嶺南大學

副學位課程

質素保證局（質保局）質素核證 **2019**

進度報告

提交予大學教育資助委員會



二零二一年五月

嶺南大學副學位課程質素核證
十八個月進度報告

1. 質素保證局於二零一九年十一月發表了《**嶺南大學副學位課程質素核證報告**》。嶺南大學（嶺大）感謝大學教育資助委員會（教資會）及質素保證局（質保局）進行是次質素核證，讓嶺南大學持續進修學院（學院）有機會以批判角度自我審視，從而提升學院的教與學質素。作為一所自資院校，本學院致力提供優質課程滿足學生、業界和社會需求，並為各種程度的學生建立完善進修途徑。學院歡迎質保局為我們提供改進機會，並非常認真考慮了核證報告內的意見。

2. 該質素核證對學院持續提升服務質素貢獻良多，並提供了極佳的機會，讓本學院審視和改善質素保證機制和管治。質保局的核證報告臚列了質素核證的結果，並就以下各點詳細分析和提出意見：(1)*管治、管理、大學規劃及問責*；(2)*課程質素保證方法*；(3)*課程內容設計、課程發展及審批程序*；(4)*課程推行(包括教學方法、學習環境及資源、課堂編排)*；(5)*對教學質素（包括教學發展）的支援*；(6)*學生學習評核*；(7)*學生參與及學生支援服務*；及(8)*根據質素保證數據持續改善學生學習的制度*。

3. 為回應質保局的核證報告，學院於二零一九年六月成立了跟進工作小組，反思報告建議和籌備行動計劃來回應核證報告的建議、肯定及其他提議。學院根據質保局核證的建議及肯定，提出了改善行動計劃。該行動計劃已於二零二零年二月十日獲嶺大教務會批准，並於同月提交予質保局秘書處。本進度報告以上述行動計劃為基礎，詳列學院已採取的跟進行動。有關上述範疇(1)「*管治、管理、大學規劃及問責*」的行動，已載於二零二零年九月提交予質保局秘書處的七個月進度報告（附錄1）。

4. 教資會於二零二一年一月二十日來函確認收悉上述的七個月進度報告，並表示歡迎和認同學院就核證報告範疇(1)所作建議取得合理進度。教資會並進一步分享其觀察，及就其他可行行動提出建議，以深化和加強管治相關事宜。嶺大感謝教資會的進一步讚賞、意見和建設性提議，而且很高興可以分享其他跟進行動，以減輕評審小組的憂慮。詳情如下。

有關 (1) 管治、管理、大學規劃及問責事宜的進度摘要

管治及高層領導團隊

6. 嶺大及學院重視兩者的管治、領導及管理角色必需清楚劃分和區別。為確保嶺大和學院之間繼續有效溝通，嶺大特別聘任了**協理副校長（持續教育及項目）**，負責監督學院運作。協理副校長（持續教育及項目）是嶺大**校長室**的核心成員，參與每兩星期舉行一次，由校長擔任主席的校長小組會議，其他出席成員包括嶺大的主要要員。由於協理副校長（持續教育及項目）位高權重，加上是嶺大最重要決策階層的成員之一，可促進嶺大及學院之間的溝通，確保學院策略方向及學術發展計劃均與嶺大的方針一致。他也會就校長小組會議討論的核心議題，為學院的重要決策提供意見。學院院長與協理副校長（持續教育及項目）緊密合作，確保學院跟隨擬定的目標運作，並獲嶺大管理高層支持。

7. 儘管協理副校長（持續教育及項目）透過嶺大校長室監督學院發展，並就此提供意見，惟運作層面的管理及學術決策均根據嶺大及學院的管治及委員會架構進行檢討和改革。有關財政預算、財務和人力資源事宜等所有管理決策，均由管理委員會檢討和通過，再由學院校董會進一步批核。課程發展及學術規則檢討等學術事宜，則由學院的學術委員會檢討和考慮，再由副學位學術質素保證委員會及嶺大教務會進一步通過和批准。管理委員會及學術委員會均為學院層面委員會，由學院院長以主席身分召集。學院校董會、副學位學術質素保證委員會及嶺大教務會則為大學層面委員會。嶺大校董會副主席是學院校董會的主席，而**協理副校長（持續教育及項目）則擔任學院校董會的副主席。協理副校長（持續教育及項目）也是嶺大教務會的當然成員**。在這套雙軌管治及委員會架構下，學院的管理及學術決策得到緊密監察，配合協理副校長（持續教育及項目）透過嶺大教務會成員身分和學院校董會副主席身分的參與，確保能實現和保持恰當制衡。改革後的管治架構和完善的協理副校長（持續教育及項目）角色和責任，可確保學院的管理及學術發展議題，在學院和大學層面均獲恰當回應。

8. 有關嶺大協理副校長（持續教育及項目）的職責，請見附錄 2。經改善後嶺大及學院的管治及管理架構，請見以下*圖 1 (英文原版)*。

圖 1 學院管治及管理架構
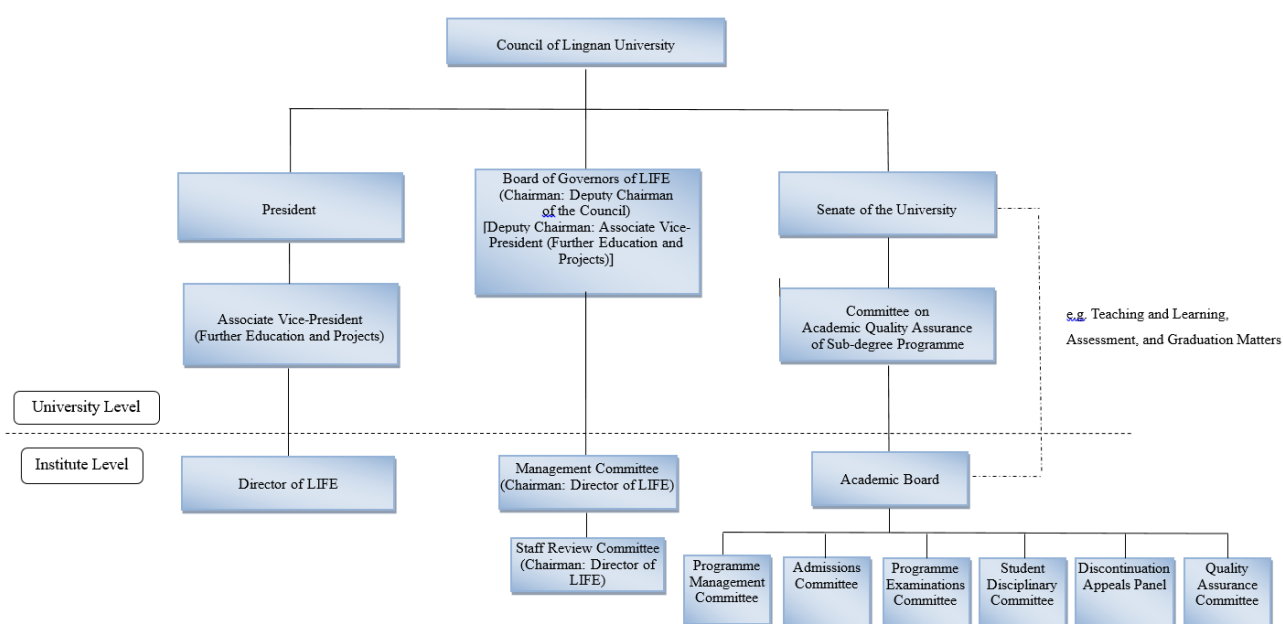
學院委員會架構檢討

9. 我們鼓勵嶺大保持動力，並考慮採取進一步措施以減輕評審小組對學院人力資源有限和委員會數目過多的憂慮。嶺大可在進度報告中更深入說明如何監察和評估各委員會的效率。（二零二一年一月二十日教資會信函第 2 頁 3 (b)段）

10. 學院是嶺大不可或缺的部份，因此其委員會架構和嶺大現有委員會架構如出一轍。為實現學院的願景和使命，並同時滿足其有效管理的運作需要，學院管理層致力緊密觀察轄下各委員會的角色和責任，並適當地精簡管理層次結構，以確保各委員會均在「切合所需」的機制下運作。

11. 學院管理層同意質保局評審小組的意見，也同意應密切地監察管治及管理方法。在本輪質素核證提交予質保局的院校報告(二零一八年九月)中，其中一項質素保證及提升措施是精簡學院質素保證的委員會架構。就此，**當時在前學術委員會轄下的八個常務學術委員會中，三個已予整合**，它們分別是學術委員會（基礎課程）、學位與國際學術委員會，及學部學術與管理委員會，並歸屬於各自課程管理委員會。學術委員會負責監管和批准學院的所有學術事務，而課程管理委員會則有義務向學術委員會提出意見及作出匯報。此外，本學院設立了質素保證委員會，以監督不同類別和不同程度的課程的質素及水平，並就此向學術委員會提供意見。

12. 為保持及實現學院有效管治與管理的動力，嶺大校董會在二零二零年二月通過把行政委員會合併到管理委員會。嶺大教務會也於二零二零年二月通過把前學

術委員會 (Academic Committee) 的英文名字變更(Academic Board)，以更佳地反映其角色。

13. 此外，學院管理層在二零二一年一月接獲教資會質保局對七個月中期進度報告的回應後，馬上就委員會架構、學術委員會及有關的常務委員會進行檢討。在「切合所需」原則下，為要減少委員會與成員累贅的問題，**五個課程管理委員會將會結合為一個課程管理委員會**，以減少所有課程管理委員會核心成員代表的重疊。有關精簡後的學院委員會架構，請見附錄 3。不同類別的課程可召開小組委員會會議，以促進更有效的課程管理，而課程管理委員會則仍然負責所有課程相關的學術事宜。

14. 為減輕成員在委員會職務上的工作量，並同時保持委員會有恰當的職能代表，**學院已修訂和精簡若干委員會的成員組合**。例如，學務主管不再擔任學生紀律委員會及停學上訴小組成員，令其服務的委員會由六個減至四個。學務主管在這些委員會中的位置，由課程主管接手。改變實施後，學術委員會以下的每個委員會成員組合，仍然能收集來自不同團隊、職位和職能的成員提出的意見和反饋。上述改變已於二零二一年三月獲學術委員會在其會議上討論和通過，及分別於二零二一年四月和五月在副學位學術質素保證委員會和教務會的會議上匯報。

主要表現指標發展

15. 評審小組鼓勵嶺大致力納入更多主要表現指標，以尋求應對，特別是有潛力為未來質素提升取得有利成果而作出貢獻，及更具挑戰性的措施。有關主要表現指標的發展進度可以在完整進度報告中匯報。（二零二一年一月二十日教資會信函第 2 頁 3 (c)段）。

16. 誠如七個月中期進度報告所述，學院校董會已於二零二零年八月通過修訂的五年策略計劃，當中包括 11 項主要表現指標。學院採納了教資會及質保局在二零二一年一月二十日信函中提出的建設性提議，並參考了教資會為其他院校訂立的「大學問責協議」的主要表現指標，**進一步改善學院的主要表現指標，目的是就每個定質和定量結果的策略範圍提出更清晰、具體和可量度的主要表現指標。**

17. 在改善主要表現指標的過程中，學院管理層責承跟進工作小組與其他負責單位制訂數據收集和範圍的細節、設定計算方程式、就時段進行定義、設定主要表現指標的可接受門檻，以及主要表現指標的匯報和監察機制。管理委員會和校董會已先後於二零二一年二月和三月，在其會議上考慮和通過進一步改善的主要表現指標。有關個別策略範圍的主要表現指標經改善後的詳情，請見附錄 4。
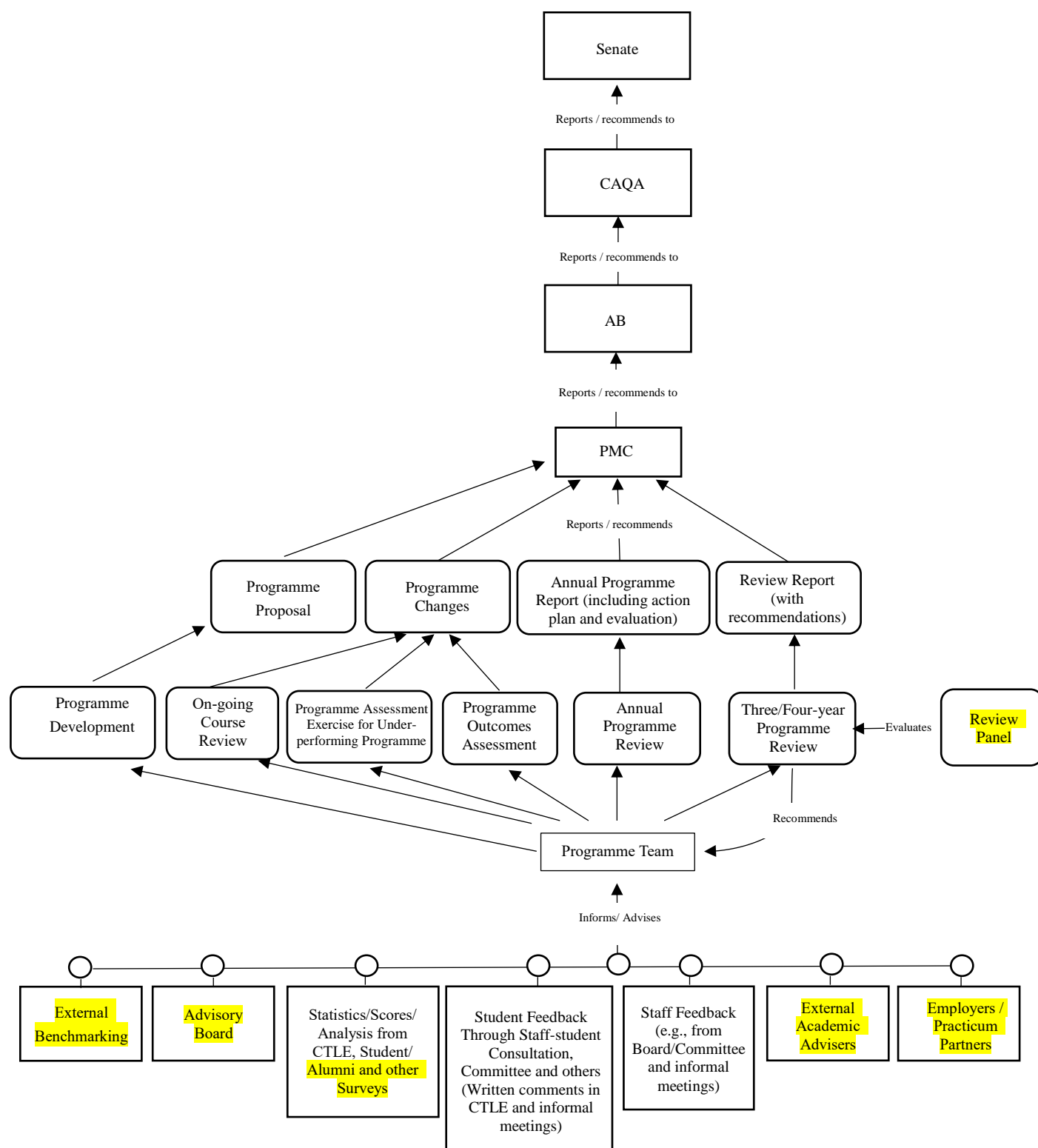
有關(2)課程質素保證方法的進度摘要

18. 評審小組建議學院在其質素保證與質素提升的政策和程序中，更有系統地採納校外人士之意見，包括課程設計、推行、在學生畢業前就其達至課程預期學習果效所作的總結評核，以及持續課程評估。（質保局核證報告第 15 頁，2.7 段）

19. 對於學院質素保證及質素提升政策，以及改善校外人士提供意見的建議，學院設立「**校外學術顧問**」（附錄 5）並取代舊有的「校外考試委員」制度。有關的*校外學術顧問政策*已於二零一九年十二月九日獲教務會通過，並已於二零一九至二零學年生效。

20. 新的校外學術顧問政策詳細描述了委任校外學術顧問的標準和程序、其角色及責任、以及處理校外學術顧問提議的匯報和跟進機制。在新政策下，校外學術顧問將會擔任更全面的角色，就學院課程的學術水平提供意見和支援，務求令有關水平媲美其他聲譽良好的高等教育學院。校外學術顧問會檢視課程預期學習果效與評核設計的一致性，並就課程內容設計、評核方法和學習果效質素的學術水平、以及學生表現，確認學院的課程發展。此外，校外學術顧問的職能不僅限於監察試卷和答卷的質素，而足延展至監督重要評核的工作，包括總整及持續評核，以確保它們與課程預期學習果效一致。校外學術顧問也在課程發展及週年課程檢討程序中擔任重要的角色，因為他們的意見可以作為相關建議書和報告中的校外基準參照，供相關委員會考慮。

21. 為了加強收集校外人士對副學位課程的意見，學院為副學位課程的三個主要學科（即人文學、商學及社會科學）制訂**學科諮詢委員會**。每個學科的諮詢委員會均提供溝通平台，收集學術和業界從業員的回饋，這些資料將有助副學位課程的持續改善及發展，並滿足業界需要和要求。學科諮詢委員會的機制將於二零二一至二二學年生效，有關的職權範圍請見附錄 6。

22. 此外，為了解本校畢業生的就業情況，並咨詢校友對在學院所學習的知識、技能和態度的滿意度，學院制訂了一份**校友調查問卷**（附錄 7），並擬於二零二一至二二學年推行。校友調查將以畢業後工作二至三年的學院校友為目標。校友根據其真實工作經驗，對學院課程進行評估，將可為課程團隊在改善課程質素上提供重要意見。

23. 除了上述的新措施，現時透過各類調查收集校外意見和評估的工具，例如**實習評估報告、僱主調查**及**課程檢討的校外檢討小組**，將繼續為課程評估和質素保證與提升機制作出貢獻。來自外間持份者（包括校外學術顧問、諮詢委員會及實習與業界合作伙伴）和校友的意見，將納入**年度課程報告**，讓課程團隊可以就課程表現及改善行動有系統及一致地進行分析。有關校外意見如何為學院課程的管理、

監察和檢討作出貢獻的討論詳情，請見本進度報告第 47–50 段。

24. 學院在引入**校外基準參照指引**後，有關運用校外意見的果效將能進一步改善。基準參照規程讓課程團隊可以在課程發展及課程檢討時，評估課程內容設計、收生要求、課程長度、學習模式和畢業生概況等。對於基準參照的進一步討論，請見本進度報告第 38 段。為方便參考，圖 2(英文原版)為引入校外基準參照後，學院於課程層面上的質素保證及提升程序的概覽（校外意見以黃色標示）。

圖 2　管理與檢討課程發展的質素保證及提升程序


```
                        ┌──────────────┐
                        │    Senate    │
                        └──────────────┘
                              ▲
                      Reports / recommends to
                        ┌──────────────┐
                        │     CAQA     │
                        └──────────────┘
                              ▲
                      Reports / recommends to
                        ┌──────────────┐
                        │      AB      │
                        └──────────────┘
                              ▲
                      Reports / recommends to
                        ┌──────────────┐
                        │     PMC      │
                        └──────────────┘
                      Reports / recommends
```

| Programme Proposal | Programme Changes | Annual Programme Report (including action plan and evaluation) | Review Report (with recommendations) |

| Programme Development | On-going Course Review | Programme Assessment Exercise for Under-performing Programme | Programme Outcomes Assessment | Annual Programme Review | Three/Four-year Programme Review | Review Panel |

Evaluates

Programme Team — Recommends

Informs/ Advises

| External Benchmarking | Advisory Board | Statistics/Scores/ Analysis from CTLE, Student/ Alumni and other Surveys | Student Feedback Through Staff-student Consultation, Committee and others (Written comments in CTLE and informal meetings) | Staff Feedback (e.g., from Board/Committee and informal meetings) | External Academic Advisers | Employers / Practicum Partners |

注：校外意見以黃色標示。

25. 評審小組建議嶺大及學院制訂全面計劃，確保教學人員深入了解果效為本教與學方法的基本概念。（質保局核證報告第 16 頁，2.11 段）

26. 學院未來五年最高優次的項目，包括了發展教學人員對果效為本教與學方法的了解和應用。在 2019–2025 年策略計劃中，有兩項相關的策略目標被採納為策略發展範疇，分別是提升教學人員的教與學和改善專業發展（附錄 4）。為實現這些目標，學院在三大範疇下定出具體行動，以確保果效為本教與學方法成為學院質素保證框架下不可或缺的部份。三大範疇分別是：**(i)透過員工發展推動質素文化問責的學習環境、(ii)提供資源及指引支援實施果效為本教與學方法，及(iii)提升質素保證及提升機制，使其能夠和果效為本教與學方法達成一致。**

透過員工發展推動質素文化問責的學習環境

27. **教與學專責小組**於二零二零年十二月成立，負責監督學院教與學策略的發展及實施、推動學習、教學和評核的創新，以及定期舉辦培訓活動以提升員工能力、有效實施果效為本教與學方法，及本學院教學方法的重點措施。教與學專責小組也負責聯繫學院和嶺大，在發展和配合教與學的發展和一致性及員工發展支援的相關事宜上擔任重要角色。教與學專責小組有一名來自**嶺大教與學中心的成員**，確保嶺大及學院在教與學相關事宜上的一致。教與學專責小組的職務及責任已詳列於附錄 8。教與學專責小組向學院院長負責，定期為教學人員籌辦以果效為本教與學方法為主題的培訓活動，及教學方法發展工作坊。根據果效為本教與學方法發展計劃及經修訂的學院策略計劃（2019–25），所有學院教學人員**每年須就果效為本教與學方法和電子學習的教學方法發展進行最少 4 小時的培訓活動。**為促成教學人員實現此員工發展目標，多名有關的知名學科專家獲邀為教學人員主持研討會／工作坊。二零二零至二一學年舉辦的員工發展活動清單，請見附錄 9。

28. 教與學專責小組負責協調為教學人員舉辦每兩個月一次的**最佳作業方式分享環節**，推動果效為本教與學方法的文化，以及在教與學上使用教學方法的相關工具。教與學專責小組也和嶺大教與學中心協作，就改善學院教學人員對果效為本教與學方法的了解提供持續支援及培訓。學院鼓勵所有新入職及現職教學人員參與由教與學中心舉辦的**教與學發展課程**（附錄 10）。教與學發展課程是一套完善的工作為本專業發展課程，適合嶺大的高等教育專才、新聘大學教員及其他有興趣豐富其教學及發展經驗的人員。教與學發展課程的內容涵蓋果效為本教與學方法、教學法及創新和資訊科技輔助的教與學。

29. 學院已將果效為本教與學方法的概念、其於教與學活動中實施的質素保證措施、評核工作及評核準則的設定，納入教師迎新、按學期舉辦的**員工發展日**活動、以及**為期一年的新教學人員教練式指導計劃**中。此外，為提升及評估教學人員對果

效為本教與學方法的了解，學院已開發了新的**網上培訓教材及測驗**（附錄 11）。截至二零二一年三月三十一日，所有現職教學人員（包括兼職教師）均已完成網上培訓教材和通過測驗。所有在二零二一年三月三十一日後獲聘的教學人員均必須在上任六個月內完成網上培訓教材及通過測驗。

