



香港浸會大學

HONG KONG BAPTIST UNIVERSITY

**QUALITY ASSURANCE COUNCIL (QAC) AUDIT
OF HKBU 2015**

PROGRESS REPORT ON ACTION PLAN

**for submission to
University Grants Committee
in
August 2017**

HONG KONG BAPTIST UNIVERSITY

Quality Assurance Council (QAC) Audit of HKBU 2015

Progress Report on HKBU Action Plan

Introduction

The Hong Kong Baptist University (HKBU) would like to thank the Quality Assurance Council (QAC) for its audit of the University's teaching and learning. The *Report of a Quality Audit of Hong Kong Baptist University* (hereinafter referred to as the '*Audit Report*'), published by the QAC in February 2016, commends the University for facilitating students' realisation of the outcomes of its Whole Person Education philosophy. HKBU was further praised for its academic support arrangements which have allowed senior year entrants to optimise their learning and to acquire greater knowledge and skills in the face of globalisation.

In addition, the *Audit Report* confirms the University's successful implementation of the four-year undergraduate curriculum, together with a smooth transition to outcomes-based teaching and learning and criterion-referenced assessment. It further confirms that quality assurance of HKBU's research postgraduate (RPg) and taught postgraduate (TPg) programmes is well-founded and students are effectively supported in a caring and stimulating environment. The University was also commended on the diversity and availability of a wide range of activities to support staff in the development of their pedagogical practices.

While the University was very pleased with the positive feedback from the QAC, we have taken the QAC's affirmations and recommendations on the University's quality assurance (QA) policy framework and operations very seriously. They are most helpful for the University to improve its QA practices.

The *Audit Report* has made four affirmations, recognising areas where the University was already making progress as a result of its self-review, and 15 recommendations, identifying areas where the University should focus its efforts for improvement. The University has made further progress in the areas identified by the QAC since receiving the *Audit Report*. Three task forces were set up to deliberate on the University's directions of strategic developments in late 2015/early 2016. They were: 1) Task Force on Identity, Branding and Benchmarking¹; 2) Task Force on Internationalisation and the Global University; and 3) Task Force on Research Focus. In tandem, the Task Force for Review of Strategic Issues of Beijing Normal University – Hong Kong Baptist University United International College (BNU-HKBU UIC) was also set up by the HKBU Council to review the various macro and strategic issues concerning the development of the UIC.

Meanwhile, the University is also in the process of developing a formal agreement with the University Grants Committee (UGC) on the University's strategic plan, i.e., the *University Accountability Agreement*, providing details of the University's institutional mission, vision, role statement, strategic priorities and actions, activity domains and performance measures over the six-year timeframe from AY2019/20 to AY2024/25. This is in line with the development of the Planning Exercise for 2019-2022 triennium. The *University Accountability Agreement* will be finalized and submitted to the UGC in September 2017.

¹ Renamed as Task Force on Positioning in December 2016

This *Progress Report on Action Plan* focuses on the progress made on each of the affirmations and also the actions taken to address each recommendation.

Affirmation 1: The Audit Panel affirms the steps being taken by the University to enhance the value of its **student data collection initiatives** through securing higher response rates. (Par. 5.7)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To review the effectiveness of the current methods in consolidating student feedback collected</i>	<i>Units involved in student data collection initiatives</i>	<i>On-going enhancement</i>
<i>To disseminate CFQ results to relevant parties and students on semester basis</i>	<i>AR</i>	<i>With effect from AY2016/17</i>

