

THE UNIVERSITY OF HONG KONG



Quality Assurance Council Audit

Progress Report

May 2011

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THE UNIVERSITY OF HONG KONG

Quality Assurance and Quality Enhancement in Teaching and Learning

Preamble

The University wishes to express its gratitude to the Quality Assurance Council Audit Panel for its very supportive and encouraging report which has affirmed HKU's high quality student learning experience and our proactive approach to meeting the challenges of the impending changes in higher education in Hong Kong.

Teaching and learning is central to the University's Mission, and the transition to the 4-year undergraduate curriculum has offered an unprecedented opportunity for us to reflect on the University's educational aims for the 21st century and how the curriculum and the campus can be renewed to achieve these aims and learning outcomes. The Quality Audit in April 2009 therefore offered a timely opportunity for in-depth self-reflection. The Audit Report's Commendations and Affirmations have provided gratifying confirmation of our strategic direction and our policies for the new undergraduate curriculum and for enhancing teaching and learning, and the Recommendations have helped us to strengthen areas that we have critically examined and resolved to make more robust.

In line with our approach of using quality assurance processes as the basis for our quality enhancement of teaching and learning, HKU has incorporated the Audit Report's Recommendations into our T&L Action Plan. In our preparations for launching the new 4-year undergraduate curriculum in 2012, we have addressed the Recommendations as well as taken forward the Report's Affirmations through:

- aligning teaching and learning objectives with HKU's Vision, Mission and educational aims;
- aligning resources, structures and systems for the achievement of the educational aims;
- providing clear central policy and guidance while promoting self-evaluation, peer review and room for bottom-up Faculty initiatives;
- promoting collaboration and exchange of good practice amongst teachers;
- focusing on enhancing the total student learning experience on the basis of research and survey evidence; and
- engaging in internal and external benchmarking.

This progress report covers the following aspects:

- I. Summary tables of follow-up on Recommendations and Affirmations
- II. Progress in addressing Recommendations of the QAC Audit Report
- III. Progress in taking forward Affirmations of the QAC Audit Report
- IV. Update on Teaching and Learning Action Plan

The University reiterates its appreciation of the Audit Panel's confidence that HKU is strongly committed to scaling new heights in teaching and learning, and is well-placed in our centenary year to respond positively to meet the educational challenges of the 21st century and the changes in the higher education landscape in Hong Kong.

**Progress Report on Quality Assurance and
Quality Enhancement in Teaching and Learning**

I. Summary tables of follow up on Recommendations and Affirmations

Table 1 summarises the follow-up actions taken with regard to the Recommendations of the QAC Audit Report. Details are given in Section II of the report.

Table 1 – Summary of follow-up on Recommendations

	<i>Recommendations</i>	<i>Sitrep and follow-up actions</i>
R1	Define performance indicators for regular and systematic use in monitoring teaching and learning quality	<ul style="list-style-type: none"> • 50 of 127 PIs relate to T&L (with HKUSLEQ, TPGLEQ and GEMS newly added) amongst which a list of core PIs are being used by Faculties for FDPs and reviews • New online Institutional Survey Reports System allows online analysis and access to survey data by all Faculties, and has encouraged wide and systematic use and dissemination of PI data
R2	Review committee structures to streamline decision-making and ensure central oversight	<ul style="list-style-type: none"> • T&L committees restructured in June 2009 and July 2010 • Central and Faculty CDC aligned in June 2010
R3	Introduce templates for course and programme design and approval	<ul style="list-style-type: none"> • Online guidelines for implementing OBASL and developing PLOs and CLOs • OBASL implementation on schedule: PLOs developed and aligned with approved ILOs; development and conversion to CLO on schedule • SIS to monitor consistent implementation of OBASL and alignment of LOs at all levels
R4	Define roles and responsibilities of partner institutions & common External Examiner scrutiny of joint programmes	<ul style="list-style-type: none"> • Formal agreements setting out roles and responsibilities of each partner in place for each joint programme • EE system revamped in 2009-10 recommends appointment of one EE to oversee entire curriculum with different programmes
R5	Consider how research can inform teaching	<p>Policies establishing teaching-research nexus:</p> <ul style="list-style-type: none"> • T&L activities grounded in research and based on evidence • All students experience a research-informed T&L environment • New Undergraduate Research Fellowship Programme approved
R6	Implement and communicate institutional assessment policy	<ul style="list-style-type: none"> • Policies on all major assessment issues, except honours classification, approved in April 2010 • Honours classification system currently under deliberation
R7	Communicate and apply consistently policy on academic appeals	While there is no appeal against assessment results, University procedures for checking of course grades on grounds of procedural irregularity promulgated

R8	Develop strategy to identify, evaluate, disseminate and monitor good practices in teaching and learning	<ul style="list-style-type: none"> Continuing to leverage on Ug curriculum reform and various institutional T&L schemes to disseminate good practices Dissemination of initiatives stepped up
R9	Develop policy on allocation of teaching responsibilities & training of non-academic staff members, including research students	<ul style="list-style-type: none"> Regulations allow RPg students to assist in teaching and assessment Certificate course on Teaching and Learning in Higher Education expanded; Stage I of course made compulsory for all newly registered 2011 RPgs assigned teaching responsibilities

Table 2 summarises the follow-up actions taken with regard to the Affirmations of the QAC Audit Report. Details are given in Section III of the report.

Table 2 – Summary of follow-up on Affirmations

	<i>Affirmation of HKU strategies</i>	<i>Sitrep and follow-up actions</i>
A1	Monitoring consistent Faculty application of University-wide policies	<ul style="list-style-type: none"> Central and Faculty T&L committees reorganized and aligned to strengthen communication and interaction SIS provides online platform to facilitate and monitor consistent application of University policies
A2	Strengthening central oversight of TPg programmes & alignment of policies and good practices for all taught programmes	<p>Central oversight of TPg programmes strengthened through:</p> <ul style="list-style-type: none"> Oversight of TPg programmes taken over by CDC in June 2009 Establishment of FCDC in June 2010 taking charge of all Ug and TPg curricula in Faculty and reporting to CDC All new QA and QE policies applied to TPg programmes OBASL applicable to new TPg programmes TPGLEQ piloted in 2009 and 2010 to provide longitudinal data to inform TPg curriculum enhancement Standardized credit and grading systems for TPg programmes to be phased in after Ug curriculum reform and SIS functionalities for Ug curriculum completed
A3	Engaging and encouraging staff contribution to new T&L initiatives	<ul style="list-style-type: none"> Faculty feedback inform formulation of major T&L policies Implementation of approved initiatives involve participation of staff across all Faculties CETL's Learning Community and Peer Support Network enables staff engagement and experience sharing

A4	Revising SETL for T&L enhancement & monitoring effectiveness of SETL follow-up	<ul style="list-style-type: none"> • SETL questionnaire revised as outcomes-based • Consolidated annual Faculty reporting on SETL results and HKUSLEQ findings to inform curriculum development and provide longitudinal data to chart progress in improving learning and curriculum quality
A5	Introducing curriculum reviews in 2009-10	<ul style="list-style-type: none"> • Curriculum review guidelines promulgated in August 2009 • TPg reviews: Social Sciences completed all TPg reviews; Science completed first TPg review; other Faculties scheduling reviews • Ug reviews: overall review of curriculum to be conducted by TLQC after graduation of first cohort; separate interim reviews of key curriculum features to be conducted from 2013-14
A6	Approach to curriculum design and development, the enabling Ug curriculum structure, the transitional arrangements for 2010-12, adopting common curriculum structures and credit unit systems	<ul style="list-style-type: none"> • New 3-year Ug curriculum incorporating key features of 4-year curriculum successfully launched in Sept. 2010 • Good progress achieved on other key aspects of 4-year curriculum • Internal Risk Assessment Panel concluded that planning relating to teaching and learning for the 4-year curriculum well advanced
A7	Developing and implementing an institutional eLearning strategy	eLearning strategy document formulated and currently undergoing Faculty consultation, with recommendations to be put to Senate in July 2011
A8	Wide ranging academic and non-academic support services for students & developing academic advising system	<ul style="list-style-type: none"> • Establishment of comprehensive academic advising system approved in March 2011 • Further enhancement of academic and non-academic support services and facilities well underway (incl. Library, IT, English language enhancement, halls, support for special needs)
A9	Improving integration of non-local students	<ul style="list-style-type: none"> • Revised hall admission policy reserving one-third of places for non-local students • Orientation activities, cultural adjustment programmes and tours continuing each semester for non-local students • Global Lounge encouraging integration through multi-cultural events • Student programmes and activities increasingly conducted in English • Specially designed Chinese language and culture courses for international and non-local students
A10	Implementing T&L Action Plan	Findings of Audit Report incorporated in updated T&L Action Plan – progress reported under section IV of report

II. Progress in addressing the Recommendations of the QAC Audit Report

Recommendation 1

The QAC recommends that HKU define the data, including Key Performance Indicators, that should be used regularly and systematically by Heads of Department, Deans, Senior Management and relevant committees, to monitor the quality of student learning and the standards of the University's awards.

- R1.1 Of the 127 Profile Indicators (PIs) which are used by the Budget and Resources Committee (BRC) for resource allocation for Faculty Development Plans (FDPs), 50 items relate to the Faculty's performance in teaching and learning and quality assurance and quality enhancement issues. Of these 50 items, the following are the ones which are regularly used in FDPs, Faculty reviews and curriculum reviews. Faculties are aware of these PIs and have been reminded in the BRC's feedback on their FDPs to include them.
- HKU Student Learning Experience Questionnaire (HKUSLEQ) scores for undergraduate (Ug) students and recently added Taught Postgraduate Learning Experience Questionnaire (TPGLEQ) for taught postgraduate (TPg) students;
 - Graduate and Employer Surveys (GEMS) (recently added);
 - Student Evaluation of Teaching and Learning (SETL) scores for all taught Ug and postgraduate (Pg) courses;
 - number of Outstanding Teaching awardees;
 - number of successful Teaching Development Grant (TDG) projects awarded;
 - staff-student ratios; and
 - credit units taken by and offered to students in other Faculties.
- R1.2 With reference to the Audit Panel's suggested use of data on research postgraduate (RPg) student attrition and completion rates to monitor the effectiveness of RPg education (paragraph 13.14 of the QAC Report refers), completion rates, number of publications, awards and prizes received by RPg students and graduates, and timeliness of completing studies are indeed included in the BRC's PIs. In addition, the University takes into account "throughput" (based on the rate of student thesis completion within the prescribed normative study period), quality of intake, quality of thesis output and staff research performance in its internal allocation of RPg places to Faculties. The University considers the quality of intake and the quality of thesis to be more important factors, and that it is necessary to strive a balance between quality and timeliness of completion of research studies.
- R1.3 The University launched an on-line Institutional Survey Reports System in January 2011 which allows on-line access to various survey data by all Faculties, and on-line analysis of data at institutional, Faculty, curriculum and programme levels. This has significantly encouraged wide and systematic use and dissemination of the PI data for the purposes of monitoring the quality of the student learning experience and of informing curriculum enhancement.
- R1.3.1 The HKUSLEQ continues to be conducted annually on all undergraduates in the first and final years of study and continues to inform curriculum development, the identification of strengths and weaknesses in individual curricula and programmes, and provides longitudinal evidence of improvement in teaching and

learning. The recently introduced TPGLEQ has provided useful data for Faculties to examine their TPg programmes and has been welcomed by Faculties.

