



香港浸會大學

HONG KONG BAPTIST UNIVERSITY

**QUALITY ASSURANCE COUNCIL (QAC) AUDIT  
OF HKBU 2009**

**PROGRESS REPORT ON ACTION PLAN**

**Submitted to  
University Grants Committee**

**July 2011**

# HONG KONG BAPTIST UNIVERSITY

## Quality Assurance Council (QAC) Audit of HKBU 2009 Progress Report on Action Plan

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### Introduction

The Hong Kong Baptist University thanks the Quality Assurance Council (QAC) for its audit of the University's teaching and learning. The *Report of a Quality Audit of Hong Kong Baptist University* (hereinafter referred to as the 'QAC Audit Report'), published by the QAC in September 2009, commended the University on several aspects of teaching and learning, strategic management and quality assurance. In particular, the University was commended 'for providing teaching in a caring and supportive environment that results in students enjoying a quality learning experience', 'for its serious consideration of, and response to, student feedback that leads to enhancements of teaching quality', and 'for the effective delivery of its Whole Person Education philosophy'<sup>1</sup>. The University is very pleased to receive this positive feedback from the QAC.

The *Audit Report* also made six recommendations, identifying areas where the University should focus its efforts on improvement, and six affirmations, recognising areas where the University was already making progress as a result of its own self-review. The University recognises that there is a need to make further progress in the areas identified by the QAC, and has been working hard in that direction since receiving the *Audit Report*. This *Progress Report on Action Plan* focuses on the University's response to the recommendations and also describes the further progress made on each of the affirmations.

The QAC's report is especially welcome at this time, as the University prepares itself for the '3+3+4' academic reform and works on implementing the outcomes-based approach. The QAC's recommendations and affirmations have without doubt strengthened the University's response to those initiatives,

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<sup>1</sup> *Report of a Quality Audit of Hong Kong Baptist University*, Quality Assurance Council, September 2009, p.2.

and in so doing have contributed to the further development of teaching and learning, quality assurance, and strategic management at HKBU.

## **A. ACTION ON QAC'S RECOMMENDATIONS**

### **Recommendation 1**

*The QAC recommends that HKBU review its committee structure and identify a clear locus for the development, monitoring, review and general oversight of teaching and learning (including assessment) policies and procedures, to include quality assurance and quality enhancement; and that the University clearly identify where responsibility and accountability lie for the implementation of the University's teaching and learning policies and procedures, and for shaping and driving new developments.*

1.1 In responding to this recommendation, the University has completed a comprehensive review of its Senate committee structure, paying particular attention to those committees with responsibilities for teaching and learning. The review addressed the issues raised by the QAC audit, and in particular sought to clarify responsibilities and provide for more effective coordination and policy implementation. The revised Senate committee structure and the terms of reference and memberships of the respective committees, are shown in Annexes 1 to 3. -----

1.2 One outcome of the review is that a new standing committee has been established by Senate, the Teaching and Learning Policy Committee (TLPC), chaired by the Vice-President (Academic). The TLPC has general oversight of teaching and learning policy at HKBU. Senate remains the ultimate authority for university-wide policies on teaching and learning, but the TLPC is responsible for developing and formulating such policies.

1.3 As a result of the establishment of TLPC, there are now three key committees with specific responsibilities for programme development, quality assurance, and teaching and learning policies, respectively:

- Academic Development Committee (ADC) – responsible for academic strategic planning, including the granting of initial outline approval for

new programme proposals based on strategic fit, assessed community needs, and the University's sphere of expertise and developmental objectives;

- Quality Assurance Committee (QAC) – responsible for detailed programme validation and review, ongoing quality assurance, and the monitoring of academic standards, it will receive and assess reports on the performance of academic programmes; and
- Teaching and Learning Policy Committee (TLPC) – responsible for the development and monitoring of university-wide teaching and learning policies, covering student assessment, staff appraisal and instructional development, and the development and implementation of University-wide initiatives such as the outcomes-based approach to teaching and learning, e-Learning, and the dissemination of good practice.

This structure provides for a clear and effective division of labour. The ADC is concerned with academic planning, including the strategic development of the programme portfolio, the QAC is responsible for detailed programme validation and ongoing quality assurance of programmes, and the TLPC is concerned with the development, review, and implementation of policies aimed at improving teaching and learning across all programmes. In addition, each of these three committees has been assigned responsibility for overseeing sub-committees within the ambit of their respective terms of reference, according to the two-tiered structure shown in Annex 2. The review has reduced the number of committees reporting directly to Senate from twelve to just five. In this regard, the University feels that the new structure is well coordinated and will allow Senate to exercise effective oversight of all areas of quality assurance, and teaching and learning.

1.4 The establishment of the TLPC was the outcome of careful deliberation by the University's Task Force on QAC Audit Report and this was reviewed by Academic Development Committee (ADC) and approved by the Senate in April 2010. Previously, responsibility for the development of policies on teaching and learning was shared by several committees and task forces, each looking after a specific aspect of teaching and learning. The TLPC now provides overall coordination of teaching and learning policy and ensures that this receives due priority. Consistent with this coordinating

role, the eLearning Committee, the Outcomes-Based Teaching and Learning (OBTL) Task Force and the Teaching Development Grant (TDG) Panel now report to the TLPC. The work of the TLPC is supported by the Centre for Holistic Teaching and Learning (CHTL), which serves as its ‘executive arm’ (see the response under recommendation 6 below).

1.5 The review of the Senate committee structure and the establishment of the TLPC primarily address the gap identified in the QAC Audit Report under Recommendation 1 by (i) providing a ‘clear locus for the development, monitoring, review and general oversight of teaching and learning policies and procedures’, (ii) ‘identifying where responsibility and accountability lie for the implementation of the University’s teaching and learning policies and procedures’, and (iii) ‘shaping and driving new developments’. The new structure will be kept under review during the first full academic year of its operation (2011/12) and, in light of this experience, any necessary further refinements will be considered by Senate.

## **Recommendation 2**

*The QAC recommends that HKBU identify (i) more targets, benchmarks and performance indicators as part of the strategic planning process, to help provide more effective and transparent management; and (ii) a series of standard data sets, to include external reference points (and Key Performance Indicators) where appropriate, for use by Senior Management, Deans and Heads of Department, and by appropriate committees, on a regular basis as a means of ensuring University oversight of the quality of student learning in the devolved structure.*

2.1 The University is mindful that both the QAC’s Approach-Deployment-Results-Improvement (ADRI) framework and the University’s own OBTL approach emphasise the collection and analysis of evidence to evaluate fitness for purpose, and to plan improvement actions. To this end, the University has been using various means to measure the quality of student learning in the curriculum (e.g., Teaching Evaluation) and in extra-curricular activities (e.g., evaluation forms on out-of-classroom activities/academic exchange, etc.). However, there is a need to develop this approach further.

2.2 Following the appointment of the new President & Vice-Chancellor in July 2010, a university-wide management retreat was held, followed by sharing sessions with staff members at Faculty/School level, student representatives, Council members and other stakeholders. The aim was to develop a strategic vision for the future development of the University, with necessary strategic actions and key performance indicators (KPIs). The resulting strategic plan, *Vision 2020: Strategic Themes and Actions*, is included in Annex 4. A key theme in *Vision 2020* is “Quality Teaching and Learning”, and the University has identified specific actions and KPIs in this area. In addition, work continues on the further development of measures of the effectiveness of both teaching and learning, and on the enhancement of quality assurance processes, as explained in the following paragraphs. -----

2.3 The TLPC, through the CHTL, was tasked with reviewing existing data sets for teaching and learning during academic year 2010/11. The CHTL has completed a review of teaching evaluation (TE) quantitative data for the past five years and reported this to TLPC and to individual departments and programmes (see also our response to affirmation 6 below). The findings have been discussed by the TLPC in particular, and also by senior management and academic departments. The findings have been most useful in informing the design of professional development programmes for faculty members. CHTL is continuing its work on the analysis of the TE qualitative data.

2.4 To gather formal data on the student ‘learning experience’, the CHTL is also working with external consultants (Prof. John Biggs and Dr. Catherine Tang) to develop the ‘Learning Experience Inventory – Course’ (LEI-C). This will provide data on students’ experience of learning based on OBTL concepts, including constructive alignment of the course intended learning outcomes (CILOs) with teaching and learning activities (TLAs) and assessment methods (AMs), motivation and metacognition. The questionnaire was piloted in a small class in Semester 2, 2009/10, and refined and re-piloted in the 2010 summer classes. Findings suggest that teachers find LEI-C results useful in improving their courses, and that students receive valuable feedback on how they might improve their approaches to learning. Once the LEI-C is established, a programme-level instrument ‘Learning Experience Inventory – Programme (LEI-P)’ will also be implemented.

2.5 The work on LEI-C forms one part of the University's Formative Review Exercise (FRE), which aims to provide feedback to individual teachers and the University as whole on the implementation of outcomes-based teaching and learning (OBTL). FRE is a longitudinal study, which began in 2010/11 with a number of courses covering all Faculties/Schools of the University. It will continue in the future to cover both the 3-year and 4-year cohorts of students. The goals of FRE are to:

- ascertain how effectively OBTL is being implemented at HKBU;
- reveal what problems are being experienced;
- establish practical ways to address specific problems identified;
- assess the effects of OBTL on teaching and student learning;
- provide feedback to teachers and departments for constructive reflection and improvements; and
- make recommendations to the University on ongoing improvements in teaching and learning.

FRE will provide feedback to individual departments and to senior management, based on quantitative and qualitative data collected from students, teachers, and administrators, as well as from student assignments and other evidence of student learning. It is envisaged that the data sets collected in FRE will become important indicators of the effectiveness of student learning at the University and this will provide an input into programme and strategic management decisions. Students will also be provided with feedback on FRE, through a web-based system whereby students will be able to login and see their own results.

2.6 Together with work on the development of assessment rubrics to assess the achievement of learning outcomes by students, the TE and FRE data will provide the University with evidence to gauge the achievement of programme intended learning outcomes (PILOs) and the overall *HKBU Graduate Attributes* (GAs) expected of all HKBU graduates. These sets of data are being adopted in conjunction with other measures that are currently in use (e.g., students' admission scores, IELTS scores, annual student surveys, exit and graduate employment surveys, and employers' surveys).

2.7 The above initiatives are primarily concerned with ensuring that the University has the appropriate data available for the effective evaluation of teaching and learning. In addition, in line with the *Vision 2020* strategic action to enhance the University's quality assurance mechanisms, new processes are being developed to strengthen the use of 'targets, benchmarks and performance indicators as part of the strategic planning process, to help provide more effective and transparent management'. Whilst the proposals are still under consultation, the plan is to introduce two processes along the following lines:

- 2.7.1 Each programme management committee is to be required to submit an *Annual Programme QA Report* to its Faculty/School Board. This would include: (a) a summary of improvement actions made in response to last year's report, (b) an evaluation of the programme's performance against a set of standard metrics (KPIs provided by the University for all programmes), (c) a report on the achievement of programme intended learning outcomes (PILOs), and (d) a plan for improvements with measurable objectives and targets in light of the findings of the earlier sections. This would integrate the monitoring of targets and KPIs with OBTL and ensure that both of these focus on action plans and follow-up. Faculty/School Boards would discuss and comment on these and ensure that improvement actions are being implemented and evaluated. The reports and Faculty/School comments would then be submitted to the University's QAC for review and comment.
- 2.7.2 Each Dean of Faculty/School will submit an *Annual Faculty/School QA Report and Plan* to the Senior Executive Committee (SECO). Currently, Deans submit an annual report to SECO, but these are mainly summative and backward-looking in nature, with little reference being made to standard data sets and either targets or action plans. The proposal is to replace this with a more structured report and plan, to include: (a) a summary of improvement actions made in response to last year's report; (b) an evaluation of the unit's performance against a set of standard metrics (KPIs provided by the University for all Faculties/Schools, to cover staffing and resourcing, staff development and quality, teaching and learning, research and scholarship, knowledge transfer, etc); (c) a report on the year's activities; and (d) a set of objectives/plans for the coming year (with schedule and KPIs, as appropriate).



2.8 In considering these proposals, the aim is to ensure that more systematic use is made of data in strategic planning, quality assurance, and decision making. The two reports are designed to be complementary rather than duplicating; the *Annual Programme QA Report* focusing on programme-level quality, student demand, and the achievement of learning outcomes, and the *Annual Faculty/School QA Report and Plan* assessing the management, strategic development and performance of the academic unit as a whole. However, the latter may attach programme reports as appendices and make reference to the key issues raised therein, or any other aspects deemed relevant to the strategic development of the academic unit.

2.9 These reporting systems have been designed to inform decision making at all levels. First, the reports are action-oriented, with a requirement to formulate and report back on specific improvement actions. This is essential to ensure a focus on continuous improvement at the programme/unit level. Second, the reports are written by the Programme Director or Dean, but there is a requirement for them to be discussed and approved by the Programme Committee or Faculty/School Board. The aim here is to ensure that all colleagues are involved in the formulation, implementation and evaluation of action plans. Third, the reports are to be submitted to high-level committees (QAC and SECO, respectively). This is to ensure that senior management has an opportunity to provide input, and will be able to use the reports to compare programmes and units in terms of relative performance and the effectiveness of improvement actions. It is envisaged that these reports will provide an input into the evaluation of the programme portfolio for academic planning purposes, ultimately influencing resource allocation.

2.10 Both processes will focus on the use of standard data sets and on the formulation, implementation and evaluation of action plans, in the one case at the level of the individual academic programme, in the other at the level of the Faculty/School. These are not, of course, the only QA processes concerning teaching and learning. In addition to considering these reports, QAC will continue to be responsible for programme accreditation and review, whilst TLPC will evaluate data relating to the general development of teaching and learning, including the evaluation of University-wide initiatives such as OBTL and e-Learning.

2.11 The above discussion has focussed mainly on the identification of internal data sets. External benchmarking has so far involved inter-

institutional comparisons of JUPAS intake scores and IELTS results. Such data are used by senior management in academic planning. For example, the review of programmes undertaken in the recent Academic Development Proposal was based in part on the student intake scores of HKBU programmes relative to those of other institutions.

2.12 Benchmarking against international standards has been undertaken in programme planning and curriculum development, in *Academic Consultation Panel* (ACP) visits, in the use of University rankings, etc. Benchmarking, albeit often based on qualitative rather than quantitative data, has been especially useful in planning the development of the 334 curriculum and the outcomes-based approach to teaching and learning. Colleagues have made visits to other institutions, and external advisors/consultants have been retained for the purposes of benchmarking.

2.13 In addition, the University is about to implement a system of *Departmental Academic Advisors*. Departments will appoint one or more DAAs, depending on the number of distinct disciplines in the department, each for a term of three years. It is anticipated that DAAs will be eminent scholars, normally working outside the region. The aims of the DAA system are:

1. to provide for an annual, holistic assessment of the work and development of each department;
2. to facilitate the identification of appropriate improvement actions at the department level; and
3. to provide for benchmarking against international standards.

The DAA will visit annually, to review the full range of activities and resourcing of the department. A written report will be required from the DAA on each visit, and the department will be required to make a written response. Both the report and response will be submitted to the Faculty/School Board for discussion. The DAA will be asked to make a holistic assessment of the department and its development, and to evaluate the department relative to international standards. The assessment will include: (a) the scope of activities and strategic direction of the department; (b) staffing and resources; (c) staff recruitment and development; (d) quality assurance; (e) teaching and learning (including academic programmes); (f) research and scholarly activities; (g) service to the community; and (h) internationalization. The DAA's review will not look at teaching and learning in isolation, but will provide a comprehensive evaluation of the academic unit. It is felt that this

approach will maximise the potential benefits from the exercise and allow teaching and learning to be evaluated in context.

2.14 It is anticipated that the DAA system, along with the existing ACP visits and other QA processes, will form a part of our benchmarking strategy. To date, advisors (e.g., for ACP and accreditation exercises) have been selected on an individual basis, rather than specifically from selected benchmark institutions. The University notes that UGC has endorsed the latter practice. Whilst there is merit in the current practice of selecting advisors from a wider range of institutions based on their individual expertise and likely contribution, the University is now considering targeting our benchmarking to specific institutions.

<b>Action Plan for Recommendation 2</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To identify sets of data on teaching and learning for ongoing collation, analysis and monitoring	TLPC <i>via</i> CHTL	TLPC reports to the Senate by the end of 2010/11; Target date for implementation – 2011/12
To review existing data sets on teaching and learning To identify more targets, benchmarks and key performance indicators (KPIs)	TLPC (supported by CHTL, Student Affairs Office and relevant units)	End of 2010/11
To conduct the Formative Review Exercise (FRE)	CHTL	Beginning in 2010/11 and ongoing; Initial findings and analyses to the TLPC in August 2010; Collection of data on results of Semester 1, 2010/11 and analyses to TLPC in February 2011; A full report to Senate in June 2011 for a wider scale exercise in 2011/12
To develop and implement the <i>Annual Programme QA</i>	Vice-President (Academic)/	Proposal to Senate before the end of 2011;

<i>Report, Annual Faculty/School QA Report and Plan, and Departmental Academic Advisor proposals</i>	Associate Vice-President	Target date for implementation – academic year 2012/13
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### **Recommendation 3**

*The QAC recommends that HKBU develop a systematic process to assure the quality of its programmes between the six-yearly Academic Consultation Panel visits; and ensure that this is embedded into the roles of relevant committees and those individuals with responsibility for the quality assurance of teaching and learning.*

3.1 The University agrees with the QAC Audit that there is a need to systematically review the progress made by programmes and departments between the six-yearly ACP visits, and this responsibility has been assigned to the University’s Quality Assurance Committee (QAC). The University’s QAC will receive the ACP report and the written response from the Faculty/School for discussion and comment, before forwarding to Senate.

