

質素保證局二零一一年質素核證 進度報告

香港教育學院
傳承優質文化

二零一三年三月

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I 簡介

香港教育學院(下稱教院)自 1994 年以來，一直致力傳承優質教育。本校在 2004 年已成功通過當時的香港學術評審局的課程評審，獲准開辦學位課程。2002 年，本校在大學教育資助委員會(下稱教資會)進行的教與學質素保證過程檢討中，取得可喜成績。2004 年，本校在通過教資會的院校檢討後，獲得在教育範疇的自我評審資格。而在最近的 2010 至 2012 年，本校在經過香港學術及職業資歷評審局的評審後，成功開辦四個非教育學科課程。2010 年，本校成立研究生院及獲教資會分配研究式研究生課程學額，進一步證明本校具備提供創新研究及專業深造課程的水平和能力。而質素保證局(下稱質保局) 2011 年的核證則予本校一個機會，進一步反思及提升優質文化。

本校感謝質保局贊同教院「教育為本，超越教育」的願景，以及支持教院為爭取大學正名而制訂的多個目標，作出轉變。教院矢志成為教育大學，而學生就是焦點所在。本校學生作為明日之師及專業人士，在促進香港發展方面舉足輕重。本校一直致力加強學生在學習體驗方面的質素，包括語文提升課程、國際及內地學習體驗、聯課學習、舍堂生活和通識教育等，在核證中均深受認同。如本進度報告所顯示，本校已作出持續不懈的努力，支援學生學習及質素保證。

香港教育學院在邁向正名大學的過程中急速發展。我們為加強本校優質文化而作出的舉措，包括檢討學術架構、發展主要表現指標 / 表現指標、由各學院院長擔任學術領袖，以及優化變革管理程序。課程方面，我們加強本科課程框架、提出穩固持續發展「成果為本學習」的架構、確定及優化語文政策、制訂全面的綜合評核政策、善用學校體驗最後階段提供的機會以評核學生是否達致課程預期學習成果。此外，我們又完成制訂教學法主導的政策和策略，據此發展資訊及通訊科技基礎設施，而有關國際化策略的詳情亦已有定案。在課程改善及質素提升方面，我們善用學生意見的數據，並進一步明確檢討程序。上述措施的細節，將見於下文，以闡明本校在持守優質文化方面所取得之進展。

本報告包含以下三個部分：

II 就本校對贊同及建議事項的回應，提供簡明摘要 (第 2-5 頁)；

III 本校對評審小組贊同事項的進展 (第 6-9 頁)；以及

IV 本校對評審小組建議事項的進展 (第 10-21 頁)。

II. 教院對贊同及建議事項的回應摘要

為方便質保局評審小組能快速取得相關資料，以下提供摘要，概括說明了本校因應質保局提出的贊同及建議事項而作出的跟進行動重點，並且列出每項跟進活動的負責單位。回應全文刊於第 6-21 頁。

贊同事項		跟進行動/負責單位
A1	致力提升學生的學習質素	<p>學與教委員會推動提升教學質素活動的發展以及監察其執行。委員會在 2010 至 2011 年成立了四個工作組/小組委員會 (包括：推廣卓越教學、檢討學生教學評估及畢業生調查研究、教學發展補助金及電子學習)，以支援不同學與教範疇質素提升活動的推行。</p> <p><u>負責單位</u>：學與教委員會，及各學院及學系的相關委員會。</p>
A2	採納「教育為本，超越教育」的概念，並闡明這個概念是所有學術課程(特別是師資教育課程)的基石	<p>自從教務委員會在 2009 年 6 月通過「三三四/五年制」本科課程的框架後，本科課程的設計已落實以下內容：</p> <ul style="list-style-type: none"> - 確定四個共同課程範疇：通識教育、語文增潤、聯課學習及海外學習體驗； - 提供更多自由選修的科目； - 提供第二主修的選擇；及 - 學生必須修畢其他學院的一科選修科目。 <p><u>負責單位</u>：教務籌劃及發展委員會，並由各學院及學系執行。</p>
A3	為研究式深造課程制訂了明確的政策，並提供適切的支援	<p>質保局在 2011 年發表質素核證報告後，研究生院已進一步加強研究式研究生課程的系統性措施及動力，以維持既有成果，力求精進，提升學生在研究方面的體驗、經驗及能力，以及優化研究指導及課程檢討。</p> <p><u>負責單位</u>：研究與高等課程委員會，由研究生院提供支援，各學院及學系執行。</p>

建議事項		跟進行動/負責單位
R1	檢討學術委員會架構，釐清領導人員的責任，以及簡化委員會工作	<p>2011年6月，教務委員會通過新的學術委員會架構，簡化決策程序，修訂委員會的職責範圍、成員身份及課程質素保證程序，就是具體例子。</p> <p><u>負責單位</u>：教務政策及檢討委員會，並由學院協助執行。</p>
R2	闡明擬制訂的全校適用框架，以便持續推行「成果導向學習」，使全校、課程、科目和學習者的學習成果互相配合	<p>於2012年制訂的《實踐「成果為本學習」全校適用的概念框架》，使通用（全校）、課程及科目各層次的學習成果，以至教與學、評估活動及策略跟學習成果均互相配合。</p> <p><u>負責單位</u>：學與教委員會，以及學院和學系的相關委員會。</p>
R3	檢討學系與學院之間的關係，確保學院院長有足夠權限擔任學術領導，使教學課程能持續發展	<p>教務政策及檢討委員會於2011年就課程擁有權及管理權責進行檢討。教務委員會根據教務政策及檢討委員會的建議，於同年10月通過課程管理架構的修訂，當中確認了主要的權責，並加強各學院院長的學術領導權限，使與教院逐步下放權力的方向一致。</p> <p><u>負責單位</u>：教務政策及檢討委員會，並由學院及學系執行。</p>
R4	擬備變革管理計劃和國際化策略	<p>變革管理計劃</p> <p>為檢討教院2009-12年的整體變革管理計劃，高級管理層於2012年2月至11月進行了廣泛的諮詢及討論，並按照檢討結果，制訂了新的《變革管理計劃2013-16》。該計劃於2012年12月27日高級管理層委員會會議中通過。</p> <p><u>負責單位</u>：高級管理層委員會，並由學院及學系執行。</p> <p>國際化策略</p> <p>2012年6月，教務委員會核准《國際化策略》。</p> <p><u>負責單位</u>：國際及大中華事務委員會，並由學院及學系執行。</p>

建議事項		跟進行動/負責單位
R5	優先制訂和實行主要表現指標和表現指標架構	<p>根據高級管理層委員會的指引，以及學術、行政和研究與發展三位副校長的協同努力，本校就主要表現指標/表現指標制訂了全面的發展方案。主要表現指標初定為教與學、研究、知識轉移、國際化及設施。其他正在考慮中的主要表現指標，包括財務、管治及職員。</p> <p>2012年7月，學與教委員會通過《香港教育學院教與學主要表現指標的制訂、發展及應用框架》，為教與學的主要表現指標/表現指標新框架釐定了重要原則。</p> <p><u>負責單位</u>：高級管理層委員會，並由相關委員會（如學與教委員會等）提供支援。</p>
R6	釐清課程檢討的程序，包括收集校外人士意見的機制，以及因應校外覆審規定釐訂課程檢討的時限	<p>教務政策及檢討委員會於2012年就收集校外人士的機制及程序進行檢討，並通過以下事項：</p> <ul style="list-style-type: none"> - 課程發展：由校外評審小組/校外評審員進行檢討； - 課程實施：由校外考試委員/校外評審員進行檢討；及 - 定期課程檢討：由校外評審小組進行檢討。 <p><u>負責單位</u>：教務政策及檢討委員會，並由各學院及學系執行。</p>
R7	制訂統一全校適用的課程架構，闡明「教育為本，超越教育」概念是課程設計的基礎	<p>教院於2012年制訂《「教育為本，超越教育」願景下的總體課程架構》，此架構無論在課程設計、課程改革、科目變革及跨學院協作等，均顧及「教育為本，超越教育」的願景、計劃及目標。</p> <p><u>負責單位</u>：教務籌劃及發展委員會，並由各學院及學系執行。</p>
R8	制訂教學法主導的政策和策略，據此發展資訊及通訊科技基礎設施	<p>學與教委員會於2012年7月通過《教育學院電子學習政策及策略建議書》，當中羅列了實行各項電子學習策略的執行指標及時間表等細節。相關電子學習措施的試行計劃於2012/13年度進行。</p> <p><u>負責單位</u>：學與教委員會，及學院與學系的相關委員會。</p>

建議事項		跟進行動/負責單位
R9	加快制訂全面的語文政策	<p>教務委員會於 2011 年 11 月通過新的語文政策，由 2012/13 學年開始全面實施，以提升全日制本科生的語文能力。</p> <p><u>負責單位</u>：語文政策委員會，並由各學院及學系執行。</p>
R10	善用學校體驗最後階段提供的機會，評核學生達致的學習成效	<p>與「成果為本學習」緊密配合的《學生教師學校體驗學習架構建議書》於 2012 年制訂。一系列的兩周期先導試驗將逐步實行，直至 2014 年全面實施。</p> <p><u>負責單位</u>：院校協作與學校體驗事務處，並由各學院及學系執行。</p>
R11	制訂全面的綜合評核政策	<p>教務委員會於 2012 年 6 月通過《學生學習評核政策》，為評估學生學習提供全面框架。有關的執行指引已於 2013 年 2 月完成草擬及諮詢工作，並預期將於 2013/14 年度的第一學期全面實施。</p> <p><u>負責單位</u>：教務政策及檢討委員會，並由各學院及學系執行。</p>
R12	檢討運用學生意見數據的策略	<p>教務政策及檢討委員會於 2012 年就運用學生意見數據的機制進行檢討，並提出以下改善建議：</p> <ul style="list-style-type: none"> - 於科目大綱增加一項自選項目，以供填寫科目因應學生意見而作出的改善； - 修訂教學評估問卷，使學生意見能直接用於改善教與學質素； - 更新一系列如何運用教學評估問卷數據的活動建議；及 - 填寫紀錄表，確保於師生諮詢會議收集的學生意見已妥善跟進。 <p><u>負責單位</u>：教務政策及檢討委員會，並由各學院及學系執行。</p>

III. 贊同事項的進展

贊同 1

質保局贊同教院一方面致力建立研究實力以爭取大學地位，同時繼續努力提升學生的學習質素。

- A1.1 教院對質保局贊同本校致力提升學生的學習質素，表示歡迎。學與教委員會及其工作組/小組委員會在副校長（學術）的領導下，積極推動不同措拖以提升學與教的質素，以及監察其執行情況。
- A1.2 學生教學評估及畢業生調查研究工作組制訂了新的教學評估工具，改進其構想，以改善收集學生對教學質素方面的意見。新工具於2012/13年度進行試行計劃。
- A1.3 該工作組亦改良年度畢業生調查研究問卷，以收集畢業生及僱主對新的學習重點之成效的意見，尤其是通用學習成果。通用預期學習成果的新項目亦包括在問卷內。經改良的問卷已於2012年度調查採用。
- A1.4 在教學科技中心的支援下，成立了一個跨校小組，協助運用Mahara系統的電子學習歷程檔案，以促進學生積極學習及深入探究，並在本科共同課程範疇（即語文增潤、聯課學習、海外學習體驗及通識教育）逐步引入電子學習歷程檔案。預計至2013年底，首批新的三三四/五學制課程的學生，將已開始建立個人在通識教育及英語增潤科目的電子學習歷程檔案。
- A1.5 卓越教學推廣工作組於2010/11年度成立，在卓越教學獎得主的領導下，透過在全校分享卓越教學的實踐，提升教學質素。此外，教院亦定期為教職員及學生舉辦「中央廣場論壇」，就卓越教學方面交流意見及分享經驗，推廣意義深遠以及成效卓著的學與教。該工作組又製作錄像，將教學獎得主的心得紀錄下來，並上載至2011年3月推出的學與教網站，方便瀏覽。此外，題為「優而為師」的電子書將於2013年4月面世。本校亦計劃於2013年4月舉行有關學與教的全校活動。
- A1.6 在署理校長直接參與下，教學發展補助金項目小組委員會制訂了2012/13至2014/15三個年度全新的教學發展補助金計劃。計劃於2013年3月推出，並明確地以學生學習為焦點。全校性及學院的教學發展補助金項目均由學與教委員會集中管理，並採用相同的主題範疇，此舉有助教學發展工作配合教院的策略發展目標推展。主題範疇如下：運用電子學習促進學習者反思及參與、創新課程設計/課堂實踐，以及提升共同課程範疇的學習成果。

贊同 2

質保局贊同教院採用「教育為本，超越教育」的概念，並鼓勵該校更深入探討這個概念的涵義和意義，述明這個概念是所有學術課程（特別是師資教育課程）的基石。

- A2.1 本校對質保局贊同教院「教育為本，超越教育」的願景，深表歡迎。在這個願

景下，本校提供三類課程，其中兩類屬於教育為本課程，另一類則是非教育學科課程。

- A2.2 第一類教育為本課程是師資教育課程，完成課程後的畢業生可取得合格教師資格。第二類教育為本課程為本科生自費課程，課程畢業生不會取得教師資格，其目標是透過具備豐富教育內容的設計（課程以教學法及教育研習為主），提供教育相關的專修範疇（如大中華研究、體育科學、科學及網絡科技、音樂教育、健康教育及通識教育），為學校和非學校機構培養教育和培訓專才，以回應社會的需求。
- A2.3 2007年6月，本校向政府提交了未來十年的《發展藍圖》，正式申請正名大學。政府邀請教資會就《發展藍圖》內所提出的教院發展路向給予專家意見。教資會成立檢討工作小組，並於2009年2月發表《香港教育學院〈發展藍圖〉檢討工作小組報告》，建議本校提供多元學科的學習環境，以輔助教院培育高質素教師的核心角色，配合香港未來的發展。教資會隨後給予本校在人文學、社會科學和創意藝術及文化學科等範疇的第一年學士學位課程學額，讓本校開辦與師資教育課程相輔相成的非教育學科課程，豐富學生的全面學習經驗。至今，本校已增設語文研究、全球及環境研究、創意藝術及文化，以及心理學四個非教育學科課程。
- A2.4 教育為本及非教育學科課程的開設，提供了跨課程的協作機會，讓不同學科的學生作學術及專業的交流，有助豐富他們的學習經驗，開拓視野。多元學科環境不單提升明日之師的質素，還為學生提供更多的學科選擇及專修範疇，從而拓寬其學術及職業前景。
- A2.5 跨課程協作可以透過不同途徑達致。本科課程的共同課程範疇，包括通識教育、語文增潤、聯課學習及海外學習體驗，促進不同學科及專修範疇的學生之間的學術交流和啟發。開辦不同課程的科目能促進學生互動及探索，亦為學生提供更多科目選擇和彈性，以拓展學術深度和廣度。自2012/13年度，大部分科目均開放予不同課程的學生自由選修。學生還可以在其專修範疇以外，選擇副修或修習第二主修。另外，為鼓勵及確保所有學生能涉獵其課程範疇以外的科目，學生按規定須修畢所屬學院以外的一個選修科目。

贊同 3

質保局贊同教院為研究式深造課程制訂了穩當的政策，並提供適切的支援。

- A3.1 本校對質保局贊同教院為研究式研究生課程制訂了明確的政策並提供適切支援，深表歡迎。上述政策及支援的鞏固工作在質保局2011年的核證後一直持續，研究生院亦為此舉辦及支援多個活動。本校已制訂行動計劃，包括提升學生的研究經驗及能力、研究指導及課程發展等三方面。以下是活動重點。

(a) 提升研究生研究經驗及能力的措施：

- (i) 為了提供研究生在其論文以外更多的研究培訓機會，每名學生均獲安排附屬於校級或院級的研究中心，以促使他們積極參與中心內的研究活動；
- (ii) 為了提升學生的學習能力，修讀哲學博士課程的學生須參與教院研究中心舉辦的國際座談會及研討會，並和與會的知名學者作積極交流；
- (iii) 為提升學生的研究實力及進一步孕育研究文化，促進研究生和區內其他研究生的交流，本院於 2011 年開辦了國際研究生暑期學校。由於學生反應熱烈及參與院校的鼎力支持，第二屆國際研究生暑期學校暨研究生學術研究會議遂於 2012 年 6 月舉行。在暑期學校內，來自不同學科領域的研究生有機會參加工作坊，以進一步增進研究實力，並在不同主題的小組內發表研究；
- (iv) 研究式研究生課程所包含的重點科目，為學生在研究方法方面奠定穩固基礎。此外，又透過舉辦研究生學術研究講座系列，繼續培訓學生的高階研究技巧。上述講座聚焦於從事研究項目所涉及的關鍵問題，並致力提供一個能讓學生積極參與的研究環境；
- (v) 國際交流團及研究發展訪問為研究生提供更多接觸海外及開拓國際視野的機會。2012 年 3 月，教院首次舉辦國際交流團讓研究生到訪新加坡。作為一項增進知識的活動，學生在隨團期間與國立教育學院和新加坡國立大學的研究生、教職員及研究人員，一同參與學術交流活動，並出席哲學博士課程的課堂。此外，本校又鼓勵學生到其所屬學科領域的知名國際研究院校進行沉浸訪問；
- (vi) 為鼓勵及推動研究生進行優質研究，本校推出「研究生出版獎勵計劃」。計劃冀能為研究生提供一個研究及成果為本的環境，得獎學生必須以唯一或第一作者身份於知名期刊刊載文章。在 2010/11 及 2011/12 年度，本校每學年均頒出六個獎項；及
- (vii) 為鼓勵研究生在國際間發表研究，及與其鑽研範疇的其他學者進行交流，本校為他們提供財政支援，以出席會議、工作坊，及在國際研究中心 / 海外大學作沉浸訪問。他們從中獲得寶貴經驗，開拓國際研究視野，並加強與全球多個學術團體的聯繫。

(b) 加強研究指導的措施：

本校為資歷較淺的教職員舉辦研究指導工作坊系列，旨在提升他們指導研究生的專長與能力。應邀出席的學者來自本地及海外院校，在指導研究生方面有豐富經驗。由澳洲及英國學者分享經驗的三場工作坊，已於 2011/12 年度的第二學期舉辦；此外亦計劃每年舉辦兩至三場的工作坊。

(c) 加強課程發展的措施：

- (i) 本校實行小組指導模式，每名研究生被編派的指導小組均有一名首席導師及至少兩名副導師，他們都具備足夠的專業知識監督有關研究項目。研究生院在過程中會提供行政支援；
- (ii) 本校十分重視學生的回饋及意見，亦藉以提升指導工作。研究生院於 2011/12 年度曾進行「學生研究經驗適應及改進：香港教育學院高等學位指導評估問卷調查」。修訂後的研究指導經驗問卷首次在 2012 年使用，而現時亦繼續用以量度每年的研究指導質素；
- (iii) 為釐清研究生、導師及本校之間的相關權利及責任，本校為研究式研究生課程而設的研究生課程守則於 2010 年完成制訂並於 2012 年進行修訂。本校將定期檢討及更新研究生課程守則，以提升課程質素；及
- (iv) 為協助學生及導師監督學習進度，進度報告須每年提交，以確保所有學生的研究項目如期進行，並能於計劃規定的研究期限內完成課程。

A3.2 行動計劃摘要詳見附錄 1。

A3.3 研究生取得的進展，已足以印證行動計劃的整體成效。於 2010 年 6 月開始研習並於 2011 年完成首年課程的第一批研究生，已全部完成其資格考核。此外，首兩批學生中約有 45% 在研習期間已在國際期刊發表文章，兩名學生更獲校外頒發研究獎項。其後的學生則仍在修課當中。

A3.4 為令研究生進一步明白教與學的緊密關係，本校以教研連結的模式，支援研究生為本科課程的教學獻力，包括讓其任教其所屬學院的科目及通識教育科目。在 2012/13 年度，超過 40% 本校研究生參與校內教學工作。

A3.5 本校擁有香港教育及相關領域的龐大專家團隊，為本校研究生提供優質指導。為積極推動績效文化及表彰卓越教學(包括指導研究生)，本校設立了「教師表揚計劃」及「傑出教學表現校長獎項」，以表揚及鼓勵有傑出教學表現/成就的教職員。

IV 建議事項的進展

建議 1

質保局建議教院檢討學術委員會架構，釐清領導人員的責任，以及簡化委員會工作，確保各院系清楚了解並貫徹遵行全校適用的政策和質素提升程序。

R1.1 本校已採取行動精簡學術委員會架構，有關學術委員會架構的檢討工作已於 2011 年 6 月完成，並提出若干重大改善建議以重整架構、簡化行政程序，及釐清管理權責。

- (a) 簡化課程籌劃、發展、監督及評估的質素保證程序。在課程籌劃方面，教務委員會授權教務籌劃及發展委員會及研究與高等課程委員會審批課程籌劃，並分別監督籌劃院級的新本科課程及研究式研究生課程。在課程發展方面，現時由各學院委員會直接向教務委員會提交全面的課程建議書，而院長目前則負責涉及課程質素保證程序的課程發展。當前執行的課程質素保證程序以圖表形式列於附錄 2。
- (b) 因應學院及院長在課程質素保證角色的加強，學術質素保證委員會亦作出改革，其職能與學務規章委員會合併，成為新的教務政策及檢討委員會，負責監管學務規章及質素保證的基礎設施，以及全校的規章及政策事項。上述措施簡化了委員會的工作，開會次數由 2010/11 年度的十五次降至 2011/12 年度的七次，可見其成效。
- (c) 教務政策及檢討委員會同時肩負重任，向教務委員會就質素保證相關的原則、政策及程序，以及如何有效監管本校課程質素保證，提出建議。該委員會自 2011 年 9 月成立以來，已檢討及批核了多項重要政策，例如發展新三三四/五學制課程相關的人學及評核政策；檢討及制訂新的學生評核政策；制訂新政策以確保學校體驗質素；為研究式研究生課程、本科課程及副學士課程檢討及制訂新的質素保證機制及運作；檢討課程管理架構等。
- (d) 與其他本地大學的教務委員會屬下教與學委員會結構進行基準比較，及對委員性質作出重新檢討後，國際及大中華事務委員會和學生上訴委員會被抽離教務委員會，改為直接向校長匯報，以反映本校對邁向國際化發展的重視，並確保學生上訴委員會的獨立和公平。

R1.2 修訂後的本校委員會架構及其主要職能摘要見附錄 3。釐清委員會的角色及職能，目的是使運作更有效率及果效，而重整架構亦令教務委員會的數目由原來的十三個減至十個。此外，部分主要委員會的成員數目減少，則反映其策略/政策為本的性質，而成員組成的優化，則能避免相同類別的成員重疊。為政策發展及質素提升而制訂的主要委員會職能範圍及成員組合列於附錄 4。

- R1.3 教務委員會每年檢討其委員會架構及相關學術行政程序，以及委員會的職能範圍及成員組合。這被視為常規項目並列於教務委員會每學年 9 月召開的首次會議議程之內。
- R1.4 在院級及系級的課程委員會方面，教務政策及檢討委員會於 2012 年初進行全面研究，以探討減少相關委員會數目的可能。運作效能及政策連貫是該次檢討的主要目標，本校最終決定每個學術部門於其權限範圍內成立一個專業進修課程的課程委員會。

建議 2

質保局建議教院應盡快述明擬制訂的全校適用框架，以便持續推行「成果導向學習」，使全校、課程、科目和學習者的學習成效互相配合。

- R2.1 本校矢志將學生學習作為教與學過程的核心。儘管教資會有關教與學的成果為本學習建議已經定案，本校將繼續以教與學過程為焦點，集中協助學生達致學習成果，培育學生成為優秀的專業人才、勇於承擔的知識份子及關懷社會的公民。因應質保局的建議而制訂的《實踐「成果為本學習」全校適用的概念框架》列於附錄 5。
- R2.2 成果為本學習框架將不同層次的學習成果（即通用（全校）、課程及科目）「緊密而明顯地連繫」，同時亦將教與學、評估活動與策略跟學習成果相互結合。科目及課程發展範本已準備就緒，以促進在不同層面的學生為本課程籌劃工作。
- R2.3 評估學生學習成果是首務，為此而推行的措施如下：
- (a) 學與教委員會提倡使用電子學習歷程檔案，以鼓勵學生監察及管理個人在校內的學習歷程。教學發展補助金已應用於開發此項目；
 - (b) 制訂自我評估工具「評估通用學習成果」問卷（附錄 6），並將在學生修讀課程的主要階段使用，就學生在通用預期學習成果方面的進程，向學生及教院提供回饋；及
 - (c) 重新設計僱主及畢業生意見調查，以蒐集持份者對上述通用成果在職場上適用程度的意見。

建議 3

質保局建議教院檢討學系與學院之間的關係，確保學院院長有足夠權限擔任學術領導，使教學課程能持續發展。

- R3.1 教務政策及檢討委員會就課程擁有權及管理權責進行檢討，冀能更清晰釐定課程管理架構，並提升院長在院級課程質素保證問責的領導地位。因應該委員會

在 2011 年 10 月 19 日會議中提出的建議，教務委員會通過於 2012/13 年度實施課程管理架構修訂建議。修訂後架構的重點摘要如下：

- (a) 院長須為學院的教學課程、學術及研究、教職員表現及財政狀況負責。獲院長委任主持各課程委員會的副院長或課程統籌主任，將協助院長制訂政策及方向，全盤領導學院教學課程的發展、執行及檢討工作，並且參與涉及課程實踐的相關教務事項。而各課程委員會則須向其院長匯報，並輔助院長落實學院在質素保證及學與教領域的願景及目標；
- (b) 為加強課程管理的果效及效率，課程委員會現於課程管理方面的角色將更清晰和重要。因此，課程委員會職能範圍和成員組合已被修訂，以減少行政責任及加強其於質素保證主要範疇：教與學、課程發展、管理及實踐的工作，包括監督課程運作及質素、制訂入學政策、通過檢討年度課程報告監督課程運作、商議及策劃以改善課程質素方面（[附錄 7](#)）；及
- (c) 為避免課程委員會的數目過多，校方要求各學院透過簡化程序減少該類委員會的數目，例如在每個學系成立一個課程委員會管理專業進修課程，藉此將數目由十三個減至九個。

建議 4

質保局建議教院擬備應變管理計劃和國際化策略，引導該校逐步實現「教育為本，超越教育」的願景。

變革管理計劃

- R4.1 在策略發展計劃的指引下，本校正穩步轉化，亦注意到有需要管理變革過程，確立方向及必須進行諮詢及收集意見。本校因而檢討及強化變革管理計劃的措施及程序，以邁向成為教育大學的目標。經過廣泛諮詢後，高級管理層委員會於 2012 年 12 月 27 日通過《變革管理計劃 2013-16》，詳見[附錄 8](#)。
- R4.2 《變革管理計劃 2013-16》的制訂，乃建基於高級管理層對過去三年(2009-12)變革管理成效的檢討，以及於 2012 年 2 月至 11 月對相關持份者（包括本校的委員會、學院、學術部門及行政辦公室）的廣泛諮詢及討論的結果。本校為 2013 至 2016 年提出變革管理計劃包括兩級層次：(i) 第一級層次是主要功能領域的校級委員會，以及學術和行政單位的變革管理；及 (ii) 第二級層次是校長、副校長、高級管理層委員會及教務委員會的變革管理。
- R4.3 在第一級層次中，校級委員會及學術和行政單位就委員會/單位於 2009 至 2012 年間的發展計劃成果進行評估。期間，相關單位各自反思其實踐過程及相關策略，以確定優化的部分，以及如何繼續在新的變革管理計劃中獻力。而確立連繫機制以助制訂日後的發展策略，同樣重要。

- R4.4 在第二級層次中，高級管理層會考慮所有單位提出的意見，並根據有關資料，加強在單位層面的現行變革管理計劃，並同時改進其於校內的變革管理角色。高級管理層的關注焦點，在於監督及管理不同領域之間—包括教育及非教育、學科研究與教學，以及學術與行政之間—在 2013 至 2016 年落實變革計劃時產生的連繫困難或緊張關係。基於上述意見及討論，本校就變革管理概念中的四個轉變（轉化）領域在校內進行了廣泛討論。
- R4.5 在制訂 2013 至 2016 年變革管理計劃期間，各委員會及學系的內部及跨部門的溝通得以提升。為確保變革管理計劃取得成功，本校將於整個轉變過程中繼續與所有主要持份者保持溝通。