- R.1.3.2 The survey findings continue to form the basis of an action plan for each Faculty to improve on identified areas of weakness. To align the action plan with the FDP, Faculties were reminded in the last BRC exercise to include the extent to which issues identified in the action plan are addressed in the annual FDP as part of the budget allocation processes.
- R1.3.3 The GEMS comprises two surveys. One is a new graduate survey conducted biennially on graduates half a year and five years after graduation. It was piloted in 2008 and fully administered in 2010 to replace the old graduate survey focusing on destination and employment. The other is a 4-yearly survey of employers piloted in 2008-09 to provide institutional level findings. Response rates from graduates are satisfactory whereas those from employers need to be improved.

Recommendation 2

The QAC recommends that HKU review the central, Faculty and Departmental committee structures, and their inter-relationships, to streamline decision-making and ensure University oversight of the implementation of central policies across all Faculties and Departments.

- R2.1 The University has taken on board the recommendation and has implemented major committee restructuring and reorganization to streamline administrative processes for stronger alignment of academic deliberations to ensure more efficient and informed decision-making and policy development, and consistent implementation of institutional policies.
- R2.2 Specifically, following a full review, the following committee re-structuring was approved by Senate.
- (a) In June 2009 for Senate committees with responsibility for teaching and learning:
- i. the Academic Development Committee was renamed the Academic Board (AB) with an extended remit of serving as the main Senate committee dealing with strategic planning and development of teaching and learning and new academic proposals;
 - ii. the Curriculum Development Committee (CDC) which held responsibility for the development of approved Ug curricula and General Education was made a sub-committee of the AB and its remit was expanded to include curriculum development of TPg curricula and English and Chinese language education, the latter enabling the disestablishment of the Language Policy Committee; and
 - iii. with the purposes of enabling academic reviews to inform academic planning and ensuring better alignment with strategic development, the Committee on Academic Reviews was disestablished and its function undertaken by the revamped AB with the support of an Advisory Group

on Academic Reviews whose role is to ensure the proper and consistent conduct of reviews of academic units.

- (b) In June 2010 for committees at Faculty level: each Faculty has established a Faculty Curriculum Development Committee (FCDC) (or renamed an appropriate existing Faculty committee) which is aligned to the University-level CDC through the FCDC chairmen serving as CDC members. The FCDC has responsibility for overseeing, administering and coordinating the review and development of all Ug and TPg curricula offered by the Faculty, so as to ensure coordinated implementation of the University's academic goals and curriculum policies at University and Faculty levels. The CDC-FCDC parallels the organization and functional alignment of the Senate's Teaching and Learning Quality Committee (TLQC) and the Faculty TLQCs.
- (c) In July 2010 for committees with responsibility for RPg education:
 - i. the remit of the Board of Graduate Studies has been extended to include responsibility for RPg examination matters which was previously handled by the Board of Examinations for Graduate Studies; the latter Board was disestablished; and
 - ii. the membership of the Policy Board for Postgraduate Education has been expanded to include an RPg student nominated by the Postgraduate Students Association and appointed by the Senate, with a view to encouraging RPg students to participate in the deliberation of broader issues related to RPg education.

The roles and functions of Faculty and departmental RPg committees were also revisited during the review. As it was concluded that these committees are contributing significantly to developing and delivering quality RPg education, the decision was taken to maintain the status quo.

Recommendation 3

The QAC recommends that HKU consider introducing templates for course and programme design and approval across the University, as a means of ensuring that new provision is geared to delivery of the University's over-arching educational aims.

R3.1 In order to ensure that course and programme provisions are aligned with the delivery of the University's over-arching educational aims, the following procedures are in place:

- (a) An Outcomes-based Approach to Student Learning (OBASL) implementation schedule was approved by Senate in April 2008 (T&L Action Plan 5.1 refers).
- (b) Institutional Learning Outcomes (ILOs) aligned with institutional educational aims, were approved in April 2008, based on which Programme Learning Outcomes (PLOs) have been developed for all Ug curricula. All courses have Course Learning Outcomes (CLOs) which map onto their PLO.

- (c) PLOs are approved centrally by Senate and CLOs are approved by the respective Faculty Boards with responsibility for the delivery and quality assurance of their degree curricula.
- (d) The Centre for the Enhancement of Teaching and Learning (CETL) has posted on its webpage readily accessible guidelines for implementing OBASL and developing PLOs and CLOs (<http://www.cetl.hku.hk/outcomes-based-approaches-student-learning>).

R3.2 To monitor and ensure the consistent implementation of the OBASL policy and the alignment of LOs at all levels, a new feature is being developed in our new Student Information System (SIS) to chart the mapping, alignment and achievement of the six educational aims at the ILO, PLO and CLO levels by individual curricula, and will enable with ease the production of an online course template for each degree and even each subject major. Notwithstanding this, standard hard copy and online course templates have already been developed by seven of the ten Faculties to ensure alignment of their CLOs with PLOs and ILOs during the conversion of current courses to OBASL.

R3.3 The development of CLOs is on schedule, with 50% of existing courses planned to be converted to OBASL within 2010-11. Good progress has been made with three Faculties already having achieved 100% conversion this year.

Recommendation 4

The QAC recommends that, in regard to the on-going quality assurance of programmes delivered at partner institutions which lead to HKU awards, the University (a) clearly document the roles and responsibilities of HKU and each partner, and (b) consider appointing the same External Examiner(s) where programmes of the same or similar title and/or nature are offered by HKU and at a partner institution.

R4.1 In the University's partnerships with international universities of comparable standing to jointly offer academic curricula, each collaboration has been supported by a formal agreement detailing the specifics of the curriculum to be offered, and the roles and responsibilities of each partner institution and Faculty. These agreements are required to be separately approved by the governing academic authorities of each partner institution, and in the case of the agreements with Mainland universities, by the Mainland's Ministry of Education. The variation in the specification of roles and responsibilities is noted and will be carefully monitored by the AB.

R4.2 The External Examiner (EE) system was comprehensively reviewed by the TLQC in 2009-10 in preparation for the new Ug curriculum. Under the recommendations and regulations approved by Senate,

- (a) one EE is appointed to oversee the entire curriculum to ensure overall coherence and consistency; and
- (b) where possible, Faculties are encouraged to appoint the same EE for
 - i. different programmes within the same curriculum, where appropriate, to enhance academic consistency and coherence (e.g. one EE for the

Computer Engineering and Electronic and Communication programmes of the Bachelor of Engineering curriculum);

- ii. academic studies in the same discipline which are offered under different degrees (e.g. Social Work offered under the Bachelor of Social Work and as a major programme under the Bachelor of Social Sciences); and
- iii. a curriculum with different modes of study (e.g. full-time, part-time and modular modes).

R4.3 While all other jointly offered programmes appoint a single overall EE, it has not been possible to appoint the same EE to oversee the two MBA programmes (one offered in Hong Kong and the MBA(International) offered in partnership with Fudan University) because of the very significant MBA enrolment of over 900 students in the two programmes and the wide range of specialist themes and courses offered in both. To address this problem, the current arrangement is for one of the two EEs, who is appointed to review the theme of finance, economics and doing business in China of the HKU MBA, to also review the MBA(International).

R4.4 With a view to enhancing comparability and consistency of standards across MBA programmes, aligning with the University's revised EE policy and addressing the difficulty posed by large cohort size, one single EE will be appointed (when the current EE appointments expire) to review the overall MBA programme structure and design, and four other EEs will be appointed for each of the specialist themes of study to scrutinise both MBA programmes at the course level, *viz.* in Finance Management; Managing in China and Asia; Entrepreneurship, Innovation and Operations Management; and Marketing and Services Management.

Recommendation 5

The QAC recommends that HKU consider how research can inform teaching in taught programmes as a means of establishing a clear teaching-research nexus.

R5.1 While the University has been implicitly offering students a research-led teaching and learning environment, the QAC Audit has prompted us to reflect on these opportunities and to consolidate the policies and strategies now in place in respect of research-informed teaching for more conscious and systematic implementation across all programmes in the new 4-year Ug curriculum.

R5.2 The three core elements of these policies and strategies are as follows:

- (a) The University's teaching and learning, curriculum design, and quality assurance be research-led and evidence-based:
 - i. The TDG scheme has been a major funding source in supporting academic staff to conduct research to inform pedagogy, and TDG project outcomes have been incorporated into curriculum design. The following are just a few examples amongst many: the development of English in the Discipline courses (for the new 4-year curriculum) which is a graduation requirement for all Ug degrees; the use of blended learning

and interactive pedagogies to support problem-based learning in dental education; the development of a pedagogical content knowledge in English course for the curriculum of the double degree Bachelor of Arts and Bachelor of Education (Language Education); and the development of interactive class response systems and platforms using mobile devices to enhance interaction with and between Engineering students (please see TDG project outcomes at <http://www.eee.hku.hk/~iclass/> and <http://mlearning.eee.hku.hk/>). Many of the TDG projects have resulted in either publications or conference presentations.

- ii. The University's formulation of T&L policies has been based on extensive reviews of literature and international experience and practice of top overseas universities, e.g. for assessment, eLearning, and academic advising policies which have already received Senate approval, and our current review of our honours classification system is being undertaken after referencing similar systems in the UK and North America.
 - iii. Our student survey tools (paragraphs R1.3.1 - R1.3.3 refer) are developed professionally on the basis of research. CETL's staff development activities, workshops and seminars are research-led and evidence-based. (Please see a list of sample activities on p.11 of Appendix A and on the CETL website: <http://www.cetl.hku.hk/past-workshops-and-seminars>, <http://www.cetl.hku.hk/upcoming-workshops-and-seminars>.)
 - iv. Clear evidence of attainment in the leadership and scholarship of teaching and learning is one of the three selection criteria for Teaching Excellence Awards, the other two being teaching excellence and engagement with students and their learning, and curriculum design, renewal and innovation.
- (b) All students experience a research-informed teaching and learning environment which promotes inquiry-based learning. This includes the following:
- i. Teaching by research-active staff: The majority of our teaching staff are active researchers making recognized contributions within their own fields, as exemplified by the research index of 85.47% in the 2006 RAE. Nearly 80% of our senior professoriate staff are involved in teaching undergraduates for not fewer than 40 hours a year. All courses of the Common Core Curriculum which are generally taken by students in their first year of study are taught by professoriate staff.
 - ii. Capstone experience: Apart from the fact that many Ug courses, especially senior year courses, draw on research conducted by Faculty members, capstone experience will be introduced in the new 4-year curriculum as a component of the major required of all students. Typically, capstone experiences are inquiry-based and involve research skills in the investigation of problems, issues, phenomena and so on, and data collection and data analysis. In many Faculties, research

components also include dissertation writing, local or overseas research internships, and so on.