3.2 In addition, the proposed *Annual Programme QA Report* described in paragraph 2.7.1 will provide an annual monitoring of the performance of programmes and the quality of student learning, assessed against standard KPIs and PILOs, with an annual action plan. Programme management committees will be required to incorporate and identify follow-up action on the ACP into their annual reports, and also to evaluate progress. As explained in the previous section, these reports, and their action plans, will be discussed annually by Faculty/School Boards and then by the University’s QAC.

3.3 The University’s QAC thus assumes clear responsibility for the ongoing quality assurance of programmes at University level. The TLPC is also involved in improving the quality of teaching and learning. However, rather than monitoring and comparing individual programmes, the TLPC contributes through the development and implementation of University-wide policies (e.g., on student assessment, instructional development, and University-wide initiatives such as OBTL and e-Learning), and through the dissemination of good practice.

3.4 It is also worth mentioning that some units are involved in regular reviews as part of their external accreditation process (e.g., School of Business and AACSB International), with periodic review visits and reports.

#### **Recommendation 4**

***The QAC recommends that HKBU develop a comprehensive institution-wide policy on student assessment and suggests that this should be informed by international best practice.***

4.1 The TLPC was tasked with formulating a comprehensive institution-wide policy on student assessment. This will consider (*inter alia*) criterion-referencing, formative and summative assessment, the frequency of assessment, the weighting of different types of assessment, assessment criteria and descriptors, the development of explicit guidelines to ensure parity, fairness and quality of marking (e.g., double marking, anonymous marking, moderation, etc.), and the rationale and implementation of non-traditional examination formats (e.g., ‘open book’, ‘take home’, etc.).

4.2 A draft document describing a framework for the assessment policy has been developed following a review of international best practice and detailed discussions within the University, including the TLPC and the OBTL Task Force. The draft is currently under discussion by Faculties/Schools/Academy, and the University plans to have an institutional assessment policy document ready for Senate’s deliberation by the end of Semester 1, 2011/12. There is also a need for a comprehensive review of academic regulations, along with staff development workshops to support the implementation of the new policy. Given the complexity of this task, there is a firm plan to implement the new policy for the 2012/13 academic year, although consideration will be given to implementation of all or selected aspects of the policy at an earlier date.

4.3 It is important to ensure that appropriate staff development activities are in place to support the implementation of the new assessment policy. The CHTL is already offering a series of workshops on assessment, and staff development will be further intensified as the policy is implemented, to ensure that all academic and teaching staff have the necessary skills and knowledge to successfully implement criterion referencing and other new assessment practices.

<b>Action Plan for Recommendation 4</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To develop an institution-wide policy on student assessment	TLPC (supported by CHTL and OBTL Task Force)	Senate approved CRA adoption in principle in June 2011; Policy document to Senate for deliberation by the end of Nov 2011; Full implementation in 2012/13, (possible early implementation of all or selected aspects)
To organize staff development workshops on student assessment	CHTL	Commenced in 2010/11 and ongoing

### **Recommendation 5**

*The QAC recommends that all academic and teaching staff be formally appraised annually in accordance with HKBU's personnel policy guidelines and procedures; and that the University's expectations of performance be linked effectively with the identification of staff development needs.*

5.1 As acknowledged in the QAC Audit Report<sup>2</sup>, the University conducts an annual appraisal of the performance of academic and teaching staff. Every staff members is required to submit an Annual Activity Report (AAR) to the Head of Department. This is followed by a face-to-face consultation to review performance and to identify areas for improvement. The report, with the Head's comments and the staff's written response, is copied to the Dean.

5.2 The QAC Audit Panel has identified a gap relating to the linkage between the annual appraisal and the identification of staff development needs. HKBU's Performance Review Process<sup>3</sup> identifies the need to

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<sup>2</sup> cf. par. 11.5 of the QAC Audit Report: '... this formal review takes place annually across the University', p.21.

<sup>3</sup> Pages 2, 3 and 23 of the *HKBU Performance Review Manual*, refers.

formulate a staff development plan, but at the time of the Audit responsibility for follow-up actions was not spelt out in the Manual, nor was it coordinated and linked to the provision of development activities.

5.3 The University has since completed a review of the appraisal policy to ensure that systematic processes are in place to identify staff development needs, provide timely feedback, ascertain appropriate follow-up action for staff educational development, and ensure that these policies and procedures are carried out consistently and effectively across the University. Following the review in Spring 2010, the AAR form has been revised to include sections on:

- An assessment of whether the staff member has met the Department's performance expectations in (i) teaching, (ii) scholarly/creative/professional work/activity, and (iii) service (*to be completed by the Head*).
- Development activities already undertaken to fulfil previous professional development plans (*to be completed by the staff member*)
- Identification of current staff development needs (*to be completed by the Head*)
- Agreed future professional development plan (*to be completed by the Head in consultation with the staff member*)

5.4 Consultations with Deans, Heads and academic/teaching staff have been conducted and the plan is to implement the revised system for the next cycle of staff appraisal and review exercises in 2011/12. By that time, a sound mechanism for staff development planning and follow up at the level of individual staff and their Heads will be in place. The Manual for Academic/Teaching Staff has been revised accordingly. The University is confident that, once the revisions are implemented, the AAR process will provide an effective mechanism for the collection of information on staff development needs, and will facilitate development planning and follow-up. The CHTL will be working closely with the Personnel Office on identifying how individual staff development needs will be collated and then used to inform the CHTL's staff development provision. The revised policy guidelines and AAR form are given in Annex 5. -----

5.5 The CHTL has been assigned responsibility for providing appropriate training courses and workshops to meet staff development needs, and a programme of activities for new and existing teachers has been implemented beginning in March 2010 (see our response to Recommendation 6 below).

5.6 It should be emphasised that performance appraisal is not the only method used to identify staff development needs at HKBU. The CHTL will, for example, provide programmes in response to issues arising from our assessment of learning activities as well as teaching and programme evaluations. The CHTL also evaluates its own workshops and programmes to gather information about the relevance and effectiveness of such activities in meeting staff development needs.

<b>Action Plan for Recommendation 5</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To review the Annual Activity Report (AAR) system and form to strengthen the focus on staff development needs and follow-up actions	Personnel Office (in consultation with stakeholders)	Initial review completed and wide consultation in progress; Revised review process and AAR reporting format to be implemented in 2011/12
To develop a system to identify and collate staff development needs to inform development programmes on teaching and learning	Personnel Office and CHTL	2010/11

### **Recommendation 6**

*The QAC recommends that HKBU consider establishing a deliberative forum to identify, develop, deliver and support a range of staff educational development needs; and to provide an institutional framework for quality enhancement in teaching and learning, to include the identification and dissemination of good practices and to drive pedagogical development.*

6.1 The University has established the TLPC as a deliberative forum responsible for the development of university-wide policies on teaching and learning. The Centre for Holistic Teaching and Learning (CHTL) has been revamped and now serves as the ‘executive arm’ of the TLPC. The work of the CHTL has been expanded to include (*inter alia*) (i) designing and



delivering appropriate programmes (seminars, workshops, etc.) to meet staff development needs and enhancing the quality of teaching and learning throughout the University; (ii) facilitating the adoption of the outcomes-based approach by offering educational workshops and discussion forums; (iii) conducting regular reviews and analyses of Teaching Evaluation (TE) results to identify general areas of strengths and weaknesses in teaching and learning, and reviewing the effectiveness of the online TE exercise; and (iv) disseminating good teaching practices and fostering a culture of exchange on quality teaching and learning.

6.2 A new CHTL Director has been appointed, reporting for duty in February 2010. Since then, the University has made additional appointments in the CHTL. The CHTL's budget is comprised of funding from the block grant, UGC TDG and OBTL grants, approved project funding from the University's Strategic Development Fund, and private donations.

6.3 In addition to acting as the 'executive arm' of the new TLPC, the CHTL serves several task forces/committees with responsibilities in the area of teaching and learning. These include the OBTL Task Force, e-Learning Committee, and Teaching Development Grant (TDG) Panel, all of which themselves report to the TLPC. The full CHTL work plan is attached at Annex 6. -----

6.4 Building on the observations and recommendations of the QAC Audit Panel, HKBU aims to develop a systematic staff development scheme for teaching staff at all levels, from new recruits through seasoned academics to those in leadership roles. The aim is to include not only full-time academic staff, but also part-time lecturers, instructors, teaching assistants, and RPg students who are assigned teaching duties. A comprehensive 'Academic/Teaching Staff Development Framework' is currently being developed, with a draft submitted to the TLPC in September 2010, to be followed by wide consultation prior to submission to Senate. The Framework will provide guidance on the assessment of development needs, identify specific development programmes and activities for different levels of staff (including compulsory elements, particularly for newly-appointed and part-time staff), and set out a recommended annual schedule for staff development provision.

6.5 To meet the requirement of ensuring teaching quality and instructional development of academic/teaching staff, the CHTL has developed a structured Faculty Professional Development Series. This is designed to meet the needs for continuing professional development and complements the *Teaching and Learning Experience Sharing* (TALES) seminar series currently offered. On completion of any 8 out of 10 workshops (totalling 24 hours), a final assignment, along with participation will earn possible exemption from 6 credit units of the Graduate Diploma in Professional Studies/Master in Education offered by the Graduate School of Education, University of Western Australia. The full proposal of the Faculty Professional Development Series is attached as Annex 7. -----

6.6 The upgrading of the CHTL, with its revised terms of reference, is a key development resulting from the QAC Audit and the University is keenly aware of the need to ensure that the CHTL and its initiatives are properly staffed and funded. The CHTL's budget is comprised of recurrent funding from the block grant, sufficient to cover core staffing and activities, along with UGC Teaching Development Grants, OBTL grants, approved project funding from the University's Strategic Development Fund, and private donations. Some of this funding is tied to specific projects. However, as projects are completed, the University, through the TLPC, will closely monitor the CHTL's work plan and ensure adequate funding and continuity. In particular, care will be taken to ensure that core ongoing work is provided with sufficient recurrent funding (primarily from block grant).

<b>Action Plan for Recommendation 6</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To develop and implement the 'Academic/Teaching Staff Development Framework'	CHTL	Policy document ready for Senate approval by the end of 2010/11; Implementation begins in 2011/12

## **B. ACTION ON QAC'S AFFIRMATIONS**

In addition to the above recommendations, the QAC audit report included six 'affirmations', 'which recognise improvements the institution is already making as a result of its self-review'<sup>4</sup>. This section sets out the progress made in these areas, along with plans for further action.

### **Affirmation 1**

*The QAC affirms HKBU's development of Graduate Attributes for all graduates as it adopts an outcomes-based approach to teaching and learning.*

7.1 The University's commitment to teaching excellence is reflected in its long tradition of "Whole Person Education" (WPE), which seeks to develop students' all-round development, encompassing the professional, humane, physical, social, intellectual and spiritual domains. The *HKBU Graduate Attributes* are essentially a statement of the aims of WPE in outcomes form, and all HKBU programmes are required to produce graduates with these attributes, as well as meeting programme learning outcomes. The *HKBU Graduate Attributes* are attached as Annex 8. ----

7.2 The *HKBU Graduate Attributes* were designed primarily for undergraduate programmes. However, the University appreciates the need to adopt an outcomes-based approach at all levels and is mindful to the need to clearly distinguish between outcomes at different levels of study. The University is now working on the development of *Graduate Attributes* for taught postgraduate and research postgraduate programmes.

7.3 Outcomes-based teaching and learning (OBTL), as the outcomes-based approach is known at HKBU, has been adopted for the 4-year curriculum, and learning outcomes have since 2007 been required for all course approvals and accreditation, and for all Academic Consultation Panel Visits. Senate has approved course syllabus and programme templates for use in the development of the new 4-year curriculum (see Annex 9). These incorporate OBTL concepts, for example requiring programme intended learning outcomes (PILOs), alignment of PILOs with the *HKBU Graduate* ----

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<sup>4</sup> *Report of a Quality Audit of Hong Kong Baptist University*, Quality Assurance Council, September 2009, p.2.

*Attributes*, mapping of courses with PILOs, and mapping of course intended learning outcomes (CILOs) with assessment methods. Accreditation documents for the 4-year curriculum are required to be in this format. The OBTL developments are proceeding according to schedule, and the implementation plan is included as Annex 10. -----

<b>Action Plan for Affirmation 1</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To develop and implement <i>HKBU Graduate Attributes</i> for taught postgraduate and research postgraduate programmes	TLPC, with the Graduate School and CHTL	Ready for Senate approval by the end of 2011

### **Affirmation 2**

*The QAC affirms HKBU's establishment of a General Education Committee to improve co-ordination of whole person education activities and related support.*

8.1 The GE programme is an essential part of the new 4-year curriculum to be implemented in full from 2012, accounting for 38 units of the normal 128-unit requirement for graduation. The GE programme has been designed with the liberal arts tradition in mind and the goal is to promote “Whole Person Excellence”, providing students with a deeper understanding of the world around them, including an appreciation of the inter-connectedness of different branches of knowledge. GE will include more intensive provision in English and Chinese (including Putonghua), and a new course on Public Speaking will be taken by all students. New categories of GE include Numeracy, and History and Civilization, to enhance students’ numerical competency, historical perspective and cultural awareness. As of now, 235 GE courses have been approved for delivery in the 4-year curriculum, and additional 9 courses are being revised. New GE courses are being piloted with students under the existing Complementary Studies programme in 2010/11 and 2011/12.

8.2 A General Education Office (GEO), headed by a GE Director, was established to oversee the development and implementation of the GE programme. Initially, the Director of CHTL served as Acting GE Director, but

a separate appointment has been made to this position as of January 2011. The GEO is responsible for GE programme accreditation and quality assurance, and it services the GE Committee. However, in the interests of providing a high-quality and integrated curriculum, GE courses will be provided by academic departments, rather than by appointing additional teaching staff in a stand-alone GE teaching unit.

8.3 As part of the review of the Senate committee structure, the University has set up the General Education Committee (GEC) to replace the Complementary Studies Committee. Reporting to the University's QAC, GEC is responsible for overseeing the implementation of the GE programme as well as the coordination of the existing Complementary Studies programme for the 3-year cohort.

### **Affirmation 3**

*The QAC affirms HKBU's commitment to raising the language and literacy skills of its graduates through a range of compulsory courses, more stringent exit requirements and other language enhancement activities.*

9.1 Work has continued on this since the QAC audit. HKBU currently requires 6 units of English language courses, depending upon students' incoming scores, along with 3 units of Chinese. All students must pass a Putonghua graduation requirement. In addition, they are encouraged to take the IELTS examination before graduation, and the University has created an IELTS Award Incentive Scheme in 2009 to encourage more students to prepare for and take the exam.

9.2 The Language Centre has been expanding its individualized services in English to include a Speaking Enhancement Service as well as a Writing Enhancement Service. Both involve computerized assessments and five hours of personalized language teaching. Students can also participate in a Speaking Enhancement Service in Putonghua and a Writing Enhancement Service for Chinese. The Centre offers tutorial services in its Language Laboratories for students who would need help with their assignments, as well as a range of language workshops and activities in the Learning Commons, in conjunction with the Library. The University has also expanded the number of credit-bearing elective courses in English, Putonghua, and

Chinese. In addition, the GE requirement for the four-year curriculum includes a compulsory course on *Public Speaking*, jointly offered by the Schools of Communication and Business and the Faculty of Arts. The aim is to pilot this course in 2011/12.

#### **Affirmation 4**

*The QAC affirms HKBU's development of an e-Learning strategy to improve IT services and facilities, and to enhance programme delivery where deemed appropriate; and recommends that this be explored within appropriate committee structures rather than an ad hoc task force, with clear reporting lines and accountability.*

10.1 The then e-Learning Task Force developed an e-Learning Strategy proposal, and this was approved by Senate in June 2010 (Annex 11). Accepting the QAC's recommendations, the e-Learning Task Force was upgraded to form the e-Learning Committee and reports directly to the TLPC, ensuring that there are 'clear reporting lines and accountability'<sup>5</sup>. -----

10.2 To implement the e-Learning Strategy, the CHTL, Information Technology Office and the Library formed the BU e-Learning Support Team to provide centrally coordinated support for teachers and students on the use of e-Learning. Working with teacher users over the past few months, the e-Learning platform has been revamped and BU e-Learning 2.0 was launched with the following enhancements:

- Early release of Moodle course rooms for each teaching semester;
- A new user interface simplified with the feedback from teacher and student users;
- A new user-oriented quick help;
- A new HKBU Library toolkit.

Further enhancement of the e-Learning platform will take place during 2010/11, coupled with staff development activities to help colleagues to become cognizant with e-Learning. For Semester 2, the following enhancements have been made:

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<sup>5</sup> *ibid.*, p.3.

- New hardware for the BU eLearning platform, with funding support from the University's Strategic Development Fund;
- The piloting of a video-capture package to provide enhancements to encourage self-directed learning;
- A review of usage statistics to track student learning activities; and
- Adding an enhanced HKBU Library toolkit and a Professional Development e-Learning course room for staff members.

10.3 It is envisaged that e-Learning will be used to support OBTL and to enhance student engagement in learning activities outside of class times. e-Learning will also be a convenient tool to help track student learning activities, providing evidence of the achievement of designated learning outcomes. The CHTL will be conducting workshops and working with colleagues to fully exploit the opportunities to enhance student learning through e-Learning.

<b>Action Plan for Affirmation 4</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
Further enhancements to BU e-Learning platform, and organising related staff development activities	BU e-Learning Support Team	During 2010/11

### **Affirmation 5**

*The QAC affirms HKBU's recognition of the need to consider criterion-based referencing of student assessment as it moves towards fully adopting an outcomes-based approach to student learning and assessment.*

11.1 The University fully understands the connection between OBTL and criterion-referencing assessment (CRA). Criterion-referencing has been taken on board in formulating the university-wide assessment policy. As stated in our response to Recommendation 4, the University plans to implement the CRA policy, and the Senate has approved in principle its full adoption at all levels with the target implementation date of September 2012. To allow colleagues to gain first-hand experience in CRA, departments are encouraged to experiment with the use of assessment rubrics and CRA for their courses in 2011/12, such as GE and Year 1 courses.

