嶺南大學
質素保證局 (質保局) 二零一零年質素核證
進度報告

嶺南大學(嶺大)欣見《質素核證報告》確認嶺大持續為學生提供優質的博雅教育,貫徹大學一直秉持之理念及使命,並欣悉報告認同大學全校貫徹採取積極進取的方法改善教與學的質素。作為香港唯一一所提供博雅教育的大學,嶺大致力提供一個獨特的教育環境,將全人發展融入豐富的博雅教育傳統中。就報告讚賞領導層及教職員致力優化所有課程(包括本科、修課碩士及研究生課程)的質素保證程序,及讚揚大學的教育目標明確清晰,並能與融入舍堂生活的博雅教育相輔相成,大學深感欣慰。

嶺大致力提供獨具特色的博雅教育,欣見報告除了贊同大學的課程組合之外,對於大學以全人理念作為博雅教育的基石,並將「公民參與」/「服務研習」訂為新四年制課程之必要部份的決定,以及推行具成效的學長計劃,均表認同。就報告確認大學為提升本科生語文能力,以及豐富學生生活所作出的努力,尤其建立緊密的師生關係、採用小班教學及適當的教學法、以及讓學生參與校內各委員會以提升領導才能,嶺大感到十分鼓舞。

嶺大推行的質素保證程序確保所有課程均對校外評審委員會及顧問的意見作出適當的回應。嶺大深信提升教學質素需持之以恆,為此嶺大將全面發展大學課程,精益求精,繼續努力不懈,追求卓越。嶺大就評審小組提出的各項建議作出跟進,現總結進度如下。

贊同 1
質保局贊同嶺大試辦四年制課程核心科目的策略。

1.1 為準備在二零一二年推行新學制,嶺大已於數年前起試辦新制下的核心科目並進行評估,收集有用的資料以修訂科目。為使試辦取得最高的效益,教與學中心與負責核心科目(尤其是共同核心科目)的學系/課程緊密合作,向他們提供專業支援和意見,以改良科目的教學綱要及教授方法。此外,大學亦定期舉辦工作坊等員工進修活動,以確保同儕間可分享優良的教學方法及範例,進一步改善課程設計,以及就成績評核、科目教授及試辦科目評估數據等議題作深入討論。

1.2 大學採用多層面的評估方法,從「學科教與學評估」調查問卷報告、學生焦點小組/論壇/網上論壇、導師評審報告,以及教師訪問中,收集數據、建議和意見,作修訂科目之用。教與學中心為所有試辦的核心科目設計了一份問卷調查,讓修畢科目的學生作答。問卷集中評核學生於各科所達到的學習成果,特別是那些與理想嶺大畢業生特質相關的學習成果。評估分三個部份:第一部份為所有科目適用的標準「學科教與學評估」;第二部份為集中分析學生是否具備嶺大畢業生特質的調查;第三部份為導師訪問及學生焦點小組。另外,核心課程及通識教育委員會為了收集意見和建議以改善核心科目,要求所有教授核心科目的導師,填寫一份檢討報告供委員會考慮。按大學質素保證的程序,核心課程將於二零一二至一三年進行中期檢討,並將於二零一四至一五年進行全面檢討。

質保局贊同嶺大計劃規定學生在入學和畢業時參加嚴格的英語及普通話能力測試。

2.1 英語及外語教學中心為發展「在綫英語程度追蹤測量評估」，以便於二零一二年起支援學生的學習，除已聘請試題撰寫員編寫英語測試題目之外，更新委任一名評估協調員，專責跟進項目的發展。該評估項目由嶺大英語及外語教學中心、香港城市大學和香港理工大學合辦，三所院校定期檢討有關項目進度。預計直至二零一二年或以後，英語測試題目庫將不斷擴大。三所院校的語言中心亦會決定甚麼類別和形式的評估結果對學生最有用處。現時，三所院校各自撰寫英語測試題目，並定期舉行會議檢討有關測試題目。一個跨院校的測量小組早前已為在綫版本的測試議定詳細的要求，並進行招標。三所院校將使用同一平台管理測量評估。二零一一年九月，由一組學生首次試用相關軟件，並且於二零一一年至一二年度發展一套行政支援系統，讓學生利用此自動系統預約參加測量評估。於二零一一年十二月，嶺大率先安排近七百名學生試驗「英語程度追蹤測量評估」。

2.2 中國語文教學與測試中心每年舉辦一次中文離校試，以評核嶺大學生在畢業前的中文水平，作基準比較。離校試口試部份，根據全國家統一的「普通話水平測試」，考核學生的普通話能力；而書寫部份，則按「香港中文書面語水平測試」研究，評核學生的書寫能力及基本中文知識。在過去十一年，中國語文教學與測試中心與國家教育部語委會合作無間，而「香港中文書面語水平測試」正是兩者眾多研究項目中之一。

2.3 大學一直致力確保果效為本教學模式的質素，其中一項新措施就是試行中文入學/年終測試計劃。此計劃要求學生在嶺大修讀六個學分的必修實用中文科目前及修畢後進行測試，從而跟進學生的學習成果。在二零一零年九月，中國語文教學與測試中心設計及試辦了一次中文入學測試(包括口語及書寫形式)，繼而於二零一一年五月試辦了一次年終學習成果評核測試。三名本地的獨立測試專家證明該年終測試的深淺程度與入學測試相若。這項由「教學發展補助金」資助的研究計劃，共有六名國家認可的普通話水平測試考官及九十三名隨機選中的學生參與。統計報告有實質證據證明學生經過一年的中文學習後，他們的口語及書寫能力均明顯大幅提高。

質保局贊同嶺大決定由二零一二年起，所有學生入住校園宿舍。

3.1 於二零一二年一月開始，黃浩川堂和伍絜宜堂各提供三百七十五個宿位讓學生入住。這兩座新宿舍連同現有的六座宿舍將於二零一二至一三學年為百份之八十五的學生提供宿位。預計於二零一三年八月落成使用的賽馬會博雅堂，將提供額外二百五十個宿位。屆時，嶺大將提供足夠宿位予所有學生使用。

3.2 嶺大為確保所有新生都有足夠的機會體驗嶺大博雅教育中獨特的宿舍生活，將由二零一二至一三年起對新制學生推行以下的宿舍政策：

　　甲）所有教資會資助的學生，如於大學修讀四年，須入住學生宿舍最少兩年。

　　乙）所有教資會資助的高年級銜接學額學生，如於嶺大修讀兩年，須入住學生宿舍最少一年。

　　丙）現行所有一年級新生須入住宿舍的政策，將維持不變。

3.3 嶺大將不規限學生於在學期間可入住學生宿舍的最長時間。大學正籌募捐款成立助學金幫助有經濟困難的學生入住學生宿舍。有關宿舍住宿的政策，將按二零一三至一四年宿舍使用率及大學的財政狀況再作檢討。

贊同 4

質保局贊同嶺大推行經修訂的校外考試委員會政策取得進展，並敦促嶺大繼續監察推行情況。

4.1 學術質素保證委員會在二零零九年至一零年成立一個專責小組檢討校外考試委員的職函、角色以及職務，作為持續檢討程序中的一環。專責小組的建議得到學術質素保證委員會支持，並於二零一零年四月獲教務會批准在二零一零年至一一年起推行。自此，校外考試委員將集中為課程的整體學術水平作基準比較，而就考試事宜提供顧問意見。大學期望委員從外界角度，公正地檢視大學內部的標準是否公平一致地執行，並比較嶺大的學術水平是否與其他本地及海外類同學位課程相若。為了更清晰反映新的角色和職務，校外考試委員已易名為校外學術顧問。二零一一年至一二年的校外學術顧問/校外考試委員名單，及其角色和職務可詳見附錄 A 和 B。

4.2 大學已明確要求學系/課程必須將過去四年的校外考試委員/校外學術顧問年度報告，附加在五年一度的課程檢討文件內，以確保有關學系/課程對校外學術顧問/校外考試委員所提出的意見作出回應，並於課程改善的過程中考慮有關意見。

4.3 嶺大發現校外考試委員的報告內容與篇幅均參差不一，這可能是因為部份校外考試委員在撰寫年度報告時，未有就大學指引內所列的所有範疇作出回應。為了讓校外考試委員/校外學術顧問對大學的要求有更清晰的瞭解，嶺大準備了一份覆蓋應有範疇的年度報告範本，以供參考。

贊同 5

質保局贊同嶺大在防範和處理違反學術誠信行為的做法，並鼓勵該校充分運用已安裝的防抄襲軟件。

5.1 嶺大致力建立一個具學術誠信的學生文化，就評審小組肯定大學在維持學術誠信方面的工作進展，感到十分鼓舞。嶺大於學則清楚訂明何謂違反學術誠信，亦採取了一些應對措施，例如：要求學生簽署聲明已了解在作業中何謂違反學術誠信；在圖書館及學生服務中心的迎新活動中簡介何謂學術誠信；在所有科目綱要內加入有關的注釋以提升學生對有關事宜的關注；在派發給所有新生的「校園生活指南」中，加入關於抄襲行為的內容；教與學中心亦會為任職助教的研究生、獎學金得主和非本地學生舉行有關工作坊。教學人員亦已廣泛使用防抄襲軟件Turnitin檢查學生的作業，而學生亦可在個人學習時利用相關軟件。此外，教職員更會在課堂上提醒學生學術誠信的重要性，以及一旦違反學則時可能要接受之紀律處分。

贊同 6

質保局贊同教與學中心現正進行的工作，令學校教與學評估問卷更切合需要和更可靠，以及令該問卷產生的數據得以有效運用。

6.1 嶺大欣悉評審小組贊同大學進一步善用現時「學科教與學評估」所收集的資料。在一項由「教學發展補助金」資助，名為「分析社會科學課程中果效學習的表現指標」的計劃中，有關人員利用社會科學課程在「學科及教學評估」(後以「學科教與學評估」取代之)或「學科教與學評估」中所收集的時序數據，分析教學在該段時間內有否改善，以及可能會影響評估分數的因素。計劃結果顯示，科目的教學編排、教師的質素與付出的努力等都是提升學生學習果效的關鍵因素。計劃結果卻否定了一些普遍認為對學生滿足感及學習成效有重大影響的因素，如科目的困難程度和教學進度。導師認為這些結果有助他們在科目及教學上的發展。

6.2 另一項同由「教學發展補助金」資助，名為「學科及教學評估的縱向調查」的計劃，集中分析二零零三至零九年「學科及教學評估」及「學科教與學評估」的數據。「學科教與學評估」問卷於二零零八至零九年推出，整體而言，經此收集的數據在科目滿意度、教師滿意度和學習成果三方面，都具有良好的內部一致性。在新的教與學評估問卷中，有三項關於科目的題目(科目實用度、評語是否有幫助、科目連貫性)和五項關於學習成果的題目，包括學習成果是否清晰，與學習活動的關係，以及與評核項目的關係，這些問題都可以準確反映學生對科目的整體滿意程度。此外，問卷另有兩項關於學習成果的題目(所達到的學習成果，並因而對整體學習經驗的影響)及五項關於教師的題目，這些都可準確反映學生對教學的整體滿意程度。調查結果顯示，學生對教師滿意度作出評分時，傾向注意他們的教學風格和演說技巧，而較少關注課堂上的互動及批判思考。這些結果與舊有的「學科及教學評估」問卷結果一致，證明課程中科目間的配合至為重要，但同時亦反映大學須更加努力令學生明白發展批判性思考能力的價值及重要性，鼓勵他們於課堂內外，都要主動學習及完成作業。這調查結果的重點已與相關人士分享，包括課程主任、學系主任和學術事務長、學生服務中心輔導主任、學生輔導老師，以及所有新入職的教學人員。

7.1 教與學中心自二零零九年聘任其總監以來,一直積極提升教學質素。中心舉辦的活動包括:有關果效為本教學模式的研討會、進行相關的調查,例如核心課程調查及畢業生調查。教與學中心致力加強資料搜集及分析,以評估嶺大教育的果效,其中一項主要工作是為所有本科課程設計一套標準的畢業生離校調查。該離校調查包含一個標準部分詢問嶺大及課程的共同事項,以及另一個適用於個別課程的部分。透過該調查,嶺大能更清楚了解畢業生所達至的理想學習成果。畢業生離校調查首次推行於二零一零年之畢業生,所收集的數據經分析後,提供了適時及恰當的資訊和證據。此外,嶺大於二零零九至一一年度進行了一項試驗計劃以蒐集證據,證明畢業生擁有嶺大期望畢業生所具備的特質之一,即包括資訊科技知識在內的通用研究技巧。該計劃旨在豐富學生的資訊科技知識以應付學習及未來就業所需,及證明他們擁有理想畢業生所應具備的資訊科技技能。嶺大已批准該計劃的建議,要求所有本科生必須在在學期間通過資訊科技能力測試。這些研究的主要結果已與相關人士分享,包括課程主任、學系主任及學術事務長、學生服務中心輔導主任、學生輔導老師及所有新任教學人員。

7.2 二零零九年十二月至二零一一年十一月期間,教與學中心為職員舉辦了四十八場研討會及工作坊,共有六百十五名職員(人次)出席。除入職培訓外,這些活動還探討果效為本教學模式、學生評核及有效運用教學技巧等主題。而平均得分(最高為 5 分)由 4.03 (滿意)至 4.75 (非常滿意)不等。教與學中心同時亦為研究生及本科生舉辦發展工作坊,獲學生踴躍參加並給予很高的評價。

1.1 二零零九年三月通過的策略計劃中訂明,嶺大會定期檢討該計劃,以監察計劃的實行進度及辨識因環境變遷而須修訂及更新的範疇。因應質保局提出的建議,相關小組及單位已於二零一一年初更新及修訂策略計劃,著重使計劃內容更為具體、加入清晰的問責安排及就衡量表現的指標訂立明確的目標,以便嶺大監察進度。

1.2 整合後的行動計劃在六個關鍵策略範疇上作出了修訂(學術發展 — 包括本科課程、研究/修課式碩士/博士課程及學院發展;研究;學生發展;院校發展;學術支援服務;副學位及持續進修教育)。這些修訂經策略計劃專責小組謹慎考慮後,於二零一一年五月獲教務會審批,並於同年六月呈交校董會。經修訂的行動計劃詳

情見於<u>附錄 C</u>。

1.3 作爲持續監察過程的一環，相關的小組及單位會就策略計劃每兩年進行一次檢討，而下一次的檢討將於二零一三年初進行。

建議 2

質保局建議嶺大揀選國際上以致力提供博雅教育見稱而使命與嶺大相近的院校，與這些院校交流資訊，用以釐定評核嶺大工作和表現的參照基準。

2.1 嶺大認同以其他院校爲參照基準的建議，並已揀選了三所位於美國的博雅教育的院校(Whittier College、Carroll University及Alverno College)及兩所位於亞洲的院校(台灣的東海大學及日本的國際基督教大學)，作爲首批用以釐定參照基準的院校。這些院校爲嶺大的學生交換計劃伙伴，與嶺大維持長期及良好的協作關係，並樂意與嶺大分享資訊、經驗及專業知識。

2.2 於近期就釐定參照基準而作的外訪中，我們探討了實行果效爲本教學模式的機制及程序，包括鼓勵教職員採納果效爲本教學模式的方法，衡量博雅教育所達至的成效及有否爲學生增值的方法，確保不同課程採用公平及類近的評核機制，及引入標準參照模式評核。其他討論事項包括教學評估結果與人事安排(例如升遷及實任)的關係。此外，爲預備四年制招收較年輕的新生，嶺大亦已與伙伴院校交流如何豐富學生首年的體驗及推行預警計劃。

2.3 受海外院校的預警計劃所啓發，嶺大已開始籌劃推行類似的制度，以監察學生的學習進度，並及早給予他們回應、警告及意見。

2.4 此外，嶺大決定在五年一度課程檢討中，要求有關課程與其他院校作參照基準比較，參照重點在收生策略、課程結構、科目內容、教與學活動及評核標準方面。

2.5 在二零一一年四月，三名教與學中心職員、一名果效爲本項目主任及十一名來自不同學系的教職員到訪了位於美國威斯康辛州密爾瓦基市的 Alverno College，作參照基準比較。Alverno College 完整、專注、細緻及有系統地推行果效爲本教學模式，令眾人留下了深刻印象。此行令參與人士獲益良多，包括掌握如何將評核工作與工商管理(榮譽)學士課程各學科組別的目標學習成果對應，以及更深切體會到評核的果效。一位來自 Alverno College 的教學人員將於二零一一至一二學年整個下學期到訪嶺大，以跟進我們的工作。此外，自二零零九年開始，嶺大七次邀請校外講者爲職員主持研討會及工作坊，當中四次由富布賴特(Fullbright)訪問學人擔任講者。在爭取國際商管學院促進會(AACSB)認證期間(於二零一一年四月獲得該認證)，商學院接待了三名來自美國的果效爲本教學模式顧問，他們舉辦了工作坊及研討會，並在課程委員會會議中提供了具建設性的意見。社會科學院及文學院亦於二零一一至一二學年舉辦了一系列由校外講者及果效爲本教學模式顧問主

持的工作坊及研討會。那些來自 Alverno 之旅的資料及經驗(文件、範例及錄像)已在內聯網中一個新網站上與所有職員分享。

建議 3

質保局建議嶺大制訂評估架構,幫助該校釐定適當而明確的教育指標,並提供實證資料,以便該校就學術和管理事宜作決定。

3.1 嶺大認同制訂一套完整的評估架構極爲重要,可有助於釐定適當而明確的教育指標,並提供實證資料以支援大學及學系/單位的決策,此在推行有關四年制課程上尤爲重要。評估架構的專責小組於二零一零年九月下旬成立,爲評估架構的發展提供建議,在此評估架構下,嶺大將搜集數據以評估及監察各主要事務的運作。在現存的各項數據之基礎上,專責小組認爲有需要建立一套完整的評估架構整合各項數據作宏觀的監察。嶺大在評估架構下確認了五個適用於全校以評定良好教育經驗的指標以作開始,包括國際化、小班教學、體驗學習、跨學科科目及宿舍體驗。