- iii. Research seminars and conferences: In all Faculties, research seminars are held regularly for Faculty members to disseminate research findings to staff and Ug, TPg and RPg students, and to bring Ug and Pg students together, thus facilitating the transition from Ug to Pg research. In some Faculties, Ug research conferences are organized during which students present their research projects or dissertations. Students are also given opportunities to be involved in co-curricular research both formally and informally. In a number of Faculties, senior-year students are involved as student research assistants in General Research Fund projects and Faculty research projects, both formally and informally. Just to cite one example among many, the Science Faculty's Overseas Research Fellowship Scheme, the Summer Research Fellowship Scheme and the Undergraduate Research Colloquium allow Ug students to participate in research locally and overseas. Science is also planning a Research Institute for Undergraduate Students to further promote Ug participation in advanced research activities.
- iv. The teaching-research nexus is clearly evidenced in TPg education where teaching in specialized subjects is informed by the research of the teachers, and students are required to complete a dissertation or research project for graduation purposes.

(c) Undergraduate Research Fellowship

Senate approved in 2010 an Undergraduate Research Fellowship Programme (URFP) to support and promote Ug research for the top 5% of undergraduates. Funding has recently been approved for the URFP to be rolled out in 2011-12 with actual Ug research activities starting in 2012-13. Students will be allowed to take Graduate School courses and those who have carried out the research tasks with outstanding performance will be granted an early admission to the Graduate School.

Recommendation 6

The QAC recommends that HKU implement an assessment policy for all taught programmes as a matter of urgency, to be applied across all Faculties and Departments, at both undergraduate and postgraduate levels; and that it is effectively communicated to staff and students.

R6.1 The assessment policies and practices were under review at the time of the QAC Audit. Following extensive deliberation within the University and consultation with Faculties and students, recommendations on all major assessment issues, except for the honours classification system for the new 2012 curriculum, were approved by Senate in April 2010.

R6.2 The approved assessment policies aim to standardize practice across Faculties and to align assessment practices with outcomes-based learning and standards-referenced assessment. They cover the following aspects:

- (a) Faculties should ensure that each degree curriculum includes diverse forms of assessment as well as a good balance of different forms of assessment appropriate for different types of learning experience in a programme/curriculum.
- (b) Standards for assessment should be explicitly stated and communicated to students and staff at the beginning of the course and be widely accessible in written form. When there is more than one teacher teaching a course and/or marking the same script and/or examination question, moderation of grading should take place amongst the teachers concerned before actual grading is undertaken to ensure consistency of understanding and application of grade descriptors and grading standards.
- (c) Each Faculty should lay down a policy for provision of feedback on coursework assignments to students.
- (d) To support the increasing diversity of learning activities and assessment modes and to allow Faculties to handle failure cases appropriately as may be required by their respective curricula, University-level policies have been stipulated for Faculties' reference in respect of
 - i. how students make up for failed courses;
 - ii. how failed grades are treated for the purposes of calculating GPA and honours classification; and
 - iii. progression requirements vis-à-vis maximum period of registration.
- (e) The top of the Grade Point scale has been extended from 4.0 to 4.3 to better reflect outstanding performance (A+) amongst the top students (with effect from the 2010-11 cohort), and the weighting of individual courses has been standardized as carrying equal weight for the purpose of honours classification (with effect from 2012-13).
- (f) To ensure that assessment practices are standardized across Faculties, Faculties have been asked to ensure that when they develop their own assessment policies to cater to their disciplines, they must align with the principles of the institutional assessment policies.
- (g) The institutional and Faculty assessment policies should be clearly communicated to staff and students online and in student handbooks.

R6.3 We have in the meanwhile been reviewing the current honours classification system vis-à-vis standards-referenced assessment and how the honours system can best reflect the philosophy and educational aims of the new 4-year curriculum. Proposals are being formulated for wider discussion and engagement with the University community at the fifth curriculum reform retreat which will be held in June 2011.

Recommendation 7

The QAC recommends that HKU ensure that its policy on academic appeals is communicated to all staff and students and applied consistently across the University.

- R7.1 The University's General Regulations have all along stipulated that there shall be no appeal against assessment results on academic grounds: Senate reaffirmed this policy in April 2010 when it considered the recommendations on assessment policy, and further clarified in May 2011 that the policy of 'no appeal' is applicable to all forms of assessment which may be introduced in the new curriculum.
- R7.2 The Examinations Unit draws up personalized examination timetables for all students, and in calling on them to access their timetable via the SIS, the Examinations Secretary reminds students of the need to familiarize themselves with important examination regulations and policies (including the policy of no appeal against assessment results) and their responsibility to comply with these regulations. (Please refer to the section on "Examination results" at http://www.hku.hk/exam/B.htm#Examination_results.)
- R7.3 Some Faculties have however in the past entertained requests from students for review of course grades but only on grounds of procedural irregularities; this is acceptable practice within the University. To ensure that all staff and students are made aware of the policy and practice, standardized University procedures for checking of course grades on *grounds of procedural irregularity* have been promulgated on the Examinations Unit's website at http://www0.hku.hk/exam/pdf/111_511.pdf.

Recommendation 8

The QAC recommends that HKU develop a strategy to identify, evaluate, disseminate and monitor good practices in teaching and learning across the University, to continually enhance the quality of student learning.

- R8.1 The University has leveraged on the undergraduate curriculum reform as well as various institutional T&L schemes to identify, evaluate, disseminate and monitor good practices in teaching and learning.
- R8.2 While we have organized activities in the past for dissemination (for example, the 2006 curriculum reform retreat was focused entirely on sharing good T&L practices across all ten Faculties, and the Information Communication Technology conference organized by the Centre for Information Technology in Education (CITE), with TDG funding, disseminated the good eLearning practices of Faculties), we have since stepped up dissemination through initiatives such as the following:
- (a) a biennial CETL conference to share research and good practices in teaching and learning;
 - (b) annual CITE conferences on research and practice on using IT for teaching and learning: 2010 conference on "eLearning Design & Designs for Learning" (<http://citors2010.cite.hku.hk/>); June 2011 research symposium

“Building Communities for Technology Enhanced Learning”
(<http://citers2011.cite.hku.hk/conf-themes/>);

- (c) monthly CITE/CETL seminars on good practices in using technology to support teaching and learning for the University community - these seminars are open to the members of the public and wider dissemination of good practices is achieved through the TEL@HKU website with contributions from all Faculties;
- (d) CETL seminars and round-table series on experiential learning and development of a website on experiential learning for sharing good practices;
- (e) a new virtual HKU Assessment Resources Centre (AR@HKU), funded by TDG, to provide resources to support assessment and for posting and sharing good assessment practices in Faculties;
- (f) a dedicated TDG website to be launched in June 2011 to introduce individual TDG projects and the different project areas; and
- (g) experience-sharing seminars by Teaching Excellence Award winners on different aspects of the curriculum (e.g. assessment, experiential learning).

R8.3 Please refer to Appendix A for a list of the activities we have continued to organize since the QAC Audit for the purposes of staff consultation and engagement, and dissemination of good T&L practices.

Recommendation 9

The QAC recommends that HKU develop a policy on the allocation of teaching and assessment responsibilities to, and the training requirements of, those who are not members of the academic staff, including research students, to ensure that all those who teach and assess students are qualified to do so, and that academic standards are maintained.

R9.1 The Regulations governing Postgraduate Studentships allow RPg students to assist in teaching and assessment, under supervision, to develop their potential as teachers. Training courses for this purpose have been provided but they have been voluntary. Following the QAC Audit, the Policy Board of Postgraduate Education and the TLQC have resolved that such training for RPg students be made compulsory.

R9.2 The CETL programme for teaching assistants and RPg students has therefore been expanded into two parts. The Certificate in Teaching and Learning in Higher Education: Stage I (<http://www.cetl.hku.hk/certificate-courses>) has been made compulsory for all new RPgs who register in September 2011 and thereafter, and who are required to undertake teaching and/or assessment duties. Stage I of the course aims to ensure that RPg students engaging in teaching-related duties possess the required level of competence and skills in course preparation, presentation and interactive teaching before they are assigned teaching and/or assessment duties. Stage II is a further development of these skills and competencies and is voluntary. (Please see p.12 of Appendix A.)

III. Progress in taking forward Affirmations of the QAC Audit Report

Affirmation 1

The QAC affirms HKU's recognition of the need to develop and monitor University-wide policies and the use of devolved processes and structures responsible for their consistent application across the institution.

- A1.1 HKU acknowledges that although the management culture of encouraging bottom-up initiatives and innovations was recognized as a strength in the second TLQPR exercise, the variation generated by diverse bottom-up initiatives can be reduced with greater centralization and standardization.
- A1.2 To this end, the University has reorganized central and Faculty committees with responsibility for teaching and learning, including those for RPg education, resulting in a better aligned committee structure and more streamlined and effective communication and reporting between the central and Faculty levels. Details are given under Recommendation 2. Moreover, the SIS will provide an online platform to facilitate Faculties' implementation of policies on, for example, OBASL, assessment and academic advising, as well as enable the University to monitor the consistent implementation of such policies across the University over the long term.
- A1.3 The process of quality enhancement is an interactive one in which central policies facilitate Faculty innovations, and the outcomes of Faculty initiatives inform the development of central T&L policies.

Affirmation 2

The QAC affirms HKU's recognition of the need to consider how central oversight of taught postgraduate programmes can be improved, to ensure that institutional policies in teaching, learning and assessment are aligned across all taught provision, where deemed appropriate; and to ensure that the good practices and policies arising from undergraduate curriculum reform are applied to taught postgraduate programmes.

- A2.1 The University has strengthened central oversight of TPg programmes through the following measures:
- (a) In June 2009, oversight of approved TPg curricula, which was previously the responsibility of Faculty Boards, was taken over by the University CDC, in addition to Ug and General Education curricula. In June 2010, all Faculties were required to set up an FCDC which reports to the University CDC on matters relating to all Ug and TPg curricula offered by the Faculty. (R2.2(a)(ii) and (b) refer.)
 - (b) All new QA and QE policies have been applied to TPg curricula, i.e. the revamped outcomes-based SETL (w.e.f. 2009-10), curriculum reviews (w.e.f. 2009-10, Affirmation 5 refers), the revised procedures and processes for the EE system (w.e.f. 2010-11), and monitoring the implementation of these policies through Senate's TLQC which has all along been functionally aligned with the FTLQC.