## **Affirmation 6**

*The QAC affirms HKBU's commitment to review the Teaching Evaluation (TE) exercise; and invites the University to consider expanding the TE questionnaire to elicit student feedback on a range of course, department and institution-wide elements of teaching, with the review outcomes being considered by a formally-constituted committee.*

12.1 The TE data for the past 5 years have been analysed by the CHTL with a view to providing a consolidated picture of the current state of teaching across the University, based on the data currently available. The findings have been discussed at the TLPC and presented to Departments. The CHTL has taken up the suggestion in Affirmation 6, that we consider expanding our evaluation beyond the current TE. This is being done through the Formative Review Exercise (FRE).

12.2 The University is mindful that the current TE focuses primarily on *teaching* rather than on *learning*, assessing primarily what the teacher does rather than the effectiveness of the learning itself. Whilst this is certainly important in evaluating teaching and learning, it provides only a partial assessment. This provides the rationale for the development of the FRE, discussed in paragraph 2.5. The FRE will evaluate the implementation of OBTL, and is a longitudinal study, beginning in the 2010/11 academic year. FRE will utilise the LEI-C (see paragraph 2.4), a newly-developed instrument designed to collect data on students' learning experience. Courses will be evaluated using both the TE and the LEI-C, thereby assessing both the performance of the teachers and the learning experience of students. By aggregating information on individual courses, departments and programmes will be able to gauge teaching quality and student learning from a departmental- or programme-level perspective. For the institution as a whole, the longitudinal aspect of the FRE will provide progress as well as exit data on student learning.

12.3 With the establishment of the TLPC and the revamping of the CHTL, the responsibility for reviewing the TE questionnaire was entrusted to the TLPC at the end of 2009/10. Rather than changing the TE questionnaire immediately, the CHTL first began the analysis of past TE data. The analysis of TE quantitative data for the past five years was reported to the TLPC at its meeting in October 2010, and the analysis of the TE qualitative data is in



progress and the CHTL will shortly report the findings to the TLPC, departments, and senior management. TLPC has scheduled the review of the TE questionnaire to be completed during the academic year 2011/12. The proposed timeline for the review of the TE is given in Annex 12. -----

12.4 TLPC will maintain the overall University-level responsibility for reviewing and monitoring the datasets produced by the TE and FRE exercises, with a view to informing the development of University-wide policies on teaching and learning. However, programme-level reviews will also be undertaken as part of the proposed *Annual Programme QA Report* (see paragraph 2.7.1), and these will inform decision making on the development of the curriculum and teaching and learning at programme level. The University's QAC is responsible for the ongoing monitoring and quality assurance of programmes, and will receive the *Annual Programme QA Report*. In so doing, QAC will also discuss the TE and FRE data, as an essential part of its programme-level quality assurance responsibilities.

<b>Action Plan for Affirmation 6</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Implementation/Target Date</b>
To analyse TE data for the past 5 years	CHTL	Initial report to senior management in August 2010, and findings shared with individual departments/programmes in 2010/11
To implement Formative Review Exercise	CHTL	Beginning in 2010/11 and ongoing

### **Conclusion**

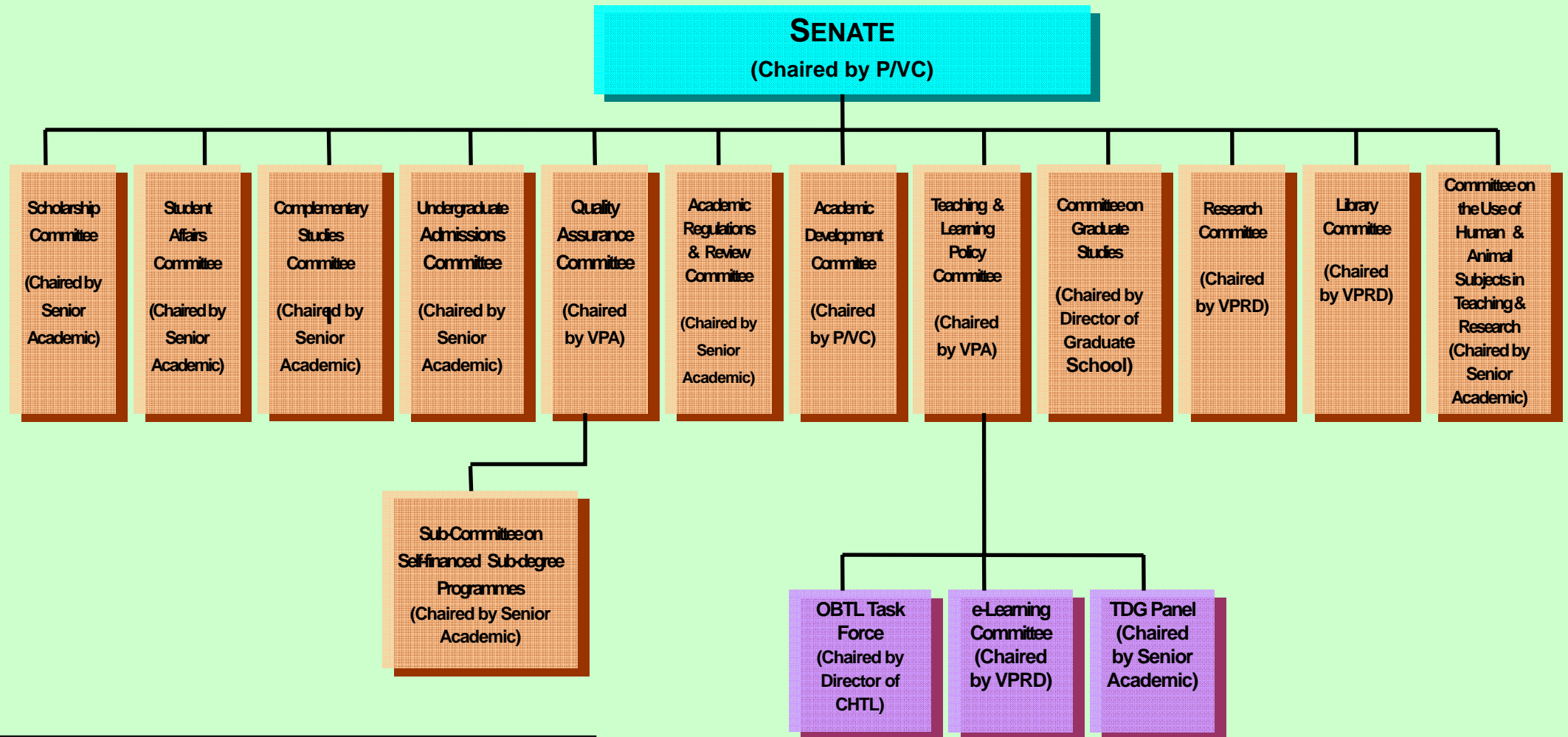
This *Progress Report on Action Plan* summarises how the University is responding to the recommendations and affirmations contained in the QAC Audit Report. Once again, the University thanks the QAC Audit Panel for its helpful report which has made a very valuable contribution to the improvement of teaching and learning at HKBU.

## Annexes

- 1 Pre-Review ‘Single-tiered’ Senate Committee Structure
- 2 Post-Review ‘Two-tiered’ Senate Committee Structure
- 3 Revised Memberships and Terms of Reference of Senate Committees
- 4 *Vision 2020: Strategic Themes and Actions*
- 5 Personnel Office Circular No. 4/2011 – Performance-based Reward System for Academic/Teaching Staff: Enhancing the Performance Management Process
- 6 Work Plan of the Centre for Holistic Teaching and Learning
- 7 A Proposal for a Structured Faculty Professional Development Series at HKBU — “OBTL @HKBU leveraged on e-Learning”, Version 2.1
- 8 *HKBU Graduate Attributes*
- 9 OBTL Course Syllabus Template
- 10 OBTL Implementation Plan
- 11 Enhancing Learning and Teaching Using Technology: An Institutional Strategy
- 12 Proposed Timeline for the Review of the Teaching Evaluation (TE) Questionnaire

HONG KONG BAPTIST UNIVERSITY

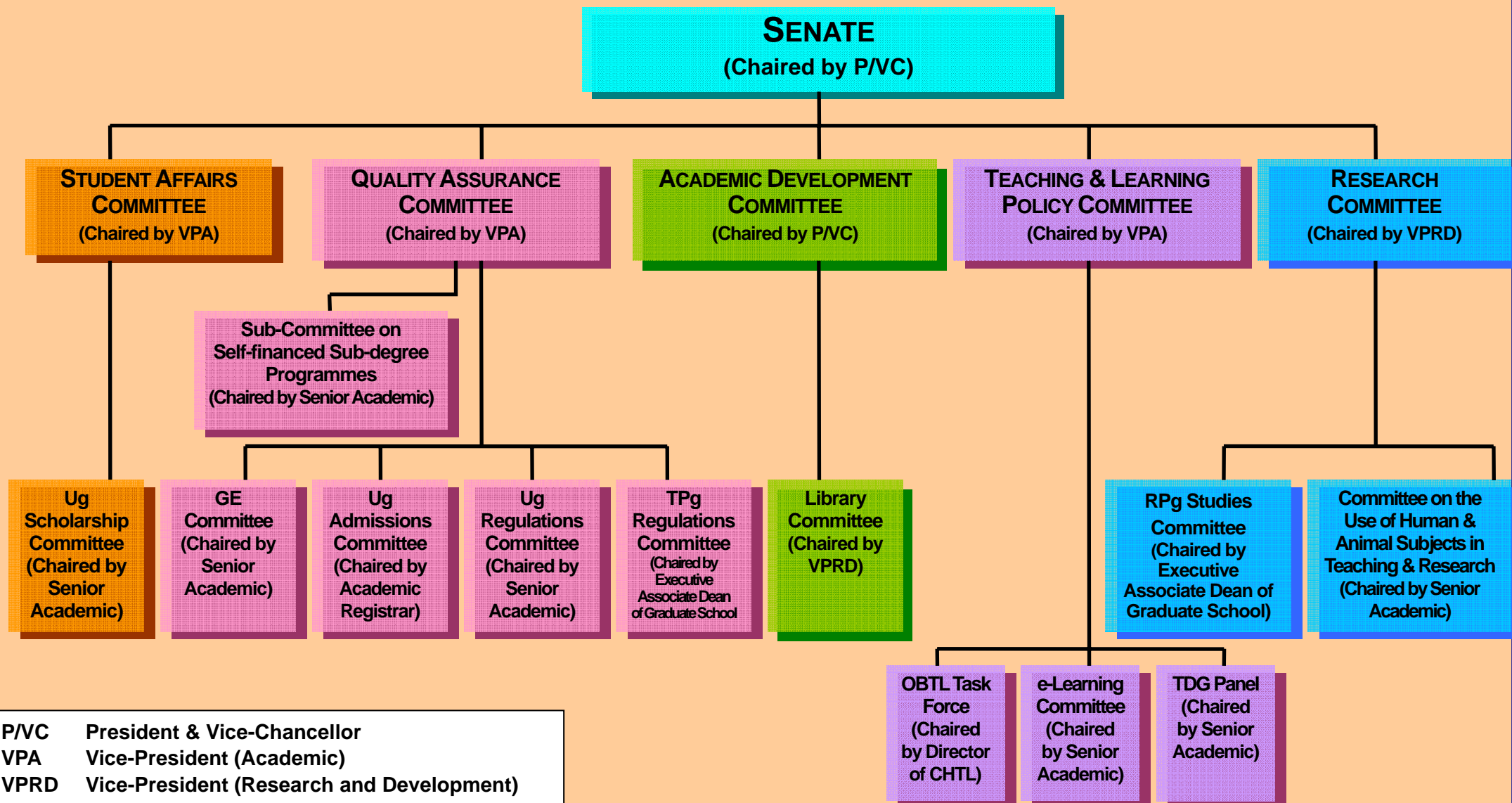
Pre-Review 'Single-tiered' Senate Committee Structure



**P/VC** President & Vice-Chancellor  
**VPA** Vice-President (Academic)  
**VPRD** Vice-President (Research and Development)

HONG KONG BAPTIST UNIVERSITY

Post-Review 'Two-tiered' Senate Committee Structure



**HONG KONG BAPTIST UNIVERSITY**  
**ACADEMIC DEVELOPMENT COMMITTEE**

**Membership**

Chairperson: President and Vice-Chancellor

Deputy Chairperson: Vice-President (Academic)

Members: Vice-President (Research and Development)  
Dean of Faculty of Arts  
Dean of School of Business  
Dean of School of Chinese Medicine  
Dean of School of Communication  
Dean of School of Continuing Education  
Dean of Faculty of Science  
Dean of Faculty of Social Sciences  
Three members of the Senate, at least two of whom  
should be academics  
One additional academic  
Academic Registrar

Secretary: Senior Assistant /Assistant Academic Registrar

**Terms of Reference**

- (a) To advise and make recommendations to the Senate on academic policy and on academic strategic planning.
- (b) To provide directions and guidance for the development of academic programmes.
- (c) To advise and make recommendations to the Senior Executive Committee (SECO) on academic plans and total resource implications.
- (d) To recommend the admission quota for the consideration of the Senate.
- (e) To keep under review and make recommendations to the Senate on all matters concerning the organization, membership and terms of reference of standing committees and *ad hoc* committees of the Senate.
- (f) To review all items submitted by Senate members and to select some/all of the items for consideration by the Senate or to refer them to standing committees of the Senate or appropriate bodies.

# HONG KONG BAPTIST UNIVERSITY

## LIBRARY COMMITTEE

### Membership

Chairperson: Vice-President (Research and Development)

Members: Six academics, one from each Faculty/School Library  
Sub-committee  
One staff representative from the School of Continuing Education  
One staff representative from the Academy of Visual Arts  
Chairperson, Academic Development Committee (*ex officio*)  
Director of the Office of Information Technology or designate  
Two student members of the Senate

Secretary: University Librarian

### Terms of Reference

- (a) To discuss questions and issues related to Library policies and services.
- (b) To advise the Academic Development Committee on resources required for existing activities and proposed developments in the Library.
- (c) To serve as a liaison between the faculty, the student body and the Library.
- (d) To recommend to the Academic Development Committee guidelines for determining the annual Library budget allotment.
- (e) To decide on the annual Library budget allocations to the Faculties/Schools in accordance with the guidelines approved by the Academic Development Committee.

# HONG KONG BAPTIST UNIVERSITY

## QUALITY ASSURANCE COMMITTEE

### Membership

Chairperson: Vice-President (Academic)

Members: Six members of the Senate, one from each Faculty/School (except the School of Continuing Education)

One senior academic from the School of Continuing Education

Chairperson, General Education Committee (*ex officio*)

Chairperson, Undergraduate Regulations Committee (*ex officio*)

Chairperson, Taught Postgraduate Regulations Committee

(*ex officio*)

Chairperson, QAC Sub-committee on Self-financed Sub-Degree Programmes (*ex officio*)

Academic Registrar

Director, Centre for Holistic Teaching and Learning

Two students co-opted from Faculties/Schools

Secretary: Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To develop and review guidelines for (i) designing and introducing new programmes; (ii) external review of programmes; (iii) revising major areas of existing programmes; and (iv) any other issues affecting the curriculum.
- (b) To develop, implement, and maintain policies and procedures which ensure international standards are applied to the review of all academic programmes.
- (c) To keep under review and make recommendations concerning academic quality assurance to the Senate, its committees and the other academic units, as appropriate.
- (d) To work closely with Faculties/Schools, departments/programmes, to ensure ownership and smooth implementation of the quality assurance processes throughout the University.

- (e) To develop, disseminate and monitor guidelines in the areas of professional ethics for the University community.
- (f) To consider the submissions pertaining to new programme accreditation from Faculties/Schools, AVA and UIC for recommendation to the Senate.
- (g) To deliberate on the submissions from the Faculty/School Boards and the Visual Arts Academy Board regarding the progress of their follow-up actions pursuant to the Academic Consultation Panel (ACP) Visits and/or Mid-Cycle Reviews, as appropriate, for recommendation to the Senate.
- (h) To report to Senate on academic standards which includes all aspects of academic quality monitoring.

AVA Academy of Visual Arts

UIC Beijing Normal University–Hong Kong Baptist University United International College (UIC)



# HONG KONG BAPTIST UNIVERSITY

## QUALITY ASSURANCE SUB-COMMITTEE ON SELF-FINANCED SUB-DEGREE (SFSD) PROGRAMMES

### Membership

Chairperson: A senior academic

Members: Three co-opted members who are Deans/Heads (or his/her designate) of Faculties/Schools/Academy offering SFSD programmes  
Two members of QAC (elected by QAC or appointed by the Chairperson)  
Up to two senior academics (elected by QAC or appointed by the Chairperson)  
Academic Registrar  
Chairperson, Quality Assurance Committee (*ex officio*)

Secretary: QAC Secretary

### Terms of Reference

- (a) To develop and review guidelines for the quality assurance of SFSD programmes.
- (b) To coordinate with the offering Units on determining the level and standard of SFSD programmes for placement on the Qualifications Framework (QF) with a view to ensuring consistency within the University.
- (c) To monitor the progress of the follow-up actions undertaken by the offering Units in response to the JQRC's recommendations, including *inter alia*, the preparation of the Interim Report or any other submission to JQRC.
- (d) To consider the submission pertaining to new programme accreditation from the offering Units for recommendation to the Senate *via* QAC.
- (e) To make recommendations to the Senate via the Quality Assurance Committee (QAC) on policies for admission of sub-degree (associate degree and higher diploma) students as well as changes in the admission requirements.
- (f) To provide a summary report of its business and resolutions to QAC on a regular basis and consult the latter regarding issues with policy implications.