3.2 嶺大添置了一套商業分析系統,將從各學系及部門搜集的數據整合,用作匯報及分析。此系統將更有效地提升數據使用時的緊密性及結論的可靠性。嶺大於二零一一年六月購置商業智慧軟件前,已參考本地及海外院校在使用商業智慧系統的最佳舉措,作爲參照基準,參照方面包括管理、架構、工作流程、資訊科技系統及基準模型,以及主要表現指標。

3.3 爲支援嶺大以數據作爲決策基礎,大學組成了一個高層次督導小組,由協理副校長(學術質素保證)擔任主席,並由高級職員爲組員,包括協理副校長(教務)及教務長、學術事務長、資訊科技服務中心總監及其他學術、支援服務或行政部門之主管及/或職員。該督導小組負責爲商業智慧系統制定計劃及建議,及訂定方向以推行使用商業智慧系統爲管理決策作分析。有關計劃的執行工作由工作小組負責,工作小組由協理副校長(教務)及教務長擔任主席,組員來自不同工作單位,例如教務處、資訊科技服務中心、學生服務中心、內地與國際學生交換計劃辦事處、服務研習處及不同學系。該工作小組向督導小組匯報,負責領導商業智慧計劃、訂定及建議數據處理模式、與不同有關人士及商業智慧系統服務供應商協作,以推行商業智慧系統,並安排員工培訓。

3.4 教務處在此項目上擔當主導角色,帶領各行政部門在商業智慧系統上建立基準模型,整理及驗證資料庫中的資料,以協助高級管理人員進行決策;而資訊科技服務中心在技術層面上擔當管理商業智慧系統的角色,務求適當設定系統及爲其他使用者提供內部技術培訓。

3.5 在推行商業智慧系統的首階段,國際化是首個大學著力評估的重要表現指標。嶺大已建構了樹狀數據表以闡釋需要考慮的量度標準及在商業智慧系統中所需建

立的報表/報告。為方便嶺大內部使用有關資料，從各樣來源及/或途徑收集的資料，不論是直接或間接(即從調查及/或問卷收集)收集的，均被儲存在一個資料庫內。資料已經過整理、驗證及轉化，可隨時使用在全校或個別學系/單位的分析上。嶺大保存了一部資料字典及將定期更新其內容，使各使用者能更容易地記錄及擷取資料定義。

3.6 首階段的商業智慧系統已於二零一一年十月推行，並著力於大學的其中一個重要表現指標 — 國際化。經各學系/單位共同努力，嶺大欣然宣告我們在這方面取得良好進展。嶺大已就國際化取得一些初部結果並訂定了下一步計劃，有關計劃詳見於附錄 D。

3.7 嶺大現正著力評估體驗學習，以此作為次項重要表現指標。嶺大預期透過各項活動，例如綜合學習課程、實習計劃、服務研習計劃、公民參與及社區服務計劃，學生可獲得多方面、豐富及多元文化的校園體驗。其餘三項重要表現指標將稍後於商業智慧系統中推行。

3.8 為促進實證資料的使用，嶺大將持續為所有有關人士提供內部培訓以確保他們熟悉如何使用商業智慧系統，製作有用的報表/報告供高級管理人員作決策之用。嶺大認同整合發展一個互動文化的重要性，故鼓勵職員學習詮釋相關的資料。嶺大預期商業智慧系統能就校內及校外的參照基準提供證據，利用系統編製量化報告進行策略分析，以證明嶺大之良好教育體驗能帶給學生益處。

建議 4
質保局建議嶺大重新探討年度課程報告的結構和目的，確保報告以分析和反思為重點，並列明跟進行動。

4.1 嶺大的指引訂明，年度課程報告應在主要範疇上，反映課程在過去一年的發展及成就，並闡述需改進的地方。所有課程報告須包含指引所列的各大範疇為基本元素，在教學、學習及評估上須扼要說明於報告年度中就發展果效為本教學模式所作出的努力，報告亦須作總體評估及具備執行時間表的工作計劃，以及提供時序資料之相關分析。

4.2 此外，為提升質素保證，教務會在二零一零年九月決議本科課程的年度課程報告須包含有關三三四學制改革的進展。有關內容包括課程發展、制定科目計劃、在雙學制期間預期或已知的問題或困難，以及如何應付或解決這些問題或困難。年度課程報告提供持續檢討及改善課程之機制，教學單位應把握機會如實反映及識別一些需要改進的範疇。就此，三個學院之學術事務長受委託向各系主任及課程主任傳達此重要訊息，以確保年度課程報告以開放態度，重點反思及分析，及包含預期或已知的問題或困難及其處理或解決方法。嶺大欣然確認於二零零九至一零學年的年度課程報告中，所有九個本科課程均作出認真的反思及分析。以附錄 E

中視覺研究(榮譽)文學士課程的報告為例，該報告就課程進行了詳細分析，並匯報了在多個範疇已採取的行動，例如課程之畢業論文的質素控制以加拿大的McGill University為參照基準，及就學科教與學評估分數作出反思，以得出主意及建議作教學發展之用。

4.3 除年度課程報告外，嶺大認為有必要確保教學單位提交的五年一度課程檢討文件亦是開放，以反思及分析為重點。嶺大已提醒各教學單位必須留意此點。(深入的課程檢討將由每四年一度更改為每五年一度。所有課程將由二零一二至一三年度四年制開始實行後，每五年進行一次嚴格的檢討，以五年為一周期令檢討能對學生在整個四年學習期的情況作全面的理解。首輪五年課程檢討周期完成後，嶺大將檢討是否應以六年為一檢討周期。)

4.4 五年一度課程檢討的指引已加入有關檢討小組之職責及檢討報告範圍的條文。此外，為加強年度課程報告及五年一度課程檢討間之關連，嶺大的指引清楚列明在檢討文件中須有一獨立章節評估在前次之四年或五年一度課程檢討中檢討小組所提出之建議的跟進情況，及評估在年度課程報告訂出之行動計劃在近年的實行情況。

建議 5

質保局建議嶺大更進一步提升學術文化和加強對學生的支援，包括制訂策略，使現有的學習技巧活動和以宿舍為基礎的計劃更臻完善。

5.1 嶺大於二零零九年開始舉辦「嶺鮮」一年級體驗計劃。該計劃專為新同學而設，協助新生認識嶺大的學術文化、掌握學習技巧、培養正面積極的價值觀和提升社交技巧。由二零一零年起，進一步加強「嶺鮮」計劃的各項要素，務求豐富新生在嶺大的校園生活。此計劃現包括一系列完善的培訓工作坊，內容主題涵蓋確立目標、人生規劃、自我認識、學習模式、閱讀、寫作和演講技巧、大學學習機會介紹及就業教育。嶺大亦經常邀請在各行業有成就的校友，與同學分享他們的寶貴心得，例如：如何在大學生活獲益、優秀學業表現的重要性、參加學生交換計劃的學習成果，及如何發展事業。

5.2 嶺大認為宿舍是一個促進學生全人發展的學習環境。因此，嶺大已實行以下的措施，以擴闊宿生的學習機會，及讓他們從群體生活中提升智育發展和促進個人成長。

5.2.1 檢討學生宿舍在教育上扮演的角色及「宿舍教育」的定義

甲) 宿舍生活的體驗讓在被保護的環境中成長的少年，蛻變成人。學生透過與室友和宿生一起生活的體驗，鍛鍊自立能力，學習人際相處的技巧，並建立歸

屬感和責任感。宿舍能讓學生體驗團結、友愛和關懷的地方。宿生樂於為宿舍作出貢獻，並學習如何承擔責任和在面對困難時互相扶持。

乙) 嶺大期望能夠透過宿舍教育提升學生的智育發展和擴闊視野，宿舍教育包含由舍監辦事處籌辦的課程，以及修讀不同學科的宿生之間的緊密交流及互動。

丙) 在宿舍裡，高年級學生擔任學長的角色，指導及啟發同一宿舍的一年級新生，令他們認識在嶺大學習的核心價值、追求知識、學習技巧、定立目標和體現「嶺南人」的精神和文化。

丁) 學生透過在宿舍中與非本地生的社交互動及參與由「國際舍堂」舉辦的文化活動，增進他們的語言能力，並拓闊他們對多元文化的認識及國際視野 (請參照第 5.2.2 節)。

戊) 學生可藉著擔任宿舍樓層代表及加入宿生會，學習領導技巧及自我管理的能力。這些經驗亦可培訓宿生將來成為領袖 — 此乃嶺大博雅教育的目標之一。

舍監一直以來籌辦多項宿舍教育的活動，以履行以上學生宿舍在教育上扮演的角色。

5.2.2 設立「生活學習舍堂」、「國際舍堂」及「環球活動室」

甲) 由二零一二至一三年起，嶺大現有的六座宿舍加上新落成的黃浩川堂及伍絜宜堂，將成為「生活學習舍堂」，並各設有不同學習主題。在二零一一至一二年，各舍監辦事處構思了不同的學習主題以作試驗推行，如「健康生活」、「團結‧友愛」及「社區參與」等。舍監辦事處就有關主題舉辦了一系列的活動，包括實地考察、參觀、講座和交流會等。在未來的日子，舍監辦事處將會繼續為學生籌辦相關活動。

乙) 賽馬會博雅堂的兩座新宿舍將設為「國際舍堂」，是以跨文化學習為主題的「生活學習舍堂」。「國際舍堂」將成為嶺大推廣國際化的中心，為本地生、海外生及中國內地生提供一個聚集及交流的平台，讓他們與舍監辦事處攜手，為宿生及大學舉辦各式各樣有關多元文化交流、語言學習和國際議題的活動。

丙) 嶺大正計劃在「國際舍堂」內設立一個「環球活動室」，開放予所有學生使用，為他們提供一個國際交流中心、獲取環球消息的資源中心、以及作為一個拓闊學生國際視野及觸覺的地方。活動室內將設置多部電視播放國際新聞和不同國家的節目，設置資訊亭提供有關交流計劃、實習、海外升學及旅遊等資料，亦設有電腦設施、閱讀報章和雜誌的空間，更會設立自助咖啡閣及語言學習區。英語及外語教學中心、中國語文教學與測試中心、內地與國際學生交換計劃辦

事處、學生服務中心、服務研習處、各舍監辦事處及「國際舍堂」的宿生會亦會被邀請於此活動室內提供不同服務及舉辦活動。

5.2.3 將「宿舍教育」列為綜合學習課程的第六個範疇

教務會已通過由二零一二至一三年推行四年制時，將「宿舍教育」列為綜合學習課程的第六個範疇。修讀四年制課程的學生必須參加舍監辦事處舉辦的教育課程，於「宿舍教育」範疇完成五個學分。

5.2.4 試辦授予綜合學習課程學分的「宿舍教育」課程

由二零一零至一一年開始，各舍監辦事處已試辦授予綜合學習課程學分的「宿舍教育」課程，讓「生活學習舍堂」及其宿生報讀。於二零一零至一一年度，六個舍監辦事處共籌辦了三十一項有關宿舍教育的活動，共有三百六十九名宿生參加。當中活動包括聯宿電影分享晚會、參觀和實地考察、有關時間管理、進修及跨文化體驗的講座。學生對這些試辦活動給予正面評價。

建議 6
質保局建議嶺大在邁向全面採用果效為本方法時，檢討各項課程實施評核政策的情況，並確保評核結果公平和可互相比較，以及評核方法與學習成果互相配合。

6.1 作為一所博雅教育院校，嶺大訂立了策略目標以實踐優秀的教與學，並於課程發展、學習與評核方面，在課程及科目的不同層面，實施果效為本方法，以不斷提升大學的教育質素。嶺大因應果效為本教學模式而推行的多項主要措施，進展良好。

6.2 嶺大除了修訂相關指引，於質素保證程序中加強果效為本的元素，同時亦在大學及課程/學系層面，在各方面就果效為本教學模式中的重要元素進行批判性檢討，例如：課程宗旨及目標、學習成效、學科範圍、學習進程、評核及學習果效衡量、課程設計的成效與教學質素，以及教職員培訓與發展。嶺大亦相應地修訂對畢業生特質的要求，訂定或修訂科目或課程的學習果效，以及確保科目的學習果效與其課程的果效及嶺大畢業生的特質相對應。

6.3 教與學中心起草了一套評核指引，並於全校作諮詢。學術質素保證委員會轄下的教與學委員會，成立了一個評核工作小組討論相關的事宜。在二零一一年五月，為確保校內有直接交流及廣泛諮詢，大學就評核指引舉行了一個公開論壇。工作小組收集了公開論壇上的意見、問題和建議後，進一步修訂有關文件，並將修訂版本傳閱給各教學單位，讓各學院可於二零一一年九月舉行的學院論壇上，作另一輪諮詢。文件的最新草案載於附錄 F。

建議 7
質保局建議嶺大述明教與學策略，列出該校獨特的教與學方法，作爲制訂促進網上學習和設計教學設施等政策的基礎。

7.1 嶺大透過反思其使命和過往經驗，參考其他院校的良好做法，以及諮詢嶺大職員所得，草擬了一份「教與學聲明」，以引領嶺大實踐提升學習及教學質素的承諾 (聲明的最新草案載於附錄 G)。「教與學聲明」闡述了嶺大本科生學習經驗的獨特之處，其重點在於小班教學及密切的師生互動、在技術支援及學習空間配合下致力實踐創新的教與學，及對不斷改進作出承諾。

7.2 實質校園與虛擬校園之間的界線日漸模糊。「教與學聲明」正正闡述了網上教學的重要角色，它能加強及支援學生學習。爲此，大學使用了大量科技以方便學生存取教學材料、有效地加強他們在課堂內外的溝通，更開創嶄新的教學、學習和評核方法，例如：大學在批核申請「教學發展補助金」資助的計劃時(其中許多涉及科技的應用)，已額外要求獲資助的計劃，須就其計劃對學生學習的影響提供更全面的評估。有關計劃資料會於特別爲此舉行的活動上與其他職員分享。

嶺大致力不斷發展、提升、支援及評估網上學習以豐富學生的學習經驗，例如：大學對所有一年級本科生推行了電子學檔(ePortfolio)系統，以幫助他們更方便及有效地反映其語文水平(不只是技巧)；大學亦提供一個虛擬的學習環境，支援及拓展溝通和合作的機會；又備有播客服務讓學生可隨時隨地學習；以及提供免費網絡研究工具(Zotero)支援學術研究和寫作。

7.3 嶺大更收集了證據以證明其獨特的學習環境對學生學習成效的影響，過程尤其側重於新核心課程科目及大學學習經驗對嶺大畢業生發展應具備特質所帶來的影響。大學設計、試驗及驗證了兩項新的調查工具，兩者皆提供了令人信服的實證，展示了嶺大的教與學環境有利於學生發展理想的嶺大畢業生特質。這兩項調查名爲「畢業生離校調查」和「核心課程調查」，它們闡明了學生的學習經驗對他們發展畢業生特質有密切的關係，特別在發展批判性思考能力、人際交往技巧、自我管理，及解決問題能力等方面。實質的證據亦顯示，如「教與學聲明」中所言的嶺大學生學習經驗的獨特之處(即小班教學及密切的師生關係)廣受學生支持，而學生亦認爲這種師生關係對他們的學習經歷最爲重要，並有決定性的作用。這兩項調查結果已與各課程主任、學系主任和學術事務長分享，以協助教學人員評估課程、反思教學的策略及確立需要進一步發展和改善的範疇(例如：新科目和評核模式)。透過以上及其他相關的資料，課程主任/學系主任能夠更恰當地作出決定，以豐富學生的學習經驗。此外，這些調查的要素亦會與學生服務中心輔導主任、學生輔導老師及新入職的教學人員(迎新程序的一部分)分享。

透過「核心課程調查」、學生焦點小組及與職員面談，大學取得證據以了解影響

學生的關鍵學習果效的因素，關鍵學習果效包括批判性思考和解決問題能力等。這些證據有助核心課程的發展，並透過核心課程及通識教育委員會發表，供二零一二年或以後發展新科目之用。

兩項調查所得的資料會在簡介嶺大教與學時與新任教員分享，亦會提供予輔導老師作參考資料，以指導學生選擇科目及決定其他學術事宜。

7.4 「教與學聲明」也肯定了教學空間和網上學習支援對學生學習的重要性。在近期的院校擴充計劃中，大學集中提供足夠的教學空間以支援分組教學法和小班教學。例如，新教學大樓和新商學院教學大樓(名為「郭少明伉儷樓」)設有支援小班教學和方便學生分組活動的空間，並配備多項輔助學習的科技設施。此外，嶺大亦致力投放資源提升和更新基礎設施，以支援校園網上學習，尤其重視在學生宿舍的設施。

建議 8
質保局建議嶺大採用更多不同方法，衡量教學質素，避免過分倚賴學生調查作為主要資料來源。

8.1 嶺大參考了香港和海外院校衡量優良教學的標準後，臚列實踐優質教學的方法及指標，以此對教學人員作出回應和支援，及作評核之用。評估教學質素的資料及方法廣泛，包括考慮科目綱要、教材及其他有關教學資料；同儕和學生的評價；教學人員對自己教學理念和目標的陳述；又加強上司為個別教學人員在評核及發展上述各項時所扮演的角色。為鼓勵上司參與，嶺大設計了一個評核的範本，令評核者的工作更方便和有系統。

