, displaying posters together with short videos that feature the selected works of students of the Bachelor of Science in Surveying and the Bachelor of Arts in Conservation.
- S7.8 In collaboration with TELI, CETL has developed an introductory MOOC (Massive Open Online Course) in T&L in tertiary education entitled "University Teaching", sharing effective teaching and instructional design strategies proven by research, examples of effective teaching, and exclusive interviews of teaching award winners and renowned researchers.
- S7.9 CETL will continue to offer staff development programmes, as well as series of seminars, workshops and CoP events, to explain aspects of the teaching-research nexus, and to assist staff in the development of practical strategies for balancing their teaching and research activities. CETL also supports Faculties in the integration of research into teaching through regular engagement at the Faculty level.

## **Abbreviations and Acronyms**

“3+1 Is”	standing for Internationalisation, Innovation and Interdisciplinarity, all converging on Impact
AoIs	Areas of Inquiry
AVP/T&L	Associate Vice-President (Teaching and Learning)
BDS	Bachelor of Dental Surgery
BIM	Building Information Modelling
BoGS	Board of Graduate Studies
CAD	Computer Aided Design
CAES	Centre for Applied English Studies
CC	Common Core
CEDARS	Centre of Development and Resources for Students
CETL	Centre for the Enhancement of Teaching and Learning
CoP	Community of Practice
CPD	Continuing professional development
DLS Lab	Digital Literacy Skills Laboratory
EAs	Educational Aims
FinTech	Financial technology
GEU	General Education Unit
GHELC	Gallant Ho Experiential Learning Centre
GIS	Geographic Information System
GLADE	Global Liberal Arts Design Experiments
GPA	Grade Point Average
GS	Graduate School
HKU	The University of Hong Kong
ILOs	Institutional Learning Outcomes
ITS	Information Technology Services
MBA	Master of Business Administration
MBBS	Bachelor of Medicine and Bachelor of Surgery
MOOC	Massive Open Online Course
PLOs	Programme Learning Outcomes
PLOAP	Programme Learning Outcome Assessment Plan
PLOAR	Programme Learning Outcome Achievement Report
QA/QE	Quality assurance and quality enhancement
QAC	Quality Assurance Council
RPg	Research postgraduate
SEN	Special Education Needs
SETL	Student Evaluation of Teaching and Learning
SIS	Student Information System
SLEQ	Student Learning Experience Questionnaire
SMT	Senior Management Team
STL	Scientific and Technological Literacy
TDG	Teaching Development Grant



TELI	Technology-Enriched Learning Initiative
TLQC	Teaching and Learning Quality Committee
TPg	Taught postgraduate
T&L	Teaching and learning
Ug	Undergraduate
UBC	University of British Columbia
UGC	University Grants Committee
URFP	Undergraduate Research Fellowship Programme
VP/T&L	Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
WoW	Weeks of Welcome for Non-local Students

## THE UNIVERSITY OF HONG KONG

Quality Assurance Council Audit – Summary of Implementation Progress of the Action PlanI. Recommendations

<u>Audit findings</u>		<u>Action</u>	<u>Responsible party</u>	<u>Expected deliverables</u>	<u>Timeline</u>	<u>Implementation Progress</u>
		as per the University’s Action Plan and further details submitted to QAC in July 2016 and February 2017 respectively				
<b>The Setting and Maintaining Academic Standards</b>						
R1	The Audit Panel recommends that HKU articulate explicitly and promulgate its overarching strategic approach to setting the academic standards of its awards (para. 2.12 of the Audit Report).	The University will review its Vision, Mission and Educational Aims (for undergraduate, taught postgraduate and research postgraduate curricula) with a view to articulating and promulgating its strategic approach to setting the academic standards of its awards.	Senate and its committees	Refined Vision, Mission and Educational Aims as applicable after the review, and promulgation of the revised documents	By 2016-17	Completed <ul style="list-style-type: none"><li>The review was completed in 2016-17. The refined Vision, Mission and Educational Aims for Ug, TPg and RPg curricula state explicitly that the academic standards of the University’s awards are benchmarked against the highest international standards.</li></ul>
<b>The Quality of Learning Opportunities</b>						
R2	Given that Senate is the principal authority responsible for all academic matters, the	The University will review the terms of reference of the Senate and its committees so as to	Senate and its committees	(a) Formulation of a system to enhance the Senate’s	(a) By 2016-17	(a): completed <ul style="list-style-type: none"><li>All Senate T&amp;L committees are required to report to Senate with effect from the 2017-18 academic</li></ul>

	Audit Panel recommends that Senate's capacity for exercising oversight be enhanced by reviewing the terms of reference for Senate and its sub-committees to ensure that Senate is appropriately and regularly briefed on the outcomes of the University's quality assurance processes and enhancement initiatives (para. 3.7).	ensure that the Senate is appropriately and regularly briefed on the outcomes of the University's quality assurance processes and enhancement initiatives.		capacity for exercising oversight  (b) Full implementation of the new system	(b) By 2017-18	year by way of submission of an annual report.  (b): ongoing
<b>Student Achievement</b>						
R3	The Audit Panel recommends that the University facilitate students' understanding of grade descriptors contained in the Course Information Template of the Student Information System and through advice from teachers	The University will promote students' understanding of grade descriptors and highlight the importance of the requirement for teachers to explain to students at the beginning of each course grade descriptors by way of:  (a) making an emphasis	(a) Senate and its	(a) Revised	(a) By	(a): completed

	and academic advisors (para. 4.4).	to this effect in the University Assessment Policy;	committees	University Assessment Policy	2016-17	<ul style="list-style-type: none"> <li>The requirement to explain to students assessment criteria and grade descriptors at the beginning of each course is highlighted in the University Assessment Policy (paragraph 5.3 thereof).</li> </ul>
		(b) sending an annual reminder to teachers and academic advisors to draw their attention to the importance of: i) explaining to students the level of performance expected inclusive of engaging in dialogues around exemplars; and ii) the provision of timely feedback to students on assessment;	(b) Faculties (with support from the Centre for the Enhancement of Teaching and Learning (CETL) as necessary)	(b) Annual reminders to teaching staff as a standing practice	(b) From 2016-17	(b): ongoing <ul style="list-style-type: none"> <li>As an established practice, Vice-President and Pro-Vice-Chancellor (T&amp;L) (VP/T&amp;L) has sent an e-mail reminder to teachers since 2016-17.</li> </ul>
		(c) reiterating the importance of the aspects outlined in (b) above in staff development workshops, seminars and Community of Practice (CoP) events	(c) CETL	(c) Highlights in CETL staff development workshops, seminars and CoP events; and updated website on grade	(c) From 2016-17	(c): ongoing <ul style="list-style-type: none"> <li>CETL has organised staff development workshops and seminars that reiterate the importance of clear and explicit grade descriptors.</li> <li>CETL's website has been enriched.</li> <li>Associated with the launch of the</li> </ul>

		<p>organised by CETL; and further enhancing CETL's website on grade descriptors; and</p> <p>(d) explaining to students in Common Core briefing sessions how grade descriptors work so as to establish a culture to facilitate deeper understanding and reflections; and working on grade descriptors in Tutors' Workshops so as to enable tutors to remind students in tutorials.</p>	(d) Common Core (CC) Office	<p>descriptors</p> <p>(d) Explanation of grade descriptors for incorporation into CC student briefing sessions; and tutors' reminders to students</p>	(d) From 2016-17	<p>student-led Teaching Feedback Award in 2017, CETL held a workshop to explain to students the importance of constructive and timely feedback from teachers. (<i>vide</i> <a href="#">Appendix D</a>)</p> <p>(d): ongoing</p> <ul style="list-style-type: none"> <li>• Grade descriptors have been explained in all CC briefing sessions for students, and tutors' orientation workshops.</li> <li>• Grade descriptors are clearly indicated in the syllabi of all CC courses.</li> <li>• Explanations about grading standards have been added to CC FAQs and CC Teacher Support site.</li> <li>• A digital platform for faculty-student and peer-to-peer feedback is being developed.</li> </ul>
R4	The Audit Panel considers that the proposed six-year roll out period is unnecessarily conservative, and therefore recommends that the University expedite	<p>The University has set up a working group to review the PLO Achievement Portfolio, with a view to:</p> <ul style="list-style-type: none"> <li>• modifying it to become more effective and fit-for-purpose; and</li> </ul>	VP/T&L assisted by CETL	<p>(a) Setting up of a working group</p> <ul style="list-style-type: none"> <li>• Review of the PLO Achievement Portfolio</li> <li>• Enhancement of professional support</li> </ul>	(a) 2015-16	<p>(a) &amp; (b): completed; (c): ongoing</p> <ul style="list-style-type: none"> <li>• A working group (WG), chaired by VP/T&amp;L, was set up to review the PLO Achievement Portfolio.</li> <li>• A draft template, which was modified from the PLO Achievement Portfolio and with reference to international best practice, was considered and</li> </ul>

	<p>the implementation of the PLO Achievement Portfolio Project to ensure that all staff and students benefit as soon as possible from the positive outcomes identified through the pilot scheme (para. 4.7).</p>	<ul style="list-style-type: none"> <li>implementing it with a shorter cycle (tentatively three-yearly).</li> </ul>		<p>(b) Formulation of University policy</p> <p>(c) Implementation of the new system</p> <ul style="list-style-type: none"> <li>Formulation of a template</li> <li>Development of guidelines</li> <li>Professional support from CETL</li> </ul>	<p>(b) By 2016-17</p> <p>(c) From 2017-18</p>	<p>recommended by WG.</p> <ul style="list-style-type: none"> <li>A revised template, comprising a PLO Assessment Plan (PLOAP) and a PLO Achievement Report (PLOAR) and the associated guidelines, was endorsed by TLQC for implementation from 2017-18. The new system runs on a 3-year cycle.</li> <li>CETL offers development workshops and Faculty-based briefings for programme coordinators and other interested colleagues.</li> </ul>
R5	<p>Given the significance accorded to these aspects of the broader curriculum, the Audit Panel recommends that, to maximise the alignment and value of formal and informal learning opportunities, the University expedite the development of a conceptual framework capable of encompassing</p>	<p>The University has set up a focus group led by the Associate Vice-President (Teaching &amp; Learning) (AVP/T&amp;L) to evaluate various solutions in the market according to the directions and requirements specified by the Community of Practice (CoP) on E-portfolio. The focus group will report to the SIS Steering Committee chaired by VP/T&amp;L.</p>	<p>AVP/T&amp;L in consultation with stakeholders</p>	<p>(a) Setting up of a focus group</p> <ul style="list-style-type: none"> <li>Evaluation of market options</li> <li>Study of a University-wide e-portfolio solution</li> <li>Report to the SIS Steering Committee on its findings and recommendations</li> </ul> <p>(b) Evaluation of market options</p>	<p>(a) 2015-16</p> <p>(b) By 2016-17</p>	<p>(a), (b) &amp; (c): completed; (d): on track</p> <ul style="list-style-type: none"> <li>A Focus Group on e-Portfolio was set up under the SIS Steering Committee with AVP/T&amp;L as Chairman.</li> <li>The Focus Group, in consultation with the CoPs on e-portfolio, studied the practices of local and overseas universities, mapped the University's requirements, and evaluated market solutions with pros and cons, and the respective resource requirements and timelines.</li> <li>Among the three finalists on e-portfolio solutions and on the</li> </ul>

	academic, co- and extra-curricular learning activities, so that student achievement across the spectrum can be meaningfully captured, documented, monitored, evaluated and enhanced (para. 4.8).			<p>in consultation with stakeholders</p> <p>(c) Piloting a model of e-portfolio in two academic departments</p> <p>(d) Development and implementation of the new system in phases</p> <ul style="list-style-type: none"> <li>• Two pilot projects for experimentation in 2016-17</li> <li>• An implementation plan with cost and resource requirement</li> <li>• Development of an e-portfolio system for implementation in phases from 2017-18</li> </ul>	<p>(c) By 2016-17</p> <p>(d) From 2017-18</p>	<p>Focus Group's recommendation, the SIS Steering Committee decided to adopt the in-house solution, which is considered to be most fit-for-purpose.</p> <p>(c) The pilots on the practicum courses in the nursing curriculum, and the medical humanities programme under MBBS were completed.</p> <p>(d) The system is being developed in-house. Good progress is being made, and a prototype has been developed. A new system is expected to be implemented in phases from 2018.</p>
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**Audit Theme: Global Engagements: Strategies and Current Developments**