30. 除了於質保局核證報告中所載的兩項**支援進修、出席研討會**的現有資助撥款計劃，以及**傑出教師計劃**（質保局核證報告第 5.9 段），學院已正規化對教學人員發展教學方法的支持，並制訂**教學法發展應用研究支援計劃**，並已於二零二一年一月生效和實施。教學人員如有意進行應用研究來改善自己某方面的教學、尋找另類的教學法概念，或改善教學方法，便可申請資助，每個項目最多可獲$20,000贊助。教學法發展應用研究支援計劃的申請指引，請見附錄 12。

提供資源及指引支援實施果效為本教與學方法

31. 於二零二零年九月二十五日，學術委員會通過了**果效為本教與學方法為基礎的發展計劃**（附錄 13），訂立了多項新的支援措施，務求提升教學人員對果效為本教與學方法的了解。另外，學術委員會於二零二零年八月十四日批核《**果效為本教與學方法手冊**》（附錄 14），該手冊是專為教學人員撰寫，重點指出果效為本教與學方法的概念，包括果效為本教與學方法的定義，設計預期學習果效的技巧，及與預期學習果效相乎的教與學活動及評核課業，也重點指出標準參照評核的目標。手冊內也載有有用的網上資源，方便員工進修。

32. 此外，學術委員會為果效為本教與學方法，開發一套新的**學院評核指引**（附錄 15），並於二零二零年七月三日批准及頒布。有關指引簡述了果效為本評核的一般原則、評核目的，以及評核作業方式，為就果效為本教與學方法下的學生評核提供參考。此外，嶺大的**常模為本與標準為本評估對比**的文件（附錄 16）現時已可供教學人員使用。學院教學人員也可以參閱教與學中心的**果效為本教與學方法資源庫** https://www.ln.edu.hk/cht/tlc/support-for-staff。

提升質素保證及提升機制，使其能夠和果效為本教與學方法達成一致

33. 學院改善教與學質素的方針由果效為本教與學方法支持，並基於對自我的批判及評估，促進持續改善及提升的質素保證程序。為促進課程團隊對課程質素作出批判性評估，藉以持續改善和回應評審小組對收集數據作為課程質素趨勢分析的意見，**年度課程報告**已經作出改革和納入數項改善元素，**包括有關退學率、學術表現、試讀率和高不及格比率學科的 3 至 4 年趨勢分析，以及科目檢討摘要。**經修訂的年度課程報告指引（附錄 17）已先後於二零二零年八月及二零二一年三月獲學術委員會和副學位學術質素保證委員會同意，並於二零二一年五月獲

嶺大教務會通過，可用於二零二零至二一學年匯報課程數據。

34. 新的定期**科目檢討**機制（附錄 18）已於二零二零年八月及二零二一年三月先後獲學術委員會及副學位學術質素保證委員會通過，及於二零二一年五月獲嶺大教務會批准在二零二一至二二學年實施。在此機制下，每個課程的所有學科均須每兩年檢討一次。學科採納果效為本教與學方法，透過課程內容及教學方法設計來改善學生的學術表現，**不及格（F 級 >10%）或得分欠佳（D+至 F 級 >20%）比率高的學科均需要於現學年即時檢討**，而非跟隨已預定的兩年檢討周期。不及格比率高的學科的檢討及進度摘要均需要於經修訂的年度課程報告中匯報，以發揮持續監察的作用。經修訂年度課程報告及**科目檢討**的詳情請見本進度報告第 43 及 52 段。

35. 學生是否能達成預期的學習果效是果效為本教與學方法的重要支柱，而評估和評核學生有多大程度能達成課程預期學習果效的機制尤為重要。為有效量度學生達到課程預期學習果效的情況，以及計劃持續改善行動，學院將推行新的**課程學習果效評核**，預期於二零二一年六月備妥課程學習果效評核指引，並在二零二一至二二學年實施。教學人員將按指引在各自選擇的課程預期學習果效中，決定評核用數據的種類和成功準則，從而計劃評核的方法和量度指標。課程學習果效評核是學院質素保證機制的一部份，用以量度果效為本教與學方法及標準參照評核的有效性。有關建議的課程學習果效評核詳情，請見本進度報告第 75 段。

36. 學院採納了定期**課程檢討**這項有效的質素保證機制，以確保每個課程每三至四年均由校外檢討小組進行嚴格的審視。有關檢討將評估課程質素，運作和發展是否令人滿意。為了讓課程團隊評估表現欠佳課程及採取合適的改善行動，又或在有需要時停辦某課程，學院已就**表現欠佳課程評估工作**推出了新的質素保證程序。按報讀人數、退學率、學生不及格比率及學科教與學評估評分等關鍵表現指標量度，表現未如理想的課程將被要求於下一學年展開課程評估工作。有關檢討表現欠佳課程的詳情，請見本進度報告第 54–55 段。本報告第 9 頁的圖 2 已概述了課程發展、管理及檢討的質素保證及提升程序，包括上述新質素保證措施。

37. 評審小組建議學院制訂一套涵蓋各類校外參考點的程序，以期在課程層面與其他院校建立基準參照關係，這些院校可包括開辦同類課程的同儕院校，以及學院期望日後仿傚的院校。（質保局核證報告第 18 頁，2.21 段）

38. 學院的課程團隊就教資會建議進行了反思，並**於二零二零年制訂了一套發展新課程時為基準參照的規程和良好作業方式**。以新開辦的健康及社會服務專業文憑課程為例，學院於課程策劃的過程中，**便納入了一個基準參照列表以比較類似課程**，並供學術委員會、嶺大副學位學術質素保證委員會及教務會於有關會議文

件中參閱。基準參照為課程團隊提供了極佳的機會，確保新課程的學術水平與現時坊間其他課程的水平相若。為適當實施基準參照規程，本學院制訂了**校外基準參照指引**（附錄 19）。指引於二零二一年一月及三月先後獲學術委員會及副學位學術質素保證委員會通過。經嶺大教務會於二零二一年五月通過後，新課程發展及課程檢討需於發展或檢討階段中完成基準參照。透過採納新課程發展及課程檢討的基準參照規程，課程團隊可以量度學院課程的表現，並了解它們與其他同儕院校比較下所處位置。在基準參照期間收集的校外參考點，例如課程內容設計、收生要求、課程長度、學習模式和畢業生簡介，為學院的策略發展管理提供資料，並在課程規劃和管理層面提升質素。

---

39. 學院擬開展校友調查，以收集畢業生在職場工作數年後的意見。有關數據在學院制訂更完善的方法以判定在課程層面達到預期學習果效的程度方面，將十分有幫助。（質保局核證報告第 17 頁，2.17 段）

---

40. 為與學院校友增進關係，並評估學習果效的成效和校友畢業後的就業情況，學院設計了一份**校友調查問卷**。數據將有助學院判別課程及畢業生能否滿足就業市場的要求，及持續改善課程質素。跟隨嶺大的作業方式，建議的校友調查將由二零二一至二二學年開始，每兩年進行一次，並在九月進行。在進行調查前起計畢業二至三年的校友將獲邀參與有關問卷調查。

41. 課程管理委員會收集數據後，會進行有關改善的討論和分析，然後再由學術委員會評估。有關的評估及分析將納入年度課程報告，讓課程團隊能全面檢討課程質素。校友調查**問卷的**範本請見附錄 7。

---

42. 評審小組鼓勵學院考慮就有關退學的定量和定質數據進行趨勢分析，以助反映整體的課程質素。（質保局核證報告第 17 頁，2.18 段）

---

43. 就課程質素趨勢進行分析以及而改善數據收集，修訂後的年度課程報告範本分別於二零二零年八月及二零二一年三月獲學術委員會及副學位學術質素保證委員會通過，並於二零二一年五月獲嶺大教務會批准使用。**修訂後的年度課程報告納入數項指標，包括一份退學率、學術表現、試讀率，和不及格比率高的學科的 3 至 4 年趨勢分析，以及科目檢討摘要。**除了這些更豐富的匯報項目，**校外參考點及任何來校外持份者**（即校外學術顧問、諮詢委員會、實習合作伙伴和僱主），**現有學生、畢業生和校友的意見及提議也納入年度課程報告內。**課程團隊須**在適當時展開矯正行動及改善計劃**，訂立時間表和明確說明各方責任，再匯報已規劃的行動和措施，以完結尚待完成的跟進行動。此等縱向和橫向的數據可幫助教學人員反思課程的整體質素，並可確保學院的課程持續改善及提升。修訂後的年度課程報告的範本請見附錄 17。

44. 雖然學院的學生現仍未出現厭倦調查的情況，但若數據收集工具激增而非予以精簡，這個問題便有可能出現。評審小組鼓勵學院制訂一份調查登記冊，以確保設計進行各項調查的時間表時能緩和厭倦調查的情況。（質保局核證報告第 17 頁，2.19 段）

45. 在學院和課程層面，有需要透過各種調查收集學生回饋進行質素保證。學術委員會仔細檢視了現時根據學生學術生命周期而進行的調查，以及有關調查的種類、目標群組、方法和匯報渠道。學術委員會制訂了一份**調查施行時間表**以避免調查厭倦。總括而言，除了每個學期進行在學科層面上對教與學滿意度的**學科教與學評估**，學生將參與另外兩項新調查：於一年級第一個學期進行的**新學生調查**，以及在二年級第二學期進行的**學生學習體驗調查**。畢業生將會在畢業後 3 至 6 個月內獲邀填寫**畢業生調查**，以及畢業 2 至 3 年後進行的**校友調查**。調查施行時間表請見於附錄 20。

46. 評審小組認為，這些校外參考點（包括社會需要的轉變、自上次檢討後的發展摘要，以及專業認可）與判斷課程質素十分有關。評審小組並鼓勵學院確保每份年度課程報告均包含這些參考點。（質保局核證報告第 18 頁，2.20 段）

47. 學院就質素保證機制下的外間意見進行了一項批判檢討。如第 38 段所述，新的校外學術顧問制度、學科諮詢委員會（附錄 6）以及在新課程發展及檢討期間使用校外基準參照的指引（附錄 19），均是學院回應質素保證所採納的校外參考點措施。值得留意的是，學科諮詢委員會會邀請校外學者與業界從業員擔任諮詢委員會的主席和成員，對課程是否切合現時市場需要、課程內容是否可獲專業認可等方面作出適切的提議。

48. 諮詢委員會的意見，以及其他校外持份者（例如是校外學術顧問、實習合作伙伴和僱主）的回饋，均會於年度課程報告中作全面檢討，以制訂改善及跟進行動。

49. **定期課程檢討由檢討小組進行，所有小組成員全為校外學術和專業／業界代表。** 學院會按檢討小組就課程、內容和教與學活動提出的意見作出修訂和改善，以確保質素保證機制涵蓋校外參考點的課程發展評估。課程檢討提供了平台以檢討及監察市場需求或專業認可的改變。自上次檢討以來的發展摘要也包括在課程檢討文件中。校外回饋，例如來自校外學術顧問、僱主及實習合作伙伴的意見，也在課程檢討評估過程中由檢討小組審議。因此，課程會參照來自不同持份者的校外意見和建議作出適當的修訂，而相關的跟進行動將獲妥善監察和紀錄。

50. 除修訂了的年度課程報告和定期課程檢討，新開發的校外基準參照指引提供了清晰機制，在學院課程發展和檢討中納入校外基準參照。簡而言之，來自學界和

業界的校外參考點在課程管理機制下均獲全面和持續收集，而這些業界回饋均於進行年度課程報告及定期課程檢討時獲考慮。本報告第 9 頁圖 2 概述了年度課程報告程序內考慮的校外參考點元素，及它們在質素保證制度下對課程質素所作的貢獻。

51. 評審小組亦留意到，試讀率高於平均水平的學科和課程，其相關的行動計劃及跟進行動都傾向着重矯正學生，特別是如何協助學生在考試中改善表現。評審小組鼓勵學院在使用這種方法從更宏觀的角度研究課程內容設計或教學人員採用的教學方法是否適切之間保持適當的平衡。（質素保證局核證報告第 18 頁，2.23 段）

52. 當學科出現高於平均的試讀率時，課程團隊會獲提醒及採取矯正行動來支援學生的學術表現。根據質保局的建議，學院已探討及決定採納更廣泛的方式幫助學生改善其學術表現。嶺大一直使用的**早期警告系統**，當完成調整後，將會由二零二一年九月起給予學院學生及教學人員使用。**早期警告系統**是一套網上系統，容許教導相同學生的教員在發現任何與出席率、評核課業、評分較低或參與不足方面有關問題的早期徵兆時提醒其他教員。警號一經觸發，便會傳給相關學生的所有教師、課程主任及學生輔導員。**早期警告系統**容許所有相關各方就潛在問題進行溝通，並制訂提早介入計劃，以求在為時已晚前可以幫助學生。

53. 就教學法而言，學院已就**試讀比例高於平均的學科實施檢討機制**，並於年度課程報告中作紀錄。一般而言，每個課程的所有學科均會每兩年作一次評估。依循透過課程及教學法設計改善學生的學術表現之方針，現學年不及格（即 F 級 >10%）比率高的學科，或得份欠佳的比例偏高的學科（即 D+級至 F 級，即>20%），均須於現學年內即時檢討。課程內容設計、教與學方法和相關評估及矯正支援均需要於年度課程報告中評核。報告也包括了學生在過去兩年學術表現的趨勢分析。除了個別年度課程報告，試讀率高的課程趨勢，及課程團隊所採取行動的摘要均須向學術委員會匯報，委員會可就學院支援課程質素及學生的學術表現提供建議。

54. 為幫助課程團隊評估表現欠佳的課程及採取適當行動，包括審視課程內容設計、教學法，甚至停辦課程，學院已制訂一套新的質素保證措施，名為**表現欠佳課程評估工作**，措施已於二零二一年一月由學術委員會及二零二一年三月由副學位學術質素保證委員會通過，再於二零二一年五月由嶺大教務會批准在二零二一至二二學年實施。在進行年度課程報告程序期間，學院每年均檢討表現衡量指標，而表現欠佳的課程需在下一學年開展課程評估工作。觸發課程評估工作的表現衡量指標如下。
    i) 財務報告顯示課程運作不可行；或
    ii) 收生報告顯示本學年報讀人數低於 10 人或連續兩年低於 15 人；或

iii) 年度課程報告顯示連續兩個學期退學率在 15%以上（適用於該屆學生報讀人數在 25 人或以上的課程），或退學率在 20%以上（適用於該屆學生報讀人數在 25 人以下的課程）；或

iv) 年度課程報告顯示連續兩個學期試讀率超過 20%；或

v) 根據年度課程報告數字，連續兩個學期有三個學科或以上符合高不及格比率的課程；或

vi) 根據學科教與學評估摘要評估報告資料，課程的整體學科教與學評估分數連續兩個學期低於 4（滿分為 6）。

55. 課程團隊為表現欠佳的課程細心準備課程評估工作建議書，包括一套課程文件、年度課程報告內所有課程數據（包括基準參照數據）、表現欠佳因素的分析和課程所有相關方面的改善計劃。課程的修訂和改變依循相同的學術質素保證程序，透過副學位學術質素保證委員會及學院學術委員會，交予嶺大教務會審批。有關課程發展、監督和檢討的審批程序，請見本報告第 9 頁圖 2。

有關 (3) 課程內容設計、課程發展及審批程序的進度摘要

56. 評審小組促請學院須確保提供適當的教職員支援和發展機會，讓他們有更深入了解，以有效地推行果效為本教與學方法。（保局核證報告第 21 頁，3.7 段）

57. 致力支持員工發展以提升其在果效為本教與學方法下的教學質素，並鼓勵在教學法上創新，包括但不限於電子學習，是學院 2019-2025 年策略計劃重點項目之一。為達成這些目標，學院規劃多元化的員工發展活動。就果效為本教與學方法而言，促進教學人員了解果效為本教與學方法的員工支援及發展活動詳情已載於第 26 – 32 段，而措施的實施與評估方法請見本進度報告第 74 – 75 段。

58. 評審小組認同嶺大加強有關程序的決定，除規定副學位學術質素保證小組委員會須根據現行做法，審議資歷架構第四級課程的計劃書外，也須負責審議資歷架構第三級或以下課程的計劃書，並應推行覆審課程的程序。（質保局核證報告第 21 頁，3.7 段）

59. 為確保嶺大及學院之間的管治一致，以及符合嶺大的學術決策程序，副學位學術質素保證小組委員會於二零一九年十月二十一日通過，並於同年十二月九日獲嶺大教務會批准，香港資歷架構第三級或以下的課程計劃書需由副學位學術質素保證小組委員審閱和通過，即時生效。此外，副學位學術質素保證小組委員會經改革後成為嶺大教務會屬下的常務委員會，更名為副學位學術質素保證委員會，負責監督學院在資歷架構第四級或以下課程的相關事宜。副學位學術質素保證委員會的延伸權力和責任，有助配合嶺大及學院的學術決策程序，並加強學院

課程的學術質素保證。

60. 在六所院校當中，只有三所（其中兩所為香港的私立院校）在兩年期內曾取錄學院的畢業生。至於學院的銜接學位課程國際伙伴，只有英國斯特靈大學取錄了一些副學士或高級文憑課程學生。評審小組鼓勵學院檢討對銜接學位課程伙伴院校的策略性選擇。（質保局核證報告第 22 頁，3.14 段）

61. 學院就課程銜接合作伙伴的選擇進行了策略檢討。於二零一九及二零二零年初配合嶺大及學院之間的管治、管理、大學規劃及問責後（範疇 1），學院對開辦副學位課程，以及配合嶺大本科生收生的角色有了清晰定位。就此，除了發展能滿足香港社會需求的職業導向課程，學院將於課程發展期間諮詢嶺大各學院的意見，以發展可以建立聯繫，以及具備競爭優勢讓畢業生銜接至嶺大本科的副學位課程。簡而言之，學院正放棄其國際課程銜接路徑，改為聚焦於發展與嶺大相符的課程，促進學院畢業生升學。

有關 (4) 課程推行（包括教學方法、學習環境及資源、課堂編排）的進度摘要

62. 評審小組建議學院制訂策略性和主動的方針，以推動、發展和融入電子學習，從而提升教職員和學生的教與學。（質保局核證報告第 24 頁，4.6 段）

63. 誠如學院 2019–2025 年的策略計劃所載，透過使用科技優化的教與學方法來提升學院課程質素，是學院其中一項主要策略發展計劃。所有副學位課程均會採納多項輔助學習方式，而學院也制訂了一套**採納多項輔助學習方式指引**。有關指引已於二零二零年八月十四日獲學術委員會通過，為學院的**多項輔助**學習活動、面對面接觸和網上學習時數提供了清晰的分類指標，並包括了**多項輔助**學習的檢討機制。目標是於二零二二至二零二三學年或之前，為所有副學位課程內容設計**學科多項輔助學習元素**。詳情請見**多項輔助**學習指引（附錄 21）。

64. 為推動及引領電子學習發展，並監督所有課程的電子學習推行，學院於二零二零年十二月成立了**教與學專責小組**（附錄 8）。教與學專責小組向學院院長負責，其工作是提升員工能力，使用 Moodle 及 Google Suite 等應用程式網上授課；為**科技輔助教與學**而舉辦的**員工發展活動**列表，請見附錄 9。教與學專責小組也與嶺大教與學中心協作，提供各式培訓活動以幫助嶺大及學院教學人員有效採納電子學習；例如是教與學發展課程下有關創新及資訊科技輔助教與學的培訓活動(附錄 10)。

65. 為推動電子學習文化，教與學專責小組每兩個月為學院的教學人員舉辦一次**最佳作業方式分享環節**，讓參加者分享他們的電子學習技巧和工具，例如透過分組

討論功能進行網上討論、融入投票功能的互動課堂活動及透過 Kahoot 進行網上遊戲。教與學專責小組並負責規劃和檢討有效置入電子學習的科技和資源議題。

66. 此外，教與學專責小組與學院學生發展處合作為學生研發 **e-portfolio（電子歷程檔案）**平台及個人化學習中心。該平台讓學生記錄正式和非正式的學習體驗，並以日記形式寫下其對學習體驗的反思。透過有關平台，學生在教學創新領域下的學習體驗因而變得更加豐富。

有關 **(5) 對教學質素(包括教學發展)的支援**的進度摘要

67. 評審小組建議學院清楚說明和公布有關的策略方針，識別院校的發展優次和具體行動計劃，以引導教學人員的專業發展。（質保局核證報告第 27 頁，5.7 段）

68. 誠如本進度報告多節內容所述，學院已認定電子／**多項輔助**學習為優先發展的教學法，並且將加強教學人員對果效為本教與學方法的了解和推行列為未來數年的策略發展方向。**教與學專責小組**的目標（附錄 8）是提升教與學的質素，並引領教學人員的專業發展。就教與學專責小組、果效為本教與學方法及電子學習的**員工發展活動**的討論，請見本進度報告第 26 – 30 及 63 – 66 段。學院設有**支持員工發展的資助計劃**及推動發展教學方法的**優異教學獎勵計劃**，藉此支持和推動員工在專業發展上取得進步和成就。為進一步推動優質教學和支持教學人員發展教學方法，學院已設立「**教學法發展應用研究支援計劃**」（附錄 12）。教學人員如有意進行應用研究來改善自己某方面的教學、尋找另類的教學法概念，又或改善教學方法，便可申請資助，每個項目最多可獲\$20,000 贊助。此外，所有教學人員均需符合**持續專業發展**的新要求，他們必須每年出席最少 4 小時與其專業相關的發展活動。持續專業發展政策詳情請見附錄 22。

69. 評審小組注意到課程主任沒有獲得其學術領導角色方面的直接支援，小組樂見學院提供為副學位領導層而設的培訓。評審小組鼓勵學院在監督和保證教與學質素方面，為其學術領導人員提供更有組織的培訓及支援。（質保局核證報告第 27 頁，5.8 段）

70. 學術領導人員可透過在職指導獲得支援。學院整合了對新上任的學術領導人員所提供的支援，並制訂了新的**新任學術領導人員指導計劃**（附錄 23），為學術領導人員於在職指導期間分享最佳作業方式，並確保教學人員明白主要項目的涵蓋範圍，計劃已於二零二零年十一月二十日獲學術委員會通過。有關指導計劃為學院的學術領導人員提供清晰定義，重點指出在指導計劃中，可供新任學術領導人員使用的主要支援，以及反饋和評估渠道。在指導計劃下，每位新任學術領導人員均獲分配一名導師／督導員。導師與新任學術領導人員在學術和領導事宜

上緊密合作，前者並提供指引，例如質素保證及提升機制、課程管理、監察及檢討程序，以及員工發展及支援。剛上任的學術領導人員會獲得由更富經驗的導師所提供在職培訓形式的持續支援。導師和導生之間的溝通是雙向的：新任學術領導人員在工作上遇到困難時可諮詢導師，而導師則為新任學術領導人員提供適時回饋。

71. 評審小組鼓勵學院考慮提供資源，讓教師參與教與學之學術研究，從而識別有效的教學方法，並鼓勵教學人員試驗不同的教學法。（質保局核證報告第 28 頁，5.9 段）

72. 學院已制訂新的「**教學法發展應用研究支援計劃**」（附錄 12），藉以鼓勵教學人員就改善其教學法進行應用研究。有關討論請見本進度報告第 30 段。

有關 (6) 學生學習評核的進度摘要

73. 評審小組建議學院檢討其評核政策，並按需要作出修訂，以確保有關政策與時並進、切合所需，並可訂立框架，為教職員和學生提供有系統的培訓和持續的支援，以實行標準參照評核。（質保局核證報告第 31 頁，6.6 段）

74. 作為學院策略目標的一部份，務求提升教學人員了解和有效推行包括標準參照評核的果效為本教與學方法，學院採納了多項措施及計劃，包括發展**《果效為本教與學方法手冊》**（附錄 14）、修訂**學院評核指引**（附錄 15）、提供嶺大的**常模為本與標準為本評核對照**（附錄 16），以及標準參照評核為主題的員工發展機會（附錄 9）。詳情見第 26–36 段。

75. 學院經修訂的評估指引，對教職員關於有效評核一般原則，以及果效為本教與學方法下的評核方法及評核目的相當有用。為在課程層面促進落實及有效評核學習果效的達成程度，學院研發了一套新的**課程學習果效評核**。學生達成學習果效是果效為本教與學方法的支柱，有效評估與評核學生有否達成課程預期學習果效的機制顯得更為重要。學院因此正準備課程學習果效評核的指引；教學人員將使用選定的課程預期學習果效來計劃評核方法和措施，並決定評核的數據種類及成功準則。分析所收集數據和制訂改善計劃，便可完成課程學習果效評核。預期該指引於二零二一年六月備妥，並於二零二一至二零二二學年實施。課程學習果效評核就果效為本教與學方法量度其有效性，配合標準參照評核，有助學院質素保證機制。

76. 評審小組贊同嶺大和學院為建立學科資料庫所採取的行動，並鼓勵學院投資進一步開發網上課程管理系統，以支援學術領導人員在管理學術水平、質素和提升方面的工作。（質保局核證報告第 31 頁，6.11 段）

77. 學院就其質素保證機制進行了檢討，並決意了解學生於學習上的每一方面如何關係到持續改善課程質素和學生學習體驗。課程質素的發展與提升均是對宏觀規模環境因素（例如是社會需要或政府政策改變）、嶺大的策略方向、本學院的發展及策略計劃（例如是周年報告、員工發展優次、支援教與學教學方法優次及學生資源）以及外間審視（例如是質保局核證）的回應。在課程層面，透過定期計劃與科目檢討、課程學習果效評估、年度課程報告及教學表現等平台和渠道，就學生的學術表現和不同持份者（例如是校外學術顧問、學生、員工、實習與業界合作夥伴、僱主和校友）收集數據。

78. 為有系統及一致地收集上述數據，學院正在研發一套**電子課程管理系統**，以儲存和管理與學生學習各方面相關的數據以作分析、監察和評核用途。電子課程管理系統將於中央數據庫中擷取所有宏觀規模／學院及課程層面相關的數據，最終目標是為了解學生學習質素，以及向教學人員說明如何提升教與學質素而進行分析。在宏觀層面，系統也可以支援管理層決策。為質素保證及質素提升而設計的電子課程管理系統概念框架，請見圖 3(英文原版)。

79. 電子課程管理系統的研發始於二零二一年首季，而數據轉移和實施將計劃在二零二二至二零二三年進行。在決策過程中分析數據的採用將會遵照學院及嶺大的提升管治及委員會架構（見本報告第 4 頁，圖 1），而在該架構下，課程管理委員會為課程層面上的質素保證問責，並須透過學院的學術委員會向嶺大教務會及副學位學術質素保證委員會建議改善措施和提升計劃。此外，電子課程管理系統內的課程及宏觀規模環境數據，將有助學院管理層就學院政策、評估教與學表現和支持學院教學法的發展優次作出有理可依及有效的決策。

圖 3 概念框架：為質素保證及質素提升而設之電子課程管理系統

Conceptual Framework of the Electronic Programme Management System for Quality Assurance & Quality Enhancement

Improve and inform

Inputs
Statistics and reports on programme & students' performance, feedback & surveys from stakeholders, Strategic Plan, KPIs, QAC Audit, etc.