建議 9
質保局建議嶺大詳細說明校方在評核員工表現、考慮實任及晉升安排時，研究成就和教學表現所佔的比重。

9.1 嶺大期望教學人員能夠同樣重視教學和研究。嶺大在評核員工表現、考慮實任及晉升安排時，應用了一套設有相等評分數值和比重的制度去「量度」員工於「教學」和「研究」的成就。這制度旨在令個別員工的評估及整體員工的評估都能做到公正公平，而據資料顯示這制度亦運作理想。不過在實際情況下，研究工作對於員工在表現評估和職級晉升過程中往往有著較大的影響力。這不是因為「研究」所佔的比重較「教學」為多，而是由於與「教學」相比，研究工作有更廣泛和更恰當的方法來量化計算個別員工的投入程度及成就。這結果歸因於員工之間在教學方面上的評分往往傾向集中於中位數，差異不大。嶺大為了更瞭解教職員的教學表現，並在評核中提供更多中肯和有效的回應，現正就評估教學的方法進行全面檢討，其中包括考慮科目綱要、教材及其他有關科目資料；同儕和學生的評價；方法和理念；及在評核及發展上述各項時，增強個別教職員與上司間的合作。

9.2 如上述所言，在員工評估及人事決策中，「教學」和「研究」兩者佔相等比重，但是「服務」也是所有教職員須負上的重要責任。在定期的員工評估中，「教學」和「研究」兩者比重各佔一半，儘管「服務」這一項目不獲額外增加分數，但服務的質素仍會受到監控，以確保教職員所提供的服務能維持在滿意的水平。在特殊情況下(尤其在員工工作繁重及/或表現優秀時)，個別教職員的「教學」和「研究」評估結果會因應服務質素而作有限度地調升 (相反的調整亦可應用於例外情況下)。嶺大在考慮教職員的實任和晉升時，他們的考績紀錄必須反映出他們對嶺大、學科、專業及/或社會，有持續而又顯著的貢獻。

建議 10
質保局建議嶺大除推行成效卓著的優異教學獎勵計劃外，還應研究以其他方法表揚優秀教學表現。

10.1 優質教學是博雅教育院校不可或缺的一部分。優質教學表現需要被受肯定和獎勵，同時，這也是員工考績時的重要標準。「傑出教學新晉獎」新設於二零零九至一零年度，旨在表揚新晉教員的優秀表現。除此之外，嶺大亦繼續頒授「優異教學獎項」和「優秀教學證書」，以肯定教員教學卓越成就的表現。這些獎項，連同教資會的「傑出青年學者計劃」，都給予嶺大教員優異教學應有的認同。

結語

這進度報告，標誌著嶺大一直致力追求優秀教學的承諾。嶺大致力提供一個有利於不斷改善教與學質素及成效的環境。<u>附錄 H</u>載有嶺大向教資會提交的行動計劃的最新資料，簡要說明了嶺大在教與學範疇上所作的持續改善。

附錄

附錄 A： 2011-12 年度校外學術顧問/校外考試委員名單

附錄 B： 校外學術顧問/校外考試委員角色及職責

附錄 C： 策略發展計劃 (2009-2016) 行動計劃的最新資料

附錄 D： 商業智能 (BI) 計劃 – 校園國際化的初步結果及計劃發展方向

附錄 E： 視覺研究(榮譽)文學士年度課程報告 (2009-10)

附錄 F： 嶺南大學的評核指引 (最新草案)

附錄 G： 教與學聲明 (最新草案)

附錄 H： 持續改善教與學行動計劃的最新資料

LINGNAN UNIVERSITY

LIST OF EXTERNAL ACADEMIC ADVISERS/ EXTERNAL EXAMINERS, 2011-2012

Name	Title Post & Organization
Master of Arts in Chinese	
Prof CHEN Sihe 陳思和	Chang Jiang Professor of Modern Chinese Literature Chair of the Department of Chinese Language and Literature Fudan University China
Prof HO Che-wah 何志華	Professor and Chairman Department of Chinese Language and Literature The Chinese University of Hong Kong
Master of Arts in Practical Philosophy	
Dr NG Yau-nang 吳有能	Associate Professor Department of Religion and Philosophy Hong Kong Baptist University
Master of Cultural Studies	
Prof SO Yiu-cheong Alvin 蘇耀昌	Chair Professor Division of Social Science The Hong Kong University of Science and Technology
Master of Science in Human Resource Management and Organisational Behaviour	
Dr PANG Yuet-ngor Mary 彭月娥	Associate Dean College of Business City University of Hong Kong
Master of Science in International Banking and Finance	
Prof SONG M Frank 宋敏	Professor School of Economics and Finance Director Centre for China Financial Research The University of Hong Kong
Postgraduate Diploma in Accountancy and Master of Accountancy	
Prof LAM Chee-keung Kevin 林自強	Associate Professor School of Accountancy Faculty of Business Administration The Chinese University of Hong Kong
Bachelor of Arts (Hons) in Chinese	
Prof CHEN Sihe 陳思和	Chang Jiang Professor of Modern Chinese Literature Chair of the Department of Chinese Language and Literature Fudan University China
Prof HO Che-wah 何志華	Professor and Chairman Department of Chinese Language and Literature The Chinese University of Hong Kong

Name	Title Post & Organization

Bachelor of Arts (Hons) in Contemporary English Studies

Dr CHRISTIE Stuart 楊忠	Associate Professor Department of English Language and Literature Hong Kong Baptist University
Prof HOEY Michael	Pro-Vice-Chancellor Baines Professor of English Language The University of Liverpool United Kingdom

Bachelor of Arts (Hons) in Cultural Studies

Prof HEALY Chris	Associate Professor in Cultural Studies School of Culture & Communication The University of Melbourne Australia
Dr LAI Chiu-han Linda 黎肖嫻	Associate Professor School of Creative Media City University of Hong Kong

Bachelor of Arts (Hons) in History

Prof CHEUNG Hok-ming Frederick 張學明	Vice Chairman and Associate Professor Department of History The Chinese University of Hong Kong
Dr STRANGE Carolyn	Director of Graduate Studies School of History Australian National University Australia Adjunct Professor of Criminology and History University of Toronto Canada

Bachelor of Arts (Hons) in Philosophy

Dr NG Yau-nang 吳有能	Associate Professor Department of Religion and Philosophy Hong Kong Baptist University
Prof O'HEAR Anthony	Professor of Philosophy Department of Education The University of Buckingham United Kingdom

Bachelor of Arts (Hons) in Translation

Prof JIANG Xiaohua John 蔣驍華	Professor School of Languages and Translation Macau Polytechnic Institute Macau
Prof TUNG Yuan-fang 童元方	Professor Division of General Education and Generic Studies Acting Head School of Humanities and Social Sciences The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College Head Department of General Education Tung Wah College

Name	Title Post & Organization

Bachelor of Arts (Hons) in Visual Studies

Prof FU Li-tsui Flora 傅立萃
Associate Professor
Division of Humanities
The Hong Kong University of Science and Technology

Dr MARCHESSAULT Janine M
Associate Professor
Department of Film
York University
Canada

Centre for English and Additional Languages

Dr YOROZU Miho
Director
Department of Japanese Studies
The University of Hong Kong

Ms YOUNG Jean 楊珍
Former Head
English Language Centre
City University of Hong Kong

Chinese Language Education and Assessment Centre

Prof SHI Jianguo 侍建國
Professor of Chinese Linguistics
Department of Chinese
Faculty of Social Sciences and Humanities
University of Macau
Macau

Bachelor of Business Administration (Hons)
Accountancy

Prof RUI Meng Oliver 芮萌
Associate Professor
School of Accountancy
The Chinese University of Hong Kong

Computing and Decision Sciences

Prof CHAU Patrick Y K 周蔭強
Professor (Information Systems)
School of Business
Faculty of Business and Economics
The University of Hong Kong

Dr ZHAO Xuan 赵萱
Associate Professor of Operations and Decision
  Sciences
School of Business and Economics
Wilfrid Laurier University
Canada

Finance and Insurance

Dr QUERY J Tim
Associate Professor
Department of Finance
New Mexico State University
USA

Prof TANG Gordon Y N 鄧裕南
Head and Professor
Department of Finance and Decision Sciences
Hong Kong Baptist University

Name	Title Post & Organization
Management	
Prof FIELDS Dail L	Professor School of Global Leadership and Entrepreneurship Regent University USA
Prof WONG Chi-sum 黃熾森	Professor Department of Management The Chinese University of Hong Kong
Marketing and International Business	
Prof CHAN Kit Kwong Allan 陳潔光	Professor Department of Marketing Associate Dean Director of MBA Programme Co-Director Chinese Business Case Research Centre School of Business Hong Kong Baptist University
Prof MCCOLL-KENNEDY Janet	Professor of Marketing The University of Queensland Australia
Bachelor of Social Sciences (Hons) Economics	
Prof DU Julan 杜巨瀾	Associate Professor Department of Economics The Chinese University of Hong Kong
Prof FRASER Clive Dilworth	Professor Department of Economics University of Leicester United Kingdom
Political Science	
Prof FALKENHEIM Victor C	Professor Emeritus Department of Political Science University of Toronto Canada
Prof TING Wai 丁偉	Professor Department of Government and International Studies Hong Kong Baptist University
Sociology and Social Policy	
Dr BROUGH Paula	Associate Professor School of Psychology Griffith University Australia
Prof CHEUNG Yuet-wah 張越華	Professor and Department Chairman Department of Sociology The Chinese University of Hong Kong

December 2011

Role and Duties of an External Academic Adviser

1. Role
   The major role of an External Academic Adviser is to provide advice and support on benchmarking of academic standard.

2. Duties
   (a) To assist the University's study programmes/courses in maintaining standards comparable to those in other tertiary institutions of international repute.

   (b) To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marking schemes of selected courses sent to them. Academic units should send at appropriate times, samples of continuous assessment materials to External Academic Advisers for comment. As regards examinations, the Head of the Department/Centre when appropriate shall send to the External Academic Adviser the question papers of selected courses. External Academic Advisers shall give their comments or suggestions, if any, to the Head of the Department/Centre. Comments received on continuous assessment materials, examination papers and assessment/marking schemes should be used for future reference and forward planning purpose.

   (c) To receive and assess a sample of student works, including examination scripts, dissertations, project reports, essays, case studies, etc. as appropriate to enable him/her to have a better understanding of the academic standards of students. Sample student works and examination scripts, together with the marks awarded by teachers, of selected courses shall be sent to the External Academic Advisers to make comments. Comments from External Academic Advisers regarding appropriateness of markings should be used for future reference and forward planning purpose.

   (d) To satisfy himself/herself that the standards set by the Board of Examiners concerned are appropriate and comparable with the standards of equivalent programmes at other tertiary institutions.

   (e) To submit a confidential report to the President by 1st July. The report should cover issues in the following areas with reference to those in programmes at other comparable tertiary institutions:

      (i) The structure, organisation, design and marking of all assessments.

      (ii) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.

(iii) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

An External Academic Adviser who has visited the University during the academic year (applicable to non-local External Academic Adviser only), and/or is in his/her final year of service (normally having served as the External Academic Adviser for almost 3 years), is expected to submit a more detailed report with suggestions/ recommendations.

(The above is extracted from Policy on External Academic Advisers of Undergraduate and Taught Postgraduate Programmes.)

Duties of an External Examiner

1. To assist in maintaining the standards of the University's study programmes/courses at a level comparable to those in other tertiary institutions.

2. To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marking schemes of selected courses sent to them. Academic units should allow adequate time for external examiners to comment on continuous assessment materials. As regards examinations, not less than one month before the examinations concerned are held, the Head of the Department/Centre when appropriate shall send to the external examiner the draft question papers of selected courses, on which the names of internal examiners/setters shall not appear. Within two weeks of receipt of the question papers, he/she shall return them, with any recommended changes, to the Head of the Department/Centre under confidential cover for transmission to the Board of Examiners.

3. To receive and assess a sample of student works, including examination scripts, dissertations, project reports, essays, case studies, etc. as appropriate to enable him/her to carry out his/her responsibility fully. Sample student works, together with the marks awarded by teachers, of selected courses shall be sent to the external examiners within reasonable time and external examiners shall be given adequate time to make comments. As regards examination scripts, they shall be sent to the external examiner about one week after the examination. The external examiner shall return the marked scripts together with his/her comments to the Head of the Department/Centre under confidential cover. [As a guiding principle, comments from External Examiners regarding assessment/marking schemes should be used for future reference and forward planning purpose. Nevertheless, academic units concerned may decide whether changes in grading be made so as to incorporate comments of External Examiners.]

4. To express views on the final award, including the classification of honours, for each student.

5. To satisfy himself/herself that the standards set by the Board of Examiners concerned are appropriate and comparable with the standards of equivalent programmes at other institutions.

6. To be a member of the Board of Examiners concerned and to attend those meetings at which students' final awards are recommended; for a non-local external examiner, this duty will only apply in the year in which he/she visits the University.

7. To submit a confidential report to the President by 1st July. The report should cover issues in the following areas:

(a) The structure, organisation, design and marking of all assessments.

(b) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.

(c) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

An External Examiner who has visited the University during the academic year (applicable to non-local external examiner only), and/or is in his/her final year of service (normally having served as the External Examiner for almost 3 years), is expected to submit a more detailed report with suggestions/ recommendations.

(The policy is extracted from Policy on External Examiners of Undergraduate and Taught Postgraduate Programmes.)

Strategic Plan for 2009 - 2016

Action Plan Updates
May 2011

Lingnan University Strategic Plan 2009-2016
Action Plan Updates 2011

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Lingnan University Strategic Plan 2009-2016
Action Plan Updates 2011

1.   **Preamble**

The Strategic Plan 2009-2016 was finalised in March 2009, with Action Plans for the six key strategic areas formulated in order to achieve the strategic objectives outlined.   Regular reviews were expected to be conducted by the sub-groups in order to monitor progress and revise or update the plans in response to changing environmental conditions.

Since 2009, the University has made significant progress in the implementation of the Strategic Plan.   A major round of reviews and updates of the Action Plans was conducted in February 2011 by the Sub-groups on Student Development, Academic Support Services and Sub-degrees and Continuing Education.   In addition, updates have been made by various responsible units such as the Registry, the Office of Institutional Advancement and Public Affairs and the Office of Service-Learning to reflect the progress made and to bring developments of the University up to date.   Attention was also paid to enhance the specificity of the Action Plans and include clear accountabilities, specific targets or measurable performance indicators, taking on board the recommendations of the Quality Assurance Council (QAC) audit visit in 2010. An update on campus development was also provided by the Office of the Comptroller.

The key updates of the Action Plans in the six key strategic areas, viz. (1) Academic Development, (2) Research, (3) Student Development, (4) Institutional Advancement, (5) Academic Support Services and (6) Sub-degrees and Continuing Education, are described in the following section.

2. Action Plan Updates of Key Strategic Areas

2.1 Academic Development

In view of the progress and new developments in the strategic area, particularly regarding the preparation for 334 Academic Reform and the Academic Development Proposals 2012-15, the action plans were reviewed and updated with key items highlighted below under the categories of undergraduate programmes, research postgraduate programmes, taught postgraduate programmes and faculty development.

a) Undergraduate Programmes

1. To ensure smooth implementation of the 4-year curriculum, core curriculum courses are being offered on trial before implementation in 2012-13 and a trial of the 4-year curriculum is being conducted on the Chinese Mainland students admitted in 2010-11 and 2011-12 who pursue a 120-credit curriculum.

2. The Service-learning (SL) programme will be expanded and reconceptualised to become the Civic Engagement Programme, which will be offered by the Student Services Centre in addition to the Office of Service-Learning and various academic departments as an interim arrangement before SL becomes a graduation requirement in 2014-15. This will diversify the elements of the programme and provide students with greater choices before sufficient SL courses are offered for making SL a graduation requirement.

3. As a broad-based liberal arts education consists of both arts and science, the University aims to enhance our science course offerings. Setting up a Division of Science to oversee the development is under consideration.

4. To facilitate students' attainment of satisfactory English language proficiency (ELP) standards, the number of credits allocated to English language enhancement courses in the 4-year curriculum has been increased to 12 credits. The Diagnostic English Language Tracking Assessment (DELTA) is being developed and it will be incorporated in

the DegreeWorks interface for easy tracking of ELP standards and value-added for both staff and students.

5. For further enhancement of the LU's distinctive education, the item external benchmarking has been added to the action plans. The University has identified three liberal arts universities in the US (Whittier College, Carroll University and Alverno College) and two in Asia (Tunghai University of Taiwan and International Christian University of Japan) in the initial phase of benchmarking at institutional level for benchmarking of good practices. Initially, five university- wide indicators of good education experiences, viz. small class, experiential learning, inter-disciplinary courses, residential experiences and internationalisation, have also been identified for evaluation. In addition, academic units have the liberty to select other institutions for benchmarking of good practices and other areas as appropriate.

b) Research Postgraduate Programmes

Providing evidence of our high quality standard of research postgraduate (RPg) programmes has become more important in view of the University Grants Committee (UGC) decision in changing the methodology for allocation of RPg places, with a portion of RPg students assigned based on outcomes of RPg education. In coming years, the University reaffirms our commitment to the provision of quality support to RPg students and will continue our endeavour to collect data showing our achievement, such as demonstrating good student progress in annual reports, collecting student feedback for reflection and improvement through annual reports and graduate surveys, showing a high percentage of graduates engaged in research-related employment or further studies, apart from giving data of high completion rates and publications in conferences and journals.

c) Taught Postgraduate Programmes

In addition to the existing three objectives of offering taught postgraduate (TPg) programmes, another objective had been included in the action plans, viz. enhancing and enriching the teaching of undergraduate courses through development in staff expertise as a result of teaching in the TPg

programmes and sharing of knowledge in some topics taught in TPg programmes. Offering TPg programmes enables relevant staff to engage in teaching at professional level which provides opportunities for further developing their knowledge through the vibrant discussion culture in the offering departments enhanced by interaction with postgraduate students, as well as the increase in seminars/talks by professionals, industry practitioners and executives.

d) Faculty Development

As a liberal arts university, Lingnan has always attached great importance to teaching. The University will continue to foster excellence in teaching through recognition of teaching performance in personnel actions and in the Teaching Excellence Awards, in which a new category 'Outstanding Teaching Award for Early Career Faculty' has been introduced to motivate and reward academic staff who are in the developmental stage of their careers. Meanwhile, the efforts to encourage academic staff to engage in continuous development in research work, international exchanges, and interactions with international organisations or institutions will continue in order to ensure balanced development in teaching and research. In addition to the existing Study Leave and Academic Leave (Study) schemes, a Research Leave scheme is implemented in 2010-11 and 2011-12 to support outstanding research plans via research leaves on a competitive basis with the aim to provide development opportunities to faculty members, particularly junior academic staff, to engage in academic research and professional development activities.