R6	<p>The Audit Panel recommends that the University broaden its strategy for the internationalisation of the student learning environment to address both curriculum content and pedagogical practice (para. 7.42).</p> <p><u>Suggested areas for consideration:</u> The concept of culturally contextualising disciplinary material outside internationally focused courses seems to be little understood and not widely implemented. The Audit Panel considers that “internationalisation at home” would be strengthened by a broader view of</p>	<p>(a) Staff development programmes, seminars, workshops and CoP events will be offered to address inter-cultural sensitivity and pedagogical practice with a view to promoting “internationalisation at home”, catering for a culturally diverse student body, and enhancing integration of non-local students in the classroom.</p> <p>(b) CETL will actively engage the relevant stakeholders through Faculty-based and CC-based workshops, and:</p> <ul style="list-style-type: none"> <li>• in consultation with Faculties, explore how internationalisation can be further</li> </ul>	<p>(a) CETL (and in collaboration with other offices as necessary)</p> <p>(b) CETL in collaboration with Faculties, CC Office and General Education Unit (GEU)</p>	<p>(a) Staff development programmes, seminars, workshops and CoP events addressing internationalisation will be offered at University and Faculty levels.</p> <p>(b) Increase in the number of disciplinary, CC and General Education courses embedding international perspectives into the curricula and pedagogical</p>	<p>(a) From 2016-17</p> <p>(b) From 2016-17</p>	<p>(a) &amp; (b): ongoing</p> <ul style="list-style-type: none"> <li>• Staff development seminars, workshops and Join-the-Conversation events have been offered to address inter-cultural sensitivity and pedagogical practice with a view to promoting internationalisation at home, catering for a culturally diverse student body, and enhancing integration of non-local students in the classroom.</li> <li>• Online briefings and other resources are available to engage staff discourse on internationalisation of T&amp;L.</li> <li>• Internationalisation at home is the theme of the CETL newsletter, <i>Teaching and Learning Connections</i>, Issue 3 in 2016.</li> <li>• A vox pop video of students talking about their perspectives on internationalisation has been produced, which is under evaluation.</li> <li>• A UGC-funded project and two TDG projects are well under way to study issues relating to the internationalisation of T&amp;L at the University and beyond.</li> </ul>
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	<p>internationalising the curriculum (para. 7.29).</p> <p>The Audit Panel encourages the University to leverage the greater proportion of international students studying at TPg level further to enhance “internationalisation at home”, the in-class and on-campus international experience (para. 6.13).</p> <p>The Audit Panel considers that HKU is increasingly successful in effecting the social integration of non-local students, but that it has not yet adequately addressed integration in the classroom, in the sense of adapting teaching methods to enrich the learning</p>	<p>embedded into disciplinary courses in Ug and TPg curricula, for example, through incorporating international themes in curriculum design and development in line with the University’s T&amp;L Strategy; and</p> <ul style="list-style-type: none"> <li>• in consultation with the CC Office and GEU, study the feasibility of enhancing the global dimension of CC courses (apart from the two Areas of Inquiry (Aols) of Global Issues, and China: Culture, State and Society) and General Education courses.</li> </ul>		practice		<ul style="list-style-type: none"> <li>• The new Diastemas platform is being used by the Faculties of Dentistry and Education to support internationalisation at home. (<i>vide Appendix F</i>)</li> <li>• As a pilot for CC courses, the CC Office has badged courses with an internationalisation icon so that students can immediately recognise them. The introduction of a new Transdisciplinary Cluster/Minor, viz. Global Cluster, is being considered.</li> <li>• The CC Office has initiated a number of programmes and activities to enhance the student learning experience outside the classroom to nurture the cultural sensitivity of students and promote the integration of local and non-local students.</li> <li>• The number of courses with global and intercultural perspectives embedded into the curricula and pedagogical practice has increased by 50% since the time of the Audit.</li> </ul>
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	experience for all students (para. 7.40).	<p>(c) Integration of local and non-local students will be further strengthened through residential education, student activities and initiatives, and other student support. For instance, a new initiative, viz. weekly Cantonese and Putonghua sessions, will be piloted in the 2016-17 academic year to build closer bonds between local and non-local students.</p>	<p>(c) Centre of Development and Resources for Students (CEDARS) in collaboration with GEU, student bodies, and residential colleges/ halls</p>	<p>(c) New and expanded activities to enhance the integration of local and non-local students</p>	<p>(c) From 2016-17</p>	<p>(c): ongoing</p> <ul style="list-style-type: none"> <li>• CETL has run events involving the CC Office and the Centre for Applied English Studies to promote integration among local, mainland and international students through intercultural group work.</li> <li>• New activities are introduced, including social networking sessions, intercultural communication/cultural intelligence workshops etc.</li> <li>• Expanded activities include Weeks of Welcome, Peer Connect, informal “dining nights”, Survival Cantonese, Peer English Tutoring, incubation service, family sharing programme etc.</li> </ul>
		<p>(d) TPg student learning experience will be enhanced by offering more opportunities for in-class and on-campus international experiences.</p>	<p>(d) Faculties in collaboration with CEDARS and GEU</p>	<p>(d) Increased participation of TPg students in on-campus international and cultural experiences</p>	<p>(d) From 2016-17</p>	<p>(d):ongoing</p> <ul style="list-style-type: none"> <li>• Many Faculties offer overseas exchange, internships and field study opportunities for Ug as well as TPg students.</li> <li>• Arrangements have been made to group TPg students from diverse backgrounds together for in-class activities and collaborative work.</li> <li>• Faculties have enhanced the publicity to TPg students of CEDARS’s services, some of which</li> </ul>

		<p>(e) TPg Educational Aims (EAs) will be reviewed to determine if inter-cultural understanding and skills should be included.</p>	<p>(e) Senate and its committees</p>	<p>(e) Review of TPg EAs regarding inter-cultural understanding and skills</p>	<p>(e) By 2016-17</p>	<p>are tailor-made for TPg students, such as intercultural communication/cultural intelligence workshops.</p> <ul style="list-style-type: none"> <li>• To encourage TPg students' participation, the Family Sharing Programme was revamped and has evolved to include "Eat To-Gather" where TPg students can take part as a food-mate to non-local students. This facilitates and enhances cultural exchange in the homely meals offered by local host families.</li> <li>• TPg students are recruited to be student tutors in the Survival Cantonese and Peer English Tutoring programmes.</li> <li>• Career support is strengthened, e.g. career fairs for TPg students such as Hong Kong Science and Technology Park Career Expo, Professional Preparation Programme etc.</li> </ul> <p>(e): completed</p> <ul style="list-style-type: none"> <li>• TPg EAs 1, 2, 4, 5 and 6 articulate explicitly the global dimensions of the knowledge and skills required.</li> </ul>
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## II. Affirmation

<u>Audit findings</u>		<u>Action</u>	<u>Responsible party</u>	<u>Expected Deliverables</u>	<u>Timeline</u>	<u>Implementation Progress</u>
		as per the University’s Action Plan and further details submitted to QAC in July 2016 and February 2017 respectively				
Student Achievement						
A1	The Audit Panel affirms the significant efforts the University is now making to acquire further direct evidence of individual student achievements via the PLO Achievement Portfolio Project (para. 4.7).	See R4				See R4

III. Suggested areas for consideration

<u>Audit findings</u>		<u>Action</u>	<u>Responsible party</u>	<u>Expected deliverables</u>	<u>Timeline</u>	<u>Implementation Progress</u>
		as per the University's Action Plan and further details submitted to QAC in July 2016 and February 2017 respectively				
The Quality of Learning Opportunities						
S1	The Audit Panel noted that the University prefers to appoint its external examiners as external members of curriculum review panels. Given that these external examiners/external members may find themselves commenting on curriculum enhancements that they themselves have promoted, the Audit Panel encourages the University to consider using external members with a higher degree of independence (para. 3.3).	This suggestion will be considered when the guidelines for curriculum reviews are reviewed.	Senate and its committees	Revised guidelines after the review	By 2016-17	Completed <ul style="list-style-type: none"><li>After a detailed review, the guidelines for curriculum reviews were revised after the first cycle of implementation. The new sets of guidelines, implemented since November 2016, specify that the external member on the review panel should not be a recent external examiner for the curriculum.</li></ul>

Quality Enhancement						
S2	Students whom the Audit Panel met suggested that the University could further enhance the Common Core Curriculum provision by giving more thought to course design for students without a relevant academic background (for example, non-scientists taking science courses); and by freeing up the timetable to encourage the full participation of Medical and Dentistry students (para. 5.9).	<p>(a) The CC Curriculum Committee will review how students from different backgrounds studying the same course can be catered for.</p> <p>(b) VP/T&amp;L will explore with the Faculties of Medicine and Dentistry the feasibility of freeing up timetables for students to</p>	<p>(a) CC Curriculum Committee</p> <p>(b) VP/T&amp;L and Faculties of Medicine and Dentistry</p>	<p>(a) i) Outcome of review</p> <p>ii) Implementation of new arrangements, as applicable</p> <p>(b) i) Outcome of feasibility study</p> <p>ii) Implementation of new arrangements, as applicable</p>	<p>(a) i) By summer 2017</p> <p>ii) From 2017-18</p> <p>(b) i) By 2016-17</p> <p>ii) From 2017-18</p>	<p>(a): ongoing</p> <ul style="list-style-type: none"> <li>It was emerged from the data on different Aols that students' major concerns lay in the STL (Scientific &amp; Technological Literacy) Aol. All course proposals in this Aol need to be vetted by a working group and the CC Curriculum Committee to ensure that they are accessible by non-majors. A CC Research Group has been set up to conduct more in-depth analyses of the data from various feedback channels.</li> <li>Aol-specific workshops will be arranged, in partnership with CETL, to help instructors align more clearly learning outcomes, teaching methods and assessments with the interdisciplinary and cross-Faculty principles of the CC Curriculum.</li> </ul> <p>(b): completed</p> <ul style="list-style-type: none"> <li>The Li Ka Shing Faculty of Medicine has re-organised its MBBS curriculum for implementation from 2016-17, in that Year 3 is designed as a personalised "Enrichment Year", and that students will be able to fulfil the CC requirement by the</li> </ul>

		participate fully in Common Core courses.				<p>end of Year 3. The Faculty of Dentistry has ensured that the timetables for Years 1 and 2 students are free on Wednesday afternoons and Saturdays to allow them to take CC courses, and has ring-fenced 1-2 sessions per week for BDS I and II students for CC tutorials. Recent feedback from students confirmed that these measures are effective.</p> <ul style="list-style-type: none"> <li>• A suite of CC courses is offered in summer.</li> </ul>
<b>Postgraduate Provision</b>						
S3	To date there are no mechanisms available whereby either students or the University can establish whether individual RPg students have achieved their EAs though optional workshops are available to help students do so. The Audit Panel encourages the University to	<p>(a) One set of ILOs will be developed for each of the eight EAs for RPg curricula.</p> <p>(b) Based on the ILOs developed in (a) above, a system will be developed to assess students' attainment of every ILO and EA, which includes the</p>	<p>(a) Graduate School (GS) and Board of Graduate Studies (BoGS)</p> <p>(b) GS and BoGS</p>	<p>(a) Development of ILOs</p> <p>(b) Development of a system to assess students' attainment of ILOs and EAs</p>	<p>(a) By 2016-17</p> <p>(b) By 2016-17</p>	<p>(a): completed</p> <ul style="list-style-type: none"> <li>• The Policy Board of Postgraduate Education endorsed in March 2017, on the recommendation of the BoGS, a refined set of EAs for RPg curricula, and ILOs for each of the eight EAs (<i>vide</i> <u>Appendix C</u>).</li> </ul> <p>(b): completed</p> <ul style="list-style-type: none"> <li>• Mechanisms have been developed, in the form of an "Achievement Card", to monitor students' attainment of the eight EAs and ILOs. The finalised Achievement Card has incorporated comments from</li> </ul>

	address this matter (para. 6.3).	<p>design of an EA “Achievement Card” for each student.</p> <p>(c) A pilot run will be launched on the assessment system for a few selected Faculties on the 2017 new cohort of RPgs.</p> <p>(d) Full implementation will be carried out on the 2018 new cohort.</p>	<p>(c) GS and Faculties</p> <p>(d) GS and Faculties</p>	<p>(c) Conduct of a pilot run</p> <p>(d) Full implementation of the new system on the 2018 cohort</p>	<p>(c) By 2017-18</p> <p>(d) By 2018-19</p>	<p>BoGS and feedback collected in the pilot run in S3(c) below (<i>vide Appendix H</i>).</p> <p>(c): completed</p> <ul style="list-style-type: none"> <li>A pilot run on one Faculty in the Humanities discipline (Faculty of Education) and one Faculty in the Science discipline (Li Ka Shing Faculty of Medicine) was completed in June 2017.</li> </ul> <p>(d): ongoing</p> <ul style="list-style-type: none"> <li>GS is working with ITS to develop an online Achievement Card for implementation in 2018.</li> </ul>
S4	Academic standards for RPg programmes, as for taught programmes (see paragraph 2.2 above), are implicit rather than explicit. The setting and maintenance of high standards is assured through	See R1. Also, clear reference to grade descriptors (e.g. “Pass” and “Fail” for GS courses) will be made so that students understand what is expected of them in their assessment.	GS and BoGS	See R1. Promulgation of assessment standards to supervisors, course teachers and students.	By 2016-17	<p>Completed</p> <ul style="list-style-type: none"> <li>See R1 for articulation of academic standards.</li> <li>Clear reference to grade descriptors has been developed (<i>vide R3.5</i>).</li> </ul>



	the experience and expertise of staff, the calibre of incoming students, reports from external examiners, and associations with top research institutes worldwide. As with taught programmes, the Audit Panel considers there would be external and internal benefit in explicitly articulating expected academic standards, and it encourages the University to do so (para. 6.4).					
S5	TPg students whom the Audit Panel met were unaware of the existence of Staff Student Consultative	Departments will be reminded annually to promote to students the various channels through which the latter can provide feedback, and in	Faculties	Information from Faculties and Departments on how the promotion has enhanced their response to TPg student feedback.	By 2016-17	Completed <ul style="list-style-type: none"> <li>All Faculties have made diligent efforts in further promoting Staff-Student Consultative Committees and other communication channels through student booklets, websites etc.</li> </ul>