Process
Programme Teams, Programme Management Committees, SSCC, Advisory Board, Academic Board, CAQA, Senate

Output
Online system to show performance data, APRs, annual report, recommendations, improvement plans, strategic plan, etc.

Feedback

有關 (7) 學生參與及學生支援服務的進度摘要

80. 評審小組贊同嶺大及學院就制訂計劃以推動和鼓勵學院學生參與學院各方面的的管治工作所採取的行動。（質保局核證報告第 32 頁，7.4 段）

81. 由於學生參與和提供意見是良好管治的元素，嶺大和學院均設有學生代表制度，包括多個主要委員會的議席。**學院素來鼓勵學生透過各委員會，包括學院校董會、管理委員會、學術委員會及師生諮詢委員會參與學院管治**。學生代表的提名及選舉同時由嶺大學生會（因為本學院學生均有資格成為學生會會員）以及學院的學生發展處舉行。

82. 學院向所有學生派發單張、海報和發出電郵等作宣傳，清楚說明學生代表的提名程序、選舉流程，以及更重要的，說明學生代表在個別委員會中的角色和責任。學生在登記日和新生迎新活動時已明白選舉活動的詳情。此外，學院也邀請教師推動和鼓勵學生參與選舉。

83. 學生代表出席首次會議前，相關委員會的秘書處會向學生代表介紹其職能範圍和在會議時的角色，以確保他們在管治學院事宜上有效擔任其職能及角色。學生代表均獲持續支援，促進他們了解如何審閱委員會文件，及如何就那些可能影響學生體驗質素的議題徵集學生意見。各秘書處可隨時回應學生代表的查詢和關注，從而確保他們的參與可成為學生與學院之間的有效溝通橋樑。

84. 此外，本學院設有其他讓學生參與的平台，包括學生論壇、師生諮詢委員會及讓學生提出意見和分享觀察的渠道。例如，學生可以直接與相關教學人員及學術支援部門溝通。

有關 (8) 根據質素保證數據持續改善學生學習的制度的進度摘要

85. 評審小組建議嶺大確保學院利用並補充所有現有數據來源，讓學院對學生學習的所有範疇之理解能夠達至有系統、一致及以提升質素為本。（質保局核證報告第 36 頁，8.9 段）

86. 設立電子課程管理系統後，所有有關課程和學生表現的關聯數據均會儲存於綜合數據庫內。系統方便易用的界面有助各課程團隊管理及評估課程表現、了解學生學習及為滿足學生學習需要制訂課程改善措施和支援計劃。有關電子課程管理系統及使用系統所載數據的決策流程詳情，請見第 77 – 79 段。

結語

87. 學院再次就評審小組提出各項建設性意見表示謝意。學院已採取了全面的方法來回應評審小組指出的問題，並已在推行行動計劃、回應核證報告所載贊同與建議方面取得顯著進度。其中，不少規劃行動已超越單純回應建議，這方面全賴相關持份者積極審視本學院現有作業方式。學院將會繼續密切地監察各個已辨識領域的進度，並真誠希望質保局認為本學院已實施的行動和現有進度足證學院將不斷力臻完善，致力為香港社會提供高質素教育服務。學院歡迎感謝質保局對本進度報告的回饋意見。

附錄列表
（按進度報告內提及先後排序）

附錄	文件標題	段落
1	嶺南大學於二零二零年九月提交的七個月進度報告	**3**
2	協理副校長（持續教育及項目）的職責描述	**8**
3	學術委員會轄下各常務委員會精簡後的架構	**13**
4	**2019–2025 年度策略發展計劃及建議主要表現指標**	**17**
5	副學位課程校外學術顧問政策	**19**
6	副學位課程諮詢委員會（學科為本）指引	**21**
7	校友調查問卷範本	**22**
8	教與學專責小組職權範圍	**27**
9	二零二零／二零二一年度第二學期員工發展活動列表	**27**
10	教與學發展計劃	**28**
11	果效為本教與學方法網上測驗	**29**
12	教學法應用研究支援計劃申請指引	**30**
13	果效為本教與學方法發展計劃	**31**
14	果效為本教與學方法手冊	**31**
15	嶺南大學持續進修學院評核指引	**32**
16	常模為本與準則為本評估比較	**32**
17	年度課程報告修訂指引	**33**
18	副學位課程定期科目檢討指引	**34**
19	副學位課程校外基準參照指引	**38**
20	副學位課程調查施行時間表	**45**
21	副學位／高級文憑及文憑課程採納多項輔助學習方式指引	**63**
22	持續專業發展指引	**68**
23	新任學術領導人員指導計劃	**70**

LINGNAN UNIVERSITY

LINGNAN INSTITUTE OF FURTHER EDUCATION

Quality Audit of Sub-degree Operations of Lingnan University
7-month Progress Report
(September 2020)

The Report of a Quality Audit of Sub-degree Operations of Lingnan University was published by the Quality Assurance Council (QAC) in November 2019. Lingnan University (LU) would like to express its appreciation to the QAC for conducting the quality audit on the sub-degree operations of the Lingnan University and providing Lingnan Institute of Further Education (LIFE) with the opportunity for a self-review to enhance the teaching and learning quality. As a self-financing institution aiming at providing high quality education opportunities that meet the needs of learners, industries and Hong Kong society at large, and offering a well-established learning pathway for learners at different levels, LIFE welcomed the improvement opportunity offered by the QAC and took the QAC's comments seriously.

The quality audit significantly contributes to the continuous quality enhancement of our services and provides an excellent opportunity for us to review and improve the quality assurance mechanism and governance. The QAC audit report presents the findings of the quality audit, supported by detailed analysis and commentary on the following dimensions: 1. Governance, management, university planning and accountability; 2. Approach to programme quality assurance; 3. Curriculum design, programme development and approval processes; 4. Programme delivery, including pedagogical approaches, learning environments and resources, scheduling; 5. Support for teaching quality, including pedagogical development; 6. Student learning assessment; 7. Student participation and student support services; 8. Systems for acting on quality assurance data to make ongoing enhancements to student learning.

In response to the findings in the QAC audit report, LIFE formed a QAC Audit Follow-up Task Group in June 2019 to reflect and prepare an action plan to address the recommendations, affirmations and other suggestions made in the audit report. LIFE proposed an action plan for the improvement on the Recommendations and Affirmations of the QAC Audit of Sub-degree operations of LU. The action plan was approved by the Senate on 10 February 2020 and then submitted to the QAC Secretariat in February 2020. This 7-month progress report provides an update on the implementation of the action plan of Dimension 1 "Governance, management, university planning and accountability". Other dimensions will be reported in the 18-month QAC progress report.

Summary of Progress of Dimension 1 "Governance, management, university planning and accountability"

<div style="border:1px solid black; padding:8px;">

1. The Panel recommends that the University examine and revise as necessary the governance relationships between LU Council, LU Senate and the Board of Governors (BoG) of LIFE. The purpose of this would be first to ensure internal consistency between the LU Ordinance, LU Statutes and Academic Regulations; and second to ensure that awards received by LIFE graduates are made with full authority of LU Senate, as stipulated under the LU Ordinance (Cap.1165). (Paragraph 1.9, Page 12 of the QAC audit report)

</div>

1.1. In response to the recommendation on the internal consistency between LU Ordinance, LU Statutes and Academic Regulations, LIFE took immediate action to review the powers and duties of the Board of Governors of LIFE (BoG). The proposed revisions to the powers and duties of BoG were approved by LU Council on 17 February 2020. A few clauses related to academic matters, particularly conferment of academic awards were removed from the powers and duties of the BoG. In addition, given the fact that LU Statute 6 stipulates that "the Board of Governors shall be accountable to the University Council", the Council approved the revision to powers and duties that describes the BoG as the "supreme governing body" be changed to "the governing body". The LU Statute 7 which stipulated powers and duties of the BoG was updated in Annex 1.

1.2. At its meeting on 30 March 2020, the Senate approved that the Undergraduate Examinations Board (UEB), under the delegated authority of the Senate, be the approving body for the conferment of awards to LIFE students of Associate Degree, Higher Diploma and Diploma programmes with immediate effect. The terms of reference of LIFE Academic Board and the UEB are updated in Annex 2 and Annex 3 respectively.

<div style="border:1px solid black; padding:8px;">

2. The Panel considers the inherent conflicts among the roles undermine its values as a permanent fixture within the management structure of LU and LIFE. The Panel recommends that the University reconsider and revise as necessary the governance and the senior leadership positions that link LU and LIFE to ensure that governance, leadership and management roles are clearly delineated and differentiated, while continuing to facilitate effective channels of communication between the two entities. (Paragraph 1.10, Page 12 of the QAC audit report)

</div>

2.1. In order to delineate and differentiate the governance, leadership and management roles between LU and LIFE, and to enhance management effectiveness and decision making process that link LU and LIFE, a new Associate Vice-President (Further Education and Projects) with specific roles, who reports to the President, has already been appointed to replace the previous Supervisor of the Director of LIFE to oversee LIFE, with effect from 15 June 2019.

3. The Audit Panel acknowledges that the University and LIFE have already noted the need to rethink some of LIFE's committees and recognises the value of maintaining a consistent approach to governance and management between the University and LIFE…. The Panel recommends that the University and LIFE review LIFE's committee structure, including terms of reference, membership and arrangements for evaluating effectiveness of committees. (Paragraph 1.12, Page 12 of the QAC audit report)

3.1. Having reviewed the terms of reference and membership composition of the BoG, the Management Committee and the Executive Committee, a few overlapping management functions were found especially between the Executive Committee and the Management Committee. The LU Council approved to streamline and merge the two committees into one and to retain the name "Management Committee". Given that LIFE follows closely LU's administrative policies and procedures for financial, personnel and other operation matters, the merged committee consists of the management staff of LIFE only and is chaired by the Director of LIFE. The BoG continues to focus on the governance role and the Associate Vice-President (Further Education and Projects) is the Deputy Chairman of the BoG. The proposed revisions were approved by LU Council on 17 February 2020. The updated governance and management structure is given in Annex 4.

3.2. To enhance the effectiveness and efficiency of the Academic Board and its standing Committees, LU Senate approved the restructuring of and revisions to Quality Assurance Committees of LIFE (QAC/LIFE) at its meeting on 10 February 2020. The Terms of Reference of the Academic Committee (AC) and its standing committees were revised accordingly as shown in Annex 5. The Senate also renamed the Academic Committee (AC) to Academic Board (AB) at the meeting to better reflect its overseeing role to its standing committees. LIFE will continue to review the operational efficiency of the refined academic structure and further streamlining will be considered when necessary.

4. The Panel affirms the work that has been undertaken, as part of the development of the new Strategic Plan for LU and LIFE, to develop a set of Key Performance Indicators (KPIs) with sharper focus and more quantitative measures that will enable both LU and LIFE to track their progress towards stated strategic priorities. (Paragraph 1.13, Page 13 of the QAC audit report)

4.1. In response to the affirmation and advice of the QAC Audit Panel, LIFE further revised its Strategic Plan 2019-2025 that had been submitted to the LU's Steering Group on Strategic Planning on 30 November 2018. As specified in the Action Plan submitted to the QAC on 17 February 2020, the revised strategic plan with a set of specific and quantitative key performance indicators (KPIs) to evaluate LIFE's programme performance and contributions to LU's strategic priorities would be developed.

4.2. Taking reference to LU's Strategic Plan 2019-2025 and based on the mission of LIFE of preparing students for academic excellence, personal, career advancement, and contribution to society through a wide range of learning and student development activities, four strategic areas with KPIs are developed as follows and details of the revised Strategic Plan is given in Annex 6. The BoG approved the revised Strategic Plan 2019-2025 with KPIs for LIFE in August 2020.

	Strategic Areas	Key Performance Indicators (KPIs)
1	Developing Quality Programmes to Meet the Needs of Society	・ Number of new programmes ・ Sufficient enrolment to launch a programme
2	Enhancing Teaching and Learning	・ CTLE average ・ Graduation Rate ・ Articulation Rate ・ Employment Rate
3	Promoting Whole-person Development of Students	・ Students' feedback on Life Enrichment and Appreciation Programmes (LEAP) activities ・ Students' feedback on Language Enhancement Programme (LEP) activities ・ Results of Student Learning Experience Survey (SLES) in the area of Whole-person Development
4	Enhancing the Professional Development for Teaching Staff	・ Continuing Professional Development (CPD) training activities in professional expertise ・ Pedagogical training activities

Concluding Remarks

LIFE takes the Audit Panel's constructive comments seriously and has made significant progress in implementing its action items in response to the affirmations and recommendations given by the Audit Panel. The restructuring of the governance and management structure is an example demonstrating the commitment to the quality enhancement. To provide high-quality teaching and learning, LIFE will continuously monitor and evaluate the implementation of all the actions items in the Action Plan.

LINGNAN UNIVERSITY STATUTES

Statute 7
Powers and Duties of the Board of Governors of LIFE

Subject to the supervision of the University Council, the Board of Governors shall be the governing body of Lingnan Institute of Further Education ("LIFE") and shall have the following powers and duties:

1. To consider the strategic plan prepared by LIFE biennially and ensure that it is in congruence with the directions of the University;

2. To endorse the financial budgets prepared by LIFE and submit to the University Council for approval;

3. To determine conditions of employment and other employment benefits of LIFE;

4. To receive the annual reports and relevant financial reports of LIFE; and

5. To appoint sub-committees as necessary.

Academic Board (AB)
Lingnan Institute of Further Education (LIFE)

Terms of Reference
1. To develop policies, standards, procedures in relation to the approval, monitoring and review of programmes and oversee all academic matters of LIFE;
2. To endorse new academic programmes and major changes of existing programmes;
3. To approve minor changes on existing programmes;
4. To approve non-local accredited academic programmes;
5. To consider and endorse recommendations of the Examinations Committee on the award classification of students and conferment of award of Associate Degree, Higher Diploma and Diploma for the approval of the Undergraduate Examinations Board under the delegated authority of the Senate;
6. To consider and approve the recommendations of the Examination Committees on the award classification of students and conferment of award of Diploma Yi Jin and other part-time Lifelong Learning Programmes under the delegated authority of the Senate;
7. To approve recommendations from the Examinations Committee on the academic probation, discontinuation and irregularity cases;
8. To consider and approve, under delegated authority of the Senate, the termination of studies for Associate Degree and Higher Diploma, Diploma students either on academic or disciplinary grounds;
9. To receive reports and endorse/approve recommendations from its standing committees.
10. To review and approve annual programme reports and endorse external programme review reports and follow-up action plans;
11. To approve the appointment of External Academic Advisers and Honorary Advisers;
12. To determine the academic calendar; and
13. To set up sub-committees as necessary.

Membership

Chairman	Director of Lingnan Institute of Further Education
Members	One academic staff member from each of the three Faculties
	One representative from the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) of the University Senate
	Associate/Assistant Director (Programme Development and Management)
	Programme Director (Sub-degree Programmes)
	Three teaching staff members elected by and from among their members
	Programme Head (Higher Education and International Programmes)
	Programme Head (Foundation Programmes)
	Programme Head (Lifelong Learning Programmes)
	Two students, each from AD and HD/Diploma of LIFE
Co-opted	Other members may be co-opted if necessary
Secretary	Associate/Assistant Director (Quality Assurance and Registry)

Undergraduate Examinations Board

Terms of reference

a) To oversee the administration of undergraduate (UG) examinations.

b) With the exception of decisions with policy implications and non-standard graduation cases, the Undergraduate Examinations Board (UEB) is delegated by the Senate to consider and approve recommendations of Boards of Examiners on student graduation, upgrading of honours classifications, and discontinuation of studies at UG level.

c) With the exception of non-standard graduation cases, the UEB is delegated by the Senate to consider and approve recommendations of the Academic Board (AB) of Lingnan Institute of Further Education (LIFE) on the conferment of Associate Degrees, Higher Diplomas, and Diplomas .

d) To review recommendations of Boards of Examiners or equivalent on UG student assessment and examination matters and to make its own recommendations thereon, if necessary, to the Senate.

e) To recommend to the Senate, changes/refinements to guidelines and measures related to UG student assessment and examinations to ensure the smooth conduct of UG examinations.

f) To consider student matters relating to UG examinations, excluding discontinuation appeal cases, referred to it by the Registrar.

g) To refer issues on UG student assessment relating to quality assurance to the Academic Quality Assurance Committee for Undergraduate Programmes for consideration.

Membership

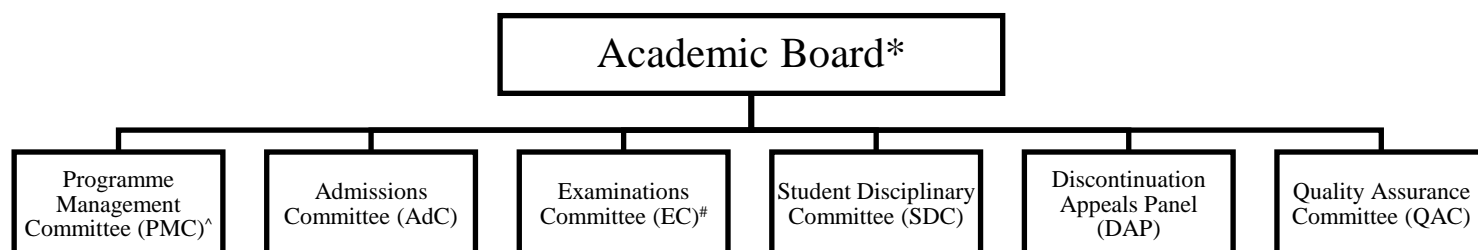|		
Chairman	:	Associate Vice-President (Academic Affairs and External Relations)
Members	:	Deans or their representatives[#]
		One representative from each Faculty [#]
Co-opted Member^	:	Director of Lingnan Institute of Further Education
Member and Secretary	:	Registrar or his/her nominee

[#] Representatives designated annually will have full voting power.

^ Only for consideration of recommendations of AB of LIFE on the conferment of Associate Degrees, Higher Diplomas, and Diplomas.

Notes: 1. For item b), "non-standard graduation cases" refer to those stipulated under Section 24 of the Regulations Governing Undergraduate Studies, viz.: "Where a student is unable, through illness or other extenuating circumstances, to complete some or all of the course requirements and/or examinations in the final term, or does not have the likelihood of completing the degree requirements, the Board of Examiners may make an overall judgment based on his/her performance in the course completed and recommend the student for a degree with no classification. The acceptance of such an award by a student will render him/her ineligible to present himself/herself for any subsequent consideration for the same bachelor's degree."

2. For item e), an example of the "guidelines related to student assessment and examinations" is the Guidelines for Granting Special Consideration for Discontinuation Cases and an example of the "measures to ensure the smooth conduct of examinations" is the measures against nuisance caused by ringing mobile phones.