2.2 Research

Committed to excellence in research, the University is constantly pursuing enhancement of research strength across the range of areas the University covers in Arts, Business and Social Sciences. Our research policy aims to provide staff and students with a supportive and stimulating environment for research while optimising the use of research funds through the support of focused development and collaboration where appropriate. Three major developments in support of these goals are highlighted below:

a) Review of Focused Research Areas

The nine focused research areas of 2009-12 were reviewed and seven focused research areas were identified for 2012-15, viz. Modern Literature in Chinese; International Financial Markets and Economic Performance; Taxation in China; Conflict Management in Chinese Business; Age and Work-Life Balance; Cinema Studies; and Cultural Policy and Heritage.

b) Restructuring of Research Centres/Institutes

The resource allocation, work and operations of the Research Centres/ Institutes were reviewed for optimal utilisation of resources to support research. The Institute of Humanities and Social Sciences and Environmental Studies Programme have been disestablished, Centre for Asian Pacific Studies and Centre for Public Policy Studies will become virtual centres, and staff of Research Centres/Institutes re-deployed in order to shift resources from positions supporting non-priority administrative tasks to active research-support positions. All these measures aim to ensure the effective utilisation of resources to support research.

In line with the seven focused research areas identified, the research support for the redefined areas were reviewed with one or more research centre(s) being considered to be set up for synergy of staff members researching in the same area.

c) Expansion of Distinguished Adjunct Professor Scheme

The University is gradually building up its Distinguished Adjunct Professor Scheme with a view to enhancing the international research connections of academic staff.

2.3 Student Development

a) Younger Cohort

To address the needs of the younger cohort of students admitted under the 4-year system, various student service units have collaborated to provide a comprehensive New Student Orientation (NSO) since 2009. The Peer

Mentoring Programme (PMP) is also being strengthened with emphasis on guiding the younger students via peer mentor-mentee relationship. A First Year Experience Programme (FYEP) was designed in 2009 and its contents and delivery are being modified to suit the younger student intake in 2012-13. NSO, PMP and FYEP are coordinated in a series of programmes to help new students address the issues relating academic success and personal development such as the new mode of university learning and study, time management, independent living, the importance of language proficiency, development of intellectual and social confidence, formation of social network, leadership and citizen participation, and openness to cultural diversity.

b)   Stimulating Residential Experience

With the capacity for full residency ready in 2012-13, the education role of student hostels will be further enhanced. Hostel education will become the sixth domain in the Integrated Learning Programme (ILP) under the 4-year system. The hostels have been organising ILP-unit bearing programmes since 2009. Introduction of the concept of Living Learning Communities into the hostels and establishment of International Houses in hostels are being planned for 2012-13 and 2013-14 respectively. Orientation and training on helping skills, mediation and cultural diversity are offered to hostel staff on an on-going basis but the scale will be intensified when the number of student residents increases in 2012-13. To ensure effective management of hostels, a review of existing hostel rules and regulations and management system will be conducted. To provide a good living and learning environment and achieve better noise management, a quiet zone has been established on trial in a few hostels since 2010-11. With positive response from students, the quiet zone will be extended in the coming years according to student demand. A new hostel admission system which helps hostels develop their own identity and culture is expected to be in full operation in 2013.

c)   International Exposure/Multi-cultural Campus

To maximise the international exposure of students, the numbers of inbound and outbound exchange students and the number of new partner universities, in particular high-ranking liberal arts colleges, are

progressively increasing. An official Lingnan University Exchange Facebook page is launched to increase students' awareness of exchange opportunities and benefits. A Buddy scheme and tailor-made orientation to help new non-local students adjust to Lingnan have been offered. The host family scheme, hostel student ambassadors and a wide range of cultural programmes have helped enhance students' inter-cultural experience on campus. Admission of more ethnic minorities and relevant scholarship programmes are proposed in order to enrich students' cultural exposure.

d) Wide Spectrum of Co-curricular Activities

With the aim to develop students' interest in lifelong learning, the Student Services Centre (SSC) has been collaborating with academic departments and external organisations to expand and diversify the ILP. Moreover, 20% of ILP courses offered have been conducted in English in response to the increasing number of non-local students since 2009. The Civic Engagement (CE) programme to nurture students' sense of civic responsibility is planned to be introduced as a graduation requirement under the 4-year system as an interim arrangement before Service-Learning becomes a graduation requirement. From the CE programmes, students will acquire a strong sense of civic responsibility and leadership through a series of training and service practicum.

Students are encouraged to learn self-governance, leadership, organisational and communication skills through participation in student societies. A Leadership Award Scheme to recognise student leaders' learning and practical experience was enhanced in 2010. Training programmes for potential student leaders were also strengthened in 2010. To foster leadership skills and close ties among Lingnanians, the Peer Mentoring Programme and the Career Mentoring Programme had been further enhanced in 2009, and the scales of the two schemes will be gradually expanded to cope with the increase in student population in the 4-year system. The SSC is collaborating with the Hong Kong Professional and Senior Executive Association to launch a Leadership Mentoring Programme in 2011-12. To enhance students' self-understanding and confidence, fitness test and character strength tests have been conducted since 2010.

e)   **Preparing Students for Career Success and Their Roles as Future Leaders**

In 2008 the SSC launched the Career Empowerment Programme to groom a select group of students and refine their transferable skills and attitudes. Dinner gatherings for students and successful executives, CEOs, human resources practitioners and distinguished alumni have been organised since 2008. Collaborations with the business sector, e.g. the Standard Chartered Bank, for special career programmes started off in 2010. An on-line job information platform and eCV have been developed. All these initiatives aim to help student start their career planning and preparation at an early stage. More internship opportunities in Hong Kong, Chinese Mainland and overseas are being offered to students on an on-going basis, and both the number of internships and number of countries will be increased to enable more students to receive some work experiences during summer and term breaks. The Employer network is being expanded through mass recruitment exercises, referrals, a database of company email addresses, visits, liaison and participation in recruitment fairs on an on-going basis. The Career Development Committee under the Council was formed in September 2010 to solicit more jobs and internships for students.

2.4 Institutional Advancement

In May 2010, The Hong Kong Jockey Club Charities Trust approved a generous grant of HK$85 million for the construction of a 400-place student hostel on campus and it helped achieve an important milestone of the University of attaining 100% hostel accommodation for its students in early 2013. In view of change in funding needs, the University will focus its efforts in raising funds for the expansion of student exchange programmes, entrance scholarships and hostel bursaries. The University will continue to promote the vision and mission of liberal arts education locally and internationally. We will also put more efforts in strengthening our relationships with alumni and encourage more alumni to establish formal alumni associations in the name of Lingnan University. In the revised action plan, the strategic objectives of institutional advancement will be as follows:

a) Fund-raising

- To strengthen the alumni network and encourage alumni donations
- To strengthen the communication network with existing and prospective donors, and to explore potential donors and expand the donor network
- To raise development funds for the expansion of student exchange programmes, entrance scholarships and hostel bursaries

b) Image Building and Outreaching to Target Groups

- To promote public awareness of the distinctiveness of liberal arts education and of Lingnan's unique and highly successful contribution to higher education in Hong Kong
- To further enhance the overall image of the University locally and internationally

c) Alumni Relations

- To maintain and reinforce the connection with alumni
- To promote among alumni a sense of pride of being a 'Lingnanian' and a passion for the alma mater

2.5 Academic Support Services

In the key strategic area of Academic Support Services, three themes were identified for the updates:

a) 334 Academic Reform
b) Outcome-Based Approach to Teaching and Learning
c) Business Intelligence

The updates on priority areas as well as revised actions were formulated with emphasis on their specificity, including clear accountabilities, specific targets and measurable performance indicators.   Brief updates from the five service units, viz. Registry, Information Technology Services Centre, Library, Teaching and Learning Centre and SSC, under these themes are highlighted below.

a) 334 Academic Reform

1. Registry

The Registry will continue to assist in the development of the new 4-year degree curricula (both for major and the core curriculum) and the identifying and addressing of issues associated with the double cohort in 2012 such as the admission of two cohorts of students with different admission formats (programme-based vs faculty-based) in 2012-13, and class timetabling for double cohort years.   The Registry will also provide support to the formation of the Division of Science which will oversee the development of science course offering in the University.

2.   Information Technology Services Centre

To support the 4-year university system, the current JUPAS admission system is undergoing redevelopment to cope with the new entrance requirements of applicants taking the new Hong Kong Diploma of Secondary Education (HKDSE) public examination in 2012.   The Web Admission system is also enhanced to provide additional features for reviewing applications on-line and making decisions via the web as well as handling applicants from Mainland and RPg applicants for the Hong Kong PhD Fellowship Scheme.   DegreeWorks, an advising and degree audit software, has been adopted and fully implemented to support the new curriculum and incorporate the ILP requirements from SSC.

3.   Library

Continual assessment is critical to providing and improving service quality for the 4-year university system.   By using LibQual+, an internationally recognised survey of user satisfaction with library services, the Library will continue to benchmark itself with other university libraries in Hong Kong and internationally with comparable liberal arts institutions in the US and Europe.

LibQual+ demonstrates that, for students, the library as a physical entity is its most important function.   During 2011 the Library will assess existing space in Library and begin assessing anticipated space needs for the future. The Library will also participate in the Joint Universities Research Archive (JURA), a shared storage facility that will enable the Library to store a fifth of its collection off-site from 2015.   Anticipated outcomes will be efficient use of study and stack space in the Library and increased

satisfaction of students and faculty with Library services and facilities.

4. Teaching and Learning Centre (TLC)

The TLC will develop generic and specific programmes that focus on improving teaching and learning. Activities include:

i.   Initiate and/or support activities to improve the implementation of OBATL (for example, in April 2011 the TLC led a group of academic and non-academic staff on a professional development programme at Alverno College, US).

ii.   Develop workshops and seminars to assist staff to incorporate information and communication technologies into teaching and learning, particularly in the design of new courses for 334.

iii.   Develop innovative teaching and learning environments to engage and motivate students (e.g. the Second Life virtual island for language learning and Visual Studies, the Open Sim server for expanding the virtual environment to support additional exploration and expanded use by additional faculties, and the use of ePortfolios for assessment in language education).

5. Student Services Centre (SSC)

The SSC supports the University's teaching and learning for the 4-year system in five main areas:

i.   To provide a lively residential campus environment for students' living and learning.

ii.   To cultivate a harmonious multi-cultural social environment for students.

iii.   To help maximise outbound exchange students' learning experience.

iv.   To facilitate a positive, supportive and caring environment for younger cohort of the 4-year system.

v.   To support students in achieving academic success in their 4-year academic learning.

Most of the actions have been tested in trial runs and improvements are being made before the actual implementation by summer 2012-13 when the

first cohort of students is admitted to the 4-year academic programmes.

b)   Outcome-Based Approach to Teaching and Learning (OBATL)

1.   Registry

The University has set up a working group on assessment to address issues relating to application of an assessment policy across programmes, review of assessment guidelines/regulations/practices taking into account of OBATL (including course assessment and honours classifications). Registry will be providing support to the working group to work out relevant proposals, including necessary review and development of policy, guidelines and practices, such as those related to criterion-based referencing assessment.   In the process, extensive consultation and careful   deliberations   will   be   involved   before   any   new policy/guidelines/practices are finalised.

Registry will set up a web site to facilitate sharing of good practices on teaching and learning across academic units. It will regularly invite academic departments/units to nominate a maximum of two good examples of course outlines, especially with well-written learning outcomes and measurement of outcomes sections, for posting on the intranet as part of the good practices web site for sharing.

2.   Information Technology Services Centre

A Working Group has been formed to review and adopt the next generation Learning Management System (LMS) to replace the existing WebCT CE8 which will reach its end of product life by end of 2011.   An Outcome-based module is expected to be part of the LMS and integrated with the student e-Portfolio, University Portal and Banner ERP system to support OBATL.

3.   Library

As part of its goal of integrating information literacy into departmental programmes so that students can develop lifelong learning skills within their chosen discipline, the Library will continue to offer course-based

instruction and group lectures but will develop more Library-Department coordination, leading to a new programme in which information is integrated into the curriculum by 2013. The outcomes should demonstrate improved student papers and alumni surveys that will show that information literacy skills are being used after graduation.

4. Teaching and Learning Centre

    The TLC works with individuals and groups to develop curricula that support the outcome-based approach to teaching and learning. Activities include:

    i.   Assisting individuals and academic units in the revision of course outlines and curriculum alignment.
    ii. Trialing and development of new ways of assessing outcomes and development of rubrics (and sharing).
    iii. Developing the use of learning technologies for staff and students (current initiatives include the use of podcasting, ePortfolios, and tools associated with a virtual learning environment).

5. Student Services Centre

    The SSC will work with OBATL in mind especially in the provision of student development programmes.

c) **Business Intelligence (BI)**

1. Registry

    To provide up-to-date and timely information for the University Management to facilitate their decision-making, a BI system is planned to be launched in the Fall of 2011. The Registry provides support to the BI Steering Group, which is chaired by the AVP(AQA) with AVP(AA) & Registrar, Academic Deans and the ITSC Director as members, which sets the direction of the evaluation framework. A working group chaired by the AVP(AA) & Registrar is formed among the Registry, ITSC, OSL, OMIP, SSC and faculty representatives to plan for the implementation of the BI system and consolidate a database of statistics and relevant reports

for the initial development of the system.   As one of the key stakeholders, the Registry will contribute to the continuous refinement of the system so that data collected through various channels can be exploited as an empirical foundation at a unified web-based platform to further facilitate the senior management to devise strategic directions at the institutional level.

2.   Information Technology Services Centre

The availability of business analytics, business intelligence and/or systems with critical decision support features will assist senior management to perform academic assessment, plan and review resources and manage performance.   A consolidated data warehouse with data extracted from different data sources is required to support data mining, predictive analytics, forecasting and trend analysis to meet the information needs of senior management.   Senior management can use the system to monitor performance based on Key Performance Indicators (KPIs) and obtain measurements using dashboards, reports, alerts and drill-downs.   ITSC has completed the evaluation of several BI systems and started the tendering process for the acquisition of a total solution which is targeted for pilot run in Term 1, 2011-12.

3.   Teaching and Learning Centre

The TLC provides a significant amount of evaluation service for the University and staff, which includes:

i.   Evaluation (including qualitative and quantitative data analysis) of new and existing courses.
ii.   Data mining exercises of the teaching and learning environment that provide evidences of the impact of the Lingnan experience and the development of graduate attributes.
iii. Support activities to provide evidence of the impact of innovative teaching practices and new course designs for 334 on student learning outcomes.
iv.   Hosting focus group meetings with students in order to provide a more holistic view of teaching and learning at the university, particularly new curricula being developed for 334.

v.   On-going data processing in order to provide evidence to support the impact of Teaching Development Grants on student learning outcomes, and evidence required for future quality audits.

4.   Student Services Centre

The SSC will supply relevant information to the BI system, in particular students' achievements in co-curricular and extra-curricular activities, awards and scholarships.   The SSC will make use of the analyses and data from BI for improvement of programmes and services for students and academic staff in the University.

2.6 Sub-Degrees and Continuing Education

The Community College at Lingnan University (CCLU) and Lingnan Institute of Further Education (LIFE) have strived to follow the goals and implement the actions set out in the Action Plan.   With regard to the increasing synergistic relationship between the two units and the changing environment of Hong Kong higher education in recent years, a brief account of the key changes and developments in the following four main aspects is provided below:

a) Implementation of Outcome-Based Approach to Teaching and Learning
b) Enhancement of Student Services
c) Strengthening Quality Assurance System
d) Development of New Programmes

a) Implementation of Outcome-Based Approach to Teaching and Learning

- In adopting the Outcome-Based Approach to Teaching and Learning (OBATL) in our courses and programmes, the CCLU is fully aware of the importance of staff involvement at various levels.   Starting from 2009, the College started incorporating the concept of OBATL into its Staff Development Day and also encouraged colleagues to actively participate in different OBA-related events.   Three OBA coordinators were appointed for Arts, Business and Social Sciences programmes respectively in June 2010.   To equip these OBA coordinators/ Programme Heads with relevant skills and knowledge, hands-on

workshops were conducted. For example, a practical workshop was offered by the TLC of the University for the OBA coordinators and other programme management staff members in December 2010.

- In the academic year of 2010-11, CCLU started the process of reviewing course syllabi of three Associate Degree (AD) Programmes as the first phase of OBA exercise. Apart from ensuring the learning outcomes and their measurement are properly stated in each course syllabus, a programme/course learning outcome matrix was prepared so as to show how each course contributed to the programme outcomes. Being self-financed in nature and yet realising that the implementation of OBA involves substantial human resources, the CCLU submitted in late March 2011 a proposal regarding the implementation of OBA targeting support from the Quality Enhancement Grant Scheme (QEGS) funded by the Education Bureau for the second and coming phase of OBA development.

b) **Enhancement of Student Services**

- Since March 2009, CCLU and LIFE have established the Student Affairs Office (SAO) with the aim to provide a platform for students to obtain various student services information including student activities, career and counselling services. Respective programmes (Diploma, Pre-AD, Higher Diploma and AD students) have set up their own Networking Groups (Student NETs) which are formed by groups of student representatives with the aim of cultivating a sense of belonging among students by organising collective activities.