國際化

- R4.6 於 2011 年 11 月，高級管理層委員會通過成立國際及大中華事務委員會，以取代前稱的國際及內地教育委員會。新委員會的其中一個重要任務，是制訂策略以推廣國際化及促進與內地及大中華地區的學術交流。教務委員會在 2012 年 6 月 27 日通過有關《國際化策略》。有關政策確定了國際化的重要策略，並提出未來三年的里程碑。《國際化策略（2012-2016 三年期）》詳見附錄 9。
- R4.7 依照本校《策略發展計劃 2013-2016》而制訂的《國際化策略》重點如下：
- (a) 加強區域與全球關係
 - (i) 迄 2016 年擴展區域及海外大學網絡達 30%，以拓闊國際學生的生源。
 - (b) 提升學生在區域及國際間的學習經驗
 - (i) 於 2012/13 年度起，實踐新的國際化政策，為每名教資會資助的本科生，提供港幣一萬元的財政支援，以提升其於亞洲區內或國際學習經驗；
 - (ii) 迄 2016 年將全日制非本地學生的數目維持在 16%；
 - (iii) 迄 2016 年將外地到港交流生及本地出國或到區內交流生的數目增加 15%；及
 - (iv) 迄 2016 年增加 30%的國際（非本地及非內地）研究生。
 - (c) 建立區域領導地位
 - (i) 通過由本校創辦的亞洲地區教育大學校長論壇及亞太領導圓桌會議，鞏固連繫；及
 - (ii) 加強與國際組織，例如聯合國教科文組織、世界大學聯盟、東亞社會政策網絡及亞洲開發銀行進行學術及研究活動。
- R4.8 國際及大中華事務委員會將每年檢討國際化的措施。

建議 5

質保局建議教院盡快制訂和實行主要表現指標和表現指標架構，在這個轉變迅速的時期衡量邁向全校層面的目標的表現和進度。

R5.1 在高級管理層委員會的指引，以及學術、行政和研究與發展三位副校長的協同努力下，本校就主要表現指標/表現指標制訂了全面的發展方案。主要表現指標初定為教與學、研究、知識轉移、國際化及設施；其他考慮中的主要表現指標，包括財務、管治及職員。本校現正制訂教與學、研究、知識轉移及設施的主要表現指標/表現指標，並訂定有助反映及支持本校目標的評估指標。

R5.2 為方便說明，茲將在教與學方面的五個策略指標臚列如下，相關的規劃文件詳見附錄 10。

- (a) 策略指標 1: 培育優秀畢業生
- (b) 策略指標 2: 確保優質的教與學過程
- (c) 策略指標 3: 加強教學與研究之間的連繫
- (d) 策略指標 4: 為學生提供廣泛及多元化的學習體驗
- (e) 策略指標 5: 為研究生提供優質的教育體驗

上述五項策略指標蘊含本校願景，也展現投入、過程及成果三個概念階段，有關圖示見於附錄 10 圖表一。主要表現指標/表現指標能為達致目標提供實證。經討論後，本校同意這是可行、有效率及有意義的量度表現的方法。

R5.3 附錄 10 圖表二顯示如何將此框架於校內貫徹實施。課程、學院及全校各層面均使用載有共同指標的報告範本提交報告，既能達致目標的一致性，同時反映所有指標的表現（實現匯報功能）以及來年須採取的行動（實現規劃功能）。圖表二第三階段的描述體現了框架內循環完善的品質圈原則。

R5.4 學與教委員會於 2013 年 3 月就主要表現指標/表現指標初步收集的數據進行討論。主要表現指標的例子見於附錄 11。整系列教與學的主要表現指標/表現指標及目標將於 2013 年底完成，至於其他訂定範疇的主要表現指標/表現指標預計於 2014 年底準備就緒。

建議 6

質保局建議教院釐清課程檢討程序各個方面，包括收集校外人士意見的機制，以及因應校外覆審規定釐訂課程檢討的周期。

R6.1 本校堅守質素保證及提升，並採取不同機制，邀請校外人士就本校課程檢討給予意見。概括而言，本校於三個階段從校外人士所提供的意見中獲益：

- 課程發展—校外評審小組/校外評審員
- 課程實施—校外考試委員/校外評審員
- 定期課程檢討—校外評審小組

R6.2 校外人士就課程發展、課程實施及檢討提出的意見摘要如下。

(a) 課程發展

新課程進行的校外評審，可以透過校外評審小組進行現場探訪，或校外評審員作出書面評論的方式進行。評審小組或校外評審員的組成按課程而定，一般情況下須包括至少三名專家，而他們分別來自以下三項類別，包括 (i) 來自海外的高級學者/專家（主持該小組）；(ii) 學術界人士；及 (iii) 專業人士/僱主。新課程校外評審的細節安排詳見於《課程質素保證員工手冊》；相關摘要見附錄12。

(b) 課程實施

校外考試委員會的制度是課程的主要質素調節框架。本校均為每一課程或同類型的一組課程委任一位課程校外考試委員。校外考試委員角色詳列於《校外考試委員會制度之政策指引》；相關摘要見附錄13。

(c) 定期課程檢討

因應建議6，由協理副校長（學術質素保證）領導下的教務政策及檢討委員會就校外人士提供意見的機制及程序進行檢討。該委員會同意刪除本校課程檢討程序中不一致的部分，其後於2012年12月通過修訂的課程檢討程序。所有現行課程將受限於以下兩個階段的定期課程檢討：

(i) 初步定期課程檢討

初步定期課程檢討通常在該課程產生首批畢業生的下一學年進行，由校外評審小組負責。

(ii) 跟進定期課程檢討

跟進定期課程檢討通常以五年為一個周期，首次跟進檢討安排於初步定期課程檢討後第五年進行，由校外評審小組負責。

R6.3 修訂後的課程檢討詳情列於《課程質素保證員工手冊》；相關摘要見於附錄12。

R6.4 正如質保局評審小組所指出，目前校外考試委員會制度並不適用於教育碩士及教育博士課程。本校現時是透過校外評審員作定期監察及評估該兩個課程。然而，借助校外人士監察課程質素需要一致性，這點毋庸置疑；而研究生院將於2013/14年度全面檢討教育碩士課程，屆時將一併研究有關校外考試委員的事宜。

建議 7

質保局建議教院制訂統一全校適用的課程架構，述明「教育為本，超越教育」概念是課程設計的基礎，確保所有課程均體現該校的信念和抱負。

- R7.1 由副校長（學術）擔任主席的本科共同課程範疇督導委員會於 2011 年 12 月成立，該委員會隸屬教務籌劃及發展委員會，負責監督及協調新設的本科共同課程的推行。其後制訂了《「教育為本，超越教育」願景下的總體課程架構》，列於附錄 14。
- R7.2 總體課程架構涵蓋學科知識以及本科共同課程範疇，後者被稱為四大支柱，即通識教育、語文增潤、聯課學習及海外學習體驗。從主修、選修及副修範疇中所獲得的學科知識，既能深化專修範疇，亦擴闊學術以至專業培訓的廣度。通識教育及語文增潤能增進通用知識及可轉移的技能；聯課學習和海外學習體驗則有助理論和實踐相互整合。在總體課程架構下，教育為本及非教育學科課程可在不同層面發揮協同效應，包括：
- (a) 透過雙主修學科達致協同效應；
 - (b) 開放不同課程的科目，及共享學習資源，給予更廣泛的選修科目選擇；
 - (c) 透過通識教育、聯課學習科目及/或活動，讓不同學科領域的學生交流意見及互相切磋；
 - (d) 多元學科的校園有助學生互動和交流；及
 - (e) 提供促進教與學的多元學科環境。
- R7.3 本校於 2011/12 學年推行聯課學習及通識教育科目試行計劃，藉此積累經驗及收集參與教職員、學生及有關單位的意見；並因應所收集的意見及數據分析，作出相應的修訂和改進，例如落實聯課學習的評估機制及科目內容。

建議 8

質保局建議教院制訂教學法主導的政策和策略，據此發展資訊及通訊科技基礎設施，以支援學習。

- R8.1 本校致力設計科技優化學習環境，以支援學生的全面學習體驗。在數學與資訊科技學系系主任領導下的電子學習工作組，制訂了電子學習發展政策及策略的建議書，列出電子學習環境的四大範疇，即 (i) 領導與管理；(ii) 電子學習資源及環境；(iii) 學與教的教學法；及 (iv) 學生學習歷程及學習成果管理。該建議書同時就如何達致政策的目標，提出策略、時間表及里程碑。學與教委員會在 2012 年 7 月 5 日的會議原則上通過該建議書。《教育學院電子學習政策及策略建議書》的摘要見附錄15(a)。電子學習策略政策已付諸實行，有關執行的指標及時間表詳情見於附錄15(b)。

- R8.2 為落實有關策略以確保學生能在豐富的電子學習環境裡學習，工作組負責制訂及監督資訊科技能力測試的推行。該測試於2012年11月首次進行。工作組正研究資訊科技能力測試以外的其他措施，將資訊科技融入學生日常學習活動以迎合其長遠需要。
- R8.3 為使學生能從電子學習環境投入學習及培養反思能力，工作組於2012/13年度試驗推行「自攜數碼裝置」計劃，讓學生在科技豐富的環境中參與學習。另一項試行措施是運用數碼教室，整合面對面交流與網上平台相互討論的學習，例如網上小組使用Edmodo或其他社交學習平台，以延伸數碼教室到實際環境的學習。此項措施亦有助協作學習的推行。在不久的將來，工作組也考慮選定某些課程推廣「一科目一電子課」的計劃。

建議 9

質保局建議教院加快制訂全面的語文政策，以配合該校的目標和重點工作，並特別考慮語文增潤課程應否計算學分和這些課程的目標。

- R9.1 新制訂的語文政策是其中一項提升本科生兩文三語能力(廣東話、英語及普通話)的策略，教務委員會於2011年11月通過適用於全日制本科課程的新語文政策，並於2012/13學年實施。本校在制訂新語文政策的過程中曾進行廣泛諮詢。語文政策的首要任務是提升學生的溝通技巧，以達致「三語實務運用能力」的目標，當中包括制訂英語及普通話的語文「出關」要求、開設更嚴謹的語文增潤課程，以及提供正式及非正式的支援措施，例如增加以英語授課科目的比率，以締造優良的英語學習環境。
- R9.2 自2012年9月開始，所有修讀本校全日制本科課程的學生（銜接學位或轉制課程除外）均需符合英語及普通話的語文「出關」要求。個別課程（如主修中文或英文）可制訂更高的語文「出關」要求。
- R9.3 所有全日制本科生在完成語文增潤課程後均可獲資助參與國際英語水平測試 (IELTS) 及普通話水平測試。
- R9.4 由語文教育中心提供的英文、中文及普通話語文增潤課程經優化後，重點發展學生的學術及相關學科的語文能力，以及會話及寫作能力。此外，本校推出會話及寫作輔助課程、免預約的語文諮詢服務、網上自學教材，以及使用電子學習歷程檔案，以幫助學生反思個人在語文學習的成效。
- R9.5 本校明白在語文增潤課程加入學分，是其中一個推動學生加強學習的途徑，可藉此改善學習成效。目前所有本科生¹ 必須修讀兩科各佔三學分的英國語文增潤科目，以及兩科不含學分的英國語文增潤科目，另可選修國際英語水平測試預備科目。此外，根據新的語文政策，從2012/13年度起，所有本科生²（准予豁免者

¹ 主修中文者除外。主修中文者須修讀6個學分的中國語文增潤課程，另於首年修讀兩個不含學分的英國語文增潤科目。

² 修讀自資課程的學生，三科中國語文增潤課並非必修課。

除外) 將要修讀三科中國語文增潤科目, 及最少一科普通話科目。基於課程空間所限, 假如所有語文增潤科目均計算學分, 就需削減其他畢業要求, 例如主修、副修、通識教育、教學實習、實習等。

- R9.6 為培育兩文三語俱佳的畢業生, 本校成立了語文政策委員會, 全面檢視語文增潤支援措施, 並向管理層提出切實可行的建議(如加快國際化的工作, 增加以英語授課科目的比率)。由協理副校長(課程發展)領導的語文政策委員會將進一步探討上述議題, 並同時監督語文政策的推行; 亦會就整體設計及各項指標(例如對師生支援的質與量、語文增潤課程的內容與編排及評估工具等)進行緊密監測及定期檢討政策成效。

建議 10

質保局建議教院善用學校體驗最後階段提供的機會, 評核學生是否取得預期的課程學習成效。

- R10.1 學校體驗是本校學生成為明日教師的學習核心, 使他們能夠發展成為專業教師。院校協作與學校體驗事務處聯席總監領導並兼任主席的學校體驗工作小組, 於 2011 年 12 月成立, 其主要職責是整合學校體驗目的、學習評核及評估工具以緊扣課程預期學習成果; 特別參照學生在教學實習的最後階段的學習成效, 重新設計評估模式及工具; 在整個過程中, 就學校體驗活動提供意見, 並促進學系、課程及伙伴學校之間的溝通。
- R10.2 該工作小組檢討了現行學校體驗框架, 並制訂一個修訂框架。該修訂框架採用「成果為本」學習方法, 並反映由師訓與師資諮詢委員會制訂的教師專業能力理念架構(2003)、本校的 4Cs (對學生的四項主要人格及專業特質要求)學習及教學框架及本校教育學士課程的 7 個通用預期學習成果及課程預期學習成果。新的「成果為本」學校體驗框架摘錄見於附錄 16。
- R10.3 修訂後的框架包含十個新的學校體驗預期學習成果。有關學校體驗預期學習成果均能吻合現有教育學士學位課程及學位教師教育文憑課程預期學習成果、師訓與師資諮詢委員會的教師專業能力水平, 以及本校的「成果為本」框架。列於附錄 17 的圖表展示了學校體驗預期學習成果與現有教育學士學位(榮譽)(小學)課程預期學習成果的配對。本校為十個學校體驗預期學習成果制訂了一系列評級標準, 這些評級標準進一步指導及規範學校體驗評估項目(即教學視導及學習歷程檔案)的評級標準。學生需於畢業前(即最後階段的學校體驗)達致所有學校體驗預期學習成果。
- R10.4 電子形式的學習歷程檔案將成為學校體驗的評估工具。學習歷程檔案能為學生的學習進展提供全面整合的證明, 並提供反思的機會。預料學生教師透過積極參與學校體驗活動和評估, 將能展示學校體驗學習的全部十個學校體驗預期學習成果。

- R10.5 學校體驗除旨於發展學生的能力，又須發揮把關的功能。因此，本校會同時採用進展性及總結性評估模式以評估學生教師的表現。在教學實習的初段，本校會為實習生提供有關完成教學實習及學習歷程檔案的明晰指引，並透過給予及格和不及格等級顯示學生在教師專業的適合程度。評估的本質是建立並支援學生，使學生在學校體驗過程中，循序漸進地學習。在教學實習的最後階段，學生將獲得清晰而較為具彈性的指引，以完成學校體驗的學習。師訓學生將獲四個等級評估，包括：優異、良好、及格、不及格。所有學生在學校體驗中需至少取得及格等級方能畢業。
- R10.6 因此，建議的「成果為本」框架為學生提供機會，展示其學習進展及學校體驗的學習成效，並在他們畢業時顯示達致課程預期學習成果方面的成就。框架的制訂會全面諮詢校外評審員及不同委員會。建議書獲得教務籌劃及發展委員會轄下本科共同課程範疇督導委員會支持試行及進一步發展。
- R10.7 院校協作與學校體驗事務處、各學院及學系通過與課程委員會緊密合作，以確保能實現建議書的目標及質保局提出的典範。在運作層面，院校協作與學校體驗事務處提供專業及行政支援，以協助落實改革建議。以目前學校體驗的資源分配模式來看，各學系須在學術及教職員專業貢獻方面作出全力支援及問責。院校協作與學校體驗事務處正計劃培訓學校體驗導師，並與他們溝通，期望能繼續改進評估工具及框架。
- R10.8 本科共同課程範疇督導委員會於 2012 年 8 月 23 日舉行的第六次會議上，通過建議中的學校體驗框架，於所有 2012/13 年度的全日制教育學士課程及 2014/15 年度的學位教師教育文憑課程中推行。修讀有關課程的學生將於 2014/15 年度後進行教學實習。然而，在框架正式實施之前，一系列兩個周期的先導試驗計劃正於 2012/13 及將於 2013/14 年度在現屆的教育學士及學位教師教育文憑課程學生推行，以確保 2014/15 年度大規模推行時暢順和有效。先導試驗計劃的詳情見附錄 16。
- R10.9 院校協作與學校體驗事務處的管理委員會已撥出特別項目經費，以試行新學校體驗框架及為兩個周期先導試驗計劃的成效作評估。此外，多個配合新框架目標的學校評估工具亦已於 2012/13 年度及將於 2013/14 年度作出修訂及試驗，以量度框架的成效。評估工具包括：
- 學校體驗評估；
 - 學員在校表現回饋表；及
 - 學員在校中期表現回饋表。

建議 11

質保局建議教院制訂全面的綜合評核政策，就全校採用劃一的基本評核原則，提供指引。

- R11.1 教與學要取得成效，學生的學習評核十分關鍵。教務政策及檢討委員會於 2011 年 9 月成立了一個有關學生學習評核的政策發展工作小組。在協理副校長（學術質素保證）的領導下，該工作小組對多個持份者，包括各學系及相關之學與教委員會進行諮詢，並制訂出一套學習評核政策。而該政策已於 2012 年 6 月 27 日獲教務委員會通過。《學生學習評核政策》列於**附錄 18**。
- R11.2 該政策旨在提供一個框架，評核學生於正式或非正式途徑的學習。它與本校一直重視的學生學習成果理念互相配合（見對建議 2 之回應），並把科目目標及學習活動跟評核結合起來，甚至連繫到所有學習模式，包括正規課程、指導研究、自主學習、沉浸及交流經驗、學校體驗等。此外，由於政策對學生、本校以及社區均扮演策略性的角色，故其所包含的評核，比那些單聯繫到課程的更為廣泛，特別是通用學習成效方面。
- R11.3 為推動有關政策的實施，教務政策及檢討委員會於 2012 年 6 月 13 日通過開展《學習評核政策的執行指引》的諮詢工作。有關指引連同前述的政策，已於 2013 年 2 月透過各學系完成了諮詢及檢討工作，並預期於 2013/14 年度的第一個學期全面實施。

建議 12

質保局建議教院檢討如何運用學生意見的數據，以確保在課程層面妥善綜合從所有渠道收集到的數據，並根據所得的數據採取行動，讓學生知道校方因應他們的意見採取了甚麼改善措施。

R12.1 學生在提供教學回饋方面扮演重要角色，因此確認其角色並且讓他們知道回饋的用途，十分重要。在協理副校長（學術質素保證）的領導下，教務政策及檢討委員會檢討有關教學評估調查的機制，並推出多項改進建議，以更妥善運用所收集的數據。於 2012 年 6 月 13 日，教務政策及檢討委員會通過以下改進建議，有關建議亦已向教務委員會滙報：

(a) 科目大綱

修訂《科目大綱模版指引》，並提供機會給教職員按學生意見，就科目改善建議作出回應（見**附錄 19**）。在 2013/14 年度初行時，有關規定乃選擇性措施。教務政策及檢討委員會將於試行一整年後，監督其成效及檢討其推行情況，以決定是否將之定為必須措施。

(b) 教學評估問卷

(i) 為增加使用學生回饋的資料，現有教學評估問卷經修訂後，加入新段，讓教職員及學生清楚知道從教學評估問卷收集得來的資料，將用於改善教學與學習。新加段落內容如下：

「為改善學與教，從問卷收集所得資料，將向相關課程主任、系主任、

院長、管理層等滙報，以便作出所需跟進行動，並將於師生諮詢會議上討論。」

- (ii) 教務政策及檢討委員會檢討及修訂了與教學評估問卷相關的建議跟進行動清單，包括通過師生諮詢委員會向學生提供直接回饋（見以下 R12.1(c)），詳列於附錄 20。

(c) 師生諮詢會議

師生諮詢會議是學生與教職員溝通的正式渠道。為了確保已採取跟進行動處理學生在諮詢會議上提出的回饋和意見，特此設計的一份紀錄表模版（附錄 21）將於 2013/14 年度應用。課程委員會有責任向師生諮詢會議滙報已採取的跟進行動。跟進行動同時須寫入每個課程的年度課程報告中，向學院委員會滙報，而學院委員會的學生代表亦可在適當情況下，為改善教與學提供進一步的回饋。

- R12.2 師生諮詢會議、課程委員會及學院委員會形成一個回饋圈，收集及考慮學生的回饋，以及就有關回饋提出改善建議。為改善課程層面的教與學而整合使用的學生回饋資料摘要列於附錄 22。

附錄

附錄號	對贊同/建議事項 的回應	
1.	A3	為提升研究式研究生課程學生研究經驗及能力、研究指導及課程發展而制訂的行動計劃
2.	R1	課程質素保證員工手冊：課程質素程序摘要
3.	R1	擬議教務委員會架構
4.	R1	教務委員會及其主要委員會的職能範圍及成員組合
5.	R2	實踐「成果為本學習」全校適用的概念框架摘要
6.	R2	評估通用學習成果問卷摘要
7.	R3	課程委員會一般職能範圍及成員組合
8.	R4	變革管理計劃 2013-16
9.	R4	國際化策略（2012-2016 三年期）
10.	R5	香港教育學院教與學主要表現指標的制訂、發展及應用框架摘要
11.	R5	教與學的主要表現指標/表現指標例子
12.	R6	課程質素保證員工手冊：新課程評審及現行課程檢討程序摘要
13.	R6	校外考試委員會制度之政策指引摘要
14.	R7	「教育為本，超越教育」願景下的總體課程架構摘要

附錄號	對贊同/建議事項 的回應	
15(a).	R8	教院電子學習政策及策略建議書摘要
15(b).	R8	達致電子學習政策目標的電子學習策略
16.	R10	學生教師學校體驗學習架構建議書摘要
17.	R10	學校體驗預期學習成果與教育學士學位 (榮譽) (小學) 課程預期學習成果的配對
18.	R11	學生學習評核政策
19.	R12	科目大綱模版及科目大綱模版指引
20.	R12	教學評估問卷相關的建議跟進行動清單
21.	R12	就使用學生回饋資料改進教與學所採取的跟進行動的紀錄表
22.	R12	使用學生回饋資料改進教與學

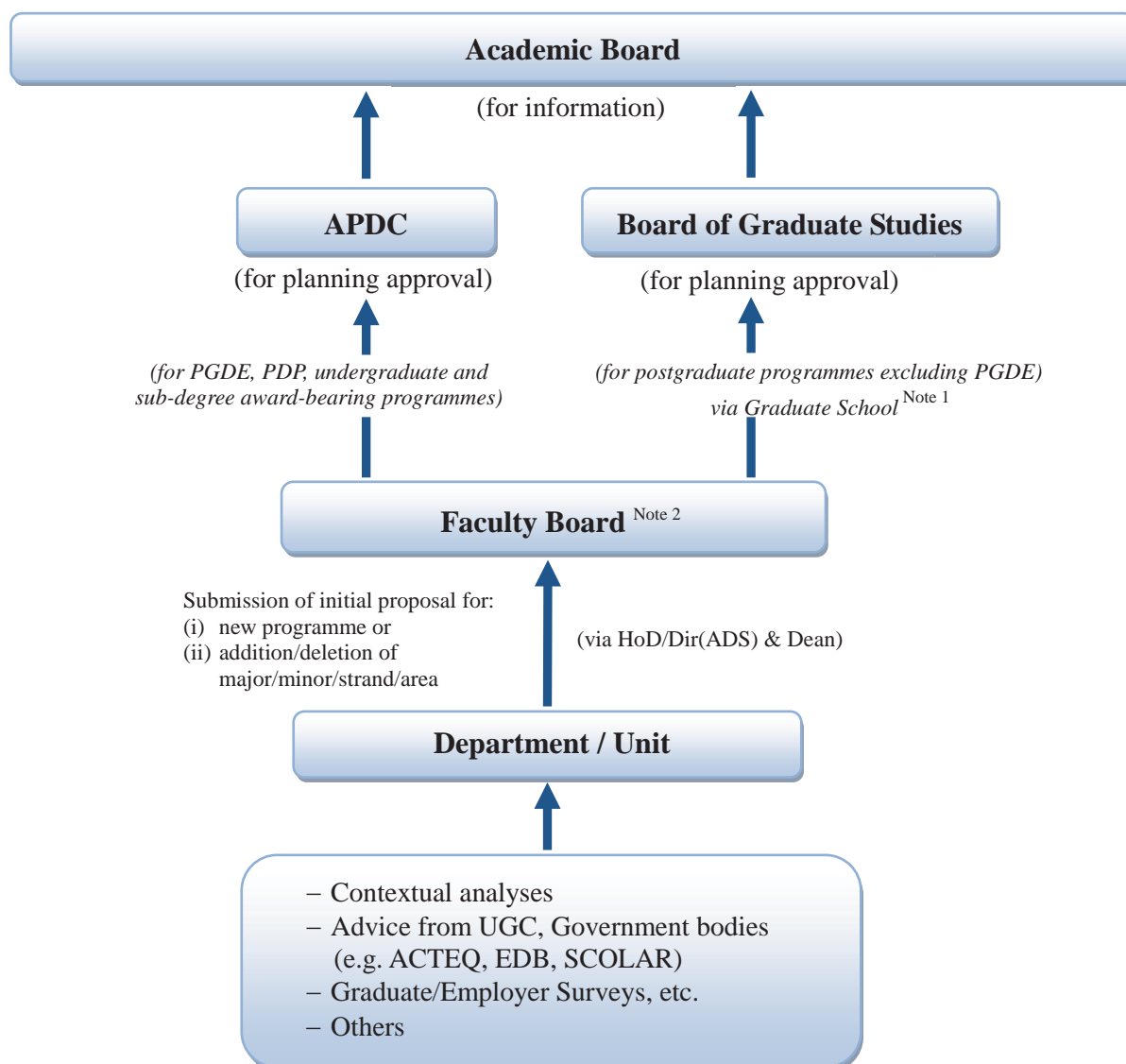
THE HONG KONG INSTITUTE OF EDUCATION

**A Summary of Action Plans for the Enhancement of
Research Postgraduate Students' Research Experience and Competence,
Research Supervision and Programme Development**

No	Activities	Expected Completion Date	Responsible Units & Resources
Enhancement of Students' Research Experience & Competence			
1.	Affiliation to Institute-level or Faculty-level research centres	<ul style="list-style-type: none"> completed for existing students ongoing for new cohorts 	Facilitated by Graduate School
2.	International summer school & postgraduate research conference	<ul style="list-style-type: none"> at least once every 2 years (recent round in June 2012) 	Organized and funded by Graduate School
3.	Graduate studies research seminars	<ul style="list-style-type: none"> ongoing 	Organized by Graduate School
4.	International Experience <ul style="list-style-type: none"> International exchange tour Individual (student) immersion visit to international research centres 	<ul style="list-style-type: none"> at least once every 2 years (recent exchange tour in March 2012) immersion visit ongoing 	Organized by Graduate School and funded by Institute's International Study Visit Fund
5.	Postgraduate Student Publication Awards	<ul style="list-style-type: none"> Yearly (most recent round in June 2012 for academic year 2011/12) 	Arranged and supported by Graduate School
Enhancement of Research Supervision			
6.	Research supervision workshops	<ul style="list-style-type: none"> ongoing 	Organized by Graduate School
Enhancement of Programme Development			
7.	Appointment of supervisors using team supervision approach, including the appointment of young researchers as associate supervisors	<ul style="list-style-type: none"> completed for existing students ongoing for new cohorts 	Coordinated by Faculties & Graduate School and approved by Board of Graduate Studies
8.	Adaptation & refinement of Student Research Evaluation Questionnaire (SREQ) for use in HKIEd	<ul style="list-style-type: none"> completed in June 2012 	Conducted by Graduate School and funded by Institute's Teaching Development Grant
	Conduct student evaluation of research supervision using SREQ	<ul style="list-style-type: none"> yearly 	
9.	Periodic revision of Code of Practice	<ul style="list-style-type: none"> periodically 	Conducted by Graduate School
10.	Annual progress report submitted by research postgraduate students	<ul style="list-style-type: none"> annually 	Coordinated by Graduate School

THE HONG KONG INSTITUTE OF EDUCATION

**Extract from the Staff Handbook on Programme Quality Assurance
- Programme Quality Assurance Processes**

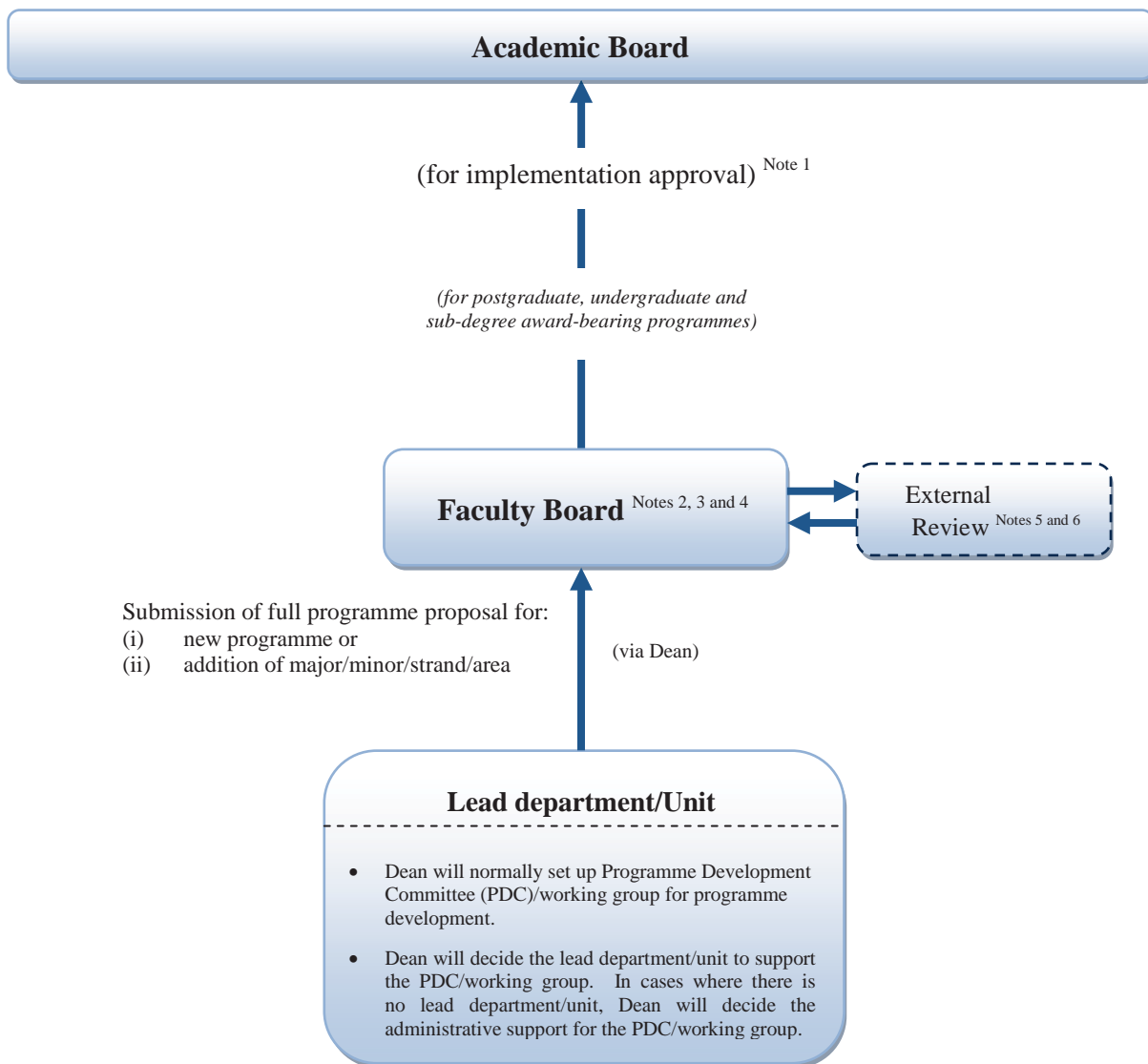
Figure 1 - Programme Planning Mechanism

Note 1 For Institute-level or inter-Faculty postgraduate programmes (excluding PGDE), the Graduate School will initiate and submit initial proposal to BGS for planning approval.