	Committees. The Audit Panel encourages the University to promote this means of gathering and responding to TPg student feedback (para. 6.16).	particular Staff Student Consultative Committee (SSCC) meetings.				
S6	<p>The Audit Panel encourages the University to identify additional ways in which the TPg learning experience could be enhanced by adopting and adapting the enrichment initiatives now operating across Ug programmes (para. 6.17).</p> <p>The Audit Panel found much less evidence of systematic efforts to enhance the TPg</p>	<p>(a) Surveys will continue to be regularly conducted to understand TPg students' learning experience for ongoing enhancement.</p> <p>(b) On the basis of the survey results, Faculties and CEDARS will consider how student support</p>	<p>(a) Teaching &amp; Learning Evaluation and Measurement Unit</p> <p>(b) CEDARS in collaboration with Faculties</p>	<p>(a) Survey results on graduating TPg cohorts</p> <p>(b) Ongoing enhancement of support services for TPg students</p>	<p>(a) From 2016-17</p> <p>(b) From 2017-18</p>	<p>(a): ongoing</p> <ul style="list-style-type: none"> <li>• CEDARS conducts annually a survey of student profiles in planning its student support services.</li> <li>• Two specific questions have been added to SLEQ-TPg to gauge feedback from TPg students on their needs and challenges from the 2016-17 academic year.</li> <li>• Findings from SLEQ-TPg for 2016-17 set out the difficulties and challenges faced by TPg students, with suggestions for improvement.</li> </ul> <p>(b): ongoing</p> <ul style="list-style-type: none"> <li>• The findings for 2016-17 were shared among all Faculties, and discussed by TLQC.</li> <li>• Initially, the following measures have been/will be undertaken to</li> </ul>

	experience through appropriately tailored co-/extra-curricular activities (see paragraph 6.17 above) and reiterates here the suggestion that the University might identify additional ways in which the TPg learning experience could be enhanced by adopting and adapting the enrichment initiatives now operating across Ug programmes (para. 7.9).	services can be enhanced for full-time, part-time, local and non-local TPg students.				<p>address the findings:</p> <ul style="list-style-type: none"> <li>➤ teachers are encouraged to consider using more online resources and e-communications to supplement teaching and learning, where appropriate;</li> <li>➤ a CoP involving programme directors of Ug and TPg curricula/programmes will be set up to share experience in assessment and provision of feedback;</li> <li>➤ CETL will arrange welcoming events for part-time teachers in cognate disciplines to share T&amp;L experience; and</li> <li>➤ CEDARS's career talks and events are open to both Ug and TPg students (see R6 above), and promotion among TPg students would be further enhanced to ensure their awareness of these resources and functions.</li> </ul>
<b>Audit Theme: Enhancing the Student Learning Experience</b>						
S7	The Audit Panel encourages the University to continue its efforts	(a) A focused review of capstone courses has been scheduled.	(a) Teaching & Learning Quality Committee	(a) Availability of the recommendations of the review	(a) By 2016-17	(a): completed <ul style="list-style-type: none"> <li>• A focused review of capstone courses was conducted in May 2017 as planned.</li> </ul>

	to strengthen the teaching-research nexus at Ug level (para. 7.8).	<p>(b) The number of awards under the Undergraduate Research Fellowship Programme (URFP) will be increased, with the outcome being further promoted through poster presentations.</p> <p>(c) Faculties, with the support of CETL, will continue to develop more courses with contents on cutting-edge research.</p> <p>(d) Students will be provided with more inquiry-based learning opportunities.</p>	<p>(b) VP/T&amp;L in collaboration with University Research Committee</p> <p>(c) Faculties with CETL support</p> <p>(d) Faculties with support from CEDARS, GEU, Gallant Ho Experiential Learning Centre, Office of International Student</p>	<p>(b) Enhanced promotion of URFP, with an increased number of awards and student participation</p> <p>(c) Tracking of Faculty progress by CETL</p> <p>(d) More inquiry-based learning opportunities will be offered to students through student exchange and</p>	<p>(b) From 2016-17</p> <p>(c) From 2017-18</p> <p>(d) Ongoing</p>	<p>(b) &amp; (c): ongoing</p> <ul style="list-style-type: none"> <li>• Faculties have taken different measures to further promote URFP: an annual URFP poster session has been organised since 2015-16 for recipients of research internship awards to present research findings and share experiences. The number of awards for internships has registered an increase in the recent three years.</li> <li>• CETL will continue to support Faculties in developing courses with contents on cutting-edge research.</li> </ul> <p>(d): ongoing</p> <ul style="list-style-type: none"> <li>• An inaugural Laidlaw Undergraduate Research and Leadership Programme will be launched in 2018 in partnership with the University of Leeds and University College London to equip students with research and leadership skills.</li> </ul>
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			Exchange, China Affairs Office, HKU Horizons Office and Technology Transfer Office	other T&L activities such as the Entrepreneurship Commons, the Entrepreneurship Academy, the DreamCatchers initiative etc.		<ul style="list-style-type: none"> <li>• A number of Faculties which offer professional curricula, such as Architecture, Dentistry, Education and Medicine, adopt Problem-based Learning, which is an inquiry-based approach to learning.</li> <li>• Initiatives have been taken by various Faculties to incorporate more inquiry-based learning into their courses and activities. With growing activities in the formal curriculum, the Entrepreneurship Academy, DreamCatchers, i-Dendron etc., opportunities and co-working space for entrepreneurship initiatives have increased considerably.</li> </ul>
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November 2017

## THE UNIVERSITY OF HONG KONG

### **Plan for the Use of the Teaching Development and Language Enhancement Grant in the 2016 - 19 Triennium**

#### **A. Strategic Plan and Priorities**

The University's overarching development in teaching and learning in the next triennium will focus on:

- (a) implementing the strategies in the University's new Vision document to achieve the institutional goals on teaching and learning under the strategic themes of 3+1 Is (viz. Internationalisation, Innovation, Interdisciplinarity to create Impact), as outlined in paragraphs 2 (a) to (d) below;
- (b) addressing the recommendations and suggestions in the QAC's Audit Report – we are glad to receive the QAC's appreciation of our work in upholding “high academic standards through a variety of effective mechanisms” and “widespread commitment to the quality of learning opportunities”, and will formulate an action plan to address the Audit Panel's recommendations, particularly the development of a framework to capture student achievement across the spectrum, and broadening of our strategy for internationalisation of the student learning environment; and
- (c) undertaking reviews of all 2012 undergraduate curricula – 2016 marked the graduation of the first cohorts of 4-year undergraduate curricula. It is timely for the University to evaluate the efficacy of all the curricula and various curriculum components.

To achieve the above, the key enablers are further strengthening of quality assurance and enhancement mechanisms and professional development programmes, continuous enhancement of the student learning experience, and recognition and promotion of good practices.

2. Guided by the University's strategic developments, the priorities for teaching development in the next triennium are presented below under the 3+1 Is framework:

#### **(a) Internationalisation**

We will further develop our curricula and our vibrant, cosmopolitan campus to nurture globally-minded thinkers and leaders, and provide space and opportunity for students to gain meaningful learning experiences outside Hong Kong. Priorities will be given to initiatives that will:

- promote diversity awareness and empowerment, for example, through further internationalising the curriculum by incorporating international perspectives or global relevance into the curriculum;
- extend opportunities for cross-cultural encounters amongst students;
- deepen multicultural components of campus life;

- enhance the biliterate and multilingual competencies of graduates, including the introduction of more non-credit bearing language courses; and
- increase opportunities for students to gain learning experiences in mainland China and overseas.

(b) Innovation

We will develop innovative and forward-thinking talents to enable them to tackle global challenges. Priorities will be given to initiatives that will:

- make full use of technologies to support and enhance teaching and learning, including the use of flipped classrooms, learning analytics, technology supported assessment, and gamification;
- increase opportunities for students to gain inquiry-based learning or research experience;
- explore an innovative approach in curriculum design and development, or pedagogical innovations that will impact on student learning;
- partner with innovative organisations to create opportunities for students to gain exposure to practical and real-life experience in both commercial and non-commercial sectors; and
- create opportunities for students to explore new ideas and pursue joint projects; empower students, whether individually or in groups, to design and implement their own innovative on- and off-campus learning programmes.

(c) Interdisciplinarity

We will produce graduates who are able to adapt swiftly, seamlessly and effectively to unpredictable situations through exploration of ideas and thoughts across different disciplinary studies. We will take forward our pioneering undergraduate Common Core Curriculum to deepen still further students' exposure to interdisciplinary modes of teaching and learning in the next triennium. Furthermore, priorities will be given to initiatives that will:

- create new space in the curriculum from which interdisciplinary and multidisciplinary activities can emerge; and
- develop interdisciplinary curricula and programmes.

(d) Impact

For many years we have created opportunities for students and staff to make a difference locally, regionally and globally. We are now seeking to take our efforts on all fronts to the next stage so that every student is provided with ample opportunities for personal development, improved language skills and meaningful experience outside their comfort zone. In this regard, we will:

- develop an e-portfolio framework for capturing students' learning journeys in both formal and co-curricular activities;
- evaluate the impact of our undergraduate curriculum on students through various institutional surveys and curriculum reviews;
- facilitate internships, work placements, experiential learning and service work locally and all over the world; and

- further embed social responsibility into our curriculum to ensure that our students can better serve society and meet its growing needs.

Our staff development programmes will be developed and enhanced in line with the above priorities.

3. In terms of language enhancement, the University is firmly committed to providing high-quality language enhancement programmes with a view to helping students enhance their English and Chinese language competencies so as to enable them to maximize academic success and become effective communicators, which will in turn facilitate their multicultural understanding and support their future studies and employment. English and Chinese language education has been and continues to be an integral component of the new curriculum and academic studies. Recognising the need to cater for a greater diversity of student body, new language courses have been developed in this triennium to meet the demand for the language requirements of the new curriculum. The next triennium will be a time for review and consolidation of these credit-bearing courses. We have recently conducted a focussed review of the English language enhancement courses, arising from which recommendations are made on further enhancement of students' language proficiency. Initiatives in the next triennium will include:

- (a) revamping the language enhancement courses to cater to the needs of students in different disciplines;
- (b) strengthening self-access facilities and support for students;
- (c) piloting an English writing centre to enhance students' English writing skills to meet their academic and career needs;
- (d) exploring the integration of digital media in the assessment of language and communication;
- (e) reinforcing the linkage between language learning and culture appreciation;
- (f) implementing flipped classrooms or blended learning to enhance student learning;
- (g) providing peer tutoring Cantonese and Putonghua classes to enhance the integration of local and non-local students on campus; and
- (h) developing a database of common errors made by international students in the Chinese language.

## **B. Collaboration**

4. HKU has vibrant engagement and collaboration in teaching and learning with partners in higher education around the globe including Universitas 21 (U21), the Association of Pacific Rim Universities (APRU), and the Network for Enhancing Teaching and Learning in Research Intensive Universities (NETL). We have been promoting the TDG-funded Teaching Exchange Fellowship Scheme (TEFS) to support teachers in spending up to one semester for academic exchange and in collaborative teaching development activities/projects at renowned overseas universities.

5. In the next triennium, we plan to enhance collaboration with world renowned universities through increasing the number of joint and dual degrees with partner



institutions. Locally, we will actively organise and participate in activities for sharing of good T&L practice, such as the upcoming event on sharing by UGC Teaching Award recipients next January.

6. The UGC's Funding Scheme on T&L related proposals to be launched in July 2016 is timely in encouraging and supporting collaborative activities across institutions. Some preliminary thoughts inclusive of the following are being considered and explored with other local institutions:

- (a) the sharing of contents of Common Core/general education courses;
- (b) the setting up of an Asian consortium on technology-enriched learning to explore various T&L enhancement, initially about content sharing at three levels: micro-modules, course and pedagogical showcases;
- (c) the setting up of an Innovation in English Language Education Unit, which provides an umbrella for discussion, advising and researching teaching and learning initiatives with expertise from English language teachers in different institutions; and
- (d) the establishment of a support and development centre for English language assessment.

We believe that more creative ideas will emerge in the coming months upon the UGC's formal launch of the T&L funding scheme.

### **C. Allocation of Funds**

7. The University plans to follow largely the 25%/75% split to allocate the Grant respectively for teaching development and language enhancement, noting that the two areas are in fact closely entwined. The actual allocation will be reviewed annually depending on the implementation of our strategic priorities.

8. The allocation of the language enhancement grant for Chinese and English languages will be in accordance with the annual budget plans on related activities. A ballpark estimate will be around a 35%/65% split for Chinese and English. With regard to the teaching development grant, the bulk will be to support teaching exchanges under the TEFS, and teaching development projects under the Teaching Development Grant (TDG) scheme. To better coordinate, consolidate and maximize the systemic impact of our TD initiatives and activities, TDGs will continue to be awarded centrally for projects that are in line with institutional priorities (see Section A).

9. The University's TDG scheme allocates grants according to the following criteria:

- (a) satisfying the objective(s) of the TDG and T&L enhancement;
- (b) appropriateness of the budget proposal;
- (c) innovations of the project/activity;
- (d) scope of application (i.e. cross-institutional, University/Faculty-wide, cross/inter-disciplinary, programme-based);
- (e) preference for collaborative activities across Faculties/institutions;

- (f) adequacy of provisions made for project assessment and dissemination;
  - (g) the parties/community to be benefited by the project/activity;
  - (h) the impact of the project deliverables and their alignment with the institutional goals and priority;
  - (i) the scholarship of T&L; and
  - (j) track record of participants in proposed project/activity.
10. The TEFS aims to enhance the scholarship of teaching at the University through enabling academic staff members to share experience and to collaborate on teaching and curriculum development initiatives at reputable universities where excellent pedagogical practices or curriculum innovation are being implemented. Awards will be made having regard to the merits of the proposal, evidence to the applicant's/the visiting scholar's previous contributions to teaching and learning and curriculum design, and comments from the Head of Department and the Dean of the Faculty. Priority will be given to proposals that can clearly articulate their impact on and alignment with the University's or Faculty's strategic objectives and academic direction and/or enhance the quality of teaching and learning at the University.
11. In terms of accountability, the Senate Teaching and Learning Quality Committee (TLQC) is charged with promoting high quality teaching throughout the University, and oversees, *inter alia*, the quality assurance and enhancement of T&L environments and the allocation and administration of the two schemes. While the bulk of TDG and TEF funding is designated for systemic University and Faculty-level innovations, the TDG scheme also supports departmental and individual initiatives that are aligned with the goals of the institutional T&L strategies. It is expected that developments at all levels can be synthesized and consolidated to maximize the effectiveness of outcomes.
12. The Centre for the Enhancement of Teaching and Learning (CETL) provides professional advice and input to Principal Investigators (PIs) at various stages of proposal design, project evaluation and outcomes dissemination, and facilitates project collaborations. Members of the TLQC provide feedback on proposals, review project progress and evaluate final reports and project outcomes.
13. TDG grant holders are required to submit annual (progress) reports to the TLQC to:
- (a) describe and evaluate the progress in implementing approved projects/activities vis-à-vis declared objectives, target timelines and advancing the institutional/Faculty's teaching and learning objectives;
  - (b) provide action plans and updated timetables to address any delays and/or problems encountered; and
  - (c) evaluate the success and effectiveness of projects/activities completed during the year.
14. All grant holders of TDG and TEFS are required to submit a final report to the TLQC upon completion of the project which is reviewed by CETL or TLQC members following the evaluation mechanism set out in paragraph 18 below.

15. The Committee on Chinese Language Enhancement Programmes and Committee on English Language Enhancement Programmes, sub-committees of the Curriculum Development Committee, oversee the quality of language enhancement activities. They receive regular reports respectively from the School of Chinese and the Centre for Applied English Studies on the progress of achievements and feedback from students and external examiners on various language enhancement activities.