Governance and Management Structure of LIFE

(Admin/Organization)   (Management Governance)   (Academic Governance)

Council of Lingnan University

President

Board of Governors of LIFE
(Chairman: Deputy Chairman
of the Council)
[Deputy Chairman: Associate Vice-
President (Further Education and Projects)]

Senate of the University

Associate Vice-President
(Further Education and Projects)

Committee on
Academic Quality Assurance
of Sub-degree Programmes

University Level

Institute Level

Director of LIFE

Management Committee
(Chairman: Director of LIFE)

Academic Board

Staff Review Committee
(Chairman: Director of
LIFE)

Structure of Standing Committees of the Academic Board (AB) of LIFE

```
                        ┌─────────────────────────┐
                        │     Academic Board*     │
                        └─────────────────────────┘
                                     │
  ┌──────────┬──────────┬───────────┼───────────┬──────────┬──────────┐
┌────────┐┌────────┐┌────────┐┌────────────┐┌────────────┐┌──────────┐
│Programme││Admission││Examin- ││  Student   ││Discontinua-││ Quality  │
│Manage- ││   s     ││ations  ││Disciplinary││    tion    ││Assurance │
│ment    ││Committee││Committee││ Committee  ││  Appeals   ││Committee │
│Committee││ (AdC)  ││ (EC)#  ││   (SDC)    ││Panel (DAP) ││  (QAC)   │
│(PMC)^  ││        ││        ││            ││            ││          │
└────────┘└────────┘└────────┘└────────────┘└────────────┘└──────────┘
```

* Responsible for all programmes of LIFE

^ There are 5 Programme Management Committees under the Academic Board (AB), as follows:
    (1) Sub-degree and Diploma Programme Management Committee (SD/DPMC)
    (2) Degree and International Programme Management Committee (DIPMC)
    (3) Foundation Programme Management Committee (FPMC)
    (4) Lifelong Learning Programme Management Committee (LLPMC)
    (5) Joint Programme Committee (JPC) of ADBM and ADMS Programmes

\# There are 5 Examinations Committees under the Academic Board (AB), as follows
    (1) Sub-degree and Diploma Programme Examinations Committee (SD/DPEC)
    (2) Degree and International Programme Examinations Committee (DIPEC)
    (3) Foundation Programme Examinations Committee (FPEC)
    (4) Lifelong Learning Programme Examinations Committee (LLPEC)
    (5) Board of Examiners (BoE) of ADBM and ADMS Programmes

Lingnan Institute of Further Education (LIFE)
Strategic Plan 2019-2025

1	Developing Quality Programmes to Meet the Needs of Society		
Action Area		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Develop full-time academic programmes that suit the manpower needs of society (2) Increase the enrollment of life-long programmes (LLPs) by developing more life-long programmes in collaboration with professional bodies with focus on attainment of professional qualifications, or for professional pursuit and advancement		· Number of newly developed programmes: ➢ 1 new full-time programme every 2 years ➢ 1 new life-long programme every year · Sufficient enrollment to launch a programme	N/A

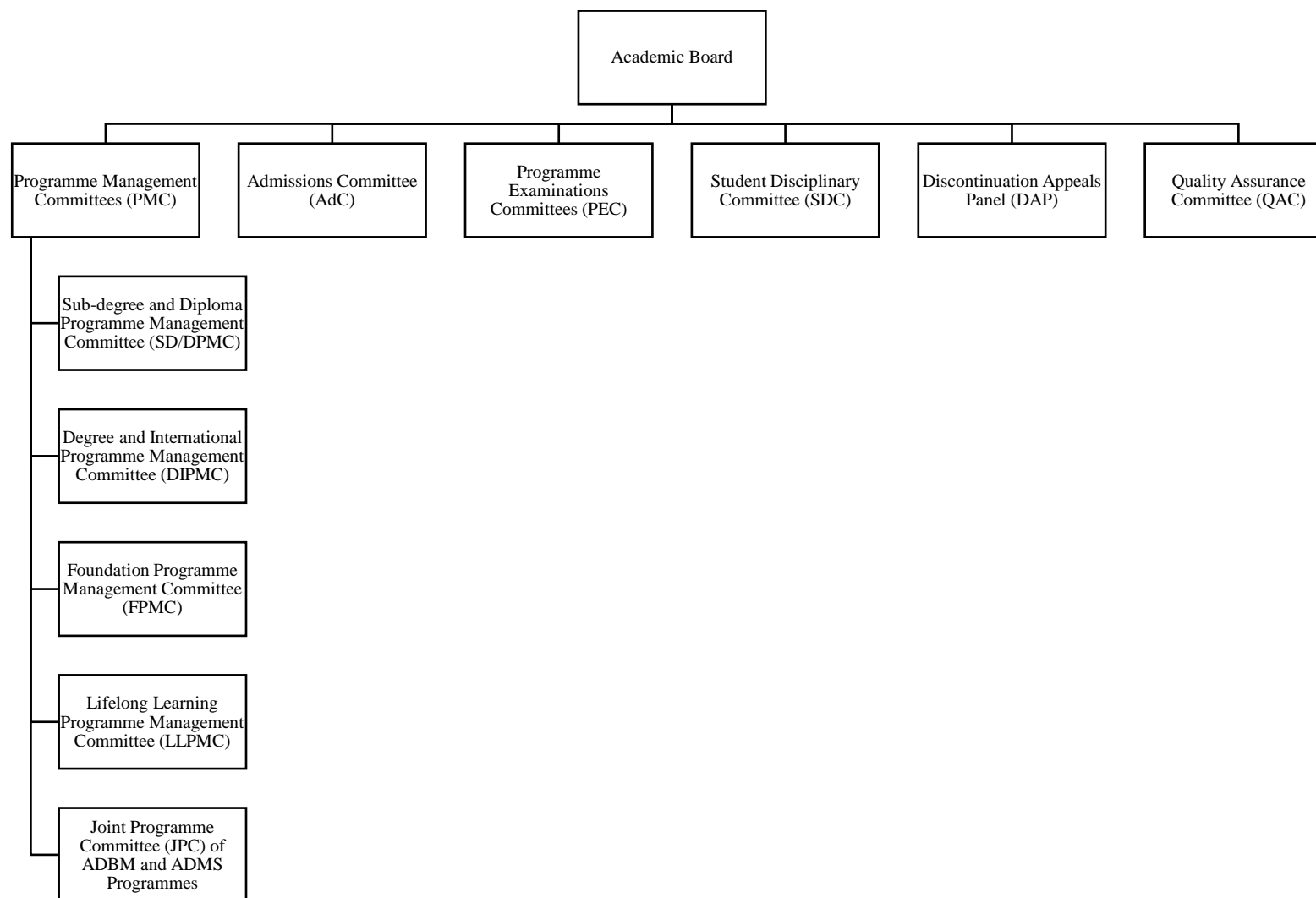| 2	Enhancing Teaching and Learning		
Action Area		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Enhance teaching effectiveness and learning experience with a variety of pedagogical approaches such as e-learning, practical and experiential learning opportunities, and various kinds of learning support		· CTLE average $\geq$ 4.5 · Graduate rate $\geq$70% · Articulation rate $\geq$ 70% · Employment rate $\geq$ 70% for those who opt for employment after 6 months from graduation	**Enhancing Undergraduate Teaching and Learning** "…We are deeply committed to excellence in undergraduate education…We will introduce more interactive and smart learning experiences, including greater use of digital learning resources and pedagogical approaches…"

3	Promoting Whole-person Development of Students		
Action Areas		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Offer co-curriculum programmes and activities that cultivate students' whole-person growth including their independent and critical thinking, communication skills, sense of social responsibility, ability for independent learning and passion for lifelong learning		· Students' satisfaction on LEAP activities ≥ 70% · Students' satisfaction on LEP activities ≥ 70% · Results of Student Learning Experience Survey (SLES; to be developed) on the area of Whole-person Development ≥ 3.5 (out of 5)	**Advancing Residential Education and Promoting Student Training in Leadership and Entrepreneurship** "…Quality whole-person education and residential education are critical to student development at Lingnan. They prepare students to respond positively to novel situations and unstructured problems and to communicate effectively in academic, professional and social settings to achieve all-round excellence…"
4	Enhancing the Professional Development for Teaching Staff		
Action Areas		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Develop a framework to steer professional development of teaching staff based on the overall institutional pedagogical development priorities of LIFE		· Continuing Professional Development (CPD) training activities ≥ 4 hours annually in professional expertise · Pedagogical training activities ≥ 4 hours annually	**Enhancing Undergraduate Teaching and Learning** "…We are deeply committed to excellence in undergraduate education…We will introduce more interactive and smart learning experiences, including greater use of digital learning resources and pedagogical approaches…"

Job Description of Associate Vice-President (Further Education and Projects)

Scope of the Job

1. To provide overall supervision of the Director of LIFE pertaining to its planning and development, in alignment with the strategic direction of LIFE and the University;

2. To serve as the delegate of the University proper to oversee and communicate with LIFE communities, and vice versa;

3. To endorse significant financial resources planning proposed by the Director of LIFE, for approval by the Board of Governors of LIFE, to ensure efficient and effective use of resources for strategic and sustainable development; and

4. To approve major personnel decisions endorsed by the Director of LIFE to ensure efficient and effective use of resources, and alignment with the strategic direction of the University.

Key Accountabilities of the Job

1. To serve as the Deputy Chairman of the Board of Governors of LIFE, so as to contribute to achieving the vision and mission of LIFE, as well as the vision, mission, and core values of the University proper.;

2. To provide strategic directions on the development and quality assurance of academic programmes, in alignment with the vision and mission of LIFE and the University;

3. To work closely with senior management of the University proper, the Director of LIFE and LIFE management to formulate and execute strategies in alignment with the strategic direction of LIFE and the University;

4. To endorse significant financial decisions proposed by the Director of LIFE;

5. To approve major significant personnel decisions endorsed by the Director of LIFE to foster talent acquisition and development; and

6. To develop external academic networks to enhance collaboration as well as to promote LIFE.

Structure of Standing Committees of the Academic Board (AB) of LIFE (Before)

```
                                          ┌─────────────────────┐
                                          │   Academic Board    │
                                          └─────────────────────┘
```

| Programme Management Committees (PMC) | Admissions Committee (AdC) | Programme Examinations Committees (PEC) | Student Disciplinary Committee (SDC) | Discontinuation Appeals Panel (DAP) | Quality Assurance Committee (QAC) |

Sub-degree and Diploma Programme Management Committee (SD/DPMC)

Degree and International Programme Management Committee (DIPMC)

Foundation Programme Management Committee (FPMC)

Lifelong Learning Programme Management Committee (LLPMC)

Joint Programme Committee (JPC) of ADBM and ADMS Programmes

Structure of Standing Committees of the Academic Board (AB) of LIFE (Streamlined)

```
                            ┌─────────────────┐
                            │ Academic Board  │
                            └─────────────────┘
        ┌──────────┬──────────┬─────────┴──────────┬──────────────┬──────────┐
┌───────────────┐┌───────────────┐┌───────────────┐┌───────────────┐┌─────────────────┐┌───────────────┐
│   Programme   ││  Admissions   ││   Programme   ││    Student    ││ Discontinuation ││    Quality    │
│  Management   ││ Committee(AdC)││ Examinations  ││ Disciplinary  ││ Appeals Panel   ││  Assurance    │
│Committee(PMC) ││               ││Committee(PEC) ││Committee(SDC) ││     (DAP)       ││Committee(QAC) │
└───────────────┘└───────────────┘└───────────────┘└───────────────┘└─────────────────┘└───────────────┘
```
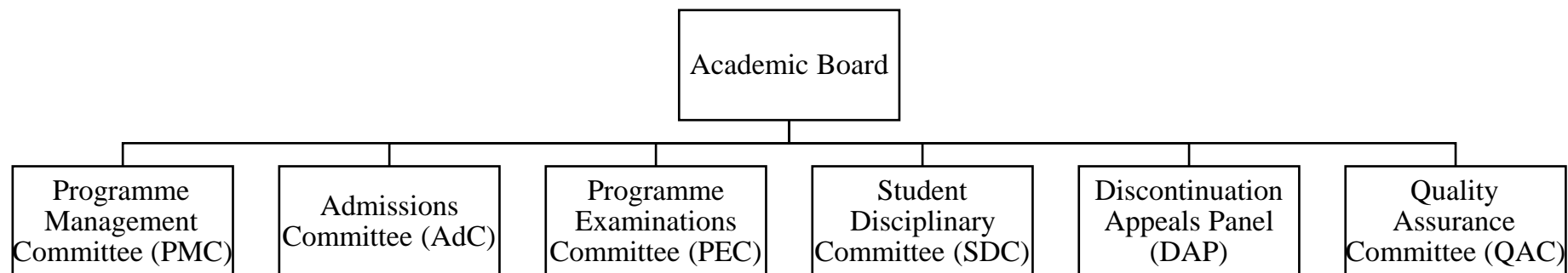
Strategic Area		Key Performance Indicators	Definition	Acceptable Standard/Threshold
1. Developing Quality Programmes to Meet the Needs of Society (1) Develop full-time academic programmes that suit the manpower needs of society and align with the mission of Lingnan University; (2) Increase the enrollment of life-long programmes (LLPs) by developing more life-long programmes in collaboration with professional bodies with focus on attainment of professional qualifications, or for professional pursuit and advancement	1.1	Number of enrolments	The number of enrolments refers to the enrolment figures of all learning programmes offered by LIFE.	Meet the Admission Target each year
	1.2	Number of applications	Number of applications received to all learning programmes open for application.	Three times of the admission target of each year
	1.3	Graduation rate	Graduation rate refers to the percentage of students who successfully complete the learning programmes within the normal study period.	≥ 90% of total enrolled students
	1.4	Graduate's satisfaction rate to the quality of LIFE's programme measured by the Graduate Survey	The KPI refers to the summed average of the satisfaction rate given by the graduates in the evaluation of the quality of their programmes in the Graduate Survey.	≥ 80% rated satisfied or above
2. Enhancing Teaching and Learning (1) Enhance teaching effectiveness and learning experience with innovative pedagogical approaches such as e-learning, practical and experiential learning opportunities, and various kinds of learning support	2.1	Student satisfaction with their teaching and learning experience measured by the Course Teaching & Learning Evaluation (CTLE)	The KPI refers to the summed average of the overall scores on the Course in the CTLE.	≥ 4.5
	2.2	Achievement of learning outcomes measured by Annual Programme Reports (APRs)	Achievement of learning outcomes refers to the passing rate of outcome based assessment monitored in the APRs.	≥ 90%
	2.3	Percentage of courses using e-learning and Blended learning	The percentage of courses adopting e-learning and blended learning pedagogy in teaching and learning delivery and class activities.	≥ 10%
	2.4	Number of practical and experiential learning activities	The number of practical and experiential learning activities in a learning programme, e.g. visits, field trips, guest speaker sessions, study tours.	≥ 5 practical and experiential learning activities for each learning programme
3. Promoting Whole-person Development of Students (1) Offer co-curriculum programmes and activities that cultivate students' whole-person growth including their independent and critical thinking, communication skills, sense of social responsibility, ability for independent learning and passion for lifelong learning	3.1	Number of co-curricular activities	The KPI refers to the co-curricular activities specifically designated to cultivate students' whole person development.	≥50 co-curricular activiiies per year
	3.2	Students' participation rate in the co-curricular activities	The KPI measures the student headcounts enrolled to those activities.	≥60% of attendance rate
	3.3	Students' satisfaction to co-curricular activities	The KPI refers to the student feedback obtained in the evaluation of the co-curricular activities.	≥70% of overall satisfaction rate
	3.4	Satisfaction to Whole-person Development measured by the Student Learning Experience Survey (SLES)	The KPI is measured based on the average of the summative questions regarding satisfaction rate to Whole-person Development in the SLES.	≥70% of overall satisfaction rate
4. Enhancing the Professional Development for Teaching Staff (1) Develop a framework to steer professional development of teaching staff based on the overall institutional pedagogical development priorities of LIFE	4.1	Student satisfaction with the Teacher measured by the Course Teaching & Learning Evaluation (CTLE)	The KPI refers to the summed average of the overall scores on the Teacher in the CTLE.	≥ 4.5
	4.2	Number of staff development activities	The total number of staff development activities organised including teaching and learning, OBATL, quality assurance, e-learning/blended learning, etc.	≥12 staff development activities organized every year
	4.3	Participation rates of staff development activities	The participation rate in the staff development activities refers to the average number of staff development activities attended per teaching staff per year.	≥4 activities per teaching staff per year
	4.4	Staff satisfaction to staff development activities	Staff satisfaction refers to the satisfaction rate given by the teaching staff in the evaluation of the staff development activities.	≥80% of overall satisfaction rate

Lingnan Institute of Further Education

Policy on External Academic Advisers of Sub-Degree Programmes

1   General

1.1 The appointment of External Academic Advisers is intended to provide an external and impartial check that internal standards are being fairly and consistently applied, and that the standard of the sub-degree programmes of Lingnan Institute of Further Education (LIFE) are comparable with those of similar programmes in Hong Kong.

1.2 There shall normally be two External Academic Advisers appointed for each sub-degree programme or each concentration in an associate degree programme, and two External Academic Advisers for the General Education courses. Where appropriate, more External Academic Advisers could be appointed for each sub-degree programme or each concentration in an associate degree programme and the General Education courses. Depending on the expertise of the External Academic Advisers, one External Academic Adviser may be appointed for two or more sub-degree programmes or concentrations in associate degree programmes.

1.3 External Academic Advisers are normally local academics or professionals in the relevant fields.

2   Criteria and Procedures for the Appointment of External Academic Advisers

2.1 External Academic Advisers should normally be persons of seniority (e.g. Senior Lecturers/Assistant Professor or above or equivalent), of high academic and/or professional standing, with considerable recent experience in teaching at university or sub-degree level, and involvement in the examinations process at the appropriate level in their own institutions. Where appropriate, persons with relevant academic qualifications but not affiliated with any higher education institutes or from outside the higher education system (e.g. from the profession or industry) may also be appointed[1].

2.2 External Academic Advisers are expected to be currently active in their profession, and their period of office should be determined so as not to extend beyond their expected time of retirement from full-time employment by more than one year.

2.3 If a staff member from an academic department of the University is appointed an External Academic Adviser of a sub-degree programme or a concentration in an associate degree programme or the General Education courses, the other External Academic Adviser of that particular programme or concentration or the General Education courses must be from outside the University.

2.4 Nominations for appointments as External Academic Advisers shall be made by the Programme Head/Programme Director or his/her delegate concerned to the Programmes Management Committee (PMC) for endorsement and then the Academic Board (AB) for approval. The Programme Head/Programme Director or his/her delegate concerned shall

---

[1] As for the Higher Diploma programmes, the vocational nature is more significant as compared to Associate Degree programmes; therefore, the experience of the External Academic Advisers in related sectors would also serve as an important indicator of their suitability.

provide the following information in support of a nomination of new appointment:
- name, title, post and organization of the nominee;
- academic and professional qualifications;
- area of specialty;
- examining experience (if any); and
- major publications.

2.5 Recommended nominees will normally be considered for appointment by the Academic Board of LIFE in the academic year prior to that in which the External Academic Advisers will take up their duties.

2.6 Before a proposal for appointment is made, the Programme Head /Programme Director or his/her delegate concerned should approach the prospective External Academic Adviser to see if he/she is willing to accept the invitation. In this initial approach it must be made clear to the prospective adviser that the approach is in the nature of an enquiry and is not a formal commitment.

2.7 External Academic Advisers shall normally be appointed by the Academic Board for a period of three academic years. Immediate reappointment for another term (three years or shorter), with a total of six years at the maximum, may be allowed. However, it is preferable to have a new External Academic Adviser instead of reappointing the current one, so as to provide fresh ideas/views. Brief justification shall be provided if the Programme Head/Programme Director or his/her delegate concerned wishes to reappoint an External Academic Adviser upon expiry of his/her current term.

3 Courses Subject to Comments of and Information to be Provided to External Academic Advisers

3.1 Courses Subject to Comments
All courses of sub-degree programmes offered in an academic year shall be subject to comments by the External Academic Advisers in that particular year.

3.2 The following information should be provided to External Academic Advisers:
(a) Programme document, including the approved programme structure and syllabuses.
(b) Drafts of appropriate examination papers and marking schemes of selected courses.
(c) Samples of examination scripts, projects, essays and case studies.
(d) The current version of the Academic Regulations, and the policy guidelines and regulations for External Academic Advisers.

4 Role and Duties of an External Academic Adviser

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

4.2 Duties
(a) To assist LIFE's study programmes/courses in maintaining standards comparable to those in other tertiary institutions of international repute.
(b) To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marking schemes of selected courses sent to them. Programme

Head/Programme Director of his/her delegate should send at appropriate times samples of continuous assessment materials to External Academic Advisers for comment. As regards examinations, the Programme Head/Programme Director or his/her delegate when appropriate shall send to the External Academic Adviser the question papers of selected courses. External Academic Advisers shall give their Programme Head/Programme Director or his/her delegate. Comments received on continuous assessment materials, examination papers and assessment/marking schemes should be used for future reference and forward planning purpose.

(c) To receive and assess a sample of student works, including examination scripts, projects, essays and case studies, etc. as appropriate to enable him/her to have a better understanding of the academic standards of students. Sample student works and examination scripts, together with the marks awarded by teachers, of selected courses shall be sent to the External Academic Advisers about one week after the grade endorsement of the Subject Committees. Within two weeks, the External Academic Advisers shall return the marked scripts together with his/her comments to the Programme Head/Programme Director or his/her delegate concerned. Comments from External Academic Advisers regarding appropriateness of markings should be used for future reference and forward planning purpose.

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

(e) To submit a report to the Director of LIFE by the end of July. The report should cover issues in the following areas with reference to those in programmes at other comparable tertiary institutions:
    i) The structure, organisation, design and marking of all assessments.
    ii) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.
    iii) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

5 Views/Suggestions from an External Academic Adviser

5.1 The annual report received from an External Academic Adviser shall be copied to the relevant Programme Head/Programme Director or his/her delegate for incorporation into the annual programme report to be prepared for consideration by the Academic Board.

5.2 On receipt of views/suggestions, either in the context of the annual report or on other occasions (e.g. comments on examination materials), the Programme Head /Programme Director or his/her delegate shall send an initial response to the External Academic Adviser concerned as a matter of courtesy, informing the External Academic Adviser that the substantive matters as raised, if any, will be dealt with. Views/suggestions received from the External Academic Adviser should be discussed at meeting(s) of PMC. Whether feedback/response after discussion should be made to the External Academic Adviser will be a matter for decision of the PMC. The annual programme report should elaborate on the views/suggestions received from External Academic Adviser(s), discussion made at PMC meeting(s), as well as action taken/to be taken. The annual report(s) received from the External Academic Adviser(s), as well as feedback/response made to the External Academic Adviser(s), if any, should be attached to the annual programme report. Besides, in the Three-year/Four-year programme review document, there should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken. The annual report(s) received from the External Academic Adviser(s) should be attached to the Three-year/Four-

year programme review document.

6   Visit by an External Academic Adviser

6.1   An External Academic Adviser will be invited to visit LIFE and to join the Three-year/Four-year Programme Review as far as practicable so that their views/advice can be sought. Relevant Programme Head/Programme Director or his/her delegate shall communicate with the External Academic Advisers at the early stage of their terms of service the planned period during which the next Three-year/Four-year Programme Review will take place so as to facilitate planning of the External Academic Advisers to take part in the Review as far as practicable.

7   Honoraria for External Academic Advisers

7.1   The honoraria and allowances for External Academic Advisers shall be determined from time to time by the Management Committee of LIFE.

7.2   The annual honorarium will be paid to an External Academic Adviser after the completion of his/her duties, including the submission of the annual report.

updated and approved by Senate on 9 December 2019
(updated on 30 March 2021)

Lingnan Institute of Further Education

Guidelines on Advisory Boards (Discipline-Based)
for Sub-degree Programmes

Establishment

Advisory Boards are set up to solicit feedback on the Institute's sub-degree programmes (Associate Degree and Higher Diploma programmes) from the external academic/industry stakeholders in order to ensure LIFE's sub-degree programmes are of high quality, and current and relevant to the needs of the community. As there are three main disciplines (i.e. Arts, Business and Social Sciences) for LIFE's sub-degree programmes, an Advisory Board is set up for each discipline or clusters of relevant programmes as appropriate.

Role

The role of an Advisory Board is to act as an interface between Government/ industry/ commerce/ the community at large and the Programme Management Committee and Programme Team.