Note 2 For initial proposals which may not necessarily be originated from academic departments/unit, FB may initiate to put forward initial proposals to seek planning approval.

15 January 2013

**Figure 2 - Programme Development Mechanism
(after obtaining programme planning approval)**



Note 1 For new programmes not related to education, external validation by HKCAAVQ will be required after obtaining AB approval.

Note 2 For Professional Development Programmes, full proposals will be submitted to Faculty Board for implementation approval.

Note 3 For the introduction of new specialized area and area of focus in the Doctor of Education / Master of Education programme, the standard guidelines on the programme planning mechanism (Figure 1) will be followed. Upon receipt of the planning approval from BGS, the approval procedure of the full proposal will follow the programme development mechanism. The nomination of external review panel or external reviewers has to be endorsed by BGS.

Note 4 It is optional for the Faculty Board to involve the participation of/or consult member(s) from other faculty during the programme development process on a need basis.

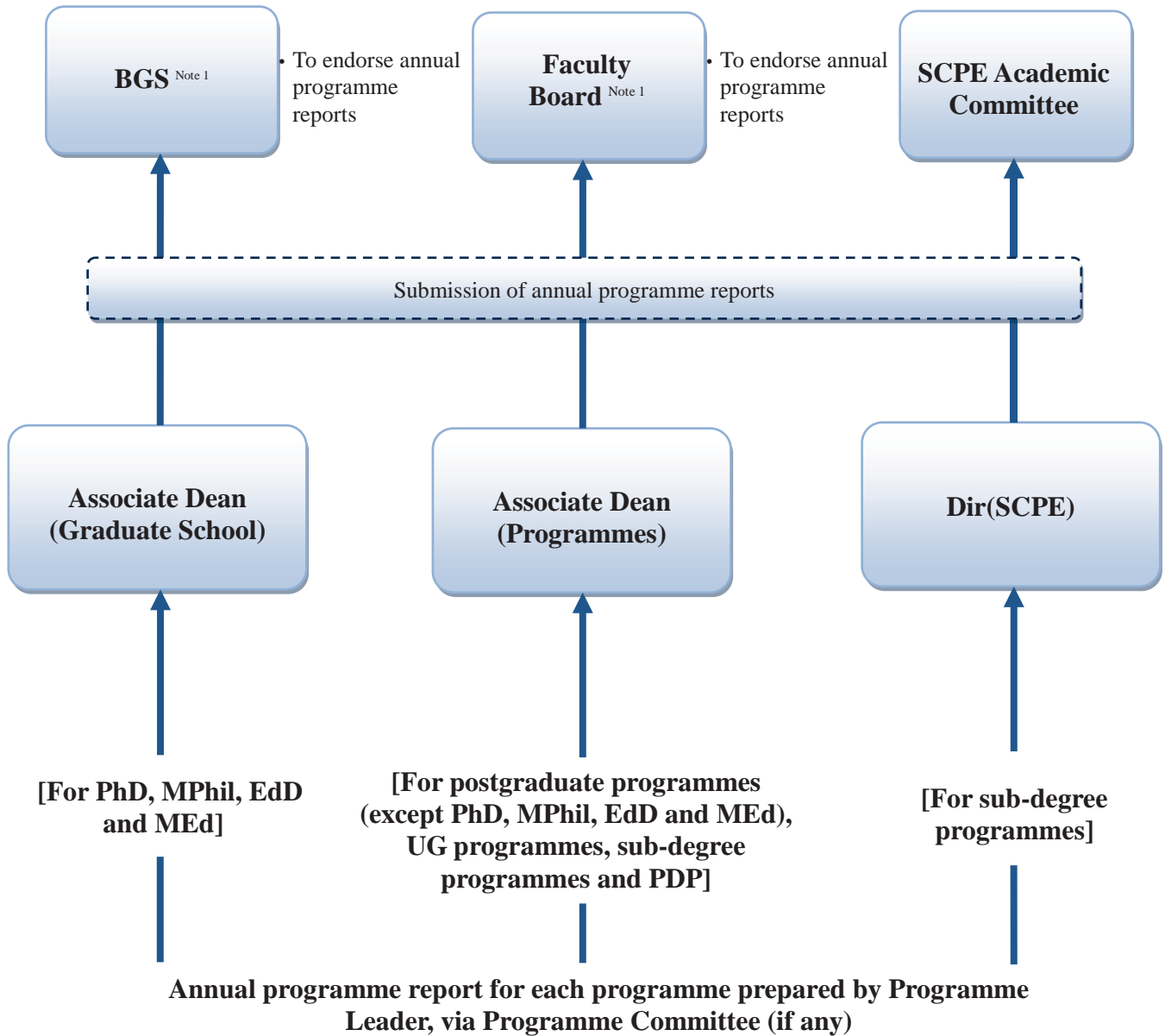
Note 5 External review may be in the form of an external review panel conducting an on-site visit or invitation of written comments from external reviewers, etc. The review panel membership and list of external reviewers, etc. will require endorsement from Board of Graduate Studies/ Faculty Board as follows:

- (a) PhD, MPhil, EdD and MEd programmes – Board of Graduate Studies
- (b) postgraduate (other than PhD, MPhil, EdD and MEd), undergraduate, sub-degree award-bearing programmes – Faculty Board

Note 6 For development of new Minors, it is not mandatory to go through external review at Faculty level.

15 January 2013

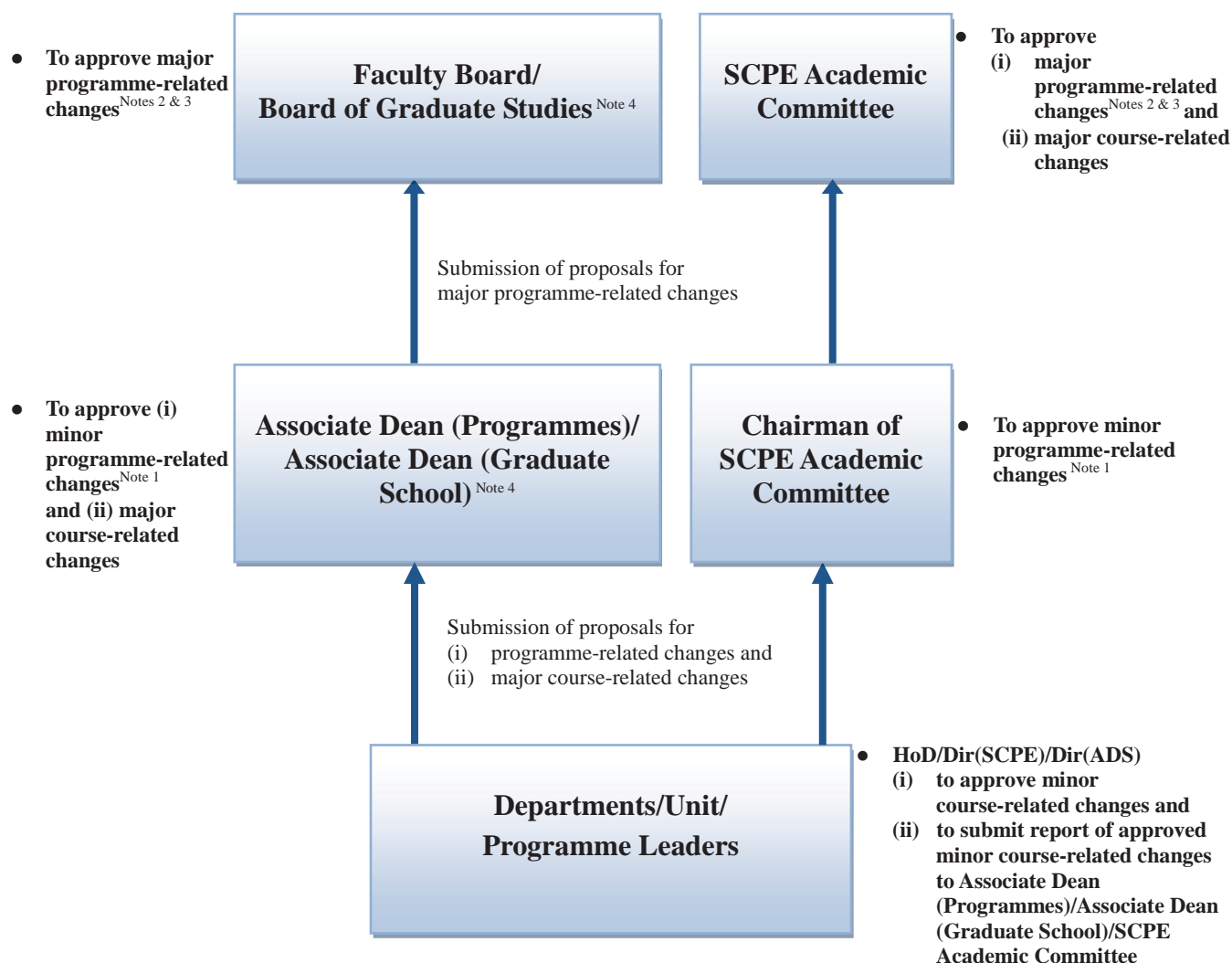
Figure 3 - Processing Procedure for Annual Programme Reports



Note 1: Board of Graduate Studies and Faculty Board are required to submit an Annual Report to the Academic Board by the end of each academic year. Board of Graduate Studies and Faculty Board shall report their programme offerings in the Annual Report.

15 January 2013

Figure 4 - Approval Procedure for Programme Revisions



Note 1 Except for change to established sequence of courses of the same subject which does not affect the credit points in a semester. Such change requires approval from HoD/Dir(SCPE)/Dir(ADS).

Note 2 Changes of programme/award title, level of award, programme duration and mode of study require AB's approval. Exceptionally, the approving authority of changing programme duration and mode of study of professional development programmes shall rest with FB.

Note 3 For programme-related changes which require planning approval from APDC/Board of Graduate Studies (e.g. introduction of new major/minor/strand/area), the standard guidelines on the programme planning mechanism and programme development mechanism will be followed. For the introduction of new specialized area and area of focus in the Doctor of Education / Master of Education programme, please refer to Note 3 under the Programme Development Mechanism (Figure 2).

Note 4 Board of Graduate Studies(BGS)/Associate Dean (Graduate School) approves relevant programme/course-related changes for PhD, MPhil, EdD and MEd. Faculty Board(FB)/Associate Dean (Programmes) approves relevant programme/course-related changes for postgraduate (other than PhD, MPhil, EdD and MEd), undergraduate, sub-degree award-bearing programmes.

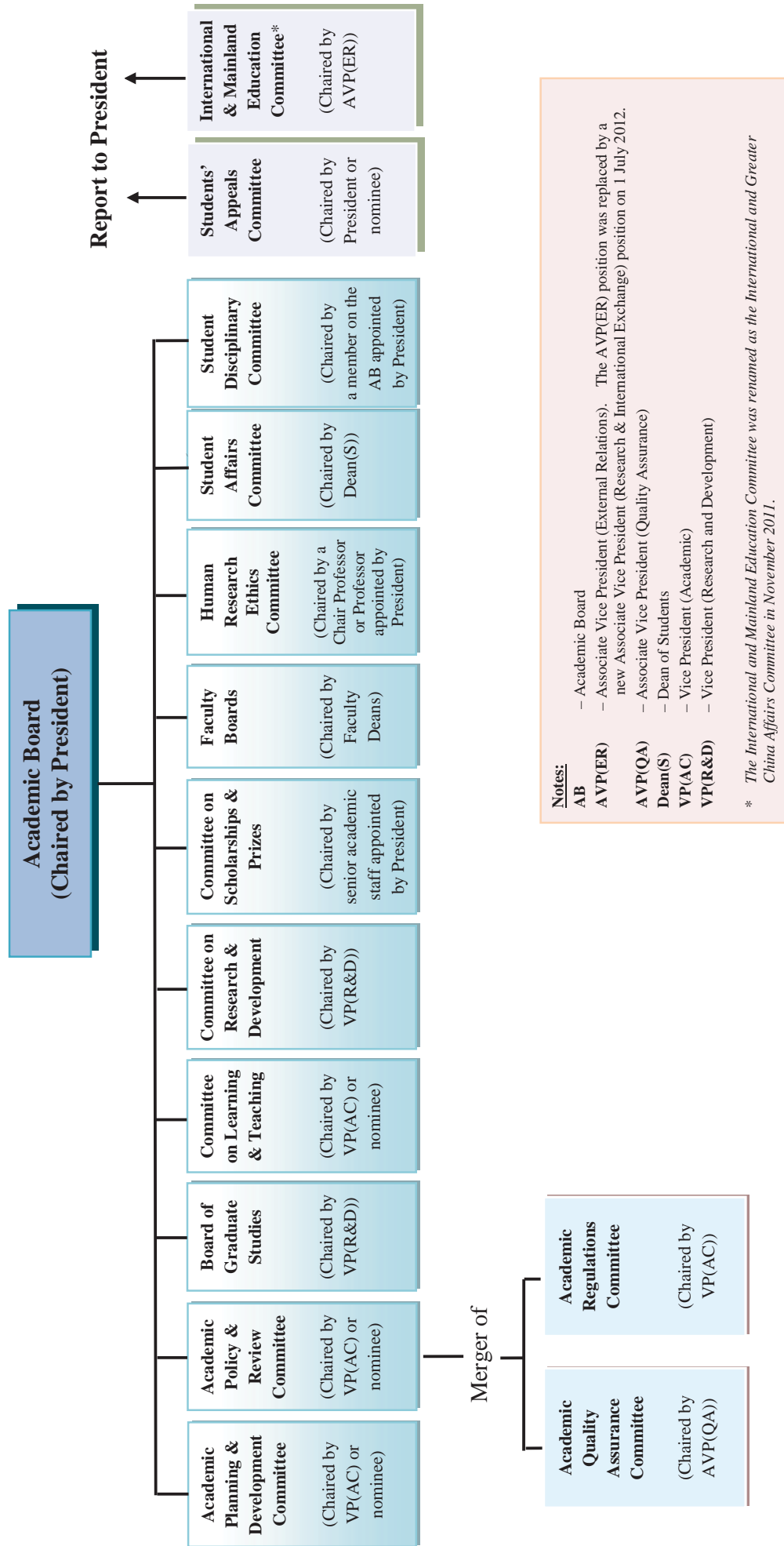
15 January 2013

The above is extracted from the *Staff Handbook on Programme Quality Assurance*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Proposed Committee Structure of Academic Board

(discussed and approved at the Academic Board meeting held on 29 June 2011)



Key Functions of Major Committees of The Hong Kong Institute of Education (as of March 2013)

Board/Committee	Key Functions
Academic Planning and Development Committee	To formulate and recommend to the Academic Board directions, strategies and policies for academic development, as well as monitoring student numbers and considering programme proposals from the Faculty Board for PGDE, undergraduate, professional development and sub-degree programmes.
Academic Policy and Review Committee	To formulate and recommend to the Academic Board principles, policies, procedures and regulations relating to quality assurance and quality enhancement, academic procedures, admissions, examinations and assessment, as well as overseeing the implementation of the Institute's quality assurance and quality enhancement frameworks.
Board of Graduate Studies	To formulate and recommend to the Academic Board policies, guidelines and regulations for postgraduate diploma (excluding Postgraduate Diploma in Education programmes) and higher degree programmes, as well as considering programme proposals from the Faculty Board for postgraduate diploma (excluding Postgraduate Diploma in Education programmes) and higher degree programmes.
Committee on Language Policy	To advise and make recommendations to the President on fine-tuning the language policy as deemed necessary, as well as overseeing, monitoring and reviewing the implementation of the language policy and language enhancement activities.
Committee on Learning and Teaching	To formulate and recommend to the Academic Board strategies, plan, policies and procedures relating to learning and teaching, as well as monitoring the implementation of the Institute's Teaching and Learning Plan.
Committee on Research and Development	To formulate and recommend to the Academic Board policies and strategies for research and knowledge transfer, as well as overseeing the implementation of these policies and strategies across the Institute.
Committee on Scholarships and Prizes	To recommend to the Academic Board regulations and policies relating to scholarships and prizes for students, as well as formulating and overseeing the methods and procedures involved in the selection of recipients for scholarships and prizes.

Board/Committee	Key Functions
Faculty Boards	To be responsible for and recommend to the Academic Board the strategic planning, development, implementation, and monitoring of the academic, teaching and learning and research work of the Faculty, and make recommendations to the Academic Planning and Development Committee on planning approval for the introduction of new courses to the Postgraduate Diploma in Education and undergraduate, professional development and sub-degree programmes, and to the Board of Graduate Studies for postgraduate diploma (excluding Postgraduate Diploma in Education) and higher degree programmes; and to be responsible for quality assurance in the programme development and teaching and learning aspects of these programmes.
Human Research Ethics Committee	To formulate and recommend to the Academic Board policies on ethics in research, as well as establishing procedures for the ethical review of research protocols and monitoring ethical matters involving the participation of human subjects in research protocols and their implementation.
Student Affairs Committee	To formulate and recommend to the Academic Board policies and strategic plans to facilitate students' total learning experience for whole-person development through the enhancement of the campus environment, student services and learning opportunities, and oversee the implementation of policies and strategies relating to student development, welfare, counselling, career guidance, finance and the handling of student grievances.
Student Disciplinary Committee	To formulate and advise the Academic Board on policies and procedures relating to student conduct and discipline, as well as processing cases of violations by students according to the General Code of Student Conduct, the Institute's policies and regulations, and/or guidelines and established procedures governing student conduct and discipline.

THE HONG KONG INSTITUTE OF EDUCATION**Terms of Reference and Membership Composition
of Academic Board and its Major Committees****ACADEMIC BOARD****Terms of Reference**

- A. Section 13(1) of the Hong Kong Institute of Education Ordinance stipulates that the functions of the Academic Board shall be as follows:
1. to plan, develop, review and advise the Council on and regulate the academic programmes of the Institute;
 2. to advise the Council on and regulate the admission of persons to programmes of study provided by the Institute, and their continuance therein;
 3. to advise the Council on and regulate examinations leading to degrees and other academic awards of the Institute and nominate persons for appointment as examiners;
 4. to advise the Council on and regulate the requirements for the conferring of degrees and other academic awards of the Institute;
 5. to advise the Council on the ratio of degree to sub-degree programmes provided by the Institute; and
 6. to advise the Council generally on and regulate academic matters relating to the Institute.
- B. Subject to the provisions of the Hong Kong Institute of Education Ordinance, and to the availability of funds provided by the Council, the Academic Board shall have the following powers and duties:
1. to direct, plan, co-ordinate, develop, oversee, regulate and promote all teaching, programmes of study, research and other academic work in the Institute, and to formulate policies accordingly;
 2. to advise the Council on matters which are relevant to the academic and educational work of the Institute;
 3. to formulate and review procedures for monitoring the academic standards of the programmes;
 4. to receive reports from, and to give guidance and directions to its Committees and other academic units/structures of the Institute;
 5. to make recommendations to the Council on any major changes to the academic structure of the Institute;
 6. to make regulations for the admission and registration of students;

7. to make regulations for examinations and assessments;
8. to approve the conferment of award of certificates, diplomas and degrees, except degrees of *honoris causa*;
9. to regulate the institution, conditions and mode of scholarships, bursaries, prizes and other similar awards;
10. to make regulations for the welfare and discipline of students;
11. to terminate students on academic or disciplinary grounds;
12. to deprive, for reasons which the Academic Board shall deem to be good cause, persons of any academic awards conferred by the Institute, and/or to revoke any certification granted;
13. to co-opt such additional members to serve on the Academic Board as may be required;
14. to develop its rules and procedures for the conduct of its functions;
15. to advise the Council on matters referred to it;
16. to exercise such other powers and perform other duties as the Council may authorize or require; and
17. to report to the Council on a regular basis.

16 June 2009

Membership Composition (as at 1 March 2013)

Chairperson: President

Members: Vice President (Academic)
 Vice President (Administration)
 Vice President (Research and Development)
 Associate Vice Presidents
 All Faculty Deans/ Dean of Graduate School
 All Heads of Academic Departments
 All Chair Professors who are not otherwise members
 Librarian
 Dean of Students
 Two staff members elected by and from among the full-time
 academic / teaching staff in each Faculty
 Four full-time student representatives, one from each Faculty and
 one from Higher Degree Programmes

Secretary and Member: Registrar

Observers: Director of Centre for Learning, Teaching and Technology
 Director of Communications
 Director of Finance
 Director, School of Continuing and Professional Education
 Head of Information Technology Services
 Director of School Partnership and Field Experience

ACADEMIC PLANNING AND DEVELOPMENT COMMITTEE

Terms of Reference

1. To advise the Academic Board on the formulation of academic development directions, strategies and policies including all matters related to the Institute's overall academic planning such as the formulation of annual plans, triennial plans and long term academic development plans.
2. To undertake planning and preparation for submission of the triennial Academic Development Proposals to the University Grants Committee.
3. To monitor student numbers against approved quotas and to consider requests for transfer of student numbers across programmes.
4. To plan, oversee and give directives on the development of the new curriculum and curriculum-related initiatives.
5. To consider and give planning approval of new programme proposals from Faculty Boards for PGDE, undergraduate, professional development, and sub-degree programmes; and consider/approve programme-related proposals such as new Majors/Minor in line with the QA/planning mechanisms.
6. To formulate and recommend to the Academic Board the overall directions, strategies and policies for building a mutually beneficial partnership between the Institute and schools at pre-primary, primary and secondary levels, and the community on matters which are relevant to the academic and educational work of the Institute.
7. To set up sub-committees as appropriate.

19 December 2012

Membership Composition (as at 5 March 2013)

Chairperson: Vice President (Academic) or nominee

Members: Vice President (Administration) or nominee
Vice President (Research and Development)
Associate Vice President (Academic Affairs)
Associate Vice President (Programme Development)
All Faculty Deans
Registrar

Secretary: Staff from Registry

ACADEMIC POLICY AND REVIEW COMMITTEE

Terms of Reference

1. To advise the Academic Board on principles, policies, procedures and regulations relating to quality assurance and quality enhancement.
2. To oversee and monitor the implementation of the Institute's quality assurance and quality enhancement framework.
3. To advise academic units, including committees, on the development of quality assurance and quality enhancement processes and procedures.
4. To formulate and develop Institute policies on admissions, examinations, and assessment regulations for PGDE, undergraduate, professional development and sub-degree programmes.
5. To advise and make recommendations to the Academic Board on all matters concerning academic procedures; guidelines and standards for admission; examinations, assessment regulations; qualification recognition and conditions for granting awards.
6. To consider special cases on admissions, programme registration, assessment regulations, and qualification recognition referred to it by the Faculties/Programme Committees as appropriate.
7. To set up sub-committees as appropriate.

19 October 2011

Membership Composition (as at 1 October 2012)

<i>Chairperson:</i>	Vice President (Academic) or nominee
<i>Members:</i>	Associate Vice President (Academic Affairs) Associate Vice President (Programme Development) Associate Vice President (Quality Assurance) Dean of Graduate School or nominee All Faculty Deans or nominees Registrar Two academic staff appointed by the President
<i>Observer:</i>	Director of Unit of Associate Degree Studies
<i>Secretary:</i>	Staff from Registry

BOARD OF GRADUATE STUDIES

Terms of Reference

1. To formulate and review policies, guidelines and regulations of postgraduate diploma (excluding PGDEs) and higher degrees programmes.
2. To give planning approval of postgraduate diploma (excluding PGDEs) and higher degrees programmes as proposed by the Faculty Boards.
3. To monitor the sustainability of self-financed higher degrees programmes.
4. To determine the allocation of Research Postgraduate places.
5. To approve the nomination of thesis supervisors for Doctor of Education and Research Postgraduate programmes.
6. To oversee assessments and progression of students of postgraduate diploma and higher degrees programmes through the establishment of Board of Examiners, and to endorse and recommend the lists of graduates for the award of all postgraduate diploma (excluding PGDEs) and higher degrees programmes to the Academic Board for approval.
7. To consider special cases on admissions, programme registration, assessment regulations and qualification recognition referred to it by the Faculties/Programme Committees as appropriate.
8. To advise on any other major issues related to the programmes, including admission, intake quotas, nominations of candidates for studentships, studentships and prizes, tuition fees, etc.
9. To approve the appointment of External Reviewers / External Examiners of all postgraduate diploma (excluding PGDEs) and higher degrees programmes and report to the Academic Board the approved appointments.
10. To set up sub-committees as appropriate.

19 September 2012

Membership Composition (as at 19 September 2012)

Chairperson: Vice President (Research and Development) or nominee

Members: Vice President (Academic)
Associate Vice President (Graduate Studies)
Dean of Graduate School or nominee
All Faculty Deans or nominees
Registrar
Two academic staff appointed by the President

Observers: Director of Finance
One student representative appointed by the President

Secretary: Staff from the Graduate School

COMMITTEE ON LEARNING AND TEACHING

Terms of Reference

1. To advise on, formulate and develop Institute's strategies, plan, policies and procedures relating to learning and teaching.
2. Guided by the Institute's Strategic Plan, to develop and monitor the implementation of the Institute's Teaching and Learning Plan, to approve Faculty level and Departmental level learning and teaching plans, subject to their alignment with the Institute's strategies.
3. To foster a culture of learning and teaching enhancement and to promote and facilitate new and innovative learning and teaching methodology.
4. To oversee the mechanisms and operations, as appropriate, of the support structures for enhancement of teaching and learning quality and effectiveness.
5. To develop learning and teaching performance indicators focusing on student learning outcomes, advise on evaluation of teaching and formulate appropriate monitoring procedures and mechanisms for rewarding high quality teaching and learning.
6. To advise on and monitor financial and other support for teaching development and learning support activities.
7. To receive and evaluate annual reports on teaching, learning and assessment from Faculty Boards and relevant academic support units.
8. To set up sub-committees as appropriate.