#### **D. Expected Key Deliverables and Timeline**

16. Key deliverables for the 2016-2019 triennium include:

##### *Internationalisation*

- (a) increased provision of non-credit bearing courses in different languages to enhance the biliterate and multilingual competencies of graduates (ongoing from 2016-17);
- (b) increased opportunities for students to participate in learning activities outside Hong Kong (50% of undergraduate students will have at least one Mainland and one international experience by 2018-19);
- (c) enhanced internationalisation on campus - greater integration between local and non-local students (ongoing); enriched cultural sensitivity and diversity (ongoing); an increased number of courses in the curriculum addressing international themes or global issues (from 2016-17); and new staff development programmes to address inter-cultural sensitivity and pedagogical practice with a view to promoting “internationalisation at home”, catering for a culturally diverse student body, and enhancing integration of non-local students in the classroom (from 2016-17);

##### *Innovation*

- (d) enhanced use of technology to support learning, in line with the e-learning strategy document (ongoing);
- (e) enhanced opportunities for students to participate in inquiry-based learning activities (ongoing);
- (f) promotion of innovation and entrepreneurship initiatives and activities to facilitate students to explore new ideas and pursue self-initiated projects on- and off-campus (e.g. a new innovation and entrepreneurship centre is being conceptualised) (from 2016-17);

##### *Interdisciplinarity*

- (g) students’ further exposure to interdisciplinary modes of teaching and learning in the Common Core Curriculum, with the possibility of introducing new Common Core Interdisciplinary Minors (from 2017-18);
- (h) increased the range of interdisciplinary programmes or activities beyond the Common Core Curriculum (from 2016-17);

##### *Impact*

- (i) completion of review of all four-year undergraduate curricula, and continued development of these curricula in the light of the review findings; refining the enabling curriculum structure, as applicable (by 2018-19);

- (j) implementation of an e-portfolio initiative in phases to capture students' whole person development and learning journeys in the formal curriculum and the co-curriculum (by 2017-18);
- (k) the availability of a TDG database for sharing and dissemination of TDG projects and their findings (by 2016-17);

*Language enhancement*

- (l) improved English language enhancement courses on offer (ongoing, from 2016-17);
- (m) enhanced self-access facilities and support for language enhancement (ongoing);
- (n) an English writing centre providing one-to-one English writing support to students will be piloted and its effectiveness evaluated (by 2018-19); and
- (o) the provision of Cantonese and Putonghua classes to non-speakers through peer tutoring (from 2016-17).

## **E. Evaluation**

17. Various feedback mechanisms are in place to solicit input from students and other stakeholders to evaluate the quality and impact of these funded activities on student learning. Student Evaluation of Teaching and Learning (SETL) and Student Learning Experience Questionnaire (SLEQ) are two major mechanisms for the University to gauge and analyse students' feedback on courses offered and on the overall university experience. Focussed group reviews are also conducted on specific areas.

18. With regard to TDGs, systematic and regular reporting and review processes are applicable to both formative and summative evaluations of project deliverables. Peer reviewers assess, for advice and recommendation to the TLQC, whether the project has delivered the outcomes as promised in the original proposal and if shortfalls are identified, suggestions are given to the PI on how to achieve the outcomes. A summary of all TDG reports and their evaluation by peers is circulated annually to the TLQC for perusal and endorsement. Unsatisfactory reports are deliberated by the TLQC for follow up action; these reports contribute to the track record of the PI and will affect his/her future applications for TDGs.

19. To maximize the impact and quality of TDG outcomes, CETL provides an additional source of ongoing formative input through its regular seminars for PIs of similar projects to promote synergistic sharing and use of resources, and to nurture the scholarship of T&L within the University.

## **F. Sharing of Good Practices**

20. Our CETL works across the University to enhance the quality of T&L and student learning experience through enhanced pedagogy, assessment and curriculum design, in ways that are consonant with the University's T&L strategy and priorities. In the 2016-19 triennium, CETL will continue to support the dissemination of features of good practice in these aspects through its mandatory professional development programmes, and its voluntary seminars, workshops and Community of Practice (CoP) events.

21. Some initiatives and plans of the CETL are highlighted below:

- (a) the launch of The Foundations of Teaching and Learning in Higher Education on MOOC;
- (b) the launch of a new Professional Certificate in Learning Teaching and Learning in Higher Education (in collaboration with the Higher Education Academy in the UK), aiming at supporting mid-career academic staff in T&L leadership;
- (c) organising seminars and workshops focusing on: standards-based assessment (developing and explaining grade descriptors and giving timely and meaningful feedback on learning), teaching and learning opportunities in internationalisation, encouraging the teaching-research nexus, experiential learning and residential education; and
- (d) offering a number of Join-the-Conversation events, centring on internationalisation at home, which will draw out and celebrate wise practices in this area.

22. The Technology-Enriched Learning Initiative (TELI) will continue to offer online learning modules to facilitate the work of teachers and curriculum planners, for example, the “Scale Out Teaching, Scale Up Learning” series. Face-to-face workshops will supplement the learning experience in two key topics: (i) educational video production; and (ii) video analytics. CoPs in e-portfolio, advanced learning analytics, blended learning and learning management system are gaining traction, and more teachers will participate. TELI will also contribute actively to local and international e-learning symposia and conferences. Pedagogical showcases and e-learning news and trends worldwide will be posted online on websites and social media channels.

23. With regard to the sharing of TDG project outcomes, the reporting requirements for TDG projects require that good practices arising from the outcomes are disseminated, with the support of CETL. Besides seminars and workshops, the following have been the platforms for the dissemination of project deliverables and good practices within the Faculties, the University and the sector:

- (a) a publicly accessible TDG website (<http://tl.hku.hk/staff/teaching-development-grants/tdg-projects/>);
- (b) learning and instructional resources; and
- (c) publications, including international refereed journals and curriculum resources.

24. To further enhance the synergy and dissemination, we are building a TDG database to facilitate the retrieval and sharing of TDG ideas and findings. TDG holders across the University can identify colleagues working on similar topics and meet to discuss experiences, update progress and get feedback on future plans. This dissemination model ensures that Faculties are kept well informed of each other’s T&L initiatives and activities.

June 29, 2016

## **THE UNIVERSITY OF HONG KONG**

### Vision and Mission

#### **Vision**

The University of Hong Kong, Asia's Global University, delivers impact through internationalisation, innovation and interdisciplinarity. It attracts and nurtures global scholars through excellence in research, teaching and learning, and knowledge exchange. It makes a positive social contribution through global presence, regional significance and engagement with the rest of China.

#### **Mission**

The University of Hong Kong will endeavor:

- (a) To advance constantly the bounds of scholarship, building upon its proud traditions and strengths
- (b) To provide a comprehensive education, benchmarked against the highest international standards, designed to develop fully the intellectual and personal strengths of its students, while extending lifelong learning opportunities for the community
- (c) To produce graduates of distinction committed to academic/professional excellence, critical intellectual inquiry and lifelong learning, who are communicative and innovative, ethically and culturally aware, and capable of tackling the unfamiliar with confidence
- (d) To develop a collegial, flexible, pluralistic and supportive intellectual environment that inspires and attracts, retains and nurtures scholars, students and staff of the highest calibre in a culture that fosters creativity, learning and freedom of thought, enquiry and expression
- (e) To provide a safe, healthy and sustainable workplace to support and advance teaching, learning and research at the University
- (f) To engage in innovative, high-impact and leading-edge research within and across disciplines
- (g) To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge
- (h) To serve as a focal point of intellectual and academic endeavour in Hong Kong, China and Asia and act as a gateway and forum for scholarship with the rest of the world

## THE UNIVERSITY OF HONG KONG

### Educational Aims and Institutional Learning Outcomes for Undergraduate Curricula

Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:

**Aim 1: Pursuit of academic/professional excellence, critical intellectual inquiry and life-long learning**

- Develop in-depth knowledge of specialist disciplines and professions
- Maintain highest standards of intellectual rigor and academic integrity
- Critique and apply received knowledge from multiple perspectives
- Sustain intellectual curiosity and enthusiasm for learning

**Aim 2: Tackling novel situations and ill-defined problems**

- Respond positively to unanticipated situations and problems
- Identify and define problems in unfamiliar situations
- Generate and evaluate innovative solutions to problem

**Aim 3: Critical self-reflection, greater understanding of others, and upholding personal and professional ethics**

- Maintain highest standards of personal integrity and ethical practice in academic, social and professional settings
- Heighten awareness of personal strengths and weaknesses
- Respect individual differences and preferences

**Aim 4: Intercultural communication, and global citizenship**

- Heighten awareness of own culture and other cultures
- Develop cultural sensitivity and interpersonal skills for engagement with people of diverse cultures
- Perform social responsibilities as a member of the global community

**Aim 5: Communication and collaboration**

- Communicate effectively in academic, professional and social settings, making appropriate use of available technology
- Work with others and make constructive contributions

**Aim 6: Leadership and advocacy for the improvement of the human condition**

- Play a leading role in improving the well-being of fellow citizens and humankind
- Uphold the core values of a democratic society: human rights, justice, equality and freedom of speech
- Participate actively in promoting the local and global social, economic and environmental sustainability

## THE UNIVERSITY OF HONG KONG

### Educational Aims and Institutional Learning Outcomes for Taught Postgraduate Curricula

Benchmarked against the highest international standards, the taught postgraduate curricula at HKU are designed to enable our students to develop their capabilities in:

**Aim 1: Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline/profession**

- Critically review, consolidate and extend knowledge, skills and practices and thinking in a discipline/profession
- Critically evaluate new knowledge and research skills of specialist disciplines and professions from a range of global sources
- Demonstrate enhanced analytical skills

**Aim 2: Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity**

- Apply disciplinary knowledge to practice or theoretical exploration creatively
- Employ research skills in practice or theoretical exploration in an original way
- Demonstrate critical awareness of the appropriate application of knowledge and research skills to practice or theoretical exploration
- Apply knowledge and skills in a broad range of professional work activities, drawing on relevant local, regional and international experience

**Aim 3: Tackling novel situations and ill-defined problems**

- Respond positively to unanticipated situations and problems
- Identify and define problems in unfamiliar situations
- Generate and evaluate innovative solutions to problems
- Deal with complex issues and make informed judgements in novel situations

**Aim 4: Collaboration and communication of disciplinary knowledge to specialists and the general public**

- Work with others in a constructive manner to complete tasks
- Negotiate with others in making a decision
- Communicate ideas professionally, making appropriate use of available technology
- Effectively communicate disciplinary knowledge with key stakeholders locally, regionally and internationally



**Aim 5: Awareness of and adherence to personal and professional ethics**

- Maintain highest standards of personal integrity and ethical practice in academic and professional settings
- Demonstrate critical awareness of global best practice in personal and professional ethics

**Aim 6: Enhancement of leadership and advocacy skills in a profession**

- Play a leading role in professional settings
- Articulate ideas effectively and motivate others to action
- Address critical issues and make contribution to change and development in the profession
- Attain familiarity with global best practice in the profession

(This educational aim applies only to professional curricula.)

July 2017

## THE UNIVERSITY OF HONG KONG

### Educational Aims and Institutional Learning Outcomes for Research Postgraduate Curricula

Benchmarked against the highest international standards, the RPG curricula at HKU are designed to enable students to develop their capabilities to:

- (a) **engage in critical intellectual enquiry**
  - *Critically evaluate information and ideas from multiple perspectives*
  - *Integrate knowledge at the forefront of a particular field*
- (b) **demonstrate a thorough understanding of research methodologies and techniques at an advanced level**
  - *Develop, design and implement research projects competently and independently*
- (c) **conduct innovative, high-impact and leading edge research**
  - *Engage in original research that takes a new technological, methodological, or theoretical approach*
- (d) **provide novel solutions to complex problems**
  - *Identify and define emerging problems*
  - *Offer innovative and original solutions to problems and issues in novel situations*
- (e) **demonstrate adherence to personal and professional ethics**
  - *Maintain the highest standards of personal and academic integrity*
  - *Understand complex ethical and professional issues*
- (f) **demonstrate leadership and advocacy skills**
  - *Articulate analyses and propose solutions in response to social issues*
  - *Communicate and disseminate research findings effectively in the academic community and to stakeholders in society*
- (g) **work with others and make constructive contributions**
  - *Engage in intellectual exchange with researchers from other disciplines to address important research issues*
  - *Collaborate effectively with researchers from different cultures*
- (h) **monitor, review and reflect on one's own work and competencies, and change and adapt in the light of new demands**
  - *Evaluate contribution of one's own work to the field*
  - *Demonstrate flexibility to accommodate new knowledge and perspectives*

**THE UNIVERSITY OF HONG KONG**

Staff Development Activities  
with a Special Focus on Grade Descriptors and Feedback

**I. Professional Development Programmes**

Feedback

One of the modules of the professional teaching and learning certificate course for all new academic staff members reviews the principles of both giving and receiving feedback (<http://www.cetl.hku.hk/professional-certificate-tl/>). The course also considers course evaluations as feedback and explores the reasons why students might perceive themselves as not receiving sufficient feedback during a course. Framing feedback for spoken and written situations is reviewed and practised. Also, one of the modules of the teaching and learning certificate course for research postgraduate students serving as teaching assistants introduces common misunderstandings about feedback and the principles of good feedback practices (<http://www.cetl.hku.hk/certificate-courses/>). Participants take part in role-play scenarios to provide written and verbal feedback for each other.

Grade descriptors

The assessment module of the professional teaching and learning certificate course was designed to deepen academic staff's understanding in assessment. This module is an interactive course, which introduces new teachers at HKU to different terminologies and approaches used in assessment, as well as the University Assessment Policy. The facilitator also demonstrates the importance of rubrics and grade descriptors by assessing the new teachers through creative assignments, enabling teachers to experience the student perspective on assessment. Also, in the assessment and feedback module of the teaching and learning certificate course for research postgraduate students, participants learn about the University Assessment Policy, different assessment approaches and the use of holistic/analytic rubrics. In their preparation to undertake teaching demonstrations, participant-observers are required to assess their peers' teaching demonstration by integrating the learned skills of grading with rubrics and feedback.