- Apart from the support from the SAO, the CCLU has set up the Programme Tutor System since 2009 by appointing teaching staff to provide academic advising and pastoral care to students. Throughout these years, various extra-curricular activities, including annual social and sports events, have been launched successfully. The successful learning outcomes are not restricted to student involvement in managing the work flow of the events, but also the valuable lessons throughout the entire planning and review processes, where students can put concepts they have come across in the classroom, such as team work, time management and communications, into use in real life.

- The non-credit bearing compulsory Life Enhancement and Appreciation Programme (LEAP) has been revamped since 2009 to include not only integrated learning seminars but also a summer leadership camp to help students consolidate what they have learnt during their first year of studies.

- Starting from 2010, our students can also get exposure in short-term overseas trips such as the English learning tour in Australia and Putonghua learning tour in Beijing and Tianjin during summer time with sponsorship provided to strengthen their language proficiency in English and Putonghua.

c) **Strengthening Quality Assurance System**

- Given the importance of quality assurance system, college-wide programme reviews are conducted regularly for the academic programmes as a normal practice. In November 2009, the second 4-year programmes review was completed with suggested action plans for AD programmes. A 3-year programme review for full-time Diploma programmes will be held in October/November 2011.

- All the new programme proposals at CCLU and LIFE have undergone a rigorous internal quality assurance mechanism and are mapped to the Qualifications Register of the Education Bureau (EDB). Over 80 full-time and part-time learning programmes offered by CCLU and LIFE have been registered under the Qualifications Register with endorsement by the Joint Quality Review Committee (JQRC).

- Understanding the importance of the 334 academic reform, faculty members of CCLU have actively equipped themselves by attending 334 workshops and seminars hosted by various universities as well as the JQRC for the development of new curricula in different disciplines and areas.

d) **Development of New Programmes**

- The CCLU also developed vocation-oriented Higher Diploma (HD) programmes such as HD in Tourism and Hotel Operations, and Fitness Training and Management to meet the market demand. The CCLU never neglects the collaboration with related professional bodies in these vocation-oriented programmes for the benefit and development of graduates. For example, the CCLU works closely with the Physical Fitness Association of Hong Kong, China (HKPFA) for the HD programme in Fitness Training and Management. HD students in Tourism and Hotel Operations can apply for professional recognition of the Travel Industry Council of Hong Kong (TICHK) upon successful completion of the programme and its related examinations.

Way Forward

- To seek recognition for top-up degree programmes in Hong Kong, viz. BA (Hons) in Business Administration offered by Middlesex University, BA (Hons) in Business Studies and MBA programmes offered by the University of Wales, we proposed to register the programmes under the Non-local Higher and Professional Education (Regulation) Ordinance. With the new accreditation policy adopted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), CCLU and LIFE have set up a Non-Local Learning Programmes Accreditation Task Force led by the Dean of the Community College and Further Education. The first accreditation exercise is expected to be conducted in October 2011.

- In preparation for the New Academic Structure, the CCLU has set up related core working group and work plans from 2010 onwards regarding the new HKDSE. The CCLU continues to liaise with related University academic units in order to prepare new AD programmes which will be launched in September 2012.

- With a view to enhancing the quality assurance of our programmes and get in line with government policy, CCLU has received support from the QEGS since 2009-10. The initial project, namely Adoption of Open Source Course Management System in Post-Secondary Institutions, was delivered during the period from May 2009 to December 2010. A seminar introducing this system was held in

December 2010 and around 100 participants from various stakeholders attended. In 2010-11, the CCLU received two other grants from the EDB covering enhancement initiatives for information technology and languages. The preparation of three proposals is underway in our continuous effort to strengthen the quality assurance mechanism being implemented by CCLU and LIFE.

3. Campus Development

The University aims to maintain an attractive, efficient campus and to continue infrastructural development in order to meet the changing needs of the Lingnan community. New infrastructural developments are in the pipeline in preparation for the four-year degree programme which will commence in September 2012. These include a new academic block of approximately 2,900m^2 (net floor area) and two student hostel blocks with a total of 600 hostel places, both being built on a newly acquired piece of land adjacent to the main campus. With the expected completion of the new academic block in August 2011, the University has been extensively reviewing the use of existing space on campus to ensure that our space resources will be used optimally and that all the necessary facilities would be available to support the 334 Academic Reform. We have obtained additional funding from the UGC to carry out the necessary work, such as the consequential work for 334 Academic Reform related projects.

Upon completion of the two hostel blocks the University will have a total of 2,100 hostel places. These will meet about 85% of the housing needs of our student population under the 4-year degree programme. However, as it is the University's aim to provide 100% residency for all students, another building project providing 400 beds at a site just beside the existing Jockey Club Hall is under construction. The project, funded by a generous donation from The Hong Kong Jockey Club Charities Trust as well as from the University's own private funds, is expected to be completed in December 2012.

4. Implementation and Reviews

The updated action plans for the six key strategic areas are provided in the <u>Appendix</u>. Regular reviews will be conducted every other year by the respective sub-groups and responsible departments/units in order to monitor the progress of each activity and to identify areas in which the action plans may require revisions or updating in response to changing environmental conditions.

> The action plans are internal documents and are not attached. Those who are interested in reading these documents are requested to contact the Registry (email: registry@LN.edu.hk).

BI Project - Initial Findings on Internationalisation and the Way Forward

Introduction

The University has identified five university-wide indicators of good education experiences, viz. internationalisation, small class, experiential learning, interdisciplinary courses and residential experiences. To facilitate data analysis for management decision, the University went through an extensive search considering a number of Business Intelligence (BI) software (e.g. SAP, IBM, Blackboard Analytics) and finally acquired the BI software provided by Blackboard Analytics in June 2011. Internationalisation was chosen as the first indicator to start with. With the support of the BI system, important findings can now be driven by data to strengthen the flow of empirical information.

In order to formulate the most appropriate internationalisation strategies of the University, it is essential for us to look into the background of our outbound exchange students in a holistic perspective. The initial findings as summarised below demonstrate how the University makes use of the data in guiding the effort in internationalisation, and in the other four indicators in future.

Initial Findings on Internationalisation

i. Number of Outbound Exchange Students

   The number of outbound exchange students has been growing steadily in the past 4 academic years from 145 in 2007-08 to 221 in 2010-11, with a percentage increment of 52.4%. The rationales for the increase of students going for exchange are two-fold: students' increasing eagerness to go for exchange as one of the 'out of classroom' activities, and the commitment of the University to provide more exchange opportunities to the students.

ii. Gender Distribution

   The results revealed that the majority of the outbound exchange students were female, which accounted for around 80% consistently over the past few years. Female students, however, only accounted for approximately 65% of the overall undergraduate (UG) population. There are significantly more female students participating in student exchange programmes.

iii. Student Nationality

   Student nationality in relation to their participation in student exchange programme had been reviewed. It is not uncommon to find that the majority of outbound exchange students are local Hong Kong students since they comprise the largest portion of the student population. However, there has been a slight decline in the

percentage of local students going on exchange over the past years.   It decreased from 94% in 2007-08 to 82% in 2010-11.   There was, however, a significant increase in the number of Mainland Chinese students going on exchange, from 5% to 15% over the same period.   Meanwhile, the percentage of Mainland Chinese students of the UG population rose from 4% in 2007-08 to 9% in 2010-11.

iv.   Proportion of Students to Go on Exchange in Each Faculty

Analysis revealed that in the past 4 academic years, from 2007-08 to 2010-11, 27.9% of the BBA students participated in the exchange programme, representing the highest ratio among the three Faculties. Over the same period, 27.7% of students in Social Sciences and 23.9% of students in the Arts Faculty went on exchange.

v.   Exchange Period

From 2007-08 to 2010-11, the majority of our students went on exchange in the first term of their third year of study (63%), followed by the second term of their second year of study (27%).   However, a large number of Accounting and History students went on exchange in their second year of study over the same period, in contrast with the majority of outbound exchange students going out in the third year.

vi.   Exchange Destinations

In 2010-11, around one-third of our students (32%) went on exchange at Liberal Arts schools. This coincides with the fact that 26% of our exchange partners are Liberal Arts schools which share common characteristics with Lingnan like a small student body, a residential campus, etc.   These partners are usually located in the U.S. where Liberal Arts is a unique tradition.   Meanwhile, more than half of our students who went on exchange (57%) went to full exchange schools with both tuition and hostel fees paid at Lingnan, which is consistent with the fact that 56% of our partners are under full exchange agreements with Lingnan.

In 2010-11, the competition for exchange spaces was the keenest in the U.S. given that 102 students competed for 81 places, short of 21 places in total, which means an oversubscription of 26%.   Meanwhile, Taiwan was a popular destination in Asia; with 16 students competing for 7 places, it was oversubscribed by 129%.   When it comes to Europe, the United Kingdom was the most popular with 34 students competing for 17 places and oversubscribed by 100%. Due to the relatively larger number of exchange partners and exchange places available in the U.S., the oversubscription rate in the U.S. was not as high as those in Taiwan and the United Kingdom; however, the shortage of places in the U.S. was the highest among all host countries since students generally prefer going to the U.S. for exchange. On the contrary, Austria, the

Philippines and Thailand were the least popular exchange destinations with no students applying in 2010-11.

Among students applying to the U.S. schools, the majority wished to go to the South (52%).   Within the South, 3 States drew most of the applications, including Maryland, South Carolina and West Virginia.

From the above initial findings, we could identify the background of our outbound exchange students and more efforts should be made to promote the exchange programme to the target students. Moreover, we are now able to locate the popular exchange destinations among our students. This provides important information to the University for future partnership development. For example, more partners should be recruited in the U.S., preferably institutions in Southern states, the United Kingdom and Taiwan to satisfy the demands of students. At the same time, promotion efforts might be spent on promoting the exchange opportunities at Austria, the Philippines and Thailand so as to encourage students to apply to go to these places.

The Way Forward

The University is committed to establishing effective study abroad and exchange arrangements.   Continuous assessment of our educational goals for internationalisation will require more baseline indicators for comprehensive data analysis.   Apart from this, to ensure the flow of empirical information for management decision making, both direct data and indirect data collected from student survey forms and/or questionnaires will be kept in the BI data warehouse.   With the incorporation of indirect data for both inbound and outbound exchange programmes and the generation of baseline reports for inbound exchange into the BI system by the 2011-12 academic year, the BI system would be an effective means for the University to monitor and evaluate our good education experience on internationalisation and to underpin decision making with hard data.

Experiential learning is the second indicator to work on.   A data tree illustrating the hierarchical structure to display data has already been worked out and baseline indicators have been identified.   System customisation works are underway and initial baseline reports will be generated tentatively by August 2012.   It is anticipated that the first phase of BI implementation with quantitative data illustrating the five university-wide indicators of good education experiences would be completed by the 2014-15 academic year.   In the second phase of implementation of the BI system, it is our plan to extend the use of the BI system to departmental/unit level so that they can define their own framework for evaluating data and trend analysis.

Remark: A full report will be circulated to the Units concerned.

Bachelor of Arts in Visual Studies
Annual Programme Report 2009 - 2010

(main document only and without appendices)

1. **Admission of Students**
   1.1. The BA (Hons) in Visual Studies programme accepted its fifth cohort of students in August 2009. The JUPAS system provided the greatest number of entrants to the programme. The Visual Studies programme attracted a total of 252 Band A applicants. A total of 23 students were accepted into the programme through JUPAS.

   1.2. A total of 202 candidates applied to enter the programme as direct entrants, with 82 candidates putting us in first place. Finally, 15 candidates were offered places and 7 of them subsequently registered.

JUPAS					
	2005	**2006**	**2007**	**2008**	**2009**
Student number	JUPAS 21, Direct 9 & Mainland 1 Total = 31	JUPAS 22, Direct 8 & Mainland 1 Total = 31	JUPAS 25, Direct 5 & Mainland 1 Total = 31	JUPAS 24, Direct 6 & Mainland 1 Total = 31	JUPAS 23, Direct 7 & Mainland 1 Total = 31
No. of JUPAS applications	1378	1822	1886	2002	1639
No. of qualified JUPAS applications	225	274	706	674	611
Direct Applications					
	2005	**2006**	**2007**	**2008**	**2009**
No. of Direct applications	171	355	317	176	202
No. of 1st choice Direct applications	31	60	61	70	82
Admission of Visual Studies Department					
	2005	**2006**	**2007**	**2008**	**2009**
% of JUPAS Band A admittees	29%	32%	79%	100%	100%
Admission score	1.86	2.07	2.13	2.15	2.17
LU Average admission score	(2.25)	(2.28)	(2.40)	(2.39)	(2.45)
Detailed admission grades					
AL	1.57	1.92	2.14	2.17	2.18
AS	2.20	2.08	2.02	1.83	1.91
UE	2.19	2.14	1.33	1.29	1.39
CLC	2.48	2.23	2.21	2.13	2.35

Analysis:
The Department notes that the average admission score of students accepted into Visual Studies remains lower than the University average (2.17 as compared with 2.45 in 2009). At the same time the Department is heartened by the upward trend that is discernible in

the admissions statistics for Visual Studies (1.86 in 2005, 2.07 in 2006, 2.13 in 2007, 2.15 in 2008 and 2.17 in 2009). Indeed, the admission score for Visual Studies in 2009 is only slightly lower than the LU average in 2005. A heartening statistic is the rise in qualified JUPAS applicants (from 225 in 2005 to 611 in 2009). The Department also wishes to draw attention to the statistics charting Band A admittees (29% in 2005 and 100% in both 2008 and 2009). These statistics help to explain the enthusiasm that Visual Studies majors are generally seen as bringing to their studies and relevant extra-curricular activities. Staff see our majors as very teachable and while their admissions score on entry may be lower than the University average, the sense is that a very significant number of students are performing to a very high standard indeed by the time they graduate. This understanding of student performance is supported by the assessments provided by our two external examiners (see 5.3 below, and appendix i)

2. **Progress of Students**

    2.1. In year one and two, all students were allowed to proceed. In year three, 31 students were allowed to graduate. One MPhil student was allowed to graduate, two MPhil students were allowed to proceed and one PhD student was similarly allowed to proceed.

3. **Programme Structure/Curricula**

    3.1. Visual Studies became a stand-alone department on August 15th, 2009. This report thus covers Visual Studies' first year as an autonomous unit.

    Visual Studies at Lingnan adopts a comprehensive and interdisciplinary approach to the study of art, aesthetics, and visual expression and appreciation. Our conceptual focus is on the following core sub-disciplines: art history, cognitive film studies, and philosophical aesthetics. Our emphasis on philosophical aesthetics (including everyday aesthetics and environmental aesthetics) gives Visual Studies at Lingnan a unique profile, as does our emphasis on Chinese art and on cognitive approaches to film. Our teachers all hold research degrees in one of our core sub-disciplines, and some teachers have specialised training in several of the relevant areas. The result is a course of study that is very well integrated indeed, with teachers not only understanding but also taking a strong interest in each others' courses and research activities. Our teaching is research-based and all of our teachers are as committed to the pursuit of high quality research as they are to quality teaching.

    Art and Well Being, Environmental Aesthetics, and Chinese Art are prioritized areas of research, and our research-based courses reflect these priorities.

    In keeping with the Liberal Arts mission of Lingnan, our curriculum emphasizes transferable skills and a whole person approach to education. Visual Studies at Lingnan focuses on the history of conceptual thinking about the visual arts, and on the history of various forms of artistic expression, in China and elsewhere. We expect students to take a keen interest in the art of the region where Lingnan University is located, but also to be eager to broaden their perspectives through serious engagement with traditions and practices from other parts of the world. In an effort to foster an international and cosmopolitan mind-set, we, like most Departments at Lingnan, aim to send approximately half of our students abroad for a semester. To this end, we have played an active role in developing relevant linkages (with Emily Carr University of Art and Design in Vancouver and Nova Scotia College of Art and Design in Halifax, for example).

We believe that students are able to deepen their historical and conceptual grasp of artistic expression if they themselves are given the opportunity to design and execute a series of artistic projects. To ensure that our students engage in what we think of as "research expression"—the testing of historical and conceptual learning through actual artistic practice—we launched an Artist-in-Residence programme in 2006. Our Artist-in-Residence programme is complemented by studio practice courses taught by two of our full-time staff members. One of the goals of the Artist-in-Residence programme is to help students to understand the art world from the practitioners' perspective. Each artist's residency concludes with an exhibition of artistic work, and these exhibitions are often occasions for student involvement in curatorial practice. Exhibitions of work by some of our full-time teachers, and by the students themselves provide further opportunities to understand what curators do. Further learning of a more practical nature is available through our Internship programme, and some of our courses include a Service Learning component.

AIMS
- To provide students with a grounding in the core sub-disciplines that are constitutive of Visual Studies at Lingnan, and to develop students' capacity to make cross-disciplinary connections amongst these areas through an issues-oriented approach;

- To provide students with opportunities to engage in research expression, understood as the exploration of research questions through art practice;

- To foster values that result in lifelong engagement with creativity, art and community.

OBJECTIVES
The Visual Studies programme seeks:

- To nurture intellectuals who understand and affirm the value of rigorous, in-depth thinking, and the value of creativity and art;

- To develop students' capacity to appreciate and actively contribute to the aesthetic dimensions of everyday life;

- To encourage students to reflect on the relative merits of cooperation and competition, to nurture their capacity for cooperation, and to equip them with the skills needed to be effective leaders;

- To produce graduates who have the insight, confidence, and experience needed to forge cross-disciplinary connections;

- To produce graduates who have the knowledge, skills, and mind-set needed to play a positive role in both local and global communities;

- To produce graduates who are well equipped to pursue postgraduate training in relevant disciplines, as well as careers in a wide range of sectors

- To produce graduates who can contribute to the development of the arts sector in Hong Kong, through positions in a range of arts-related institutions

LEARNING OUTCOMES
On completion of this programme, students are expected:

– To understand the developments in the Western visual arts (painting, sculpture, printmaking, architecture, design, photography, film and graphic arts) from Antiquity through to the twentieth century and the contemporary period;

– To have an understanding of a full spectrum of visual arts in China, ranging from calligraphy, painting, jade, bronze, ceramics, and murals to seal carving, all in their historical, aesthetic, and socio-cultural contexts;

– To have an understanding of the development and specificity of Hong Kong visual arts and cultures (including design, architecture and the built environment, public and community arts, fashion, and film);

– To have acquired an ability to appreciate the natural environment, as well as an understanding of the history of environmental aesthetics;

– To have acquired the ability to analyse various types of visual culture, to assess the relative merits of different analytic and cognitive approaches, to articulate a cogent research project, to develop a sustained and well reasoned argument, and to anticipate objections to it;

– To have acquired the ability to design and execute an artistic project, to reflect cogently on the outcomes of such a project, and to articulate strategies for future practice.