- A1.1 The University agrees that the reliability and validity of the student data collected hinge on the response rates. To achieve higher response rates, the Quality Assurance Committee of the University (HKBU-QAC) has taken the opportunity to review the effectiveness of the Course Feedback Questionnaire (CFQ). After thorough deliberation in Semester 1 of AY2016/17, the Committee recommended that Heads of Departments (HoDs) and Programme Directors (PDs), with effect from Semester 2 of AY2016/17, should actively consider making systematic and regular arrangements to share the student feedback collected (e.g., aggregated data of CFQ, student exit survey, graduate employment survey, etc.) with staff and students at the Programme Management Committee (PMC) and the Staff-Student Consultative (SSC) meetings for formulating pertinent improvement plans and updating on the improvement progress afterwards.
- A1.2 As for the direct assessment of Evidence Collection Initiative (ECI), including both the standardised tests and outcomes assessment, the University would align the programmes' outcomes assessment with the Academic Consultation Panel (ACP) visits. Students enrolled in those programmes that would undergo an ACP visit in the ensuing academic year would be invited to take the standardised tests to ensure a good sampling size for triangulating the data, as well as drawing valid conclusions for further quality enhancement of the programmes concerned. Furthermore, students embarking on outbound exchange trips would be invited to complete the standardised tests before and after their exchange studies to gauge the differences in their language ability, as well as other related competencies from such outside-Hong Kong learning experience.
- A1.3 As regards student feedback collection initiatives at the Faculty/School and Department/Programme levels, there are mechanisms in place, including student representation at faculty-/department-/programme-level committees, focus group meetings, programme exit surveys, etc. Some faculty members have also developed questionnaires and surveys on Qualtrics for students to reflect on their learning and provide feedback to the instructors conveniently using mobile phones. On the other hand, instructors of some courses would spare 15 minutes in the last class session for conducting course evaluation by CFQ, which has resulted in an increase in students' response rates.

- A1.4 The good practices of Faculties/Schools and Departments/Programmes in gathering student feedback have been considered regularly by relevant standing committees of the Senate. The University's effort on raising student response rates in the CFQ exercise is an on-going one as the ultimate goal is to enhance the quality of teaching and learning.
- A1.5 The University has been reviewing the existing surveys with the aim of reducing the number of such surveys. A standard tool would be introduced in AY2017/18 for tracking the same cohort of students on their self-evaluated accomplishment of the graduate attributes over the course of their study, as well as for comparing such outcomes with different cohorts. The reduced number of surveys would minimise survey fatigue and allow the University to focus its efforts on enhancing the response rates of the major surveys. Furthermore, all the survey data and records of students' academic and non-academic activities and achievements would be stored in a unified institutional database to enable easy retrieval and detailed analyses. The results would be used for evaluation and future planning.

Affirmation 2: The Audit Panel affirms HKBU's decision to administer the CFQ from 2014/15 and encourages the University to ensure that staff **closes the quality loop** by developing mechanisms to inform students about the improvements made in response to their feedback. (Par. 5.23)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To report in the Annual Programme QA Report the follow-up actions taken in response to concerns/issues identified in the student feedback collected and the mechanism adopted to inform students of the improvements made in response to their feedback</i>	<i>HKBU-Quality Assurance Committee (HKBU-QAC), academic units/programmes</i>	<i>With effect from the Annual Programme QA Reports submitted in AY2016/17</i>

- A2.1 As mentioned in par. A1.1, Departments/Programmes have been strongly encouraged to share and discuss with students and staff issues identified from the student feedback collected for improvement purpose, and to inform students of the follow-up actions at the PMC and SSC meetings. PDs are required to include in their Annual Programme QA Reports (the "QA Reports") issues identified in student feedback collected in the academic year, the corresponding follow-up actions to address students' concerns, and the mechanism adopted to inform students of improvements made in response to their feedback. Such a mechanism has come into effect in AY2016/17 to ensure that staff closes the quality loop (**Annex 1** - Updated QA Report template). Furthermore, individual CFQ data would be discussed between HoDs and teaching faculty members at the annual staff appraisal meeting, which would ensure students' feedback would be taken on board. All these mechanisms would ensure that a sustainable quality enhancement process is in place.

Affirmation 3: The Audit Panel affirms the action the University is taking to formalise training in research student supervision for new academics and notes the on-going staff development support offered to **research supervisors** via TALEs seminars since 2013/14. The University is encouraged to make such **staff development mandatory** to ensure that the entire RPg community benefits. (Par. 6.7)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To develop a framework for training of research student supervisors</i>	<i>GS, CHTL and TLPC</i>	<i>Framework to be designed in early AY2016/17 for TLPC's discussion and consultation. Progress to be reported in January 2017</i>

A3.1 The Teaching and Learning Policy Committee (TLPC) has revisited the University-wide professional development framework and decided to formalise the training for research supervisors. A “Mandatory Research Supervision Induction” programme has been developed, the format of which is largely based on the existing Teaching and Learning Experience Sharing (TALES) workshop series. There would be a mandatory attendance of 1.5 to 2 hours (equivalent to one TALEs session) for newly recruited academics (at all ranks) and serving colleagues who are new to the supervisory role. Existing research supervisors would also be encouraged to attend the training session once every five years to get updated on the regulations and developments of the Graduate School (GS), as well as to share their experiences in research supervision. The Senate, based on the recommendations of the TLPC, has endorsed the mandatory research supervision induction programme to be implemented in AY2017/18.