**II. Workshops, Seminars and Events**

A number of workshops have been held for staff across Faculties to directly focus on grade descriptors and understanding the advantages of communicating clear learning outcomes. Other workshops are related to grade descriptors, assessment, learning outcomes and the provision of feedback. Details are listed below:

<u>Date</u>	<u>Title of workshop</u>	<u>Speakers / Facilitators</u>	<u>No. of participants</u>
May 4, 2016	Assessing and Providing Evidence of Generic Skills	1 speaker (HKU teacher)	62
June 8, 2016	Join-the-Conversation: Assessment and Feedback in Experiential Learning	3 speakers (1 teacher and 2 academic staff)  3 facilitators (All HKU teachers)	47
July 8, 2016	Assessing with ePortfolios	2 speakers (1 HKU teacher and Prof. Gavin T. L. Brown, Director, Quantitative Data Analysis and Research Unit, Faculty of Education and Social Work, University of Auckland)  1 facilitator (HKU teacher)	52
February 29, 2017	Design of CLOs, PLOs and Mapped Assessments - How Can this Improve Learning in my Course?	1 speaker and 1 facilitator (HKU teachers)	64
March 9, 2017	Identifying and Assessing the Student Learning Outcomes in Residential College System	1 speaker (Prof. Haydn Chen, Vice Rector (Student Affairs), University of Macau)  1 facilitator (HKU teacher)	30
May 19, 2017	Provision of Personalized Feedback at Scale Using Learning Analytics	1 speaker (Dr. Abelardo Pardo, Associate Professor, University of Sydney)  2 facilitators (Both HKU teachers)	45

<u>Date</u>	<u>Title of workshop</u>	<u>Speakers / Facilitators</u>	<u>No. of participants</u>
June 9, 2017	Student-led Teaching Feedback Award (TFA) Workshop  (for Student Union and Student Faculty Representatives)	1 speaker (HKU teacher)	25

In addition, focused support has been offered for specific Faculties, as follows:

<u>Date</u>	<u>Title of workshop</u>	<u>Speakers</u>	<u>Targeted Unit</u>
March 2, 2016	Clear Goals and Standards Workshop for the Business Retreat	1 speaker (HKU teacher)	Faculty of Business and Economics
March 2, 2016	Feedback Workshop for the Business Retreat	1 speaker (HKU teacher)	Faculty of Business and Economics
May 20, 2016	Designing My Course Using an Outcomes Based Approach – What to look out for?	1 speaker (HKU teacher)	Division of Speech and Hearing Sciences, Faculty of Education
May 25, 2016	Standards-based Assessment (SBA) in OBASL	2 speakers (Both HKU teachers)	Institute of Human Performance

### III. Web Resources

CETL provides a range of online materials to enhance academic staff's assessment literacy. Links to the CETL webpages relating to grade descriptors are as follows:

<http://www.cetl.hku.hk/grade-descriptors/>

<http://ar.cetl.hku.hk/assgradstand.htm>

### IV. Student Vox Pop Video

CETL has been active in seeking student feedback on the assessment they experience at HKU, and produced a 'vox pop' video (currently under evaluation).

### V. Teaching and Learning Research Project

There is a project entitled "Assessment Resources for Experiential Learning at HKU" funded by the Teaching Development Grant that addresses the challenge of devising appropriate assessment for experiential learning programmes, as well as collecting evidence of programme effectiveness. Over 30 exemplary teachers at HKU and

other research-intensive universities will be interviewed to explore practices in the assessment of experiential learning. The project findings will be disseminated via CETL's webpages, as well as through seminars, conference presentations and scholarly publications. It is anticipated that the project will contribute to teachers' ability to devise appropriate and diverse assessments for experiential learning activities, set benchmarks on assessment quality, raise awareness on assessment-related issues, and pool ideas to tackle some of the issues.

CETL  
October 2017

## THE UNIVERSITY OF HONG KONG

## PROGRAMME LEARNING OUTCOME ASSESSMENT PLAN (PLOAP)

Programme details	
Programme title	
Degree title	
School / Dept.	
Faculty	
Academic year	

Contact details	
Name	
Position	
E-mail	
Telephone	

1. Please provide a brief summary of the direct evidence of student learning that is to be used to document students' achievement of their Programme Learning Outcomes. In this summary, please comment on the types of course-level assessment and sampling mechanism that will be used across the programme. Please see guidance notes 2 (a) and (b) below for assistance.

--

2. In respect of each Programme Learning Outcome (e.g. "apply theoretical knowledge to practice and real life situations, demonstrating an awareness of limitations of existing theories and practices in exercise and health"), please:
  - a. List the course-level assessments that are to be used to measure achievement of each PLO.

	Programme Learning Outcomes	Course-level Assessments
PLO1		1. 2. 3.
PLO2		4. 5.
PLO3		6.
etc.		

- b. Provide rubrics for the different levels of achievement (e.g. excellent, good, satisfactory and unsatisfactory) for each of the course-level assessment(s) used to measure achievement of each PLO in (a) above.

		Excellent	Good	Satisfactory	Unsatisfactory
PLO1	Course-level Assessment 1				
	Course-level Assessment 2				
	Course-level Assessment 3				
PLO2	Course-level Assessment 4				
	Course-level Assessment 5				
PLO3	Course-level Assessment 6				
etc.					



## Programme Learning Outcome Assessment Plan (PLOAP)

### Guidance Notes

#### 1. Purpose and Process

- (a) The purpose of the Programme Learning Outcome Assessment Plan (PLOAP) is to ensure that every academic programme can demonstrate the use of direct evidence of student learning for gauging students' achievement of the Programme Learning Outcomes (PLOs) of the programme.
- (b) With few exceptions\*, a PLOAP must be created for every existing Ug and TPg programmes and the CC curriculum by the end of this academic year (2017/18). In future, a PLOAP will be created for every new academic programme soon after its establishment.
- (c) Approval of PLOAPs is the responsibility of the relevant FTLQC; in the case of the CC curriculum, approval is the responsibility of the CCC.
- (d) A copy of the relevant Programme Learning Outcome Assessment Plan (PLOAP) should be included when a Programme Learning Outcome Achievement Report (PLOAR) is submitted.

#### 2. Selecting Evidence

- (a) Direct evidence used to assess students' achievement of the PLOs may take various forms. Some programmes have well-developed capstone experiences that encompass most, and if not all, PLOs, whilst there are some programmes in which the capstone experiences do not encompass most PLOs. In the latter case, the curriculum teams may need to include other course(s), along with capstone experiences, in the form of a programme portfolio compiled by the curriculum team comprising samples of student work in a number of courses (e.g. assignments, examination scripts, in-class activities, projects, presentations, performances, videos, fieldwork, and so on) related to specific PLOs, a combination of the capstone experience and a few courses.
- (b) In selecting direct evidence of student learning, the curriculum team should decide on:
  - (i) the course-level assessment items (i.e. assignments, examination scripts etc.) which most directly address student achievement of Course Learning Outcomes (CLOs) (and in turn the PLOs, as CLOs are mapped to PLOs); and
  - (ii) sampling of the assessment items (e.g. drawing samples of student work of high quality, medium quality and low quality, or drawing random samples of student work within or across cohorts).

#### 3. CETL Support for the PLO Achievement Scheme

The Centre for the Enhancement of Teaching and Learning (CETL) will offer workshop support to programme teams across the University to help them understand the new PLO Achievement Scheme. Workshops will take the form of:

- (a) Introductory sessions in AY2017-2018 on the new documentary requirements in relation to the PLO Achievement Scheme (PLOAPs and PLOARs)
- (b) Tailored workshops thereafter, on request, for Faculties and the Common Core Office to assist them with creating these documents.

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\* Only externally accredited programmes are exempted from the requirement to create a PLOAP.

#### References:

“PLO Achievement Portfolio” formulated by Professor Mike Prosser for HKU with reference to international experiences from the accreditation of universities as applied in the USA (Appendix 2.21 of the Institutional Submission to Quality Assurance Council for the 2015 audit at

[http://intraweb.hku.hk/reserved\\_1/tlearn/qac2015/HKU-IS\\_2015\(internal\).pdf](http://intraweb.hku.hk/reserved_1/tlearn/qac2015/HKU-IS_2015(internal).pdf))

Electronic resource on “Outcome-based approaches to student learning” by CETL of HKU at

<http://www.cetl.hku.hk/obasl/>

“Guidelines for Developing and Assessing Student Learning Outcomes for Undergraduate Majors” by UCLA at

<http://www.learningoutcomes.ucla.edu/docs/UCLAGuidelines2015UpdateNotations.pdf>

“Developing a Programme Learning Outcomes Assessment Plan” by Hong Kong Polytechnic University at

[https://www.polyu.edu.hk/obe/07\\_4\\_files/PolyU\\_PLOAP\\_Guide.pdf](https://www.polyu.edu.hk/obe/07_4_files/PolyU_PLOAP_Guide.pdf)

November 28, 2017

## THE UNIVERSITY OF HONG KONG

## PROGRAMME LEARNING OUTCOME ACHIEVEMENT REPORT (PLOAR)

Programme details	
Programme title	
Degree title	
School / Dept.	
Faculty	
Academic year	

Contact details	
Name	
Position	
E-mail	
Telephone	

1. Please report on the distribution of students' achievement of each of their Programme Learning Outcomes on the basis of the direct evidence outlined in the Programme Learning Outcome Assessment Plan (PLOAP).

	Excellent %	Good %	Satisfactory %	Unsatisfactory %
PLO1				
PLO2				
PLO3				
etc.				

2. Please include extracts from the External Examiner's report on student achievement of *specific* programme learning outcomes.

--

3. For each Programme Learning Outcome, please reflect on the findings/comments in (1) and (2) above, make overall comments about students' achievement on the basis of the selected evidence, especially where student achievement is lower or higher than expected, and make suggestions for changes to the programme (or courses) to help students better achieve the PLOs. The curriculum team is expected to engage students, Faculty members and other stakeholders in the reflection process. The following questions should be asked:

- *from samples of student work* - which PLOs are best achieved?
- *from samples of student work* - which PLOs are worst achieved?
- *from samples of student work* - what are the implications for programme design, teaching and learning?
- *from External Examiner's report* – what are the strengths and weaknesses of the PLOs?
- *from External Examiner's report* – what are the areas in the PLOs judged to be in need of improvement?

	Overall comments and suggestions for changes
PLO1	
PLO2	
PLO3	
etc.	

4. Please indicate below any actions and initiatives you plan in response to the External Examiner's comments in (2) and your comments in (3). Include any amendments you plan to make, eg supporting/ scaffolding assessment items, revising assessment rubrics, revisiting PLOs (and thereby the PLOAP), and so on.

Planned action/initiative	Planned dissemination to students, Faculty members, and other stakeholders.	Timeline	Responsible party for follow up

## Programme Learning Outcome Achievement Report (PLOAR)

### Guidance Notes

#### 1. Purpose and Process

- (a) The purpose of a Programme Learning Outcome Achievement Report (PLOAR) is to report on students' achievement of the Programme Learning Outcomes of the programme on which they are enrolled, on the basis of direct evidence of their learning, supported, where appropriate by External Examiners' comments.
- (b) The attached PLOAR reports on students' achievement of their programme learning outcomes and (a) identifies those PLOs students are achieving well; (b) identifies those PLOs students are not achieving so well; and (c) suggests changes to the programme, such as changes to the design of the programme or individual courses, to help students better achieve their PLOs.
- (c) A PLOAR must be completed for each programme at least every three years, in such a way that at least two such reports will be available for each curriculum review, which runs on a six-year cycle. With few exceptions\*, a PLOAR must be available for every Ug and TPg programme and the CC curriculum by 2020-21, or when a curriculum review is due, whichever is the earlier.
- (d) Consideration and endorsement of PLOARs is the responsibility of the relevant FTLQC; in the case of the CC curriculum, this is the responsibility of the CCC Committee.

#### 2. Providing Evidence

- (a) Direct evidence takes the form of the selected assessment items listed in the Programme Learning Outcomes Assessment Plan (PLOAP) created by the curriculum team, e.g. a capstone experience, a programme portfolio compiled by the curriculum team comprising samples of student work in a number of courses (e.g. assignments, examination scripts, in-class activities, projects, presentations, performances, videos, fieldwork, and so on) related to specific PLOs, a combination of the capstone experience and a few courses.
- (b) A copy of the relevant Programme Learning Outcome Assessment Plan (PLOAP) should be attached to this PLOAR.

#### 3. CETL Support

The Centre for the Enhancement of Teaching and Learning (CETL) will offer workshop support to programme teams across the University to help them understand the new PLO Achievement Scheme. Workshops will take the form of:

- (a) Introductory sessions in AY2017-2018 on the new documentary requirements in relation to the PLO Achievement Scheme (PLOAPs and PLOARs)
- (b) Tailored workshops thereafter, on request, for Faculties and the Common Core Office to assist them with creating these documents.

CETL Staff Liaison	e-mail address	Faculty
Prof. Grahame T Bilbow	gbilbow@hku.hk	Social Sciences Architecture
Dr Luke Fryer	fryer@hku.hk	Arts Law
Dr Cecilia Chan	cecilia.chan@cetl.hku.hk	Business and Economics Science Engineering
Dr Susan Bridges	sbridges@hku.hk	Education Medicine Dentistry
Dr. Tracy Zou	tracyzou@hku.hku	Common Core Office

\* Only externally accredited programmes are exempted from the requirement to create a PLOAR.

## References:

“PLO Achievement Portfolio” formulated by Professor Mike Prosser for HKU with reference to international experiences from the accreditation of universities as applied in the USA (Appendix 2.21 of the Institutional Submission to Quality Assurance Council for the 2015 audit at

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“Developing a Programme Learning Outcomes Assessment Plan” by Hong Kong Polytechnic University at

[https://www.polyu.edu.hk/obe/07\\_4\\_files/PolyU\\_PLOAP\\_Guide.pdf](https://www.polyu.edu.hk/obe/07_4_files/PolyU_PLOAP_Guide.pdf)

November 28, 2017

## THE UNIVERSITY OF HONG KONG

Professional Activities Related to Internationalisation at Home**I. Workshops, Seminars and Events**Workshops and Seminars

CETL organised two workshops with the Centre for Applied English Studies (CAES) and the Common Core Office on designing intercultural groupwork (with over 70 participants). The input collected from participants at the workshops and the literature review resulted in a two-page guideline on effective intercultural groupwork to be disseminated to colleagues in HKU in 2017-18. A briefing note consisting of the guideline and case examples from HKU and beyond will also be published and circulated in 2017-18.