JQRC Joint Quality Review Committee

# HONG KONG BAPTIST UNIVERSITY

## GENERAL EDUCATION COMMITTEE

### Membership

Chairperson: A senior academic

Members: Representatives from each Faculty/School and Academy of Visual Arts nominated by the Dean and Director of Academy of Visual Arts  
Head of the Language Centre  
Co-opted members from the Departments of Religion and Philosophy, Computer Science, and Physical Education (if the Faculty/School representatives do not come from these three departments)  
Academic Registrar  
Director of Centre for Holistic Teaching and Learning  
Director of Student Affairs  
University Librarian or designate  
Director of Information Technology  
Chairperson, Quality Assurance Committee (*ex officio*)  
Two student members of the Senate

Secretary: Director of General Education

### Terms of Reference

- (a) To promote Whole Person Education through the development and maintenance of the General Education (GE)/Complementary Studies (CS) Programmes within the University.
- (b) To develop policies and practices for implementing and monitoring the GE/CS Programmes. As appropriate, to submit proposals for the introduction and revision of policies and procedures to the Senate for approval *via* QAC.
- (c) To review periodically the courses under the Core and Distribution categories, to make recommendations for changes in the content or teaching/assessment strategy, and to approve the addition and deletion of courses within the University prescribed requirements for the GE/CS Programmes.
- (d) To oversee the pilot-run of GE courses within the existing CS programme.
- (e) To oversee the subject on University Life concerning its content and to be responsible for the arrangements needed for its annual offering.

- (f) To liaise with programmes, departments and Faculties/Schools concerning the GE/CS requirements and the course/teaching provisions from various academic units within the University.
- (g) To keep under review resource needs of all kinds across the University that are needed to ensure proper implementation of the GE/CS Programmes.
- (h) To assist with the coordination and liaison of logistics arrangements needed for General Education/Complementary Studies teaching.
- (i) To take up such other relevant issues as may be referred to the Committee by QAC, Senate or the University academic leadership.

# HONG KONG BAPTIST UNIVERSITY

## UNDERGRADUATE ADMISSIONS COMMITTEE

### Membership

Chairperson: Academic Registrar

Members: Seven academics, one from each Faculty/School (except the School of Continuing Education) and the Academy of Visual Arts, at least three of whom should be Senate members  
One student member of the Senate  
Chairperson, Quality Assurance Committee (*ex officio*)

Secretary: Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To make recommendations on policies for admission of undergraduate students.
- (b) To recommend procedures for admission appropriate to the mission of the University.
- (c) To set policies for admission of special/overseas students.
- (d) To review admission procedures, in the admission of all categories of students.
- (e) To develop and monitor guidelines in the area of admission for the physically disadvantaged.

**HONG KONG BAPTIST UNIVERSITY**  
**UNDERGRADUATE REGULATIONS COMMITTEE**

**Membership**

Chairperson: A senior academic (who is also a Quality Assurance Committee member)

Members: Seven representatives, one from each Faculty/School, at least three of whom should be Senate members  
Chairperson, Quality Assurance Committee (*ex officio*)  
Academic Registrar  
Two student members of the Senate

Secretary: Senior Assistant/Assistant Academic Registrar

**Terms of Reference**

- (a) To oversee and monitor existing undergraduate programme regulations and procedures.
- (b) To develop, for the approval of the Senate *via* the Quality Assurance Committee, policies on the conduct of examinations, assessment and evaluation.
- (c) To advise on the establishment and maintenance of appeal procedures appropriate to the undergraduate programmes of the University.
- (d) To review and make recommendations to the Senate *via* the Quality Assurance Committee the list of students who have completed the various undergraduate programmes of the University for the receipt of appropriate awards, as well as to make recommendations concerning those students who should have completed but lack certain of the specified requirements of their programmes.
- (e) To review such other academic regulations/procedures/activities as requested by the Senate or other bodies.

# HONG KONG BAPTIST UNIVERSITY

## TAUGHT POSTGRADUATE REGULATIONS COMMITTEE

### Membership

<u>Chairperson:</u>	Executive Associate Dean of Graduate School
<u>Members:</u>	Vice-President (Research and Development) ( <i>ex officio</i> ) Chairperson, Quality Assurance Committee ( <i>ex officio</i> ) Academic Registrar Dean or designate from each Faculty/School Director of Centre for Holistic Teaching and Learning Associate Dean of Graduate School One student member of the Senate
<u>Secretary:</u>	Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To formulate policies and guidelines concerning taught postgraduate studies.
- (b) To formulate regulations and procedures governing taught postgraduate studies and the award of Master's degrees.
- (c) To monitor the quality of teaching and learning of taught postgraduate programmes across the University.
- (d) To develop strategies for the recruitment of taught postgraduate students.
- (e) To review the annual intake numbers of taught postgraduate programmes.
- (f) To make recommendations to the Senate *via* the Quality Assurance Committee on policies for admission of taught postgraduate students as well as changes in the admission requirements.
- (g) To review the annual report on taught postgraduate studies of the University prepared by the Graduate School for submission to the Quality Assurance Committee.

# HONG KONG BAPTIST UNIVERSITY

## TEACHING AND LEARNING POLICY COMMITTEE

### Membership

Chairperson: Vice-President (Academic)

Members: Eight representatives, one from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts nominated by the Deans or the Director of Academy of Visual Arts  
Director of Graduate School  
Director of Student Affairs  
Director of International Office  
Academic Registrar  
Up to four academic staff nominated by the Chairperson  
Up to two student members of the Senate

Secretary: Director of Centre for Holistic Teaching and Learning

### Terms of Reference

- (a) To enhance and to maintain general oversight of teaching and learning at the University.
- (b) To develop, monitor, and review all university-wide policies and procedures on teaching and learning, including (*inter alia*) policies and procedures regarding student assessment, staff appraisal and instructional development, and dissemination of good practice.
- (c) To maintain a mutual reporting and consulting relationship with the other Senate committees on matters of policy review and implementation pertaining to teaching and learning.
- (d) To set policies and monitor the progress of university-wide initiatives that enhance teaching and learning, including but not limited to outcome-based approach in teaching and learning (OBTL), teaching development, and e-Learning at the University.
- (e) To assess the quality of student learning through co-curricular activities.
- (f) To submit recommendations and reports to the Senate on all of the above areas, as appropriate.

# HONG KONG BAPTIST UNIVERSITY

## OUTCOMES-BASED TEACHING AND LEARNING TASK FORCE

### Membership

Chairperson: Director, Centre for Holistic Teaching and Learning

Members: One member from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts  
Vice-President (Academic) (*ex officio*)  
Associate Vice-President (Quality Assurance) (*ex officio*)  
Academic Registrar or Designate (*ex officio*)  
University Librarian or Designate (*ex officio*)  
Representatives on UGC Institutional Task Force on OBA (*ex officio*)

Secretary: Senior Teaching and Learning Officer, Centre for Holistic Teaching and Learning

### Terms of Reference

- (a) To discuss policies, initiatives and issues regarding Outcomes-based Teaching and Learning (OBTL) and make recommendations to the Teaching and Learning Policy Committee (TLPC);
- (b) To oversee the University-wide implementation of OBTL initiatives, and report on its progress to TLPC;
- (c) To promote awareness and understanding of OBTL throughout the University, by organising talks, symposiums, workshops and consultations;
- (d) To assist the implementation of OBTL by helping individual colleagues and departments adopt OBTL principles in their teaching practices;
- (e) To assess the effectiveness of the implementation of OBTL at the University as a whole and recommend appropriate measures where necessary.



# HONG KONG BAPTIST UNIVERSITY

## e-LEARNING COMMITTEE

### Membership

Chairperson: A senior academic

Members: One member from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts  
Other two members co-opted by the Committee  
Vice-President (Academic) (*ex officio*)  
Director, Centre for Holistic Teaching and Learning (*ex officio*)  
Academic Registrar (*ex officio*)  
Director, Office of Information Technology (*ex officio*)  
University Librarian (*ex officio*)

Secretary: Assistant to Vice-President (Research and Development) (as assigned)

### Terms of Reference

- (a) To review on a regular basis the e-Learning Strategy;
- (b) To monitor the implementation and progress of the e-Learning Strategy;
- (c) To conduct periodic appraisal on the effectiveness of e-learning, and recommend new strategies for e-learning.

**HONG KONG BAPTIST UNIVERSITY**  
**TEACHING DEVELOPMENT GRANT PANEL**

**Membership**

Chairperson: A senior academic

Members: One member from each Faculty/School (except the School of Continuing Education) and the Academy of Visual Arts Vice-President (Academic) (*ex officio*)  
Director, Centre for Holistic Teaching and Learning (*ex officio*)

Secretary: Teaching and Learning Officer, Centre for Holistic Teaching and Learning

**Terms of Reference**

- (a) To encourage teaching staff to adopt innovative approaches to teaching and to improve the quality of the learning environment;
- (b) To promote the enhancement of teaching and learning appropriate to the goals of the University;
- (c) To encourage teaching staff to disseminate good practice by means of publishing them in forms of book or journal, as well as organizing seminars and conferences;
- (d) To formulate necessary guidelines on matters related to the management and processing of TDG applications;
- (e) To consider TDG applications and determine their appropriateness in receiving funding on the basis of their relevance in enhancing teaching and learning;
- (f) To monitor the grant recipients for their compliance to the guidelines regarding their proposal submissions, duration of project completion, and their submission of final reports.

# HONG KONG BAPTIST UNIVERSITY

## RESEARCH COMMITTEE

### Membership

Chairperson: Vice-President (Research and Development)

Members: Executive Associate Dean of Graduate School  
Chairperson, Committee on the Use of Human and Animal Subjects in Teaching and Research (*ex officio*)  
Up to four Deans\*  
Up to four Senate members nominated by the Deans/Director whose Faculties/Schools/Academy are not represented in the Committee\*  
Co-opted members

\* Each for a term of two academic years

Secretary: Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To promote research activities appropriate to the goals of the University and the expertise of staff, while remaining vigilant to the research areas that concur with the wider interests of the Hong Kong community.
- (b) To encourage academic staff to undertake research work relevant to their fields of expertise and the academic profiles of the departments concerned.
- (c) To encourage, among academic staff, the development of inter-departmental, inter-disciplinary and inter-institutional research activities and to provide necessary guidelines for the conduct of these activities.
- (d) To encourage academic staff to disseminate their research findings by means of publishing them in refereed journals and in monograph or book form, as well as presenting them at appropriate conferences and seminars.
- (e) To formulate and implement policies, and provide procedural guidelines on matters related to the management and processing of research grant applications.
- (f) To consider research grant applications and determine their appropriateness in receiving funding on the basis of their academic merit and their relevance in enhancing the academic profile of the departments concerned and the standing of the University.
- (g) To monitor the implementation of policies on research grants as well as to ensure adherence to guidelines established for the management of such grants.

- (h) To provide advice and policy recommendations on the budget requirements and expenditures for the organization of conferences sponsored by the University or units within the University.
- (i) To formulate policies, monitor their implementation and provide guidelines for staff participating in consultancy activities.

# HONG KONG BAPTIST UNIVERSITY

## RESEARCH POSTGRADUATE STUDIES COMMITTEE

### Membership

Chairperson: Executive Associate Dean of Graduate School

Members: Vice-President (Research and Development) (*ex officio*)  
Chairperson, Research Committee (*ex officio*)  
Academic Registrar  
Director of Centre for Holistic Teaching and Learning  
Dean or designate from each Faculty/School  
Associate Dean of Graduate School  
One student member of the Senate

Secretary: Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To formulate policies and guidelines concerning research postgraduate studies.
- (b) To formulate regulations and procedures governing research postgraduate studies and the award of MPhil and PhD.
- (c) To determine the distribution of research postgraduate places and the allocation of studentships.
- (d) To monitor the quality of teaching and learning of research postgraduate programmes across the University.
- (e) To develop strategies for the recruitment of research postgraduate students.
- (f) To make recommendations to the Senate *via* the Research Committee on policies for admission of research postgraduate students as well as changes in the admission requirements.
- (g) To review the annual report on research postgraduate studies of the University prepared by the Graduate School for submission to the Research Committee.

# HONG KONG BAPTIST UNIVERSITY

## COMMITTEE ON THE USE OF HUMAN AND ANIMAL SUBJECTS IN TEACHING AND RESEARCH

### Membership

Chairperson: A senior academic

Members: Chairperson, Research Committee (*ex officio*)  
Director of Centre for Applied Ethics  
An experimental psychologist/social scientist with  
experience in applied social research  
One academic in the field of biomedical science or  
biochemistry  
Three members from among Faculties/Schools/Academy  
(except the School of Continuing Education) not already  
represented by the above three  
One member from the School of Continuing Education  
Head of the Environmental Health and Safety Unit of the  
Estates Office  
Other persons co-opted by the Committee as necessary

Secretary: Senior Assistant/Assistant Academic Registrar

### Terms of Reference

- (a) To advise the Senate on all matters of ethics and safety policy concerning the maintenance and use of animals in teaching and research. (In these Terms of Reference 'animal' is defined as any live non-human vertebrate.)
- (b) To advise the Senate on all matters of policy with regard to the ethics and safety concerns in the use of human subjects in experiments and research.
- (c) After examination, to reject, approve or approve with conditions, on grounds of ethics and safety, experimental research proposals which involve the use of animals or human subjects prior to their submission to funding agencies.
- (d) To consider complaints and appeals concerning issues/actions related to the use of animals or human subjects in teaching and research.
- (e) To keep under review such guidelines on ethical requirements in experiments and research as are approved by the Senate.

# HONG KONG BAPTIST UNIVERSITY

## STUDENT AFFAIRS COMMITTEE

### Membership

Chairperson: Vice-President (Academic)

Members: Five academics, at least two of whom should be Senate members  
Academic Registrar or his designate  
Chaplain or his designate  
One Resident Master  
Two student members of the Senate  
Two other student representatives, one from academic societies and one from interest clubs

Secretary: Director of Student Affairs

### Terms of Reference

- (a) To make recommendations to the Senate on policies and regulations relating to student organizations, activities, amenities, services and Hall life.
- (b) To promote co-curricular and other activities which create an environment conducive to the Whole Person Education philosophy of the University.
- (c) To receive reports from the Office of Student Affairs on the approval of new student organizations.
- (d) To appoint, when required, panels to deal with disciplinary matters in accordance with guidelines approved by the Senate, and to report the panels' decisions to the Senate.
- (e) To receive reports on matters related to scholarships, bursaries, and loans.

# HONG KONG BAPTIST UNIVERSITY

## UNDERGRADUATE SCHOLARSHIP COMMITTEE

### **Membership**

Chairperson: A senior academic

Members: Vice-President (Research and Development)  
One Dean  
Four Senate members  
Director of Student Affairs  
Academic Registrar  
Chairperson, Student Affairs Committee (*ex officio*)  
One student member of the Senate

Secretary: Associate Director of Student Affairs

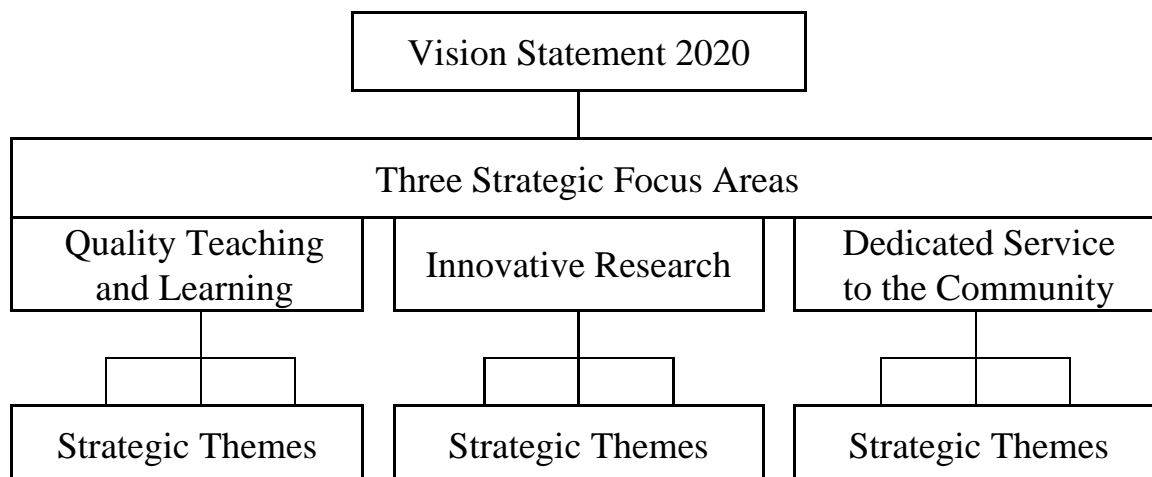
### **Terms of Reference**

- (a) To formulate general policies on the utilisation of scholarships to encourage and reward students' achievement of academic excellence as well as whole person development.
- (b) To formulate general policies and procedures governing the administration of awards and the selection of recipients.
- (c) To advise the Senate *via* the Student Affairs Committee and/or senior management on the need to set up new scholarships for specific purposes.



**HONG KONG BAPTIST UNIVERSITY**

***Vision 2020: Strategic Themes and Actions***



By the year 2020, the University will be the best regional provider of whole person education inspired by:-

- Quality teaching and learning;
- Innovative research; and
- Dedicated service to the community.