– To have acquired the capacity to work collaboratively (including in teams consisting of individuals from diverse social and cultural backgrounds) and to work openly and fairly towards the resolution of various kinds of conflict;

– To have developed a strong and lasting desire to support and contribute to the community-building aspects of art;

– To be able to grasp and articulate the contributions that art makes to society and the well being of its members;

– To be have acquired a life-long commitment to the world of ideas and to supporting creativity through, among other things, art practice, art education, art appreciation, and curatorship, as well as through efforts designed to bring creativity, aesthetics, and art into everyday life;

– To understand the sociological and institutional dimensions of the art world, including the workings of museums and the principles of curatorial practice, and to be well equipped to work effectively in related fields;

– To be able to form and express, in both Chinese and English, a justified opinion about all of the above.

Analysis and Actions:
a. *Directed Research Project*

In year 2008 Visual Studies opted to raise the GPA required of students wishing to write a Directed Research Project to 3.3. The view is that this was a judicious decision, inasmuch as the students opting for the DRP are now academically strong, self-motivated students with the discipline and drive required to undertake a substantial research project.

In order to ensure **quality control of the DRP** it was agreed that the following protocol would be introduced as of 2010/2011:

"Students wishing to pursue a Directed Research Project should submit a one page (double spaced) application to the Visual Studies Main Office by May 15th (towards the end of their Second Year). The application should include: the student's CGPA, the topic the student proposes to work on, the name of the preferred supervisor, and a brief statement outlining how the student expects to approach the research topic in question. Applications will be considered by the Department's Directed Research Project Committee, and students will be informed of the results of their applications no later than May 30th."

This protocol ensures that the decision to allow students to pursue a Directed Research Project is one that is made collectively and on the basis of relevant information about the proposed topic and approach. The protocol was introduced as a result of **benchmarking against McGill University** in Canada, which has consistently in our documents been identified as one of the institutions against which we seek to benchmark, in terms of institutional culture.

b. *Programme electives*
   To support our priorities as reflected in our programme's development over the past 5 years, we have decided to introduce the following new programme electives.

   "Introduction to Museum Studies" (taught as a Special Topics course in 2010/2011, by our new hire Dr. Yu-Ping LUK)
   "Women, Art and Society in China" (taught as a Special Topics course in 2010/2011, by our new hire Dr. Yu-Ping LUK)
   "Digital Imaging" (taught as a Special Topics course in 2009/2010, by our new hire this year, Ms Zoie So)
   "Electronic Art" (taught as a Special Topics course in 2009/2010, by our new hire this year, Ms Zoie So)
   "Video Art" (to be taught as a Special Topics course in 2010/2011 by Ms Zoie So)

   "Digital Imaging", "Electronic Art", and "Video Art" were approved as programme electives at the Board meeting of September 2010. "Introduction to Museum Studies" and "Women, Art and Society in China" will be presented to the Board for approval by the end of the 2010/2011 academic year.

   To support **Learning Outcome 6** VIS354 "Contemporary Drawing" was introduced. This course used to be titled "Contemporary Art"; the new course title reflects the revised status of the course as a Studio Course designed to provide opportunities to engage in research expression.

c. *3/3/4*

The Department put considerable effort into developing its new 48 credit curriculum. The Visual Studies proposal was passed by AQAC and subsequently by Senate at the end of the 2009/2010 academic year. Inasmuch as the full report on our 3/3/4 proposal is available separately, 3/3/4 matters will not be covered in any detail here.

It should, however, be noted that in the Fall of 2010 the Programme and Curriculum Committee met to discuss some possible modifications to the original proposal, in light of new information regarding the frequency with which cluster courses (contributing to the University's core) are expected to be offered. The decisions arrived at during that meeting will be presented to the Board on November 29th 2010.

4. Teaching and Learning

4.1. CTLEs

In an effort to develop the kind of analytic approach to statistical data that is called for in the the new requirements for annual programme reports and 5 year reviews, Visual Studies has:

– analyzed CTLE scores in terms of four averages, and this in relation to a University average (one figure is the average score achieved by the Department as a whole; a second figure is the average achieved by full-time members of staff; a third figure the average achieved by the artists in residence; a fourth figure the average achieved by sessional staff) (see appendix ii)

– scrutinized the results generated by responses to the four questions with a bearing on the implementation of an outcomes based approach (i. "I have a clear understanding of the course objectives"; ii. "The teaching and learning activities have helped me to achieve the course learning outcome"; iii. "The assessment components were good measures of what I learned in the course"; iv. "The method of assessment was clearly explained") (see appendix iii)

– asked full-time members of staff to provide the Head with an analysis of their understanding of the relevant results

Analysis and actions:

The analysis of the four sets of averages suggests that full-time members of staff are performing to a high standard. It further indicates that the teachers who were recruited on a part-time basis also performed to a high (although slightly lower) standard. The artists-in-residence average is the lowest of the averages, the figure being 4.67 in the first term and 4.63 in the second term. Inasmuch as visiting artists are adjusting to a new environment, these figures are considered more than acceptable. At the same time, they suggest that the efforts already made by the Department to ensure that artists communicate effectively with students about learning aims and objectives and modes of assessment should be maintained.

Reflections by individual teachers yielded the following insights and proposals:

a. The successful strategies and approaches used in the VIS104 course will be transferred to VIS 201, especially as regards assessment matters. Those approaches include making the course requirements and the component

parts/work stages necessary to the successful completion of those requirements as clear as possible.

b. In connection with VIS 255, 33% of the students indicated that they spent 4-7 hours/week, and over 50% 2-3 hours/week on the course outside the classroom. These figures suggest that the implementation of Service Learning in this course has met with a positive response from students.

c. Alternative assessment methods will be explored in relation to GEB269.

d. The scores for 353 indicate a positive response to the teaching of "Environmental Aesthetics" for the first time.

e. VIS 339D calls for greater clarity with regard to assessment matters.

4.2. **Innovations**

The Department successfully secured four Teaching Development Grants, one linked to VIS 255, one to VIS 355 (in collaboration with the Center for Teaching and Learning) and two to VIS 353.

The Department collaborated with the Teaching and Learning Centre (TLC) and was able, as a result, to explore Second Life as a means of diversifying the learning experience in VS courses. The collaboration with TLC continues in 2010/2011, with two courses featuring Second Life activities.

Analysis and actions:

The high number of TDGs is an indicator (among others) of the Department's commitment to quality teaching and of its willingness to explore approaches consistent with the University's aim to diversify the learning experience. Second Life activities should not be expanded beyond present levels, as such expansion would begin to compromise other learning objectives associated with the relevant courses.

4.3. **OBA**

Our OBA coordinator, Dr. Rafael De Clercq, went to two seminars on rubrics, one seminar on learning technologies supporting OBA, and a number of seminars led by Dr. David Eng, OBA consultant for the Faculty of Arts. Dr. De Clercq consulted on a continuous basis with the OBA coordinators of other departments, and in particular, with those of Philosophy and History. Among other documents relevant to OBA (e.g., the graduate survey), he updated the matrix displaying the alignment of outcomes at university, program and course levels. At a more practical level, he ensured that his colleagues are communicating expected learning outcomes to the students and that student representatives are familiar with the basics of OBA. In addition, Dr. De Clercq reported his OBA-related activities to his colleagues and the Faculty level OBA coordinator (Prof. John Erni) on a regular basis. He has also submitted a plan for 2010-2011, which emphasizes the use of rubric-like instruments and adjustments to be made as a result of the new 3/3/4 curriculum. (More details of De Clercq's activities can be found in the OBA Coordinator Report 2009-2010.) Other colleagues have also greatly contributed to OBA at Visual Studies. For example, our teaching fellow, and as of 1 Oct 2010, OBA fellow, Ms. Zoie So, has attended a conference at Harvard University's Project Zero on matters

relevant to OBA. She has already provided a brief report and has promised to share more her experience at a special meeting.

4.4. **Exhibitions**
Learning Outcome 11 was supported by the mounting of exhibitions by full-time members of staff and Visual Studies majors. When these exhibitions are added to those mounted by the visiting artists, the total number of exhibitions mounted **on and off-campus** in 2009/2010 is 5. Students were responsible for two of these exhibitions. One was mounted in connection with Information Day, another one was held on February 2010 and entitled "Imag(in)ing" (Leung Oi Wan Art Gallery).

Analysis: student exhibitions
At a Programme and Curriculum Committee meeting held in October 2010, one of the full-time members of staff responsible for the area of research expression (and studio offerings) expressed a desire to see students offered a course in curatorial practice. The view was taken that such a course had always been seen as desirable and that the Department (with six full-time members of staff) was now in a position to develop it.

4.5. **Internships**
Since its launch in 2005 Visual Studies has been actively involved in developing various credit-bearing and non-credit-bearing internships. In order to ensure the quality of the internships and the rational development of internship offerings, it was determined that a full-time member of staff would serve as the Department's Internship Coordinator. Terms of reference were specified for this job and the Coordinator is charged with reporting to the Department at the first Board meeting in the academic year. The Coordinator's summary of internship opportunities and placements in 2009/2010 can be found in appendix iv.

Analysis: internships
At the Board meeting in September 2010 it was determined that the decision to introduce the administrative role of Internship Coordinator had contributed rigor and professionalism to our offerings.

5. **Assessment of Students and Academic Standards**
5.1. Assessment methods for all courses were clearly stated in course outlines distributed to students at the beginning of each term. Continuous assessment (based on class performance, short tests, blogs, term papers, presentations and mid-term and final in-class tests) is adopted in especially the more advanced programme elective courses. The foundation courses tend to involve a mix of continuous assessment and final examination during the formal examination period. All of the course syllabi are now framed in terms of the outcome-based approach and are designed with an eye to a flexible implementation of that approach.

5.2. The average term GPA for our third year students was 3.06 (as against 2.78 last year) in the first term and 3.13 (as against 2.98 last year) in the 2nd term. The average term GPA for our second year students was 2.87 (as against 2.79 last year) in the first term and 2.81 (as against 2.88 last year) in the 2nd term. The average term GPA for our first year students was 2.44 (as against 2.58 last year) in the first term and 2.67 (as against 2.6 last year) in the second term.

5.3. **External Examiners' Reports**

Visual Studies received especially laudatory reports from both of the Department's external academic advisors, Professor Harold Mok (Chinese University of Hong Kong) and Professor Ib Bondebjerg (Deputy Chair, Department of Media, Cognition and Communication, University of Copenhagen). For example, Professor Bondebjerg wrote as follows: "I am as before impressed by the overall quality and standard of the BA-program in Visual Studies, by the combination of theoretical work, analytical work and skills and also the inclusion of practical hands on work that I have seen […] This combination indicates a program with a good spread of competencies and academic solidity. I would also like to point out that I am especially happy with the high level of interdisciplinarity you find in several of the courses. This is impressive on a BA level." Professor Harold Mok wrote: "The progress observable over the last academic year has further convinced me that the programme has fully matured, not only providing students with a broad-based and in-depth training in visual culture but also making the Lingnan University the lonely local tertiary institute offering a well-structured programme in visual culture. ….On the part of the students, their performance is up to par and is comparable with that of art history undergraduates studying in The University of Hong Kong or The Chinese University of Hong Kong" (for full reports, see appendix i).

6. **Staff and Resources**
   6.1. **Staff**
   In order to deliver the kinds of courses that will allow the Department to achieve **Learning Outcomes 2 & 11** identified above, it was determined that an assistant professor with the ability to expand our offerings in the area of Chinese art and to develop courses in the area of Museum Studies would be recruited. An international search was conducted. The applicant pool consisted of 52 applicants. 6 of these were shortlisted and interviewed by the hiring panel. The hiring panel unanimously decided to offer the position to Dr Yu Ping Luk, whose dissertation was supervised by Craig Clunas at Oxford. Dr Luk accepted the position and joined the Department in August 2010.

   Efforts were made to ensure that the Main Office could handle the administrative activities related to both the major and the Artists in Residence programme. Ms Joyce Tong, the new VS general clerk, was recruited and successfully integrated into the VS team at the outset of 2010.

   Professor William Tay joined the department in January 2010 as Distinguished Adjunct Professor in Humanities. He will be teaching for the Visual Studies for the first time in the Spring of 2011 (one course).

   In order to achieve **Learning outcome 7** it was resolved that the Artist in Residence programme should use the 1 non-local position per year to bring artists to Lingnan from countries less frequently represented in various artistic endeavors in Hong Kong. Drawing on a network of contacts and on information derived from on-line searching, the Department resolved to recruit the Kenyan sculptor Elkana Ong'esa (January – May 2011) and the Iranian miniaturist Farah Ossouli (January – May 2012). Both artists are very prominent and bring with them an entire network of contacts. Elkana Ong'esa, for example, is the Head of the Pan-African Artists and Artisans Association.

   6.2. **Resources: Lingnan Foundation Support**

In 2009/2010 an application for support for the Visual Studies AIR was submitted to the Lingnan Foundation. This application was successful and support has thus been secured from August 2010 until August 2012, with the understanding that the Foundation would look kindly on requests for continued support beyond that date. It was agreed that an attempt would be made to ensure that the support granted to Visual Studies at Lingnan would also benefit Sun Yat Sen. To this end, the idea of a traveling exhibition agreement was proposed and accepted (with an additional 10,000 per annum being granted for that purpose).

7. Artists in residence (2009/2010)

7.1. In 2009/2010 two local artists were in residence at Lingnan: the filmmaker Vincent Chui (well known for his visionary efforts to develop independent cinema in Hong Kong, through, among other initiatives, Ying E Chi) and Stella Tang (a key figure in the area of environmental art).

In keeping with established practice, both artists offered an ILP-credit bearing seminar (the VS AIR's contribution to the Lingnan community at large), activities directly related to their artistic vision, and an event/exhibition featuring the results of their artistic undertakings while at Lingnan (see appendix v for further details). Both residencies are viewed as having been highly successful and as having achieved the aim of fostering collaboration between the Visual Studies majors and professional artists. In this connection it should be noted that undergraduates were included in activities relating to Vincent Chui's still ongoing documentary on the effects of the high-speed rail link. Students also participated in Stella Tang's artistic project, which involved the creation of 50 canvases based on photographic images of Tuen Mun – 41 of these canvases were produced by volunteers (many of them students) recruited by Ms Tang.

Analysis: recruitment AIR
In recruiting Vincent Chui and Stella Tang, the Department departed from its recruitment criteria, which anticipate the recruitment of one local and one non-local artist each year. The emerging sense is that the local/non-local criterion was articulated in an effort to ensure that local artists would have fair and appropriate access to the Lingnan AIR. The recruitment of two local artists in a given year was thus not deemed problematic, whereas the recruitment of two non-local artists in a given year would be at odds with the Department's aims with the AIR.

Analysis and actions: traveling exhibition
In order to trial the traveling exhibition concept linked with the Lingnan Foundation-supported AIR, it was decided that an exhibition mounted by a full-time member of the Visual Studies staff ("Out of Thin Air" by Carol Archer) would travel on to Sun Yat Sen, after an initial period at Lingnan.

At the Board meeting in September 2010, Dr Archer identified the following difficulties that needed to be taken into account in connection with future traveling exhibitions:

– Difficulties encountered with communication – the timing of exhibition was not ideal as the opening coincided with the end of the semester, and the exhibition space at SYS (which Archer and Hjort had seen during an earlier visit) was undergoing renovation

–   The transportation of works posed difficulties as the cost of moving work from Lingnan to SYS were higher than the original quotes had indicated -- around $20000. The high price is explained by the higher rates charged for transporting "art". The solution adopted in connection with the trial exhibition involved taking a smaller exhibition and moving works in suitcases. Future solutions may involve hand carrying works across the border and then hiring a vehicle from Shenzhen.

–   The location of SYS Design and Communication department is somewhat awkward and taxi drivers frequently lose their way there, even when guided by Putonghua speakers as was the case during the initial trip.

On September 28th, 2010 the Head of the Department wrote to the Lingnan Foundation to report on the initial experiences with the traveling exhibition concept. A request was made to pool the 5,000HK allocated to each artist in residence for the purposes of a traveling exhibition into a single allocation for just one artist. This request was made with the support of the Visual Studies Board. At the time of reporting the response from the Lingnan Foundation to this request has yet to be received.

8. **Report on Progress as follow up to 4-year Programme Review**
   8.1. **Service learning**
   The Four Year Programme Review of Visual Studies, conducted in the Spring of 2009, resulted in a recommendation that Service Learning be introduced to the curriculum. In the action plan formulated in response to the Review's recommendations it was indicated that three courses were envisaged as having a Service Learning component in due course: "Art and Well Being", "Environmental Aesthetics" and "Understanding Drawing".

   The Department is on target in terms of its proposed implementation of Service Learning. Service Learning was successfully implemented in "Art and Well-Being" in 2009/2010 and is currently being implemented in "Environmental Aesthetics" (in 2010/2011). Discussions are underway with regard to the implementation of Service Learning in "Understanding Drawing." The teacher offering "Art and Well Being" participated in a Service Learning workshop in Taiwan in the summer of 2010 and is currently building, both research- and teaching-wise, on her SL experiences with "Art and Well Being."