- (c) Faculties are required in their academic proposals for new TPg curricula to specify PLOs (as the first step towards implementing OBASL), and to clearly articulate programme study load (to enable later creditization of the curricula) and assessment modes of individual courses (in compliance with the institutional assessment policy). The other curriculum aspects of TPg programmes are generally in compliance with the University's academic policies.
- (d) A new TPGLEQ was developed for piloting in 2009-10 and fine-tuned for a second trial in 2010-11 to gather longitudinal survey data which can be aggregated to institutional, Faculty and programme levels to inform the development and enhancement of TPg curricula.

A2.2 Standardized credit and grading systems for TPg programmes will have to be implemented as a second phase as this will entail an enormous amount of work on curriculum restructuring, as evidenced by the introduction of the new 3-year Ug curriculum in 2010-11. Considerable SIS systems development work would also be necessary in order to support the different TPg programme structures. Given that we are gearing up to launch the new 4-year curriculum in 2012, it would be prudent at present to concentrate central and Faculty attention and effort on the Ug curriculum reform.

Affirmation 3

The QAC affirms HKU's strategy for engaging and encouraging staff to develop and take forward new initiatives in teaching and learning, such as the outcomes-based approach to student learning that is an integral part of the new undergraduate curriculum reform.

- A3.1 The University sees the engagement and participation of staff in taking forward the curriculum reform and new initiatives as critical to the informed formulation of thoroughly deliberated policies as well as the successful implementation of the new Ug curriculum.
- A3.2 Formulation of the following curriculum policies (approved since the Audit in 2009) have been informed by Faculty feedback prior to recommendation to Senate for approval: review of existing policies and regulations of the EE system, introduction of curriculum reviews of Ug and TPg curricula, development of new institutional policies on assessment and academic advising. The implementation of many approved initiatives have involved the participation of staff across all Faculties, including the design and development of the Common Core Curriculum, workshops for developing CLOs and assessment standards, the establishment of an Assessment Resources Centre (AR@HKU), and the formulation of and follow-up on programme-specific action plans to take forward issues identified in the HKUSLEQ and TPGLEQ. CETL's Learning Community and Peer Support Network also provides a forum for staff engagement and experience sharing (<http://www.cetl.hku.hk/learning-community-and-peer-support-network>).
- A3.3 A list of the staff engagement activities relating to the Ug curriculum reform and the CETL seminars/workshops organized since the QAC Audit is at Appendix A.

Affirmation 4

The QAC affirms HKU's revision of the Student Evaluation of Teaching form and process, and the planned use for teaching and learning enhancement; and reinforces the need to monitor the effectiveness of revisions for teaching and learning outcomes.

A4.1 Following the implementation of the revised student-centred, outcomes-based SETL questionnaire in 2009-10, the analysis and reporting of SETL results have been further consolidated and dovetailed with HKUSLEQ survey findings to inform curriculum development. Faculties are required to examine and submit annual consolidated evaluation reports on the curricula they offer, in which they comment on

- (a) the survey return rates of SETL and HKUSLEQ;
- (b) problems encountered in administering these surveys and remedial action(s) taken;
- (c) issues identified from course-level SETL results and programme-level HKUSLEQ data relating to aims and learning outcomes, teaching and learning processes, assessment strategies and standards which may indicate alignment of common issues across surveys, or reveal contradiction of issues and findings;
- (d) the dissemination of survey results among staff and students;
- (e) good practices and improvements to teaching and learning as a consequence of previous years' surveys;
- (f) areas identified for improvement following discussion with staff and students; and
- (g) action plans formulated to address the issues identified and report on progress in following-up on the previous year's action plan.

The report also includes an analysis of longitudinal data to chart the Faculties' success, or otherwise, in improving student learning experience and the quality of the curriculum.

Affirmation 5

The QAC affirms HKU's plans to develop University policies and guidelines on programme review and to introduce the systematic review of all taught programmes in 2009-10.

A5.1 Guidelines for review of Ug and TPg curricula were promulgated by the TLQC in August 2009 for implementation with effect from 2009-10.

A5.2 The reviews will be conducted in six-year cycles, with new curricula (or their constituent elements) to be reviewed within two years of the first cohort completing the curriculum. The TLQC will undertake reviews of Ug curricula while reviews of TPg curricula will be conducted by the respective Faculties concerned.

- A5.3 To maximize the benefit of external input and ensure international benchmarking, reviews are recommended to coincide, insofar as possible, with visits of the EE(s) for the curricula. The Faculty of Social Sciences has already completed reviews of all of its TPg degrees; the Faculty of Science has recently completed the first TPg review; and other Faculties are scheduling their reviews. The experience of the completed reviews has informed the fine-tuning of the review processes.
- A5.4 Accordingly, with the introduction of the new Ug curriculum in 2012, formal reviews of individual curricula will be conducted after the graduation of the first cohort. Interim reviews will however be undertaken from 2013-14 onwards of key features of the new curriculum (i.e. the Common Core Curriculum in 2013-14, and English in the Discipline courses and academic advising in 2014-15). In addition, the overall student learning experience and effectiveness of courses will continue to be monitored annually through the HKUSLEQ and SETL (R1.3.1 and A4.1 refer).

Affirmation 6

The QAC affirms HKU's approach to curriculum design and development; its enabling curriculum structure for all undergraduate curricula in 2012 and for the transitional period between 2010-2012; and its plans to adopt common curriculum structures and credit unit systems for undergraduate and taught postgraduate programmes.

- A6.1 Since the QAC Audit in 2009, the University has successfully launched the new 3-year Ug curriculum in 2010-11 which has incorporated the key features of the new 4-year curriculum to be introduced in 2012, *viz.*
- (a) a flexible and student-focused enabling curriculum structure, underpinned by institutional credit policies, which enables students to explore their academic interests, pursue interdisciplinary studies and select programmes across Faculties, and experience diverse modes of teaching and learning;
 - (b) the Common Core Curriculum which together with the students' selected disciplinary studies will achieve the University's six educational aims for Ug education; and
 - (c) pilot OBASL courses and pilot English in the Discipline courses.
- A6.2 Further progress in finalizing academic policies for the 2012 curriculum are outlined below:
- (a) Assessment: In April 2010, Senate resolved on the adoption of standards-referenced assessment and various other significant issues relating to assessment practices. Deliberation on the honours classification system is currently underway and recommendations are expected to be ready for Senate approval by late 2011. (Further details are given under Recommendation 6.)
 - (b) Academic advising system: In March 2011, Senate endorsed recommendations on the establishment of a comprehensive and

well-coordinated academic advising system with the purpose of supporting students to maximize the diverse and multi-faceted opportunities offered by the new curriculum structure. (Further details are given in A8.2(a).)

- (c) Language enhancement: Piloting of the new General University English course, English in the Discipline courses and Practical Chinese Language courses has been taking place since 2009-10. Exit tests in English and Chinese for the 2012 curriculum are being developed for implementation from 2015-16.
- (d) Capstone: A recommendation to require as a graduation requirement of the new curriculum a capstone experience integrating knowledge and skills acquired is being circulated for Faculty consultation before submission to Senate in July 2011.
- (e) ELearning: an institutional eLearning strategy document has been formulated and is currently undergoing Faculty consultation before recommendations are finalized for Senate deliberation in July 2011. (Further details are given under Affirmation 7.)
- (f) Experiential learning is one of the new key features of the new curriculum. A number of Faculties have already built in this form of learning in their programmes (e.g. the Social Exposure Programme in the Faculty of Social Sciences), and some as a credit-bearing component. Guidelines on structuring the learning experience and forms of assessment are being discussed and will be formulated in late 2011 or early 2012 for staff reference.

A6.3 An internal Risk Assessment Panel on 4-Year Curriculum was set up in June 2010 to assess the comprehensiveness and effectiveness of the University's planning, and its readiness and capacity, at central and Faculty levels, to implement the 4-year Ug curriculum structure in 2012. The Panel's report of April 2011 concluded that the University's planning in relation to teaching and learning is well advanced.

Affirmation 7

The QAC affirms HKU's recognition of the need to develop and implement an institutional e-Learning strategy as part of curriculum reform.

A7.1 An eLearning strategy document, based on a review report of a working group established in February 2010, was put forward by the eLearning Brainstorming Group to the Steering Committee on 4-Year Undergraduate Curriculum, having regard to its implications for the new curriculum. The document is now undergoing Faculty consultation before recommendations are finalized for Senate approval in July 2011.

A7.2 These recommendations include:

- (a) the articulation of institutional eLearning goals, recommendations for measures to be taken to achieve these goals and performance indicators to evaluate the success of these measures;

- (b) the upgrading of teaching facilities on the Main Campus to the standard of classrooms in the new Centennial Campus which is expected to be ready for the double cohort in 2012-13;
- (c) the setting up of an eLearning Pedagogical Support Unit for the following purposes:
 - to provide leadership and support to Faculties in eLearning,
 - to facilitate the professional development of eLearning personnel in each Faculty,
 - to disseminate latest developments and good practices in eLearning in the University and higher education institutions worldwide,
 - to facilitate and promote intra- and inter-institutional collaboration in eLearning initiatives locally and internationally, and
 - to monitor and evaluate progress made in eLearning across the University;
- (d) the migration to a new Learning Management System; and
- (e) the strengthening of central IT support and help-desk services for staff as well as students.

Affirmation 8

The QAC affirms HKU's use of a wide range of academic and non-academic support services for students and the development of an academic advising system for the new 4-year curriculum, to support students in making more informed course selection.

A8.1 Since the QAC Audit, further enhancements have continued to be made to the academic and non-academic support services and facilities provided to students.

A8.2 Academic support

- (a) Academic advising: Senate approved recommendations in March 2011 to establish an academic advising system, including central, Faculty-based, residence-based and web-based academic advising. An Academic Advising Committee has been established as a subcommittee of the central CDC to guide the new central Academic Advising Office in supporting the implementation of the new academic advising system, coordinating academic advising work with the Registry, Centre of Development and Resources for Students (CEDARS) and Faculty Offices, and organizing training for the different categories of staff and student academic advisors.
- (b) Libraries: The Library is converting an entire floor into a 24-hour Library Commons which will feature a variety of learning spaces utilizing advanced technologies for accessing digital content and facilities for creating multimedia resources. The Library Commons will boost the existing (24-hour) Student Learning Centre space by up to 300 student seats. The Library is also planning to introduce by the end of 2011 next generation search and discovery tools to provide a single seamless interface

for its print collections, in-house developed digital content and commercial and free digital scholarly resources, with a view to enhancing students' research capacity.