***Quality Teaching and Learning***

- We will produce graduates who:-
  - have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge (KNOWLEDGE);
  - are able to think critically and creatively (THINKING);
  - are independent, lifelong learners with an open mind and an inquiring spirit (LEARNING);
  - have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently (COMMUNICATION);
  - have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life (SKILLS);
  - are responsible citizens with an international outlook and a sense of ethics and civility (CITIZENSHIP); and

- are ready to serve, lead and work in a team, and to pursue a healthy lifestyle (TEAMWORK)

(a) Strategic Theme No. 1 – Enhancement of quality assurance for teaching and learning

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• Continuous improvement in curriculum quality</li> <li>• Quality assurance mechanism enhanced for linking objectives and outcomes in teaching and learning</li> <li>• Committee structure for quality assurance and curriculum monitoring and review processes enhanced</li> <li>• Improvement of teaching quality through staff development</li> </ul>	<ul style="list-style-type: none"> <li>• Update and enhancement of curriculum</li> <li>• Participation rates in teaching evaluation (TE) and the TE scores</li> <li>• Improved committee structure for quality assurance</li> <li>• Improved set of curriculum monitoring and review processes</li> <li>• Teaching staff development activities undertaken in accordance with staff appraisals</li> <li>• QAC results</li> </ul>

(b) Strategic Theme No. 2 – Provision of best added value to HKBU students through excellent teaching and learning environment

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• High student satisfaction in learning</li> <li>• Improved proficiencies of English and Putonghua of HKBU students</li> <li>• Improved employability of HKBU students</li> <li>• Student learning outcomes measured</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction survey results</li> <li>• Comparison of entry and exit IELTS and COPA scores</li> <li>• Graduate employment survey results</li> <li>• A set of effective measures on student learning outcomes</li> </ul>

(c) Strategic Theme No. 3 – Improvement in attractiveness and agility of HKBU programmes for recruitment of high quality students

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• Increased intake of high quality students</li> </ul>	<ul style="list-style-type: none"> <li>• Number of applications for HKBU programmes</li> <li>• Overall average admission scores</li> <li>• Percentage of Band A applications to total applications</li> <li>• Relativity of admission scores of individual programmes to other sister institutions</li> </ul>

***Innovative Research***

We will conduct research that:-

- is at the forefront of selected fields;
- is internationally competitive;
- has significant impact on society;
- is supportive of teaching and learning; and
- encourages interdisciplinary collaboration.

(a) Strategic Theme No. 4 – Promotion of research culture which sharpens research performances

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• Each academic staff is an effective researcher who submits research proposals on a regular and ongoing basis</li> <li>• Staff who are good at teaching and service but do little research are encouraged to develop their career on teaching/professional track</li> <li>• Good teachers on teaching/professional track are well recognised</li> </ul>	<ul style="list-style-type: none"> <li>• Competitive research grant results</li> <li>• Research Assessment Exercise (RAE) results</li> <li>• Number and impact of refereed (or similar) publications</li> <li>• Number of HKBU staff on teaching/professional track recognised for excellence in teaching</li> </ul>

(b) Strategic Theme No. 5 – Establishment of a critical mass of research talents

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>● A group of world renowned researchers recruited</li> <li>● 20-60 Research Assistant/ Associate Professors recruited</li> <li>● Research centres and institutes are reviewed and revitalised as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Competitive research grant results and number of shortlisted Area of Excellence projects</li> <li>● RAE results</li> <li>● Number and impact of refereed (or similar) publications</li> <li>● Media exposure of HKBU research outcomes</li> <li>● Number of active research institutes and centres</li> </ul>

(c) Strategic Theme No. 6 – Promotion of interdisciplinary research and theme-based research

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>● Institute of Creativity established as a high-power think tank to inspire the University community</li> <li>● Institute of Interdisciplinary Studies established to promote interdisciplinary research</li> <li>● Research themes that HKBU has its niche identified, which include areas related to:- <ul style="list-style-type: none"> <li>◆ Health</li> <li>◆ Environment</li> <li>◆ Contemporary China issues</li> <li>◆ Cross-cultural studies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Number, scale and impact of groundbreaking researches</li> <li>● Number, scale and impact of researches performed on interdisciplinary basis</li> <li>● Number, scale and impact of theme-based researches performed</li> <li>● Competitive research grant results</li> <li>● RAE results</li> <li>● Media exposure of HKBU research outcomes</li> </ul>

## *Dedicated Service to the Community*

- We will provide service that meets community needs, in particular service that:-
  - facilitates knowledge transfer to diverse sectors of society;
  - enhances the well being of society; and
  - promotes sustainable growth.

(a) Strategic Theme No. 7 – Proactive contribution to community through knowledge transfer

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• Improvement in health services to the community</li> <li>• Significant projects, in particular on the arts and cultural areas, undertaken to collaborate with Government or other major stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of a first-rate Chinese medicine teaching hospital</li> <li>• Number, scale and impact of community projects undertaken</li> </ul>

(b) Strategic Theme No. 8 – Identification of community needs for matching with HKBU strengths to increase contribution to the community

Intended Outcome(s)	Key Performance Indicator(s)
<ul style="list-style-type: none"> <li>• Increased influence in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Media exposure of HKBU and its staff</li> <li>• Number of high-level committees served</li> <li>• Number of significant consultancies provided to the community</li> <li>• Number of students serving the community through internship and job placement</li> <li>• Number of trainers trained</li> </ul>

**HONG KONG BAPTIST UNIVERSITY****Personnel Office****Memorandum**

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To: Deans and Heads of Departments/Offices  
Directors of Centres/Institutes/Units

Date: 28 February 2011

From: Karen Chan  
Director of Personnel

Ref: DP/P11/B16/08(M)

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**Personnel Office Circular No. 4/2011 —**  
**Performance-based Reward System for Academic/Teaching Staff:**  
**Enhancing the Performance Management Process**

Arising from the Quality Assurance Council (QAC) Audit and an “internal audit exercise” conducted by the University’s Internal Audit Office, the Staff Affairs Committee (SAC) has considered and recommended a number of measures to enhance the Performance Management Process of Academic/Teaching Staff in May 2010. Since the recommendations would have an impact on the current practices of Deans/Heads and academic/teaching staff, all the Deans were consulted in the first instance in June 2010, and then Heads of Departments/Divisions and all academic/teaching staff in the months of September to November 2010. The opportunity has also been taken to solicit feedback on the other areas of the Performance Management Process.

2. On the basis of the positive feedback collected from Deans/Heads and academic/teaching colleagues on the recommended enhancement measures, the SAC has, at its recent meeting held in January 2011, approved all the enhancement measures for implementation with effect from 1 September 2011. At the same time, to address staff concerns expressed during the consultation process, the SAC also advised that there is the need to strengthen the role of Heads of Departments as “academic leaders” and provide them with better support in conducting the “annual review”, with appropriate feedback to colleagues on their performance and development needs.

3. To recap for colleagues’ easy reference, I enclose herewith an extract of the QAC Report at Attachment 1; and set out below the six “enhancement measures” approved by the SAC for implementation with effect from 1 September 2011:

- (a) To implement QAC Recommendation 5, all Faculties/Schools will henceforth ensure that all academic/teaching staff will go through an “annual review” which essentially comprises the two steps of: (i) submitting an Annual Activity Report (AAR) with the Head of Department; and (ii) meeting with their Heads of Departments on an annual basis.
- (b) To build a stronger link between “annual review” and the “University’s performance expectations” and “identification of staff development needs”, the suggested format of the Annual Activity Report will be revised to include the following sections: (i) Head’s comments on whether the staff has met the Department’s performance expectations; (ii) Staff will indicate development activities undertaken during the year and whether these activities have fulfilled last year’s professional development plans, if any; and (iii) Head will also identify staff development needs, and if appropriate, agree on development plan for the next year with the staff concerned. A suggested format is given in Attachment 2.
- (c) To ensure appropriate follow-up actions, all Heads of Departments/Divisions will henceforth report the result of the “annual review” process to the Dean and discuss follow-up actions; and the Deans will report the result of the “annual review” process of the entire Faculty/School, to the Vice-President (Academic) (or in the case of the SCE, to the President & Vice-Chancellor), and discuss follow-up actions.

- (d) To ensure appropriate follow-up actions for substantiated staff who have received a performance rating of “Threshold in any two of the three areas of Teaching, Scholarly Work and Service”; or “Unacceptable in any one of the three areas” in the Triennial Formal Feedback Exercise conducted by the Faculty/School Review Panels, the Dean will report these cases to the Vice-President (Academic) and it should be specified that these cases will be brought up for review again in the next year.
- (e) The Personnel Office will assist the Vice-President (Academic) and the Deans in devising plans for appropriate follow-up actions of the “annual review” process and the Triennial Formal Feedback Exercise, including but not limited to channeling relevant development needs to the Centre for Holistic Teaching and Learning (CHTL) for the design of relevant and appropriate courses to enhance the teaching quality of academic/teaching staff.
- (f) To build a stronger link between salary adjustment and performance, all Faculties/Schools will provide performance ratings for staff who are recommended for salary adjustment.

4. In response to staff concerns raised during the consultation process, the SAC has also advised that there is the need to adopt some corresponding measures to facilitate smooth implementation. While the following suggestions/advice are intended to address the major concerns expressed, the Personnel Office will continue to work with all Deans/Heads and all academic/teaching colleagues on the other concerns, which are now summarized in Attachment 3.

- (a) On the workload involved in conducting the “annual review” and “annual consultative meeting” with all staff colleagues in the Department, SAC advised that Heads of large Departments could consider, in consultation with the Deans concerned, ***appropriate delegation of responsibility*** to some senior academic colleagues within the Department, and/or members of the Departmental Panel, with the Annual Activity Report countersigned by the Head of Department.
- (b) On the concern of some Heads of Departments in providing feedback to colleagues on their performance and staff development needs, SAC advised that there is the need to ***strengthen the role of Heads of Departments as “academic leaders”*** who are expected to ensure quality in the offering of academic programmes as well as teaching and research quality in the Department, and to provide better support to them in acquiring the skills needed to conduct the “annual review meetings” with academic/teaching colleagues, through appropriate sharing sessions/forums/development workshops, etc. on a regular and annual basis.
- (c) On a better link between “annual review” and “staff development needs”, ***CHTL will be invited to devise a framework for the provision of different courses in teaching and learning to academic/teaching staff at different stages of their career development***, to facilitate both Heads of Departments and the colleagues to identify appropriate development courses for themselves.
- (d) To facilitate the annual reporting process, there is the need for the Personnel Office to provide ***a standard template***, to enable Deans/Heads to complete the process with ease.

5. The Personnel Office is now in the process of revising the relevant sections of the Performance-based Reward System Manual for Academic/Teaching Staff to incorporate the changes and provide better guidance to the entire Performance Management Process. In the meantime, I would appreciate it very much if you could assist in circulating this Personnel Office Circular to all academic/teaching colleagues in your Faculty/School/Academy for their information. Should you have any questions on the above, please feel free to contact colleagues in the Personnel Office who serve your Faculty/School/Academy. Thank you very much for your support in advance.

Karen Chan  
Personnel Office

Encs.  
c.c. President & Vice-Chancellor  
Vice-Presidents and Associate Vice-Presidents  
All Staff (via e-announcement)

**Extracted from the Quality Audit Report of HKBU issued by the Quality Assurance Council in September 2009**

**Staff Induction, Development and Performance Management (p. 21)**

- 11.5 Performance Management through a performance-based reward system has been in place for a decade and is underpinned by a series of personnel policy documents and guidelines. Academic/teaching staff are required to document their teaching performance in an Annual Activity Report. This should then be discussed with the Head of Department, who should provide feedback on continuous professional development. Although this formal review takes place annually across the University, discussion of an individual's Annual Activity Report does not appear to be effectively linked to the University's expectations of staff performance nor to identifying their development needs.
- 11.6 Policies and guidance exist for the annual promotions exercise, and staff appear to be clear about the criteria for promotion and the importance placed on good teaching performance. Policies and procedures also exist for the evaluation of staff's performance (including the use of TE results for academic/teaching staff) in connection with performance reviews, contract renewals, salary increments and substantiation of appointment. The Vice-Presidents are formally appraised every 1.5 years, and there is a formal major comprehensive and extensive review for the three-year contract renewal. Deans and Heads of Department are evaluated formally each year.

**Recommendation 5:**

**The QAC recommends that all academic and teaching staff be formally appraised annually in accordance with HKBU's personnel policy guidelines and procedures; and that the University's expectations of performance be linked effectively with the identification of staff development needs.**



**HONG KONG BAPTIST UNIVERSITY**  
Faculty/School of \_\_\_\_\_

Strictly Confidential

PERS/AAP/F1

**Annual Activity Report for Academic/Teaching Staff**

(for the Year \_\_\_\_\_ to \_\_\_\_\_)

The purpose of the Annual Activity Report is to help colleagues document their performance evidences in a systematic manner on a regular basis, self-reflect on performance and plan for future improvements/development. Please refer to Guidance Notes on the Preparation of the Annual Activity Report, pp. 65 – 69 (Annex III of the Manual on New Pay and Reward Structure – Performance-based Reward System for Academic/Teaching Staff).

**PART I: Personal Particulars of Staff**

Name: _____	Department/ Division: _____
Post Title: _____	Date of Appointment to Present Post: _____

**PART II: Record of Performance (to be completed by staff)**

- A. What is your contribution to teaching in the past year and do you have any future plans to improve teaching?**
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- 
- B. For Academic Staff: What is your contribution to scholarly/creative/professional work in terms of output in the past year and do you have any future plans to improve output in this area? OR**  
**For Teaching Staff: Have you participated in any scholarly/creative/professional activities in the past year and do you have any future plans to improve participation in these activities to keep abreast of latest development in your field?**
- 
- 
- 
- 
- 
- 
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- 
- 
- 
- C. Have you made a contribution to service to Department/Faculty/University/Profession/Community in the past year and do you have any future plans to contribute more in this area?**
- 
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- 
- 
- D. Have you undertaken any development activities in the year, and whether these activities have helped you in your work performance and fulfilled last year's plans?**

**PART III: Comments/Feedback (to be completed by the Head of Department/Departmental Panel)**

**A. Please give your advice on whether the staff concerned has met the Department's performance expectations in teaching, scholarly/creative/professional work/activities, and service:**

**B. Please give your advice on how the staff concerned can enhance his/her performance and develop himself/herself better in teaching/scholarly work/service:**

**C. Annual review meeting was held on \_\_\_\_\_ (dd/mm/yy)**

**During the meeting, the following were discussed and if there is any development plan discussed and agreed upon, please specify here for next year's reference:**

**PART IV: Staff's Response to the Head/Departmental Panel's Comments, if any**

Noted and signed by:

\_\_\_\_\_  
Staff Member  
(Name in block: \_\_\_\_\_ )

\_\_\_\_\_  
Head of Department  
(Name in block: \_\_\_\_\_ )

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*Note: In the event that the staff member concerned is a Head of Department/Dean, the form should be signed by the relevant Dean/Vice-President (Academic).*

**HONG KONG BAPTIST UNIVERSITY**

**Performance Management Process of Academic/Teaching Staff  
under the New Pay and Reward Structure**

**Summary of Feedback from Deans/Heads and Academic/Teaching Staff**

The summary contains feedback collected from the Deans' Briefing held on 17 June 2010, consultation visits to various Faculties/Schools during the months of October and November 2010 and written comments from respective Faculties/Schools.

*Recommendation 1 - To implement QAC Recommendation 5 that all academic/teaching staff be formally appraised annually in accordance with HKBU's personnel policy guidelines and procedures, Faculties/Schools will henceforth require all academic/teaching staff to go through an "annual review", which essentially comprises the two steps of: (i) submitting an AAR with the Head of Department; and (ii) meeting with their Heads of Departments on an annual basis.*

**Major Points of Staff Feedback:**

- Academic/teaching colleagues are in general aware that the key features of the current performance management process have already been put in place since 1999. They understand the need to enhance the performance management process in order to implement the recommendations of QAC.
- It was already the general practice of academic/teaching colleagues to submit an AAR and most Heads of Departments would also meet with their contract staff to provide feedback on performance on an annual basis or on a need basis.
- Colleagues found face-to-face meetings between the Head and staff very useful and constructive as it provided a formal channel to communicate and offer timely feedback and encouragement.
- Some colleagues suggested that it should be more explicitly stated that all Heads of Departments should file their AAR with Deans and meet with Deans annually; while Deans should file their AAR with the VPA and meet with the VPA annually.
- Some Department Heads expressed the views that more time would have to be spent on meeting with colleagues annually and on advising areas for improvement which would significantly increase their workload.
- It was commented that the emphasis on the appraisal or review side was not consistent with the terms and the spirit of AAR. Some colleagues wondered if it would turn out to be a managerial monitoring measure rather than a demonstration of support extended to academic/teaching staff.

*Recommendation 2 - To build a stronger link between "annual review" and the "University's performance expectations" and "identification of staff development needs", the suggested format of the Annual Activity Report will be revised to include the following sections:*

- *Head's comments on whether the staff has met the Department's performance expectations;*
- *Staff will indicate development activities undertaken during the year and whether these activities have fulfilled last year's professional development plans, if any;*
- *Head will also identify staff development needs, and if appropriate, agree on development plan for the next year with the staff concerned.*

**Major Points of Staff Feedback:**

- Colleagues hoped that the University could provide more resources and support in staff development, particularly in the areas of teaching and research. Without adequate support,

colleagues were worried that the development burden would be placed on the staff in realizing the development plan.

- Colleagues considered it important to indicate whether the development need is for personal development or for remedial action.
- Colleagues would like to know what kind of development activities would be counted as professional development, for instance, whether language courses and conference attendance would be considered as professional development.
- Some colleagues would like to know the possible consequences if they were not able to fulfill the agreed development plans and they were worried that their Heads of Departments might not accept their reasons for not being able to fulfill the development plans.
- Some Heads of Departments expressed difficulties in writing down explicitly the areas for improvement/development for staff as they considered themselves more or less equal with their colleagues.
- There was also the concern that the requirement of suggesting areas for improvement/development would create tension between Heads of Departments and colleagues because colleagues may perceive suggested areas for improvement/development as negative feedback on their performance.