9. **Overall Evaluation and Action Plan**
   9.1. The section of the University's graduate survey pertaining to Visual Studies (appendix vi) suggests that the Department is delivering a quality programme, inasmuch as most responses to questions such as "The content of the programme was relevant to my interests" and "My conceptual, historical and practical understanding of the visual arts has been deepened" were clustered in the strongly agree and agree categories. The statistics charting student employment for the reporting year in question are very encouraging, with top earners in the $19,000 range. Graduates have been successful in gaining admission to graduate programmes both locally and abroad, and one graduate gained admission to one of the world's top art schools (St Martins). Visual Studies students are embracing the opportunities made available to them through new exchange linkages. The Department was successful in recruiting its top candidate for an assistant professor position and is experiencing growing interest in its Artist in Residence Programme.

Having seen three cohorts of students graduate, efforts have been made to liaise with both alumni and employers. There is room for progress in this area and the Department has thus appointed an alumni and employer liaison coordinator to take this work forward.

Envisaged Actions:
- to monitor issues arising from the implementation of the traveling exhibition arrangement (timeframe: 2011-; responsible party: Head)

- to develop a programme elective focusing on curatorship (timeframe 2011-2012; responsible party: Ms So)

- to refine 3/3/4 planning (timeframe 2010-; responsible parties, Head, in consultation with colleagues and students)

- to develop two more cluster courses, as envisaged in connection with 3/3/4 planning (timeframe: 2011; responsible parties: Ms So, Dr Luk)

- to develop one new foundation course, as envisaged in connection with 3/3/4 planning (timeframe: 2011; responsible party: Dr De Clercq)

- to implement Service Learning in connection with Understanding Drawing (timeframe: 2012/2013; responsible party: Dr Archer)

- to liaise effectively with alumni (timeframe: 2011-; responsible parties: Ms Tong, all members of the Department, student society, a designated alumna)

- to begin to explore effective ways of seeking feedback from employers (timeframe: 2012-; responsible parties: Ms Tong, all members of the Department, in consultation with students)

**Assessment guidelines for Lingnan University (Draft)**

As one part of a complex system of interactions between teachers and students, assessment is an integral part of the educational process. Fair, transparent and effective assessment helps to ensure quality learning, provide evidence of the achievement of student learning outcomes, and discriminate between different levels of student academic performance. Striving for effective, consistent, fair and transparent assessment at all levels is essential for the continuous improvement of the educational experience of students at Lingnan University.

An outcomes-based approach to teaching and learning (OBATL) is grounded in a set ofpedagogical and institutional values and principles that articulate clearly stated "intended learning outcomes" (ILOs) with a set of assessment tasks (methods) for measuring them (see Figure 1). OBATL argues that teaching and learning are most effective if they are based upon a high level of mutual awareness between teachers and students.

This document outlines some well-established best practices for continually improving alignment between assessment and the intended learning outcomes in all courses and programmes of the University. The guidelines presented here are the provisional result of an on-going process of discussions and deliberations within the university. It is hoped that consensus will continue to evolve and take shape among the faculty in response to both internal and external factors affecting our role as the liberal arts institution of higher education in Hong Kong.

Figure 1: Curriculum Alignment (adapted from Biggs, 1999, p 27)

Curriculum alignment is a matter of learning and teaching activities, including assessment methods, being aligned with the intended learning outcomes.

Learning and teaching activities **Designed to meet learning outcomes**	⇨ ⇨	**Intended learning outcomes (ILOs)**	⇦ ⇦	**Assessment methods** **Designed to assess learning outcomes**
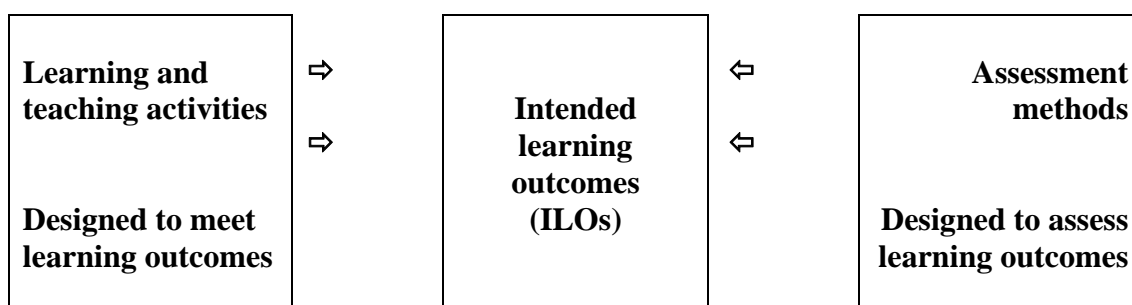
General principles for effective assessment

1. These assessment guidelines are based upon the principles inherent in good teaching practice. They aim to ensure that fora degree programme :

   (a) assessment tasks are aligned with its ILOs and those of the constituent courses;
   (b) its students understand in advance what is expected of them in the programme;
   (c) fairness is upheld in the administration of assignments and assessment tasks in all courses of the programme; and
   (d) evidence is available for (a-c) above for the purpose of quality assurance.

The guidelines affirm the teacher's academic freedom in constructing and delivering the course content, while recognizing that the taught curriculum is fundamental to the student experience and should align well with the goals of the individual programme and the University as a whole. This helps the University to justify clearly the alignments among the intended learning outcomes set by each programme and its constituent courses, the discipline-specific contents involved, and the design of assessment tasks and other appropriate student learning activities.

Curriculum alignment implies a number of principles:

1.1. It is important that students know and understand the criteria the teacher has set for grading specific assignments, and that grading adheres to those criteria.

1.2. It follows that the marking criteria and procedures and other assessment processes in a course need to be clear to teachers and students; students in particular need to be given sufficient and timely information about them.

1.3. A liberal arts curriculum seeks to developstudents' graduate attributes. Students should be expected to evaluate, articulate and apply a wide range of high-level cognitive skills and values as well as subject-based knowledge.

1.4. It follows from 1.3 that assessment tasks should have sufficient variety to meet the range of ILOs, initially at thecourse level and ultimately at theprogramme level.

1.5. It is important that assessment tasks adopted in a programme of study include some that are sufficiently demanding to demonstrate higher level cognitive skills and knowledge.

1.6Throughout any given course students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedbackso that students are given adequate time for reflection and improvement.

Purpose of assessment

2. Appropriate assessment strategies support a high quality undergraduate education. In an OBATL curriculum, assessment provides evidence:

2.1. for the students, about their learning progress, in order to facilitate the development of knowledge, skills, attitudes and values.

2.2. for the teachers and their peers, about the particular curriculum set-up, modes of teaching, and the methods of assessment adopted across the programmes, in order to further improveteaching and learning through review and evaluation; and

2.3. for the University, the public and the wider community, about student attainment of learning outcomes, initially at the course level, then the programme, and ultimately at the level of a Lingnan graduate; as well as about the appropriate level of achievement of our graduates that is recognized by the society at large.

Assessment practices

3. It is generally accepted that assessment can be both formative and summative in nature. Summative assessment focuses on learning outcomes achieved by the end of the course, including higher-level outcomes. Formative assessment is generally intended to provide feedback to students in order to enhance their learning during the course (or, more broadly, over an entire programme of study). Both forms of assessment may contribute to final grades or marks. It follows from 1.6 that significant assessment tasks that entail formative evaluation should be included sufficiently early in a course of study to foster students' awareness of the quality of their academic work to date and their progress in achieving the learning outcomes.

4. Ideally, the assessment of ILOs will (a) inform thevariety, timing, and evidence of student learning, (b) satisfy the requirements of future quality audit processes, and (c) enable recognition by the wider community of the value and rigour of a Lingnan degree. Assessment tasks should provide opportunities for students to demonstrate a variety of lower- and higher-level learning outcomes, and should yield timely and appropriate feedback for students and provide evidence about the extent of their achievement of the ILOs.

5. The teacher may require an assessment task to be non-marks bearing, in the form of a hurdle or completion task. This is often intended to provide evidence of the acquisition of a specific (usually lower-level learning outcome) skill, process or knowledge.

General principles for assessment at Lingnan (course and programme levels)

6. The significance, nature and extent of the assessment tasks are a matter of judgement by the teacher based upon the ILOs, best teaching and assessment practices, and specific needs of the academic discipline.

   6.1. Students' final grades may be based entirely upon summative assessment, but normally both summative and formative assessments will contribute to final grades.

   6.2. Team skills are an important aspect of Lingnan graduate attributes and group tasks will provide opportunities for students to demonstrate cooperation and collaboration. It is especially important that in assessing tasks undertaken by groups the teacher make clear the means by which the group (or individual within a group) is assessed.

   6.3. Peer assessment is potentially an excellent opportunity for students to develop comprehensive understanding of the dynamics of teams, and is a means of judging the quality of their own and others' work. Courses that include peer assessment have a special duty to provide sufficient resources (e.g., rubrics, in-class discussions, modeling the process by the teacher, exemplars from past courses etc.) for students to undertake this process in a fair and scholarly manner.

   6.4. Not all programme level learning outcomes need to be assessed in each course.

7. At the programme level,assessment tasks may be expected to span a wide range of learning outcomes.

7.1. Students should be made aware of how the learning outcomes and assessment tasks in any given course align with programme level learning outcomes.

7.2. The Programme and Curriculum Committee (PCC) / Departmental Board (DB) is the platform where the programme faculty as a collective body review the extent to which various assessments are aligned with the programme goals.

7.3. The PCC/DB collects and shares relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved.This may also be done in conjunction with scheduled Programme Reviews.

7.4. One implication of the broad-based Liberal Arts curriculum experienced by students is that it may not be possible to address all Lingnan Graduate Attributes in an individual programme. The PCC/DB should be cognizant of the gaps (if any) between the programme level ILOs and the University Ideal Graduate Attributes, and inform teaching staff accordingly.

Marking and grading

8. The key principles of fairness, awareness and transparency imply that marking and grading must be as equitable as possible, particularly in multi-section courses. Some assessment strategies that can help teachers achieve these goals include:

8.1. The marking criteria of an assignment or assignment category should be made explicit to students in a timely fashion and linked to the ILOs.

8.2. The implementation by the programme of procedures to ensure comparability of grading across sections of the same course (e.g., double marking of a set of sample scripts from each grade level, or marking of a certain part of an assessment task by a single teacher, etc.). These are especially important when multiple teachers are involved in grading across multiple sections.

8.3. The archiving of marking criteria and sample scripts for:
   8.3.1. scheduled course and programme reviews;
   8.3.2. scrutiny by external reviewers if requested/ required; and
   8.3.3. future reference and mentoring of new staff, and as exemplars for students.

9. Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels. In large groups or classes with multiple sections taught by multiple teachers, there may be a need to normalize individual components in order to avoid unintended excessive and/or unfair over- or under-weighting of particular assessment tasks.

10. Care should be taken to ensure that the descriptors provided for assessing student achievement of learning outcomes are sufficiently comprehensive to discriminate student performance across a range of levels.

11. As the University moves to OBATL, PCC/DBs may make reference to historical data about grade distribution in order to ensure appropriate and consistent standards are applied over time. In a criterion-referenced approach to assessment, the descriptors for individual grades need to be carefully stated to ensure effective grading.

Programme and course outlines, and assessment descriptors

12. As a programme moves to align its assessment tasks with its ILOs, it is good practice for:

    12.1. assessment goals across all its courses to be made available to students using multiple platforms (e.g., handbooks, the University intranet);

    12.2. each programme to include a statement of programme-level learning outcomeslinked to the Lingnan Ideal Graduate attributes in each programme description;

    12.3. course instructors to provide students with information on how the specific assessment tasks (e.g., classroom discussions, attendance, online forums, quizzes, mid-term, end-of-term examination, term paper, group work, artifacts, etc.) relate to course-level and programme-level learning outcomes;

        12.3.1. except for purely fact-based assessment tasks,marking criteria should be given to students in advance and documented. In the case of multi-sectional courses, the criteria should be consistent across sections;

        12.3.2. the link between the assessment tasks and the ILOs should be indicated to the students and should be documented for the purpose of quality assurance;

        12.3.3. major changes would normally not be made to theassessment tasks after the commencement of a course, and minorchanges would be made in consultation with the students, and would be recorded; and

        12.3.4. major changes to the suite of assessment tasks for a course should be approved by the PCC/DB;

    12.4. the grading/marking procedures for individual contributors to group projects to be specified clearly so as to allow the instructor to allocate grades fairly based on the contribution each student has made to the final product.

Academic integrity

13. The presentation of another's work without proper acknowledgement of the source as the student's own work (see Section 5.2.c, Regulations Governing University Examinations, University Calendar) is deemed as plagiarism, and students should be made aware of the policies of the University and the resultant action.

    13.1. Teachers are strongly advised to inform/remind all students (particularly in the early stages of university life) as to the penalties for plagiarism and other forms of academic misconduct. It is important that there is a common understanding by all teachers in a programme as to the actions that will result if academic misconduct is shown to have occurred, and that these actions follow University policy.

13.2. As a minimum point of reference, it is highly recommended that teachers make use of the University-provided anti-plagiarism tools (e.g., Turnitin) to sample student work when plagiarism is suspected or at regular intervals to encourage academic honesty.

The Attachment provides a simple checklist to assist the development of a more coherent assessment framework in programmes.

10 November 2011

Guidelines for a holistic approach to assessment within programmes

Programmesmay wish to adopt some version of thechecklistbelow for their own internal purposes.

Possible items for consideration

1. Are the course assessment schemes developed in sufficient time to inform students at the beginning of term, and they available via the inter- or intranet?

2. Are the course assessment schemes integrated with the programme-level assessment scheme, and is such information made available to teachers and students via the inter- or intranet?

3. Are assessment rubrics and criteria shared with all departmental colleagues, particularly when there is more than one teacher teaching a course?

4. Are student guidelines, suitable for the core discipline(s), on how to avoid plagiarism developed and consistently applied?

5. Is there a programme-wide policy on how marks will be moderated, if required?

6. Is there a programme-wide policy on the grading of group projects?

7. In courses with more than one section taught by different teachers, is there a process to ensure comparability across the different sections and a means by which sample scripts are double marked to ensure grade consistency and fairness?

8. Have the criteria for grades in the core discipline(s) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?

9. Is there a programme-wide policy regarding the nature and timing of student feedback?

10. If peer assessment is required in a particular course, are there resources to assist students and staff (e.g., peer assessment instruments) in this process?

Teaching and Learning Statement (Draft)
Lingnan University

The Lingnan Mission

The Lingnan University model for Teaching and Learning derives from the Liberal Arts tradition of a broadly based curriculum where a student-centred approach to teaching and learning is paramount. At Lingnan, students experience curricula, in which higher levels of intellectual discourse requiring analytical thinking and independent research capabilities are considered fundamental to the student experience.

Teaching and learning at Lingnan does not simply involve the formal periods in the classroom. The teaching and learning environment at Lingnan is predicated on small group teaching, close staff-student relationships and a rich student experience, including the independent learning programme (ILP), service-learning, hostel life, and student societies. In addition, the Lingnan model embraces innovative teaching and learning practices that include internships, overseas field trips, language immersion studies, directed research projects, and cooperative learning, along with inquiry- and case-based learning.

Key aims of the University, and of the multidimensional approach to teaching and learning adopted, are to instill a sense of civic duty in Lingnan students, and to cultivate skills, competencies and sensibilities that enable graduates to thrive within, and contribute to, a rapidly changing social, cultural and economic environment. Thus, the undergraduate education experience at Lingnan aims to produce graduates who:

➢ have strong oral and written language proficiency in both English and Chinese, together with excellent communication and interpersonal skills;

➢ are committed to involvement in and service to the community;

➢ have an international outlook and are able to understand problems from different cultural perspectives;

➢ have a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications;

➢ possess essential generic research-related skills, including knowledge of information technology;

➢ have strong analytic skills and a capacity for independent critical thinking;

➢ are imaginative and possess problem-solving capabilities;

➢ are capable of imaginative & sound planning;

➢ practice tolerance, integrity, and civility and have a sense of personal responsibility; and

➢ have both the capacity and the desire for lifelong learning.

Good principles for effective university teaching

> *Teaching in Higher Education "starts from the premise that University teachers … take the main responsibility for what and how their students learn … and it is the teacher's responsibility to create the conditions in which understanding is possible, and the students responsibility is to take advantage of that" (Source:* Laurillard, D. (1993). *Rethinking university teaching: A framework for the effective use of educational technology.* London: Routledge.)

The teaching and learning environment at Lingnan University is predicated on a liberal arts philosophy and fostering student attainment of the ideal Lingnan Graduate Attributes. There are a number of principles that may be considered central to this philosophy. They are:

- significant and strong relationships between students and staff in order to improve student engagement, motivation and managing their intellectual development;
- the development of readiness for lifelong learning;
- the development and creation of a learning environment that emphasizes active learning amongst students;
- a curriculum that provides both summative and formative feedback in a timely fashion;
- developing a culture of reflective practice, including responding to student feedback, in order to inform and improve the learning and teaching environment.

This Statement also affirms that while there is no one single 'best' way to teach, the research literature has identified a number of factors that are generally agreed to be indicative of good teaching. They include:

- communicating and sharing the passion a teacher holds for their subject;

- developing a curriculum in which the activities and materials stimulate, and engage students in active learning;

- the capacity to make the learning outcomes very clear, including what students have to demonstrate, the level required, and the reasons why;

- encouraging and supporting student independence;

- a focus on key concepts and addressing students' misconceptions rather than covering content;

- providing high quality and timely feedback about student work;

- the ability to adapt and improvise when the occasion calls for it;

- explaining content and concepts, using clear and appropriate language, and engaging students at their level of comprehension;

- the careful selection of assessment tasks, the purpose of which are clear to students;

- responding to and learning from student feedback, using this as one of the bases for improving teaching and learning.