Power and Responsibilities

An Advisory Board shall normally meet once a year to help plan and keep under review the following aspects of work including future developments:

(a) level and length of courses/ programme(s) concerned in relation to local needs;

(b) the relevance of the courses/ programme(s) in relation to the local needs;

(c) the prospects of local employment for graduates;

(d) the adequacy of the equipment and other resources of the LIFE to fulfil local needs;

(e) the development of teaching and other activities carried out jointly by LIFE and the practicum partners; and

(f) keep under review the assistance which the community can give to further the objectives of LIFE in the subject concerned by way of practical training facilities, the provision of part-time teaching staff and equipment, the award of scholarships, student-fellowships, etc.

The Advisory Boards should send minutes of its meeting to the Academic Board via the Programme Management Committee.

Membership Composition

Chairman: An external member in the Advisory Board

Convener: Assistant Director (Programme Development and Management)

Members: Two to Three External Members from the academia of higher education institutions
            Two to Three External Members from the industry /professional bodies

Ex-official Members: Programme Leaders of the respective Discipline concerned

Secretary: A staff member of Programme Administration Team

Appointment Criteria

External Members from the academia should be persons of seniority (e.g. Assistant Professor or above or equivalent), of high academic standing, with considerable experience in teaching at university or sub-degree level, and involvement in programme and curriculum development.

External Members from the industry should be persons of seniority (at least 10 years of experience in the profession), of repute, and with considerable experience in advising the Government or professional bodies on development of training needs to youngsters.

Terms of Office

External Members of an Advisory Board are normally appointed for a term of three academic years, subject to renewal for once. The appointment / the reappointment of the Chairman and External Members for the Advisory Board should be nominated by the Assistant Director (Programme Development and Management), endorsed by the Programme Management Committee and approved by the Academic Board.

Survey of Alumni

This survey aims to solicit alumni feedback regarding your level of satisfaction with the knowledge, skills and attitudes gained during your studies at Lingnan Institute of Further Education (LIFE), as well as your career development and achievements. The information collected will help the Institute to improve the design of the Programmes and better equip future students to meet the challenges of the twenty-first century.

I. EDUCATION PROVIDED BY LIFE

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**

Column in the left:
LEVEL OF IMPORTANCE

Please rate the importance of the following attributes for a university graduate to possess and demonstrate in a working environment.

1= Not important ⟶ 5 = Very important

Column in the right:
LEVEL OF SATISFACTION

Please indicate to what extent you are satisfied with the education provided by LIFE regarding the following attributes.

1= Very dissatisfied ⟶ 5 = Very satisfied
N = Unable to rate

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
A: LANGUAGE PROFICIENCY											
1	2	3	4	5	1.Written Chinese	1	2	3	4	5	N
1	2	3	4	5	2.Putonghua	1	2	3	4	5	N
1	2	3	4	5	3.Written English	1	2	3	4	5	N
1	2	3	4	5	4.Spoken English	1	2	3	4	5	N
B: NUMERICAL & COMPUTER COMPETENCY											
1	2	3	4	5	1.Data analysis ability	1	2	3	4	5	N
1	2	3	4	5	2.Use of Information and Communications Technology (ICT).	1	2	3	4	5	N
C: ANALYTICAL & PROBLEM-SOLVING ABILITIES											
1	2	3	4	5	1.Ability to foresee problems and plan	1	2	3	4	5	N
1	2	3	4	5	2.Ability to analyze and solve problems	1	2	3	4	5	N
1	2	3	4	5	3.Ability to articulate new ideas	1	2	3	4	5	N

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
1	2	3	4	5	4.Ability to apply a systematic/logical approach to problem solving	1	2	3	4	5	N
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
1	2	3	4	5	5. Creative and critical thinking	1	2	3	4	5	N
D: INTER-PERSONAL SKILLS											
1	2	3	4	5	1.Effective communication	1	2	3	4	5	N
1	2	3	4	5	2.Ability to build rapport with people	1	2	3	4	5	N
1	2	3	4	5	3.Cooperation with colleagues	1	2	3	4	5	N
E: MANAGEMENT SKILLS											
1	2	3	4	5	1.Time management	1	2	3	4	5	N
1	2	3	4	5	2.Leadership	1	2	3	4	5	N
1	2	3	4	5	3.Organization abilities	1	2	3	4	5	N
F: INTERNATIONAL PERSPECTIVES											
1	2	3	4	5	1.Knowledge and understanding of current international affairs	1	2	3	4	5	N
1	2	3	4	5	2.Ability to work effectively with people of different cultures / backgrounds	1	2	3	4	5	N

Curriculum and Campus Life

What was your programme during your study in Lingnan Institute of Further Education? (Please tick the most appropriate box)

1. Associate Degree Programme:
- [ ] 1. Associate of Arts (Chinese)
- [ ] 2. Associate of Arts (History)
- [ ] 3. Associate of Arts (Philosophy)
- [ ] 4. Associate of Arts (Translation)
- [ ] 5. Associate of Business Studies (Business Management)
- [ ] 6. Associate of Social Sciences (Psychology)

2. Higher Diploma Programme:
- [ ] 7. HD in Airline Service and Management
- [ ] 8. HD in Business Administration
- [ ] 9. HD in Chinese Media Writing and Production
- [ ] 10. HD in Disciplinary Forces
- [ ] 11. HD in Early Childhood Education
- [ ] 12. HD in English and Communications
- [ ] 13. HD in Fitness Training and Management
- [ ] 14. HD in Health and Social Services
- [ ] 15. HD in Hospitality (Hotel Operations)
- [ ] 16. HD in Japanese Language and Communications
- [ ] 17. HD in Marketing and Advertising
- [ ] 18. HD in Psychology (Guidance and Counselling)
- [ ] 19. HD in Psychology of Education (Special Educational Needs)
- [ ] 20. HD in Sports Coaching and Leadership

3.Diploma Programme	☐	21. Diploma in College Foundation Studies

Relationship between your LIFE experience and your engagement at work. Please indicate your response to each question by circling the appropriate score.	Strongly Disagree → Strongly Agree					Unable to rate 99
B1.I had at least one teacher at LIFE who cared about me as a person, made me excited about my learning and encouraged me to pursue my dreams.	1	2	3	4	5	N
B2.I am highly engaged and motivated at work	1	2	3	4	5	N

B3.Any Other Comments: _____

Ⅱ. Demographic Information

P4.Please tick the most appropriate box or write down the information in each question.

1. Gender: ☐ 1.Male ☐ 2.Female
2. Year of Graduation:
3. Age: ☐ 1.21-23 ☐ 2.24-25 ☐ 3.26-35 ☐ 4.36 or above
4. 1.Have you taken additional programmes after your graduation from LIFE? ☐ 1.No Will you intend to pursue for higher education in the next 3 years? ☐ 1.No ☐ 2.Yes ☐ 2.Yes (c1.Please select the following) ☐ 1.Bachelors ☐ 2.Masters ☐ 3.Doctorate ☐ 4.Certificate ☐ 5.Diploma ☐ 6.Postgraduate Diploma ☐ 7.Others (Please Specify): _____

Ⅲ. Job and Career information

P5.Please tick the most appropriate box or write down the information in each question.

---

1. How many full-time jobs have you taken since you graduated from LIFE? _____

---

2. Current Employment Status
   - ☐ 1.Full Time ☐ 2.Part Time ☐ 3.Self-Employed ☐ 4.Owner
   - ☐ 5.Further Studies ☐ 6.Unemployed ☐ 8.Working Holiday
   - ☐ 7.Others (Please Specify): _____

---

3. (If the answer in Q2 is Full Time / Part Time / Self-Employed / Owner) What is your industry, position and place of work?

   Industry: _____

   Position: _____

   Place of work (in Hong Kong or other city/country): _____

---

4. Your current monthly employment income
   - ☐ 1.HK$ 4,999 or below ☐ 2.HK$ 5,000 - HK$ 9,999
   - ☐ 3.HK$ 10,000 - HK$ 14,999 ☐ 4.HK$ 15,000 - HK$ 19,999
   - ☐ 5.HK$ 20,000 - HK$ 24,999 ☐ 6.HK$ 25,000 - HK$ 29,999
   - ☐ 7.HK$ 30,000 - HK$ 34,999 ☐ 8.HK$ 35,000 - HK$ 39,999
   - ☐ 9.HK$ 40,000 or above

---

5. Size of company you work for	Number of Employees
1. If your employer is a multinational enterprise, please tick (Number of employees based in HK) ☐	1.Less than 20 ☐ 2.21-50 ☐ 3.51-100 ☐
2. If your employer is a local enterprise, please tick. ☐ (Number of employees based in HK, Macau, Taiwan, Mainland, and other overseas offices)	4.101-200 ☐ 5.201-500 ☐ 6.More than 500 ☐ 7.Not sure ☐

---

6. Have you had any job promotions during your full time employment since you graduated from LIFE?

   ☐ No

   ☐ Yes, (number of promotions)_____

---

7. What is/are the reason(s) that might lead you to change your job in the future? (You may tick more than one box if appropriate)
   - ☐ 1.Career growth ☐ 2.Promotion opportunities
   - ☐ 3.Salary ☐ 4.Workload/work pressure
   - ☐ 5.Management support ☐ 6.Family issue
   - ☐ 7.Looking for challenges ☐ 8.Enhanced professional qualification
   - ☐ 9.Job nature is not suitable ☐ 10.Required to work outside Hong Kong
   - ☐ 11.Others (Please Specify): _____

8. What is/are your career plan(s) in the coming year? (You may tick more than one box if appropriate)

☐   1. Stay on the current job   ☐   2.Seek for a job change

☐   3. Working holiday   ☐   4. Further studies

☐   5.Others (Please Specify): _____

---

9. What is/are your career goal(s) after 5 years? (You may tick more than one box if appropriate)

☐   1. Be an entrepreneur   ☐   2. Attained professional accreditation

☐   3. Team Leader   ☐   4. Senior management

☐   5.Others (Please Specify): _____

---

10. How likely are you willing to share your working experience with current students by being the career mentor? (Please tick the most appropriate box) .

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

---

11. How likely will you engage with and support LIFE? (Please tick the most appropriate box).

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

The following information will be used for Survey of Employers

Immediate Employer

     Name: _____

     Address: _____

     Tel: _____   Fax: _____

Immediate former Employer:

     Name: _____

     Address: _____

     Tel: _____   Fax: _____

Other. Any Other Comments: _____

As a token of appreciation for your support, if you finish this questionnaire, you will have a chance to win a supermarket cash coupon. If you want to participate, please fill in the *personal information below (optional):

Name: _____

Telephone number: _____

Email address: _____

Address: _____

~ End ~

Thank you for taking the time to complete this survey.

LINGNAN UNIVERSITY

LINGNAN INSTITUTE OF FURTHER EDUCATION

LEARNING AND TEACHING TASK FORCE (L&T Task Force)

Role

The Learning and Teaching Task Force (L&T Task Force) advises the Director of Lingnan Institute of Further Education (LIFE) on the Institute's policies for enhancement of quality of learning and teaching. It oversees the development and implementation of the LIFE's Learning and Teaching Strategy, and to promote innovations in learning, teaching and assessment. The L&T Task Force reports directly to the Director of LIFE.

Terms of Reference

1. To develop and advise the Director of LIFE on the Institute's policies for enhancement of quality of learning and teaching;

2. To promote innovations in learning, teaching and assessment and develop teaching staff's capability in quality teaching;

3. To plan and organise regular training activities related to Outcomes-Based Approaches to Teaching Learning (OBATL), and e- / blended learning and pedagogical development;

4. To oversee Institute's training schemes, such as New Teacher Induction, Staff Development Day, One-year Coaching Scheme for New Teaching Staff.

5. To recommend to the Director of LIFE teaching staff eligible for sponsorship related to pedagogical development, such as Applied Research on Pedagogical Development Supporting Scheme.

Composition

Chairman:	Associate / Assistant Director (Programme Development and Management)
Members:	Programme Directors
	Head of Teaching Faculty
	Programme Heads
	A Teaching Staff Member from each Discipline
	A representative from the Teaching and Learning Centre of the University
Secretary:	A Staff Member of the Programme Team

List of Staff Development Activities Organized in 2020/2021 Term 2

I. Outcome-based Approach to Teaching & Learning (OBATL)

	Topic	Proposed Speaker / Organiser	Date, Time & Venue
1.	A Framework for success: Learning and Teaching @Lingnan	Teaching and Learning Centre, Lingnan University	1 February 2021, 4:30 pm – 6:00 pm + 30 minutes post class activities LBY303 and/or via Zoom
2.	Outcome-based Approach to Teaching and Learning (OBATL): Creating an aligned learning environment	Teaching and Learning Centre, Lingnan University	3 February 2021, 2:30 pm – 4:00 pm + 30 minutes pre & post class activities LCH201 and/or via Zoom
3.	Staff Development Day: Teaching and Assessment Strategies in Blending Learning context	Prof. Peter Duffy, Director of TLC, Lingnan University	20 August 2021, 9:00 am – 12:30 pm Venue is TBC

II. E-Learning / Blended Learning and Teaching Pedagogy

	Topic	Proposed Speaker/ Organiser	Date, Time & Venue
1.	Enhancing Teaching and Learning with Blended Learning	Prof. Peter Duffy, Director of TLC, Lingnan University	8 January 2021, 10:00 am – 12:00 pm, Via Zoom
2.	Hybrid/Blended Learning Brainstorming Session	Teaching and Learning Centre, Lingnan University	13 January 2021, 11:00 am -12:30 pm, LBY G06 and via Zoom
3.	EdUHK Online Teaching Support Series: Webinar	Centre for Learning, Teaching and Technology, EdUHK	14 January 2021, 3:00 pm – 4:30 pm, 25 January 2021, 3:00 pm – 4:30 pm via Zoom
4.	Excellent Teachers on Teaching Excellence (ETTE) Symposium	Hong Kong Polytechnic University	15 January 2021, 10:00 am – 4:30 pm, Zoom
5.	Teaching and Learning Symposium:	Center for Education Innovation, The	19 & 20 January 2021, 9:30 am – 1:30

	Topic	Proposed Speaker/ Organiser	Date, Time & Venue
	"*Unlocking Innovative Learning: Enabling New Models of Higher Education in a Disruptive World*"	Hong Kong University of Science and Technology	pm, Zoom
6.	Sharing Session of Good Teaching Practices "Beating the Odds: Reclaiming Engagement in a hybrid learning mode"	Dr Paul LI, Lingnan Institute of Further Education	29 January 2021, 4:00 pm – 5:00 pm, via Zoom
7.	Innovative Learning & Teaching: Creating an IT-supported lesson (I) – Blended Learning Introduction	Teaching and Learning Centre, Lingnan University	4 February 2021, 4:30 pm – 6:00 pm + 30 minutes pre and post class activities LCH206 and or via Zoom
8.	Innovative Learning & Teaching: Creating an IT-supported lesson (II) – Embedding Blended Learning	Teaching and Learning Centre, Lingnan University	5 February 2021, 2:30 pm – 4:30 pm + 30 minutes pre and post class activities LCH206 and or via Zoom
9.	Sharing Session of Good Teaching Practices "Stress Management for students and teachers"	Mr. Leo Hung, Lingnan Institute of Further Education	12 March 2021, 4:00 pm – 5:00 pm, via Zoom
10.	Sharing Session of Good Teaching Practices "Motivate Student Learning with Challenge Based Learning (CBL)"	Ms. Christine CHEUNG, Lingnan Institute of Further Education	28 May 2021, 4:00 pm – 5:00 pm, via Zoom
11.	Innovative Pedagogy: Flipped classrooms	Speaker is TBC Lingnan Institute of Further Education	25 June 2021, 10:00 am – 12:00 pm, via Zoom
12.	Sharing Session of Good Teaching Practices "Pilot Adoption of Blended Learning in LIFE: Benefits and Challenges"	Mr. FUNG Lai Tak, Lingnan Institute of Further Education	30 July 2021, 4:00 pm – 5:00 pm, via Zoom

LTDP

Learning and Teaching Development Programme

Aims of the Programme

The Learning and Teaching Development Programme (LTDP) is a work-based professional development programme for higher education professionals especially those newly hired university educators, postgraduate students, and others interested in adapting quickly to a Liberal Arts context and also to enriching their teaching and development experiences at Lingnan University.

Programme Duration

The LTDP programme runs across the teaching term. There are 7 LTDP study units in which the first 5 are delivered in an intensive mode over a week to allow participants to have an immersive experience across the core areas related to good learning and teaching. The 6th unit dealing with Internationalisation is delivered online and self-paced to allow for maximum flexibility for participants and to mode real world learning practices in online learning and teaching. The final unit nearer the end of the term draws together the entire course and allows participants to showcase and celebrate via their teaching portfolio their experiences from the course.

Programme Highlights

FLEXIBILITY
The LTDP is primarily facilitated by the Director of the Teaching and Learning Centre with some invited speakers. The units consist of 90 minute workshops that involve active learning approaches and draw on real world cases. Participation in the learning during the workshops is extended and enhanced via pre and post workshop online activities. Participants are encouraged to attend all units and a Certificate of Achievement* will be awarded at the end of the course.

COMMUNITY
It is envisaged that the LTDP participants will also form a community of practice as related to sharing the collective wisdom from all re teaching and learning at LU. This will primarily be facilitated via online discussion and all are encouraged to continue to share via this community space post the LDTP.

PEER MENTORING
During the term each participant will also have the opportunity to invite a colleague to visit their class as a peer mentor and critical friend. See - https://tlc.ln.edu.hk/peerops/

ASESSMENT and CERTIFICATE
Assessment of the Course learning outcomes is via a teaching portfolio and short presentation in the final unit. *Participants are eligible for a Certificate of Achievement if they attend both Units 1 and 7 and a minimum of 3 out of the remaining 5 units + submit their teaching portfolio. Participants' will also be encouraged at the completion of the Course to further extend their teaching portfolio in order to qualify for external CMALT accreditation. (as an optional aspect of the course)

Enquiries
- Email: **tlc@ln.edu.hk**   - Tel: **2616 7117**
- Link: **https://www.ln.edu.hk/tlc/support-for-staff/ltdp**

	Topic	Description	Expected Outcomes	Date/Time Venue: Online, Zoom*, F2F
Unit 1	A Framework for success: Learning and Teaching @ Lingnan	The effectiveness of the teaching role of faculty/staff at LU is influenced by how they conceptualise and implement aspects of student learning within the liberal arts environment at Lingnan. This workshop is designed to introduce the basic guiding principles of effect teaching and learning in a Liberal Arts context. Some post workshop activities will be used to enhance the participants learning journey.	1. Relate the organizational context and the student centred-approach to whole person development at a liberal arts university; 2. Describe the characteristics of good teaching and learning in Liberal Arts Education; and 3. Compare Lingnan University's learning environment such as mission, aims, values, teaching models and graduate qualities/ attributes with other universities.	February 1, 2021 4:30-6:00 pm + ~30 mins Post class activity LBY303 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/98961056070?pwd=c0orSnVRcGlraEk3ZVNlWFZuaDNyQT09 Meeting ID: 989 6105 6070; Passcode: 56835901]
Unit 2	Teaching & learning: Active learning approaches	This workshop discusses the theories and importance of student-centred pedagogies. It further examines different active learning approaches through discussion and experiential learning. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Discuss and experiment various active learning approaches; and 2. Reflect on effective pedagogies for the liberal arts environment. 3. Explore active learning strategic in online teaching	February 2, 2021 2:30 pm - 4 pm + ~30 mins Pre & Post class activities NAB201 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/96354005886?pwd=OWZibjdoSFV1TUNTYm1jeWxhcGhZQT09 Meeting ID: 963 5400 5886; Passcode: 21028245]

Topic		Description	Expected Outcomes	Date / Time Venue: Online, Zoom, F2F
Unit 3	Outcome-based Approach to Teaching and Learning (OBATL): Creating an aligned learning environment	This workshop introduces the concept of OBATL and how to create a syllabus based on student learning outcomes. The workshop examines the approach and benefits of adopting an outcomes-based approach in learning, teaching and assessment. A hands-on experience of creating an assessment rubric will also be included. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Describe the concept of OBATL; 2. Design effective learning outcomes to enhance students' learning; 3. Write a course outline/syllabus to enhance learning, teaching and assessment; 4. Differentiate between norm-referenced assessment and criterion-referenced assessment (CRA); and 5. Create an assessment rubric	February 3, 2021 2:30 - 4 pm + ~30 mins Pre & Post class activities NAB201 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/98536362611?pwd=dlZyMm5yb1RSYlQ5U21jd3hidXZsUT09 Meeting ID: 985 3636 2611; Passcode: 14479789]
Unit 4	Innovative learning & teaching: Creating an IT-supported lesson (I) - Blended Learning Introduction	This workshop introduces the concepts and benefits of integrating information technology in course delivery. The session also examines the Technological Pedagogical Content Knowledge (TPACK) model and how to apply the model into practice. Some hands-on exercises will also be included. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Identify the advantages of integrating IT in education 2. Discuss the features of TPACK 3. Design an IT supported lesson; and 4. Apply knowledge and techniques learnt.	February 4, 2021 4:30-6:00 pm + ~30 mins Pre & Post class activities NAB206 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/92896286586?pwd=RTNpV0lNTzRxZktyMUF0eWNXUkU4QT09 Meeting ID: 928 9628 6586; Passcode: 41688580]
Unit 5	Innovative learning & teaching: Creating an IT-supported lesson (II) – Embedding Blended Learning	This workshop is the second part of creating an IT-supported lesson. The workshop examines types of closed-ended and open-ended online assessments to promote interactive learning. Furthermore, participants would be expected to experience flipped classroom pedagogy to learn about internationalization strategies which will be covered in the next Unit. Therefore, they will be required to take a quiz to demonstrate their prior knowledge at the end of this unit.	1. Differentiate appropriate assessment approaches, namely, assessment of learning, assessment for learning and assessment as learning in order to enhance learning; 2. Identify various IT tools to enhance assessment. 3. Describe recent IT in education approaches; and 4. Develop strategies for the effective use of Blended / Hybrid and learning.	February 5, 2021 2:30-4:00 pm + ~30 mins Pre & Post class activities NAB206 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/91965190697?pwd=aWpPM0k2RUhRZXFkYWg3NjBNSmZWUT09 Meeting ID: 919 6519 0697; Passcode: 34907913]

Topic		Description	Expected Outcomes	Date / Time Venue: Online, Zoom, F2F
CLASSROOM VISITS		Each participant in the LDTP programme will have the opportunity to work with a peer mentor in order to share their best practices and identify additional teaching and learning approaches. This will involve you inviting at least one other course participant to "sit-in" on your class and provide you woth some feedback as a critical friend. A framework will be provided for this to guide the feedback process	1. Identify best practices in teaching via classroom (virtual of physical) visit 2. Provide constrictive feedback to at least one other LDTP participant 3. Reflect on the process of giving and receiving feedback on your teaching	Timing is during the Term as negotiated with your peer mentor
Unit 6	Internationalisation: Enriching students' international and intercultural experience	The participants should have learnt from online resources about internationalizing the educational experience, including the incorporation of international and intercultural design. Participants will brainstorm different strategies to solve potential internationalisation problems and explore some exemplary teaching practices based around the UGC teaching excellence criteria.	1. Describe the principles of internationalisation; 2. Discuss the value of internationalisation initiatives at Lingnan University; 3. Apply possible internationalisation strategies and approaches to learning and teaching practices; 4. Analyze the advantages and disadvantages of flipped classroom; and 5. Recognise the criteria for teaching excellence embraced and promoted by UGC.	Self-Paced and Online (This unit can be taken at any time during the term AND prior to the final sharing session)
TEACHING PORTFOLIO		Based on the Course and experiences during the term each participant is expected to produce a teaching portfolio + short Pechakucha* of their learning experiences	* *PechaKucha* is a storytelling format where a presenter shows 20 slides for 20 seconds of commentary each (6 minutes and 40 seconds total)	Note that this portfolio may be used by the participants for CMALT accreditation
Unit 7	Win-win strategy: Creating a collaborative learning environment and beyond	This workshop explores approaches to build partnership within and beyond Lingnan University. Participants will learn how to write teaching philosophy and what artifacts to be selected for creating teaching portfolios. Some hands-on practice on creating teaching e-portfolio will be covered in the second half of the workshop.	1. Describe different initiatives to engage students as partners in curriculum development, quality enhancement, research and teaching strategies; 2. Critique the value of a teaching portfolio and identify appropriate items to be included; and 3. Create an online teaching e-portfolio to showcase participant's teaching achievements and video sharing	Near end of Term (exact date to be confirmed)

*Please note that all zoom sessions will be recorded and shared with the group via the Moodle Course.