19 October 2011

Membership Composition (as at 1 October 2012)

<i>Chairperson:</i>	Vice President (Academic) or nominee
<i>Members:</i>	Vice President (Administration) or nominee
	Associate Vice President (Programme Development)
	Dean of Students
	Dean of Graduate School
	All Faculty Deans or nominees
	Director of Centre for Learning, Teaching and Technology
	Registrar
	One student representative from full-time undergraduate programmes
	One student representative from research and postgraduate programmes
<i>In Attendance:</i>	Chairmen of Working Groups (who are not members on the CLT)
<i>Secretary:</i>	Staff from Registry

FACULTY BOARDS

Terms of Reference

1. To be responsible for and to make recommendations to the Academic Board on matters, as deemed appropriate, pertaining to the strategic planning, development, implementation and monitoring of the academic, teaching and learning and research work of the Faculty.
2. To make recommendations to Academic Planning and Development Committee on the introduction of new programmes (for PGDE, undergraduate, professional development and sub-degree programmes) for planning approval.
3. To make recommendations to Board of Graduate Studies on the introduction of new programmes (for postgraduate diploma (excluding PGDEs) and higher degrees programmes) for planning approval.
4. To be responsible for the development, maintenance and monitoring of the academic/professional standards of the Faculty through
 - (i) consideration of the programme documents and reports from Programme Development Committee(s)/working group(s) and review panels for new programmes and to make recommendations to the Academic Board for implementation approval;
 - (ii) approval of major programme-related changes except for changes to programme/award title, level of award, programme duration and mode of study which require the approval of the Academic Board; and
 - (iii) endorsement of annual programme reports.
5. To provide a forum to facilitate and stimulate departmental exchanges and initiatives and collaboration both within and between Faculties.
6. To oversee assessments and progression of students through the establishment of Boards of Examiners for PGDE, undergraduate, professional development and sub-degree programmes.
7. To endorse and recommend the lists of graduates for the award of PGDE, undergraduate, professional development and sub-degree programmes to the Academic Board for approval.
8. To approve the appointment of External Examiners and other scholarly/honorary appointments, and report to the Academic Board the approved appointments for information for PGDE, undergraduate, professional development and sub-degree programmes.
9. To set up sub-committees, task forces and working groups as appropriate.

19 October 2011

Membership Composition (as at 19 October 2011)

<i>Chairperson:</i>	Faculty Dean
<i>Members:</i>	All Associate Deans All Heads and Associate Heads of Constituent Academic Departments/Centre Up to 5 elected Full-time Academic/Teaching Staff of the Faculty Up to 5 elected Student Representative(s) of the Faculty Chairs of Departmental Research and Development Committee, if applicable Chairs of Departmental Learning and Teaching Committee, if applicable
<i>Observer:</i> <i>(for one of the FBs)</i>	Director of Unit of Associate Degree Studies
<i>Secretary:</i>	Staff from the Faculty

THE HONG KONG INSTITUTE OF EDUCATION**Extract from the Institute-level Conceptual Framework for OBL Implementation****WHAT IS OBL AND WHY OBL**

Outcome-based Learning (OBL) is an approach of enhancing student learning outcomes by drawing teaching and assessment closely in alignment with the learning outcomes identified at the beginning of a learning process, either for planning specific courses, programmes or for institutional curriculum planning. In implementation, OBL consists of three important components. First is the identification of intended learning outcomes (LOs) that students are supposed to achieve at the end of a course or programme. Students are then guided through a series of learning and teaching activities or learning experience especially designed to attain the defined LOs. Then, assessment tasks that align with the LOs are developed to evaluate student learning outcomes. In OBL, student learning is learner-centred as they are guided by teaching methods that encourage learners' active participation, and teachers' continuous feedback, which guides them to attain required standards that help them become an independent learner.

Since 2005, the UGC started to encourage universities in Hong Kong to adopt the outcome-based approach in curricula planning, specifying the importance of placing emphasis on learning outcomes is to help higher education institutions focus their education effort on what that effort is meant to achieve, and itself leads to better teaching and learning¹. The UGC also iterates that the outcome-based approach facilitates institutions' academic planning by placing students' interest at the forefront (Stones, 2005).

Since 2009, the HKIEd started to develop OBL in the planning and delivery of courses, echoing UGC's mission for improving and enhancing student learning and teaching quality. We aspire to the belief of OBL for promoting high expectations and greater learning for all students and prepare them for life and work in the 21st century, in a learner-centred orientation.

HOW WE IMPLEMENT OBL – GUIDED BY LEARNING OUTCOMES

OBL in HKIEd starts with considering what students are expected to learn, base upon the vision and mission of the Institute. A model of future ideal graduates is defined as a broad base to guide multiple level outcomes development from programme planning to course planning; this includes generic outcomes that are expected of all students, programme outcomes that are pertinent to the distinctive dispositions expected from degree graduates, and course outcomes that can be gauged from student achievements. Based on the expected learning outcomes, programmes are designed to encapsulate a broad conceptual framework that aims at nurturing all-rounded graduates who are professionally competent, intellectually active, morally responsible, functionally trilingual, socially caring and globally aware. Curriculum planning at the course level is directly based on the programme learning

¹ Stone, M. V. (2005). *Opening remarks*. Paper presented at the Symposium on Outcome-based Approach to Teaching, Learning and Assessment in Higher Education: International Perspectives. M. V. Stone is the Secretary General of UGC.

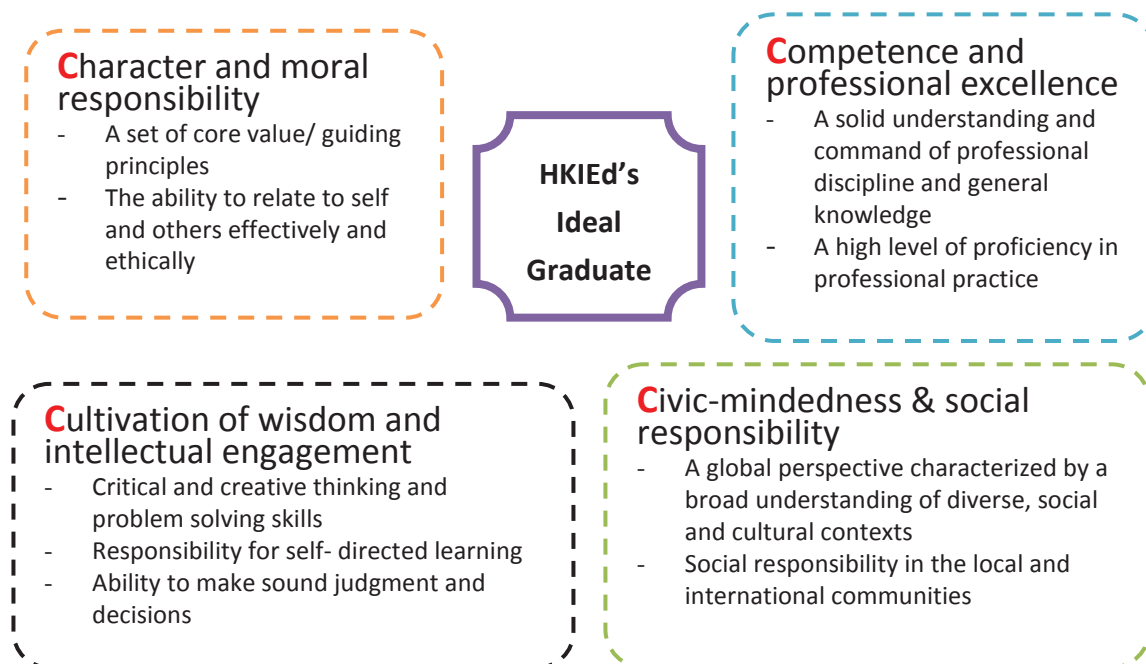
outcomes to enable students to attain the required attributes and expected standard by studying the programme.

CONCEPTUAL FRAMEWORK OF OBL – Gearing towards an Ideal HKIED Graduate

4Cs Framework

A 4Cs framework acts as a broad base that reflects our mission of cultivating graduates of the next generation. These 4Cs represent graduate attributes which are defined as the qualities, skills and understandings we assume students should develop through their study with the Institute (see Figure 1). The graduate attributes include, but go beyond, the disciplinary or practical knowledge that forms the core of the programmes they study at HKIED. They are the character and moral responsibility, competence and professional excellence, wisdom and intellectual engagement, and civic-mindedness and social responsibilities. Students are not only equipped with the specific knowledge, skills and attributes of their field, but also with the professional and personal attributes relevant to their field of study.

Figure 1: Attributes of HKIED’s Ideal Graduate based on the 4Cs Framework



Generic Intended Learning Outcomes (GILOs)

The 4Cs framework or graduate attributes have been further articulated into seven generic outcomes, which represent the learning expectation for all graduates. HKIED’s generic intended learning outcomes (GILOs) are the desired attributes of graduates across all programmes offered by the Institute. Generic outcomes may or may not be included directly within a set of programme outcomes. However, in designing commonality into programme outcomes, the GILOs may provide a place to start. They are designed to inform achievement at many levels and connect with many other types of outcomes. As previously mentioned, they inform programme outcomes. At a more specific level, they inform students’ learning experiences, and the achievements that are evident in these experiences. See Table 1 for the details of the seven GILOs.

Table 1: Seven Generic Intended Learning Outcomes (GILOs)

Generic Outcome	Brief Description
Problem-Solving (解決難題)	<ul style="list-style-type: none"> • Be able to identify problems • Be able to gather information • Be able to analyze problems • Be able to evaluate solutions
Critical and Reflective Thinking (批判與反思)	<ul style="list-style-type: none"> • Apply critical reasoning to issues through independent thought and informed judgment • Evaluate opinions, make decisions and to reflect critically on the justifications for decisions • Be able to judge situations/actions/decisions • Be self-reflective
Creative and Innovative Thinking (創造與創新)	<ul style="list-style-type: none"> • Challenge new and old ideas • Practice risk-taking • Apply creative and innovative solutions to existing and emerging problems • Initiate or solicit new ideas, implement decisions and cope with uncertainties • Aesthetic appreciation and creative expression
Ethical Understanding and Decision Making (道德判斷)	<ul style="list-style-type: none"> • Demonstrate knowledge and respect of ethics and ethical standards • Be able to value and promote truth, honesty, and ethical standards • Can exercise initiative and responsibility, taking action and engaging others to make a positive difference for the common good • Treat people well
Effective Communication (有效溝通)	<ul style="list-style-type: none"> • Articulate and express one's self • Can express knowledge, ideas and opinions in their professional field, both orally and in written form, with confidence, fluency and clarity • Be able to engage effectively and appropriately with information and communication technologies • Be able to actively listen and respond to the ideas of other people
Social Interaction Skills (社交互動能力)	<ul style="list-style-type: none"> • Build positive relationships with others • Be able to interact effectively with others in order to work toward a common outcome • Show capacity for tolerance and mutual respect of others, resolving conflict and the negotiation of outcomes • Demonstrate general human understanding including empathy, sensitivity and cooperation
Global perspective and Multi-cultural Competence (全球視野及文化意識)	<ul style="list-style-type: none"> • Show an understanding of social and civic responsibility • Show tolerance for and appreciation of cultural and intellectual diversity • Can function effectively and constructively in a global environment and in a variety of complex situations • Be able to appreciate diversity of communication styles employed by individuals from different national and cultural backgrounds

ALIGNMENT OF GILOs, PILOs AND CILOs IN CURRICULUM PLANNING

Figure 2 on the next page introduces how learning outcomes are considered and aligned at determining outcomes at course, programme and Institutional levels to demonstrate the planning of a total learning experience framework of student learning. The total learning experience is designed based on the activities implemented within a student-centred learning journey that incorporate curricular and co-curricular components, with the learning outcomes to be converged to arrive to the experience. Further explanation of the alignment of LOs at various levels and the mechanism for ensuring the alignment is given below.

Programme Intended Learning Outcomes (PILOs)

Figure 2 shows the various levels of outcomes at work to put into practice the OBL spirit into the overall curriculum planning of our 334/335 curriculum. Guided upon the GILOs, programme intended learning outcomes (PILOs) is developed to reflect distinctive characteristics of graduates at the completion of their programmes. They encompass discipline outcomes of the major and minor/electives, plus expected outcomes for General Education, Field Experiences and Internships and, where appropriate, Education Studies. These components refer mainly to the formal curriculum, while co-curricular activities contribute to both professional and personal attributes relevant to students' fields of study. A set of PILOs provide the basis for a coherent set of student experiences. A student should, in achieving the outcomes associated with a full set of courses, be demonstrably competent in achieving the programme outcomes. The PILOs, in turn, largely determine the outcomes of each course associated with the degree programme and may influence the scope and sequence of courses within a degree programme.

Discipline or Subject Intended Learning Outcomes (DILOs/SILOs)

Discipline or subject intended learning outcomes (DILOs/SILOs) feature the specific characteristics of the discipline and articulates this discipline with recognizable knowledge, skills and dispositions that define the uniqueness of the academic field. The subject or subjects that relate to a specific programme define, in large part, the discipline-specific achievement that the Institute expects of students associated with a programme. Similarly, the courses that are specific to a programme may be seen as specific to that programme by the student-centred achievement that is discipline specific. While courses of one programme may share commonalities with those of another programme, the DILOs/SILOs serve to define the uniqueness of these courses.

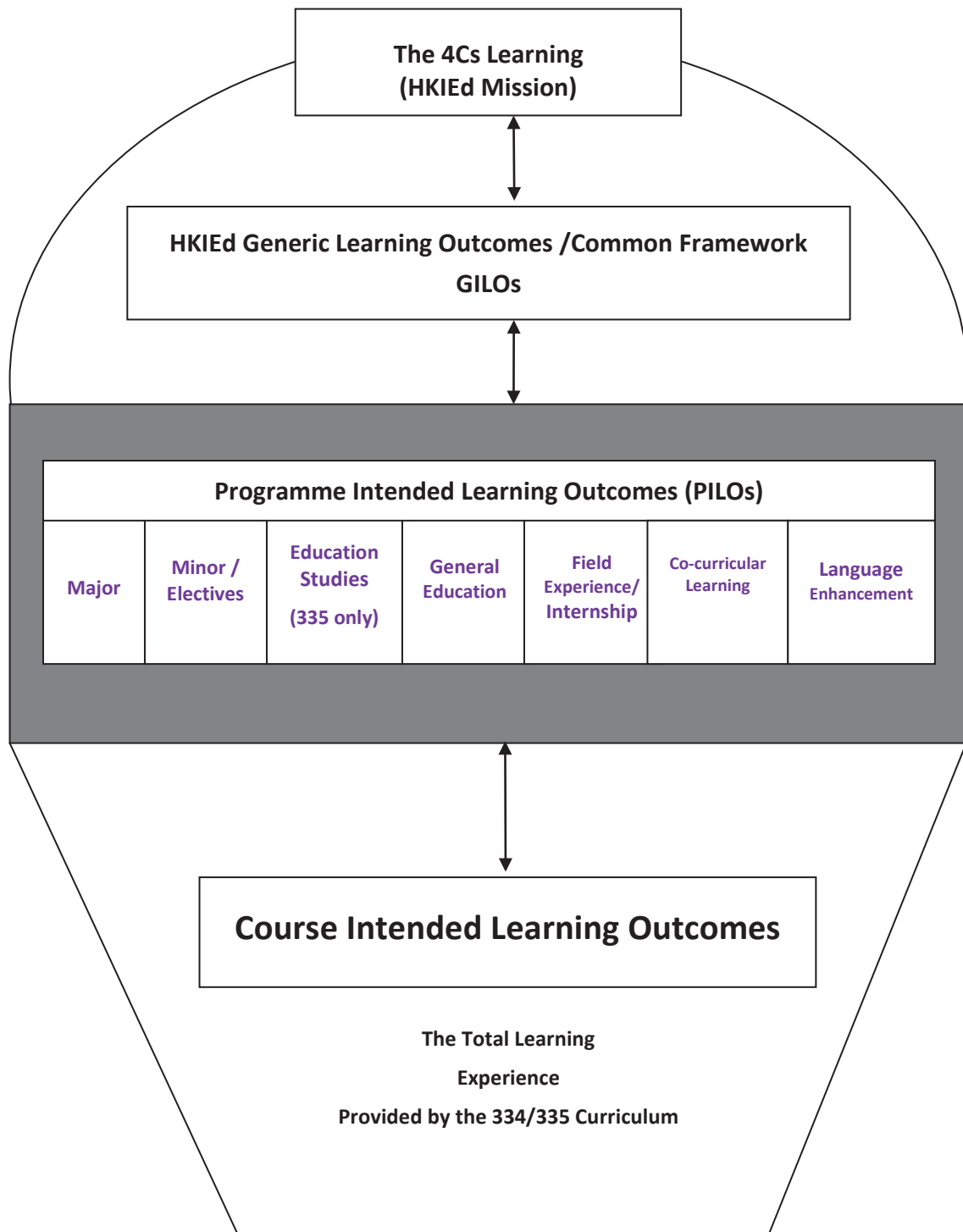
Course Intended Learning Outcomes (CILOs)

Course intended learning outcomes (CILOs) identify how students may demonstrate achievement by the end of the course, according to predetermined standards of performance and content. They should be made explicit to learners and must guide the teaching, learning and assessment activities in the context of a course.

Methods for Aligning GILOs, PILOs and CILOs

The alignment of learning outcomes are important for making sure our effort is gearing towards our mission and make it a valuing process, we are making every effort to make alignment as a step for ensuring our expectation on quality. Procedure of establishing links between these various levels of outcomes on the generic skill development model (GILOs), the programmes (PILOs) and courses (CILOs) are drawn to ensure high level alignment. For the discipline learning outcomes, it is developed as being accommodative to the programme so it will be subsumed in the alignment at the programme level. The alignment procedure between each of the two connective levels of outcomes, which is the GILOs with PILOs, and the PILOs with CILOs are shown in below.

Figure 2: Alignment of Learning Outcomes by an OBL Approach in HKIED Programmes



Curriculum components of various programmes at HKIED

June 2012

The above is extracted from the *Institute-level Conceptual Framework for OBL Implementation*. The full paper also includes other items such as, common framework for programme intended learning outcomes, alignment of CILO to PILO, OBL course development, and assessing learning outcomes, etc. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

The Hong Kong Institute of Education
Assessing Generic Learning Outcomes (Pre-test 2012)
香港教育學院通用學習成果評估 (前測 2012)

This self-assessment instrument is designed for HKIEd students to reflect upon their level of achievement of generic learning outcomes. Please read and consider each statement carefully, and choose the option that is closest to your own situation. There is no right or wrong answer to this survey. All your personal information would be kept confidential and would be used only for research purposes. If you have any questions related to the survey, please contact LTTC through email (liuhong@ied.edu.hk).

這份自我評估問卷旨在評估學生的通用學習成果上之成就。請閱讀並仔細考慮下列陳述，選出與您自己的情況最符合的答案。這些問題沒有標準答案。所有您的個人資料將會被保密並僅用於研究目的。如有關於問卷的查詢，請透過電郵 (liuhong@ied.edu.hk) 與教學科技中心(LTTC)聯絡。

Problem solving skills (解決問題的能力)

Problem solving skills refer to the ability to deal with novel problems/ tasks/situations, to plan with existing resources, to execute a plan and to monitor the process, and to reflect upon solution attempts. Please reflect on the recent problems you have attempted (e.g., facing a novel academic task, working on a new project etc) and evaluate your own ability in the following stages of problem solving.

解決問題的能力指面對新的難題或任務時，能夠利用現有資源制定計劃，執行計畫，並在執行時留意有否出現新問題，不斷反思調整解決方法。請回顧你最近的解難經歷（如，解決學術上的新問題，新的研究項目），以此為基礎評估自己在下列解難階段的表現。

		Poor 較差	Fair 普通	Good 佳	Very Good 優	Excellent 卓越
1	Be clear about the expected results. 清楚知道目標。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Recall significant, past information to help understanding. 回顧以往有關資訊以助理解問題。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Compare the features and risks of each approach. 能對比不同解決問題方案的特點和風險。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	For a given solution, can examine its feasibility and weigh its impacts. 若有現成解決辦法，能分析其可行性，並衡量其影響。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Critical thinking skills (批判思考能力)

Critical thinking skills refer to the ability to judge in a reflective way what to do or to believe in a given context. It is a process of purposeful, self-regulatory judgment, which reasons consideration to evidence, context, conceptualizations, methods, and criteria used. Critical thinking skills are used when reading media reports about controversial social political issues, such as whether new immigrants should be entitled to equal rights (e.g., for the 6,000 HKD financial returning). Please think back to your relevant experience when interpreting media reports about these issues and evaluate how well you can do the following tasks.

批判思考能力是綜合分析判斷是非真偽的能力，是一個理智反思並作出判斷的過程，在此過程中考量證據是否充分，取證方法是否正確，論據與論點的邏輯關係。在閱讀報章雜誌網路遇上具爭議性問題時的，比如關於新移民是否應該享受同等權利的問題，獨立的批判思考能力非常重要。請回顧你在閱讀相關媒體報導時的經歷，評估自己在以下方面的表現。

		Poor 較差	Fair 普通	Good 佳	Very Good 優	Excellent 卓越
5	Distinguish relevant facts from the irrelevant. 識別論述中哪些事實相關，哪些是無關的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Identify the assumptions behind arguments. 看到論述背後存在的假設。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Make my own judgment through appraising the evidences. 審視有關證據後，對事理作出獨立的判斷。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When making a decision, be able to predict possible outcomes of the decision. 決策時，能預測可能的結果。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Creative thinking (創造性思維)

Creative thinking refers to divergent thinking. People who think divergently are able to think from multiple perspectives and create a large amount of original ideas. They also hold flexible and practical attitude towards the ideas they created. Creative persons are able to develop rough ideas into sophisticated ones by adding details. Please reflect on your own experience at work or study and evaluate objectively how well you can do the following tasks.

創造性思維指發散性思維，在工作，學習，生活中具有發散性思維的人常常能夠多角度考慮問題，產生大量新穎的意念。他們同時具有靈活和實幹的特點。在提出初步想法之後，他們還能夠不斷添加細節去完善最初的想法達致更完善成熟的方案。請回顧你自己的工作或學習，對自己處理以下任務的技能進行客觀評估。

		Poor 較差	Fair 普通	Good 佳	Very Good 優	Excellent 卓越
9	When given an exemplar, can successfully reproduce. 當有樣本時，能成功仿製樣本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Consider new directions or approaches when given an assignment. 收到任務後，思考有沒有新的做事方法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	When facing a difficult problem, try a number of different ways to come up with my own answer. 面對難解的問題，嘗試不同方法以找出自己答案。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Pay attention to the details so as to develop my early stage of creation. 留意細節，以發展自己的初步創意。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Last updated in September 2012

The above is extracted from the *Assessing Generic Learning Outcomes* questionnaire. The full questionnaire also includes other items such as oral communication skills, written communication skills, social interaction skills, ethical decision making and global perspectives. Those who are interested in reading the full questionnaire are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

**General Terms of Reference and
Membership Composition of Programme Committee**

Terms of Reference

- To monitor the delivery and quality of programmes;
- To deliberate on and initiate plans for further development and improvement of programmes including major course-related or programme-related changes;
- To review and make recommendations to the Dean on admission policies including the entry requirements, intake quotas and criteria for the selection of students to the programme;
- To review and coordinate student assessment strategies and timelines;
- To consider and endorse programme annual report for submission to the Faculty Board/Board of Graduate Studies; and
- To monitor the implementation of recommendations from the programme annual report and to report these to Faculty Board/Board of Graduate Studies.

Membership (for Programme Committee(s) managed by Faculties)

Chair:	An Associate Dean/Programme Leader appointed by the Faculty Dean
Members:	<ul style="list-style-type: none"> • Programme Leader • Associate Programme Leader, if applicable • Subject/Major/Year/Specialization Coordinator(s) • Field Experience Coordinators, if applicable • Immersion Coordinators, if applicable • Internship coordinators, if applicable
Co-opted Members#:	<ul style="list-style-type: none"> • Representatives from subject departments/centres concerned • Student representative(s) as deemed appropriate by the Dean
Ex-officio:	An Associate Dean and/or faculty member(s) appointed by the Faculty Dean

Co-opted members are responsible for providing input on their subjects/courses to the Programme Committee, and they are invited to the Programme Committee meetings on a need basis.

Membership (for Programme Committee(s) managed by Graduate School)

Chair:	Dean of Graduate School or nominee
Members:	<ul style="list-style-type: none"> • A maximum of six Specialized Area Coordinators (up to two from each Faculty) • Student representative(s) as deemed appropriate by the Dean of Graduate School

The Committee has the discretion to co-opt additional members as may be required.

THE HONG KONG INSTITUTE OF EDUCATION

<h3 style="margin: 0;">Planning Change Management for 2013-16</h3>
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Introduction

1. At the last QAC visit, the Panel expressed its concern that there is a need for the Institute to develop a Change Management plan with measures to ensure smooth progress in implementing the Institute's Education-plus profile. The Institute, in response, took the QAC's concern seriously and as a timely opportunity to review and further reinforce its measures in managing the planned changes for the implementation of the Education-plus profile towards achieving the goal of becoming a University of Education. The Senior Management team, led by the then President (until 30 June 2012) and the Acting President (since 1 July 2012), worked closely with Vice Presidents on reviewing the Institute's overall change management. Following discussions and consultations at P/VPs' Meetings, Staff Consultative Meetings and the Senior Management Committee (SMC) Meetings from February to November 2012, the Institute conducted a review with the following objectives:
 - a. To review the effectiveness of change management in 2009-12.
 - b. To identify possible gaps and tensions for the implementation of planned changes.
 - c. To develop the change management plan (CMP) for 2013-16.

The following paragraphs will give a full picture of this review exercise, the implications from review results, and the Institute's CMP for 2013-16.

Overall planning and direction for change in the last triennium

2. In June 2009, the Institute launched its new *Strategic Plan 2009-12 and Beyond* which promulgated its overarching direction for change towards becoming an Education-focused, multidisciplinary and research-strong University of Education underpinned by the Education-plus vision. Four transformations or planned strategic areas of change have been charted in the Strategic Plan to achieve this goal. They are:
 - a. **Transforming people – our students and our graduates.** To prepare our students to become competent, healthy and caring professionals, with intellectual enthusiasm, social commitment and global awareness through a broad and multidisciplinary knowledge base which integrates theory and practice. To develop valued attributes of ideal graduates within the following four learning domains: character and moral responsibility; competence and professional excellence; cultivation of wisdom and intellectual engagement; and civic-mindedness and social responsibility (4Cs for short);
 - b. **Transforming our capacity.** To continue to build up the capacity of our academic, teaching and administrative staff through proactive human resource policies and staff development strategies;

- c. **Transforming Schools and Community.** To promote a learning society and to advance scholarship through knowledge creation and transfer by actively fostering partnerships with the wider educational community, particularly our schools; and
 - d. **Transforming Regional Educational Landscape.** To continue to diversify our student population and strengthen links with partner institutions on the Mainland and overseas, so that students and our scholarship will gain a global perspective, learning from and sharing in the diversity and experiences of our counterparts around the world. To enhance education development not just locally, but on the Mainland and throughout the Asia Pacific Region through the impact of our teaching and research.
3. Based on the *Strategic Plan 2009-12 and Beyond*, Faculties, departments and offices had drawn up their own departmental development plans with the four transformations as their forefronts to make the Education-plus vision a reality.

Existing change management mechanism

4. Planned changes according to the strategic plan were mainly implemented and managed by its matrix structure, including various academic and administrative units as well as key Institute-level committees of the Institute, as illustrated in Figure 1. The Institute's overall planned changes were cascaded through the unit levels including Faculties, Graduate School, academic departments, and administrative offices or units which implemented planned changes according to their own development/strategic plans. Correspondingly, key committees in the matrix structure, including the Academic Planning and Development Committee (APDC), Committee on Research and Development (CRD), Committee on Learning and Teaching (CLT), Academic Policy and Review Committee (APRC), Student Affairs Committee (SAC) and International and Greater China Affairs Committee (IGCAC), have been in place to cover six key areas of institutional development, namely, (1) teaching and learning, (2) research, (3) programme offerings, (4) student development, (5) quality assurance, and (6) internationalization, and both China and regional engagement. These committees have their own strategies within their committee profiles for change management. They serve the dual function of providing leadership and ensuring the quality of these planned changes.
5. The operation of this mechanism, to monitor the first order implementation of planned changes at Institute-level Committees and academic and administrative units, is best visualized in Figure 1.