Affirmation 4: The Audit Panel affirms the steps being taken by HKBU to increase levels of participation in **outbound mobility programmes** of all types. (Par. 7.25)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To explore new and diversified outbound opportunities and to facilitate student participation in various outbound programmes</i>	<i>Academic departments/learning support units involved in organising outbound mobility programmes</i>	<i>On-going enhancement</i>
<i>To set up a university fund to empower students in participating in and/or organising overseas learning activities</i>	<i>Task Force on Internationalisation and the Global University</i>	<i>Upon approval by SECO in AY2016/17</i>

A4.1 Continuing efforts have been made to explore new initiatives and opportunities for current students to get overseas exchange experiences while studying at HKBU. Some of the new

or recent initiatives are listed below:

- a) The new First Generation University Student Fund would be launched in September 2017 to provide a sum of HK\$15,000 to each of those students with financial needs and whose parents were not university graduates. This Fund would enable this group of students to study outside Hong Kong.
- b) To facilitate students' participation in semester-long or year-long exchange programmes, the University has signed 20 new exchange agreements since February 2016, seven of which were University-wide agreements, while 13 were Faculty/Departmental based.
- c) More inbound exchange students have enrolled in the regular semesters and HKBU's Summer Programme, while additional outbound exchange places have been created for students during regular semesters. The number of inbound exchange students has increased to 240 in the first semester in AY2017/18 from 215 a year ago. An upward trend was also noted in general in the number of exchange students participating in the Summer Programme: 22 (2015), 34 (2016) and 27 (2017).
- d) The list of exchange partners is now available on the HKBU website for students to identify suitable non-local programmes to participate in during their summer break.
- e) Joint efforts between the International Office (INTL) and departments have facilitated the University's development of 2+2 dual-degree programmes on occasions.

A4.2 Faculties/Schools and Departments/Programmes have also made efforts to promote overseas exchange opportunities with briefing sessions organised to provide students with comprehensive information concerning exchange partners, financial support, unit transfer arrangements, etc.

A4.3 In the spirit of internationalisation, Faculties/Schools and the Academy of Visual Arts (AVA) have strived to offer non-local learning opportunities for students to enrich their overseas experience. Exchange sponsorships have been set up to encourage and enable more students to gain exchange experience. There were also funding provisions for UGC-funded undergraduate students, including senior year entrants, to acquire overseas learning and practical experiences through different kinds of activities such as overseas internships, placements, intensive workshops, international competitions, study abroad programmes, exchange programmes, study tours and summer studies.

A4.4 The funding support for RPg students to participate in international conferences and overseas research workshops or attachments was enhanced. An incentive scheme to encourage RPg students to present their research findings at renowned international conference was also introduced in September 2016. Students gain international exposure and exchange opportunities with non-local academics, educators and research students and learn the latest developments of research ideas and practices as a result. Some of our students have also received awards at conferences, which contributed to the international reputation and recognition of the Faculty/School/Academy and the University.

- A4.5 The wide variety of outbound exchange programmes and international academic activities has provided effective means for promoting research exchange and collaboration, as well as ample opportunities for further internationalisation of the student/faculty body, the curricular and co-curricular activities, and the development of joint- and dual-degree programmes.

Recommendation 1: The Audit Panel recommends that HKBU establish a secure **central repository** to hold the definitive current and archived versions of programme and course information in a consistent format. (Par. 2.10)

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To have all current and archived programme documents stored in the DMS which serves as the central repository</i>	AR, GS	<i>With effect from AY2016/17</i>

- R1.1 The University has adopted the existing document management system, ParaDM, as the central repository for all programme documents. The Academic Registry (AR) and the Graduate School (GS) have completed the migration of the current version (i.e., AY2015/16) of undergraduate and postgraduate programme documents onto the ParaDM, while the migration of archived documents has been completed by the end of AY2016/17.