Details of the two workshops are as follows:

<u>Date</u>	<u>Title of workshop</u>	<u>Facilitators</u>	<u>No. of participants</u>
May 10, 2017	Designing Effective Intercultural Groupwork in CAES	3 facilitators (All HKU teachers)	50
May 15, 2017	What Works? Intercultural Groupwork in the Common Core	2 facilitators (Both HKU teachers)	23

Join-the-Conversation Events

Join-the-Conversation events (JTCs) facilitate a cross-disciplinary dialogue on teaching and learning enhancement and are generally well received. Five JTCs focused on internationalisation at home were organised from January to December 2016:

January 29, 2016	Join-the-Conversation: Learning Benefits of Internationalisation	3 panelists (2 HKU teachers and 1 academic staff)  3 discussants (2 HKU teachers and Professor Dai Hounsell, Professor Emeritus, University of Edinburgh)	32
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March 22, 2016	Join-the-Conversation: Curriculum Internationalisation in the Common Core	4 panelists and 3 discussants (All HKU teachers)	28
April 20, 2016	Join-the-Conversation: Enriching International Learning Experiences in your Course: What can Digital and Virtual Learning do for you?	1 panelist and 1 discussant (Both HKU teachers)	48
June 8, 2016	Join-the-Conversation: Assessment and Feedback in Experiential Learning	3 panelists (1 HKU teacher and 2 academic staff)  3 discussants (All HKU teachers)	47
June 24, 2016	Join-the-Conversation: Community of Practice – Aspects of Internationalisation	3 panelists (1 HKU teacher, Prof. Betty Leask, Pro Vice-Chancellor (Teaching and Learning), La Trobe University, and Dr. Steve Woodfield, Associate Professor, Kingston University London)  3 discussants (2 HKU teachers and Prof. Dai Hounsell, Professor Emeritus, University of Edinburgh)	71

For 2017-18, four JTCs (one each quarter) are planned on the theme of internationalisation of teaching and learning through a UGC-funded project (2016-19) on internationalising teaching and learning. Other JTCs are also possible based on emergent topics.

## II. CETL Newsletter: Teaching and Learning Connections

The *Teaching and Learning Connections* newsletter provides another channel to disseminate good teaching and learning practices, in addition to the many other



opportunities CETL provides, such as programmes, workshops and seminars. Since January 2016, five issues of *Teaching and Learning Connections* have been published. Internationalisation at home is the theme of Issue 3 in 2016. This e-newsletter can be accessed at <http://www.cetl.hku.hk/teaching-learning-cop/issue-03/>.

### **III. Briefings and other online resources**

CETL has created an online resource that supports community of practice engagement with academic staff across HKU. Discussions about internationalisation of teaching and learning are hosted, and a number of briefings stimulate discussion. The resources created by the Centre in terms of internationalisation can be accessed at <http://www.cetl.hku.hk/teaching-learning-cop/internationalisation-tl/>

Some online support is also provided for enhancing the integration of local, mainland and international students, which can be accessed here:

<http://www.cetl.hku.hk/engaging-local-and-non-local-students/>

### **IV. Teaching and Learning Research Projects**

#### Teaching Development Grant Project

An 18-month project entitled “Enhancing Meaningful Intercultural Interactions among Local and Non-local Students in Classroom” funded by the Teaching Development Grant started in September 2017. This collaborative project is being undertaken by Dr. Tracy Zou and Prof. Grahame Bilbow from CETL and Associate Deans (Teaching and Learning) from four Faculties - Architecture, Law, Science and Social Sciences, with the aim of collecting good practices and formulating new strategies for enhancing intercultural interactions in classroom settings.

#### Large scale UGC-funded Teaching and Learning Project

A three-year UGC-funded project, entitled “Internationalising Teaching and Learning in Hong Kong Higher Education through Building Professional Capacity”, started in July 2017. This collaborative project is being undertaken by Dr. Tracy Zou, Prof. Grahame Bilbow, and Dr. Susan Bridges from CETL, and colleagues from HKU, HKUST, HKBU and Shanghai Jiao Tong University. This cross-institutional project (HKD 3.6m) will facilitate internationalisation of teaching and learning through a community of practice approach. The themes cover developing students’ global citizenship and intercultural competence, leveraging diversity in teaching and learning, designing and supporting student mobility and study abroad programmes, and inter-institutional collaboration and virtual mobility.

#### The Diastemas Project

The new Diastemas platform (funded by Universitas 21 and HKU, and now published on open access (Github) as a joint HKU-UBC technology transfer initiative), is now being used by the Faculties of Dentistry and Education at HKU to support internationalisation at home, engaging undergraduates with curriculum content in an international peer review environment.

## **V. Student Vox Pop Video**

CETL has been active in seeking student feedback on the international learning experience they have at HKU, and produced a 'vox pop' video (currently under evaluation).

CETL  
October 2017

**THE UNIVERSITY OF HONG KONG****Guidelines for review of undergraduate curricula**

For quality assurance and enhancement purposes, curriculum reviews for undergraduate (Ug) curricula are conducted on a six-year cycle with external input for international benchmarking of academic standards. This document serves as general guidelines for conducting curriculum reviews for Ug curricula. Individual curricula can draw up guidelines over and above those outlined in this document to suit specific needs of the disciplines and professions.

**I. Enhancement-led approach**

2. The rationale for curriculum reviews is that, through self-reflection and peer review, it will be possible to identify strengths which can be built upon and aspects that can be improved. The aim is to encourage evidence-based reflection and to foster a culture of continuous improvement.

3. The curriculum team is expected to reflect upon their degree curriculum and to produce a self-evaluation document, which draws upon evaluation evidence to identify the strengths of their curriculum and actions which might be taken to enhance it.

4. The process of reflection is aided by peer review conducted by a review panel which consists of internal and external members of the University. The role of the panel is to examine the relevant documentation, to hold discussions with the curriculum team and to help the curriculum team to identify areas of strength and weaknesses. The process of peer review is intended to be collegial rather than adversarial, and the ultimate goal is enhancement of the curriculum.

5. Reviews and audits commonly take an approach of ‘fitness for purpose’. All curricula and programmes adopt an outcomes-based approach to student learning (OBASL), with clearly defined Programme Learning Outcomes that are aligned with the University’s Educational Aims and individual Course Learning Outcomes. The task, for both the self-evaluation document and the peer review process, is to examine elements of the curriculum for consistency and/or alignment with the intended learning outcomes at various levels for the purposes of benchmarking against comparable curricula offered by top international universities, and more generally to consider improvements to the structure and content of the curriculum. The achievement of optimal consistency of curriculum elements maximises the chances of students achieving the desired outcomes.

6. Throughout this document the following set of six elements of a curriculum will be referred to.

- Aim of curriculum and alignment with University vision and mission (*aims*)
- Learning outcomes and alignment with University educational aims (*learning outcomes*)
- Overall curriculum design and underlying principles (*curriculum design and clarity of structure*)
- Content as manifested in courses covered (*content*)

- Pedagogy, including approach and methods of teaching and learning, learning activities and experiences, and the underlying rationale (*pedagogy*)
- Assessment, including assessment modes, practices and standards (*assessment*).

## **II. The review process**

7. A typical review process should consist of the following:

- Nomination of review panel (see section VII)
- Submission by curriculum team of self-evaluation document (see section VIII)
- Meetings between the review panel and staff, students and graduates of the curriculum (see section IX)
- Production of report by review panel (see section X)
- Briefing meeting between representative(s) of review panel and curriculum team to discuss the recommendations of the review panel and to hold preliminary discussions of an action plan by the curriculum team in response to the recommendations (see section XI)
- Production of response and action plan by the curriculum team (see section XIII)
- Discussion and endorsement of action plan by the Faculty Board via FTLQC and the Teaching and Learning Quality Committee (TLQC) (see section XV)
- Progress report produced by curriculum team (see section XIV)
- Monitoring of progress by Faculty Board via FTLQC and TLQC (see section XV).

## **III. Responsible body**

8. Reviews of Ug curricula are conducted under the auspices of the TLQC.

## **IV. Coordination between external and internal reviews**

9. If a curriculum is already subject to external review, such as for accreditation, the accreditation exercise will be accepted as meeting University requirements *provided that the external review covers all aspects of curriculum reviews required by the University*. Should there be aspects not covered, a smaller scale internal review that supplements the accreditation review will be conducted to fill the gaps. External members may be involved on the basis of need.

10. Relevant Faculties should present the case to the TLQC providing evidence for the aspects covered in the external review for consideration by the TLQC. The Faculty should submit a copy of the external review/accreditation report to the Chairman of the TLQC for reference and record.

11. Both external and internal reviews are expected to make full use of the evaluation data available within the University.

## **V. Unit for review**

12. The unit for review will normally be a curriculum leading to the award of an undergraduate degree, or a double/joint/off-campus degree. Flexibility may be allowed, upon mutual agreement between the Faculty and the TLQC, so as to cater for individual curriculum/programme needs.

## **VI. Frequency and timing**

13. Each curriculum should be reviewed at least once every six years. New curricula should be reviewed within three years of the first cohort completing the curriculum. Thereafter reviews should take place within a cycle of six years or less.

## **VII. Review panel**

14. For each curriculum review, the TLQC will set up a review panel comprising at least three members, including a senior professoriate staff from a cognate discipline, a member of the TLQC nominated by the Chairman and a member external to the University normally at the rank of Professor in the relevant discipline. The TLQC Chairman will appoint one of the two internal members as Chairman. The relevant Faculty will be invited to give a few nominations for the external member, who should not be a recent external examiner for the curriculum, for consideration by the Chairman of the TLQC. The Faculty should be responsible for the logistical arrangements for the visit of the external member, and extending hospitality to him/her during his/her visit. The size of the panel may increase, as necessary, to cater for multi-disciplinary curricula and sub-panels may be set up to focus on different disciplines within a curriculum. All panel members should be independent of the curriculum under review and they are required to declare possible conflict of interest, if any, before the review.

## **VIII. Self-evaluation document**

15. A self-evaluation document will be prepared by the curriculum team following the guidelines in this section. The self-evaluation document should show evidence of self-reflection by the curriculum team. The panel will review whether the curriculum team is capable of utilising evaluation evidence to identify strengths to build upon and aspects for improvement. A template is provided at [Appendix A](#).

### *Aspects of teaching and learning*

16. The self-evaluation document should have specific sections which address each of the six elements of teaching and learning:

- Aims
- Learning outcomes
- Curriculum design
- Content
- Pedagogy
- Assessment

### *Evidence and use of evidence*

17. Evidence to support statements of self-evaluation should cover the full length of the curriculum, e.g. four years for standard four-year curricula. The sources from which evidence is normally expected to be cited are listed below. Further evidence from outside these sources should also be cited, if available. How the curriculum team has made use of the evidence to strengthen the curriculum should also be addressed.

- Student intake quality and enrolments by major discipline and by year of study
- Student evaluation of teaching and learning (SETL) data, in an appropriate aggregated form
- Outcomes of staff-student consultative committee meetings
- Curriculum-level questionnaire (SLEQ(Ug))
- Other qualitative feedback from students
- External examiners' reports
- Student awards and scholarships and other recognition and evidence of student achievements
- Graduate surveys and other forms of feedback from graduates
- Employer surveys and other forms of feedback from external stakeholders

18. Results of these forms of evaluation are normally included in the self-evaluation document as appendices. The sections of the document for the elements of teaching and learning, referred to in paragraph 16, can make reference to appropriate evidence within these appendices.

### *Reflection and action plan*

19. For each section referring to the six curriculum elements, the self-evaluation document should include the reflections of the curriculum team on the strengths of the curriculum and its achievements, and areas for improvement. The conclusion of the document should be an action plan to address these areas with a timeframe, and a summary of the team's evaluation of the achievement of the Programme Learning Outcomes.

### *Length of self-evaluation document*

20. Self-evaluation documents should be succinct and concise but informative. The main text of the submission should normally not exceed 6,000 words, not including appendices which should mainly be relevant evaluation evidence. Flexibility can be allowed as needs arise corresponding to the number of disciplines in a curriculum, in consultation with the Chairman of the TLQC.

### *Timeline for production of self-evaluation document*

21. The self-evaluation document, in hard and soft copy, should be sent to the Curriculum Development and Quality Assurance Section of the Registry at least one month prior to the review meetings. The document will then be forwarded to the review panel, who may request additional information from the curriculum team, if they deem necessary.

## **IX. Review meetings**

22. As part of the review process, arrangements will be made for the review panel to meet with the following personnel related to the curriculum under review:

- curriculum directors, course coordinators and teaching staff
- students
- alumni
- external stakeholders including employers, where possible and appropriate

23. The meetings with students and alumni serve to provide an opportunity for current and past students to be actively involved in the review and to provide additional feedback which provides greater insights to the panel.

24. The meetings with teachers are expected to conform to the principles of peer review, that is, being collegial and enhancement-led. They provide an opportunity for the review panel to seek clarification on the self-evaluation document and to explore and discuss with teachers strengths which might be built upon and potential improvements.

25. In addition to the meetings listed above, the review panel normally holds two meetings on their own. The first is an initial meeting to decide on areas of questioning and further information to be sought, and possibly potential improvements that the panel wish to explore with teaching staff. The second is a meeting to discuss the report of the review panel. As external members often leave shortly after the meetings, it would be desirable for a draft of the main points to be included in the report. Secretarial assistance will be provided to review panels by the Curriculum Development and Quality Assurance Section of the Registry, subject to availability of resources.

## **X. Report from review panel**

26. The review panel will report their conclusions on identified strengths and recommendations in a short report. The report will normally contain sections dealing with each of the six curriculum elements below and may also include sections dealing with other relevant aspects.

- Aims
- Learning outcomes
- Curriculum design
- Content
- Pedagogy
- Assessment

27. The review panel will be expected to report their conclusions with the following specifications:

*Commendations* indicate strengths or examples of good practice.

*Affirmations* recognise improvements in train or proposed in the action plan, arising from the reflection by the curriculum team.

*Recommendations* indicate improvements that are expected to be made.

*Areas for consideration* indicate issues which are somewhat equivocal, possibly because the review panel may be uncertain of their feasibility or whether alternative actions may be more effective. This section is optional.

Review panels are not normally expected to make recommendations concerning resource allocation.