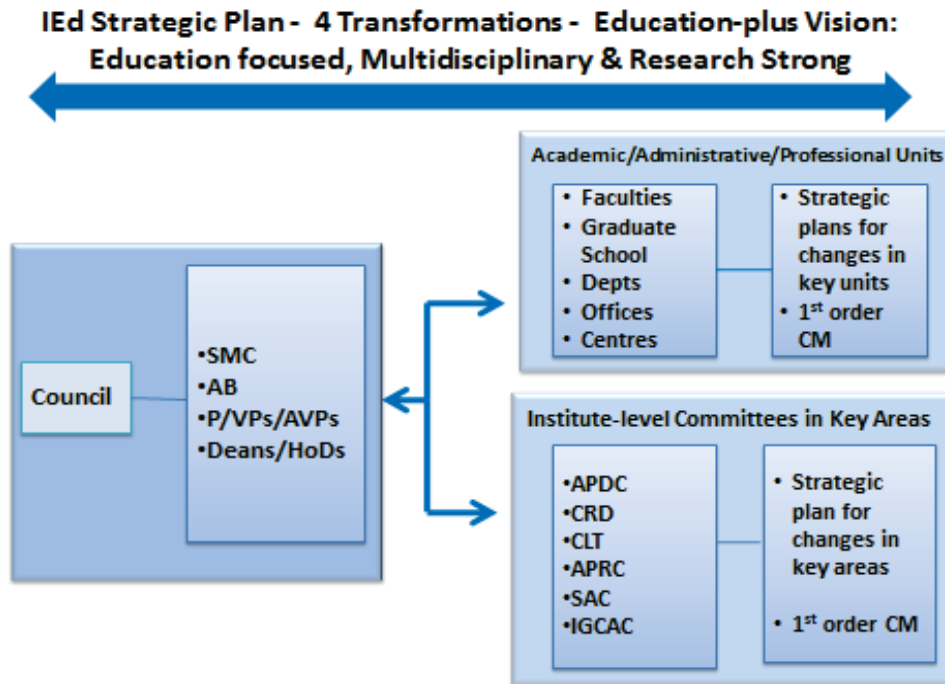


Figure 1: First Order Change Implementation and Management

6. In view of the dynamic nature of change during the implementation, it was no surprise to find various types of issues or gaps in the process. The Institute considers it impractical to have a static change management plan to address whatever issues arise in the dynamic change process. Any signs of issues and gaps between conceptualization and implementation or resistance to change were, however, tackled and managed through the Institute's established channels, as shown below:
- a. **Regular meetings and annual progress reports at different levels.** The regular meetings of the SMC, Academic Board (AB), key Institute-level committees, faculty boards and departmental management committees are important venues in which to communicate, clarify, discuss, manage and tackle the issues and gaps of planned changes during implementation at different levels. Also, through the annual progress reports at different levels, the more fundamental issues or difficulties can be analyzed and communicated to a higher level if they are unable to be resolved and managed at the same level;
 - b. **Institute forum.** This is an important place where all voices from the Institute community, staff and students alike, can be heard and channelled for follow-up. This is considered to be an important feedback channel to the Senior Management on the implementation of planned changes;
 - c. **Senior management retreat.** This is an annual think-tank for heads of departments and units, and senior academic staff to come together to discuss institutional issues and tensions during our transformations within the four key aspects, and offer solutions, taking into account the feedback collected from various channels;

- d. **Lodge summit.** This is the occasion when the members of Senior Management put their heads together to discuss institutional issues of great concern and directives for the governance of the Institute, particularly those related to change management;
 - e. **Five staff consultative committees.** As an established practice, the President meets all sectors of staff members or representatives (professors, heads of departments, academic staff, teaching staff, administrative and support staff) to collect feedback and address grievances/concerns/issues of daily practices or change management;
 - f. **Departmental annual retreat.** Individual departments or offices hold an annual retreat for reviewing their implementation of planned changes and brainstorming solutions for addressing issues/tensions at the departmental level; and
 - g. **Sharing at different levels and occasions.** Good practices or new measures in some key areas of change are shared through formal or informal workshops, seminars and meetings organized by some change champions, including some concerned committees, departments or units.
7. The success of the modus operandi of the above channels hinges on communication and engagement across all key units and key committees so that any signs of fragmentation which have evolved from differences in views due to different beliefs and diversified cultural and social backgrounds can be detected and addressed in time.
8. With the extensive transformations the Institute has been undergoing since the 2009-12 triennium, most significant milestones have been reached with the concerted effort and commitment of staff in managing the planned changes. Some of these are highlighted below:
- a. Established a new undergraduate curriculum grounded with strong emphasis on co-curricular learning, general education, language enhancement and experiential learning opportunities, commonly referred to as four pillars, to enhance student learning towards a ‘whole-person development’.
 - b. Successfully launched four undergraduate degree programmes in the new complementary areas of Humanities (mainly Language and Literature), Social Sciences, and Creative Arts and Culture.
 - c. Successfully admitted four cohorts of research postgraduate students and diversified taught Masters’ programmes.
 - d. Recorded significant achievements in external competitive research grants in the areas of Education, Humanities and Social Sciences, on a par with other universities in the UGC sector.
 - e. Became a leading advocate in education reform and innovation by actively engaging in education research with its findings made public through the online Hong Kong Education Bibliographic Database launched in February 2010 and the

ongoing organization of different series of public lectures, seminars and symposia on education issues.

- f. Became one of the academic leaders in education in the Asia Pacific Region by playing a leading role in promoting regional collaboration, research and networking.

Review of the effectiveness of change management in 2009-12

9. To take on board the QAC's recommendation, the then President and the Vice Presidents of the Institute have started to review the structure and effectiveness of change management in the implementation of *Strategic Plan 2009-12 and Beyond* since February 2012. Following the preliminary review by the SMC on the change management of the Institute in the triennium 2009-12, Faculties, departments, offices, units and key Institute-level committees were asked in October 2012 to review the implementation of their own development/strategic plans and the related change management issues with the focus being on the following four areas:

- a. **Achievements of the unit's development/strategic plan or the committee's institutional strategy in 2009-12.** Units were asked to report the progress or achievements based on the four transformations under their development/strategic plans with relevance to their daily business; and to track their performance against set milestones for 2009-12. Correspondingly, Institute-level committees were asked respectively to report the progress or achievements of their committees' initiatives and changes in their key responsible areas in teaching and learning, research, programme offerings, quality assurance, student development, and internationalization and China and regional engagement.
- b. **Implementation processes and related strategies.** This concerned the review of the employment of the following eight strategies of change management during the implementation process to gauge their effectiveness.
 - (i) Communication with the key stakeholders or staff members concerning the implementation and the planned change(s);
 - (ii) Engagement (incl. participation and consultation) with the key stakeholders and staff members;
 - (iii) Timeline setting to chart progress for implementation and change;
 - (iv) Clarification of accountability and roles of key players/staff members for the key tasks and strategies;
 - (v) Good practices of change and implementation shared with key players/staff members;
 - (vi) Capacity building (staff development and empowerment) for change and implementation;
 - (vii) Using feedback collected from the targeted parties and staff members to fine-tune the implementation and change process; and
 - (viii) Using evaluation/review methods to improve and enhance the outcome of change regularly and continuously.
- c. **Implementation issues.** Any tensions, issues, gaps as well as resistance to change identified at the departmental/unit level during the implementation process

were to be reported together with possible solutions to tackle them.

d. **Interface issues across units or committees.** During the preliminary review of overall change management by the SMC, issues related to the following three areas of interface were identified:

(i) **Issues between Education and non-Education complementary strands.** These issues came from staff with two cultures evolving from the implementation of the Education-plus profile. The older culture buttressed with its strong teacher education tradition might see the emerging culture brought along by colleagues with multidisciplinary backgrounds as a threat to their shared vision. If not handled properly, these issues might snowball and turn into tensions between units or staff;

(ii) **Issues between teaching and research activities.** As the Institute has already been operating as a university-level institution, its research output and impact are steadily on the rise. Colleagues who were active researchers certainly welcomed such a development. However, those colleagues whose talent and interest relied more on teaching might find this wind of change less acceptable as research activities form part of their overall performance appraisal. Furthermore, issues also existed between the competing demands for more research time and teaching time. How to balance these competing demands might become one of the key issues in change management; and

(iii) **Issues between academic and administrative strands.** The fast transformation and development of the academic infrastructures, programmes, and scholarly activities in the academic strands demanded much more high-level efficient support and corresponding changes to the administrative strands. It was not uncommon that misunderstanding and ineffective communication might happen on both sides during the change processes. Academic staff members might wish that administrative staff members were less bureaucratic and more supportive while the latter might perceive that the academic staff should have followed the established policies and procedures and ensured financial and administrative responsibility and compliance.

10. Units and committees were therefore asked to consider the above interface areas and to list any specific issues and problems identified during the implementation of their development plans and related changes. They were also required to list any other interface issues and related strategies and solutions to address these situations.

Summary of the review

Achievements of the unit's development/strategic plan or the committee's institutional strategy in 2009-12

11. Key committees, Faculties, academic departments, and administrative offices, in general, were able to achieve their planned goals of transformation by 2012. The planned projects and new initiatives for transformation in the four key areas were mostly completed or are making good progress. Salient examples include:

- a. the introduction of one-line budgets to ensure that financial decisions more closely reflect academic priorities;
 - b. the fine-tuning of the remuneration system to ensure that pay is more closely linked to performance; and
 - c. the streamlining of the academic committee structure, process and procedures and the reduction of the number of committees and membership to eliminate redundancy.
12. From the review results reported by various committees and academic and administrative units, there were some issues and gaps within the units or at the interface between units during the implementation of strategic, or the development of, plans for changes at different levels during 2009-12. Nonetheless, most of these issues were resolved with the concerted effort of staff members. For example, a high staff turnover was identified in some departments and units because staff are employed on different terms. Those who are on non-regular terms are more prone to outside offers of appointment on a more permanent basis. In order to retain talent, departments and units have encouraged and recommended internal staff for promotion and permanent appointment through the prevailing staff appointment mechanism. We are gratified to see that the staff turnover rate has been on the decrease during the last two years.
13. Stringent manpower support also dealt a blow to the smooth and effective implementation of new initiatives or measures. The timely introduction of the Student Empowerment Work Scheme has served the dual purpose of providing part-time employment for needy students as well as easing the temporary shortage of manpower on routine operation and frontline services needed for implementing the planned changes.

Implementation processes and related strategies

14. In terms of change management, most units and committees had largely utilized the eight strategies (para. 9b) to tackle the identified internal and interface issues, gaps and tensions, and minimize resistance to change during the implementation process. Some had applied various strategies of change management in a more holistic and successful way and others had struggled to learn how to manage the complicated changes and related internal and interface issues. For instance, in some departments, staff members were divided and had divergent views towards the implementation of a new initiative, whether driven by the Institute or the department. Planned changes would slow down or be blocked if consensus could not be reached. To deal with situations of this kind, departments or units had tried to enhance internal communication by expanding the representation of the departmental management committees so as to accommodate as many staff voices as possible to lubricate the implementation process. Another example identified in the review was the introduction of a new instrument for student evaluation of teaching. Through extensive internal consultations from September to November 2012 with various stakeholders and with communication flowing to every layer, i.e. from the Senior Management, key personnel in learning and teaching (Deans, Heads, Faculty and Departmental Learning and Teaching Committees), Academic Staff Association, staff, Students' Union and students, it was decided that the trial implementation of the new instrument for Student Evaluation of Teaching would be conducted in Semesters 1 and 2 of 2012-13.

15. It is also worth noting that academic support units attach much importance to the employment of the strategy of evaluation to enhance their services. The Library and Office of Information Technology and Services, for example, conduct annual user surveys not only as a means of better communication between user and service provider, but also as a way to collect useful feedback for providing services that cater for users' changing needs as a result of the planned changes.

Implementation and interface issues across units or committees

16. This review exercise has given change champions at different levels the opportunity to analyze the implementation and achievements of their own development/strategic plans, reflect on various issues within the processes of transformation and then take from this review the necessary knowledge, skills and strategies of change management for the future development of the *Strategic Plan 2013-16*.
17. In addition, after further discussion at the meetings of SMC and AB, the Senior Management Retreat, and the consultations at departmental and unit levels, a list of potential interface issues between Education and non-Education strands, research and teaching strands, and academic and administrative strands have been identified. Related managing measures have also been worked out to tackle these interface issues¹. A typical example for each of these interface issues together with the related managing measure are given below:
 - a. **Issues between Education and non-Education complementary strands.** To further enhance the cross-offering of courses for Education and non-Education programmes, some measures have to be taken to facilitate interaction and synergy between Education and non-Education strands, for example, by reviewing the course offering plans among faculties, programmes and departments.
 - b. **Issues between teaching and research activities.** To reduce the tension arising from competition between teaching and research time for junior academics, heads of academic departments through the departmental management committees have made use of their one-line budgets or other measures flexibly to appoint additional staff to alleviate teaching loads and to create room for academic staff to do research work or teaching.
 - c. **Issues between academic and administrative strands.** Academics might resist new administrative initiatives, resulting in unnecessary delays in implementation. In order to enhance the communication between academic and administrative staff on the implementation of new initiatives, change champions have tried to explore more communication channels to implement new policies. For example, during the migration of the e-Learning platform from Blackboard to Moodle, both the Office of Information Technology and Services, and the Centre for Learning, Teaching and Technology, in order to reduce misunderstanding arising between the new policy and its implementation, have offered various support services including staff workshops up to individual level and an e-Learning Walk-in Clinic for staff and students, in addition to hotline enquiries and one-to-one consultations. These

¹ These measures are for internal reference and are not attached. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

additional services have proved effective as more and more academic staff have found Moodle to be more useful than Blackboard.

These three types of interface issues should be systematically tackled in planning change management for the new triennium 2013-16.

Change management plan for 2013-16

18. From the experiences of the transformation in the triennium 2009-12, there had clearly been ecological changes across units and committees during the implementation process. It is understandable that it takes time for staff members to adapt to changes and new environments in the same way that any other higher education institutions engaging in organizational change and development will experience.
19. In addition to the general issues of implementation of planned first order changes by units or offices (Figure 1), the above three types of interface issues identified (para. 17a-c) were not sporadic, but seen across units and committees. These issues were the results of the ongoing interaction effects among staff members and the implementation of the planned changes in different areas at different levels. If not managed properly and early enough, they could develop into forces of fragmentation that would hinder planned changes and stifle institutional development.
20. From the above review and analysis of change management in 2009-12, the change management plan (CMP) for the *Strategic Plan 2013-16* should include two orders: (1) first order change management by the Institute-level committees of key functional areas and the academic and administrative units; and (2) second order change management by P/VPs, the SMC and AB.
21. **First Order Change Management:** As shown in Figure 1, the key committees and the key academic and administrative units develop their development/strategic plans for 2013-16 and related strategies for change management in line with the Institute's *Strategic Plan 2013-16*, by taking the review results of their development/strategic plans for 2009-12 and related change management (para. 9) into consideration. In particular, the proposed change management plans include key strategies such as communication, engagement, timeline, accountability and role clarification, good practice, capacity building, using feedback, and evaluation and review (para. 9b). The channels for monitoring the first order change management and communicating the issues, gaps and experiences in the implementation of planned changes include regular meetings, annual progress reports, Institute forums, Senior Management retreats, Lodge summits, staff consultative committees, departmental annual retreats, and sharing sessions (para. 6).
22. **Second Order Change Management:** In addition to the current mechanism to monitor the first order implementation of planned changes at committee and departmental/unit levels, there should be a second order change management mechanism with its focus on managing issues across departments, offices and committees, which are particularly related to the interfaces or tensions between Education and non-Education strands, research and teaching strands, and academic and administrative strands during the implementation of planned changes in 2013-16, as illustrated in Figure 2.

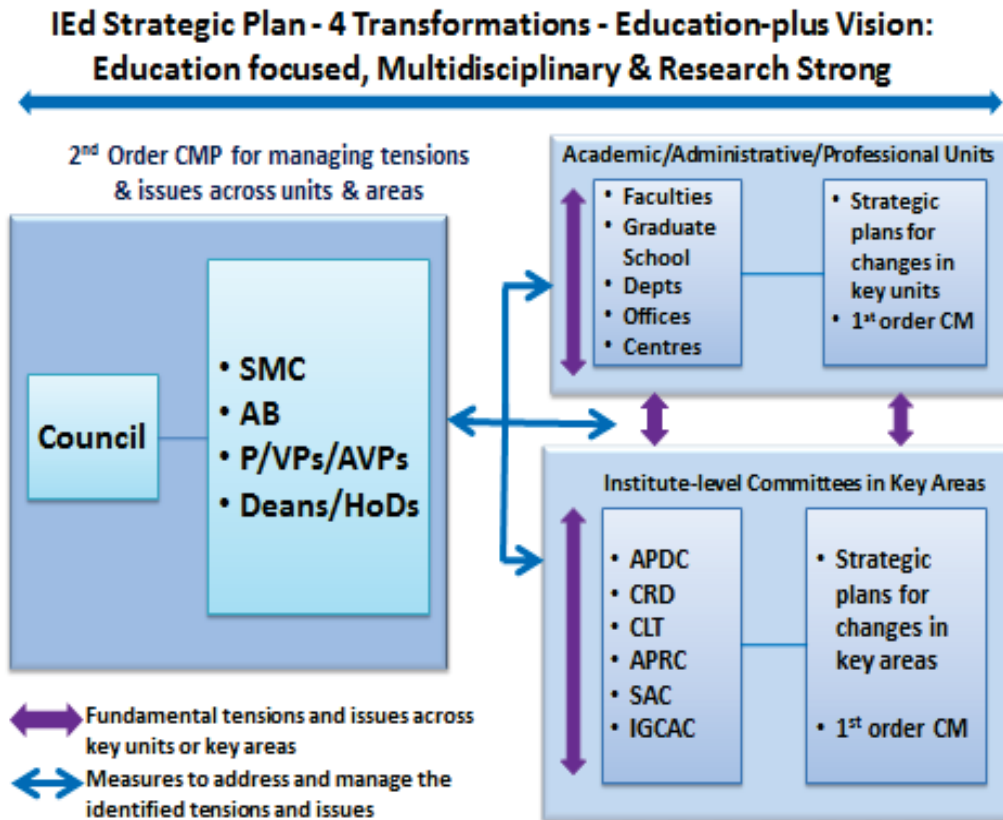


Figure 2: Second Order Change Management

23. Based on the review results of change management in the triennium of 2009-12, as mentioned above, the Senior Management has refined the structure and strategies of the second order change management. In particular, measures have also been developed to tackle and manage the key interface issues across units and areas, identified from the changes in that triennium (see Note 1). These measures can provide a strong base for the P/VPs, SMC and AB to understand and manage the new issues or similar issues which may emerge dynamically in the implementation of changes according to the *Strategic Plan 2013-16*.
24. Since issues are not static during the implementation process, in addition to the basic strategies of change management, such as communication, engagement, timeline, accountability and role clarification, good practice, capacity building, using feedback, and evaluation and review (para. 9b), the Senior Management as the key team accountable for the second order change management will follow four guiding principles for managing the interface issues and tensions in the implementation of the *Strategic Plan 2013-16*:
- a. **Communication and feedback.** The existing channels for communication and feedback already provide a good system among members of the Institute community (para. 6). These channels will be further enhanced and utilized, particularly between the Senior Management team and the change champions at the committee, departmental and unit levels, to ensure the effective, regular monitoring and reporting of the issues, from both the first and second order change implementation, and also provide feedback and measures to tackle and address them in an established

efficient way;

- b. **Coordination, synergy and prioritization.** Strategies devised or measures taken should be well coordinated and prioritized in order to achieve synergy across all units and areas. With a better understanding and identification of interface issues and tensions at the second order stage, and the development of related managing measures (Note 1), the Senior Management including P/VPs, SMC and AB, will play an important leading and managing role to develop policies or various measures to facilitate better coordination, synergy and prioritization among the competing demands, diverse expectations, and different initiatives of various committees and units;
 - c. **Capacity building.** New staff capacity, attitudes, knowledge and skills are often required to implement and manage planned changes successfully. Strategies of staff development and empowerment will be employed to induce better staff readiness and ownership during the process of planned changes. Resources and incentives will be provided at different levels to support and encourage development, communication, sharing, and mutual collaboration across units or committees in implementing changes and managing related interface issues; and
 - d. **Delegation and leadership of change.** The success of initiating and leading complicated organizational changes involving so many committees and academic and administrative units in a matrix structure often depends on change champions working together at different levels. This demands the effective engagement of staff members in various units and committees as change champions both through delegation of authority and clarification of accountability. Therefore, the emerging issues of change implementation can be tackled and managed effectively, and earlier, at the operational level before they can become negative impacts on the changes and have to involve the Senior Management's intervention.
25. These four Guiding Principles are to direct the development of dynamic measures to address the identified issues, gaps, and tensions so as to (1) achieve the intended integration among Education and non-Education programmes; (2) provide a good balance between teaching and research activities; (3) develop an improved working relationship between academic and administrative staff members based on mutual understanding and trust; and, (4) as a corollary, strengthen a sense of ownership in staff.

Way forward

26. After wide consultation and endorsement at different levels, and the final approval of AB and the Council, the updated *Strategic Plan 2013-16* involving four key transformations will be launched in March 2013 and correspondingly the above two-order change management plan will be in full operation to support the implementation of its proposed transformations and changes.
27. Issues, gaps and tensions are believed to be inevitable in the process of these large scale planned changes within our Institute involving multiple units, multiple committees and multiple actors in key areas such as teaching and learning, research, programme offerings, student development, quality assurance, and internationalization and China and regional engagement. The better management of the emerging issues from the

planned changes, therefore, becomes a necessary condition for the successful implementation of the *Strategic Plan 2013-16*. We are fully aware of the importance of change management, particularly when the Institute is undergoing rapid transformations and development in the coming triennium.

28. Based on the review and practical experiences of the last triennium, the change management planning has been practically and conceptually enhanced and improved to provide a more sophisticated and comprehensive mechanism to manage and tackle the issues at both the first and second order stages. The interface issues identified from the last triennium and the related measures to address them can provide a useful base for us to closely monitor the implementation of planned changes in 2013-16 and develop new measures as, when and where necessary.
29. We hope the enhanced change management plan will contribute not only to the successful implementation of the planned changes of the *Strategic Plan 2013-16* but also the development of an organizational culture that pulls all colleagues together to work towards our common goal of becoming an Education-focused, multidisciplinary and research-strong University of Education.

December 2012

THE HONG KONG INSTITUTE OF EDUCATION**Strategy for Internationalization
2012-2016 Triennium****Introduction**

The Hong Kong Institute of Education (HKIEd) aspires to become a leading university in the Asia Pacific region with focuses on Education and complementary disciplines in humanities, social sciences, and creative arts and culture. The HKIEd will develop students' international perspectives and global knowledge so that they may become caring professionals with global vision in their own fields. The HKIEd will build an outstanding faculty whose teaching and research will engage in regional and global issues with impact on educational change, social progress and enhancement of human well-being. The HKIEd will promote exciting academic programmes and research initiatives which will contribute to address critical regional / global issues and impact on the international community to enhance our academic standing and visibility. The following paper outlines the vision, mission, strategic goal, major strategies and milestones for internationalization at the HKIEd.

Vision

The Hong Kong Institute of Education (HKIEd) aims to be a leading university in the Asia Pacific region, focusing on Education and complementary disciplines, and recognized for our excellence in nurturing competent and caring professionals for promoting social progress and human development in the region and elsewhere in the world.

Mission

We seek to provide a multicultural learning and research environment conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of rationality and diversity. We prepare our students to become intellectually active, socially caring, and globally aware professionals who can work effectively in a culturally diverse environment. We nurture our students' ability to connect Asian scholarship to the international community by advancing knowledge, scholarship and innovation, with sustainable impact on social progress and human betterment.

Strategic Goal of Internationalization

At the HKIEd, we believe that genuine internationalization should be grounded in cross-cultural fertilization and mutual learning rather than conformity and convergence to a singular set of "universal" benchmarks, and that internationalization should not imply the loss of the local identity, but instead be capable of nurturing a culture for appreciating diversity, plurality of tolerance and respect.

In our commitment to internationalization, HKIEd attaches special importance to our identity with Asia and the role of Asian universities to bridge Western and Asian scholarship, and between Western modernity and Asian traditions. We are also committed to promoting deep collaboration and dialogue between Asia and Europe, as well as other parts of the world

through enhancing student mobility and fostering academic and research collaboration. We aspire to reconnecting to the Asian scholarly traditions and we strongly support regional cooperation, social progress and human development.

Strategies for Internationalization

Our strategies for internationalization aims to further enhance the leadership of the HKIED in the regional and international community, fostering a more cross-cultural environment for student learning and creating a more conducive environment for staff to engage in regional /international collaborations. Specific strategies are adopted to forging strong regional and global links in order to engage in deep academic and research cooperation with universities and institutions in the region and other parts of the world. Concerted efforts will be put together to enhance student regional / international learning experiences and facilitate faculty members to engage in regional and international cooperation.

Forging strong regional and global links

- Engage in collaboration with other educational institutions and scholarly associations outside Hong Kong that forges mutual capacity development, with special focus on but not limited to universities of education and normal universities.
- Forge strategic alliances and partnerships with selected universities in the Greater China region and overseas.
- Pursue active staff and student exchange, extra-curricular and cultural activities, and academic visits, with universities in Greater China region and overseas.
- Develop strong links for collaborating with regional and international organizations such as Asia Development Bank, UNESCO, UNICEF, World Bank and other major organizations / networks to promote research and development projects.
- Participate in regional and international cooperation in promoting social progress and human development.
- Contribute to Hong Kong's positioning as the regional education hub, through recruitment of non-local students and providing educational services and professional training.

Closer collaboration with universities and institutions in the region

- Consolidate our links with strategic partners in the Greater China and Asian region, especially normal universities and institutions with a liberal arts tradition.
- Set up a dedicated Greater China Affairs Office to promote academic exchange, research and education services in the Greater China region.
- Contribute to education development in the Pan-Pearl River Delta region, and take an active role in the Coalition of Teacher Education Institutions in the Pan-Pearl River Delta.
- Contribute to the development and establishment of a platform for closer collaboration among key institutions of education from Mainland, Taiwan, Macao and Hong Kong.
- Engage in regional development projects and cooperation in promoting social progress and human development.

Enhancing student regional and international learning experience

- Create a multicultural learning environment conducive to enhancing students' international outlook and global awareness.

- Promote regional and international exchange programmes in enhancing student learning experience.
- Increase the number of students participating in existing schemes to the maximum capacity of the Institute's financial supports and diversify the types of experience by the addition of new schemes.
- Engage students in regional and international service-learning and co-curricular activities to promote social progress and human development.
- Contribute to learning through engaging students in regional and international summer institutes, research seminars, conferences, symposia and overseas student visits to HKIED organized by the International Office and Greater China Affairs Office.

Internationalizing curriculum and on-campus experiences

- Create a multicultural learning environment on campus to engage local students by mingling local and overseas staff and students through various forms of on-campus activities.
- Promote regional and international collaboration through developing international / regional academic degree programmes either through joint- or dual degrees to diversifying pathways for student learning overseas.
- Engage in international and regional collaborative projects in promoting innovation in curriculum and pedagogy.

Establishing regional leadership

- Shape regional and global research agendas for education, humanities, social sciences and creative arts and culture.
- Establish leadership in research, development projects and professional training with our strong UNESCO links.
- Undertake regional research initiatives for specific areas where the Institute has a critical mass, such as Education Leadership and Change, Measurement and Testing, Language Education and Acquisition in Multilingual Societies, Comparative Education, and Governance and Citizenship Studies.
- Host international conferences and symposia, and engage in international research studies and collaborations and build up sustained networks.
- Play an active role in regional and international networks such as the Asian Roundtable of Presidents of Universities of Education, the Asia-Pacific Educational Research Association, the World Education Research Association, Worldwide Universities Network, East Asian Social Policy Network and Asian Political and International Studies Association, and East Asian Symposium on Teacher Education Research.

Key Milestones

By 2016, we should have:

- Allowed every full-time undergraduate student the opportunity to undertake at least one international or Mainland experience during his/her course of study.
- Increased the number of full-time non-local students from currently around 10% to 15%.
- Fostered students on regional and international exchange programmes from currently around 10% to 15%.

- Consolidated our strategic partnerships with key universities and schools of education within the Region, built upon the Asian Roundtable of Presidents of Universities of Education.
- Established the leadership in the region through promoting international and regional intellectual discourses and active participation in projects to promote educational change, social progress and human development.
- Engaged in international platforms like partnering with UNESCO, Worldwide Universities Network, East Asia Social Policy Network and Asian Development Bank for organizing annual event to promote educational, social and cultural change and human well-being.