Engaging students in active learning

A wealth of research literature shows that encouraging students to adopt a deep approach to learning results in higher level, and higher quality learning outcomes. Students who adopt a deep approach to learning are also more likely to be satisfied with their learning experiences. Paramount to the student approach to their learning is the manner in which individual instructors design their curricula and the learning experiences and activities to engage students' curiosity and interest. Effective teaching focuses on, and has an explicit expectation, that students should be aiming to achieve higher level learning outcomes.

At Lingnan, academic staff are encouraged to take utmost care in crafting teaching methodologies that require students to take an active role in the learning process. One key aspect of this is ensuring that students perceive that there is clear alignment between the intended learning outcomes and the course-related activities that they are required to undertake. Another key aspect is that the students receive high-quality and frequent feedback, thereby increasing the likelihood that they will achieve high quality learning outcomes.

Cooperative learning, inquiry-based, case-based and/or problem-based learning have all been shown to increase student engagement in their learning and are central to the Lingnan experience. For courses which emphasize and depend upon learning designs that involve student collaboration and/or cooperation, it is especially important that the teachers ensure that desired individual student contributions and student accountability are clearly articulated in the documentation given to

students about the curriculum design, intended learning outcomes, and in assessment guidelines, task briefings or rubrics.

Aligning the curriculum

Curriculum alignment, whereby the intended learning outcomes and the means by which students are required to demonstrate these outcomes, need to be articulated, shared and explained to students. The Biggs model of curriculum alignment is one that has wide support from institutions around the globe and in the research literature. The Biggs model is shown in Table 1.

Table 1: Curriculum alignment

Teaching Activities	Curriculum Outcomes	Assessment Tasks
Intended to support students to develop modes of study that promote their achievement of the intended learning outcomes.	Are described (with the use of appropriate verbs) in a manner that makes it clear to students the learning outcomes the teaching activities are designed to support.	The range of assessment tasks provide the means for students to demonstrate their learning outcomes

(Sources: 1. Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development,* 18(1), 57-75.
  2. Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Open University Press.*)*

It is important that the focus of curriculum design is on achieving the intended student learning outcomes at the course and programme levels. It follows that course outlines, provided to students at the beginning of the term, will specify the intended learning outcomes, will describe the assessment tasks, through which students are required to demonstrate their level of achievement of the learning outcomes, and will clearly indicate what other course-related activities are required of students, whether within or outside the classroom. Course outlines also need to state and explain the course aims, summarize the content coverage, indicate required readings or other reference materials, and provide guidance on optional resources.

For courses that are taught by more than one teacher and/or a number of concurrent sections, it is expected that a single document will articulate what students will experience if they take the course, regardless of the section they are in. Such a document will specify a common framework, while indicating where there is flexibility or leeway in the assessment tasks expected of students. For example, students in all sections may perform a common assessment task, which is assessed with reference to a common consensus rubric or common set of assessment criteria, but with a choice of topics.

Engaging in effective assessment practices

In Hong Kong, the University Grants Committee has mandated an outcomes-based approach to teaching and learning (OBATL). There is an expectation that institutions will move towards the adoption of criterion-based models of evaluating student performance on assessment tasks. Within Lingnan University's draft assessment guidelines, the principles of fair, open and transparent assessment practices have been more fully articulated. In summary, the following are expected:
  ➢ Students will be aware of the criteria for each assessment task, and will know how to apply them;

- ➢ Instructors will clearly articulate to students what the assessment requirements and marking processes are;
- ➢ Within each programme, the various assessment tasks will together reflect the broad-based nature of a Liberal Arts curriculum;
- ➢ Assessment tasks will encompass both breadth across and depth within a subject domain;
- ➢ Within each course, one or more of the assessment tasks will provide substantial opportunity for students to demonstrate outstanding performance relative to the academic level of the course;
- ➢ Within each course, students will be provided with timely feedback as to their academic progress and guidance on how they might further improve.

It is also acknowledged that there will be a steady progression in the level of difficulty and demands made upon students as they move closer to graduation. Further details regarding the assessment guidelines may be found in the Lingnan University Assessment Guidelines document.

Service-Learning

Service-Learning is an integral part of the Lingnan University learning experience. It offers students opportunities to contribute to the well-being of society as a whole, and aims to foster commitment to involvement in and service to the community, develop citizenship skills and knowledge, and cultivate other ideal Graduate Attributes. When undertaking Service-Learning as part of a credit-bearing course offered by an academic department, students draw on theoretical knowledge and methods acquired through academic study to inform the provision of services to the community, and to reflect on the process of civic engagement. By engaging in Service-Learning, students have the opportunity to develop many of the interpersonal and organisational skills that the University values so highly, including tolerance, civility and a sense of personal responsibility.

The Core Curriculum

As a key element of the 4-year curriculum to be introduced in 2012, the Core Curriculum aims to provide students with a broad and balanced foundation, and exposure to the necessary range of subjects under the new academic structure in which a cohesive and all-round education is emphasised. In the new curriculum, the Core Curriculum is one of the keys to achieving the broad goals of a Liberal Arts education.

The Core Curriculum forms an essential part of the undergraduate curriculum experienced by students. The Core Curriculum courses are not just a peripheral or additional year of foundation study, but will be embedded and integrated with the major disciplines throughout their four years of study to ensure continuity between the core and majors as well as contributing to the development of the ideal Lingnan Graduate Attributes and providing evidence for progression of student development. The Core Curriculum is expected to provide a firm intellectual foundation for Lingnan students, enhancing their ability to think critically and tackle social, cultural, moral and ethical problems rationally.

Promotion of quality teaching practices

As a Liberal Arts University with a strong commitment to high quality teaching, Lingnan University recognises the importance of adopting rigorous metrics for evaluating teaching, along with a means of recognising and rewarding excellent teaching. All courses undergo student

evaluation using the Course Teaching and Learning Evaluation (CTLE) instrument. Such information is used:

- ➢ as evidence for confirmation of probation in the first year of employment as a teacher;
- ➢ to support applications for contract renewal, tenure or promotion;
- ➢ as part of the evidence required for teaching awards;
- ➢ as a component of teachers' curriculum vitae; and
- ➢ as material to support personal reflections by the teacher.

One of the key institutions for promoting and supporting excellent teaching is the Teaching Excellent Awards Scheme (TEAS). This biennial event seeks to identify individual teachers who have clearly demonstrated:

- ➢ a high level of competence across a wide range of teaching skills;
- ➢ strong commitment to the requirements of the discipline;
- ➢ deep concern for student learning;
- ➢ passionate interest in the continual improvement of teaching and the development of teaching innovations; and
- ➢ devoted contributions to the design/administration of courses and/or programmes.

Blending the learning environment: The place of eLearning

The use of information and communication technologies (ICTs) in the context of education (eLearning) continues to grow and develop, and is having a major impact on the student learning experience at all levels: social, academic and professional. Through the Teaching and Learning Centre (TLC), the Library, and the Information Technology Services Centre (ITSC), the University provides considerable support for the use of ICTs as powerful means of enriching and enhancing teaching and learning, and of facilitating the assessment of learning outcomes. While there is no mandated use for ICTs within the University, search engines, online scholarly resources, networking and collaboration tools, and other ICTs offer powerful opportunities for teachers and students alike to engage, collaborate, and communicate more effectively while undertaking research, analysis, writing, and other academic work, and to reconceptualise the teaching and learning environment in the light of contemporary affordances.

Many professional fields, into which many of Lingnan's graduates routinely go, require significant skills in the use of ICTs, and the University has taken a major step toward mandating the introduction of an IT Fluency test together with self-study resources to ensure that students become sufficiently ICT literate.

Addressing quality in teaching and learning

The University is committed to maintaining excellence in teaching and learning and actively supports evidence gathering processes (e.g., evaluations of teaching effectiveness and courses, achievement of Graduate Attributes, Alumni and Employer feedback, and evaluations of new courses) that gather feedback from students and staff in order to continuously improve the student experience and maximize student learning outcomes and Graduate Attributes. The evidence is disseminated to appropriate groups and/or individuals. The information gathered demonstrates that the development of Graduate Attributes is highly correlated with the academic experiences of the students, particularly in the realm of development of critical thinking skills, interpersonal skills, self-managed learning, and problem-solving skills. There is also substantive evidence that the unique nature of the Lingnan student experience of small class sizes and close teacher-student

relationships are seen as some of the most important and defining features of their university experiences.

Future directions

This statement of teaching and learning at Lingnan University is intended to assist in the ongoing journey towards developing a framework for teaching and learning that provides a rich, broad-based, and fulfilling liberal arts-based student experience. The document is intended to:
- highlight and celebrate the long tradition of a liberal arts education practised at the University;
- help identify strategies and future directions for the development of the unique Lingnan learning and teaching environment;
- identify areas of strength in the current learning and teaching environment, and those in need of further development;
- further develop synergies between teaching, learning, community engagement, and the scholarship of the teaching; and
- encourage self-reflection on, and collective review of best practices in teaching, learning, programme review, and in the professional development of academic staff as teachers.

November 2011

Updates on the Action Plan on Continuous Improvements to Teaching and Learning
(Appendix 9 in the QAC Audit Submission of October 2009)

Action Plan	Updates
1. *Management Structure* Re-install the faculty structure so that the three broad programmes will be managed by the Faculty of Arts, Faculty of Business and Faculty of Social Sciences.	The faculty structure has been re-installed from 2009-10, after which the three broad programmes have been managed by the Faculty of Arts, Faculty of Business and Faculty of Social Sciences.
2. *Quality Assurance Matters* 2.1 Continuous Improvement in QA. After a 4-year programme review (for both Ug and TPg programmes) the PCC/DB is required to provide a plan of action in response to the reviewers' comments and recommendations which require longer term development and implementation. As an interim evaluation, the PCC/DB should submit to AQAC/RPSC an annual report on the latest progress or development.	As from 2008-09, the PCC/DB has provided in the annual programme report the latest progress or development of matters which require longer term development and implementation, if any, as follow up to comments/recommendations made by reviewers in the previous 4-year programme review. Besides, the annual programme report also gives an account about the development efforts made in outcome-based education during the reporting year; includes an overall evaluation and action plan with indicative time frame; and provides an analysis of time-series data, as appropriate. From 2009-10, annual programme reports for undergraduate programmes have included the progress or development related to the 334 academic reform, including curriculum development, course planning, issues or problems anticipated/encountered especially during the double cohort years, and how they were addressed/solved or handled. Heads of departments and programme directors have been alerted to ensure that the reports are open, reflective and analytical. As a result of a thorough review of the title, roles and duties of External Examiners (EEs), appointees from 2010-11 have been titled as External

	Academic Advisors (EAAs). The EAAs focus on benchmarking of academic standard with its roles on examination matters changed to be advisory. The Senate approved in September 2010 for immediate adoption an explicit requirement that a copy of the annual reports from EEs/EAAs in the past 4 years shall be appended to the 5-year programme review documents. This is to ensure that feedback from EEs/EAAs have been responded to and taken into account for programme improvement. Furthermore, the guidelines for 5-year programme reviews have incorporated additional provision about the responsibilities of reviewers and the coverage of the review report. To enable the EEs/EAAs to have a better understanding of the University's expectation, a template of annual report was approved in January 2011 for adoption. The template included the areas listed in the University policy document as broad categories so that EEs/EAAs will be guided to write on all areas. Furthermore, as approved by the Senate in May 2011, to stress the importance of the connection between annual programme reports and Five-year Programme Review, the University guidelines have explicitly stated that there shall be a separate section in the review document to evaluate the efforts made in and the progress on following up recommendations given by the last 4- or 5-year programme review panel, and evaluate developments in recent years as implementation of action plans set out in the annual programme reports.
2.2 Tracking Surveys. Apart from the Employers and Alumni Surveys, we will conduct graduate surveys with a standardised section which focuses on common University and programme issues, and an additional section for each individual programme.	The Teaching and Learning Centre (TLC) has strengthened the collection and analysis of data to evaluate the outcomes of the education provided by Lingnan. One major initiative involved developing a standardised graduate exit survey (GES) for all undergraduate programmes. The GES has a standardised section focused on the Ideal Lingnan Graduate Attributes, and on common University and programme issues. Part two has a section with individual programme-specific items. The revised GES was implemented with the 2010 cohort of graduates. The data collected has been analysed and shared across the University to provide timely and appropriate information and evidence.

	In addition, the IT skills and technologies of incoming students have been tracked for the past two years, providing information about the devices used, perceptions of skills, and usefulness of technologies for learning to inform eLearning initiatives. Until at least 2013, a survey of all Common Core courses will be conducted in order to provide evidence on the development and impact of these courses on student learning outcomes, and data to inform the design and development of these courses.
2.3 QA for TPg. TPg programmes will have the same QA measures and standards as the Ug programmes. The University will monitor the overall standard and teaching quality of TPg, e.g. a full-time staff member is allowed to teach at most a semester-long TPg course in an academic year in addition to his/her normal Ug teaching.	With effect from 2009-10, the maximum number of taught postgraduate courses each staff member could teach would be one semester-long course per academic year. It was approved for implementation from 2009-10 that a) a defined set of standardised regulations for student progression and discontinuation be added to the Academic Regulations Governing Taught Master's degree programmes, so as to better monitor the student progress and uphold academic standard; b) appointment of one or more EE (later retitled to EAA) for TPg programmes be mandatory; and c) set up of a Staff-Student Consultation Committee for each TPg programme be mandatory. Furthermore, in September 2009, the Senate approved the policy that a minimum of 50% of teaching of courses on Lingnan's TPg programes shall be taken up by full-time Lingnan staff with effect from 2010-11.
2.4 Trial of Core Curriculum Courses. To offer OBA-designed core courses on trial.	In the years leading to 2012, core curriculum courses will continue to be put on trial to provide useful information for the refinement of the courses. To maximise the benefits of the trial, the TLC has worked closely with the leading departments/programmes of the core curriculum courses, particularly the common core courses, in the provision of active and expertise support and advice to facilitate continuous refinement of the syllabi and delivery of the

	courses. A multi-layer feedback system is adopted for the collection of suggestions and views for the refinement of the courses. A formal evaluation of the trial courses, in which emphasis will be given to evaluating the achievement of the expected learning outcomes, has been conducted by the Core Curriculum and General Education Committee.
3. *Language Enhancement and IT Fluency*	
• Introduce entry and exit tests in English proficiency (diagnostic testing).	Development of an online Diagnostic English Language Tracking Assessment (DELTA) that will support student learning from 2012 is in good progress: a) test item writers have been contracted by the Centre for English and Additional Languages (CEAL) to write English test items; b) a DELTA coordinator post has also been created to support this development; c) regular review meetings have been conducted by the CEAL and its institutional partners at CityU and PolyU; d) all three language centres are writing and reviewing test items; and e) the online test was piloted in September 2011 with a small group of students. The English test bank will be expanded on an ongoing basis through to, and possibly beyond, 2012. The language centres at the three institutions will determine the type of results and the format that will be of most use to students. In 2011-12 the supporting administrative system is being developed to facilitate automated booking of students to take the DELTA.
• Introduce Putonghua (pilot oral Chinese Entrance Proficiency) Test.	To benchmark our students' Chinese language proficiency with national standardised PSC (Putonghua Shuiping Ceshi) test before graduation, the Chinese Language Education and Assessment Centre (CLEAC) offers Putonghua and Written Chinese Proficiency Exit Tests once a year. In addition, the CLEAC developed and administered pilot Chinese Oral and Written Entrance Tests in September 2010, followed in May 2011 by End-of-year Learning Outcome Evaluation Tests with difficulty levels comparable to the Entrance Tests. The statistical results indicate that scores of Oral and Written End-of-year Learning Outcome Evaluation Tests are 22.3%

	and 46.4% higher, repectively, on an absolute scale than those on the Entrance Tests. These gains in both oral and written Chinese levels are highly significant statistically. The results of this rigorous research project have been consistent with the high expectations that CLEAC has always had of itself in fulfilling its educational mission. They also demonstrate that CLEAC's language enhancement courses have a strong positive impact on enhancing students' Putonghua and written Chinese proficiency.
• Introduce pilot IT Proficiency Test.	To provide evidence of achievement of one of the Lingnan's graduate attributes that our graduates possess essential generic research-related skills including knowledge of IT, the University has approved the proposal that all undergraduate students are required to pass the IT Fluency Test during their studies at Lingnan. This will be implemented from 2012 intake of undergraduate students. Results of this instrument will be analysed and shared with programmes.
4. *Learning Experience Enhancement*	
• To enhance students' whole person development by building additional hostels to achieve a 100% student residency in the longer term.	Two hostels, each of 375 hostel places, will be ready for occupancy by early January 2012. These two new hostels, together with the existing six hostels, will enable the University to provide hostel residence for 85% of student population in the academic year 2012-13. Another new hostel, comprising two blocks each of 250 hostel places, will be ready for occupancy by August 2013. By then, the University will be able to provide full residence for all students.
• To maximise the international exposure of students and enhance students' inter-cultural experience on campus by sending 50% of our students for an academic term on student exchange.	The University has established a strong network of 99 overseas and Mainland partner universities. Participation rates in student exchange programmes in 2011-12 increased to 44% of each cohort of students. The University is moving towards achievement of its target of providing exchange experience to 50% of the student cohort by 2012-13.

The University has recently developed its internationalisation of student body strategic statements with long-term and sustained commitments. |

• To enhance students' commitment and involvement in community service by including Service-Learning as a required component in the curriculum, which will help students become community leaders with career-related exposure.	The University aimed to involve every undergraduate student in at least one Service-Learning (SL) course under the 4-year system. After experiencing with SL in the past years, the SL requirement was reviewed and the Civic Engagement (CE) concept was developed. After taking into consideration the current number of SL courses on offer and the great number of SL courses needed for making it a graduation requirement, the CE Programme would be implemented as a transitional arrangement before the SL requirement is fully implemented. The Senate approved in September 2011 that fulfillment of the requirements of the CE Programme would be a graduation requirement for 2012 and 2013 intakes of students under the 4-year system, while this would be revised to SL Programme from 2014 intake.

December 2011