- (c) Language support: The Centre for Applied English Studies, in collaboration with CEDARS, has launched a Peer Tutor Speaking Practice this semester, after piloting it in the first semester of 2010-11. The scheme involves English native- or near native-speaking students offering, on a voluntary basis, one-to-one speaking practice to other students. In addition to its Summer Institute, the Centre will also be introducing a new series of summer courses this year which targets specific language skills needed by students in different disciplines.
- (d) Information technology: Besides being responsible for developing the new SIS to support students making informed course selections, the Computer Centre expanded the Wi-Fi network service from 840 to 1750 access points in late 2010, launched a "web-server cloud" service in June 2009 to facilitate student activities on the Internet and web channels, and supported "software application virtualization" and launched Microsoft DreamSpark service in November 2010 in all central communal computer laboratories to allow free software access for students engaging in technical design, technology, science and engineering related activities.

A8.3 Student support: CEDARS has

- (a) broadened the range of disabilities for which they provide professional support to include: attention deficit/hyperactive disorders, autism/autistic spectrum disorders, hearing impairments, mental illnesses, physical handicap, specific learning disabilities (e.g. dyslexia), speech impairments, visceral disabilities and visual impairments; and expanded the scope of services provided to include special study and examination arrangements, special learning support (such as note-taking), information services, accommodation and employment preparation (such as internships); and
- (b) created a new post of Senior Student Advisor (Accessibility Support) in 2010 to manage and coordinate more systematic and comprehensive support across the University to students with a disability, manage the University's Inclusive Educational Funds supporting the purchase of equipment and/or services that are necessary for these students' studies, and promote campus awareness and understanding of disabilities.

A8.4 Student Residential Halls

- (a) Establishment of residential colleges: Senate approved in December 2010 a recommendation for an alternative form of student residential education with the aims of promoting further internationalization and integrating the hall residential experience with student learning. Four new student residence blocks on Lung Wah Street accommodating 1800 students will be completed in 2012 as Residential Colleges. These Colleges will offer rich intellectual and cultural diversity with a strong academic orientation, and

will promote experiential and service learning through engaging students in community projects.

- (b) Residence-based academic advising system: Senate approved residence-based academic advising in March 2011 as part of the University's academic advising system (paragraph A8.2(a) refers).
- (c) Hall orientation: the Committee on Halls set up a task force in November 2010 to draw up a set of guidelines for student hall orientation to better serve its goal of assisting and facilitating residents' transition into a new living and learning environment. The new Guidelines for Hall Orientation were approved by the Committee in April 2011.
- (d) Hall education: the Committee on Student Affairs approved in December 2010 a two-year Hall Education Development Project to be undertaken in 2011-13. The Project aims to consolidate the objectives of hall education, identify ways to integrate it with other parts of the curriculum, develop learning outcomes for hall education, and design activities to achieve these outcomes. The project will work with the Steering Committee on 4-Year Undergraduate Curriculum to formulate policies and measures for halls to promote the First Year Experience and implement residence-based academic advising.

Affirmation 9

The QAC affirms HKU's approach to improving the integration of non-local students as it further internationalises its campus.

- A9.1 The University has stepped up efforts and activities on multiple fronts to integrate non-local students into the HKU community.
- A9.2 CEDARS and the Office of International Student Exchange have continued to organize orientation activities, cultural adjustment programmes and tours for non-local students at the beginning of every semester to facilitate their adjustment to Hong Kong and HKU. With the increase in the percentage of non-local students in halls, more non-local students are sharing a room with a local student. The revised hall admission policy requires that 30-33% of places in each hall are reserved for non-local students to share rooms with local students.
- A9.3 The Global Lounge hosts a wide variety of ethnic and international events, such as arts exhibitions, recitals, film and food festivals, talks, plays, shows, and cultural talks, on a regular basis to encourage local and non-local student interaction. In fact, many of these events are jointly organized by local and non-local students.
- A9.4 All official programmes (e.g. High Table Dinners) and student activities are increasingly conducted in English, pursuant to Senate's resolution in 2009 making English the lingua franca on campus. Starting from 2009, all non-credit-bearing General Education, person enrichment and careers education programmes are conducted in English. Simultaneous interpretation is provided where the guest speaker uses Cantonese.

A9.5 The Chinese Language Enhancement Programme has been offering different levels of Cantonese and Putonghua courses designed specifically for international and non-local students and with emphasis on listening and speaking, and has continued to refine course contents to meet different student needs and to improve the integration of non-local students, for instance, to deepen understanding of the city by including topics on Chinese language and the history of Hong Kong society and culture. The Chinese Language Centre offers a variety of courses that are specially designed to cater for exchange and visiting students with a view to providing a multi-lingual perspective on academic, social and cultural interactions within the University community.

Affirmation 10

The QAC affirms HKU's intent to implement an Action Plan to take forward the outcomes of its self-review; and suggests its expansion to (a) include the findings of the Audit Report and (b) identify targets, milestones, performance indicators and the individuals responsible for implementing the various actions, to facilitate institutional monitoring of the Plan.

A10.1 Progress on implementing the University's T&L Action Plan, which has incorporated measures to address the findings of the Audit Report, is reported in the summary table in Section IV.

IV. Update on Teaching and Learning Action Plan

Note: The following symbols have been used to indicate the progress and development of individual items:

- ✓ item/action completed
- item/action ongoing
- + further/new development.

1. Programme Monitoring and Review

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
1.1 Introduction of curriculum reviews of all Ug and TPg curricula	✓	✓ (see A5)
1.2 Findings of institutional surveys to inform curriculum development and enhancement	✓	<ul style="list-style-type: none"> ✓ HKUSLEQ findings underpin Action Plans for curriculum development (see R1.3.1-R1.3.2) + Faculty implementation of Action Plan to inform budget allocations (see R1.3.2) + Institutional Survey Reports System launched in Jan. 2011 to support online analysis, report generation and wide accessibility and dissemination of HKUSLEQ results (see R1.3) + TPGLEQ piloted in 2010 and 2011 for all TPg curricula; full implementation in 2012 (see A2.1(d))
1.3 Monitoring teaching quality: redesigned SETL	✓	✓ Annual reporting on consolidated Faculty review of findings of HKUSLEQ, SETL and other student evaluation data (see A4.1)
+ 1.4 Monitoring teaching quality: review of External Examiner system	✓	<ul style="list-style-type: none"> + EE system reviewed in 2009-10 and policies and regulations standardized across Ug and TPg programmes (see R4.2) + Online External Examiner Enquiry System rolled out in March 2011 to support Faculty monitoring of appointment of and annual reporting by EEs
+ 1.5 Monitoring application of institutional policies	in progress	+ SIS to provide online platform to facilitate policy implementation by Faculties and central monitoring of consistent application (see A1.2)

2. Curriculum Design and Development

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
2.1 Standardization of TPg programme administration	ongoing	<ul style="list-style-type: none"> ✓ Strengthen central oversight of TPg programme through: <ol style="list-style-type: none"> 1. committee restructuring to place TPg, and Ug programmes under oversight of central CDC 2. alignment of Faculty CDC with central CDC (in terms of remit and membership) (see A2.1(a)) ✓ Application of all new QA & QE policies to TPg programmes (e.g. OBASL, EE policies) (see A2.1(b)-(c))

		<ul style="list-style-type: none"> + TPGLEQ piloted in 2010 and 2011 for implementation in 2012 to inform TPg curriculum development (<i>see A2.1(d)</i>) ➤ Standardization of credit and grading systems to align with Ug programmes to be phased in after Ug curriculum reform and SIS Ug functionalities completed (<i>see A2.2</i>) [Action: PVC(T&L)]
+ 2.2 Committee restructuring and alignment	✓	<ul style="list-style-type: none"> + T&L committees restructured in June 2009 and July 2010 to streamline decision making and ensure central oversight + CDCs at central and Faculty levels aligned to enhance communication and interaction (<i>see R2.2</i>)

3. Learning Environment

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
3.1 Strengthening language support - development of “English in the Discipline” courses with TDG support	ongoing	<ul style="list-style-type: none"> ➤ \$3.2M in TDGs awarded to date to support development and piloting of English in the Discipline courses (2009-2011) for full implementation in 2012-13 [Action: Director, Centre for Applied English Studies & Faculties] + Peer Tutor Speaking Practice piloted in 2010 to improve spoken English of students (<i>see A8.2(c)</i>)
3.2 Strengthening infrastructure for language support - establishment of Senate Board of Studies to oversee English language courses	✓	✓ Besides overseeing courses, Board of Studies has facilitated sharing and dissemination of good practices
+ 3.3 Strengthening eLearning environment	in progress	+ ELearning strategy document formulated currently undergoing Faculty consultation for Senate consideration in July 2011 (<i>see A7</i>) [Action: PVC(T&L)]

4. Experiential and Other “Out of Classroom” Learning

4.1 Co-curricular learning

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
4.1.1 Integration of co-curriculum as part of formal student learning using OBASL framework to align with institutional educational aims	✓	<ul style="list-style-type: none"> ✓ PLOs which align with educational aims developed for co-curricula courses, forums and activities of General Education Unit and student development and person enrichment programmes organized by CEDARS; CLOs developed for longer programmes (e.g. international service learning in 2010 “Project SEE” – Students for Equality and Equity) ✓ Previous survey questionnaires modified to align with PLOs
4.1.2 Increase opportunities for international experience	ongoing	✓ Simon K. Y. Lee HKU-UBC House opened in October 2010 providing overseas residential

		<p>facilities to boost student exchange opportunities and promote cross-cultural experience</p> <ul style="list-style-type: none"> ✓ HKU's India Office opened in November 2011 to foster student exchange and promote international student recruitment ✓ Number of exchange partners rose from 180 to 260 since the Audit ✓ Undergraduate Research Fellowship Programme to support local and overseas research experiences and internships to be launched towards end of 2010-11 (<i>see R5.2(c)</i>) ✓ Overseas research internships with Oxbridge, Harvard, King's College London, etc.
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4.2 Hall education

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
4.2.1 Revision of residential hall admission policy	✓	✓ Implemented from 2009-10: variety of academic and non-academic criteria adopted to meet student needs and encourage holistic development
4.2.2 Review of hall governance and delivery of hall education	ongoing	<ul style="list-style-type: none"> ✓ Review completed with introduction of new Residential College model approved by Senate in December 2010 (<i>see A8.4(a)</i>) ✓ Guidelines for hall orientation approved by the Committee on Halls in April 2011 (<i>see A8.4(c)</i>) ➤ 2-year Hall Education Development Project initiated in Dec. 2010 to integrate objectives of hall education with formal curriculum and co-curriculum (<i>see A8.4(d)</i>) [Action: Dean of Student Affairs & Wardens of R.C. Lee Hall and Suen Chi Sun Hall] ➤ Residential hall-based academic advising system approved by Senate in March 2011 for piloting in 2011-12 and full implementation from 2012-13 (<i>see also A8.2(a)</i>) [Action: Dean of Student Affairs to coordinate with Hall Wardens]