28. A template for the report of the review panel is at [Appendix B](#).

## **XI. Briefing for curriculum team**

29. A briefing meeting is normally held between one or more members of the review panel and the curriculum team to provide an opportunity for:

- the review panel to elaborate on its recommendations
- the curriculum team to seek clarification where necessary
- the curriculum team to raise any difficulties they might have in meeting any recommendations, or to suggest any alternative strategies
- a discussion of the formulation of an action plan.

## **XII. Submission of report**

30. The review report, endorsed by the review panel, should be sent to the curriculum team.

31. The curriculum team may be given a period of up to two weeks to suggest any factual corrections. It should be stressed that their input at this stage is strictly limited to suggesting factual corrections and not commenting on recommendations.

## **XIII. Action plan**

32. The curriculum team will be expected to respond within two months to the report with a revised action plan to address the areas of strength and improvement identified by the review panel (see template at [Appendix C](#)). The action plan, with clear deliverables and implementation timeline, will be expected to make specific responses which address in turn each of the affirmations, recommendations, and areas for consideration, if applicable, of the review panel.

## **XIV. Implementation**

33. Implementation of the revised action plan should be monitored through triennial progress reports. These progress reports should be short reports detailing progress on each action item included in the action plan.

## **XV. Monitoring**

34. For monitoring purposes, the review reports of Ug curricula and the relevant curriculum team responses, endorsed by the relevant Faculty Boards via their FTLQCs, should be submitted to the TLQC for endorsement. The progress of implementation of the



action plan will be reported to the Faculty Board and the TLQC after three years from the review. The TLQC is the ultimate quality assurance body and is charged with the authority to invite Faculties to clarify progress (or the lack of progress) made in action plans.

## **XVI. Timetable**

35. The following is an indicative timetable for the main steps in the review process. The times for the stages are shown relative to the review meetings (R).

R – semester	Nomination of review panel
R – 1 month	Submission by curriculum team of self-evaluation document
R	Meetings between the review panel and staff, students and graduates of programme
R + 5 weeks	Production of report by review panel
R + 7 weeks	Opportunity for curriculum team to point out factual errors in report
R + 2 months	Meeting between representative(s) of review panel and curriculum team to discuss the recommendations of the review panel and to hold preliminary discussions of an action plan by the curriculum team in response to the recommendations, if necessary
R + 4 months	Production of response and action plan by the curriculum team
Scheduled meeting following submission	Receipt and discussion of action plan by Faculty Board via FTLQC
R+6 months	Discussion and endorsement of action by TLQC
R + 3 years	Progress report produced by curriculum team
Scheduled meeting following submission	Monitoring of progress by Faculty Board via FTLQC
R+3.5 years	Monitoring of progress by TLQC
R + 6 years	Subsequent review cycle

## **XVII. Focused Review**

36. Common learning experiences are provided to all HKU undergraduates throughout their University studies so as to enable them to acquire common attributes that they are expected to have acquired upon graduation. These experiences are designed to develop students' generic and intellectual capabilities, and to cultivate the core moral values and dispositions essential to become engaged global citizens. The TLQC has conducted

focused reviews of these key components since 2014-15, including Common Core Curriculum, First year experience and academic induction, Global learning experience, English language enhancement courses and Experiential learning. Focused reviews of Capstone experience and Enabling curriculum structure have been scheduled for 2016-17. The purpose of these “focused reviews” is to check whether there are any mismatches between the intended curriculum and the enacted curriculum, and the modifications that need to be made to address the gaps. These reviews will necessarily vary somewhat in the review procedures as well as in scale, and will be centrally co-ordinated as they cut across all undergraduate curricula. Further focused reviews may be conducted by the TLQC, as it deems necessary.

### **XVIII. Review of review processes**

37. Upon completing the first cycle of reviews in 2020-21, the review process itself will be reviewed under the auspices of the TLQC. The review will consider the effectiveness of the overall requirement to review curricula and that of the review procedures and the accompanying evaluation processes.

2 March 2009

Amended     September 2009  
                   August 2015  
                   September 2016

## Template for self-evaluation document

### **Table of contents**

### **Brief overview of programme**

#### **Aims**

For this and the following five sections, the curriculum team records its reflections on the curriculum element. Statements need to be backed by evidence cross-referenced to the appendices.

#### **Learning outcomes**

#### **Curriculum design**

#### **Content**

#### **Pedagogy**

#### **Assessment**

Please make reference to the University Assessment Policy  
([http://intraweb.hku.hk/reserved\\_1/cdqa/doc/University\\_Assessment\\_Policy.pdf](http://intraweb.hku.hk/reserved_1/cdqa/doc/University_Assessment_Policy.pdf) )

#### **Conclusion and action plan**

This section should include an overall evaluation of the achievement of Programme Learning Outcomes.

#### **Appendices**

Please attach copies of the evidence listed in paragraph 17 of the guidelines.

## Template for report of review panel

### **Introductory overview**

General comments on standards, quality and commitment of staff.

### **Aims**

For this and the following five sections the review panel will explain its conclusions. Where appropriate commendations, affirmations, areas for consideration and recommendations will be indicated and numbered e.g. (commendation 1), (affirmation 1), (areas for consideration 1) and (recommendation 1) etc.

### **Learning outcomes**

### **Curriculum design**

### **Content**

### **Pedagogy**

### **Assessment**

### **Conclusion**

Summary of commendations

- 1.
- 2.

#### Summary of affirmations

- 1.
- 2.

#### Summary of areas for consideration

- 1.
- 2.

#### Summary of recommendations

- 1.
- 2.

**The Review Report should be signed and endorsed via circulation by the Review Panel.**

**Template for Action Plan**

<b>Ref</b>	<b>Review findings</b>	<b>Actions</b>	<b>Expected deliverables</b>	<b>Timeline</b>
A1.				
A2.				
...				
AC1.				
AC2.				
...				
R1				
R2				
...				

## THE UNIVERSITY OF HONG KONG

### **Guidelines for review of taught postgraduate curricula**

For quality assurance and enhancement purposes, curriculum reviews for taught postgraduate (TPg) curricula are conducted on a six-year cycle with external input for international benchmarking of academic standards. This document serves as general guidelines for conducting curriculum reviews for TPg curricula. Individual curricula can draw up guidelines over and above those outlined in this document to suit specific needs of the disciplines and professions.

#### **I. Enhancement-led approach**

2. The rationale for curriculum reviews is that, through self-reflection and peer review, it will be possible to identify strengths that can be built upon and aspects that can be improved. The aim is to encourage evidence-based reflection and to foster a culture of continuous improvement.

3. The curriculum team is expected to reflect upon their degree curriculum and to produce a self-evaluation document, which draws upon evaluation evidence to identify the strengths of their curriculum and actions which might be taken to enhance it.

4. The process of reflection is aided by peer review conducted by a review panel which consists of internal and external members of the University. The role of the panel is to examine the relevant documentation, to hold discussions with the curriculum team and to help the team to identify areas of strength and weaknesses. The process of peer review is intended to be collegial rather than adversarial, and the ultimate goal is enhancement of the curriculum.

5. Reviews and audits commonly take an approach of ‘fitness for purpose’. All curricula and programmes adopt an outcomes-based approach to student learning (OBASL), with clearly defined Programme Learning Outcomes that are aligned with the University’s Educational Aims and individual Course Learning Outcomes. The task, for both the self-evaluation document and the peer review process, is to examine elements of the curriculum for consistency and/or alignment with the intended learning outcomes at various levels for the purposes of benchmarking against comparable curricula offered by top international universities, and more generally to consider improvements to the structure and content of the curriculum. The achievement of optimal consistency of curriculum elements maximises the chances of students achieving the desired outcomes.

6. Throughout this document the following set of six elements of a curriculum will be referred to.

- Aim of curriculum and alignment with University vision and mission (*aims*)
- Learning outcomes and alignment with University educational aims (*learning outcomes*)
- Overall curriculum design and underlying principles (*curriculum design*)
- Content as manifested in courses covered (*content*)

- Pedagogy, including approach and methods of teaching and learning, learning activities and experiences, and the underlying rationale (*pedagogy*)
- Assessment, including assessment modes, practices and standards (*assessment*).

7. The guidelines in this document have been drawn up to ensure that standards of good practice are met throughout the University. These guidelines are flexible enough to allow each Faculty to operationalise them in a manner which suits the specific needs of disciplines and professions.

## **II. The review process**

8. A typical review process should consist of the following:

- Nomination of review panel (see section VII)
- Submission by curriculum team of self-evaluation document (see section VIII)
- Meetings between the review panel and staff, students and graduates of the curriculum (see section IX)
- Production of report by review panel (see section X)
- Briefing meeting between representative(s) of review panel and curriculum team to discuss the recommendations of the review panel and to hold preliminary discussions of an action plan by the curriculum team in response to the recommendations (see section XI)
- Production of response and action plan by the curriculum team (see section XIII)
- Discussion and endorsement of action plan by the Faculty Board via FTLQC and the Teaching and Learning Quality Committee (TLQC) (see section XV)
- Progress report produced by curriculum team (see section XIV)
- Monitoring of progress by the Faculty Board via FTLQC and TLQC (see section XV).

## **III. Responsible body**

9. Reviews of TPg curricula are undertaken by Faculties, under the auspices of the Faculty Board.

10. Faculties should indicate how they wish to conduct the review of the various TPg curricula on offer, with justification, for endorsement by the TLQC. A tentative schedule for review should be provided to the TLQC at the beginning of each cycle. The proposed arrangements for each review, including the review timeline (c.f. Section XVI), the review panel and a tentative review programme, should be presented to the TLQC two months before the scheduled review meetings for endorsement.



#### **IV. Coordination between external and internal reviews**

11. If a curriculum is already subject to external review, such as for accreditation, the accreditation exercise will be accepted as meeting University requirements *provided that the external review covers all aspects of curriculum review required by the University*. Should there be aspects not covered, a smaller scale internal review that supplements the accreditation review will be conducted to fill the gaps. External members may be involved on the basis of need.

12. Relevant Faculties should present the case to the TLQC providing evidence for the aspects covered in the external review for consideration by the TLQC. The Faculty should submit a copy of the external review/accreditation report, to the Chairman of the TLQC for reference and record.

13. Both external and internal reviews are expected to make full use of the evaluation data available within the University.

#### **V. Unit for review**

14. The unit for review will normally be a curriculum leading to the award of a single/joint/off-campus degree or a professional or academic qualification. Combining more than one award in a review is permissible and may well be desirable for TPg programmes in related subjects or when awards are articulated.

#### **VI. Frequency and timing**

15. Each curriculum should be reviewed at least once every six years. The cycle may be reduced to suit accreditation requirements. New curricula should be reviewed within three years of the first cohort completing the curriculum. Thereafter reviews should take place within a cycle of six years or less.

16. Faculties will be expected to submit a timetable for TPg curriculum reviews normally occurring within a six year cycle. The length of the cycle may be modified with justification, such as to coincide with external examiners' visit or external accreditation schedule.

#### **VII. Review panel**

17. For each curriculum review, the Faculty should constitute a review panel comprising at least three members, including a member external to the University who is normally at the rank of Professor in the relevant discipline but not a recent external examiner for the curriculum. The panel chairman should be a senior professoriate staff from a cognate discipline. There can be flexibility in the composition of the review panel to reflect the enrolment size and the nature of the discipline/profession. All panel members should be independent of the curriculum under review and they are required to declare possible conflict of interest, if any, before the review. The Faculty Board will be responsible for the appointment of panel members and the chairman of the panel.

## **VIII. Self-evaluation document**

18. A self-evaluation document will be prepared by the curriculum team following the guidelines in this section. The self-evaluation document should show evidence of self-reflection by the curriculum team. The panel will review whether the curriculum team is capable of utilising evaluation evidence to identify strengths to build upon and aspects for improvement. A template is provided at [Appendix A](#).

### *Aspects of teaching and learning*

19. The self-evaluation document should have specific sections which address each of the six elements of teaching and learning:

- Aims
- Learning outcomes
- Curriculum design
- Content
- Pedagogy
- Assessment

### *Evidence and use of evidence*

20. Evidence to support statements of self-evaluation should cover the full length of the curriculum. The sources from which evidence is normally expected to be cited are listed below. Further evidence from outside these sources should also be cited, if available. How the curriculum team has made use of the evidence to strengthen the curriculum should also be addressed.

- Student intake quality and enrolments by specialisation (if applicable) and by year of study
- Student evaluation of teaching and learning (SETL) data, in an appropriate aggregated form
- Outcomes of staff-student consultative committee meetings
- Curriculum-level questionnaire (SLEQ(TPg))
- Other qualitative feedback from students
- External examiners' reports
- Student awards and scholarships and other recognition and evidence of student achievements
- Graduate surveys and other forms of feedback from graduates
- Employer surveys and other forms of feedback from external stakeholders

21. Results of these forms of evaluation are normally included in the self-evaluation document as appendices. The sections of the document on the elements of teaching and learning, listed in paragraph 20, can make reference to appropriate evidence within these appendices.

### *Reflection and action plan*

22. For each section referring to the six curriculum elements, the self-evaluation document should include the reflections of the curriculum team on the strengths of the curriculum and its achievements, and areas for improvement. The conclusion of the

document should be an action plan to address these areas within a specified timeframe, and a summary of the team's evaluation of the achievement of the Programme Learning Outcomes.

#### *Length of self-evaluation document*

23. Self-evaluation documents should be succinct and concise but informative. The main text of the submission should normally not exceed 6,000 words, not including appendices which should mainly be relevant evaluation evidence. Flexibility can be allowed as needs arise corresponding to the number of disciplines in a curriculum, in consultation with the Chairman of the TLQC.

#### *Timeline for production of self-evaluation document*

24. The self-evaluation document, in hard and soft copy, should be sent to the Faculty Office, at least one month prior to the review meetings. The document will then be forwarded to the review panel, who may request additional information from the curriculum team, if they deem necessary.

### **IX. Review meetings**

25. As part of the review process, arrangements will be made for the review panel to meet with the following personnel related to the curriculum under review:

- curriculum directors, course coordinators and teaching staff
- students
- alumni
- external stakeholders including employers, where possible and appropriate.

26. The meetings with students and alumni serve to provide an opportunity for current and past students to be actively involved in the review and to provide additional feedback to enable the panel to gain further insights about the curriculum under review.