1. Which of the following statement describes OBATL concept best?

A. Constructive alignment between intended learning outcomes (ILOs), teaching and learning activities and assessment tasks
B. Adoption of Norm-Referenced Assessments
C. Teacher-centred teaching and learning method
D. Focusing on what is taught

Answer: A

2. When designing a course, which of the following should be designed first?
A. Teaching and learning activities
B. Assessment tasks
C. Intended learning outcomes
D. Action verbs

Answer: C

3. Which of the following reason is NOT the purpose of assessments?
A. To assess students' ability to attain the ILOs and reinforce their learning
B. To provide scores for students
C. To provide feedback to teachers about their teaching effectiveness
D. To provide feedback to students for their improvement and learning.

Answer: B

4. When designing the assessment tasks, we should choose an assessment which…
A. is difficult for students to demonstrate the ILOs
B. is challenging for teachers to make a judgement on students' achievement of the ILOs
C. best allows the students to perform the ILOs
D. provide little information for teachers to assess students' ability

Answer: C

5. A good assessment rubric should:

A. clearly describes and differentiates the different levels of performance for each criterion, including the range of marks

B. be provided for teachers only; students should not know it

C. be as detailed as possible

D. be developed when grading

Answer: A

6. The ILOs address the following, excluding:

A. The expected abilities/expertise your students should be able to perform

B. The particular important topics

C. The level of difficulties

D. Marking rubric

Answer: D

7. Which of the following is NOT the advantage of setting intended learning outcomes (ILOs)?

A. Help teachers select effective teaching/learning methods based on ILOs

B. Help teachers select effective assessment methods based on ILOs

C. Help teachers evaluate whether ILOs are achieved by students

D. Help teacher give a grade to students

Answer: D

8. Under OBATL concept, what teachers should consider when designing teaching and learning activities?

A. What students are

B. What teachers do

C. What students do

D. What teachers are

Answer: C

9. What is the possible reason causing a particular intended learning outcomes (ILOs) not being achieved by a majority of the students?

A. Suitable activities planned
B. Appropriate student learning time allocated
C. Unaligned assessment plan
D. Relevant teaching materials designed

Answer: C

10. When designing assessments, what teachers should focus to assess?
A. Course topics
B. Intended learning outcomes
C. Assignments
D. Textbooks

Answer: B

11. Which of the following reasons is NOT an appropriate purpose for assessments?
A. To assess students' abilities/performance in achieving the intended learning outcomes (ILOs)
B. To provide feedback to students for their improvement
C. To provide feedback to teachers about their effectiveness
D. To provide scores for students

Answer: D

12. What is constructive alignment?
A. The students should be aligned to teachers
B. The delivery of teaching/learning activities and assessments should be aligned to the intended learning outcomes (ILOs)
C. The teachers should be aligned to the students' needs
D. The assessment methods must be aligned to the students abilities

Answer: B

13. The most important stage in OBATL is:

A. Planning

B. Grading

C. Designing teaching and learning activities

D. Designing assessments

Answer: A

14. Upon completion of a programme, which of the following outcome should the students have?

A. Course intended learning outcomes

B. Programme intended learning outcomes

C. Lesson intended learning outcomes

D. Assessment grades

Answer: B

15. In order to maximize the effectiveness of student learning in group activities, teachers should…

A. Participate in every group discussion

B. Dictate the group leaders

C. Conduct group activities in the classroom only

D. Establish explicit guidelines that are transparent and equitable

Answer: D

16. At the last stage of OBATL, what should teachers evaluate?

A. Whether the intended learning outcomes are achieved

B. Teachers' performance

C. Whether the students complete all the assessments

D. Whether the topics are covered

Answer: A

17. How does the intended learning outcomes (ILOs) help students?

A. It doesn't help students but teachers only

B. Plan the curriculum to support ILOs

C. Select assessment methods based on ILOs

D. Know what are the expected outcomes of them to achieve

Answer: D

18. The key issue for creating assessments is:

A. Which outcomes teachers are assessing

B. The number of the assessments

C. The number of questions to assess

D. Which topic teachers are assessing

Answer: A

19. Which of the following is NOT the mistake in writing intended learning outcomes (ILOs)?

A. Overly vague or specific language

B. Confusing words and phrases

C. Too many ILOs leading to confusion about on which should be focused

D. Appropriate action verbs according to the level of course

Answer: D

20. Which of the following statement is NOT making OBATL effective?

A. Specify what students are expected to learn

B. Provide timely feedback to students on their performance

C. Apply appropriate learning activities for different class sizes

D. Use Norm-referenced assessments

Answer: D

Remark: Please set 10 random questions from the above 20 questions for teachers to do the quiz. Teachers should answer at least 8 questions correctly to pass the quiz.

Major References:

1. Lingnan University (2021). *OBE overview*. Retrieved from Lingnan University, Web site: https://www.ln.edu.hk/tlc/support-for-staff/outcomes-based-approaches-to-teaching-and-learning

2. The Hong Kong Polytechnic University (2021). *Outcome Based Education*. Retrieved from The Hong Kong Polytechnic University, Web site: https://www.polyu.edu.hk/obe/07_2_1_Defining_Intended_Learning

3. Hong Kong Baptist University (2019). *Outcomes-Based Teaching and Learning (OBTL)*. Retrieved from Hong Kong Baptist University, Web site: http://chtl.hkbu.edu.hk/main/teaching-and-learning/obtl/

4. The Hang Seng University of Hong Kong (2020). *What you should know about OBTL?*. Retrieved from The Hang Seng University of Hong Kong, Web site: https://ctl.hsu.edu.hk/what-you-should-know-about-obtl/

5. Cheng, A. W. (2009). Outcome-based Teaching and Learning (OBTL) Approach in Vocational and Professional Education and Training (VPET). Retrieved from Vocational Training Council, Web site: https://sharepoint.vtc.edu.hk/vpetcity/ShareDocument/Effective_Mentorship/OBTL_for_VPET_for_webpage.pdf

Applied Research on Pedagogical Development
Proposal Guidelines

Introduction:

This research development scheme informs practice including those of pedagogy and teaching & learning. The scheme encourages teaching staff to enhance their pedagogical training and teaching quality by conducting applied researches. Specifically, the Scheme aims to:

- Inform practice in the areas of teaching and learning especially in the aspects of application, discovery, integration;
- Offer direct support to teaching staff engaging in innovative approach to teaching and learning
- Enhance LIFE's teaching and learning;
- Contribute to the research culture; and
- Facilitating the sharing of good practice in teaching and learning

Assessment Criteria:
Intended learning outcomes clearly articulated
Project deliverables clearly outlined
Project implementation
Innovative approach to teaching and learning
Impact on Student Learning

Basic Information:

Project Title:	The project title should reflect the intent of the project in relation to deliverables and alignment with objectives.		
Role / Name:	**Name**	**Position**	**Email:**
Principal Investigator (PI) / {insert name}			
Co-Investigator (CoI)/ {insert name}, if any			
Team Member and / or Collaborator {insert name}, if any			

1 Project Summary & Amount of Funding Requested

The project summary should clearly and briefly describe the project. This summary should include the intended impact of the project on the quality of student learning. (*Approx. 10-15 lines / 300 words*)

This is an overview of the project. You could include the followings: What is the context for this project? Why are you interested in initiating this project? Why is it important and how does it relate to LIFE's strategic goals in relation to teaching and learning? Why and how would this project enhance students' learning? What research have you done in relation to the need for this initiative? What subjects / areas will be affected? How will it enhance student learning? How will it be used in your course(s)?

Amount of funding requested
(Maximum of HK$20,000):

$

2 Project Details

(i) Project Objectives

What are your objectives in initiating this project? Objectives qualify why and how this project could enhance students' learning?
Examples:
To provide practical training for students in learning xxx context
To facilitate students' interaction with peers
To enhance student's xxx skills

(What are your objectives in initiating this project? Why is it important and how does it relate to the LIFE's strategic goals in relation to teaching and learning? Why and how would preparing a course (or part of a course) in the selected teaching mode to enhance students' understanding?)

(ii) Student Impact

Programme/ course code	Programme/ course title	No. of credits	Mode of study	Estimated number of students

Please insert rows in the table for additional information. Try to avoid broad statements like 'ALL Courses in Lingnan Institute of Further Education (LIFE) will benefit'. At least one specific Course must be indicated.

(iii) Project Content

This section should clearly describe the context of the project. What is the issue/problem identified and why is it of pedagogical significance to students' learning? In answering this question, references should be made to educational and discipline-based literature or benchmarks in order to explain and justify how the proposed initiative will enhance student learning. (approx. 10 – 20 lines / 500 words)

What is the context for this project? What will be created? Implemented? What teaching / learning challenge is being addressed? Why and how would this project enhance students' learning? Why and how is this project useful to address these challenges?

(iv)   Project Activities, Timeline and Evaluation Strategy

Major deliverables	Target date for achieving the deliverables (mm/yyyy)	Evaluation / Quality Assurance strategy

3   Budget

(i)   Breakdown

Item/s	Descriptions	Funding sought (HK$)	Justifications
Total			

4   Important Notes: Copyright & Intellectual Property

(i) Copyrighted Materials: Lingnan Institute of Further Education (LIFE) is committed to comply with copyright and intellectual property rights in Hong Kong and will strive to ensure the applicable copyright laws, regulations, guidelines and practices are adhered to. The Principal Project Supervisor is solely responsible for ensuring that all material provided to LIFE should have no any copyright obligations. LIFE accepts no responsibility for any claims or losses caused by any misuse of copyrighted materials used in this project by reason of its support of, and services rendered to, the project.

(ii) Educational Use: The ownership of the intellectual property generated by this project shall belong to LIFE to adapt, use and disseminate for educational purposes all or part thereof in respect of the materials and the resources developed for the purpose of this project. Due acknowledgement will be given to co-creators of material for this project.

5   CONSIDERATION OF RESEARCH ETHICS

Section A

I confirm that the proposal <u>does/ does not involve*</u> research on human subjects. (*Please delete as appropriate.)

If you said 'involves' above, please complete the remaining sections below by marking 'X' in the appropriate columns of the following table.

For expedited ethics review, please answer the following **Key Questions**	NO	YES
1. Does the study involve any activities that may cause psychological stress?		
2. Are any subjects under the age of 18 or otherwise potentially unable to give informed consent?		
3. Will students be audio taped/ videotaped as part of the study? *If you answered 'Yes', please complete Question 1 of Section B of this Part.*		
4. Does the study involve students providing information that may have potential legal or ethical issues (e.g., sexual conduct or orientation, on illegal activities, or on use of banned substances)? *If you answered 'Yes' please complete Question 2 of Section B of this Part.*		

Section B

1. If you answered YES to the Question 3 above, please state how students' privacy will be protected (e.g., who will handle and access the data, where it will be stored, and how it will be reported in order to protect student privacy).

2. If you answered YES to the Question 4 above, please provide, in a separate document, further justification for the study.

6   Project Proposal Submission

(i)   Proposal Submission by <u>PI</u>:

I understand and will abide by all applicable LIFE policies and rules as well as specific terms and conditions as specified in the proposal form and guidelines. *(In signing below, the PI is confirming the accuracy of the information provided and adherence by all staff participating in the project).*

Name: ....   Signature: ....
         (in block letters)

Date: ....

(ii) Recommended by the Chairperson of Learning & Teaching Task Force:

Name: ....   Signature: ....
         (in block letters)

Date: ....

(iii) Approved by Director of LIFE

Name: .... Signature: ....
                (in block letters)

Date: ....

Please send the completed proposal (in signed soft copy as MS Word or pdf) to the Chairperson of TLC Task Force on or before the specified submission deadline.

OBATL-based Development Plan

	Action Plan	Objectives	Target	Frequency	Responsible Party
1.	An OBATL Handbook will be provided for all teaching staff and they are encouraged to read and understand clearly the content of the handbook.	To enhance the understanding and implementation of OBATL among teaching staff.	All teaching staff (Full-Time & Part-Time)	N/A	The Teaching Faculty
2.	A set of online materials with an online quiz will be developed to assess teaching staff's understanding of OBATL and all teaching staff are required to pass the quiz.	To make sure all teaching staff have a basic understanding of OBATL and to draw their attention to the importance of OBATL.	All teaching staff (Full-Time & Part-Time)	Once (For new staff: to be completed within 3 months upon appointment; for current staff: to be completed before March 2021)	The Teaching Faculty
3.	Regular training and pedagogical workshops for OBATL will be organized annually and the list of activities participated by the teaching staff will be recorded in their performance review report.	To enhance the understanding and implementation of OBATL among teaching staff.	All teaching staff (Full-Time)	Attending at least 2 hours pedagogical training activities in OBATL a year	The Teaching Faculty & Teaching and Learning Centre
4.	The understanding and adoption of OBATL is incorporated into the existing coaching scheme for new teachers. The revised guideline on coaching to new teachers is attached in **Annex**.	To enhance the understanding and implementation of OBATL among all new teaching staff.	All new appointed Full-Time teaching staff	In the first year of the appointment	The Head of Teaching Faculty, Programme Directors, Programme Heads and Programme Leaders

Approved by the Academic Board of LIFE on 25 September 2020

Guideline on Coaching Scheme to New Teachers

1. This guideline specifies the coaching to new teachers and it aims at assisting new teachers in adapting quickly to the teaching and learning environment at LIFE and ensuring a quality programme delivery under close guidance of his/her supervisor.

Coaching Content

2. An orientation is provided to new teachers. The orientation includes a briefing of the following areas.
    i. Roles and responsibilities of teachers
    ii. Quality assurance mechanism on programme delivery and monitoring, quality assurance of teaching plan, teaching materials, examination paper setting and grading, Outcome-based Approach to Teaching and Learning (OBATL), class observation, Staff-Student Consultation Committee (SSCC), Course Teaching and Learning Evaluation (CTLE), etc.
    iii. Supporting teams and facilities
    iv. Information systems for teachers, such as the IT and AV system in classroom, Moodle system, Turnitin, Banner Tools, etc.
    v. Human Resources Matters, such as code of practice on confidentiality, sexual harassment, conflict of interest, handling personal data, etc.
    vi. The framework and adoption of OBATL, such as curriculum design, teaching and learning activities, assessment methods, etc.
    vii. Introduction and instructions to OBATL Handbook and online materials with the quiz
1. An experienced teacher is assigned as a mentor to coach a new teacher.
2. Samples of teaching plan, teaching material and assessment are reviewed by the mentor and comments are given for quality assurance and enhancement.
3. A class observation is conducted in Term One by the Programme Head. A debriefing is provided by the Programme Head for teaching enhancement.
4. A peer visit to a class taught by an experienced teacher is arranged by the mentor. It allows a new teacher to enrich his/her teaching through peer observation.
5. Around halfway through the term, an interim teaching review is provided by the mentor.
6. Examination paper (or a major final assessment) setting of at least one course is under supervision by the mentor.

7. Grade moderation of at least one course is under supervision by the mentor.

8. A CTLE follow-up meeting to review the teaching and learning of last term is conducted by the Programme Head.

Feedback and Evaluation

3. The coaching scheme is a one-year programme take place in the first year of appointment of the new teacher. Upon the completion of the first half year of appointment, the immediate supervisor will discuss with the new teacher on his/her working performance in various kinds of duties assigned. An interactive discussion can allow both the immediate supervisor and the new teacher to provide timely feedback to each other. The working performance of the new teacher can be monitored and the improvement plan can be provided by the immediate supervisor.

4. Upon the completion of the first year of appointment, the immediate supervisor will discuss with the new teacher again on his/her working performance in various perspectives during the regular performance review exercise. Hence, the immediate supervisor can monitor the progress of the new teacher and provide timely feedback and advice to the new teacher.

Approved by the Academic Board of LIFE on 25 September 2020

Outcomes-Based Approach to Teaching and Learning (OBATL) Handbook

July 2020

Lingnan Institute of Further Education

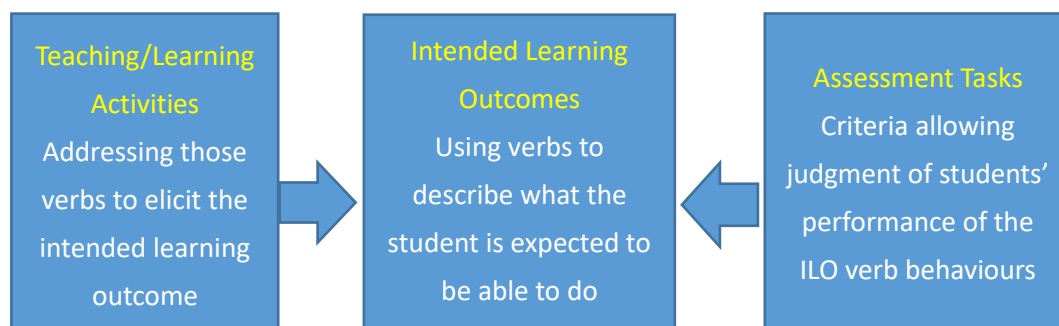**Outcomes-Based Approach to Teaching and Learning Handbook 2020**

Table of Contents

1. Understanding Outcomes-based Approach to Teaching and Learning (OBATL)[1]

OBATL is commonly used by universities over all the world nowadays. It is a teaching and learning approach, which focuses on achieving certain specified outcomes in terms of individual student learning. Therefore, the programmes and curricula are designed to achieve these specified competencies that students are expected to achieve. The outcome statements defines what the students are expected to achieve or able to do after taking a course / programme/ activity. After the Intended Learning Outcomes (ILOs) have been designed, the Teaching/Learning Activities (TLAs) should then be designed and aligned with the ILOs. The TLAs require students to actively participate in order to build up their new knowledge and abilities. Finally, the Assessment Tasks (ATs) measure how well students achieve the ILOs.

When adopting OBATL to design a course / programme, the alignment of ILOs, TLAs, and ATs is very important. The ILOs should be developed first, then the Teaching / Learning Activities and Assessment Tasks are developed to align with the ILOs.

When designing a course / programme, the Intended Learning Outcomes (ILOs) should be designed first by using action verbs to cover the course content and to specify the context and a standard that the students are expected to attain. After the ILOs are designed, teachers should design the Teaching/Learning Activities (TLAs) to create a learning environment to facilitate students to achieve the ILOs. In addition, Assessment Tasks (ATs) should also be designed to facilitate the teachers to measure how well students have attained the ILOs and to give a grade showing the levels of performance. The process of designing the ILOs, TLAs and ATs should focus on the constructive alignments to each other.

Teaching/Learning Activities	Intended Learning Outcomes	Assessment Tasks
Addressing those verbs to elicit the intended learning outcome	Using verbs to describe what the student is expected to be able to do	Criteria allowing judgment of students' performance of the ILO verb behaviours

[1] https://tlc.ln.edu.hk/tlc/index.php/teachers/introduction-to-obatl/

To conclude, OBATL is a shift from teacher-centered approach to student-centered approach. Under OBATL approach, teacher's role is a facilitator to guide/ facilitate students' learning and it focuses on learner's experiences and outcomes. It also allows flexibility and empowerment in students' learning process and emphasizes on progress and overall learning. The specified learning outcomes allow teachers and students understand what students are expected to learn and achieve after completion of the programmes/courses. The teaching and learning activities should focus on ability building and skills development, rather than content-based and content delivery. In other words, the teaching and learning activities should facilitate students to achieve the learning outcomes by developing their skills and self-learning abilities.

Therefore, criterion-referenced assessment (CRA) should be adopted instead of norm-referenced assessment, in which the performance of a student depends solely on how well he/she can achieve the learning outcomes of a programme/course. Under this philosophy, it may be possible that all students in a class can get a Grade A if all of them can achieve the learning outcomes. However, based on the variation in students' ability and performance, a distribution across grades is expected to exist. Therefore, if it is found that most students can get a high grade continuously, the assessment criteria should be reviewed to see if they are quite lenient. As mentioned, a constructive alignment between intended learning outcomes, teaching and learning activities and assessment tasks is very crucial under OBATL approach.

2. Defining Intended Learning Outcomes (ILOs)

2.1 Understanding the Intended Learning Outcomes

ILOs are the expected achievement by students in a course / programme. They are the statements showing the key outcomes / knowledge that students are expected to achieve, know, and understand upon the completion of a course / programme. It provides a clear guidance for the planning and development of the teaching process. Under common and traditional practice, teachers begin by thinking about what topics to teach when they plan their course curriculum. It is important to understand the difference between outcomes and contents. The outcome-based approach changes the focus from 'content' to 'knowledge, abilities and attitudes achieved by students'.

The main concern is the "outcomes" in the outcome-based approach. This may include the expected performance of the graduates of a programme or courses; the expected techniques and knowledge students should achieve and demonstrate after completion of a programme / course.

The use of intended learning outcome approach can help students learn more effectively by allowing them to know what they are expected to achieve and learn with a clear direction. In addition, they help teachers design the teaching materials effectively with the appropriate teaching and assessment strategies.

2.2 Differences between Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs)[2]

PILOs refers to the expected learning outcomes in broad terms of an entire programme while the CILOs refers to the specific outcomes in different courses under the programme level. They should be aligned and all outcomes are targeting the same goal. PILOs can align with institutional outcomes - graduate attributes, while CILOS should be cascaded from PILOs with the respective essential knowledge content and the abilities / skills. In other words, CILOs should map with PILOs as well. In addition, Teaching/Learning Activities (TLAs) should map with CILOs to show that the TLAs facilitate the achievement of CILOs. Finally, Assessment Tasks should map with CILOs to ensure the connection between outcomes and assessments. Therefore, outcomes statements should be different at different levels and teachers should ensure the alignment between PILOs, CILOs, TLAs and ATs, which enables the understanding of knowledge across course and programme levels.

[2] https://www.polyu.edu.hk/obe/07_2_1_Defining_Intended_Learning_Outcomes.php

2.3 Appropriate level of 'Action Verbs' in Outcome Statements

Outcome statements refer to the expectation on what students learn and achieve after completion of a programme / course. Hence, they should be a statement stating how such achievement can be demonstrated by relevant action verbs. For instance, solving problems, working in teams, communicating effectively, etc are some examples of generic abilities demonstrated by students. When designing the outcome statements, teachers should refer to the Generic Level Descriptors (GLDs) from HKQF (www.hkqf.gov.hk) for different levels of programmes / courses.