Recommendation 2: The Audit Panel recommends that HKBU ensure that information provided on **UIC degree certificates** is consistent with the information provided on certificates for the home campus and that information on all HKBU degree certificates for **awards delivered in collaboration** with other institutions communicates unambiguously the volume and nature of the studies completed. (Par. 2.24)

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To discuss the degree certificate issue for all joint degree programmes and the information displayed on UIC degree certificates</i>	<i>HKBU SECO, HKBU Senate, UIC and the Task Force for Review of Strategic Issues of Beijing Normal University – HKBU United International College under the Council</i>	<i>Apply to new intakes once an agreement has been reached between HKBU SECO and UIC, and agreed by the collaborating partner of UIC, and progress of discussion to be reported in January 2017</i>
<i>To discuss the information displayed on the degree certificates for taught programmes delivered in collaboration with other institutions to ensure the volume and nature of the studies completed are communicated</i>	<i>SECO, Senate, HKBU-QAC, Taught Postgraduate Regulations Committee (TPRC)</i>	<i>Discussion to begin in AY2016/17 and progress to be reported in January 2017</i>

<i>unambiguously</i>		
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- R2.1 The wordings on the graduation diploma of dual-award programmes offered in collaboration with other institutions have been standardised since December 2016 for a clear communication of the volume and nature of the study completed.
- R2.2 As regards the UIC degree certificates, the HKBU Council has established the Task Force for Review of Strategic Issues of BNU-HKBU UIC to conduct an in-depth review of the various macro and strategic issues concerning the development of the College. The Task Force also suggested the University to formulate a solution to address this issue. The feasibility of including the information of the location of study in the UIC degree certificates will be explored with UIC's collaborating partner in Mainland China, that is, BNU. Further discussions on the pertinent wordings to be used on the UIC degree certificates are in progress.

Recommendation 3: *The Audit Panel recommends that the University, as a degree-awarding body, strengthen its approaches to monitoring the quality and equivalence of degrees delivered at UIC and with other regional and international partner universities.* (Par. 2.26)

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To review and fine-tune the committee structure, approval procedures and QA practices of UIC to ascertain that the HKBU QA mechanism is strictly adhered to and observed at UIC</i>	<i>UIC, HKBU-QAC</i>	<i>Review and revisions to be completed by the end of AY2016/17</i>
<i>To request UIC to adopt the template for submitting the Annual Programme QA Report to HKBU</i>	<i>UIC, HKBU-QAC</i>	<i>With effect from the Annual Programme QA Reports submitted in AY2016/17</i>

- R3.1 The QA process of UIC has been aligned closely with that of HKBU. A revamped UIC-Senate committee structure, which follows the HKBU-Senate committee structure, would come into effect in AY2017/18. Under the new structure, the UIC's College Board of Examiners would be accountable to the UIC-Quality Assurance Committee (UIC-QAC).
- R3.2 Following the practice for HKBU programmes, UIC would submit *QA Reports* on its academic programmes to the HKBU-QAC via the UIC-QAC and the UIC-Senate with effect from AY2016/17. The UIC *QA Report* template has been endorsed by the HKBU-QAC at its special meeting held in May 2016.
- R3.3 Furthermore, Institutional Review (IR) for UIC that takes the form of a peer review quite similar to the ACP visit has been conducted once every two years since the College's inception in 2005 to monitor the overall academic standard and management effectiveness of UIC. Through the IR and other mechanisms, HKBU and UIC would work together to ensure comprehensive alignment of UIC's QA practices with the HKBU QA processes.

- R3.4 All dual or joint degree programmes currently offered in collaboration with partner institutions at HKBU adhere strictly to the QA mechanism of HKBU, which includes going through the accreditation process for new programmes, and regular benchmarking exercises by the ACP and the Departmental Academic Advisors (DAAs).