4.3 Integration of local and non-local students

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
4.3 Help non-local students to better understand Chinese and Hong Kong culture; identify with HKU; and increase collaboration between local and non-local students	ongoing	<ul style="list-style-type: none"> ✓ Under revised hall admission policy, 30-33% of places in each hall reserved for non-local students to share rooms with local students (<i>see A9.2</i>) ✓ Orientation activities, cultural adjustment programmes organized for non-local students on admission (<i>see A9.2</i>) ✓ Non-local and local students organize wide variety of ethnic and international events at Global Lounge (<i>see A9.3</i>) ✓ All non-credit-bearing General Education, person enrichment, careers education

		<p>programmes, and all official student events conducted in English, and simultaneous interpretation provided for guest speakers using Cantonese (<i>see A9.4</i>)</p> <p>✓ School of Chinese offers special Cantonese and Putonghua language and Chinese culture courses for non-local, exchange and visiting students (<i>see A9.5</i>)</p>
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4.4 Support for students

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
4.4 Strengthening of support for students with special needs, personal development, professional preparation, and services of TPg students	ongoing	<ul style="list-style-type: none"> ✓ Formal academic advising system approved by Senate in March 2011 (<i>see A8.2(a)</i>) ✓ Range of disabilities supported by CEDARS broadened, and staffing increased for awareness promotion and coordination of support for disabilities within University (<i>see A8.3</i>) + Launching of Library Commons by October 2011 (<i>see A8.2(b)</i>) + Addition of next generation search and discovery tools by Library by end of 2011 to enhance students' research capacity (<i>see A8.2(b)</i>) + Wi-fi network service expanded in late 2010 from 840 to 1750 access points (esp.in student residential halls); "web-server cloud" service launched in June 2009; DreamSpark service launched in Nov. 2010 to enable free student access to softwares for learning (<i>see A8.2(d)</i>)

5. Assessment

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
<p>5.1 Implementation of OBASL</p> <p>Phase I: development of framework of learning outcomes and assessment standards (Oct. 2007 - Jan. 2009)</p> <p>Phase II: development and piloting of Faculty OBASL courses to produce programme templates (July 2008 – June 2009)</p> <p>Phase III: implementation of OBASL for all new courses and conversion of existing courses at rate of 20%, 50%, 80% in each year of the Triennium 2009-12 to achieve 100% by 2012-13</p>	ongoing	<ul style="list-style-type: none"> ✓ Phase I completed ➤ Phase II completed for 7 of 10 Faculties, with remaining 3 Faculties having already almost converted all existing courses to OBASL ✓ Phase III well in advance of schedule (with 3 Faculties already achieving 100% conversion) ✓ Development of programme learning outcomes completed ➤ Full implementation of OBASL in 2012-13 expected to be on schedule [Action: PVC(T&L) and Faculties] + New functionality in SIS to support online alignment of all levels of Learning Outcomes to ensure achievement of institutional education aims (<i>see R3</i>)

5.2 Review of HKU assessment practices vis-à-vis international practices, and Faculty practices and standards with a view to recommendations being approved in 2009-10	in progress	<ul style="list-style-type: none"> ✓ On completion of review, recommendations on assessment practices and related issues approved by Senate in April 2010 for implementation variously from 2010-11 and 2012-13 (<i>see R6</i>) ➤ Deliberation on honours classification system underway with recommendations expected to be ready by end of 2011 (<i>see R6.3</i>) [Action: PVC(T&L)]
+ 5.3 Communication of examinations-related processes	✓	<ul style="list-style-type: none"> + Policy of no appeal against assessment results reaffirmed + University procedures for checking course grades on grounds of procedural irregularity promulgated (<i>see R7.2-R7.3</i>)

6. Teaching Quality and Staff Development

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
6.1 Internationally benchmarked evaluation and recognition of good teaching	ongoing	<ul style="list-style-type: none"> ✓ External member from top overseas university on selection panel for Teaching Excellence Awards for the last 3 annual exercises ➤ 7 of 10 Faculties have established own teaching awards; remaining 3 Faculties will be encouraged to set up their own awards [Action: PVC(T&L) & Faculties] + New Teaching Exchange Fellowship Scheme established from 2010-11 for purposes of exchanging good practices and international benchmarking
6.2 Professional development for newly appointed teachers: compulsory 1-day induction for all new teachers and 3-day workshop for all new Assistant Professors with less than 2 years of prior teaching experience	in progress	<ul style="list-style-type: none"> ➤ Details of staff development policy for new teachers being finalized for approval before end of 2011 [Action: Deputy Vice-Chancellor]
+ 6.3 Teaching skills training for RPg students	✓	<ul style="list-style-type: none"> + Certificate in Teaching and Learning in Higher Education: Stage I course made compulsory for new RPg students registering from Sept. 2011 and who are required to assist in teaching and/or assessment (<i>see R9.2</i>)

7. Student Participation

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
7.1 To enable wider student participation in T&L matters	✓	<ul style="list-style-type: none"> ✓ PVC(T&L) holds regular meetings and forums with students to solicit view on different aspects of the new curriculum ✓ Faculties discuss HKUSLEQ results with student representatives and inform them of actions taken

		to address issues arising from HKUSLEQ results ✓ Addition of student representative on Policy Board for Postgraduate Education and CDC
7.2 CEDARS, with support from HKUSU and PGSA, organizes annual induction programme for student representatives on University committees and training for new office bearers of students associations	ongoing	-

8. Activities specific to Research Degrees for implementation from the 2009-10 cohort

<i>Item</i>	<i>Status</i>	<i>Remarks/Further Developments</i>
8.1 New compulsory Graduate School course on “Ethics and Research”	✓	-
8.2 New compulsory English course jointly offered by Graduate School and Centre for Applied English Studies	✓	-
8.3 Random checking of research theses to deter plagiarism	✓	✓ Random thesis checks implemented from Jan. 2009 ✓ Compulsory check before submission of all MPhil & PhD theses implemented from Jan. 2011
8.4 Continued courses for RPg supervisors offered by Graduate School and CETL	ongoing	-
8.5 Talks on adjustment issues and employment opportunities continue to be organized by CEDARS	ongoing	-
8.6 Adoption of OBASL for Graduate School courses and Faculty-based RPg courses	ongoing	✓ OBASL implemented for courses offered by Graduate School ➤ Review of RPg courses offered by Faculties to start from September 2011 [Action: Dean of Graduate School and Faculties]

List of Abbreviations and Acronyms

AB	Academic Board
BRC	Budget and Resources Committee
CDC	Curriculum Development Committee
CEDARS	Centre of Development and Resources for Students
CETL	Centre for the Enhancement of Teaching and Learning
CITE	Centre for Information Technology in Education
CLO	Course Learning Outcome
ED	English in the Discipline
EE	External Examiner
FCDC	Faculty Curriculum Development Committee
FDP	Faculty Development Plan
FTLQC	Faculty Teaching and Learning Quality Committee
GEMS	Graduate and Employer Survey
GPA	Grade Point Average
HKU	The University of Hong Kong
HKUSLEQ	HKU Student Learning Experience Questionnaire
HKUSU	The Hong Kong University Students' Union
ILO	Institutional Learning Outcome
IT	Information Technology
LO	Learning Outcome
MBA	Master of Business Administration
MPhil	Master of Philosophy
OBASL	Outcomes-based Approach to Student Learning
Pg	Postgraduate
PGSA	Postgraduate Student Association
PhD	Doctor of Philosophy
PI	Profile Indicator
PLO	Programme Learning Outcome
PVC	Pro-Vice-Chancellor
QA	Quality Assurance
QAC	Quality Assurance Council
QE	Quality Enhancement
RAE	Research Assessment Exercise
RPg	Research Postgraduate
SETL	Student Evaluation of Teaching and Learning
SIS	Student Information System
T&L	Teaching and Learning
TDG	Teaching Development Grant
TLQC	Teaching and Learning Quality Committee
TLQPR	Teaching and Learning Quality Process Review
TPg	Taught Postgraduate
TPGLEQ	Taught Postgraduate Learning Experience Questionnaire
UBC	University of British Columbia
Ug	Undergraduate
URFP	Undergraduate Research Fellowship Programme

THE UNIVERSITY OF HONG KONG

**Staff Consultation and Engagement in T&L Activities and Initiatives
and Staff Development**

(for the period January 2009 – April 2011)

A. Staff Consultation and Engagement for Undergraduate Curriculum Reform

Since the QAC Audit in 2009, multiple activities have continued to be organized by the Steering Committee on 4-Year Undergraduate Curriculum (SC) in respect of the 4-year undergraduate curriculum reform (CR) for the purposes of

- raising the awareness of the University community and stakeholders in CR issues;
- engaging staff and students in appreciating and deliberating CR issues and concerns;
- soliciting expert consultancy input into particular aspects of curriculum development; and
- international benchmarking (via overseas visits to top international universities and visits by international academics).

I. University Retreat

Non-residential retreat for 147 staff and 32 students on Student Learning Experience and Assessment (1½ days in June 2009)

II. Internal and External Consultations and Engagement

SC consultations on key components of the 4-year curriculum: English language requirement and Common Core Curriculum

(a) Engagement of Staff

<i>Date (month/year)</i>	<i>Activity</i>
Jan 2009	Meeting with Committee of Management of the Centre for Applied English Studies
Feb 2009	Further consultation on the Common Core Curriculum: Two Common Core general engagement meetings with about 40 staff members
June 2009	Meeting with Deans on the Common Core Curriculum at the Deans' Forum
Mar 2010	Informal meeting with Deans on funding allocations for the Common Core Curriculum and staffing for Common Core tutorials
Nov 2010	Meeting with Dean of Student Affairs and Hall Wardens on Academic Advising in Halls of Residence

(b) Engagement of Students

<i>Date (month/year)</i>	<i>Activity</i>
Feb 2009	Meeting with students on student learning experience
Apr 2009	Meeting with students on various student experience issues

Aug 2009	Meeting with students on the support and orientation to first year entrants
Jan 2010	Meeting with students on issues on assessment
Mar 2010	Meeting with students on the Common Core Curriculum
Feb 2011	Meeting with Hall Associations on student learning experience at HKU
Feb 2011	Meeting with students on student learning experience at HKU

3. Presentations / dissemination of information on the 4-year curriculum (to be introduced in 2012) and the new 3-year curriculum incorporating some of the key features of 4-year curriculum (introduced in 2010)

(a) Presentations for Staff

<i>Date (month/year)</i>	<i>Activity</i>
Sep 2009	Presentation at the orientation session for new professoriate and academic staff members
Sep 2010	Presentation at the orientation session for new professoriate and academic staff members
Oct 2010	Presentation at the Planning Day of the Computer Centre

(b) Presentations for Students

<i>Date (month/year)</i>	<i>Activity</i>
Jan 2009	Presentation to about 300 first year students and their parents at <i>University Life Trio: A Dialogue between Parents, Students and the University</i> , organized by CEDARS
July 2010	Delivered a training session on HKU Educational Aims to student instructors of CEDARS's Non-Academic Induction Programme.
Oct 2010	Presentation on the new curriculum at the HKU Info Day