When teachers design the learning outcomes, they should avoid using some confusing action verbs that are difficult to be measured, such as "know". Though 'know' seems usable, 'know' is a very confusing and unhelpful verb. It is confusing because there is no explicit indication of what students should demonstrate when they have indeed known something. It is not helpful because the verb 'know' does not measure students' learning progress. Appropriate level of outcome statements should focus on the expected level of abilities. Therefore, it is also important that the action verbs are at suitable levels. Sample action verbs can be referred to the following link[3]:

https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

2.4 Some Common Mistakes in Writing Outcome Statements:
- Overly vague or specific language
- Confusing words and phrases
- Too many ILOs leading confusion about on which to focus
- Over use of verbs in one ILO causing students' confusion to which ILO is most important for them to demonstrate for assessment
- Using the same verb across ILOs
- Use of progression in ILOs causing difficulties in measurement without pre/post tests
- Unable to assess ILOs

---

[3]Bloom's Taxonomy of Measurable Verbs (2019). Retrieved from UTICA, Web site: https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

3. **Aligning Teaching and Learning Activities with Intended Learning Outcomes**

After the intended learning outcomes are set, teachers have to think how to design the teaching and learning activities to help students to achieve these outcomes. It is important to use an outcome-oriented approach based teaching and learning activity. Teachers have to make sure that the teaching and learning methods can facilitate the students to achieve the intended learning outcomes, with the consideration of class size. Teaching and learning activities should equip students with the abilities to apply knowledge to solve the problems. There are different kinds of teaching and learning activities available nowadays. The teaching methods may include lecture, tutorial, problem-solving learning, internship, self-directed learning, experiential learning, laboratory work, fieldwork, e-learning, etc and some of them are effective in small groups and some are not.

Tips on making OBATL effective in teaching and learning activities[4]:
- Specify what students are expected to learn
- Explain the reasons of using OBATL to students
- Design teaching and learning activities to facilitate students to achieve the ILOs
- Apply appropriate learning activities for different class sizes
- Build a learning environment students can learn comfortably with joy
- Choose appropriate assessment tasks
- Provide sufficient learning support for students when necessary
- Acknowledge the students their role in achieving the ILOs
- Provide timely feedback to students on their performance

[4] https://www.hksyu.edu/qa/pages/member/OBTL%20Handbook_2019%20(Revised%2020190819).pdf

4. Aligning Assessment Tasks with Intended Learning Outcomes

Effective assessments should be used together with appropriate methods of teaching and learning. Various kinds of teaching and learning methods should be adopted when teaching a programme or a course. Furthermore, in order to assess students' learning progress at different stages, different assessment activities should be conducted throughout the course at different stages. An assessment plan should include the assessment methods which can align with the objectives and outcomes of the subject or programme. There is no a single assessment method can be used for all types of learning outcome. For example, if an intended outcome for an Early Childhood Education course is to "apply effective classroom management skills in kindergartens," teachers cannot measure this outcome by a written assignment only. Under the same theory, some generic outcomes cannot be assessed by objective tests.

Example of aligning TLAs and ATs with ILOs

ILO	AT	TLA
Apply the essential principles of classroom management in kindergartens	Practicum hours to assess students abilities in classroom managements in kindergartens	A series of lectures, case studies, group discussions, etc covering the principles of classroom management in kindergartens

To conclude, when deciding the choice of assessments, teachers should consider the factors, including the learning objectives and teaching & learning activities; time needed for completing and marking the assessments; nature of courses; etc.

4.1 Using Assessment for Both Grading and Support Learning[5]

The function of assessment is giving grades to students, which may be the common understanding among teachers. It is true that educators regard this is a kind of "concluding assessment", which is one of the important assessment functions. Such kind of assessment is usually used when the course or a major topic finishes. In other words, both the final examination and tests given during the term are concluding assessments and the main purpose is to give a grade.

In addition to grading function, assessment is important for learning. The assessment questions will show students what kinds of learning style are encouraged. For instance, essay questions encourage students to have critical thinking and apply knowledge into the subject context, while tests seem to focus on robot learning and memorization.

Hence, teachers should view assessment is not only a tool to check students' learning progress by giving a grade, but also consider it integrally as part of the learning process for the students, when designing an overall assessment plan. It is crucial to see the assessment as an instrument for encouraging desirable learning. Furthermore, teachers should also give timely feedback to students so that they can understand their own learning progress and have a clear direction on the improvement plan, which can facilitate them to achieve the learning outcomes. Therefore, teachers should provide feedback and advice on improvement for students after their completion of each assessment task.

[5] http://www.polyu.edu.hk/obe/07_3_2.php

4.2 Continuous Assessment Versus Examination[6]

Assigning percentage weightings between continuous assessment and the final examination is a common concern nowadays. When deciding to use continuous assessment or final examination, teachers should consider based on if they are suitable for achieving and measuring the intended learning outcomes. Assessment methods may include tests, examinations, case studies, projects, end-of-chapter questions, reflective papers and critical incidents, oral presentation, practicum, portfolio, peer and self-assessments, etc.

Characteristics of effective assessment tasks[7]:
- Clear purpose
- Able to review students' learning progress
- Clearly define what is being assessed and how judgments are reached
- Credible and provide a record of attainment

Common pitfalls in assessment tasks[8]:
- Unable to match the ILOs
- Unclear criteria for students
- Overuse of single-mode of assessments
- Overload and insufficient time for students to complete the assessment task
- Insufficient feedback provided to students
- Inconsistent / wide variation in marking between modules and assessors and within assessors

---

[6] https://www.polyu.edu.hk/obe/07_3_2.php

[7] Based on the UK Employment Department paper (1992) cited in Brown and Knight, op cit, p.22)

[8] Brown, G, Assessment: A Guide for Lecturers, LTSN Generic Centre – Assessment Series 2001, p.7

5. Criterion-Referenced Assessment (CRA)

5.1 Criterion-Referenced Assessment versus Norm-Referenced Assessment[9]

Criterion-Referenced Assessment (CRA) is used to assess students' performance in achieving the intended learning outcomes of a subject or programme by setting pre-described criteria and performance standards. When the course commences, the pre-defined criteria and standards should be communicated to the students clearly. A grade will be given based on the absolute performance standard the student has demonstrated, without considering other students' performance in the same course. Therefore, no pre-set grade distribution for the assessment should be set. Under this theory, it may appear that for all students to obtain grade A in the assessment. However, in reality, a normal distribution appears as students' performance will vary.

Norm-referenced assessment (NRA) refers to an assessment approach in which a grade is given to a student by comparing his / her performance with other students. Students' performance is assessed by comparing the achievements of other students in the same class / cohort. Where a grade is assigned, it will be assigned according to the student's relative performance on a pre-set grading distribution, normally determined by the institution. This assessment approach is commonly known as grading on the curve and there is a fixed proportion with a limited number of students with a certain grade.

Hence, under the philosophy of outcome-based approach to teaching and learning, CRA should be adopted to assess students' ability in achieving the ILOs of a subject or a programme, with pre-defined criteria and performance standards and without considering the performance of other students in the same class / cohort. Judgments are made against set criteria that are independent of the performance of other students in the same class.

[9]https://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf

5.2 Advantages of CRA

- Enhancing student's motivation and learning by providing the detailed and transparent pre-described criteria and standards of assessment
- Encouraging the use of various assessment methods to evaluate different learning competencies and skills of students, instead of merely use of the tests or examinations
- Improving the relevance of the assessment tasks by setting explicit and clear criteria and standards
- Enabling formative feedback to students according to their performance level and criteria
- Providing useful and detailed information to teachers about their students' ability to achieve ILOs of the programme or course

5.3 Tips on making CRA Properly and Effectively[10]

- Clearly identify the intended learning outcomes of the course/programme
- Select appropriate assessment tasks that are aligned with the intended learning outcomes
- Develop appropriate criteria and performance standards for each assessment task
- Provide explicit and transparent criteria and performance standards to assessors and students
- Assess and grade students according to stated criteria and performance standards
- Give timely feedback to students

---

[10]https://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf, p.2-7

6. Other Useful Links for Reference:

6.1 Best Practice on Rubrics:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/HG_2_web_01.pdf

6.2 Sample Assessment Rubrics:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/7_Feb_2016.pdf

6.3 Turnitin, Plagiarism and Assessment:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/HG_1_web_rev.pdf

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/2017_Plag_Guide_web_link.pdf

LINGNAN INSTITUTE OF FURTHER EDUCATION

Assessment Guidelines for Lingnan Institute of Further Education

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

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

This document outlines some well-established best practices for continually improving alignment between assessment and the intended learning outcomes in all courses and programmes of LIFE.

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

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

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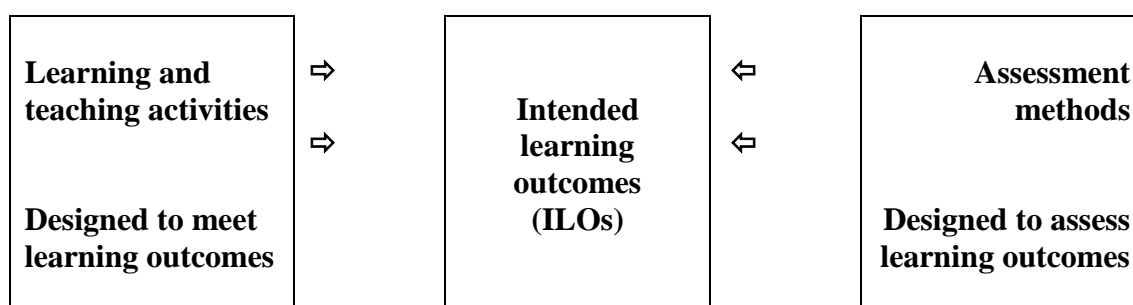
General principles for effective assessment

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

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

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

Curriculum alignment implies a number of principles:

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

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

1.3. Assessment tasks should have sufficient variety to meet the range of ILOs, initially at the course level and ultimately at the programme level.

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

1.5 Throughout any given course students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedback so that students are given adequate time for reflection and improvement. **The teacher should return works for all assessment tasks with feedback to students before the start of the examination period as far as practicable.**

Purpose of assessment

2. Appropriate assessment strategies support a high quality sub-degree and lifelong education. In an OBATL curriculum, assessment provides evidence:

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

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

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

Assessment practices

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

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

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

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

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

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

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

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

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

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

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

7.2. Respective Programme Teams review annually the extent to which various assessments are aligned with the programme goals.

7.3. The Programme Teams collect and share relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved. This may also be done in conjunction with scheduled Programme Reviews.

Marking and grading

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

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

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

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

9. Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels.

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

Programme and course outlines, and assessment descriptors

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

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

11.2. each programme to include a statement of programme-level learning outcomes ;

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

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

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

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

    11.3.4. major changes to the suite of assessment tasks for a course should be approved by the Academic Board/ Committee on Academic Quality Assurance of Sub-degree Programmes.

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

Academic integrity

12. The presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work is deemed as plagiarism, and students should be made aware of the policies of the Institute and the resultant action.

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

12.2. It is mandatory to use Turnitin, an anti-plagiarism tool, to check all written assignments (written in Chinese or English) for all courses.

Appendix 1 provides a simple checklist to assist the development of a more coherent assessment framework in programmes.

12 June 2020

Guidelines for a holistic approach to assessment within programmes

Programmes may wish to adopt some version of the checklist below for their own internal purposes.

Possible items for consideration

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

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

3 Are assessment rubrics and criteria shared with all teachers of the programme, particularly when there is more than one teacher teaching a course?

4 Are student guidelines on how to avoid plagiarism developed and consistently applied?

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

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

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

8 Have the criteria for grades in the General Education courses (i.e. courses should be taken by all full-time sub-degree students) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?

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

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

Norm-Based vs. Criterion-Based Assessment

Background

The UGC has mandated that Hong Kong Universities adopt an Outcome-Based Approach to Teaching and Learning. By implication, this requires curricula to be assessed using criteria that are shared with students and then used for determining the final grade. In other words, students are graded on the basis of attaining well defined learning outcomes (i.e., knowledge, skills, attributes criteria) rather than how they compare with their peer group. There are several principles governing a move from norm-referencing to criterion-referencing:

1. All instructors have criteria that guide their grading. Traditionally those criteria have been more unconscious than conscious ("I know an A paper when I see it"), but the criteria exist.
2. Fairness to students requires that those criteria be worked out consciously and articulated publicly in advance of actual grading. The result of this process is often called a rubric. (This means that a student should be able to figure out why s/he got a certain grade on an assignment, and if s/he isn't, it is easy for the instructor to show the student.)
3. Again, fairness to students (as well as program coherence) requires that teachers in a given program not fluctuate wildly in their grading practices: that one instructor not give all A's while another gives all C's and D's.

If these three principles are accepted, there are historically three ways of achieving them in practice. Two of them involve forms of "norm-referencing". One form of norm-referencing is preceded by laisser-faire grading. People grade however they grade and then the results are forced into a curve. This approach is the most expedient. It relies on principles (1) while bypassing (2), and makes (3) a purely allocation of a letter grade or numeric (and therefore impersonal) process.

Another, "hybrid" form begins with explicit criteria. Instructors discuss and arrive at an agreement among themselves on what they are looking for in an assignment, and then tell the students before they submit their assignments. Students know how many points they get for various aspects of how they have tackled their assignment and the total number of points that they receive determines their place in the "pecking order" within a section. The curve is then applied. This hybrid approach honours principles (1) and (2) but adopts a somewhat expedient approach to (3).

In contrast with these two forms of norm-referencing is an alternative approach, generally called "criterion-referencing". In this approach, instructors in a program sit down together to read a sample of students' papers, and compare their grades and how they have interpreted the grading criteria that they have already agreed. Once clear norms and benchmarks have been agreed about what constitutes various levels of actual performance on the various criteria, and strong inter-rater reliability has been established, then instructors may apply a criterion-referencing approach to the students within their section, without resorting to the curve, since they have established the reliability of their own judgement calls. The approach is, initially at least, the most time-consuming, it not only requires consensus in the grading criteria but it also subjects the application and interpretation of the criteria to group mediation. However, it goes much further than hybrid norm-referencing in seeking to honour principle (3), though cogent program-wide discussion and consensus building within programmes.

At Lingnan there has been considerable discussion about norm-based referencing for the purposes of avoiding grade-inflation, addressing individual differences that may exist between different teachers, and ensuring fairness of assessment for students. However, there are equally many complaints about the requirements of arbitrarily awarding grades based upon a curve that may or may not reflect the classroom environment or the nature of the

students enrolled. Additional confusion also occurs at Lingnan since the majority of classes have class sizes of less than 30 students in which case academic staff are not bound by the requirements of norm-referencing. In short, the entire norm-referencing/criterion-referencing debate at the university is mired in confusion, exceptions and dissatisfaction.

Criterion-based and Norm-based assessment: The impact on OBATL:

There is considerable literature on the strengths and weaknesses of norm-referencing (often known as 'grading on the curve') and criterion-based referencing. Lingnan University has been mandated by the University Grants Committee to develop an Outcomes-Based Approach to Teaching and Learning (OBATL). By implication OBATL requires that assessment processes be based on clearly expressed criteria. In light of this requirement, it is useful to articulate some of the issues around the two modes of grading before discussing assessment guidelines. Table 1 below is a simple example that contrasts criterion-referenced assessment with norm-referenced assessment using the same criterion and also shows how grades are differentiated on the basis of the two approaches.

Table 1: Criterion-Referenced and Norm-Referenced Assessment

Criterion: Comprehension of the Causes of World War II (WW II)[*]

Answer: WWII was caused by multiple factors, (1) including the Great Depression and the general economic situation, the rise of nationalism, fascism, and imperialist expansionism, (2) and unresolved resentments related to WWI. The war in Europe began with the (3) German invasion of Poland

Student Answer	Criterion-Referenced Assessment	Possible Grade Allocation (against criterion)	Norm-Referenced Assessment (against other student performance)	Possible Grade Allocation
Student 1: *WWII was caused by Hitler and Germany invading Poland*	*Meets only one aspect of the criterion*	**C**	*(1) Best perceived answer from all students* *(2) Better than perceived third best student answer but worse than perceived best student answer*	**A** **B**
Student 2: *The war in Europe began with the German invasion of Poland. However, this was the trigger that resulted from a number of factors including the Great Depression and other factors such as the general economic situation, the rise of nationalism, fascism, and imperialist expansionism. Additionally, Germany had unresolved resentments related to WWI.*	*Correct*	**A**	*Perceived best answer from all students*	**A**
Student 3: *WWII was caused by the assassination of Archduke Ferdinand*	*Incorrect*	**F**	*Perceived worse answer than other students in the course*	**F**

Norm-referenced grading: Issues

[*] Adapted from an example provided in Wikipedia (http://en.wikipedia.org/wiki/Criterion-referenced_test, accessed, 12-12.2012)

Norm-referenced grading is also based on criteria. However, while norm-referenced grading may purport to support a rigorous approach to grading students and prevent grade inflation, it is not without problems, including:

- It provides insufficient information about actual student performance and the problem essentially lies in the first row above. This is where no student in the class/course actually gets it right but a relatively poor or incomplete answer, using the norm-referenced approach, is still the best answer in the class/course. This student is thus allocated an A but using a criterion-referenced system would only attract a C.
- Students may be unsure about their performance i.e., the actual process by which final grades are arrived at may be opaque to students.

While considerable efforts are made by staff to mitigate these problems (e.g., External Academic Advisors, Programme-level committees, or accreditation exercises), there are long-term and ongoing problems with norm-referenced grading.

Ensuring that Criterion-referenced grading is effective

Criterion-referenced grading requires that the criteria be clearly defined and that rubrics be developed that facilitate assessments that are as objective as possible. A good model i.e., one of the units from CEAL, is attached. See Appendix 1.

In line with OBATL, the University continues to encourage academic staff to adopt the following initiatives which are necessary for moving towards criterion-based assessment, while recognising that full adoption of criterion-referenced grading may not be feasible or desirable, certainly not at this stage of Lingnan's development in this area:

- develop explicit, rigorous criteria that are shared with students and colleagues;
- develop rubrics that allow academics to make objective assessment of student performance against criteria;
- provide opportunities for academic staff to engage in discussions about the relationship between criteria/marking scales and how those criteria/marking scales are interpreted and applied in order to produce grades;
- after their initial use, refine rubrics, if necessary, to improve their sensitivity and to accommodate good work that addresses learning goals in hitherto unexpected ways.

Largely this process has taken place in CEAL and has resulted in the rubric contained in the Appendix to this paper. Inclusion of this Appendix is not to suggest that this is the model for all programmes but should be viewed as an example of good practice specifically within the CEAL context.

Senate: March 2014
Updated in August 2019

JT/Norm-based vs Criterion-based Assessment

LCE1020 Unit 3 – Agree to Disagree
Intended Learning Outcomes
By the end of this unit students will be able to:
- Write a persuasive essay to present an opinion about a controversial topic supporting that opinion with detailed and relevant examples. +
- Read and listen to texts in order to understand people giving their views about a controversial topic.*
- Read, listen to and understand articles and reports concerned with contemporary problems in which the writers or speakers adopt particular stances or viewpoints. *

+assessed at end of unit.
*assessed at end of course.
Teaching and Learning Activities
In this Unit, students will:
In this unit students will:
- Talk about the reasons and ways people protest about things
- Read about:
  - An environmental group
  - Two opposing views of nuclear power
- Listen to:
  - A talk about nuclear energy
  - A podcast about climate change
- Study grammar used to discuss and write about controversial issues:
  - Noun phrases
  - Modal verbs
- Study language to write about controversial issues:
  - Vocabulary
  - Paragraph structure
  - Topic sentences
  - Quoting and paraphrasing
  - Introductions and conclusions
  - Citations and references
- Write about:
  - Their opinion about a controversial topic

<u>LCE1020 Unit 3 – Task sheet</u>
In this unit called "Agree to Disagree", you will be asked to complete an individual task.
TASK: write a persuasive essay (minimum 1000 words) on this question: "Environmental groups like *Greenpeace* are taking the wrong positions on environmental issues." Discuss this statement.
- This is an <u>individual task</u>. Your aim is to write an essay which presents your position on a controversial issue.
- Its purpose is to convince anyone who reads your essay that you have thought seriously about this issue, and that the position you hold is a reasonable one which you can defend strongly.
- Your essay should contain an introductory paragraph, a minimum of two main body paragraphs, and a concluding paragraph.
- The essay should contain relevant reasons and examples which support your position. It should also contain a minimum of one quotation from a source text (written or spoken), and a minimum of one paraphrase from a source text (spoken or written).
- It should also show that you can use the target language forms for this unit (noun phrases and modal verbs).

The process for completing this task is as follows*:
Step 1:
- Read the articles associated with the Unit (web links are available in Moodle) concerning the disagreements about environmental issues. Make notes concerning the positions taken by the different authors.
Step 2:
- Think about the issues raised by these authors, and decide your position on the statement, "Environmental groups like *Greenpeace* are taking the wrong positions on environmental issues." Once you have decided on your position, you are ready to write your essay.
Step 3:
- Write the first draft of your essay. Pay attention to all aspects of your paragraphing and sentence grammar as you are writing, and pay special attention to your use of modal verb forms and noun phrases, which you practiced in this unit.
Step 4:
- Submit a copy of your first draft to your Instructor via the Dropbox feature of Moodle by _____, 2013 (your Instructor will show you how to do this). Within two weeks, you will receive feedback from your Instructor on what you did well, and areas where you need to improve. Make whatever changes your Instructor has suggested.

Step 5:
- Submit your final draft to your Instructor via the Dropbox feature of Moodle by _____, 2013.

These steps will include tasks which are done in-class and tasks which are done as homework. This task will be graded by your instructor and is worth 25% of your final mark for the course LCE1020.

LCE 1020 Unit 3 Writing Assessment – Rubric

Task fulfillment

These are the basic requirements for the task as outlined in the task sheet and instructions included in Unit 3.

Requirement (1 mark each)	Included	Not Included
Introduction		
Two or more body paragraphs		
Conclusion		
Reference list		
Word count at least 1000		
Sub-total (5 marks total)	**/5**	

Language

Marking Scale		Criteria	0	1	2	3	4	5
0	Does not attempt use	Topic Vocabulary						
1	Attempts but unsuccessfully	Taught Grammar						
2	*Approaching*	Pre-requisite Grammar						
		Citation and Paraphrasing						
3	Attempts with partial success	Signposting						
4	*Approaching*	**Notes on criteria**						
5	Attempts with complete success	Topic vocabulary – Use of terminology appropriate to the topic; and accuracy of spelling.						
Please see your marked first draft for feedback on language.		Taught Grammar – Use of the grammar features taught in the unit(s) preceding the task. Prerequisite grammar – Use of other grammar features needed to complete the task. Citation and Paraphrasing – Use of source material sufficiently altered in presentation and cited correctly Signposting – Use of signposting words or phrases to add cohesion to the text						
Sub-total (25 marks total)		**/25**						

Communicative Purpose

	0	1	2	3	4	5
Introduction . Introduces topic in a general way . Explains background of the issue discussed . Thesis statement						
Body Paragraphs . Topic sentence with topic/controlling idea . Topic expounded upon . Support/evidence presented . Concluding Sentence						
Conclusion . Re-statement of thesis . Summary of main points . Concluding thoughts						

Sub-total (15 marks total)	/15					

Total Marks	/45
Percentage	%
Deductions	%
Final Percentage	%

Lingnan Institute of Further Education
Sub-degree Programmes
Annual Programme Report 20XX-20XX

Title of Programme:	Normal Duration:
Host Team(s):	
Name of Programme Head / Programme Leader:	
Contributing Team(s) / Partner(s):	
Dates of Last and Next Review for 3-year or 4-year Programme Review:	

Programme Head / Programme Leader in the reporting year:			
Name	Team	Name	Team

Endorsed by Programme Management Committee (PMC) and submitted to Academic Board (AB):

_____   _____
       (PMC Chairman)   Date

Approved by AB:

_____   _____
       (AB Chairman)   Date

Lingnan Institute of Further Education
Template for Annual Programme Report

1. Summary of Progress on Previous Action Plans

Summarize here actions taken and recorded since the previous Annual Programme Report and as follow up from the previous 3-year or 4-year Programme Review. Identify timescales for any on-going or planned actions.