Recommendation 4: *The Audit Panel recommends that the University strengthen its arrangements for grade moderation, ensuring they are robust and systematically involve external academics in reviewing a sample of final year student work on a regular basis. (Par. 2.30)*

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To review the ToR and appointment of DAAs to ensure external academics and professionals are actively involved in grade moderation and regular review of final-year student work, as well as the effectiveness of the Scheme</i>	<i>HKBU-QAC and Senate</i>	<i>Review to be initiated after receiving the first batch of DAA reports by the end of 2016 with changes identified and implemented in AY2016/17</i>

- R4.1 Grade moderation arrangements are in place across Faculties/Schools/AVA to ensure a robust assessment of HKBU students. To address the Audit Panel's recommendation, the University has, based on the first batch of DAA reports collected for AY2015/16, reviewed the objectives, practices and effectiveness of the DAA Scheme in AY2016/17 and revised the core aspects of the DAA Review to include academic standard and student achievement.

Recommendation 5: *The Audit Panel recommends that the University develop and implement a benchmarking programme with partner regional and international institutions, to enable comparisons of both university-wide and discipline-specific quality data. (Par. 2.32)*

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To review benchmarking activities at faculty and school levels and the DAA Scheme for the development of a university-wide benchmarking programme</i>	<i>HKBU-QAC and Senate</i>	<i>By the end of AY2017/18 for institutional benchmarking</i>

- R5.1 The University has implemented various benchmarking activities such as ACP visits and programme accreditation exercises where external academics/professionals are invited to serve on the peer-review panels to provide useful external advice and inputs on academic standards with reference to international practices. Such benchmarking activities have proved to be effective ways in assisting programmes and departments to compare the quality of their programmes against international standards.
- R5.2 Faculties/Schools/AVA are also actively working with partner universities in the enhancement of benchmarking programmes such as DAAs, professional advisors and

accreditations of dual-/joint-programmes. The revised DAA Scheme would provide useful information with regard to international benchmarking at the Department/Programme/Discipline level.

Recommendation 6: *The Audit Panel recommends that the University determine, by the end of 2015, a firm timeline to provide students and staff with a common university e-learning platform to avoid the additional investment multiple platforms would require. It also recommends that the University determine for the start of academic year 2016-17 minimum pan-university standards for the use of the e-learning platform. (Par. 3.20)*

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To decide the common university e-learning platform to be adopted</i>	<i>e-Learning Committee, TLPC and Senior Management</i>	<i>Completed in December 2015</i>
<i>To set the minimum pan-university standards for the use of the e-learning platform</i>	<i>e-Learning Committee, TLPC and Senate</i>	<i>Discussion already started in AY2015/16 for recommendation in AY2016/17</i>

- R6.1 The University has decided that the existing Moodle be adopted as the sole e-learning platform of the University with effect in AY2017/18, while Moodle and Blackboard would be in parallel run for a transitional period in AY2016/17.
- R6.2 The University has established e-learning collaborations with overseas institutions and a set of pan-university standards for e-Pedagogies (**Annex 2**) adoption was put together in AY2015/16 after several rounds of discussion at the e-Learning Committee and the TLPC. The Senate, based on the recommendations of the e-Learning Committee and TLPC, has endorsed the pan-university standards to be implemented in AY2017/18.

Recommendation 7: *The Audit Panel recommends that the University ensure that Senate receives and considers an analysis of the number, nature and overall outcomes of student appeals and complaints together with historic data indicating annual trends in appeals data. (Par. 3.23)*

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To formulate the template for reporting student appeals and complaints data and analysis of annual trends to the Senate</i>	<i>AR, GS, OSA, Senate</i>	<i>In early AY2016/17</i>
<i>To collate the submissions from various committees to ensure that a holistic picture about student appeals, academic and non-academic, could be</i>	<i>Senate Secretariat</i>	<i>With effect from Annual Reports (2015/16) submitted to Senate</i>

<i>reported to the Senate in the first semester of the following academic year</i>		
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- R7.1 To facilitate the systematic review of appeals data by the Senate on a regular basis, the Academic Registry (AR), the Graduate School (GS) and the Office of Student Affairs (OSA) have worked together and developed a template for reporting student appeals and complaints and related historic data, indicating annual trends in appeal and complaint data, to the Senate.
- R7.2 Faculty/School administrators have also been consulted and provided input to the design and content of the Template. The Student Appeals Data Template was adopted in AY2016/17 to collect the relevant data on student appeals and complaints for Senate's consideration (**Annex 3** - Template for reporting student appeals and complaints). The template will be further reviewed after its first round of implementation.