(c) Presentations for Alumni

<i>Date (month/year)</i>	<i>Activity</i>
May 2009	Presentation on <i>Transforming Student Learning: 4-year Undergraduate Curriculum at HKU</i> at the HKUGA Education Foundation Anniversary Dinner
March 2011	Presentation on <i>Academic Development at HKU : the Critical Decade</i> at the HKU Convocation Standing Committee Meeting

(d) Presentations for / at other universities

<i>Date (month/year)</i>	<i>Activity</i>
Feb 2009	Presentation to a delegation from the senior management of Tianjin University (PRC)
April 2009	Presentation to the delegation from the Scottish Government and the University of Aberdeen
May 2009	Co-hosted the 3 rd "3-3-4" Symposium on Core Curriculum with Lingnan University, organized by HUCOM

	Presentation on <i>HKU Common Core Curriculum: What is “common” and what is “core”?</i> at the 3rd Symposium on the Core Curriculum organized by HUCOM
Mar 2010	Hosted the 8 th “3-3-4” Symposium on Standards Based Assessment and Honours Classification organized by HUCOM
June 2010	Received a delegation from Seoul National University (South Korea) and arranged for them some presentations on the Common Core Curriculum, General Education programme and induction activities for freshmen
Sept 2010	Organized the Inaugural Symposium of C9+1 Universities in China on undergraduate curriculum and student learning

(e) Engagement of the media

<i>Date (month/year)</i>	<i>Activity</i>
August 2009	Liaison luncheon with the editors and reporters from local media was organized to disseminate information on curriculum reform and corporate governance
October 2009	Organized a two-day visit for Hannah Fearn, a features writer and reporter from the London-based Times Higher Education (THE), to interview students and teachers, with a specific focus on experiential learning in the context of the undergraduate curriculum reform. Her visit resulted in a feature article entitled “Extreme Makeover” published in THE on 4 February 2010.
November 2009	Meeting with John Siu, a reporter from Sing Tao Daily. Major issues covered were the Six Educational Aims, language requirement in the new curriculum, and experiential learning. This resulted in an article entitled “港大新制雙語訓練加碼 倍增中英文課程學分”, which appeared in Sing Tao Daily on 19 November 2009.
February 2010	Arrangements were made for Bella Yeung of Ming Pao to meet with five teachers and eight students who have engaged in experiential learning initiatives. PVC (T&L) has also met with Yeung to brief her on how these projects align with the features of the new curriculum. The interviews appeared in a Ming Pao article “港大生泰北「上課」教難民英語” on 20 February 2010.
March 2010	Meeting with Chow Kwok Leung of Tai Kung Pao on Common Core. The interview was published on 22 March 2010.
April 2010	Meeting with Simon Fung (Executive Chief Editor) and Lai Wai-ka (Leader of Education Section) of Ming Pao on the latest developments on curriculum reform.
May 2010	Organized a one-day itinerary for Mary Hennock from the US-based Chronicle of Higher Education to interview teachers and students who have been actively involved in the Common Core Curriculum and experiential learning

	projects. Hennock's article on her visit was published online on 18 July 2010.
April 2011	Meeting with Linda Yeung of South China Morning Post on Common Core. The interview will be published in May 2011.

III. Public Lectures / Seminars / Workshops / Forums

1. Common Core Curriculum / General Education

<i>Date (month/year)</i>	<i>Topic</i>	<i>Speakers / Panelists</i>	<i>No. of attendees</i>
May 2009	Blown to Bits	Professor Harry Lewis, Gordon McKay Professor of Computer Science, School of Engineering and Applied Sciences, Harvard University	60
May 2010	A one-day Common Core Forum for teachers of Common Core courses	Mr T.G. Edwards, Director of Common Core Curriculum and Common Core teachers, The University of Hong Kong	70
Sept 2010	Orientation Workshops for Common Core Curriculum Sem 1 Tutors	Mr T.G. Edwards, Director of Common Core Curriculum, and Prof. M.T. Prosser, Executive Director, CETL, The University of Hong Kong	62
Dec 2010	A half-day Common Core Teachers' Forum for current and future Common Core teachers	Mr T.G. Edwards, Director of Common Core Curriculum and Common Core teachers, The University of Hong Kong	75
Jan 2011	Orientation Workshops for Common Core Curriculum Sem 2 Tutors	Mr T.G. Edwards, Director of Common Core Curriculum, and Prof. M.T. Prosser, Executive Director, CETL, The University of Hong Kong	29

2. Experiential learning

<i>Date (month/year)</i>	<i>Topic</i>	<i>Speakers / Panelists</i>	<i>No. of attendees</i>
Sept 2010	Good Practice in Experiential Learning	Roundtable hosted by CETL, The University of Hong Kong	35
Oct 2010	Supervision in Experiential Learning	Roundtable hosted by CETL, The University of Hong Kong	32
Nov 2010	Experiential Learning: To	Roundtable hosted by	22

	Assess or Not to Assess	CETL, The University of Hong Kong	
Nov 2010	Methods For Assessing Experiential Learning	Roundtable hosted by CETL, The University of Hong Kong	18
Mar 2011	Preparing Students for Experiential Learning	Roundtable hosted by CETL, The University of Hong Kong	26
Apr 2011	The nature, value and purpose of experiential learning	Roundtable hosted by CETL, The University of Hong Kong	13
Apr 2011	Making Sense of Experiential and Reflective learning, an Exploration of Ideas	Dr Jenny Moon, Associate Professor, Centre for Excellence in Media Practice, Bournemouth University, UK	60

3. ELearning

Nov 2010	Curriculum Design in a Digital Age	Professor Lorraine Stefani, Director of the Centre for Academic Development at the University of Auckland	13
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4. Pedagogy

<i>Date (month/year)</i>	<i>Topic</i>	<i>Speakers / Panelists</i>	<i>No. of attendees</i>
May 2009	Teaching Science to Non-Science Students	Professor Harry Lewis, Gordon McKay Professor of Computer Science, School of Engineering and Applied Sciences, Harvard University	60

5. Assessment

<i>Date (month/year)</i>	<i>Topic</i>	<i>Speakers / Panelists</i>	<i>No. of attendees</i>
Nov 2009	From norm-referencing to standards-referencing: The challenge of integrity in grading	Professor Royce Sadler, Professor of Higher Education, Griffith University	100
Nov 2010	Assessment of Student Learning: Principles, Practice and Authenticity	Professor Lorraine Stefani, Director of the Centre for Academic Development at the University of Auckland	40
Nov 2010	Assessment of Student Learning: Why Assessment Tasks Should Be Authentic	Professor Lorraine Stefani, Director of the Centre for Academic Development at the University of Auckland	14
Mar 2011	Briefing of Approved Recommendations of	Professor Amy Tsui & Professor Esmonde Corbet,	54

	HKU Assessment Policy	The University of Hong Kong	
Mar 2011	Exploring and Aligning In-class Formative Assessment to Motivate Students	Dr Cecilia Chan, CETL, The University of Hong Kong	33
Apr 2011	Working with Standards Based Assessment – Finding What Works	Professor Margaret Price, Director of the Assessment Standards Knowledge Exchange (ASKe), Oxford Brookes Business School, UK	23
Apr 2011	Standards Based Assessment: Nice Idea but What About the Practice?	Professor Margaret Price, Director of the Assessment Standards Knowledge Exchange (ASKe), Oxford Brookes Business School, UK	45

IV. Discussions with International Academics/Consultants on different aspects of CR

2008-09 (from January 2009)

On Common Core Curriculum:

Professor Harry Lewis, Gordon McKay Professor of Computer Science, School of Engineering and Applied Sciences, Harvard University (May 11 – 14, 2009)

2009-10

On Assessment:

Professor Royce Sadler, Griffith University, Australia (November 2-6, 2009)

2010-11

On Assessment & ELearning:

Professor Lorraine Stefani, Director of the Centre for Academic Development at the University of Auckland (November 15-17, 2010)

On Assessment:

Professor Margaret Price, Director of the Assessment Standards Knowledge Exchange (ASKe), Oxford Brookes Business School, UK (April 6-12, 2011)

Dr Jenny Moon, Associate Professor, Centre for Excellence in Media Practice, Bournemouth University, UK (April 18-21, 2011)

V. Overseas Fact-finding Visits / Presentations and International Conferences on Teaching and Learning

1. Invited keynote presentation for the Engineering Education Reform Workshop in China (October 2009)
 - a. Tianjin University

2. Visit to Australia for eLearning and ICT strategies (October 2009)
 - a. University of Sydney
 - b. University of Wollongong
 - c. delivered a presentation on the key features of the 4-year Undergraduate Curriculum at HKU at the Australian International Education Conference
3. Invited presentation on the HKU curriculum reform in Australia (February 2010)
 - a. University of Western Australia
4. Presentation on the HKU curriculum reform at the *Going Global* international conference in UK (March 2010)
5. Invited presentation on the HKU curriculum reform in UK at the *Festival of Learning* (September 2010)
 - a. University of Warwick
 - b. King's College London
6. Invited presentation on the HKU curriculum reform in Sweden (November 2010)
 - a. University of Gothenburg
7. Invited presentation on the HKU curriculum reform in UK (January 2011)
 - a. University of Southampton
 - b. University of Aberdeen
8. Participation in the conference *General Education and Assessment 3.0: Next-Level Practices Now* in USA organized by the Association of American Colleges and Universities (March 2011)
9. Invited presentation on ensuring high-quality teaching and learning for international students at the *Going Global* international conference in Hong Kong (March 2011)

B. Staff Development Activities organized by Centre for the Enhancement of Teaching and Learning

Seminars and workshops offered from January 2009 to April 2011 (excluding seminars listed in Section A)

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
I. Staff induction/orientation				
May 2009	Workshop	One-day Induction to University Learning and Teaching at HKU	20	7
Jun 2009	Workshop	Three-day Orientation to University Learning and Teaching	20	6.5
Sep 2009	Workshop	One-day Induction to University Learning and Teaching at HKU	20	6.25
Oct 2009	Workshop	Three-day Orientation to University Learning and Teaching – Day 1	17	19
Mar 2010	Workshop	One-day Induction to University Learning and Teaching at HKU	38	6.25
Jun 2010	Workshop	Three Day Orientation to University	15	19