Critical Issues

When implementing the above strategic plan for internationalization, a few critical issues which require special attention of the Institute community for strategic management, including implications for finance and accommodation, curriculum design, teaching and learning, as well as research aspects.

Financial Implications

In the 2012-15 triennium, the Institute will commit funding of around HK\$ 28.1 million (the resources of which will also cater for the double cohorts in 2012/13) to launch a special “International Learning Experience Enhancement Scheme” (Enhancement Scheme, hereafter) in enhancing students’ international / regional learning experiences. The Enhancement Scheme will provide HK\$ 10,000 subsidy per student enrolling in UGC-funded programmes for undertaking overseas learning experiences. Apart from this Enhancement Scheme, the Institute has committed HK\$ 6 million in the 2012-15 triennium to attract high quality international and non-local students, by setting up entrance scholarships.

Beyond the 2012-15 triennium, the Institute aims to seek new sources of funding while utilizing the Institute’s remaining balance of undesignated Matching Grant and the Matched Donation under the Matching Grant for Internationalization. At the same time, the Institute seeks proactively various funding sources to support students’ overseas learning. In line with the Government’s policy to recover all additional direct costs incurred for non-local students, the tuition fee for non-local students studying UGC-funded programmes is set at a level such that it has already factored in the Enhancement Scheme, i.e. HK\$ 10,000 subsidy per student for undertaking overseas learning experience. The Institute will review its funding policy by the end of the 2012-15 triennium and actively search appropriate ways to sustain the Enhancement Scheme. In collaboration with other local universities, the senior management of the Institute will engage with the University Grants Committee in reviewing the Government’s funding policy with regard to promoting internationalization.

Implications for Accommodation

In anticipation of a steady increase of international / non-local students (both regular and exchange students) enrolling in our programmes, the Institute sees increasing pressure for on-campus accommodation. In this regard, the Institute has revisited its Student Accommodation Policy. In the 2012-15 triennium, the Institute will provide first-year on-campus accommodation for non-local and international students enrolling in full-time UGC-funded undergraduate, research postgraduate, and PGDE programmes. International

exchange students will also be provided with on-campus accommodation. For non-local students on full-time self-funded undergraduate and postgraduate programmes, the Institute will provide support to them to meet their accommodation needs through various possible means such as renting private apartments, and liaison with potential block-rental landlords (such as service-apartment providers) and property agencies to advise students on accommodation matters. At the same time, the Institute has begun to convert some two-person rooms to three-person rooms in order to provide more residence places for the growing student population. The Institute also hopes to address the accommodation issues and seek collaboration with other local universities in actively engaging with the University Grants Committee and the Education Bureau to identify additional student hostels, as this is vital in achieving the policy goal of internationalization.

Implications for Curriculum Design, Learning and Research

As the Institute is keen to internationalize our curriculum, our programme offerings should align with this strategic direction by engaging our key partners to develop joint / dual or other forms of regional / international learning programmes. In the process of integrating an international, intercultural and global dimension into the purposes, functions and delivery of higher education, the Institute actively seeks to diversify our programme delivery modes to encourage international student engagement. The Institute has introduced an on-line mode of delivery for some postgraduate programmes and we believe a better integration of curriculum design, learning and teaching activities with advanced technology will enhance students' international learning experiences. To enhance student international learning experiences on campus, the Institute has allocated additional resources for engaging distinguished academics from the region and beyond as visiting scholars to work closely with our local colleagues in co-organizing research and learning activities. In addition, the Institute has also reviewed its policy and academic regulations related to credit transfer, course exemption and medium of instruction. The number of courses delivered in English medium will increase, so as to create a more conducive environment for both in-bound and out-bound exchange students.

As the Institute is keen to play a leading role to transform the regional education landscape, together with its aspiration to contribute to the HKSAR Government's strategic goal in transforming Hong Kong into a regional education hub, the Institute is determined to put concerted efforts together in deepening our regional and international cooperation with strategic partners, major supernational organizations and leading research consortia to promote educational change, social progress and human well-being.

Last updated in February 2013

THE HONG KONG INSTITUTE OF EDUCATION

Extract from the Framework for the Establishment, Development, and Application of Key Performance Indicators of Teaching and Learning for HKIEd

1. Purposes, definition, and uses

- 1.1 The purpose of this paper is to provide a framework for the establishment, development and application of Key performance indicators (KPIs) and performance indicators (PIs) of teaching and learning for HKIEd.
- 1.2 KPI are statements, usually quantified, on resources employed and achievements secured in areas relevant to the mission and strategic targets of the institute. KPIs provide criteria for assessing the quantitative and qualitative performance of the institute, thereby, convey the institute's expectations to staff members and direct them on ways to contribute to the institute on achieving its overall targets.
- 1.3 KPIs are used to assess the achievement of strategic targets summatively with a view to determining or informing decisions and making them more transparent, robust, rational or just. They can also be used formatively with a view to challenge, dialogue, reflection or diagnosis, to monitor or to guarantee that an agreed level of quality is achieved.

2. Strategic targets of teaching and learning at HKIEd (2012-2015)

- 2.1 Producing graduates of high quality
- 2.2 Ensuring high quality teaching and learning processes
- 2.3 Strengthening the teaching-research nexus
- 2.4 Providing broad-based, diversified learning experiences for students
- 2.5 Providing high quality educational experience for research postgraduate students

3. Conceptual basis for the five strategic targets

- 3.1 The five strategic targets represent three conceptual stages of 'input', 'process', and 'output', conceived on the basis of systems thinking, which identifies the *conditions* as 'inputs' into the teaching and learning *processes*, and *outcomes* as 'outputs' from processes.
- 3.2 *Figure 1* schematizes the above conception, with the strategic target 3-5 as the *conditions*, to support the teaching and learning *processes* (Strategic target 2) in the middle, which further ensures the outcomes (Strategic target 1, producing graduates of high quality). The high quality teaching and learning processes, underpinned by a strong teaching and research nexus, a broad-based curriculum, and high quality educational experience for research postgraduate students, will drive the institute to produce graduates and postgraduates of high quality, while, at the mean time, satisfying external and internal stakeholders (e.g., UGC and students).

- 3.3 While recognizing the distinct functions of the five strategic targets within the system, the five strategic targets are considered to be of equal importance, and every single one is indispensable in order for the institute to fulfill its mission.
- 3.4 In terms of accountability, the institute systems are mainly accountable for provision of the three conditions, while staff and students are accountable for the teaching and learning processes and for their outcomes.

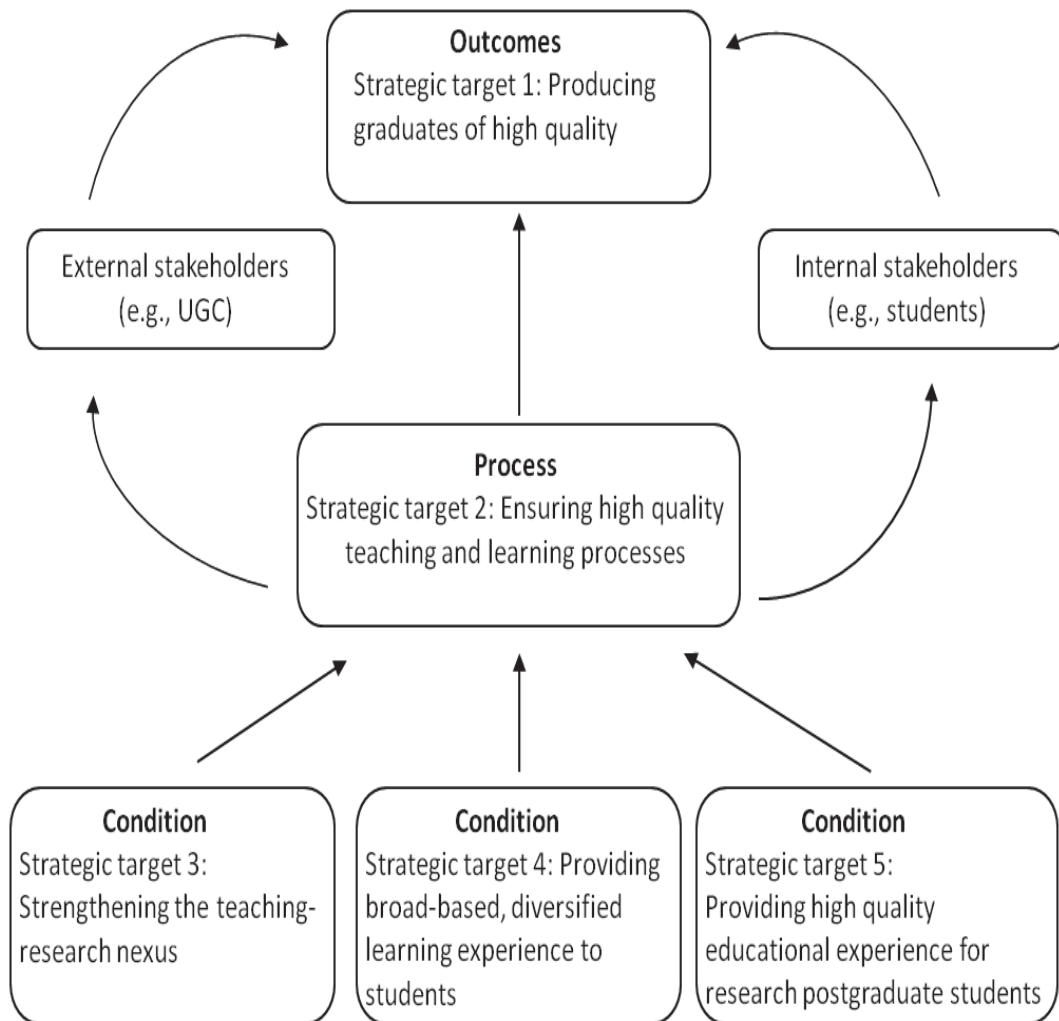


Figure 1: Conceptual framework for the five Targets

5. KPI implementation mechanism

We propose four stages for KPI to be implemented (see Figure 2 for detailed operational flow)

- Stage 1 Establishing KPI
- Stage 2 Implementing KPI
- Stage 3 Enhancing performance of teaching and learning
- Stage 4 Monitoring, evaluating, and reviewing

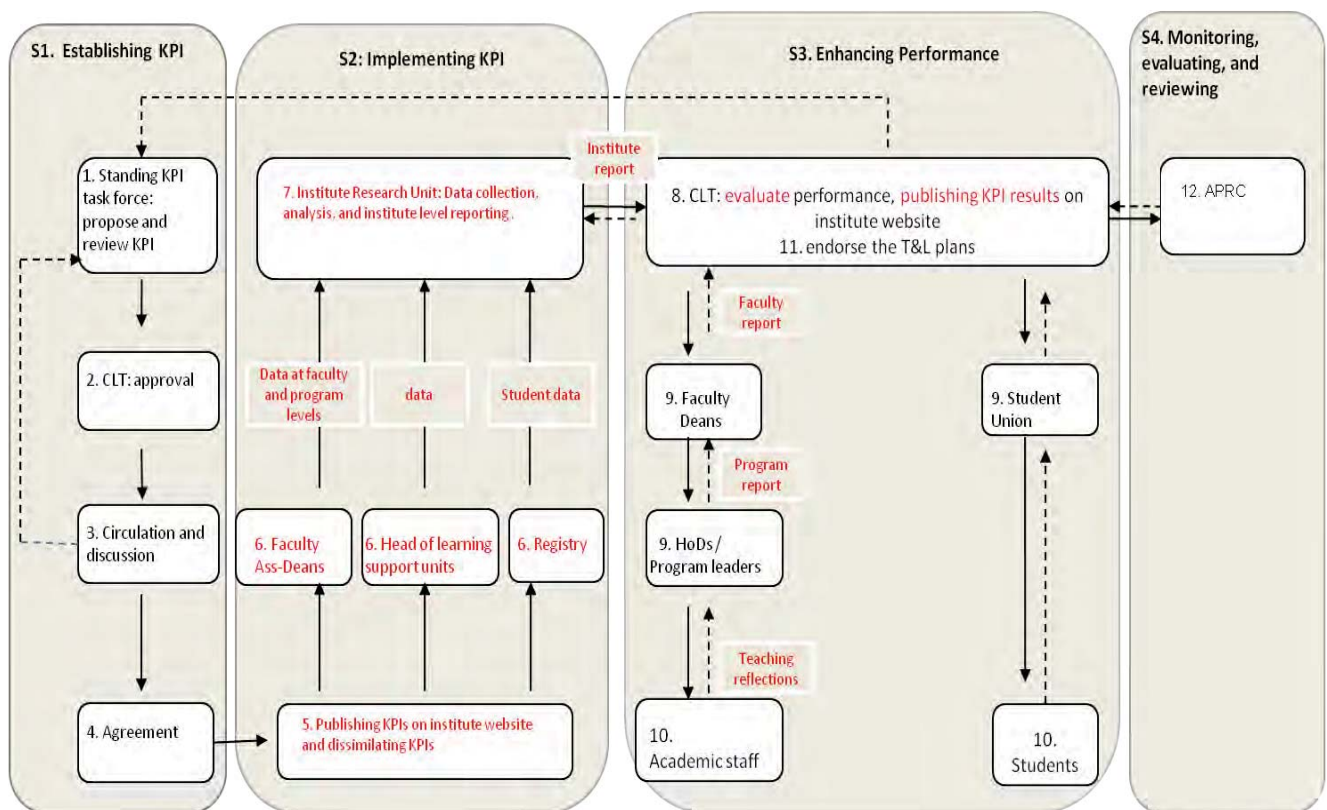


Figure 2: KPI implementation mechanism

27 June 2012

The above is extracted from the *Framework for the Establishment, Development, and Application of Key Performance Indicators of Teaching and Learning for HKIED*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

**Examples of Key Performance Indicators/Performance Indicators
in Teaching and Learning**

Examples of Key Performance Indicators (KPIs)/Performance Indicators (PIs) in teaching and learning in the five strategic target areas are listed in the table below:

Strategic Targets of Teaching and Learning	One Example of KPI/PI
1. Producing graduates of a high quality	Employment trends of graduates *
2. Ensuring the high quality of teaching and learning processes	Students' yearly progress, rates, retention and discontinuation
3. Strengthening the teaching-research nexus	Percentage of courses requiring students to engage in research components
4. Providing broad-based, diversified learning experiences for students	Co-curricular activities
5. Providing a high-quality educational experience for research postgraduate students	Results of the research postgraduate student experience survey

* The example of KPI "Employment Trends of Graduates" is illustrated below.

Institute Report on the Analysis of KPIs

KPI 4: Employment Trends of Graduates

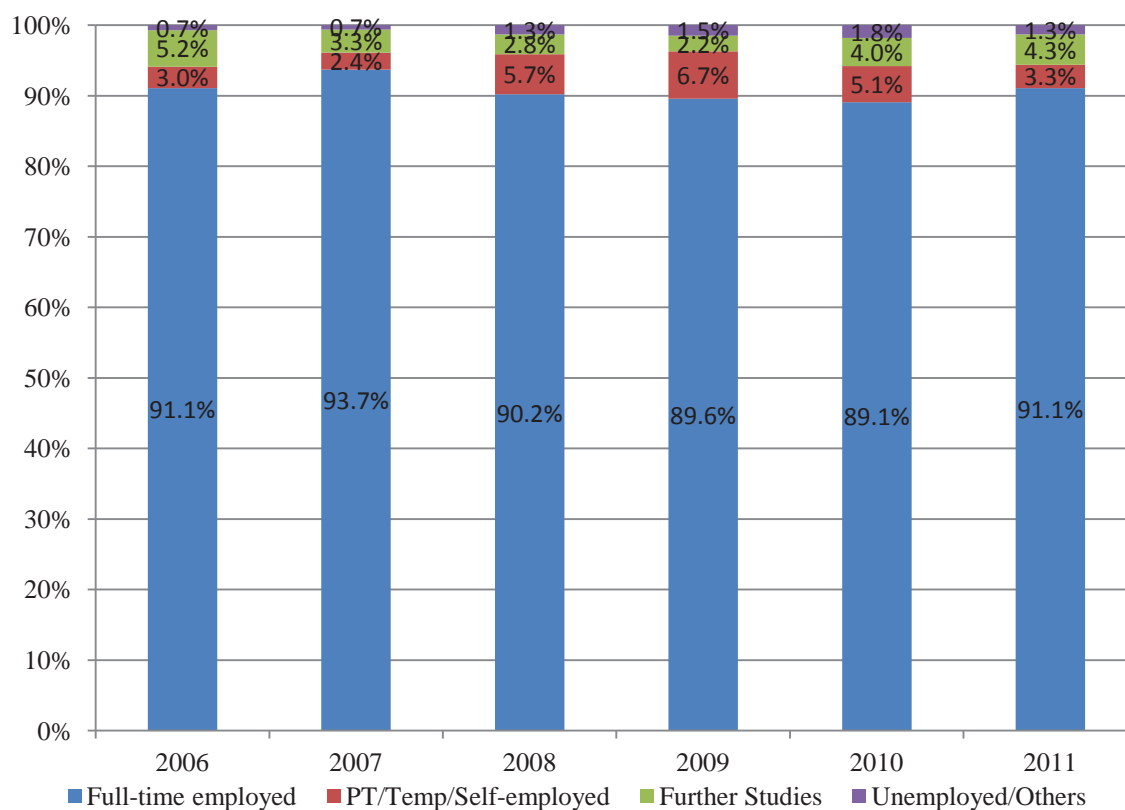
Introduction

1. This KPI denotes the employment status of graduates of full-time UGC-funded programmes from 2006 to 2011 at the Institute level. The HKIEd has produced graduates only from teacher education programmes in the last six years.
2. The data for this KPI were provided by the SAO and collected through the Graduate Employment Survey (GES). A self-administered questionnaire will be sent to the graduates in October, with the usual deadline at the end of December each year. Phone interviews will be conducted for those who have not replied to the questionnaires.

GES at Institute Level

3. Approximately 90% of the respondents were employed full-time in the last six years. Relatively more respondents pursued further studies in 2006, 2010 and 2011 (5.2%, 4.0% and 4.3% respectively) (Chart 1).

Chart 1 Employment Situation of HKIEd Graduates



4. From 2006 to 2011, education was consistently the dominant field of employment for HKIED graduates. About 95% of the respondents in full-time employment were working in education (Table 1).
5. Most of the graduates held teaching posts such as GM, APSM or CM. There was an increase in posts such as KG teacher and nursery teacher from 13.8% in 2006 to 30.5% in 2011. This increase in the KG sector in 2011 can be attributed to the graduation of the first cohort of HD(ECE) students (Table 2).

Table 1 Employment Fields of Respondents in Full-time Employment

	2006	2007	2008	2009	2010	2011
Education	95.5%	95.0%	94.4%	94.5%	93.4%	94.6%
Non-education	4.5%	5.0%	5.6%	5.5%	6.6%	5.4%

Table 2 Positions of Full-time Teaching Respondents

	2006	2007	2008	2009	2010	2011
GM	14.6%	15.4%	19.0%	11.4%	11.7%	15.9%
APSM	-	0.4%	0.8%	0.3%	0.5%	0.1%
CM	64.3%	63.0%	63.4%	54.6%	56.2%	45.3%
KG teacher	12.2%	11.9%	10.4%	19.0%	17.0%	28.1%
Nursery teacher	1.6%	1.3%	1.5%	4.5%	1.6%	2.4%
Teaching assistant	1.5%	1.8%	1.3%	6.6%	5.1%	3.0%
Supply teacher	0.7%	1.0%	1.3%	1.3%	1.1%	0.5%
Shared teaching post	0.3%	0.4%	0.5%	0.7%	1.0%	1.1%
Others*	4.8%	4.6%	1.9%	1.5%	4.9%	3.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(740)	(671)	(617)	(668)	(630)	(741)

Note: * "Others" includes teaching posts with functional titles in schools, and instructors or tutors working at tutorial centres and learning centres, etc.

February 2013

THE HONG KONG INSTITUTE OF EDUCATION**Extract from the Staff Handbook on Programme Quality Assurance
- Review of New and Existing Programmes****External review**

1. Review of new programmes prior to implementation and periodic review of existing programmes are part of the Institute's quality assurance processes. Guided by its vision and mission statements, the Institute has set up a mechanism whereby new and existing programmes are subject to a rigorous external review process.
2. The objectives of the review exercise are:
 - (a) to ensure that programmes of quality are developed at an academic standard comparable to similar programmes offered at other local and overseas tertiary institutions;
 - (b) to ensure that the programmes are both current and relevant, in keeping with the needs of its stakeholders (e.g. society, schools, employers, parents and students, etc.) and the Government's initiatives in educational development; and
 - (c) to help the Programme Development Committee (PDC)/Programme Committee (PC) to improve the programme, to encourage them to develop new ideas in teaching, learning and curriculum planning and to inform them of good practices and new developments elsewhere.

Review of new programmes**Aims of external review**

3. The general aim of the review exercise is to consider the following aspects of a new programme:
 - (a) the justification for the demand of the programme and the subject areas (majors/minors) proposed;
 - (b) the rationale and academic validity of the aims and objectives, admission requirements, curriculum structure and its content, the teaching and learning activities, field experience arrangement, assessment methods and regulations, employment opportunities for the graduates (if appropriate) and their match with the output;
 - (c) the possible articulation with other programmes in the Institute (if appropriate);
 - (d) the academic staffing and resource support, both current and planned;
 - (e) the extent to which the teaching team members demonstrate a thorough and common understanding of the purpose and content of the programme; and
 - (f) the programme management structure and quality assurance mechanism.

Arrangement for external review

4. External review may be in the form of:
 - an external review panel conducting an on-site visit
 - invitation of written comments from external reviewers, etc.
5. For new programmes which are non-Education related and require external accreditation by The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), panel review exercise (with on-site visit) is required so as to assure the HKCAAVQ of the quality of the programme through a similar rigorous panel exercise conducted by the Institute.
6. For other new Education-focused programmes, the Faculty Boards (FB) will decide whether to conduct a review panel exercise or to invite written comments from external reviewers for scrutinizing the full proposal for the new programmes/ majors/ strands/ areas. If the on-site panel meeting option is not selected, experience has shown that the convening of a “virtual” panel meeting through Skype or some other mediums yield considerable value in the panel review process. It is not currently a requirement to do this, but it is highly recommended.

External review panel for on-site visit

7. An external review panel will be set up for the review of programmes. The review of new programmes shall follow the QA flow in [Figure 3](#).
8. The composition of the review panel will be determined by the needs of the programme and will normally consist of at least three specialists, one from each of the following categories:

(i) Senior academic scholar/expert from overseas (to chair the panel)	- Recognized academic with a strong record of research in the area, preferably at professorial level
(ii) Academic Practitioner	- Recognized academic with a strong record of teaching in the area, preferably at professorial level
(iii) Professional/ Employer	- Representative of the major employer/ professional group who will be responsible for the employment of graduates from the proposed programme. - For teacher education programmes, a school principal will normally be involved.

9. The membership of the panel will need the endorsement of the Board of Graduate Studies (BGS)/FB as follows:
 - (a) Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd) programmes – BGS
 - (b) postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate and sub-degree award-bearing programmes – FB

10. For seeking endorsement from the BGS/FB, the following documents are expected to be provided:
 - (a) at least six proposed nominations, two in each of the above three categories;
 - (b) a statement that in nominating these reviewers, there is no conflict of interest in their nomination. For example, the nominated reviewers have not worked with any members of the PDC/PC/Faculty Executive in terms of research, writing or long-term professional contact; and
 - (c) the terms of reference of the panel. The suggested terms of reference of the panel are set out in Appendix IX.

External reviewers for written comments

20. For invitation of external reviewers, the list of external reviewers and their scope of work will be drawn up making reference to the membership composition (normally at least three specialists) and terms of reference adopted for external review panel.
21. The list of external reviewers to be invited requires endorsement from the following parties:
 - (a) PhD, MPhil, EdD and MEd programmes – BGS
 - (b) postgraduate (other than PhD, MPhil, EdD and MEd programme), undergraduate and sub-degree award-bearing programmes – FB
22. For seeking endorsement from the BGS/FB, the following documents are expected to be provided:
 - (a) at least six proposed nominations, two in each of the three categories in paragraph 8 above;
 - (b) a statement that in nominating these reviewers, there is no conflict of interest in their nomination. For example, the nominated reviewers have not worked with any members of the PDC/PC/Faculty Executive in terms of research, writing or long-term professional contact;
 - (c) indication on how the external reviewers will be informed of each other's comments, and whether a response will be sought from them on the entire set of responses; and
 - (d) the scope of work of the external reviewers. Reference can be made to the suggested terms of reference of the panel in Appendix IX.
23. Upon receipt of the comments and recommendations of external reviewers, the Programme Team will prepare a response document for submission to the BGS/FB for consideration. The BGS/FB will make recommendations to the AB on the programmes/ majors/ strands/ areas.

Review of existing programmes

Two-stage periodic programme review

29. Periodic review of existing programmes forms an integral part of the Institute's quality assurance processes. Regardless of the funding source, all existing programmes will be subject to a two-stage process of periodic programme review which includes:
- (a) **Initial Periodic Programme Review**
An Initial Periodic Programme Review will normally be conducted in the academic year following the academic year in which a programme produces its first cohort of graduates. It will involve a review by an External Panel.
 - (b) **Follow-up Periodic Programme Review**
The Follow-up Periodic Programme Review will normally be conducted on a five-year cycle, with the first follow-up review to be arranged on the fifth year after the initial review. It will involve a review by an External Panel.

Aims of periodic programme review

30. The review exercise will focus on the standard, implementation and management of the existing programmes. As such, the programme review is conducted to ascertain:
- (a) whether a programme has been operated successfully;
 - (b) whether the comments raised in the annual programme reports, and reports from external examiners and previous review panel (if applicable) have been addressed and followed-through, if appropriate, in the actual implementation of the programme;
 - (c) whether the standard has been attained and recognized by other parties, such as External Examiners and schools;
 - (d) whether the programme has met its aims and objectives, and the needs of the schools and the community;
 - (e) the extent to which the previously expressed aspirations and ambitions have been met;
 - (f) the extent to which the programme is being monitored to upkeep its academic standard on a par with that of similar programmes offered by other local and overseas institutions; and
 - (g) the extent to which the Institute has been able to provide an environment facilitating the on-going development of the programme.
31. The Initial Periodic Programme Review will focus on student learning outcomes including generic outcomes, graduates' destinations and employability, currency and relevance of the programme, identification of areas for improvement, and an assessment of the continuing need for the programme. The Follow-up Periodic Programme Review will focus on the extent to which the programme is meeting its objectives, graduate employment, currency and relevance of programme content, and an assessment of the market and continuing need for the programme.

Arrangement for periodic programme review

32. The guidelines for conducting the two-stage periodic programme review are provided as follows:
- (a) A programme will normally conduct its Initial Periodic Programme Review once it has produced its first cohort of graduates and obtained employer feedback prior to review;
 - (b) The programme to be reviewed should continue to be offered in coming years;
 - (c) Collaborative programmes jointly offered with other local universities and Professional Development Programmes will not be included for periodic review;
 - (d) No separate periodic review will be conducted for programmes that are subject to revalidation by the HKCAAVQ;
 - (e) Initial Periodic Programme Review and Follow-up Periodic Programme Review can be conducted for a group of programmes of similar nature (e.g. PGDE), where appropriate; and
 - (f) The Board of Graduate Studies and Faculty Boards should draw up respective annual review schedules for periodic review of programmes and submit the review schedules to Academic Policy and Review Committee (APRC) for information in September each year.

Arrangement for panel review

33. An external review panel will be set up for the review of programmes. For periodic review of programmes, the setting up of a review panel is the responsibility of the Board of Graduate Studies (BGS), supported by the Graduate School (GS), or the FB, supported by Faculty Office*, and the review panel shall report to the BGS/FB, as appropriate.
34. The composition of the review panel will be determined by the needs of the programme and will normally consist of at least three specialists, one from each of the following categories:

(i) Senior academic scholar/expert from overseas (to chair the panel)	- Recognized academic with a strong record of research in the area, preferably at professorial level
(ii) Academic Practitioner	- Recognized academic with a strong record of teaching in the area, preferably at professorial level
(iii) Professional/ Employer	- Representative of the major employer/professional group who will be responsible for the employment of graduates from the proposed programme. - For teacher education programmes, a school principal will normally be involved.

* For periodic review of existing programmes, the responsibility of setting up review panel shall rest with the BGS/FB as follows:

- BGS (supported by GS) – for Doctor of Philosophy (PhD), Doctor of Education (EdD), Master of Philosophy (MPhil) & Master of Education (MEd) programmes.
- FB (supported by Faculty Office) – for all programmes, other than PhD, EdD, MPhil and MEd.