Table 1   Summary of Progress on Previous Action Plans

Area	Action Taken / Being Taken with Indicated Time Frame	Status *(Completed / On-going)*	Effectiveness

2. Student Admission

Table 2.1   Admission Figures

	Admission Target	Actual Enrollment	%*
2014/15			
2015/16			
2016/17			
2017/18			

*Actual Enrollment / Admission Target

Table 2.2   2017/18 Student numbers

Year 1	
Year 2	
Year 3 or above*	
Total	

*Year 3 or above includes all continuing students who have studied for more than 2 years.

Table 2.3   Admission Route (2017/18)

Qualification	No. of Students	Percentage
HKDSE		
Diploma / Pre-Associate Degree (QF Level 3)		
Diploma Yi Jin (QF Level 3)		
Higher Diploma / Associate Degree (QF Level 4)		
Joint Entrance Examination for Universities (JEE)		
Other Non-Local Qualifications		
Mature Student		
Others		
Total		100%

Include:

- overall programme admission (as applicable) and relevant trends
- admission routes / scores

Also include an evaluation of the above data.

3. Student Progression and Graduation Rate

Table 3.1   Student Attrition, Progression & Graduation Rate

Cohort	Year 1	Year 2	Progression Rate*	Attrition Number	Attrition Rate*	Number of Graduates	Graduation Rate*	Year 3 or above
2014/15								
2015/16								
2016/17								
2017/18								

*Progression Rate   = Y2 / Y1
 Attrition Rate   = Attrition Number / Y1
 Graduation Rate   = Number of Graduates / Y1

Table 3.2   Reason(s) of Student Attrition

Reasons:	Number of Student
Adaptation and Adjustment Problems	
Emigration	
Employment or Job Related Reasons	
Family Reasons	
Financial Hardship	
Health and Medical Reasons (of the student himself/herself)	
Heavy Academic Workload	
Lose Interest in Programme	
Unsatisfactory Academic Results	
Continuation of Study in Another Local/Non-Local Institution	
Others	

Table 3.3   Classification of Awards

	Distinction	Credit	Pass
2014/15			
2015/16			
2016/17			
2017/18			

Include:

- a summary of progression and attrition/retention data by year (or academic level) of programme [with comparison of previous years (normally three years for Dip or four years for AD/HD) to show trends]

- a summary of awards granted (including any classifications) with a comparison with previous years (normally three years for Dip or four years for AD/HD)

Also include an evaluation of the above data.

4. Graduate Articulation and Employment

Table 4   Further Studies and Employment

		2014/15	2015/16	2016/17	2017/18
Pursing Further Studies	Lingnan University				
	Others				
Into Employment					
Others					
Total					

Include:

- available data on end destinations of graduates including those going onto further higher education study and continued employment
- the effect or benefits of the study programme to the employment or work prospects of graduates

5. Changes to the Programme

Should include here any programme changes. Specific focus should be given to changes made to the programme aims, programme and course learning outcomes, assessment, modes of teaching/delivery and a justification should be given, e.g. external review, internal reflection, benchmarking, etc.

If there are courses switched to be taught in Chinese, the switches should be reported and the reasons for the switches should be addressed to reflect that they should be anomalies.

6. Comments made by External Examiners (EEs) /External Academic Advisers (EAAs) (or Other Stakeholders)

Table 6   Comments made by External Examiners (EEs) / External Academic Advisers (EAAs) (or Other Stakeholders)

Area *e.g. Programme Design, Teaching and Learning, and Student Performance*	Action Taken / Being Taken with Indicated Time Frame	Status *(Completed / On-going)*	Effectiveness

Should include here a summary of the issues raised in all EEs/EAAs' reports on the programme (and those by other stakeholders, e.g. Advisory Board, employers, professional bodies, etc.) received in the reporting year, and comments made in the Annual Reports.

7. Evaluation and Feedback

(a) From Students

An analysis of programme and course evaluation and feedback from students should be included here. A major source of the former will be the graduate survey and the latter, the Course Teaching and Learning Evaluation (CTLE) scores and Staff-Student Consultation Committee (SSCC). Any differences in comments on the programme from previous years should be noted. Similarly, trends in CTLE scores should be identified and explained.

Table 7.1   Course Teaching and Learning Evaluation Result of Term 1

	The Course			The Learning Outcomes			The Teacher			Overall Comments on the Course			Overall Comments on the Teacher			Overall		
	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)
This Programme																		
Institutional Average																		

Table 7.2   Course Teaching and Learning Evaluation Result of Term 2

	The Course			The Learning Outcomes			The Teacher			Overall Comments on the Course			Overall Comments on the Teacher			Overall		
	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)
This Programme																		
Institutional Average																		

Table 7.3   Feedback from SSCC

Area e.g. Programme Design, Teaching and Learning, and Student Performance	Action Taken / Being Taken with Indicated Time Frame	Status (Completed / On-going)	Effectiveness

(b) From Partners

An analysis of programme and course evaluation and feedback from partners who were involved in teaching the programme / courses, internship, etc. should be included here. A major source of feedback from partners will be the survey/evaluation or a meeting.

Table 7.4 Feedback from Partners

Area *e.g. Programme Design, Teaching and Learning, and Student Performance*	Action Taken / Being Taken with Indicated Time Frame	Status *(Completed / On-going)*	Effectiveness

8. Assessment of Learning Outcomes

Give a brief account about the developmental efforts made in outcome-based assessment of learning during the reporting year.

Table 8.1   Academic Performance of Programme Specific Course (Year 1)

	A		B		C		D		F	
	#	%	#	%	#	%	#	%	#	%
2016/17 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2016/17 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T2 Courses										
Course 1										
Course 2										

	Course 3									
	Course 4									
	Course 5									
	Total									

Number of Students

Table 8.2   Academic Performance of Programme Specific Course (Year 2)

	A		B		C		D		F	
	#	%	#	%	#	%	#	%	#	%
2016/17 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2016/17 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										

Number of Students

Table 8.3   Academic Performance in terms of CGPA (Year 1)

	Cumulative GPA Results									Total
	3.50 or above		3.49 – 3.00		2.99 – 1.67		Below 1.67			Total
	Distinction		Credit		Pass		Academic Probation			
	#	%	#	%	#	%	#	%		
2014/15										
2015/16										
2016/17										
2017/18										

#Number of Students

Table 8.4   Academic Performance in terms of CGPA (Year 2)

	Cumulative GPA Results								Total
	3.50 or above		3.49 – 3.00		2.99 – 1.67		Below 1.67		
	Distinction		Credit		Pass		Academic Probation		
	#	%	#	%	#	%	#	%	
2014/15									
2015/16									
2016/17									
2017/18									

#Number of Students

Include:
- evidence of student attainment of programme and course learning goals/outcomes and approaches/initiatives to ensuring accurate measurement of these goals/outcomes, e.g. development or refinement of rubrics.

9. Regular Course Review

(a) *Progress Report on Courses with a High Failure Rate and Unsatisfactory Grade*

Table 9.1   List of Courses with a High Failure Rate (Grade F > 10% or Grade D+ to F > 20%) in e.g. 2018/19 and the Students' Performance in e.g. 2019/20

Course	2018/19		2019/20	
	No. of failed students /Total no. of students	%	No. of failed students /Total no. of students	%
Courses with Grade F > 10% (Failure Rate)				
Course with Grade D+ to F > 20% (Unsatisfactory Grade)				

Include:
- an analysis of the data showing the trends and development compared to last academic year.
- statistics of assessment and examination results as indicators of performance, if necessary.

(b) *Academic Performance of Courses with a High Failure Rate*

Table 9.2   List of Courses with a High Failure Rate (i.e. Grade F > 10%) or high rate of unsatisfactory grades (i.e. Grade D+ to F > 20%) in e.g. 2019/20 and the Students' Performance in the Past Two Years

Course	2017/18		2018/19		2019/20	
	No. of failed students /Total no. of students	%	No. of failed students /Total no. of students	Failure rate	No. of failed students /Total no. of students	%
Courses with Grade F > 10% (Failure Rate)						
Course with Grade D+ to F > 20% (Unsatisfactory Grade)						

Include:
- general pedagogy and assessment methods of the courses.

- examples on assessment methods and teaching and learning activities of the courses.
- comments from External Examiners/ External Academic Advisors, Staff-Student Consultation Committee, and Course Teaching and Learning Evaluation, if necessary.

(c) Summary of Course Review

Table 9.3   Summary of Course Review in Last and Current Academic Year

Course	Reviewed in 2019/20	Reviewed in 2020/21	Revision (Y/N)

Include:
- course revisions (e.g. Course aims and objectives, CILOs, indicative content, assessment/pedagogy design, etc.)
- justifications of revisions (e.g. comments from EEs/EAAs, benchmarking, SSCC comments, internal review, etc.)

10. Experiential Learning

Table 10   Experiential Learning Activities

Activities	Date(s)	Contribution to PILOs
e.g. Visit to YMCA Kowloon Centre	*11/3/2017*	*PILOs 1 and 4*

Include:
- initiatives aimed at incorporating experiential learning into the programme/courses;
- any other initiatives to enhance the out-of-class learning of students, e.g. internship, practicum.

11. Changes with Resource Implications

Include here a summary of any changes to the resources (material or human) necessary for the successful continuation and development of the programme. Identify also any staff development necessary to resource the programme.
(Note: Request for resources should be separately submitted to relevant committees / units / teams.)

12. Overall Evaluation

The Report should conclude with an overall evaluation of the programme that brings together what has been reported above and includes a critical reflection of the programme as a whole. Issues to be addressed include:

- an overall evaluation of the curriculum and learning outcomes
- evaluation of efforts made to enhance the programme taking account of comments made

in the last 3-year or 4-year Programme Review and the previous Annual Programme Report
- strengths and weaknesses
- evaluation on the financial viability of the programme
- any matters of concern not covered in this Report so far.

13. Action Plan

Table 13   Action Plan

Area	Planned Action	Indicated Time Frame	Responsible Staff	Indicator
e.g. Additional guidance and assistance to those weak students	*Workshops for study skills and exam skills and Year 2 students' sharing session will be conducted.*	*in 2018-19 Term 1*	*Programme Leader*	*Passing rate of Programme Specific courses*

The Report should contain an action plan to spell out actions and measures to be taken with indicative timeframe to solve problems, to improve or develop the programme and/or to address recommendations made in the last 3-year or 4-year Programme Review and feedback from various stakeholders. In the action plan there should be clear lines of responsibility for the actions and measures.

Lingnan Institute of Further Education
Guideline on Regular Course Reviews for Sub-degree Programmes

Background

To maintain the academic quality of the programmes and courses, all courses are subject to regular review. This guideline sets out the common approach for the course review exercises across all Diploma, Higher Diploma and Associate Degree programmes.

Procedures

1. All courses for each programme should normally be reviewed once every two years and the Programme Teams should determine an annual schedule of the courses to be reviewed. The course review will be incorporated into the respective Annual Programme Reports (APRs).

2. For the courses with a high failure rate (i.e. Grade F > 10% or Grade D+ to F > 20%), the course review should be conducted in the current academic year. Trend analysis on the students' performance in the past two years should be included. Highlight of comments from External Examiners/ External Academic Advisers, Staff-Student Consultation Committee, and Course Teaching and Learning Evaluation may be included, if necessary. Progress report on the effectiveness of the revision and remedial support should also be included.

3. Aspects to be covered in the Regular Course Review:
   - Course aims and objectives
   - Course intended learning outcomes
   - Indicative content
   - Assessment design
   - Pedagogy design
   - Required readings/ Supplementary readings
   - Remedial support

4. The APRs with the course review summary should be submitted to the Programme Management Committee (PMC) for endorsement, the Academic Board (AB) for approval and then to the Committee on Academic Quality Assurance of Sub-degree Programmes (CAQA) for noting.

Lingnan Institute of Further Education

Guidelines for External Benchmarking of Sub-degree Programmes

Overview of External Benchmarking

1. External benchmarking of sub-degree programmes should be conducted to make reference to comparable programmes of peer institutions as an evidence-based evaluation during programme development and programme review. Through benchmarking exercise, a Programme Team will be able:

   a) to draw insights from counterpart programmes to understand the market provision;
   b) to monitor standards, identify good practices, locate gaps, learn innovative approaches, and make improvements during our programme development;
   c) to evaluate and enrich our programme in alignment with the aspiration and development goals of our institute.

2. Depending on the programme areas and discipline of studies, examples of programme level benchmarking institutions may include but not limited to the School of Professional and Continuing Education of the University of Hong Kong, School of Continuing and Professional Studies of the Chinese University of Hong Kong, School of Continuing Education of the Hong Kong Baptist University, School of Continuing and Professional Education of the City University of Hong Kong and College of Professional and Continuing Education of the Hong Kong Polytechnic University, Caritas Bianchi College of Careers, Hong Kong Community College.

Procedures of External Benchmarking

3. Programme level benchmarking should include the following categories:

   - Programme objectives and intended learning outcomes
   - Qualifications Framework level and credits
   - Entrance requirements
   - Programme structure and curriculum
   - Teaching and learning method and resources
   - Assessment standards
   - Professional recognition
   - Graduation requirements and award
   - Articulation pathway and career aspects
   - Tuition fee and financial assistance

4. External benchmarking should be conducted during programme development and programme review exercises. The benchmarking data should be prepared by the Programme Team in their report for the above exercises.

Lingnan Institute of Further Education
Survey Administration Schedule for Sub-degree Programmes

LIFE Survey	Data Collection Period	Completion of Survey Report	Survey Reporting Path	Responsible Unit
New Student Survey[1]	Term 1, Year 1 August/September	1st Term October	Relevant operating units	Student Development Office
Course Teaching and Learning Evaluation (CTLE) Survey	End of Term 1st Term: November/December 2nd Term: March/April 3rd Term: June/July	1st Term: January 2nd Term: June 3rd Term: August	PMC, AB	Quality Assurance and Registry Office
Student Learning Experience Survey (SLES)[2]	End of Term 2, Year 2 April	October	PMC, AB	Quality Assurance and Registry Office
Graduate Survey	October/December	March	PMC, AB	Student Development Office
Employer Survey[3]	Once every two years April	October	PMC, AB	Student Development Office
Alumni Survey[4]	Once every two to three years September	December	PMC, AB	Student Development Office

Notes:
1. The New Student Survey collects useful data for the planning of different operating units, such as promotion/marking data for CPR, preference of study and extra-curricular activities for SDO and Programme Teams and students' ethnicity and mother-lounge information for submission to EDB via the Registry Office.
2. The Student Learning Experience Survey (SLES) is a new survey for assessing the quality of students' learning experience by the end of their study programme.
3. The Employer Survey is conducted every two years to the graduates completed their studies with LIFE. Due to the fact that a majority of the graduates continue their education instead of joining the labour market, employers' data is hard to come by. LIFE will closely monitor the return rate of the employer survey 2021 and to conduct focus group to solicit views on LIFE graduates where necessary.
4. The Alumni Survey is a new survey for collecting feedbacks from alumni for assessing the attainment of intended learning outcomes of the programmes. The survey is proposed to be conducted every two years and collect feedbacks from alumni who have graduated 2-3 years by the time they receive the survey.

Lingnan Institute of Further Education

Guideline on the Adoption of Blended Learning for
Associate Degree/Higher Diploma and Diploma programmes

1. Delivery of teaching and learning activities with blended learning components can be classified as follows in LIFE:

   (a) The use of flipped classroom[1]: to deliver part of the course contents via digital or online platforms, e.g. Zoom or Panopto; and

   (b) any other technological supporting methods, including the use of information-technology teaching aids to supplement classroom teaching.

2. In order to allow the flexibility for variation in classroom contact hours for different courses, the Teaching Faculty would exercise their discretion on the contents and pedagogies of their courses in an effective way to assure the achievement of the expected learning outcomes. However, the face-to-face contact hours of each course must be **at least 30** in order to secure sufficient face-to-face interaction between teachers and students.

3. At the programme level, Programme Teams are given the autonomy to address the needs of the individual programmes/courses to design the contents, pedagogies and assessment methods. They may include blended learning components in their own courses and own ways, given that the overall course objectives, outlines and structures comply with the approved ones. There should not be any reduction in total class contact hours in general (42 hours for most of the courses). If there is any large-scale or significant change to face-to-face class contact hours (i.e. less than 30 hours), it is necessary to go through the approval procedure.

4. In order to ensure effective interactions and students' participation in the blended teaching and learning activities, teachers should use various means to monitor students' motivation and participation. For instance, online quizzes and interactive discussions could be adopted to monitor students' learning progress and participation.

---

[1] *"Flipping the classroom means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates."* (Brame, C., 2013)

5. The Teaching Faculty has the responsibility to ensure the quality of teaching and learning under the blended learning approach. The Teaching Faculty is advised to conduct a regular evaluation on the effectiveness of blended learning in their courses and programmes taken reference from the Quality Assurance Rubric for Blended Learning (http://oasis.col.org/bitstream/handle/11599/3615/2020_Perris_Mohee_QA_Rubric_Blended_Learning.pdf?sequence=1&isAllowed=y) and report to its designated Programme Management Committee. For instance, annual feedback can be collected from both teachers and students to collect their view and feedback on the adoption of blended teaching and learning activities. This can be incorporated in the existing quality assurance measures, including Online mid-term Course Teaching and Learning Enhancement (Mid-Term CTLE) & The Term-end Course Teaching and Learning Evaluation (CTLE), Staff-Student Consultation Committee (SSCC) meetings, etc.

6. All blended courses[2] and e-learning initiatives are also required to undergo rigorous review undertaken by the respective Programme Review exercises once every four years (for AD/HD programmes) or three years (for Diploma programme) as detailed in the Quality Assurance Manual.

7. The blended learning guideline sets out the Institutional-wide direction for blended learning development, which will be subject to review on a regular basis.

Approved by AB on 14 August 2020

---

[2] Blended courses are courses that combines online materials and interaction with traditional face-to-face classroom teaching.

Lingnan Institute of Further Education
Guidelines for Continuing Professional Development (CPD)

Introduction

1. Continuing Professional Development (CPD) is an ongoing necessity to update/upgrade the teaching staff's knowledge and skills to develop their personal qualities leading to high professional competence in their professional/functional areas. With a view to upholding the quality of teaching and learning and enhancing the teaching professionalism, a mandatory CPD requirement is formulated for full-time teaching staff of LIFE.

Objectives

2. CPD is the systematic maintenance, improvement and broadening of knowledge and skills to enable individuals carrying out regulated activities to perform their duties competently and professionally. The objectives of CPD programmes are:
   (a) to update/upgrade the knowledge and skills; and
   (b) to maintain and enhance their knowledge and professional expertise in their professional/functional areas.

Scope

3. On top of the LIFE Staff Development Day, all teaching staff are required to complete at least four hours of CPD activities related to their subject expertise within the reporting period in alignment with the annual performance review exercise.

4. Teaching staff should plan and evaluate the performance of their training activities from time to time. Whenever necessary, they are encouraged to seek advice from their direct supervisor in identifying the training and development needs to enhance the teaching and learning effectiveness.

5. The format of CPD activities can include but not limited to participating in and organizing of courses, lectures, seminars, conferences, presentations, workshops, e-learning and professional activities. Examples of CPD activities are listed below for reference:
   - Attending courses, lectures, seminars, conferences, workshops
   - Taking e-learning courses
   - Attending evening classes/distance learning courses
   - Studying master degree programmes or above
   - Holding training presentations to groups within/outside LIFE
   - Self-study such as reading of professional journals or books (a maximum of 2 hours can be claimed)

Funding Support

6. A budget of $100,000 per annum is set aside to provide the funding support for CPD activities for the teaching team. The funding will be subject to review on a need basis.

7. Teaching staff who wish to apply for financial assistance should submit the application through the Staff Development Study Grant. For details, please refer to Guidelines of Study Grant for full-time staff of LIFE to Pursue Study Programme.

Record

8. Teaching staff are required to maintain a personal record of their continuing professional development within the performance review period and submit an annual CPD Record Form to Programme Administration (PA) Team as requested. PA Team will consolidate all records and forward to Human Resources and Administration (HRA) Team for record keeping. Evidence of CPD participation, if any, such as receipts/certificates/email registration should be provided as far as possible.

9. Teaching staff are required to provide the CPD information in the annual performance review exercise.

Exemption from CPD Requirements

10. A concession can be made to staff who applies for exemption from CPD requirements on medical grounds or other special circumstances. However, satisfactory evidence and justification have to be provided for support of his/her application.

Effective Date

11. The CPD requirement for full-time teaching staff will take immediate effect upon the approval by the Management Committee.

Lingnan Institute of Further Education
Continuing Professional Development (CPD) Record Form

Date	Activity	Organizer	CPD Claimed (Hours)
		Total:	

Signature: _____   Date: _____

Name: _____   Post Title: _____

Remarks: *Please complete the form and return to PA team together with the proofs of attendance, if any.*

LINGNAN INSTITUTE OF FURTHER EDUCATION

Coaching Scheme to New Academic Leaders

1. The Coaching Scheme to New Academic Leaders aims at assisting the new Academic Leaders in assuming their roles and duties and reinforcing their understanding of the quality assurance mechanism in LIFE for effective programme development, delivery, monitoring and review.

Definition of Academic Leaders

2. There are several ranks of Academic Leaders in LIFE, i.e. Subject Leaders, Programme Coordinators, Programme Leaders, Programme Heads, Programme Directors, etc. The roles and responsibilities of the Academic Leaders are formulated in the staff's individual Job Description Report.

Coaching Content

3. An orientation is provided to new Academic Leaders by their immediate supervisor. The orientation includes a briefing on the following areas.

   i. A Job Description for the respective rank of Academic Leaders, which includes detailed accountabilities and management roles and responsibilities, to be provided by his/her supervisor.

   ii. Quality assurance mechanism and policies on programme delivery and monitoring, quality assurance of teaching plan, teaching materials, examination paper setting and grading, class observation, Staff-Student Consultation Committee (SSCC), Course Teaching and Learning Evaluation (CTLE), academic advising etc.

   iii. Introduction to the institute quality assurance mechanism and the respective committees on academic decision-making

   iv. Introduction to programme review documents and other academic reports

   v. Introduction to respective academic team members

   vi. Leadership training

4. An experienced Academic Leader is assigned as a mentor to coach a new Academic Leader in various aspects, such as leadership, tasks assigned, quality assurance procedures, and connection with relevant parties. The mentor will provide continuous support to the new academic leaders during the coaching period.

5. Upon the completion of the first half year of appointment: The Mentor (or the immediate supervisor in case if the Mentor is not the immediate supervisor of the Academic Leader) will discuss with the new Academic Leader on his/her working performance in various kinds of duties assigned. An interactive discussion can allow the immediate supervisor, the mentor and the new academic leader to provide timely feedback to each other. The working performance of the new Academic Leader can be monitored and the improvement plan can be provided by the immediate supervisor.

6. Upon the completion of the first year of appointment: The Mentor (or the immediate supervisor in case if the Mentor is not the immediate supervisor of the Academic Leader) will discuss with the new Academic Leader again on his/her working performance in various perspectives during the regular performance review exercise. Hence, the immediate supervisor can monitor the progress of the new Academic Leader under the support of the Coaching Scheme.