#### **Specific Comments on the Format of the AAR:**

- As most Faculties/Schools had already adopted the suggestion of forming Departmental Panels to assist in the performance management process, it was suggested that “Departmental Panel” be added, where appropriate, after Heads of Department in relevant sections of the PBRs Manual and the Sample Form of the AAR.
- In connection with the suggested addition of incorporating “staff development plans” in the Feedback Column of the Sample Form of the AAR, it was suggested that the wording be appropriately modified to allow for some flexibility in reaching an agreement with the staff concerned.
- Colleagues welcomed the new addition of Part IV on the AAR which allowed staff to respond to the Head’s comments. On the other hand, it was opined that there was no guarantee colleagues’ comments on the AAR would be looked at. There was suggestion to make it mandatory for the Dean or VPA to respond to colleagues’ comments.
- One Faculty suggested to remove from the suggested AAR form:
  - Part IID “Development activities undertaken in the year, and whether these activities have fulfilled last year’s agreed plans, if appropriate”
  - Part IIIA “Please comment on whether the staff concerned has met the Department’s performance expectations in teaching, scholarly/creative/professional work/activities, and service”
  - Part IIIB “Please identify areas for improvement and any development needs of the staff concerned”

***Recommendation 3 - To ensure that appropriate follow-up actions will take place for cases where staff do not perform up to expectations and/or where staff’s development needs have been identified in the “annual review” process, the Head of Department will henceforth report the result of the “annual review” process to the Dean and discuss follow-up actions; and the Dean will report the result of the “annual review” process of the entire Faculty/School to the Vice-President (Academic) (or in the case of the SCE, to the President & Vice-Chancellor), and discuss follow-up actions.***

#### **Major Points of Staff Feedback:**

- Colleagues would like to know how the annual review results would be reported to the Deans and VPA. It was suggested that the report format would be in the form of a summary table, simple and use-friendly for Heads/Deans to fill in.

- One Faculty suggested that for cases where staff members did not perform up to expectations, advice for follow-up actions could take place at the Faculty Review Panel and only staff development needs which require action at the University level will be reported to the VPA with no reporting of individual cases.
- One Head of Department considered this the most difficult recommendation as most of the supervisors would not want to be the “bad guy” to report to the Dean that a certain colleague did not meet performance expectations. Sometimes, a staff was weak in one area but was satisfactory in other areas. If the Head concluded that the colleague under review did not meet the performance expectations, the colleague would defend his or her positions by all means. This would create arguments with staff.
- For best practices in performance management, colleagues with trouble should be given verbal/written warning in advance before the annual review is due.

***Recommendation 4 - To ensure that appropriate follow-up actions will take place for cases where substantiated staff have received a performance rating of “Threshold in both Teaching and Scholarly Work” or “Unacceptable/Below Standard in either Teaching or Scholarly Work” in the Triennial Formal Feedback Exercise conducted by the Faculty/School Review Panels, the Dean will report these cases to the Vice-President (Academic) and it should be specified that these cases will be brought up for review again in the next year.***

**Major Points of Staff Feedback:**

- The Deans proposed to take into consideration staff’s performance in “Service” that substantiated staff who have received a performance rating of “Threshold in any two of the three areas of Teaching, Scholarly Work or Service” or “Unacceptable in either one of the three areas” should be reported and reviewed again in the next year.
- Some colleagues commented that it might be too soon for staff members performing below standard to be reviewed again in the next year as they would not be informed of the result of the Triennial Formal Feedback until very late.

***Recommendation 5 - The Personnel Office will assist the Vice-President (Academic) and the Deans in devising plans for the appropriate follow-up actions of the “annual review” process and the Triennial Formal Feedback Exercise, including but not limited to channeling relevant development needs to the Centre for Holistic Teaching and Learning for the design of relevant and appropriate courses to enhance the teaching quality of academic/teaching staff.***

**Major Points of Staff Feedback:**

- Colleagues welcomed the idea of the University to design and provide appropriate courses to enhance their teaching quality.
- The role of the Centre for Holistic Teaching & Learning (CHTL) in the review process should be carefully considered. CHTL could help to develop programmes (if requested) at the initiative of staff members/Heads/Deans.
- There are two distinctive elements in teaching effectiveness: pedagogy and subject contents. Pedagogy can be effectively addressed by the CHTL. Subject contents are better addressed by the Department.
- More staff development seminars for demonstrating exemplary cases in teaching, research and service could be provided.
- The University should provide additional support to improve the research of under-performing researchers.

***Recommendation 6 - To build a stronger link between salary adjustment and performance, all Faculties/Schools are advised to provide performance ratings for staff who are recommended for salary adjustment.***

***Major Points of Staff Feedback:***

- Most Faculties/Schools have already been providing performance ratings for staff recommended for salary adjustment. The remaining two Faculties/Schools have also recently started to provide performance ratings to justify the percentage of salary adjustment.
- One Head mentioned that the disparity in salary adjustment between excellent performers and good performers was small. The University should provide the Deans with information of the disparity in other Faculties/Schools, and encourage them to reward colleagues according to performance.

***Other Comments***

***Review Criteria/Standard:***

- Colleagues would like to see clearer differentiation in performance review criteria between academic staff and teaching staff. Some mentioned difficulty in differentiating between “contribution” to scholarly/creative/professional work and “participation” in scholarly/creative/professional activities.
- Colleagues would like to see more specific criteria against which they can measure their performance. Teaching performance can be measured by teaching evaluation results. As for service and research, there are no concrete dimensions to follow. Benchmarks for performance in teaching, research and service should be set and agreed by staff in advance for the purpose of performance rating.
- The performance review criteria should not be quantitative only (e.g. How many journal articles? Are they journals on the list of SSCI? TE scores?). Instead, they should be holistic, taking into account both quantitative and qualitative data, and comparable across departments within the Faculty/School.
- There should be a stronger link between the review criteria and the University’s performance expectations as well as the department’s performance expectations.

***Electronic Information System:***

- Colleagues suggested the University to develop a **central information system** for storing their review data so that similar information could be easily retrieved for various purposes. To save time, paper as well as administrative efforts, it was also suggested to consider adopting an **e-appraisal system** in the annual review process.

**HONG KONG BAPTIST UNIVERSITY**

**Centre for Holistic Teaching and Learning (CHTL)**

**Work Plan**

**Long Term Vision and Operational Plan for the Coming Years**

In April 2010, Senate approved the establishment of the Teaching and Learning Policy Committee (TLPC) in accordance with the Action Plan submitted to the UGC in response to the QA Audit Report. The ambit of the TLPC is to formulate policies to promote and enhance teaching and learning in the University, and to monitor and review the implementation of those policies. The e-Learning Committee, the Teaching Development Grant Panel and the OBTL Task Force are subsumed into TLPC, giving them a clear reporting line and accountability. The CHTL will support the work of the TLPC by serving as its “executive arm”. Hence, the work of the CHTL is further focussed on the enhancement of teaching and learning at the University.

**Outline of Work Plan**

***OBTL***

1. Goal – OBA integrated into the curriculum and normal T&L activities
2. HKBU Graduate Attributes – reference point
3. Tasks:
  - Secretariat for TLPC (and servicing for its sub-committees: TDG Panel, OBTLTF)
  - Documentation for OBTL
  - Formative Review Exercise
  - Continuing and enhancing Teaching And Learning Experience Sharing (TALES) seminar series
  - Faculty Professional Development Series (FPDS)
  - New academic staff orientation — in collaboration with the Personnel Office
  - New student orientation — University Life workshops.

### ***General Education***

1. Goal – Smooth transition of GE into the 4-year curriculum
2. Tasks:
  - Assist in the piloting of approved GE courses in September 2010
  - QA process for the entire GE programme — assessment of early GE implementation — in collaboration with the General Education Office.

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### ***e-Learning***

1. Goal – Using e-learning as a tools for OBTL to enhance student learning, implementation of the e-Learning Strategy of the University
2. Tasks:
  - e-Learning Committee
  - Hardware and network management stay with ITO
  - CHTL - Additional functions and features to support student learning, not just for course materials repository, e-Learning to support OBTL
  - Functions of interest — e.g., Academic Integrity, Lecture Capture.

### ***WPE***

1. Goal – continue successful existing WPE initiatives and add new ones; all projects should adopt OBTL to be in line with current curriculum development.
2. Tasks:
  - Select successful existing programmes for continuation
  - Website – for better information dissemination and participants application;
  - Institutionalised/Systematic alignment of student learning initiatives with *HKBU Graduate Attributes* — in collaboration with the Office of Student Affairs and International Office.



A proposal for a  
Structured Faculty Professional  
Development Series at HKBU –  
*“OBTL @ HKBU leveraged on e-Learning”*

Version 2.1

Proposed by

Centre for Holistic Teaching & Learning

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## Introduction

“ ‘Teaching quality and staff development’ is one of the eleven common focus areas of the UGC academic quality audit. Four quality audit reports have been published so far and the audit panels identified several good faculty development practices at local universities.

For example, the Panel commended CUHK for running a mandatory professional development course entitled “Becoming an Excellent Teacher” for new junior staff and customized training for research students with teaching duties. The effort of HKU in offering successful staff educational development programmes was also highly recognized by the Panel. All newly appointed teaching staff at HKU are required to attend a one-day induction programme offering knowledge and strategies on teaching at HKU. A 3-day teaching and learning course focusing on OBTL is compulsory for newly appointed Assistant Professors with less than two years teaching experience.

[At] a number of overseas universities, there is a tendency to formalize faculty development guidelines and policies. They provide a range of training and support to staff of different teaching backgrounds. Some institutions require newly appointed staff without prior teaching qualification to attend a certificate programme in education.” [1]

To meet similar challenges at Hong Kong Baptist University (HKBU), the Centre for Holistic Teaching and Learning (CHTL) is proposing a structured faculty professional development series on the theme of “*OBTL @ HKBU leveraged on eLearning*”. This faculty professional development series is designed to meet the needs of continued faculty professional development at HKBU and complements well to the *Teaching and Learning Experience Sharing (TALES)* seminar series currently offered by CHTL. The proposed faculty professional development series also have built-in incentives to facilitate faculty participations and to encourage faculty towards further professional self-development and life long self-learning.

## **The Faculty Professional Development Series**

The proposed Faculty Professional Development Series comprised of 10 fortnightly workshops, each lasting for 3 hours, which are scheduled across an academic semester at HKBU.<sup>1</sup> The whole workshops series comprised of 30 hours of professional development for HKBU faculty on teaching and learning. These workshops are run once on both academic semesters, so that faculty who missed out on a workshop in the first semester can have the opportunity to participate in the same/comparable workshop during the second semester.

These workshops are on selected topical and practical topics of ‘how to implement OBTL at HKBU with the use of eLearning technologies’.<sup>2</sup> The focus of the workshops is not on the technology but rather on engaging teaching and learning activities and criterion based assessments for better students’ learning, leveraged on eLearning technologies at HKBU. These workshops are also developed to address the frequent demands from faculty for professional development workshops “practical pedagogies” that can help them in their daily class teachings and to better engage their students in learning.

Participants who have successfully completed any 8 out of 10 workshops and successfully completed a prescribed final assignment can apply for possible exemption from one postgraduate unit (6 credit units), should they wish to further their studies in the Graduate Diploma in Professional Studies / UWA Master in Education<sup>3</sup> offered by the Graduate School of Education (GSE), University of Western Australia (UWA).

### ***Aim and Objectives***

The aim of this Faculty Professional Development Series is to provide a structured series of professional development workshops for teaching faculty at HKBU<sup>4</sup> on the theme of ‘how to implement OBTL at HKBU with the use of eLearning technologies’. These workshops are designed to be modular such that faculty can directly “take away” useful, practical skills from each workshop<sup>5</sup>, while completion of the entire series will equip the participants with a more complete set of tools and skills in implementing OBTL at HKBU leveraging on eLearning technologies.

There are also further incentives for faculty to complete the entire workshops series, where:

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<sup>1</sup> Also referred to as “workshops series” in this proposal.

<sup>2</sup> The current BU elearning platform is based on Moodle but the proposed workshops can be equally well applied to other Learning Management Systems like BlackBoard etc.

<sup>3</sup> Currently also offered with HKBU’s School of Continuing Education.

<sup>4</sup> This workshops series can also be applicable for teaching faculty of other institutions, including but not limited to, United International College, Zhuhai and Hong Kong secondary schools.

<sup>5</sup> So that faculty does not need to attend the entire series to start benefiting from these workshops.

1. The workshops series will be delivered on both semesters of an academic year, so that faculty who missed out on workshops in one semester can make up for those in the other semester.
2. On completion of any 8 out of 10 workshops series (totalling 24 hours), participant can choose to complete and submit a final assignment. Successful completion of this assignment will grant the participant possible exemption from the postgraduate unit (6 credit units), should they wish to further their studies in the Graduate Diploma in Professional Studies / UWA Master in Education offered by the Graduate School of Education (GSE), University of Western Australia (UWA). This provides the successful participants with incentives for further life long self-learning and professional self-development in the area of teaching and learning.

The objectives of this programme are:

1. Participants will be better equipped to make use of eLearning technologies to complement their teaching repertoire to better engage their students in learning and to further implement OBTL in their teaching and learning activities, within and outside of class room teachings.
2. Participants will be better equipped to design more engaging and participatory OBTL teaching and learning activities for their students leveraged on eLearning technologies wherein the additional workload can be better mitigated and well managed.

### ***Faculty Professional Development Series Intended Learning Outcomes (FPDS-ILOs)***

At the completion of this workshops series, the participants should be able to:

1. Articulate the applications of different engaging OBTL pedagogies leveraged on eLearning technologies.
2. Articulate the appropriateness of different e-assessment strategies for assessing students' learning within an OBTL context.
3. Critically and/or creatively use different eLearning technologies to engage their students in learning with an OBTL based approach.
4. Critically and/or creatively assess the performances of their students using e-assessment methods with criterion-based rubrics.
5. Adapt and adopt current, and emerging, eLearning technologies and OBTL pedagogies into their teaching repertoire.
6. Comply with the law and be ethical in the use of eLearning resources.
7. Work effectively with other stake owners of T&L and eLearning technologies.

## FPDS-ILOs to HKBU Graduate Attributes (HKBU GAs) Mapping

	HKBU GA 1 KNOWLEDGE	HKBU GA 2 THINKING	HKBU GA 3 LEARNING	HKBU GA 4 COMMUNICATION	HKBU GA 5 SKILLS	HKBU GA 6 CITIZENSHIP	HKBU GA 7 TEAMWORK	Total GAs addressed by this FPDS-ILO
FPDS-ILO 1	√			√				2
FPDS-ILO 2	√			√				2
FPDS-ILO 3	√	√			√			3
FPDS-ILO 4	√	√			√			3
FPDS-ILO 5			√					1
FPDS-ILO 6						√		1
FPDS-ILO 7							√	1
Total FPDS-ILOs addressing this GA	4	2	1	2	2	1	1	

## ***FPDS Co-ordinator***

Dr Eva Wong, *Director of CHTL*

## ***FPDS team***

### **Instructors**

Dr Alfred Tan, *Senior Teaching and Learning Officer, CHTL*

Dr Theresa Kwong, *Senior Teaching and Learning Officer, CHTL*

Dr Yelin Su, *Teaching and Learning Officer, CHTL*

Suitable academics to be engaged from Graduate School of Education, University of Western Australia and other reputable institutions.

### **Teaching Assistants**

Mr Kendall Yan

Mr Samson Ng

Mr Tomson Xu

Miss Sophie Cheng

### ***Delivery Mode***

The workshop series will be delivered via face-to-face workshops or via video teleconference, or both.

### ***Target audience***

Both part-time and full-time faculty members (new and ongoing)<sup>6</sup>, teaching assistants, postgraduate students with teaching responsibilities and academic administrators are welcomed to attend these workshops for their respective professional development in teaching and learning.

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<sup>6</sup> At both tertiary and secondary institutions.

## Curriculum Design

This Faculty Professional Development Series is comprised of 10 fortnightly workshops, each lasting for 3 hours, which will be delivered across a full academic semester schedule. The topic of each workshop, their respective intended learning outcomes (ILOs) and teaching and learning activities (TLAs) are as follows<sup>7</sup>:

Workshop 1:	<b>“Outcome Based Teaching and Learning @ HKBU”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Examine what are the “action verbs” pertinent to different levels of learning that can be used to construct a succinct ILO.</li> <li>2. Explore the different learning models, such as Bloom’s Taxonomy and John Biggs’s Structure of Observed Learning Outcome (SOLO) taxonomy, and the contrast between these.</li> <li>3. Investigate how a TLA can facilitate the achievement of such “action verb” ILO/s.</li> <li>4. Appraise what forms of AMs can be used to assess the competency of students in their achievement of such “action” ILOs.</li> <li>5. Articulate on how the “Seven Principles for Good Practice in Undergraduate Education” by Chickering and Gamson can facilitate more engaging students learning in TLAs and AMs.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).</li> </ol>
Workshop 2:	<b>“Transformative e-Assessment: Moving beyond Multiple Choice Questionnaires”<sup>8</sup></b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Identify the types of e-assessment appropriate for their teaching practice.</li> <li>2. Compare and contrast between “Assessment of learning”, “Assessment for learning” and “Assessment as learning”.</li> <li>3. Articulate how diagnostic assessment can be used to inform their teaching and students’ learning.</li> <li>4. Calculate the workload implications of incorporating diagnostic and formative assessment in their teaching, and identify some practices that can mitigate these.</li> <li>5. Identify how much feedback can teachers provide to students on their responses to e-assessment tasks and suggest some practices that can assist in providing such feedbacks.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).</li> </ol>

<sup>7</sup> The workshops ordering herein is just an example. This ordering can differ in practice due to practical scheduling and logistic concerns.

<sup>8</sup> Adapted from a workshop on “e-Assessment” from [2].