35. The membership of the panel will need the endorsement of the BGS/FB as follows:
- (a) PhD, EdD, MPhil and MEd programmes – BGS
 - (b) postgraduate, undergraduate and sub-degree award-bearing programmes – FB
36. For seeking endorsement from the BGS/FB, the following documents are expected to be provided:
- (a) at least six proposed nominations, two in each of the above three categories;
 - (b) a statement that in nominating these reviewers, there is no conflict of interest in their nomination. For example, the nominated reviewers have not worked with any members of the PC/Faculty Executive in terms of research, writing or long-term professional contact; and
 - (c) the terms of reference of the panel. The suggested terms of reference of the panel are set out in Appendix IX.

Last updated in March 2013

The above is extracted from the *Staff Handbook on Programme Quality Assurance*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Extract from the Policy Guidelines for the External Examiner System**Role of External Examiner**

1. There shall be one External Examiner (known as the Programme External Examiner) appointed for each award or for a group of awards identified by the Faculty Dean or relevant authority. Also, there shall be one External Examiner appointed for all UGC-funded Professional Development Programmes identified by the Faculty Deans.
2. External Examiners shall not be the staff of the Institute. They shall be persons of high academic standing with considerable relevant experience in tertiary teaching. Where appropriate, appointments may also be made on the basis of relevant professional standing and experience.
3. Appointments of External Examiners shall be approved by the Faculty Board/Board of Graduate Studies/SCPE AC for a period of two years and be reported to the Academic Board for information. The appointments may be renewed once for another period up to two years.
4. The duties of an External Examiner are:
 - (a) to assist the Institute in enhancing the quality of teaching and learning of the programme;
 - (b) to assist the Institute in ensuring that its awards granted are comparable in standard to those granted by other institutions, and that the assessment system is fair and is fairly operated in the classification of students;
 - (c) to comment and give advice on the programme content, the programme scheme and the assessment processes; and
 - (d) to attend, if available in Hong Kong, the meetings of the Board of Examiners when assessment of all students and classification of students will be considered.

January 2013

The above is extracted from the *Policy Guidelines for the External Examiner System*. Those who are interested in reading the full document are requested to contact the Registry (email: aq@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

<p style="text-align: center;">Extract from the Overarching Curriculum Framework under the Education-plus Vision</p>

Overarching Curriculum Framework

9. To promote an integrated learning experience that underpins and reinforces the Institute's Education-plus vision, it is imperative to put in place an overarching curriculum framework (Framework), guiding the development of programmes. The Framework is also built upon the Policy of Curriculum Design.

10. Total Learning Experience

- 10.1 The Institute's mission is to provide a Total Learning Experience (TLE) for students so that they can learn through various methods, for different purposes and to achieve multiple outcomes. Such experience embodies 21st century learning: acquiring valued knowledge, skills and values that will enable students to become not only competent professionals, but also active and engaged citizens confident in autonomous lifelong learning.
- 10.2 TLE is the signature of our new undergraduate curriculum. Students will go through a TLE within an integrated undergraduate curriculum composed of formal and non-formal curriculum, and supported by curricular and co-curricular activities, all contributing to student learning and whole person development. On the one hand, it aims to articulate with the new senior secondary structure so as to enable students to have a smooth transition to university learning. On the other, we are committed to fostering students' professional excellence through building their total learning experience for the whole person development under the Institute's learning framework of 4 "Cs" and 7 "generic outcomes". Every graduate will possess both depth of professional knowledge and skills as well as a breadth of general knowledge. This combination will contribute to students' development of broader horizons to meet future challenges.
- 10.3 Major studies, as the focus of the formal curriculum, is integrated and/or complemented with the other basic and essential components to fostering students' professional competence through the synergy of the formal curriculum (including Education Studies, Field Experience/Internship and General Education and Electives) and co-curricular activities (Language Enhancement programmes, counseling service, work-integrated internship, community projects, and immersion or student exchange activities, etc.).
- 10.4 Flexibility in the new curriculum increases student choice and enables them to plan ahead for their learning pathways with the support of the academic advising system, which caters for their multiple needs, professional aspirations, and lifelong learning. Apart from classroom learning, students can also acquire experiential learning experience through multiple modes of learning generated by these units, e.g. new student orientation, hall life, international and Mainland exchange, and service learning, which provide additional "out of classroom" learning opportunities.

10.5 e-Learning technologies support the total learning experience of students by providing them with the opportunities to learn anywhere and anytime and, more importantly, engage in self-directed learning, reflective inquiry and dialogues and collaboration with other students and staff.

11. Overarching Curriculum Framework Supported by the Four Pillars

11.1 The curriculum structure has to provide sufficient flexibility and choices both in the selection of courses and in the sequence and pace of electives. The overarching curriculum framework comprises *Disciplinary Knowledge* and *Generic Knowledge*. Disciplinary knowledge such as Major, Minor courses provides depth and where applicable training in a profession, whereas Generic knowledge will be supported by General Education and Language Enhancement. The crux of the framework is Praxis, i.e. the integration of theory and practice (e.g. Field Experience and Internship) through Curricular and Co-curricular Learning as well as Overseas Learning Opportunities. Cross-fertilization and cross-synergy have taken place in various dimensions such as cross-offering of courses, cross-fertilization in General education and Co-curricular activities and cross-fertilization in student activities.

Overarching Curriculum Framework



11.2 The overall curriculum structure for undergraduate programmes is presented below:

Component	Credit points		
	5-year Teacher Education Programme (e.g. BEd(P))	4-year Education-plus Programmes (e.g. BA(LSE))	4-year Multidisciplinary Programmes (e.g. BA(CAC))
Major (including Education Studies)	75 – 90	54 – 69	54-57
Field Experience / Internship	15	3-6	0 or 6
General Education	21	21	21
Co-curricular Learning	3	3	3
Language Enhancement	6	6	6
Electives (including Minor / Second Major)	21 – 36	15-30	27 – 30
Overseas Learning Opportunities (e.g. International Exchange /Immersion/International Visits)	N/A	N/A	N/A
Total	156	120	120

20 August 2012

The above is extracted from the *Overarching Curriculum Framework under the Education-plus Vision*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Extract from the Proposal for the e-Learning Policies and Strategies of the Institute

Introduction

1. As set out in the Teaching and Learning Plan 2012 of the Institute, “providing a ‘total learning experience’ for students represents fundamental commitment of the Institute to Hong Kong’s future” (para. 4). To realize the Plan, the role of technologies in learning and teaching was delineated as follows:
“Learning technologies support the total learning experience of students by providing them with the opportunities to learn anywhere and anytime and, more importantly, engage in self-directed learning, reflective inquiry and dialogues and collaboration with other students and staff. Students are then more likely to be open to new ideas, new practices and technologies, to learn how to learn, unlearn and relearn, and to understand and accept the need for change. Due to the fast changing technological world, we do not intend to confine ourselves to the use of specific technological tools and applications; instead, we will focus on designing technology-enhanced learning environments that promote engaged learning and reflective inquiry as a learning community” (para. 23).
2. The Quality Assurance Council (QAC) recommended in the QAC quality audit of the Institute conducted in 2011 that the Institute develop a pedagogically-based policy and strategy for the development of the Information and Communication Technologies (ICT) infrastructure to support learning.
3. To address the recommendation made by the QAC, it is vital for the Institute to formulate effective e-learning policies and strategies that are clearly linked to the Teaching and Learning Plan to ensure that the way technologies are developed is in harmony with the pedagogies at the Institute. The Working Group on e-Learning, with the aim of coordinating the effort and augmenting the synergy among different units providing ICT and learning support as well as academic units in the Institute, proposes in the present paper the e-learning policies and strategies of the Institute, following the provision of a framework of e-learning in higher education.

Framework of e-Learning in Higher Education

e-Learning as a Powerful Tool

4. e-Learning refers to the means or ways of using digital technology to facilitate learning. It encompasses advantages of distance education, where abundant and easily obtained resources are offered, and plentiful opportunities in designing innovative pedagogical practices, where communication technologies that break the confines of time and location are adopted.
5. e-Learning environment in higher education, constructed by e-resources, which refer to any digital resources that are “actually used by teachers and learners for the purpose of

learning;” (OECD, 2009), and e-communication, which is defined as the management of information through the use of human-to-human communication via an electronic medium (Santoro, 1998), would connect resources to people, challenge traditional educational practices and bring fundamental changes.

6. e-Learning is viewed as a powerful tool which facilitates **engaged** and **reflective** learning by:
 - offering learners opportunities to access multiple information resources and view information from multiple perspectives, which in turn contributes to an open learning environment (Smeets, 2005);
 - fostering collaborative learning and reflection on learning content (Ellis, Ginns & Piggott, 2009);
 - rendering complex practices and knowledge easier to understand through simulations that support authentic learning. It thus serves as a facilitator of engaged learning and higher-order thinking (LeBaron & McFadden, 2008; Meyer, 2003);
 - providing increasing autonomy to learners through ICT utilization. It thus promotes the shift from “interaction and control from the teacher to the learner” (Murphy & Coleman, 2004: p. 41); and
 - providing opportunities for adapting curriculum learning to the needs and capabilities of each individual pupil (Smeets & Mooij, 2001).

Planning for e-Learning in Higher Education

7. There are four inter-related key dimensions in the planning and implementation for e-learning in higher education, viz. (i) leadership and management, (ii) e-learning resources and environment, (iii) pedagogy for learning and teaching, and (iv) portfolio and learning outcome management (Barajas & Gannaway, 2007; Cook, Holley & Andrew, 2007; Ellis, Ginns & Piggott, 2009; Zhao & Jiang, 2010).

I. Leadership and Management

8. At the leadership and management level, it is crucial for the higher educational institutions to formulate effectual policies and strategies for the implementation and promotion of e-learning. Bringing the policies and strategies into effect, the management should ensure their forceful implementation and the capacity building in which students develop the ability to work independently and socially, and participate in, benefit from and contribute to the information society and the wider global community. (Kong, 2009; Li, Kong, Lee & Henri, 2006).

II. E-Learning Resources and Environment

9. The effective implementation of e-learning policies and strategies is tied to the availability of well-developed infrastructure, which should be able to connect learners and teachers in the learning community and allow people to access resources conveniently and effectively. The higher educational institutions should therefore consider how to design and maintain an effective environment for the access of learning and teaching resources, and for widening the connectivity and participation of learners in the learning community, so as to optimize the use of the available resources as well as maximize the benefit of e-learning on their students.

III. Pedagogy for Learning and Teaching

10. To realize the full potential of e-learning across the curriculum, suitable pedagogy is indispensable for putting the e-learning resources and effective environment for connecting people to good use in learning and teaching. Suitable pedagogy should be adopted to support inquiry-based learning¹, collaborative learning² as well as authentic learning³, and in turn enhance flexibility and choice for students, and enhance excellence and innovation in learning and teaching.

IV. Portfolio and Learning Outcome Management

11. The development of ICT infrastructure in the institutions should also serve to record students' learning process for developmental purpose and facilitate the assessment of students' learning achievement for judgmental purpose. The higher educational institutions should take account of the portfolio and learning outcome management when planning the implementation of e-learning. They should capitalize on the technologies to design and maintain effective environment for managing students' portfolio, their learning outcome and assessment records.

Proposed e-Learning Policies of the Institute

14. In order to progress from the current status quo towards the emerging trends in the e-learning environment as set out in Table 1 for facilitating engaged and reflective learning, the Institute needs to have forceful and comprehensive e-learning policies. The Working Group therefore proposes the following e-learning policies:

¹ Inquiry-based learning is a methodology of learning and teaching where learners are required to actively explore an authentic learning topic in depth (Anderson, 2002; Dewey, 1933, 1938; Li, Moorman & Dyjur, 2010), develop logically tight arguments by gathering and evaluating evidence, provide possible solutions to problems (Dai, Gerbino & Daley, 2011). In an inquiry-based learning environment, learners play a central role in defining the questions to be studied as well as the direction of the learning takes (Li et al., 2010), which leads to higher motivation and engagement, better retention of factual knowledge (Lord & Orkwiszewski, 2006), creative approaches to problem solving (Wilhelm & Walters 2006), and most importantly, the ability to learn (Dai et al., 2011).

² Collaborative learning is a methodology of learning and teaching where learners work together in small mixed groups, assisting each other in learning subject knowledge or generating a product (Mitnik, Recabarren, Nussbaum & Soto, 2009).

³ Authentic learning is a pedagogy which emphasizes a cognitively real learning process – adopting materials and activities framed around “real life” contexts, so that students find the learning process meaningful and become more motivated and deeply engaged in learning (Herod, 2002; Herrington & Herrington, 2006).

Key Dimensions	e-Learning Policies
I. Leadership and Management	<ol style="list-style-type: none"> 1. The Institute adopts e-learning as an integral part of learning and teaching of the Institute. Instead of merely serving as a supplement to the traditional classroom teaching, e-learning permeates the learning and teaching across the Institute. 2. The Institute is committed to the enhancement of learning and teaching through promoting and supporting e-learning with strenuous effort. The Institute will embrace the implementation of e-learning for realizing the goal of the Teaching and Learning Plan—Engaged Learning and Reflective Inquiry: Towards a Total Learning Experience for Students. 3. The Institute recognizes in their roles, responsibilities and reward structures the effort of any units and staff members in effectively implementing, enhancing and promoting e-learning. 4. The Institute is committed to developing a culture of e-learning by equipping teachers and learners with the appropriate skills to function in the e-learning environment.
II. e-Learning Resources and Environment	<ol style="list-style-type: none"> 5. The Institute is committed to providing and maintaining an effective environment conducive to the access and availability of learning and teaching resources and the development of platforms and infrastructures for connecting learning peers, teachers and others within the learning community.
III. Pedagogy for Learning and Teaching	<ol style="list-style-type: none"> 6. The Institute expects academic/ teaching staff members to employ suitable pedagogies with the effective application of technologies for a host of uses such as allowing access to multiple information resources, strengthening connection among peers as well as between learners and teachers, giving feedback to learners, providing opportunities for inquiry-based learning, collaborative learning and authentic learning.
IV. Portfolio and Learning Outcome Management	<ol style="list-style-type: none"> 7. The Institute expects students' learning progress and achievement of learning outcomes are documented through e-Portfolio⁴. e-Portfolio serves as a record of learners' learning process, as well as efforts and achievements, which facilitates their systematic self-reflection on their learning experience. e-Portfolio, which manages to illustrate what has been learned, are used for both formative and summative evaluation of learning.

⁴ e-Portfolio is a digital container for storing visual and auditory content including images, text, video and sound (Meyer, Abrami, Wade, Aslan & Deault, 2010). e-Portfolio has two main purposes in supporting students' learning. First, e-Portfolio has the developmental purpose for supporting learning reflection. Students can use e-Portfolios to record their learning process and select their learning outcome for illustrating their effort, progress and achievement in learning (Barrett, 2007; Chang, Tseng, Yueh & Lin, 2011). Second, e-Portfolio has the judgmental purpose for supporting learning assessment. Students can use e-Portfolios to showcase learning outcome for demonstrating their progress and competency in learning. Teachers and other students can assess the learning achievement of specific students based on their inputs in the e-Portfolios in both formative and summative evaluation (Abrami & Barrett, 2005; Lopez-Fernandez & Rodriguez-Illera, 2009).

Proposed e-Learning Strategies of the Institute

15. Under the e-learning policies set out in the previous section, some examples of proposed strategies are given below as illustration of how to achieve the goal of the policies:

e-Learning Strategies

- i. The Institute shall ensure all students possess the competency to learn in an e-learning activity rich environment.
- ii. The Institute shall promote the capacity building of academic and supporting staff to maximize the use of e-learning resources and environment to achieve the goal of the Teaching and Learning Plan of the Institute.
- iii. The Institute shall ensure the accessibility and availability of quality digital information content to support learning and teaching activities.
- iv. The Institute shall ensure the availability of infrastructure for maintaining effective environment for accessing learning and teaching resources.
- v. The Institute shall design and maintain effective environment for widening participation of learners as a learning community.
- vi. The Institute shall provide professional development activities to staff members for equipping them with the skills to implement e-learning, e.g. designing technology enhanced learning and teaching activities, digitizing learning and teaching resources, etc.
- vii. The Institute shall provide Teaching Development Grants for supporting projects and initiatives for enhancing e-learning.
- viii. The Institute shall promote an effective environment for managing learning outcomes and assessment records of learners.
- ix. The Institute shall integrate the use of learning e-Portfolio to help critical and reflective review of learning experience.
- x. The Institute shall integrate the use of teaching e-Portfolio to help critical and reflective review of teaching practices.

Follow-up Action

16. The Working Group will proceed to the discussion on the implementation details, e.g., details in alignment with the four pillars of the undergraduate common curriculum in the e-Portfolio implementation, implementation timeline, roles and responsibilities, quality assurance and resource implications of the proposed e-learning policies and strategies, subject to the Committee's consideration of the present proposal.

29 June 2012

The above is extracted from the *Proposal for the e-Learning Policies and Strategies of the Institute*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

E-Learning Strategies to Achieve the Goals of the e-Learning Policies

	e-Learning Strategies	Indicators	Timeline	Responsible Parties
1	The Institute shall ensure all students possess the competency to learn in an e-learning activity rich environment.	All students demonstrate their competencies to learn in an e-learning environment through their completion of Information Technology Competence (ITC) Test or e-Portfolio.	2012-13 onwards (administering ITC test)	<ul style="list-style-type: none"> Department of Mathematics and Information Technology (MIT), Centre for Learning, Teaching and Technology (LTTC) with support from Faculties and Office of Information Technology and Services (ITS) MIT, LTTC with support from Faculties and ITS
2	The Institute shall promote the capacity building of academic and supporting staff to maximize the use of e-learning resources and environment to achieve the goal of the Teaching and Learning Plan of the Institute.	Staff members use e-learning resources and environment to achieve the goal of the Teaching and Learning Plan.	2015-16 onwards (replacement of ITC test by e-Portfolio) Ongoing	<ul style="list-style-type: none"> LTTC with support from Faculties
3	The Institute shall ensure the accessibility and availability of quality digital information content to support learning and teaching activities.	Staff and students have access to quality digital information content to support learning and teaching activities.	Ongoing	<ul style="list-style-type: none"> Library, Centre for Language in Education (CLE), Arthur Samy Language Learning Centre and LTTC
4	The Institute shall ensure the availability of infrastructure for maintaining effective environment for accessing learning and teaching resources.	The infrastructure provides an effective environment for accessing learning and teaching resources.	2013-14 onwards	<ul style="list-style-type: none"> ITS, Information Systems Office (ISO), Estates Office (EO) and LTTC, with input from the Working Group on e-Learning (WG)
5	The Institute shall design and maintain effective environment for widening participation of learners as a learning community.	The Institute's environment supports the widening participation of learners as a learning community.	2013-14 onwards	<ul style="list-style-type: none"> ITS and EO with input from WG

	e-Learning Strategies	Indicators	Timeline	Responsible Parties
6	The Institute shall provide professional development activities to staff members for equipping them with the skills to implement e-learning, e.g. designing technology enhanced learning and teaching activities, digitizing learning and teaching resources, etc.	Academic and teaching staff implement e-learning in their courses.	2012-13 onwards	<ul style="list-style-type: none"> MIT, LTTC, Library, School Partnership and Field Experience Office, WG, Faculties and Departments
7	The Institute shall provide Teaching Development Grants (TDG) for supporting projects and initiatives for enhancing e-learning.	TDG projects supporting the enhancement of e-learning.	Ongoing	<ul style="list-style-type: none"> CLT with support of its Sub-Committee on TDG Projects and that from Faculties and Departments
8	The Institute shall promote an effective environment for managing learning outcomes and assessment records of learners.	An effective environment that supports the management of learning outcomes and assessment records of students.	2012-13 onwards	<ul style="list-style-type: none"> ITS, ISO with the input from WG
9	The Institute shall integrate the use of learning e-Portfolio to help critical and reflective review of learning experience.	All students have their own learning e-Portfolios to help them critically reflect upon their learning experiences.	Semester 2, Year 1 of 2012-13 cohort and onwards Selected Year 2 - Year 4 of 2012-13 cohort and onwards	<ul style="list-style-type: none"> LTTC in collaboration with ITS, ISO, Faculties, General Education Office, CLE, Student Affairs Office, Greater China Affairs Office, and International Office
10	The Institute shall integrate the use of teaching e-Portfolio to help critical and reflective review of teaching practices.	Some staff members have teaching e-Portfolio that helps them to critically reflect upon their teaching and professional learning practices.	Ongoing	<ul style="list-style-type: none"> Faculties and Departments in collaboration with LTTC

March 2013

THE HONG KONG INSTITUTE OF EDUCATION

**Extract from the Proposal on Student Teacher Learning Framework
for Field Experience**

Background

1. The Quality Assurance Council (QAC) released its Audit Report on the Institute in September 2011. The QAC recommended that the HKIEd should take advantage of the opportunity afforded at the final block placement for Field Experience (FE) for assessment of students' achievement of Programme Intended Learning Outcomes (PILOs).
2. In addressing the recommendations from the QAC Report, the SPFEO has taken on a major task in revising the FE framework, such that it uses the Outcome-based Learning approach and reflects the Advisory Committee on Teacher Education and Qualifications' (ACTEQ) Framework (2003), the Institute's 4Cs Learning and Teaching Framework, 7 Generic Intended Learning Outcomes (GILOs) and Programme Intended Learning Outcomes (PILOs) of our BED Programmes.
3. ACTEQ is the highest Government advisory body that approves policies on teacher education and development, and advises on the supply of and demand for teachers with the necessary professional qualifications, skills and competencies. In 2003, the ACTEQ published a set of Teacher Competency Framework (TCF) for the reference of the community in the teaching professional competencies. The TFC builds around four core domains: (1) teaching and learning, (2) student development, (3) school development, and (4) professional relationships and services. Each of the four domains is extended by four dimensions, each of which highlights an important aspect of teachers' work. The stages of professional maturity are differentiated by *Threshold, Competent and Accomplished* on a continuum of growing professional achievement. The criteria under the THRESHOLD (that refers to beginning teachers) column are extracted under **Appendix I** outlining the basic competencies expected of teachers - sufficient for them to be able to perform their daily duties smoothly and independently. These are also standards that our graduates are expected to meet.
4. A Field Experience Task Force comprising four academic/teaching staff from three faculties, representatives from SPFEO and Co-Director of SPFE (acting as Chairperson) was established in December 2011, with the aims of preparing for the launch of the new 334/5 FE curriculum, ensuring a smooth transition during the double cohort and enhancing the FE outcome-based assessment in the final block practice. The Task Force met regularly to review and oversee preparatory tasks in the transition period. Duties and roles of a 334/5-curriculum Field Experience Task Force were below:
 - 4.1 Giving advice on forthcoming FE activities and implementation under the new 334/5 curriculum;
 - 4.2 Supervising the design and piloting of new FE assessment and evaluation tools for the new curriculum that puts FE objectives, assessment and evaluation in line with OBL terms and Programme Learning Objectives;
 - 4.3 Giving advice to new FE development and initiatives; and
 - 4.4 Facilitating communications with departments, programmes and/or partnership schools in relation to 334/5 FE curriculum.

Student Teacher Learning Objectives

5. The proposed outcome-based framework for FE aims to provide the opportunities for student teachers to actively engage in learning activities and to demonstrate their abilities to:
 - a) Command content knowledge of the subject(s) they study and are assigned to teach;
 - b) Use pedagogical content knowledge appropriate to the pupils'¹ needs when planning and teaching;
 - c) Employ diversified modes of teaching strategies, skills, materials and technology to create a learning environment to engage pupils' learning;
 - d) Design and apply formative and summative assessment strategies and practices to provide feedback on pupil's learning and inform ongoing teaching;
 - e) Cater for pupils' individual diversified needs through applying knowledge of learner development;
 - f) Recognize the role of teachers in schools in providing discipline, guidance and counseling to foster pupils' learning and personal development;
 - g) Develop an understanding of the school as a social and cultural institution responding to local and global educational development;
 - h) Develop an understanding of the school's educational philosophy, goals, policies and practices and the impact on teachers' professional responsibilities;
 - i) Develop cordial and co-operative relationships with peers and/or school supporting team(s) and participate in school's professional development responsibilities as part of teachers' professional responsibilities and practice; and
 - j) Review and evaluate their own professional practice as part of continuous professional learning.

To achieve the above-mentioned aims, this proposal comprises tasks or activities designed for student teachers to understand teachers' work in the aspects of: (1) Teaching and Learning, (2) Learner Development, (3) School Development, and (4) Professional Services and Development.

Design Rationale

6. This proposal emphasises authentic assessments of student teachers' actual performance of professional practice in their placement schools, incorporating multiple measures, and focusing on the impact of their professional knowledge and practice on student learning. These FE-related documents have been prepared adopting this outcome-based approach and take into consideration professional work in the school context rather than solely focusing on the student teachers' teaching performance in a decontextualized way. The outcome statements are based on current standard requirements in the 'threshold' level of the TCF (that is, the beginning teacher level), and the Institute's 4Cs, 7 GILOs and PILOs. With the increased focus on learning outcomes of how student teachers prepare for their professional teaching and growth, a Professional Portfolio is proposed as an effective tool to capture evidence for assessment of 'threshold' or beginning teacher standards from multiple sources. Three assessment modes are proposed to be used for collecting evidence about student teachers' teaching competence and

¹ The term 'pupils' refers to adult learners in the case of PVE programmes.

capacity. They are: (1) classroom observations that link to the TCF for beginning teachers, (2) a Professional Portfolio documenting student teachers' professional knowledge and practice and their reflection on both, and (3) performance in other FE related-course(s), i.e. Learning Study and Other Learning Experiences.

Review process

7. Informed by the TCF and situated in the Institute's 4Cs, GILOs and PILOs, a set of Field Experience Intended Learning Outcomes (FEILOs) have been drawn up guiding further development of CILOs of individual FE courses by using a backward-mapping curriculum design approach. A conceptual framework for guiding the review process with the use of the backward-mapping approach was developed (see **Appendix II**). The whole review process was based on the mapping of the intended outcomes of individual FE courses and activities with TCF, 4Cs, GILOs and PILOs from the perspectives of strategic, organizational and operational levels.
8. The proposed framework has undergone many rounds of rigorous discussions and consultations conducted by the two Working Groups and the members of various FE Programme Committees.
 - 8.1 First, two external consultants were engaged at different stages in reviewing the framework.
 - 8.1.1 In November 2011, Prof Christopher Day of University of Nottingham in the UK, suggested a general direction of the development. He reviewed the existing FE framework and pointed out the direction for change and the required key features and elements that should be incorporated, thus setting the scene for the development that followed immediately. In May 2012, on the second visit of Prof Christopher Day, he was able to review the framework with detailed documents and tools. He was very pleased with the overall development but added some minor points in fine-tuning the implementation. His points were discussed and considered by the team thereafter.
 - 8.1.2 In February 2012, Prof Diane Mayer of Victoria University, Australia, was invited to review the proposed framework in its developing stage. She strongly recommended the use of a Professional Portfolio as a tool to gauge the overall development of students in relation to professional standards for beginning teachers. In July 2012, after the first draft of the framework was completed, Prof Mayer reviewed the framework as a complete structure and gave further inputs and advice.
 - 8.2 Second, the development was first reported to the three faculties at the Faculty Board's meetings in November 2011 (FES), January 2012 (FLAN) and February 2012 (FAS). Thereafter, the draft documents were circulated among the faculties in May 2012. Feedback from the faculties were discussed by the Task Force and used to enhance the proposal.
 - 8.3 Third, the Steering Group on Undergraduate Common Curriculum (SGUCC) heard reports of the development in its meeting in February and April 2012. Comments on the number of FEILOs, technical terms used in FE supervision form, clarity of the grade descriptors and demanding activities in the teaching portfolio I and II were received. All these comments were addressed and revised.

- 8.4 Fourth, the team of School Partnership Advisors (a group of recently retired and renowned principals) were also consulted in April 2012. They supported the development and complimented on the direction the HKIEd was moving to.
- 8.5 Fifth, the Field Experience Departmental Coordinators were consulted in the meeting on 18 June 2012 on the details of the framework.
- 8.6 At a meeting with Associate Dean (Programmes), Programme Leaders and ARs from all faculties on 30 July 2012, the proposal and its implementation direction were fully discussed. The comments were taken and incorporated into the revised proposal.
- 8.7 A meeting with 13 vice-principals from both primary and secondary schools was conducted on 14 August 2012. They were consulted in particular about the revised framework, as well as the feasibility and demand of student teachers completing the professional portfolio with the assistance from schools.
- 8.8 Lastly, the SGUCC heard reports of the development in its meeting in February, April and June 2012. The proposal was subsequently circulated to all Faculties for comments. Comments on the number of FEILOs, technical terms used in FE supervision form, clarity of the grade descriptors and demanding activities in the teaching portfolio I and II were received. These comments were addressed and revised.