27. The meetings with teachers are expected to conform to the principles of peer review, that is, being collegial and enhancement-led. They provide an opportunity for the review panel to seek clarification on the self-evaluation document and to explore and discuss with teachers strengths which might be built upon and potential improvements.

28. In addition to the meetings listed above, the review panel normally holds two meetings on their own. The first is an initial meeting to decide on areas of questioning and further information to be sought, and possibly potential improvements that the panel wish to explore with teaching staff. The second is a meeting to discuss the report of the review panel. As external members often leave shortly after the meetings, it would be desirable for a draft of the main points to be included in the report. Secretarial assistance is normally provided by the Faculty to a review panel.

### **X. Report from review panel**

29. The review panel will report their conclusions on identified strengths and recommendations in a short report. The report will normally contain sections dealing

with each of the six curriculum elements below and may also include sections dealing with other relevant aspects.

- Aims
- Learning outcomes
- Curriculum design
- Content
- Pedagogy
- Assessment

30. The review panel will be expected to report their conclusions with the following specifications:

*Commendations* indicate strengths or examples of good practice.

*Affirmations* recognise improvements in train or proposed in the action plan, arising from the reflection by the curriculum team.

*Recommendations* indicate improvements that are expected to be made.

*Areas for consideration* indicate issues which are somewhat equivocal, possibly because the review panel may be uncertain of their feasibility or whether alternative actions may be more effective. This section is optional.

31. Review panels are not normally expected to make recommendations concerning resource allocation. However, the deliberations of the panel need to be cognizant of the fact that most TPg programmes are self-financing and that enrolments tend to be market-driven.

32. A template for the report of the review panel is at Appendix B.

## **XI. Briefing for curriculum team**

33. A briefing meeting is normally held between one or more members of the review panel and the curriculum team to provide an opportunity for:

- the review panel to elaborate on its recommendations
- the curriculum team to seek clarification where necessary
- the curriculum team to raise any difficulties they might have in meeting any recommendations, or to suggest any alternative strategies
- a discussion of the formulation of an action plan.

## **XII. Submission of report**

34. The review report, endorsed by the review panel, should be sent to the curriculum team.

35. The curriculum team may be given a period of up to two weeks to suggest any factual corrections. It should be stressed that their input at this stage is strictly limited to suggesting factual corrections and not commenting on recommendations.

### **XIII. Action plan**

36. The curriculum team will be expected to respond within two months to the report with a revised action plan to address the areas of strength and improvement identified by the review panel (see template at [Appendix C](#)). The action plan, with clear deliverables and implementation timeline, will be expected to make specific responses which address in turn each of the affirmations, recommendations, and areas for consideration, if applicable, of the review panel.

### **XIV. Implementation**

37. Implementation of the revised action plan should be monitored through triennial progress reports. These progress reports should be short reports detailing progress on each action item included in the action plan.

38. Faculties will be invited to draw up a timeline for conducting reviews of their TPg curricula and for submitting monitoring progress.

### **XV. Monitoring**

39. For TPg curricula, the review reports and curriculum teams' responses should be submitted to Faculty Board via FTLQC and TLQC for endorsement. The progress of implementation of the action plan will be reported to the Faculty Board and the TLQC after three years from the review. The TLQC is the ultimate quality assurance body and is charged with the authority to invite Faculties to clarify progress (or the lack of progress) made in action plans.

### **XVI. Timetable**

40. The following is an indicative timetable for the main steps in the review process. Faculties may wish to set specific time limits for stages. The times for the stages are shown relative to the review meetings (R).

R — semester	Nomination of review panel
R — 1 month	Submission by curriculum team of self-evaluation document
R	Meetings between the review panel and staff, students and graduates of programme
R + 5 weeks	Production of report by review panel
R + 7 weeks	Opportunity for curriculum team to point out factual errors in report
R + 2 months	Meeting between representative(s) of review panel and curriculum team to discuss the recommendations of the review panel and to hold preliminary discussions of an action plan by the curriculum team in response to the recommendations, if necessary
R + 4 months	Production of response and revised action plan by the curriculum

	team
Scheduled meeting following submission	Receipt and discussion of revised action plan by Faculty Board via FTLQC
R + 6 months	Discussion of the report and endorsement of action by TLQC
R + 3 years	Progress report produced by curriculum team
Scheduled meeting following submission	Monitoring of progress by Faculty Board via FTLQC
R + 3.5 years	Monitoring of progress by TLQC
R + 6 years	Subsequent review cycle

## **XVII. Review of review processes**

41. After a complete cycle of TPg reviews, the review process itself will be reviewed under the auspices of the TLQC. The review will consider:

- the effectiveness of each Faculty's procedures and the accompanying evaluation process
- the effectiveness of the overall requirement to review curricula.

2 March 2009

Amended September 2009  
September 2016

## Template for self-evaluation document

### **Table of contents**

### **Brief overview of programme**

#### **Aims**

For this and the following five sections, the curriculum team records its reflections on the curriculum element. Statements need to be backed by evidence cross-referenced to the appendices.

#### **Learning outcomes**

#### **Curriculum design**

#### **Content**

#### **Pedagogy**

#### **Assessment**

Please make reference to the University Assessment Policy  
([http://intraweb.hku.hk/reserved\\_1/cdqa/doc/University\\_Assessment\\_Policy.pdf](http://intraweb.hku.hk/reserved_1/cdqa/doc/University_Assessment_Policy.pdf) )

#### **Conclusion and action plan**

This section should include an overall evaluation of the achievement of Programme Learning Outcomes.

#### **Appendices**

Please attach copies of the evidence listed in paragraph 20 of the guidelines.

## Template for report of review panel

### **Introductory overview**

General comments on standards, quality and commitment of staff.

### **Aims**

For this and the following five sections the review panel will explain its conclusions. Where appropriate commendations, affirmations, areas for consideration and recommendations will be indicated and numbered e.g. (commendation 1), (affirmation 1), (areas for consideration 1) and (recommendation 1) etc.

### **Learning outcomes**

### **Curriculum design**

### **Content**

### **Pedagogy**

### **Assessment**

### **Conclusion**

### **Summary of commendations**

- 1.
- 2.



**Summary of affirmations**

- 1.
- 2.

**Summary of areas for consideration**

- 1.
- 2.

**Summary of recommendations**

- 1.
- 2.

**The Review Report should be signed and endorsed via circulation by the Review Panel.**

**Template for Action Plan**

<b>Ref</b>	<b>Review findings</b>	<b>Actions</b>	<b>Expected deliverables</b>	<b>Timeline</b>
A1.				
A2.				
...				
AC1.				
AC2.				
...				
R1				
R2				
...				

## THE UNIVERSITY OF HONG KONG

Achievement Card of Research Postgraduate StudentsWhy do we need an Achievement Card (AC)?

This is part of the mechanism for quality assurance of teaching and learning of the Research Postgraduate Programme at the University. The setup of the AC is a response to address comments from the QAC audit panel. It is intended to inform the University of the areas in which RPg students are doing well and those in which they may need improvement.

Supervisors and their RPg students are encouraged to discuss the educational aims and learning outcomes at the beginning of the study period. The AC, which is formative in nature and **not** a form of assessment, will help to document to what extent the RPg students have achieved the intended learning outcomes/educational aims over the course of their study period. It is important to note that achievement of all the education aims as indicated by the RPg and his/her supervisor does not warrant passing of the thesis examination.

What is in the AC?

The eight educational aims and the corresponding institutional learning outcomes, all of which are expected to be achieved within an RPg student's study period, are listed in the AC. Supervisors and their RPg students will together determine whether each of the educational aims (as well as the corresponding learning outcomes) is **discussed** (i.e. *both the supervisors and RPg students having discussed the item and developed an awareness of the expectations or targets to be achieved at a later stage*), **achieved**, or **not applicable** in terms of the students' research progress at the time of completing the AC. If the option of "Achieved" is chosen, an estimated percentage achieved for that EA/ILO (%) and relevant evidence (*as exemplified by the suggested methods of measuring each learning outcome under the bulleted points in the AC*) are expected to be provided.

When will the supervisor and his/her RPgs complete the AC over the course of the study period?

The AC is to be completed twice for MPhil students and three times for PhD students, and the timeframe for completion is shown below:

	MPhil programmes	3-yr PhD programmes	4-yr PhD programmes
<b>Phase 1</b>	<i>3 months prior to confirmation</i>	<i>by Year 1</i>	<i>by Year 1</i>
<b>Phase 2</b>	<i>within the last 3 months of the final year</i>	<i>by Year 2</i>	<i>Year 2 – by the end of Year 3</i>
<b>Phase 3</b>	<i>/</i>	<i>within the last 6 months of the final year</i>	<i>within the last 6 months of the final year</i>

*How long does the completion of the AC take?*

The supervisor and the RPg student will together agree on the options for the listed items in the AC. The AC will take about 20 to 30 minutes to complete.

*What will happen to the data in the AC?*

The DRPC will review the data contained in the AC and submit reports to the FHDC for consideration. The FHDC will then consider all reports from the DPRC and submit summaries of reports to the Board of Graduate Studies.

Graduate School  
July 19, 2017

## ACHIEVEMENT CARD

### Documenting Attainment of RPG Educational Aims and Institutional Learning Outcomes

Faculty:

Department/ Centre/ Division:

Student number:

Date of registration:

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#### Time of completing the Achievement Card

<b>MPhil programmes</b>	<input type="checkbox"/> Phase 1 (i.e. 3 months prior to confirmation)	<input type="checkbox"/> Phase 2 (i.e. within the last 3 months of the final year)	
<b>3-yr PhD programmes</b>	<input type="checkbox"/> Phase 1 (i.e. by Year 1)	<input type="checkbox"/> Phase 2 (i.e. by Year 2)	<input type="checkbox"/> Phase 3 (i.e. within the last 6 months of the final year)
<b>4-yr PhD programmes</b>	<input type="checkbox"/> Phase 1 (i.e. by Year 1)	<input type="checkbox"/> Phase 2 (i.e. Year 2 – by the end of Year 3)	<input type="checkbox"/> Phase 3 (i.e. within the last 6 months of the final year)

Educational Aims and Institutional Learning Outcomes (with suggested methods of measuring each learning outcome in italics)	Discussed	Achieved (with an estimated percentage achieved and with evidence)	Not Applicable at the Current Stage
<b>(a) Engage in critical intellectual enquiry</b> <ul style="list-style-type: none"> <li>Critically evaluate information and ideas received from multiple perspectives <i>e.g. Complete a thorough and critical (publishable) literature review for the thesis</i></li> <li>Integrate knowledge at the forefront of a particular field <i>e.g. Design a study for the thesis that applies existing theoretical knowledge to new areas in the field</i></li> </ul>	<input type="checkbox"/>	<div style="text-align: center;"><input type="checkbox"/></div> <p>Estimated percentage achieved: _____</p> <p>Evidence:</p>	<input type="checkbox"/>
<b>(b) Demonstrate a thorough understanding of research methodologies and techniques at an advanced level</b> <ul style="list-style-type: none"> <li>Develop, design and implement research projects competently and independently <i>e.g. Develop and conduct a methodologically rigorous study or propose a new conceptual framework</i></li> </ul>	<input type="checkbox"/>	<div style="text-align: center;"><input type="checkbox"/></div> <p>Estimated percentage achieved: _____</p> <p>Evidence:</p>	<input type="checkbox"/>

Educational Aims and Institutional Learning Outcomes (with suggested methods of measuring each learning outcome in italics)	Discussed	Achieved (with an estimated percentage achieved and with evidence)	Not Applicable at the Current Stage
<b>(c) Conduct innovative, high-impact and leading edge research</b> <ul style="list-style-type: none"> <li>Engage in original research that takes a new technological, methodological, or theoretical approach <i>e.g. Explain the originality and contribution of one's own work in the specific field</i> <i>e.g. Carry out research that generates new knowledge leading to further advancement and academic enquiry in the field</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>
<b>(d) Provide novel solutions to complex problems</b> <ul style="list-style-type: none"> <li>Identify and define emerging problems <i>e.g. Formulate feasible research questions to address issues arising from unexplored contexts</i></li> <li>Offer innovative and original solutions to problems and issues in novel situations <i>e.g. Make original contributions to the field by developing or modifying theoretical or analytical perspectives</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>
<b>(e) Demonstrate adherence to personal and professional ethics</b> <ul style="list-style-type: none"> <li>Maintain the highest standards of personal and academic integrity <i>e.g. Satisfy all (Institutional + Faculty) ethical research requirements</i></li> <li>Understand complex ethical and professional issues <i>e.g. Uphold appropriate ethical research practices and acknowledge attribution &amp; co-authorship accurately in reporting research findings</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>

Educational Aims and Institutional Learning Outcomes (with suggested methods of measuring each learning outcome in italics)	Discussed	Achieved (with an estimated percentage achieved and with evidence)	Not Applicable at the Current Stage
<b>(f) Demonstrate leadership and advocacy skills</b> <ul style="list-style-type: none"> <li>Articulate analyses and propose solutions in response to social issues <i>e.g. Relate new information or theoretical perspectives clearly to existing views in the field</i></li> <li>Communicate and disseminate research findings in the form of conference presentation and publication for researchers and other stakeholders in the community <i>e.g. Disseminate research findings in conference presentations and publications for researchers and other stakeholders in the community</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>
<b>(g) Work with others and make constructive contributions</b> <ul style="list-style-type: none"> <li>Engage in intellectual exchange with researchers from other disciplines to address important research issues <i>e.g. Maintain a local and/or overseas network(s) of colleagues for the purpose of investigating issues of a research topic (e.g. in a lab, during field-work or in other collaborative research activities)</i></li> <li>Collaborate effectively in researchers from different cultures <i>e.g. Engage in communicating with diverse stakeholders in the discipline &amp; within the wider global academic community through different forms of collaboration</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>
<b>(h) Monitor, review and reflect on one's own work and competencies, and change and adapt in the light of new demands</b> <ul style="list-style-type: none"> <li>Evaluate contribution of one's own work to the field <i>e.g. Recognize the strengths and limitations of one's findings to a research area</i></li> <li>Demonstrate flexibility to accommodate new knowledge and perspectives <i>e.g. Adjust one's own research in view of the latest developments in the field</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <b>Estimated percentage achieved:</b> _____  <b>Evidence:</b>	<input type="checkbox"/>