Recommendation 8: *The Audit Panel recommends that the University ensure that Senate has an opportunity to comment upon both systematic quality data and action plans of the various academic support services.* (Par. 3.27)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To provide Senate with a Summary Report of SECO's feedback on the annual reports of all academic support units</i>	<i>SECO with the assistance of the SECO Secretariat</i>	<i>With effect from Annual Reports (2015/16) submitted to Senate</i>

- R8.1 All units providing academic support services have been submitting their individual annual reports to the University's Senior Executive Committee (SECO) but not to the Senate for information or discussion. In order to follow-up on the Audit Panel's recommendation, the SECO has agreed to provide the annual reports of all academic support units (viz Academic Registry (AR), Centre for Holistic Teaching and Learning (CHTL), General Education Office (GEO), Graduate School (GS), International Office (INTL), Office of Information and Technology (ITO), Library and Office of Student Affairs (OSA)) as well as a summary of its feedback on the reports to the Teaching and Learning Policy Committee (TLPC) for deliberation and onward submission to the Senate for consideration with effect from AY2016/17. The TLPC would discuss and follow up on the teaching and learning-related matters arising from the annual reports of the eight units. The Senate and SECO would monitor the effectiveness of this new arrangement after its implementation.

Recommendation 9: *The Audit Panel recommends the University ensure that all students undertaking HKBU awards have access to learning resources comparable in terms of adequacy and quality to those of the University.* (Par. 3.28)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To carefully evaluate and examine the current situation and arrangements to ensure that the prevailing practice is appropriate in support of an on-going enhancement of learning resources provision for UIC students as with HKBU students</i>	<i>Main learning support-committees, including LC, ITC, etc.</i>	<i>Discussion to begin in AY2016/17 and progress to be reported in January 2017</i>

- R9.1 In response to the Audit Panel's recommendation, the management team of the University Library has held a series of meetings to examine the current state of library resources in various aspects and student access to learning resources to ensure that adequate and quality provision of learning resources is provided to UIC students according to their learning needs.
- R9.2 Apart from the on-going cooperative arrangements between HKBU and UIC libraries in areas of e-resources, print resources and document supply in support of student learning, a new initiative was implemented to facilitate the UIC students' access to HKBU Library in AY2016/17. Specifically, a pilot project was initiated in January 2017 for a period of 12 months (until December 2017) to allow UIC students, as well as faculty members, holding valid UIC identity cards to have on-site access to the HKBU library. At the end of the pilot project, a review would be conducted by the librarians of both institutions to examine the effectiveness of the pilot arrangement in providing UIC students and faculty members access to HKBU library resources, and its strains on HKBU library staff, resources, and space.
- R9.3 With the continuous support of both institutions, more collaboration possibilities would be explored to enhance the learning environment in both locations. HKBU would continue to assist UIC in providing learning resources comparable in terms of adequacy and quality to those of HKBU.

Recommendation 10: *The Audit Panel recommends that, as the DAA scheme develops, the University examine ways to strengthen independent external scrutiny for each taught programme to ensure that enhancement opportunities are identified and followed through. (Par. 5.14)*

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To review the ToR and appointment of DAAs as well as the effectiveness of the Scheme to ensure that the roles and functions of DAAs are well defined for providing independent external scrutiny for each taught programme</i>	<i>HKBU-QAC, Senate</i>	<i>Review to be initiated after receiving the first batch of DAA reports by the end of 2016 with changes identified and implemented in AY2016/17</i>

- R10.1 The University has robust mechanisms in place to safeguard the quality of individual taught programmes by engaging independent external bodies and/or professionals in the scrutiny of its programmes at different stages of programme development, delivery and monitoring.
- R10.2 During the programme development stage, external academics and/or professionals are engaged as members of the programme accreditation panel to review the curriculum design and programme standard set. Once the programme is launched, it would be subject to ACP scrutiny. ACP visits for each programme would take place once every six years, during which the Faculty/School/Department and its programmes would be reviewed holistically by a team of ACP members consisting of external academics and/or professionals. Between the six-yearly ACP visits, DAAs would be appointed to review individual Departments to ensure that the ACP recommendations have been taken up with clear follow-up action plans for on-going quality enhancement. The quality of individual taught programmes would be subject to independent external scrutiny under the ACP Visits and DAA Scheme.
- R10.3 In addition, Faculties/Schools/AVA have in place Programme Advisory Committees, which consist of external academics and/or professionals who would advise individual taught programmes on matters relating to strategic directions, programme development, student learning, benchmarking and quality enhancement initiatives.