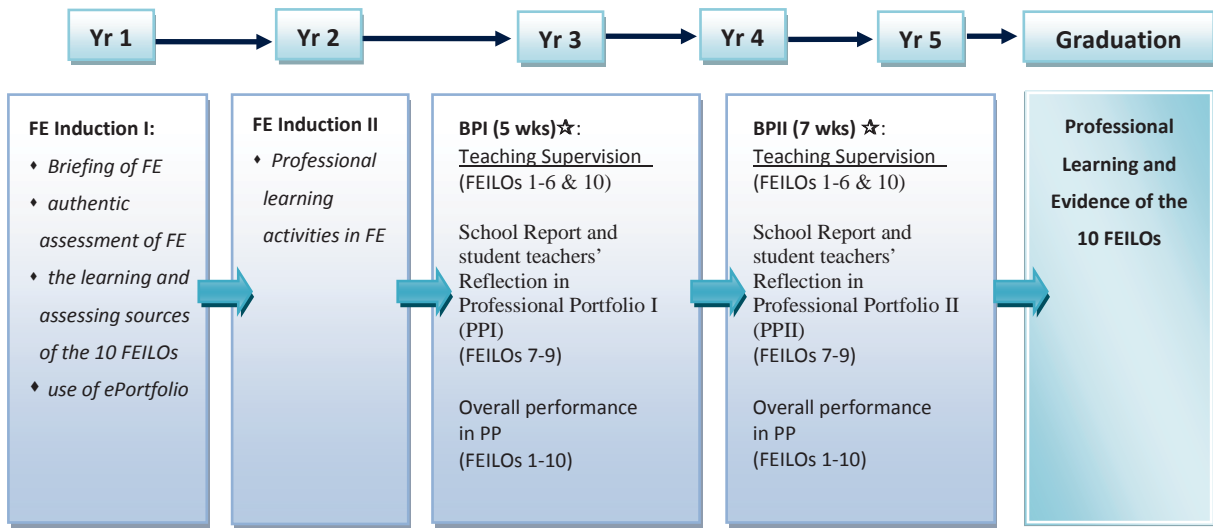
Proposed framework and changes

9. Based on the review rationale, framework and process, FEILOs, individual FE courses CILOs, related assessment forms, grade descriptors and evaluation tools are being developed.

9.1 Overall FEILOs and Grade Descriptors

- 9.1.1 Ten FE Intended Learning Outcomes (10 FEILOs) (**Appendix III**) were firstly developed with a thorough consideration of the existing four domains and sixteen dimensions in the TCF, 4Cs, 7 GILOs and PILOs with a particular reference to the threshold and competent levels that are much equivalent to our BEd graduates.
- 9.1.2 A set of Grade Descriptors based on 10 FEILOs (**Appendix III**) were further developed to guide and enrich the grade descriptors HKIEd currently has on the teaching practice and individual assessment items (i.e. teaching supervision and portfolio).
- 9.1.3 It is expected that our student teachers can learn and demonstrate the 10 FEILOs in the existing FE components and courses. Specifically, the assessment of FEILOs 1-6 & 10 relies on teaching supervision, FEILOs 7-9 relies on a school report and the student teachers' FE portfolio. Figure 1 shows how our student teachers can learn and demonstrate the ten FEILOs in the existing FE components and courses.

Figure 1: Learning and Assessing Sources of the Ten FEILOs in the Existing FE Components and Courses



FE-related academic course(s) (in yr 2 or any year)∧: Learning Study (C&I) (FEILOs 1-6 & 10)

Or Other Learning Experiences (EPL) (FEILOs 7-9, 10)

☆Briefing and de-briefing sessions will be conducted by representatives from the major subject and FE Coordinator(s)

Proposed Implementation Timeline

- The proposed framework will be implemented for all full-time undergraduate and postgraduate teacher education programmes from 2012-13 and 2014-15 cohort onwards respectively. For the postgraduate programme (i.e. PGDE), Learning Study and Other Learning Experiences will be exempted. A series of two-cycle pilot studies will be carried out with the existing cohort of undergraduate and postgraduate teacher education programmes to ensure a smooth and proper large-scale implementation in the first batch of new teacher education programmes. Below is the plan for the pilots leading to full-scale implementation in 2014:

September – December Sem I 2012/3

- Conduct pilot study (round 1) on BPII in Sem I, 2012/3
- Conduct pilot study (round 1) on PPII in Sem I, 2012/3
- Initial report on round 1

January – May Sem II 2012/3

- Conduct pilot study (round 1) on BPI and BPII (including ECE programmes) in Sem 2, 2012/3
- Conduct pilot study (round 1) on PPI and PPII (including ECE programmes) in Sem 2, 2012/3
- Report on round 1

September – December Sem I 2013/4

- Conduct pilot study (round 2) on BPII in Sem I, 2013/4
- Conduct pilot study (round 2) on PPII in Sem I, 2013/4
- Initial report on round 2

January – May Sem II 2013/4

- Conduct pilot study (round 2) on BPI in Sem 2, 2013/4
- Conduct pilot study (round 2) on PPI in Sem 2, 2013/4
- Report on round 2

June – August 2013/4

Final report on FE pilot studies and preparation for the FE full implementation in 2014/5

September onwards 2014/5

Full implementation of FE assessment in the 3rd year of the first double cohort

12. An Institute-level Teacher Development Grant (TDG) project is proposed to be sought in supporting the pilot and research on the new FE Framework.

Further Consultation and Follow-up

13. Upon approval of this proposal, continuous dialogues with stakeholders for supporting a smooth implementation will be maintained internally and externally. Internally, all the faculties, departments and relevant committees in the Institute will be fully informed and invited to support the change. Externally, scholars like Prof Diane Mayer and Prof Christopher Day, school principals, teachers, graduates and current student teachers will be consulted regularly.
14. A number of FE evaluation tools will need to be revised based on the revised objectives under the new framework. These evaluation tools includes:
 - a) Student Evaluation of FE
 - b) Feedback from schools on the performance of student teachers
 - c) Interim feedback from schools on the performance of student teachers
15. As mentioned in Paragraph 12, a TDG project proposal is being developed to support the pilot and the research for further fine-tuning of the framework.

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12. Official website of the Victorian Institute of Teachers (<http://www.vit.vic.edu.au/>)

Appendices

1. ACTEQ’s Generic Teacher Competency Framework (Appendix I)
2. Conceptual Framework for Guiding OBL FE Assessment Review (Appendix II)
3. Ten FE Intended Learning Outcomes (FEILOs) and grade descriptors (Appendix III)
4. Teaching supervision form & grade descriptors (Appendix IV)
5. Portfolio I & II & grade descriptors (Appendix V)
6. Revised Course outlines (FE Induction, LS, OLE and BP I & II) (Appendix VI)
7. Mapping of Individual FE Courses CILOs against FEILOs (Appendix VII)

Last updated in March 2013

The above is extracted from the *Proposal on Student Teacher Learning Framework for Field Experience*. Those who are interested in reading the full document and appendices are requested to contact the Registry (email: aqa@ied.edu.hk).

**Mapping of Field Experience Intended Learning Outcomes (FEILOs) onto
Programme Intended Learning Outcomes (PILOs) of Bachelor of Education (Honours) (Primary) Programme**

PILOs	FEILOs	FEILO 1	FEILO 2	FEILO 3	FEILO 4	FEILO 5	FEILO 6	FEILO 7	FEILO 8	FEILO 9	FEILO 10
		Bachelor of Education (Honours) (Primary)									
		for 4-YR FT, 2012-2016 cohorts									
		for 5-YR FT, 2012-2017 cohorts									
		Upon successful completion of the programme, graduates are expected to:									
1.	Demonstrate command and understanding of the discipline knowledge, and be able to apply this to teaching students with diversified ability and background, and in different school settings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Exhibit pedagogical competence and professional knowledge both in theories and practice.	✓	✓	✓	✓						
3.	Utilize different generic skills (e.g. problem solving, critical thinking and creativity) in teaching and learning, and life-wide and life-long professional development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Exhibit proficiency in biliteracy and trilingualism in Chinese and English that facilitates effective communication in school and social context.	✓	✓	✓	✓					✓	
5.	Critically and creatively analyze local, national, regional and global issues of social concerns.					✓	✓	✓	✓	✓	✓
6.	Display commitments to teaching with professional ethical attitude, and a global and multi-cultural perspective.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Last updated in January 2013

This Annex only contains mapping information for the Bachelor of Education (Honours) (Primary) programme. Those who are interested in reading mapping information for other Bachelor of Education and Postgraduate Diploma in Education programmes are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Policy on Student Assessment¹**1. Preamble**

- 1.1 Assessment serves multiple purposes. Higher education institutions must facilitate learning through a range of assessment practices, they must monitor students' learning progress in a systematic way and they must report to both students and the community on the extent to which key learning outcomes have been achieved. These are the significant challenges the Policy seeks to address.
- 1.2 The nature and purposes of assessment are undergoing considerable changes within the higher education sector. The common focus of these changes is student learning. In terms of course-based assessment, there is increasing support for a variety of different assessments rather than reliance on a single examination. For example, it is recognized that more emphasis should be placed on formative assessments to provide feedback that can assist students to improve their learning as they progress through a course. In the community there are expectations that require all students to have high levels of language proficiency, generic skills, and information and communication technology (ICT) competencies, irrespective of the programmes they undertake or the institution in which they complete it. These twin challenges highlight the different roles of assessment, the different forms of assessment and the different reporting audiences. Higher education institutions, therefore, must be capable of meeting these multiple requirements with a focus on both the needs of students and the community they are being prepared to serve. The Policy, with its accompanying *Guidelines*, provides the basis on which these requirements can be met and student learning can be enhanced.

2. Introduction

- 2.1 The Policy has been primarily designed to provide a framework for the assessment of student learning whether it is through formal or informal means. Yet it is also recognized that the assessment of student learning is an issue of interest in the community. Therefore, the Policy will also extend to those forms of assessment that are of interest to the public and reflect on the Institute's mission and goals. This is a recognition of assessment's public purposes.
- 2.2 Student assessment is critical to effective teaching and learning. It provides evidence to make informed judgments about student learning, the effectiveness of teaching, and the efficacy of curricula and programmes. Evidence to support these judgments needs to be made available at different levels of the assessment system.
- 2.3 The Policy relates to all modes of learning (e.g. formal courses, directed study, self access learning, immersion and exchange experiences, field experience, etc.) as they relate to intended student learning outcomes.

¹ Referred throughout this document as 'the Policy'.

2.4 The Policy has been crafted to encourage and guide balanced and appropriate assessment, in which students are provided with a variety of opportunities to learn and to demonstrate achievements.

3. Student Assessment Principles

3.1 The student assessment principles outlined below form the foundation of assessment practices representing a definitive view as far as the Policy is concerned.

3.2 Assessment will:

Demonstrate the extent to which student learning outcomes identified at different levels (the Institute, programmes, and courses) are met.

This means that:

- Course assessment tasks must relate to specific generic, course and programme intended learning outcomes;
- Institute-wide assessment processes will provide feedback on students' learning progresses in relation to generic outcomes;
- Student performance must be documented in relation to these outcomes;
- All assessments must be standards-based.

Promote and enhance student learning.

This means that:

- Formative assessment, self assessment, peer assessment and other forms of assessment that influence learning will provide feedback on students' strengths and weaknesses in relationship to intended learning outcomes;
- Courses will incorporate such assessment processes prior to summative judgments being made about students' learning;
- Assessment will take place in a variety of contexts within and outside the classroom;
- Summative assessments will be appropriately weighted according to specified learning outcomes and credit point allocations.

Be ethical, fair and transparent.

This means that:

- Assessments are accurate, valid, and reliable;
- Assessment tools and processes will be clearly aligned to students' intended learning outcomes;
- Multiple methods will be employed to assess students' learning;
- Scoring criteria will be made visible and clear to students, and applied properly and consistently;
- The design, implementation, and handling of results of assessment comply with professional standards and Institutional policies as detailed in the accompanying *Guidelines* to this Policy.

Be practical, timely, and efficient.

This means that:

- Assessment task will be designed to support intended learning;
- Assessment tasks will be included throughout a course so that feedback can be provided to assist students on subsequent summative tasks; and
- Feedback on assessment performance will be provided to students promptly.

Be research-based and informed by best practice.

This means that:

- Teachers will be encouraged to update themselves professionally in assessment in higher education;
- Regular formal and informal professional development should be in place to support staff in understanding and applying the principles of good assessment.
- Good assessment practices will be recognized and disseminated.

4. Implementing student assessment principles

- 4.1 *Guidelines* and illustrations of good practices will be developed to aid implementation and to promote consistency of interpretation across Departments.
- 4.2 The focus of assessment is on what students actually learn. Therefore student learning outcomes must be related to any assessment process. This means that assessments must provide the opportunity for students to demonstrate their progress in relation to the key outcomes as defined by the Institute, programmes and courses. There will be different kinds of complementing assessments to ensure that this happens.
- 4.3 The most common form of assessment will be those conducted at the course level. It is important that course-based assessment provides students with the opportunity to demonstrate progress with reference to the learning outcomes that are relevant to the course to programmes and to the Institute. This means that learning outcomes form different levels can be integrated and a long list of outcomes will not be proliferated. A summation of course-based assessments throughout a programme should be an important demonstration of the extent to which key learning outcomes have been achieved.
- 4.4 Course-based assessments will include a full range of assessment tasks including formative assessments, self assessments and peer assessments. These forms of assessments allow students to monitor their own progress and seek further support where they identify any areas of specific need. Other forms of assessment such as quizzes, tests and essays will also provide opportunities for providing feedback on students' learning.
- 4.5 Student learning in relation to generic learning outcomes will be assessed from the use of specially constructed instruments. One such instrument will collect baseline data on entry and then monitor this over time with at least two further administrations of the same instrument. On graduation, employer surveys will also be conducted in relation to generic outcomes (among other things) to gather external views of the extent to which students have acquired the generic outcomes. This will provide a measure of

external validity to the internally conducted assessments.

4.6 From time to time, the community also requires assessments in areas such as language skills and ICT competencies. The former are covered in the *Institute's Language Policy* and the latter are being developed under the *Institute's e-Learning Policies and Strategies*. All students will be required to meet specified outcomes in these two areas. There will be specific exit requirements for all students in these two areas.

4.7 Quality assurance processes will be embedded at Department and Programme levels.

4.7.1 Departmental level assessment tasks will be:

- consistent with approved course outlines;
- jointly agreed and common across groups where there is co-teaching;
- administered at common times to all students;
- results will be moderated in co-teaching situations and for all Fail and A+ grades; and
- Assessment results would only be submitted by Heads of Departments (HoDs) for consideration by Boards of Examiners only when these conditions have been satisfied.

4.7.2 Programme level

- Boards of Examiners will consider the overall distribution of grades across programmes, specific cases where fail grades are being recommended and other assessment issues raised by the Chair or members. Students can appeal against grades under the General Academic Regulations.
- Programme External Examiners will be appointed to review assessment practices within programmes, including the review of scripts, and will make recommendations to the programme committee for improvement and adjustment of assessment practices.
- Regular Programme Reviews will consider the overall trend of External Examiner reports and will make recommendations for improvement of assessment practices.

4.8 Grade descriptors should be developed to describe levels of student achievement. These should be expressed holistically for the major grade categories – A, B, C, D, F. At the course level, descriptions should be written specifically for each assessment task. Descriptors should use specific indications of the standard expected, rather than generalized judgments such as 'good', 'excellent' or 'poor', as these do not convey sufficient information to students about the nature of their outcomes. Students need information that clearly indicates what they would need to do to perform at the highest level. For each assessment task, particular attention needs to be given to the grade descriptors for a minimally acceptable 'Pass', as this boundary is the crucial one when considering the progress students are making in their learning.

4.9 Providing feedback to students throughout a course is an integral part of teaching and learning. Opportunities need to be provided for feedback prior to any summative assessment (for example an exam, a test, a quiz) so that students are aware of their

progress in achieving the intended learning outcome. In addition, feedback should also be provided once a summative assessment has been completed so that students know what they need to do to improve.

4.9.1 Key features of feedback are:

- Assessment tasks should be scheduled so that useful information can be provided on task performance prior to any summative assessment activities;
- Information should be provided to students in a timely fashion. Tasks should not be introduced into courses, if feedback cannot be normally provided within two to four weeks;
- Opportunities for students to give feedback to each other should be incorporated wherever possible;
- Rich information should be provided to students about the detailed nature of their work specifically including what can be done to improve it. It may incorporate the use of guidance and models of good work;
- Feedback should be provided in relation to the extent to which the work meets generic and course-specific intended learning outcomes;
- All information should be related to explicit standards, not in relation to the performance of other students;
- Mechanisms should be included to ensure that students have understood and acted upon information provided, thus ensuring that the feedback loop has been completed. This would normally involve noticing student performance with regard to relevant criteria in subsequent work;
- Clear expectations should be included about what students are expected to do to act on information provided.

4.10 Assessment is a process that can be used to develop students' capacity to make judgments. Opportunities for students to practice making judgments about their own work and that of others should be a normal feature of courses. The judgments by teachers about the quality of student work are of course important but the mark of an effective learner is the capacity to self assess just as it is the mark of a competent professional. Examples will be provided to demonstrate concrete means that can enhance students' competence in making judgments in self- and peer- assessment tasks. These can include:

- Identification in groups of appropriate criteria to use to judge a specific assignment;
- Students in groups create rubrics to judge assignments;
- Calibration of students' own standards of judgment against that of tutors;
- Encouragement of use of self-assessment activities on a regular basis, e.g. before submitting each assignment;
- Use of templates and rubrics to judge the work of peers;
- Practice in giving and receiving feedback to peers.

4.11 *The Policy on Academic Honesty, Responsibility and Integrity with specific reference to the Avoidance of Plagiarism by Student* is related to this Policy. Assessment practices themselves can open up opportunities for plagiarism and these need to be

guarded against. For example, over reliance on out-of-class assignments means that lecturers have little control over monitoring the development of the assignment so that only summative processes such as the use of electronic plagiarism detection equipment can be used to make a judgment about any plagiarism. Thus the use of out-of-class assignments should be minimized or at least should only be used as one component of any overall assessment. In-class assessment such as short quizzes, in-class essays, group/individual presentations etc can be used to counter plagiarism, because they require an on the spot performance component. If there is also an out-of-class assignment, then results can be moderated against other forms of assessment that have allowed students to demonstrate their learning. Well constructed examinations focused on the key learning outcomes expected of students can also play an important role in providing plagiarism-free assessment. A summative examination will rarely be the only form of assessment encountered by students, but as part of a suite of assessment practices it can play an important role in assessing student learning.

- 4.12 ICT-enhanced assessment is playing an increasingly important role in student assessment. Whether it is computer aided testing (CAT), e-portfolios or online quizzes, there is considerable potential for the use of ICT in assessment. This is also being evidenced with the widespread use of mobile technology to facilitate flexible methods of student assessment. A recent study by the Higher Education Academy in the United Kingdom² documented the research evidence showing the potential of ICT to provide opportunities for self and peer assessment as well as different forms of feedback. This places the emphasis squarely on learning and the ways ICT can support it. In a globalized world dominated by technological innovations, every opportunity needs to be taken to support learning. ICT's role in doing this is only just being tapped. Yet there is little doubt that the future is one in which active experimentation with new forms of ICT-enhanced assessment are encouraged and supported.

5. Follow up to this Policy

Guidelines will be issued to support the implementation of the Policy. The Institute will provide the necessary professional development support to assist with the implementation of the Policy, including the availability of Teaching Development Grants. LTTC will develop 'best practice' exemplars of student assessment and make them available on the CLT website. Each Department will be asked to develop a *Handbook on Assessment* consistent with this Policy and the *Guidelines*. Departments will be responsible for providing induction activities for new staff to acquaint them with the Policy and the *Guidelines*.

² *Technology-Enhanced Assessment and Feedback: How is evidence-based literature informing practice?.*
<http://caaconference.co.uk/wp-content/uploads/WhitelockB-CAA2011.pdf>

Guidelines to the implementation of the Policy on Student Assessment

1. Introduction
2. Generic grade descriptors
3. Mark related grade descriptors
4. Assessment tasks
5. Assessment criteria
6. Feedback to students
7. Assessment accommodations for students with special needs
8. Grade moderation
9. Late submission of assignments
10. Mitigating circumstances
11. Academic honesty
12. Preparation, printing, storage, delivery and security of examination papers
13. Retention of student work
14. Role of external examiners
15. Board of Examiners
16. Review of grades
17. Classification of awards

Appendix

General Academic Regulations (GAR) relating to assessment

Last updated in August 2012

The above *Guidelines* are not attached. Those who are interested in reading the *Guidelines* are requested to contact the Registry (email: aq@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Course Outline Template and a Guide to the Course Outline Template

Course Outline Template

(Please refer to "A Guide to the Course Outline Template" for reference)

(for programme development)

Part I**Programme Title :****Course Title :***(Maximum length including space: English – 60 characters ; Chinese – 30 characters.)***Course Code :****Department :****Credit Points :****Contact Hours :****Pre-requisite(s) :** *(If applicable)***Medium of Instruction:****Level :****Part II****1. Synopsis****2. Course Intended Learning Outcomes (CILO_s)***Upon successful completion of this course, students should be able to:*CILO₁CILO₂CILO₃CILO₄**3. Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
	CILO _{1,3}	
	CILO _{2,4}	
	CILO _{3,4}	
	CILO ₁ (etc.)	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a)		<i>CILO_{1, 2}</i>
(b)		<i>CILO_{1, 4}</i>
(c)		<i>etc.</i>
(d)		<i>etc.</i>

5. Required Text(s)

6. Recommended Readings

7. Related Web Resources

8. Related Journals

9. Other

(e.g. to include an optional statement to indicate course improvement resulting from student feedback)

Extract from a Guide to the Course Outline Template

Course developers and lecturers: This template and its accompanying guide are designed to assist in developing course-specific templates. They are also designed to guide lecturers in constructing their individual teaching plans. HKIEd respects the professional freedom of course developers to design courses to meet unique disciplinary and programme needs, as well as the individual lecturer's freedom to design a teaching and learning plan according to their professional strengths and well-informed judgments.

Coupled with this freedom is a professional responsibility to serve our learners' educational interests using best practices. The design of the OBL template and guide have been informed by research into best practices in planning, teaching, learning, and assessment in a higher education context as well as those practices specific to an OBL context. It is expected that course developers and lecturers will pay careful attention to the guidelines in this document. This attention should be evident in the resulting course-specific syllabi and teaching and learning plans.

In designing or redesigning a course, some decisions may constitute "minor revisions" while other changes may constitute major revisions. When revising courses, course designers are encouraged to consult the Institute policy on major and minor course revisions as well as their department's procedures for making and approving changes.

Administrators: The template is designed to promote transparency and quality in your courses. It is essential that you discuss this template and the related departmental expectations with lecturers. This template is not designed to substitute for the well-informed professional judgment of an accomplished lecturer, rather it is designed to enhance, inform, and expedite course planning in an OBL context.

Part II

A. Synopsis: This summarizes the scope of the course content and activities. Depending on the nature of the course, the designer or lecturer may wish to include a philosophy and orientation to teaching and learning. This statement should articulate the lecturer's role in facilitating the learning process.

B. Course Intended Learning Outcomes (CILOs):

Definition

CILOs are statements that identify how learners may demonstrate achievement by the end of the course, according to predetermined standards of performance and content.

Criteria

CILOs should be made explicit to learners and they must guide the teaching, learning, and assessment activities of the course.

J. Other: Any additional elements of the course outside the defined categories that should be made explicit.

For example, the teaching staff may include an optional statement to indicate how the course has been improved as a result of student feedback. The optional statement may start as:

- *As a result of the feedback received from previous students, this course has been improved in the following aspects:*

For illustration purpose, some examples to be put under this provision are also suggested as shown below:

“Based on the past evaluations of this course, we made some improvements for this semester. Past evaluations indicated that students would like more of the readings to be placed on Closed Reserve in the Library so we have done that. Past evaluations have also indicated that students wanted more opportunities for on-line discussions so these have also been included.”

Last updated in September 2012

The above is extracted from the *Guide to the Course Outline Template*. Those who are interested in reading the full document are requested to contact the Registry (email: aqa@ied.edu.hk).

THE HONG KONG INSTITUTE OF EDUCATION

Student Evaluation of Teaching Data for Quality Enhancement and Staff Development

For quality enhancement and staff development, it is important to ensure that effective ways are put in place to make use of the Student Evaluation of Teaching (SET) data to improve teaching and learning. The suggestions listed below aim to ensure that student evaluation of teaching remains a worthwhile, quality-oriented activity. The relevant parties are requested to perform the suggested activities as appropriate.

Responsible party	Suggested activities
Faculty Board	<ul style="list-style-type: none"> ◇ Identify areas for improvement <ul style="list-style-type: none"> • Take note of the annual reports provided by Faculties and Departments on actions taken and to identify any areas for improvement
Faculty Dean	<ul style="list-style-type: none"> ◇ Recognize outstanding teaching <ul style="list-style-type: none"> • Consider determining a benchmark score and writing letters of commendation to staff who have achieved this score ◇ Report to the Faculty Board <ul style="list-style-type: none"> • Submit an annual report to the Faculty Board on actions taken
Head of Department	<ul style="list-style-type: none"> ◇ Organize seminars for colleagues recognized as outstanding teachers <ul style="list-style-type: none"> • Organize seminars for colleagues to share good teaching practices as one way to make teaching more explicit ◇ Support course team reviews <ul style="list-style-type: none"> • The HoD or designate should review student feedback and take appropriate action for either commendation or follow up where issues for improvement have been identified ◇ Arrange lesson observations, as appropriate <ul style="list-style-type: none"> • Colleagues who excel in teaching should invite other colleagues to observe their lessons and learn • Arrange lesson observations in relevant cases to identify possible ways for improvement ◇ Develop personal improvement plans <ul style="list-style-type: none"> • Where necessary, the HoD, in consultation with the Departmental Teaching and Learning Committee as appropriate, should follow up with a clear plan for bringing about improvement. This plan should be developed collaboratively by the individual staff member and the HoD with an agreed timeline for implementation

	<ul style="list-style-type: none"> ✧ Discussion with the Departmental Teaching and Learning Committee <ul style="list-style-type: none"> • Consider the SET data and identify areas for improvement ✧ Report to the Faculty Board <ul style="list-style-type: none"> • Submit an annual report to the Faculty Board on the actions taken
Programme Leader	<ul style="list-style-type: none"> ✧ Discussion at the Staff-Student Consultative Meeting <ul style="list-style-type: none"> • Inform students how courses have been enhanced as a result of the evaluations provided by the previous cohort(s) of students and how their own evaluations will be used to improve teaching and learning for themselves and/or subsequent cohorts ✧ Programme Committee report to the Faculty Board <ul style="list-style-type: none"> • Submit an Annual Programme Report to the Faculty Board including the actions taken to address students' feedback
Individual staff member	<ul style="list-style-type: none"> ✧ Annual Reflective Report on teaching <ul style="list-style-type: none"> • Write an annual self-evaluation of teaching based on the results of the SET and other feedback provided by staff and students ✧ Develop personal improvement plan <ul style="list-style-type: none"> • The plan should be developed collaboratively by the individual staff member and the HoD with an agreed timeline for implementation ✧ Arrange peer lesson observation(s)

Note 1 - The suggested activities aim to make effective use of the SET data to improve teaching and learning. The SET data do not constitute the only source of data for the improvement of teaching and learning; such data should be interpreted and triangulated in light of other relevant sources of data such as staff reflective reports, peer observation, use of portfolios, student characteristics, etc.

Note 2 - The list of suggestions also applies to SEFE where appropriate.

Note 3 - For the purposes of this paper, "departments" include any unit that offers one or more credit-bearing courses. The Head of each unit should submit an annual report to the relevant line manager/committee, who will use it to identify areas for improvement.

Last updated in March 2013

THE HONG KONG INSTITUTE OF EDUCATION

Record Sheet for Follow-up Action on Use of Student Feedback Data to Improve Teaching and Learning

Programme Title (Code): _____ (_____)

Meeting Date & Time: _____

To improve teaching and learning, the Staff-Student Consultative Meeting is expected to cover the following areas, amongst others:

- (a) where appropriate, to inform students how courses have been enhanced as a result of the evaluations provided by the previous cohort(s) of students, and how the evaluations they provided will be used to improve teaching and learning.
- (b) to consult students on the findings of the SET questionnaires and discuss any necessary follow-up actions.

Feedback / comments from students	Follow-up action taken / Reason for not taking follow-up action	Action party, if applicable	Completion date, if applicable
1.			
2.			
3.			
4.			

(Please attach additional sheets if necessary.)

Prepared by: _____
 (Name of Programme Leader)

Signature: _____

Date: _____

May 2012

THE HONG KONG INSTITUTE OF EDUCATION

Use of Student Feedback Data to Improve Teaching and Learning