		Learning and Teaching		
Sep 2010	Workshop	One-day Induction to University Learning and Teaching at HKU	32	6.25
Dec 2010	Workshop	Three Day Orientation to University Learning and Teaching	17	19
Mar 2011	Workshop	One-day Induction to University Learning and Teaching at HKU	32	6.25
II. Curriculum Reform				
Mar 2010	Workshop	Grappling with the Complexity of Undergraduate Degree Program Reform: Critical Barriers and Emergent Strategies	8	2
(a) Assessment				
Feb 2009	Workshop	Types of Assessment/ Alignment of Assessment	28	1.5
Feb 2009	Workshop	Designing and Assessing Presentations and Written Assignments	25	1.5
Mar 2009	Workshop	Assessing Individual Performance in Group Work	20	1.5
Mar 2009	Workshop	Portfolio Based Assessment	25	1.5
Apr 2009	Workshop	Project Based Assessment	23	1.5
Apr 2009	Workshop	Grade Descriptors and Standards	26	1.5
Aug 2009	Workshop	Assessment, Learning and Judgement in Higher Education	28	2
Sep 2009	Workshop	Using Assessment for Enhancing Student Learning and Saving Faculty Time	13	3
Dec 2009	Workshop	Assessment Standards Workshop for Faculty of Architecture	25	2
May 2010	Workshop	Customizing Assessment Choices for Teaching and Learning in Chinese Medicine-Part A	10	2
May 2010	Workshop	Assessment Workshop for Centre for Applied English Studies	40	2
May 2010	Workshop	Customizing Assessment Choices for Teaching and learning in Chinese Medicine-Part A	13	2
May 2010	Workshop	Customizing Assessment Choices for Teaching and learning in Chinese Medicine-Part B	10	2
May 2010	Workshop	Customizing Assessment Choices for Teaching and Learning in Chinese Medicine-Part B	7	2
May 2010	Workshop	Assessment Challenges and Choices for School of Nursing	20	2
Sep 2010	Workshop	Grade Descriptors for Faculty of Arts	12	2
Sep 2010	Workshop	Grade Descriptors for Faculty of Arts	12	2
Oct 2010	Workshop	Assessment: Grade Descriptors and Standards	38	2
Jan 2011	Workshop	Assessment (Grade Descriptors and Marking Rubric)	25	2
Mar 2011	Workshop	Standards Referenced Assessment for Science Teachers	30	2
Apr 2011	Workshop	Faculty of Business Retreat on Grade Descriptors and Assessment	45	1.5

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
(b) Common Core Curriculum				
Feb 2009	Workshop	Workshops for Writing Course Proposals – First Session	50	1.5
Feb 2009	Workshop	Workshops for Writing Course Proposals – Second Session	14	1.5
Feb 2009	Workshop	Workshops for Writing Course Proposals – Third Session	6	1.5
Nov 2009	Workshop	Workshop for Stage 1 Common Core Proposals (Workshop A)	20	3
Dec 2009	Workshop	Workshop for Writing Stage 1 Common Core Proposals (Workshop B)	5	1.5
Dec 2009	Workshop	Workshop for Writing Stage 1 Common Core Proposals (Workshop B)	12	1.5
Dec 2009	Workshop	Common Core Workshop Grade Descriptors and Standards Part 1	17	1.5
Dec 2009	Workshop	Common Core Workshop Grade Descriptors and Standards Part 1	13	1.5
Jan 2010	Workshop	Common Core Workshop Grade Descriptors and Standards Part 2	10	1.5
Jan 2010	Workshop	Common Core Workshop Grade Descriptors and Standards Part 2	4	1.5
Apr 2010	Workshop	Workshop for Writing Stage 2 Common Core Proposals	12	1.5
Apr 2010	Workshop	Workshop for Writing Stage 2 Common Core Proposals	16	1.5
Nov 2010	Workshop	Common Core Stage I Proposals Writing	10	1.5
Nov 2010	Workshop	Common Core Stage I Proposals Writing	13	1.5
(c) ELearning				
Sep 2009	Workshop	Imagining Learning and Teaching in Technology-enriched Environments	16	4
Apr 2010	Workshop	Creating Successful Digital Learning Environment	47	1.25
Apr 2010	Workshop	ELearning System: Moodle and Blackboard Workshop	41	2
Apr 2010	Workshop	ELearning System: Moodle and Blackboard Workshop	34	2
May 2010	Workshop	Technology Enhanced Teaching and Learning	41	1.5
Nov 2010	Workshop	Technology Enhanced Learning @ HKU: To Mahoodle or Not to Mahoodle	30	1.25
Jan 2011	Workshop	Briefing and Launching of an Interactive Class Response System (iClass) for the New Curriculum	15	1.5
Jan 2011	Workshop	Technology-Enhanced Collaborative Learning: A Case Study	26	1.5
(d) Collaborative Learning				
Apr 2010	Workshop	Orientation to HKU's New Collaborative Learning Space	13	2
Apr 2010	Workshop	Exploring Active Learning for Collaborative Learning Spaces	5	3
Apr 2010	Workshop	Exploiting Technologies to Enhance Collaborative Learning	14	3
Apr 2010	Workshop	Using a Simple Framework to Maximize Learning in Collaborative Spaces	6	2

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
Feb 2011	Workshop	Exploring Active Learning in Large Classes	37	1.5
(e) Experiential Learning				
Sep 2010	Workshop	Experiential Learning-Experiences Sharing	41	1.75
(f) OBASL				
May 2009	Workshop	Outcome Based Approaches to Student Learning for the Faculty of Architecture	14	2.5
Jun-Jul 2009	Workshop	CEDARS course on OBASL and Student Learning at the University of Hong Kong	15	5
Sep 2009	Workshop	CEDARS OBASL Discussion Seminar	40	2.5
Oct 2009	Research Seminar	Identification of Mechanisms for Promoting Development of the University Aims	16	2
Oct 2009	Research Seminar	Investigating Mechanisms for Promoting Development of the University Aims: A Methodological Perspective	20	2
Dec 2009	Workshop	OBASL for Centre for the Applied English Studies	40	2
Dec 2009	Workshop	OBASL for Department of Politics and Public Administration	15	1
Dec 2009	Research Seminar	The Emerging Importance of Epistemological Beliefs as a Learning Outcome of Higher Education	18	1.25
May 2010	Workshop	Improving HKU Programmes through an OBASL Approach: A Case from the Faculty of Education	24	1.5
Oct 2010	Workshop	OBASL and Aligning Course and Programme Learning Outcomes at HKU for Faculty of Education	20	1.75
Mar 2011	Workshop	OBASL for Department of Sociology	12	2
III. Sharing of T&L practices				
Feb 2009	Workshop	Facilitating Faculty Learning Communities	24	3.25
Oct 2009	Workshop	Introduction of a Peer Support Network for University Teachers of The University of Hong Kong	17	3
Feb 2010	Workshop	Community of Practice to Enhance Feedback: Making Practical Changes to Incorporate Sustainable Feedback	12	1.5
Mar 2010	Workshop	Conversations About Teaching and Learning: A HKU Learning Community Activity Sponsored by CETL	26	1.5
Apr 2010	Workshop	Conversations About Teaching and Learning: A HKU Learning Community Activity Sponsored by CETL	20	1.5
May 2010	Workshop	Conversations About Teaching and Learning: A HKU Learning Community Activity Sponsored by CETL	17	1.5

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
May 2010	Workshop	Curriculum As Conversation: Using an Award Winning HKU Example to Describe an Outcomes Based Approach to Develop a Curriculum to Encourage Discussion, Dialogue and Conceptual Growth	21	1.5
Jul 2010	Workshop	Quality Assurance Workshop for HKUSPACE	15	1.75
Sep 2010	Workshop	Sharing Experiences on Teaching and Learning	57	1.5
IV. Scholarship of T&L				
Sep 2009	Research Seminar	Academic Staff Experiences of Teaching, Understanding Subject Matter and Research: A Student Learning Perspective	26	1
Jan 2010	Research Seminar	Student Conceptions of Generic Skills Development at HKU-Some Qualitative Findings	21	1
Feb 2010	Research Seminar	Examining Students' Research Experiences with the Student Research Experience Questionnaire (SREQ) at the University of Hong Kong	16	1
Mar 2010	Workshop	Diverse Methodological Approaches and Considerations for Conducting SoTL in Higher Education: Action Research Contributions	13	2
Mar 2010	Research Seminar	Developing Sustainable Feedback Practices	30	1.5
May 2010	Research Seminar	Social Engagement in a Diversifying Campus: A Phenomenological Exploration	13	1
Oct 2010	Research Seminar	Student Learning Experiences in the East and the West	38	1
Nov 2010	Research Seminar	The Influence of Perceptions of Learning Environment and Achievement Goals on Students' Approaches to Learning in the University	10	1
Jan 2011	Research Seminar	How does Volunteering Impact on Students' Conceptions and Skills of Leadership?	12	1
Mar 2011	Research Seminar	How Much Does It Differ and How Much Does It Matter? A Comparison of Research Experience Between Mainland Chinese and Hong Kong Local Research Students	16	1
V. Teaching Excellence Award Scheme				
Sep 2009	Workshop	Outstanding Teaching Award workshop	17	4.5
Jun 2010	Workshop	Teaching Excellence Award Scheme Workshop A	15	1.5
Sep 2010	Workshop	Teaching Excellence Award Scheme Workshop B	15	1.5
Sept 2010	Workshop	Distinguished Teaching Award Presentation	57	1.5

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
VI. Professional Development for Non-Professoriate Staff				
Feb-Apr 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 2- Class I	20	18
Feb-Apr 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 2- Class J	12	18
Feb-Apr 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1- Class U	16	38
Feb-Apr 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1- Class V	9	38
May-Jul 2009	Course	Certificate of Teaching and Learning in Higher Education Summer Stage 1-Class W	12	38
May-Jul 2009	Course	Certificate of Teaching and Learning in Higher Education Summer Stage 1-Class X	10	38
Sep-Nov 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 2	19	18
Sep-Nov 2009	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 1	23	38
Feb-Apr 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 2	18	18
Feb-Apr 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1	16	38
May-Jul 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1	19	38
Sept-Nov 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 2	21	18
Sept-Oct 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 1	37	38
Nov-Dec 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 2	10	18
Nov-Dec 2010	Course	Certificate of Teaching and Learning in Higher Education Semester 1 Stage 1	26	38
Jan-Feb 2011	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1	36	38
Jan-Apr 2011	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 2	32	18
Mar-April 2011	Course	Certificate of Teaching and Learning in Higher Education Semester 2 Stage 1	21	38
VII. Others				
Mar 2009	Workshop	Postgraduate Research Supervision Workshop	15	3
May 2009	Workshop	International Opportunities for the Recognition of Outstanding Scholarship in Learning and Teaching	10	2
Sep 2009	Workshop	Addressing the Student Evaluation of Teaching and Learning (SETL) Questionnaire	24	4

<i>Date (month/ year)</i>	<i>Type</i>	<i>Topic/Discipline</i>	<i>No. of Participants</i>	<i>Duration (hrs) (hour x no of sessions)</i>
Mar 2010	Workshop	Phrasing Out Feedback: Towards Making it Redundant	26	1.5
Mar 2010	Workshop	Postgraduate Research Supervision	11	2.5
Apr 2010	Workshop	Evaluating Teaching Effectiveness Workshop for CEDARS	24	1.75
Dec 2010	Conference	2 Day Symposium – Teaching and Learning Conference	About 300	16
Mar 2011	Workshop	Postgraduate Supervision Workshop	18	2.75