Recommendation 11: *The Audit Panel recommends that the University develop and implement an overarching institution-wide strategy that clearly articulates both the nature and extent of the desired portfolio of taught postgraduate programmes together with appropriate measures, responsibilities and timelines for monitoring and evaluating progress. (Par. 6.11)*

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To deliberate on the recommendations of the three Task Forces and confirm the overarching strategy for TPg programme development</i>	<i>SECO</i>	<i>By the first semester of AY2016/17</i>
<i>To develop an overall strategy that articulates the nature and extent of the desired portfolio for TPg programmes with reference to the directives/decisions of SECO</i>	<i>ADC</i>	<i>Strategy to be formulated and confirmed in AY2016/17</i>
<i>To formulate pertinent guidelines and measures for monitoring and evaluating the progress</i>	<i>TPRC, HKBU-QAC</i>	<i>Once the overall strategy is confirmed by ADC in AY2016/17</i>

- R11.1 The University has formulated a strategy for the Taught Postgraduate programmes (TPg Strategy) for the period of AY2017/18 to AY2022/23. The TPg Strategy is driven by three main factors: (a) the University Strategic Priorities 2019/20 to 2024/25, (b) the internal reviews on the operation of the TPg programmes conducted between 2011 and 2015, and (c) the recommendation made in the 2016 Quality Audit Report by the QAC. The TPg

Strategy sets out six major strategic priorities incorporating the desired portfolio of TPg programmes at the university level. The specific actions for the achievement of each strategic priority and their respective owners have also been identified.

- R11.2 The reports from the three Task Forces² were deliberated by the SECO and the Council in April and June 2016 respectively. Thereafter, wide consultation was conducted to confirm the University's Strategic Priorities. The TPg Strategy was discussed by the Deans in April 2017 and the Taught Postgraduate Regulations Committee (TPRC) in May 2017 respectively. Subject to the approval of the Academic Development Committee (ADC) and the Senate, its implementation will commence in AY2017/18 and form part of the University's strategic plans. The committees/entities concerned will concurrently refine/develop policies, guidelines and measurement tools to monitor progress and evaluate effectiveness of the development and operation of TPg programmes.

Recommendation 12: The Audit Panel recommends that the University articulate its **overarching strategic approach** to enhancing the **student learning experience**, with associated targets, designated roles and responsibilities, timelines and key performance indicators. (Par. 7.12)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To deliberate on the recommendations of the three Task Forces and confirm the overarching strategic approach to enhancing the student learning experience</i>	<i>SECO</i>	<i>By the first semester of AY2016/17</i>
<i>To identify the parties responsible for follow-up actions for the enhancement of student learning experience</i>	<i>VPTL</i>	<i>By the first semester of AY2016/17</i>
<i>To develop the appropriate key performance indicators and evaluation mechanisms for enhancement of student learning experience</i>	<i>VPTL, HKBU-QAC</i>	<i>Follow-up actions to commence in AY2016/17 and progress to be reported in January 2017</i>

- R12.1 The University re-organised its senior management structure in October 2016. Five offices (AR, OSA, GEO, CHTL and INTL) that provide support to teaching and learning now report to the Vice-President (Teaching and Learning) (VPTL), who assumed this newly created position in July 2016. The University's overarching strategic approach would be clearly articulated and included in the institutional submission for the Planning Exercise (2019-22), which would be presented to the UGC in early 2018.

² The Task Forces are 1) Task Force on Identity, Branding and Benchmarking; 2) Task Force on Internationalisation and the Global University; and 3) Task Force on Research Focus.