Workshop 3:	<b>“Using the BU eLearning platform for Diagnostic, Formative and Summative Assessments with engaging pedagogies”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Differentiate between diagnostic, formative and summative assessments and how each can contribute to better students’ learning.</li> <li>2. Identify the different student engaging activities they can implement in the BU eLearning platform.</li> <li>3. Use different teaching and learning activities in the BU eLearning platform for diagnostic, formative and summative assessments of their student learning.</li> <li>4. Articulate and implement the “Seven Principles: Technology as Lever” in different teaching and learning activities in the BU eLearning platform for diagnostic, formative and summative assessments of their student learning.</li> <li>5. Create simple rubrics for diagnostic, formative and summative assessments of students’ learning in the BU eLearning platform.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1, 2 &amp; 4).</li> <li>3. Hands-on computer exercise on creating teaching and learning activities on the BU eLearning platform (addressing ILOs 3 &amp; 4).</li> <li>4. Group exercise on creating simple rubrics for assessments of teaching and learning activities on the BU eLearning platform (addressing ILO 5).</li> </ol>
Workshop 4:	<b>“Asynchronous forums, wikis, blogs and e-portfolios: Practical ways to engage student in learning with criterion based assessments”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Differentiate and contrast the possible use of forums, wikis and blogs as different student engaging activities they can implement in the BU eLearning platform.</li> <li>2. Implement a student e-portfolio journal using the activities in the BU eLearning platform.</li> <li>3. Articulate and implement the “Seven Principles: Technology as Lever” in different student engaging activities that they can implement in the BU eLearning platform.</li> <li>4. Articulate and implement both “Assessment for learning” and “Assessment as learning” in different student engaging activities that they can implement in the BU eLearning platform.</li> <li>5. Create simple rubrics for forums, wikis and blogs based assessments of students’ learning in the BU eLearning platform.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1, 3 &amp; 4).</li> <li>3. Hands-on computer exercise on creating a student e-portfolio journal on the BU eLearning platform (addressing ILOs 2 to 4).</li> <li>4. Group exercise on creating simple rubrics for assessments of teaching and learning activities on the BU eLearning platform (addressing ILO 5).</li> </ol>

Workshop 5:	<b>“Plagiarism, Turnitin, copyrights, references and referencing: What do you need to know on your BU eLearning platform.”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Identify different types of plagiarisms and acts of academic dishonesty.</li> <li>2. Use academic dishonesty deterrent tools such as Turnitin via the BU eLearning platform and Internet search engines.</li> <li>3. Use correct reference link and referencing in providing e-resources for students on the BU eLearning platform.</li> <li>4. Articulate the different copyrights issues behind the use of Turnitin and referencing of e-resources on the BU eLearning platform.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 4).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 &amp; 4).</li> <li>3. Hands-on computer exercise on using academic dishonesty deterrent leveraged on eLearning technologies (addressing ILO 2).</li> <li>4. Hands-on computer exercise on correct use of reference links and referencing on the BU eLearning platform (addressing ILO 3).</li> </ol>
Workshop 6:	<b>“Student-centred, engaging teaching and learning with lecture capture: Panopto@HKBU”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Identify different types of pedagogical use lecture capture for students’ learning.</li> <li>2. Use Panopto@HKBU for lecture capture.</li> <li>3. Articulate and implement the “Seven Principles: Technology as Lever” in their use lecture capture for students’ learning.</li> <li>4. Articulate and implement both “Assessment for learning” and “Assessment as learning” in different student engaging activities using lecture capture.</li> <li>5. Create simple rubrics for assessing students’ learning via lecture captures.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).</li> <li>3. Hands-on computer exercise on using the Panopto@HKBU system (addressing ILOs 2 to 4).</li> <li>4. Group exercise on creating simple rubrics for assessments of students’ learning using lecture capture technologies (addressing ILO 5).</li> </ol>
Workshop 7:	<b>“ Emerging eLearning technologies @ HKBU – mLearning, vodcasting, podcasting, blended learning and, learning via immersive 3D simulations and computer games”</b>
ILOs:	At the completion of this workshop, participants should be able to: <ol style="list-style-type: none"> <li>1. Identify different types of emerging eLearning technologies @ HKBU and how these can be leveraged to enhance students’ learning.</li> <li>2. Differentiate and contrast the effective use of these emerging eLearning technologies @ HKBU for students’ learning.</li> <li>3. Articulate the “Seven Principles: Technology as Lever” in their use of these emerging eLearning technologies @ HKBU for students’ learning.</li> <li>4. Articulate how “Assessment for learning” and “Assessment as learning” can be facilitated in their implementation of these emerging eLearning technologies @ HKBU for students’ learning.</li> </ol>

	5. Analyse a scenario where they can use one or more of these emerging eLearning technologies @ HKBU for students' learning in their teaching repertoire.
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).</li> <li>3. Case studies and role-play on different scenario of usage of eLearning technologies at HKBU (addressing ILOs: 1 to 5).</li> </ol>
Workshop 8:	" Learning Theories and Motivating Student Learning with Engaging Pedagogies"
ILOs:	<p>At the completion of this workshop, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify at least two learning theories;</li> <li>2. Explain what drives the motivation for learning;</li> <li>3. Articulate how engaging pedagogies can promote student learning with reference to learning theories;</li> <li>4. Propose an ILO and design an engaging TLA that can motivate student learning;</li> <li>5. Design an assessment rubric that authentically assesses students' engagement in learning (e.g. teamwork, peer learning, active learning, etc.).</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 5).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).</li> <li>3. Group exercise on creating simple rubrics for assessments of students' engagement in learning (addressing ILO 5)..</li> </ol>
Workshop 9:	"OBTL in Co-Curricular Learning (CCL): How to deliver effective CCL pedagogies leveraged on technology?"
ILOs:	<p>At the completion of this workshop, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss how OBTL is relevant to CCL;</li> <li>2. Articulate how constructive alignment between ILOs, TLAs and AMs can be achieved in CCL;</li> <li>3. Apply different pedagogies of learning (e.g. active learning, problem based learning, etc.) to CCL with/without the use of technology;</li> <li>4. Design simple rubrics on authentic assessment of students' learning in CCL.</li> </ol>
TLAs:	<ol style="list-style-type: none"> <li>1. Lecture with interactive class discussions (addressing ILOs: 1 to 4).</li> <li>2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 4).</li> <li>3. Group exercise on creating simple rubrics for assessments of students' engagement in CCL (addressing ILO 4).</li> </ol>
Workshop 10:	Special Topics in Teaching and Learning: (This workshop is reserved for invited expert speakers on a variety of relevant Teaching and Learning topics)
ILOs:	This will be suitably defined by the respective invited speaker with consultation with the FPDS Co-ordinator.
TLAs:	This will be suitably defined by the respective invited speaker with consultation with the FPDS Co-ordinator.

## Workshops to FPDS-ILOs Mapping

	FPDS-ILO 1	FPDS-ILO 2	FPDS-ILO 3	FPDS-ILO 4	FPDS-ILO 5	FPDS-ILO 6	FPDS-ILO 7	Total FPDS-ILOs addressed by this Workshop
Workshop 1	√		√				√	3
Workshop 2		√		√			√	3
Workshop 3	√	√	√	√			√	5
Workshop 4	√	√	√	√			√	5
Workshop 5						√	√	2
Workshop 6	√	√	√	√			√	5
Workshop 7	√	√	√	√	√		√	6
Workshop 8	√				√		√	3
Workshop 9	√		√	√	√		√	5
Workshop 10	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
<b>Total Workshops addressing this FPDS-ILO</b>	<b>7 + TBA</b>	<b>5 + TBA</b>	<b>6 + TBA</b>	<b>6 + TBA</b>	<b>3 + TBA</b>	<b>1 + TBA</b>	<b>9 + TBA</b>	

### ***Assessment Methods***

Within each workshop, there will be class discussions, workshop activities and hands-on training, where required. Participants are expected to take part in these teaching and learning activities. Feedbacks will be given on these formative assessments.

Should the participants wish to apply for possible credit exemption from one unit (6 credits) from either the UWA Graduate Diploma in Professional Studies / UWA Master in Education, then at the completion of any 8 out of 10 workshops in this series, the participant should submit a final assignment.

The final assignment requires the participant to either:

- a) (for participant who is a teaching academic): write a course syllabus for a course that they have taught before/ are now teaching/ will be teaching, wherein there are at least 3 course intended learning outcomes (CILOs) pertaining to three levels of learning for different cognitive domains according to established taxonomies of cognitive development such as the Bloom's Taxonomy or SOLO taxonomy. The course syllabus will have teaching and learning activities (TLAs) and assessment methods (AMs), constructively aligned to the CILOs and to each other. These TLAs and AMs must be leveraged on one or more eLearning technology. The submitted work must include one of these eLearning TLAs and the AM constructively aligned to this TLA. Both of these TLA and AM must be uploaded to an *url*, or the BU eLearning platform, communicated to CHTL, and accompanied by
  - a. The aforementioned course syllabus;
  - b. The assessment rubrics for the submitted AM;
  - c. A 2000 words essay explaining the learning theory, T&L pedagogy and rationale behind their submitted TLA and AM leveraged on eLearning.

**(This addressed FPDS-ILOs 1 to 7.)**

— or —

- b) (for participant who is not a teaching academic): write a course syllabus for a course that they have studied before/ can imagine be teaching, wherein there are at least 3 course intended learning outcomes (CILOs) pertaining to three levels of learning for different cognitive domains according to established taxonomies of cognitive development such as the Bloom's Taxonomy or SOLO taxonomy. The course syllabus will have teaching and learning activities (TLAs) and assessment methods (AMs), constructively aligned to the CILOs and to each other. These TLAs and AMs must be leveraged on one or more eLearning technology. The submitted work must include one of these eLearning TLAs and the AM constructively aligned to this TLA. Both of these TLA and AM must be uploaded to an *url*, or the BU eLearning platform, communicated to CHTL, and accompanied by
  - a. The aforementioned course syllabus;
  - b. The assessment rubrics for the submitted AM;
  - c. A 2000 words essay explaining the learning theory, T&L pedagogy and rationale behind their submitted TLA and AM leveraged on eLearning.

**(This addressed FPDS-ILOs 1 to 7.)**

The final assignment will be marked by CHTL with moderation from the Graduate School of Education (GSE), UWA.

## ***References for the Faculty Professional Development Series***

Chickering, A. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education, In *AAHE Bulletin*, March.

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Crisp, G. (2008). [Excerpt from] Raising the profile of diagnostic, formative and summative e-assessments. Providing e-assessment principles and disciplinary examples for higher education academic staff. In *ALTC Associate Fellowship Report*. University of Adelaide. <http://andy.services.adelaide.edu.au/moodle/course/><sup>9</sup>

Transforming Assessment. (2010). Rethinking assessment in a participatory digital world - Assessment 2.0. Australian Learning and Teaching Council Ltd. <http://www.transformingassessment.com/>

McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's Teaching Tips*. (12<sup>th</sup> Ed.). College Teaching Series: Wadsworth.

Further references will be provided by the relevant workshop instructor/s.

## **References for this proposal**

[1] HKBU Internal Publications. (2010). *Discussion Paper on Faculty Development Framework*. HKBU Teaching and Learning Policy Committee.

[2] Crisp, G. (2008). [Excerpt from] Raising the profile of diagnostic, formative and summative e-assessments. Providing e-assessment principles and disciplinary examples for higher education academic staff. In *ALTC Associate Fellowship Report*. University of Adelaide. <http://andy.services.adelaide.edu.au/moodle/course/><sup>10</sup>

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<sup>9</sup> Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

<sup>10</sup> Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

**HONG KONG BAPTIST UNIVERSITY**

**Graduate Attributes**

**Approved by Senate in September 2008**

An education at HKBU aims at developing all aspects of the whole person — intellectual, professional, moral, spiritual, cultural, social and physical. In particular, it aims to foster the following attributes among its graduates, who should:

- Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;
- Be able to think critically and creatively;
- Be independent, lifelong learners with an open mind and an inquiring spirit;
- Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;
- Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;
- Be responsible citizens with an international outlook and a sense of ethics and civility; and
- Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.

Further explanations on the web at <http://www.hkbu.edu.hk/chtl/ga>

**HONG KONG BAPTIST UNIVERSITY**

Please note that the enclosed is just a recommended Course Syllabus template. Within this template, the only consistency we wish to see across different implementations throughout the University is the CONTENTS (not format) of the three Outcome Based Teaching and Learning (OBTL) course-level components highlighted in the enclosed. As for the rest of the template, while the contents therein are recommended, their adoption and format is left to the discretion of respective academic units.

**OUTCOME-BASED TEACHING & LEARNING (OBTL)  
SAMPLE TEMPLATE FOR COURSE SYLLABUS  
WITH EXPLANATORY NOTES**

**1. COURSE TITLE**

**2. COURSE CODE**

**3. NO. OF UNITS**

**4. OFFERING DEPARTMENT**

**5. AIMS & OBJECTIVES**

Note: Aims and Objectives are more general than Learning Outcomes and they do not all need to be directly measurable (e.g. it would be all right to aim at ‘helping students to develop an awareness/understanding/appreciation of, or greater sensitivity/receptiveness to, something’ etc.). Objectives are specific intentions that indicate the steps to be taken to achieve our aims or goals as teachers. They indicate the teaching intentions and we can explain here the rationale for offering this course.

**6. COURSE CONTENT**

Note: Here we provide a list of topics or themes or subject matter to be covered by the course.



## 7. COURSE INTENDED LEARNING OUTCOMES (CILOs)

Note: CILOs are statements of what students are expected to be able to do as a result of studying this course. They are: expressed from the students' perspective, and in the form of action verbs leading to observable and assessable behaviour. It would be advisable not to have too many or too few CILO's – 3 to 6 outcomes would (in most cases) be optimal, and they should ideally include outcomes pertaining to knowledge, cognitive skills as well as mental attitudes (these are not neatly divisible and an outcome may straddle more than one of them). The CILOs should state the levels of understanding the students are expected to achieve for the different content topics, and together they serve as a kind of 'blueprint' for the teaching/learning activities and assessment methods. Also, ensure that the CILO's are consistent with the programme outcomes as well as *HKBU Graduate Attributes*.

Help web references for action verbs:

### **Bloom's taxonomy:**

<http://www.casdk12.net/ghs04/SRB/5-Curriculum/Blooms%20Taxonomy%20chart.pdf>

<http://www.nwlink.com/~Donclark/hrd/bloom.html>

### **SOLO's taxonomy:**

<http://www.learningandteaching.info/learning/solo.htm>

## 8. TEACHING & LEARNING ACTIVITIES (TLAs)

Note: This is partly similar to the old heading 'Teaching Methods', but with more focus on what activities students have to do to learn. A brief statement like 'lectures, tutorials, discussions' is not sufficient here. This section is supposed to show (i) **how** the teacher intends to achieve the CILOs, through what kinds of learning activities, and (ii) how these T&L activities **align** with the CILOs. (This alignment with the CILOs is crucial as documented evidence where the learning of all the CILOs is facilitated.)

## 9. ASSESSMENT METHODS (AMs)

Note: It is not sufficient just to say 'assignments, tests, final exam'. We need to furnish more concrete details about the nature of the assessments. AMs should **be aligned** with the appropriate CILOs to ensure that there is sufficient evidence to show that students have achieved the CILOs at the end of the course. (This alignment with the CILOs is crucial as documented evidence where the required competency of all the CILOs is assessed.)

## 10. TEXTBOOKS / RECOMMENDED READINGS

Note: Try to provide a practical and realistic (rather than overly comprehensive) list of readings. Remember also to update your references regularly.

**HONG KONG BAPTIST UNIVERSITY****OBTL Implementation Schedule**

<b>Action</b>	<b>Responsibility</b>	<b>Implementation/ Target Date</b>
<b><i>Development Phase</i></b>		
Preparation for the 4-year course syllabus document with clearly defined ILOs, TLAs and AMs	All teachers, with the assistance of the CHTL	Throughout 2010/11 and Senate approval in Jun 2011
Investigation and adaption of relevant and effective TLAs and/or AMs, develop mechanism for systematic feedback and evaluation (e.g. TE, FRE)	Some teachers, with the assistance of the CHTL	Throughout 2010/11
Consultation for the Assessment Policy – the framework	TLPC	Nov 2010 to Jan 2011
Initiate the discussion and development of assessment rubrics for common assessments used at programme/departmental level	OBTL Advocates with their respective colleagues, with the assistance of the CHTL	Semester 2, 2010/11
Drafting the first part of the assessment policy document, initial discussion at the TLPC and initial University wide consultation	TLPC, with an external consultant commissioned by the VPA	Feb to Apr 2011
Drafting the second part of the document, discussion at the TLPC and subsequently 1 <sup>st</sup> full draft for University-wide consultation	TLPC, with an external consultant commissioned by the VPA	Apr to Jun 2011

<b>Action</b>	<b>Responsibility</b>	<b>Implementation/ Target Date</b>
<b><i>Development Phase</i></b>		
2 <sup>nd</sup> full draft for University-wide consultation	An external consultant commissioned by the VPA and TLPC	Summer to early Oct 2011
Students given explanation of ILOs (in class or orientation)	All teachers	Summer and Semester 1, 2011/12
Pilot run of assessment rubrics for common assessments	Some teachers, with the assistance of the CHTL	Semester 1, 2011/12
Finalizing the assessment policy document for approval at the TLPC and Senate meetings	TLPC & Senate, with an external consultant commissioned by the VPA	Semester 1, 2011/12
University announcement – partial assessment policy implementation (if possible) in Semester 2, 2011/12 and full implementation in 2012/13	VPA	After Senate's approval in Semester 1, 2011/12
Preparing guidance notes, organizing training sessions to both students and colleagues, and for departments in drawing up departmental procedures in respective areas specified in the document.	AR, CHTL & all academic departments	Late Semester 1 and ongoing in Semester 2, 2011/12
<b><i>Implementation Phase and Review Process</i></b>		
Adoption of assessment rubrics in evaluating student performance and development of systematic feedback and evaluation mechanism on teaching and learning	All teachers	Semester 2, 2011/12

<b>Action</b>	<b>Responsibility</b>	<b>Implementation/ Target Date</b>
<b><i>Implementation Phase and Review Process</i></b>		
Review on (i) mechanism for systematic feedback and evaluation on teaching and learning and (ii) assessment rubrics for common assessments	All teachers, with the assistance of the CHTL	Semester 2, 2011/12 to Summer 2012
Full implementation of the assessment policy and criterion referencing model in assessment and honours classification	QAC, TLPC & Senate	2012/13
Mid-term review and review result for TLPC's and Senate's discussion	AR, CHTL, QAC, TLPC & Senate	End of Semester 1 to start of Semester 2, 2012/13
Annual review and review result for TLPC's and Senate's discussion	AR, CHTL, QAC, TLPC & Senate	Summer 2013 to start of 2013/14

### Acronyms

AM	Assessment Method
AR	Academic Registry
CHTL	Centre for Holistic Teaching and Learning
FRE	Formative Review Exercise
ILOs	Intended Learning Outcomes
QAC	Quality Assurance Committee
TE	Teaching Evaluation
TLAs	Teaching and Learning Assessments
TLPC	Teaching and Learning Policy Committee
VPA	Vice-President (Academic)

**HONG KONG BAPTIST UNIVERSITY**

**Enhanced Learning and Teaching Using Technology:  
An Institutional Strategy**

**FINAL VERSION**

***Scope of the Strategy***

1. This strategy promotes e-Learning as a pedagogical driven initiative to enhance the face-to-face learning experience of students in the University. This document outlines the plans and directions of the University's flexible, digitally supported, learning opportunities for all students and staff. The strategy defines the University's vision for supporting and developing the existing and future digitally supported learning and assessment opportunities. This strategy, while its primary focus is on learning, will touch on most aspects of students' experience in the University.

2. The formulation of this strategy is influenced by two documents, published by the Higher Education Funding Council for England (HEFCE) in 2005 and 2009 respectively [1, 2]. These were policy guidelines containing the best practices provided to all English universities by HEFCE in 2005 and revised in 2009.

***Definition***

3. A simple definition of e-Learning by the Joint Information Systems Committee (JISC) is: "Learning facilitated, supported and enhanced through the use of information and communications technology". In [2], the use is extended more widely to include enhancing learning and teaching using technology. There may be a number of technologies involved in e-Learning. But whatever the technology, learning and teaching are the primary foci. In this document, we will use interchangeably e-Learning and enhanced learning and teaching using technology.

## ***Practice of Using Technology to Enhance Teaching and Learning in our University***

4. Academics in our University have been engaging in the use of technology to enhance teaching and learning. There is much innovative and pioneering work among our colleagues. Examples of such work can be found at the Department of Government and International Studies (GIS), Language Centre (LC), School of Business (BUS), Department of Geography (GEOG), and Department of Education Studies (EDUC) with the integration of the outcome-based learning criteria using technology enhanced and web-based learning and teaching in the GIS; the use of Web 2.0 technology in the Department of Finance and Decision Sciences (FDS), the use of web-based learning techniques in the LC, the awareness and integration of anti-plagiarism software as part of the curriculum in English writing assessments conducted by the LC, and using the e-Learning platform for assessment in the EDUC. This list is by no means exhaustive. There have been much feedback from students who studied under the enhanced teaching and learning using technology, and based on such feedback, there was further innovation in the University in its use of technology to enhance the teaching and learning. There is also some sharing of experience among academic staff in their use of technology to enhance teaching and learning.

5. It is well recognized that in different disciplines, technology is used differently to enhance teaching and learning. For example, in many disciplines particularly in humanities and social sciences, learning is accomplished through discussions, spontaneous or guided, on particular topics, as a result of reading, discussions, and reflection on the various opinions formed, and further discussions. Thus, there is a need for the provision of collaborative communities to facilitate such communications. On the other hand, for some disciplines, particularly science and some aspects of social sciences, it might be possible to provide a programmed learning environment, e.g. the conduct of an experiment, and then to facilitate the discussion of the observation, and the results obtained. This exerts pressure on the provision of technology for the teaching and learning to satisfy differing demand of functionalities. In many instances, the demand could only be satisfied by a combination of existing and emerging technologies.

6. The formulation of the strategies contained in this document intends to capitalize on such experience in the University in the past few years, and to enthuse the institution to adopt where appropriate the use of technology to enhance the learning and teaching, and to galvanize support from the appropriate University supporting services.

### ***Benefits of Learning Technology: Summary of Evidence***

7. The evidence listed below is based on our own experience and largely confirmed by some of the surveys which the HEFCE and other institutions have conducted among the English higher education institutions.

- **Transformative potential of technology** – We found that there is evidence to support that students expect a University to have the necessary infrastructure and technology to support a good learning and teaching environment. It is also found that students are using many software, e.g. social networking. Our experience in the past few years is consonant with the statement that was made in [2]. “It is clear that technology is used for a variety of purposes: (e)-assessment, (e)-portfolios, podcasting, blogs and wikis were all highlighted as tools supporting learning and teaching”
- **Changing student needs and expectations** – There is evidence that students are using technology in engaging in learning with their own equipment. A considerable number of students in the University have their own hardware. Our experience is largely confirmed by the following statement in [2] “However, there is an opportunity for institutions to engage further with technologies with the intention of supporting learners in building knowledge collaboratively and engaging in social learning”. There is evidence that learners would use their own devices in institutional context, and to personalize institutional services to meet their own requirements [2]. Staff would require support to help them engage with learners with such expectations.
- **A developing role for higher education in the workplace** – There is evidence that higher education institutions will play a significant role in providing high-level skills for the information economy, and to equip learners as workers and citizens in an information society [2].

8. The behaviour of students in Hong Kong are broadly the same as those in the UK in their sophistication of use, and in their enthusiasm in engaging with technology as part of a learning environment. Thus the University would have a unique place to play in helping students understand, comprehend, and discriminate the information obtained and to explore them for the road ahead to become citizens of the information economy.

### ***Aims of the Strategy***

9. The aims are:

- to enhance the quality and flexibility of learning experience of students;
- to support staff in the development and adoption of e-Learning;
- to guide and inform investment and deployment of e-Learning service, support staff and infrastructure.

### ***Strategic Priorities***

10. The strategic priorities have a clear focus on enhancing excellence and innovation in teaching and learning. Underpinning this vision are the five broad priorities as shown below:

- Enhancement for technical infrastructure and technical support
- Enhancement for efficiency and effectiveness of the institutional processes to support objectives and boost benefits in all other areas
- Design, delivery and maintenance of effective teaching and learning
- Support for research-based or enquiry-based learning
- Enhancement for excellence in research and scholarship of teaching

### ***Implementation of the Strategies***

11. The implementation of the strategies will be based on an implementation framework provided in [2], though with considerable adaptations. The implementation of the strategies will be based on seven dimensions as indicated in the following table:



Activity Areas	Suggested Actions
1) Infrastructure & inter-adaptability	<ul style="list-style-type: none"> <li>• The infrastructure of the University is sufficient to support increasing and more varied demands of students and staff. Students will be engaged in <u>both classroom-based and location independent learning</u> with high quality electronic learning and teaching resources, e.g. those created through the use of video and audio streaming technologies.</li> <li>• The University will support the use of a <u>standardised learning technology platform</u>, viz. Moodle. This will be augmented by other programmes or platforms, e.g. wikis, blogs, through the use of the portal software.</li> <li>• The University will take an informed approach to adoption and implementation of standards in support of <u>system interoperability and coherence</u> with good technology investments to find the right balance of commercially developed, open source and bespoke solutions.</li> <li>• <u>Long term storage and preservation</u> of learning modules and objects are considered to ensure that they are available to others where appropriate. Content resources will be managed in an integrated way, allowing effective exploitation of the University's assets for learning, teaching and research.</li> </ul>
2) Quality	<ul style="list-style-type: none"> <li>• <u>Institutional quality processes</u> are in place for appropriate approval, monitoring, and support to ensure the quality and standards of provision delivered in whole or in part via e-Learning. The processes are agile enough to respond quickly to learners' and employers' needs and streamlined to reduce administrative burden.</li> <li>• <u>Enhancements through the use of technology</u> are taken into account in quality assurance arrangements. Institutional strategies (e.g. for learning, teaching, assessment, widening participation, learning spaces, information management and human resources, etc) shall take into considerations the potential enhancements through technology.</li> <li>• The University will make every effort to ensure in the dissemination of learning objects that <u>copyright, intellectual property rights, and licensing issues</u> are fully observed</li> <li>• A <u>commitment</u> to maintain the networks and community of practice across the University to develop, share, and embed e-Learning practice.</li> <li>• <u>Effective mechanisms for regular evaluations</u> on learners' experiences including learning with technology. Good practice shall be disseminated in the University, and internationally through presentation in conferences.</li> </ul>

Footnote: Items 1) and 2) pertain to university-wide activity areas without suggestion for specific beneficiaries.

Activity Areas	Beneficiaries (T) Teachers & teaching (S) Students & learning (R) Research & scholarship of teaching (C) Curriculum	Suggested Actions
3) Pedagogy, curriculum design & development	(T)	<ul style="list-style-type: none"> <li>• Teachers to access a wide range of tools and high quality resources to support teaching and engage students</li> <li>• e-Assessment technologies to support innovative practices, e.g. just in time assessment and peer review</li> </ul>
	(S)	<ul style="list-style-type: none"> <li>• Technology to help identify learners with specific aptitudes or needs</li> <li>• Students to develop digital and learning literacy throughout the studies</li> <li>• Plagiarism detection and awareness software to assist students in building up a habit of reflection and understanding in their readings</li> </ul>
	(R)	<ul style="list-style-type: none"> <li>• Integrated technologies for teaching and research to support scholarship across the University</li> </ul>
	(C)	<ul style="list-style-type: none"> <li>• Innovative use of technology for learning supported by curriculum design process</li> <li>• Technology to enhance responsiveness and flexibility of curriculum offerings</li> <li>• Effective use of information and information systems to support curriculum planning</li> </ul>
	(S) & (R)	<ul style="list-style-type: none"> <li>• Web 2.0 technology to support communities of learning and research</li> </ul>

4) Learning resources	(T)	<ul style="list-style-type: none"> <li>Teachers to access relevant learning resources, with support for resources adaptation, integration and enhancement</li> </ul>
	(S)	<ul style="list-style-type: none"> <li>Students to access information, support, expertise and guidance, and communications with each other, whenever and wherever studying</li> <li>Students to access personalised services within institutional environments, and use personal tools to suit individual needs</li> </ul>
	(R)	<ul style="list-style-type: none"> <li>Extensive use of tools for scholarly communications, e.g. for feedback, collaborative research and peer review</li> <li>* Collaborations in subject communities to produce high-quality and re-usable learning resources</li> </ul>
	All	<ul style="list-style-type: none"> <li>Continuity across learning, teaching, research and administration to support end-to-end information services</li> </ul>

*\* There are many good resources contained in packages based on Moodle or other e-Learning platforms (either as open source or commercial add-on). Teachers are thus encouraged to ascertain if there is a need to produce their own high quality electronic materials, before embarking on one.*

5) Life-long learning processes & practices	(T)	<ul style="list-style-type: none"> <li>Teachers to make use of innovative technology to enhance their own learning and facilitate the students life-long learning</li> </ul>
	(S)	<ul style="list-style-type: none"> <li>Students to record, access, reflect on and present achievements in ways appropriate to a variety of situations</li> <li>Effective use of assistive and personal technologies to support students with diverse needs and aptitudes</li> <li>Student to access information online to make informed choices about programmes of study, including choices about how and where to access learning</li> <li>Technology to help students connect formal study with other aspects of life and work</li> <li>Integrated information systems to support students in transition or studying overseas on exchange</li> </ul>

<b>Activity Areas</b>	<b>Beneficiaries</b> (T) Teachers & teaching (S) Students & learning (R) Research & scholarship of teaching (C) Curriculum	<b>Suggested Actions</b>
6) Strategic management, human resources & capacity development	(T)	<ul style="list-style-type: none"> <li>Opportunities for all staff to develop and practise skills for enhancing learning through the use of technology</li> <li>Staff skills for technology-enhanced learning recognized in their roles and responsibilities</li> <li>Technology used across departmental boundaries to make more efficient the administrative and information management processes</li> </ul>
	(T) & (S)	<ul style="list-style-type: none"> <li>Effective use of staff and student time through appropriate technical interventions</li> <li>Continued training and support for staff and students to ensure the most effective use of resources to support teaching and learning through the Office of Information Technology (ITO), Library and CHTL</li> </ul>
7) Research for sustainability	(R)	<ul style="list-style-type: none"> <li>University to encourage more subject specific research into e-Learning and its pedagogy through various funding initiatives, for example, the Teaching Development Grant (TDG)</li> </ul>
	(T) & (R)	<ul style="list-style-type: none"> <li>Active involvement of staff with scholarship of teaching and innovation in using technology for learning and teaching</li> </ul>
	(T) & (S)	<ul style="list-style-type: none"> <li>Active participation of learners and staff involved in teaching in strategic decisions about technology in learning</li> </ul>
	(T) & (R) & (C)	<ul style="list-style-type: none"> <li>Staff to access research, evidence and scholarship to inform curriculum development and research-based teaching</li> </ul>

## Action Plan

Item	Responsible Office
Strategic Funding: <ul style="list-style-type: none"> <li>Teaching Development Grant (TDG) to support e-Learning</li> <li>Funding for development of engaging pedagogies with e-Learning</li> <li>Funding for enhancement of e-Learning infrastructure</li> </ul>	VPA VPRD
<ul style="list-style-type: none"> <li>Learning technologists to enhance the use of technologies in learning and teaching and to facilitate more learner-centric approaches</li> </ul>	CHTL
<ul style="list-style-type: none"> <li>An appropriate infrastructure in place to support technology enhanced learning</li> </ul>	ITO VPRD
<ul style="list-style-type: none"> <li>Appropriate digital resources available to support e-Learning</li> </ul>	LIB Faculties / Schools LC
<ul style="list-style-type: none"> <li>Integration of the University's central administration systems, e.g. Student Information System, and Personnel System to streamline the administration of e-Learning centrally to allow automatic propagation of teaching and tutorial assignment information in the e-Learning platform</li> </ul>	AR ITO PERS LIB CHTL

12. While the implementation of these strategies would require resources, it is envisaged that for 2010/11 and 2011/12 academic years, these could be covered by funding from the existing Teaching Development Grant (TDG), the IT Committee budget, some budget from the implementation of the educational reform, and from the University's Strategic Development Fund (SDF). Beyond 2011/12, the University will need to commit resources to ensure that these strategies are to be sustained, and that students and staff would have a rich learning and teaching environment using technology.

13. As technology is constantly evolving, and our experience in using technology in enhancing teaching and learning is constantly evolving, and adapting, it is recommended that a sub-committee on e-Learning be established under the Teaching and Learning Policy Committee (TLPC) to oversee the development, coordination, exchange and sharing of experience and best practice, and development of skills for staff.

## References

- [1] *HEFCE strategy for e-learning. Higher Education Funding Council for England, Joint Information Systems Committee, Higher Education Academy, March 2005.*
- [2] *Enhancing learning and teaching through the use of technology: A revised approach to HEFCE's strategy for e-learning. Higher Education Funding Council for England. March 2009.*

e-Learning Committee

## Acronyms

AR	Academic Registry
CHTL	Centre for Holistic Teaching and Learning
ITO	Office of Information Technology
LC	Language Centre
LIB	Library
PERS	Personnel Office
VPA	Vice-President (Academic)
VPRD	Vice-President (Research and Development)

## HONG KONG BAPTIST UNIVERSITY

## Proposed Timeline for the Review of the Teaching Evaluation (TE) Questionnaire

*(Subject to TLPC's Deliberation!)*

Action	Responsibility	Implementation/ Target Date	Remarks
<b>Development Phase</b>			
Preparatory work on the overall process of the TE revamp	CHTL	Summer 2011	
Discussion on the overall design of the CFQ at the TLPC meeting	TLPC	Sep/Oct 2011	
Designing the CFQ	CHTL in consultation with AR	Nov 2011 to Jan 2012	
Discussion on the 1 <sup>st</sup> draft of the CFQ at the TLPC meeting	TLPC	Feb 2012	
1 <sup>st</sup> draft of CFQ for University-wide discussion (~1.5 month)	TLPC	Mar to Apr 2012	Students and staff
Revising the 1 <sup>st</sup> draft of the CFQ	CHTL in consultation with AR	May 2012	
Discussion on the 2 <sup>nd</sup> draft of CFQ at the TLPC meeting	TLPC	Jun 2012	
<b>Pilot Phase</b>			
Preparatory work on the CFQ pilot	CHTL in consultation with AR	Summer 2012	
CFQ pilot in sample courses (not more than 20% of courses for the pilot in the 1 <sup>st</sup> semester and at least one third of courses for pilot in the 2 <sup>nd</sup> semester)	CHTL in consultation with AR	Semesters 1 & 2, 2012/13	TE and CFQ will be in parallel run
University-wide discussion on the CFQ pilot	TLPC	At the end of Semesters 1 & 2 of 2012/13	Students and staff
<b>Implementation Phase</b>			
Finalizing the CFQ	CHTL in consultation with AR	Summer 2013	
Seeking approval at the TLPC meeting	TLPC	Sep 2013	
Seeking approval at the Senate meeting	Senate	Nov 2013	
Formal adoption of CFQ and phasing out TE	AR	Semester 1, 2013/14	

Acronyms

AR	Academic Registry
CHTL	Centre for Holistic Teaching and Learning
TLPC	Teaching and Learning Policy Committee