Recommendation 13: The Audit Panel recommends that the University re-examine and strengthen its **criteria and processes for selecting partners** for international and regional programme collaborations, according high value to those that have the potential for multi-faceted, sustainable relationships that will enhance HKBU's international outlook and reputation in the long term. (Par. 7.22)

HKBU Action Plan submitted to UGC-QAC

<i>Action</i>	<i>Responsibility</i>	<i>Implementation/ Target Date</i>
<i>To set a clear strategic direction and identify an appropriate conceptual model to frame and interconnect the various components of the strategy for global engagement with reference to the recommendations of the three Task Forces</i>	<i>SECO</i>	<i>By the first semester of AY2016/17</i>
<i>To review the criteria for selection of partners/programme collaborators with reference to the overall strategy for global engagement and establish a clear set of criteria for deliberation and endorsement of the SECO</i>	<i>VPTL, SECO</i>	<i>By the first semester of AY2016/17</i>
<i>To re-examine the current partners/programme collaborators with reference to the newly established set of partner selection criteria</i>	<i>Programmes/ Units engaged in programme collaborations</i>	<i>Upon the establishment of the partner selection criteria and agreed upon by the SECO in AY2016/17</i>

- R13.1 The Task Force on Internationalisation and the Global University completed its draft policy paper, or Green Paper, on Internationalisation and Hong Kong Baptist University in February 2016. The proposed policy paper was subsequently deliberated by the SECO in April 2016 and the Council in June 2016. The new Provost, who reported for duty on 1 June 2017, would oversee the corresponding development and implementation of the University's internationalisation policy.
- R13.2 Meanwhile, the Graduate School (GS) has prepared a set of draft Guidelines on Academic Partnership Formation and Renewal/Amendment of Agreement. The Guidelines provide five guiding principles for the formation of academic partnership and set out the review and approval procedures. It was discussed among the Acting Provost and the Deans in April 2017. The Guidelines will be submitted to the Senate for approval after further consultation and approval by the relevant committees. Thereafter, different units engaged in academic partnerships will conduct a review of the current collaboration with reference to the new Guidelines.

Recommendation 14: The Audit Panel recommends that the University expand the capacities of the **International Agreements database** to enable comprehensive, systematic tracking of all international agreements, including joint degrees and exchange agreements, and that a requirement and guidelines for pre-agreement expiry reviews be established at University level to monitor the effectiveness and sustainability of all international partnerships. (Par. 7.23)

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To establish the Unit to develop an International Agreements database for tracking all international agreements</i>	VPAS*	<i>By the end of AY2016/17</i>
<i>To develop a University-wide requirement and guidelines for pre-agreement expiry reviews</i>	<i>The Unit/VPAS*</i>	<i>Upon the establishment of the Unit in 2017</i>

*The action party was revised after internal review of the senior management structure

R14.1 The Provost's Office would oversee the development of the guidelines for pre-agreement expiry reviews and the development of a central repository system of the international agreements as part of the institutional intelligence system. The Office of the Information Technology will provide the technical support for the development of the system. The International Office will maintain the records.

Recommendation 15: The Audit Panel recommends that the University articulate and codify clearly its **strategic approach to global engagement**, based on a well-defined **conceptual model** designed to frame and interconnect the various components of the strategy, such as student exchanges, internationalisation of the formal curriculum, faculty collaboration, joint degrees, the promotion of global citizenship and an inclusive international campus culture. (Par. 7.35)

HKBU Action Plan submitted to UGC-QAC

Action	Responsibility	Implementation/ Target Date
<i>To set a clear strategic direction and identify a conceptual model to frame and interconnect the various components of the strategy for global engagement with reference to the recommendations of the three Task Forces</i>	SECO	<i>By the first semester of AY2016/17</i>
<i>To follow up on the discussions on the overall strategy for global engagement for consideration by SECO</i>	VPTL, SECO	<i>Discussion to begin in AY2016/17 and progress to be reported in January 2017</i>

R15.1 The VPTL has been working with his team in formulating strategic plans for implementation. The aim is to increase the intake of international students (including degree students and exchange students), to internationalise the curriculum (e.g., by

reviewing the language policy and general education programme), to promote internationalisation at home (through activities and integration of students of different backgrounds), as well as to evaluate students' global learning experience. An overarching strategic plan based on a conceptual model would be included in the institutional submission for the Planning Exercise (2019-22), which would be presented to the UGC in early 2018.

- R15.2 In addition, the University has provided seed funding to encourage teaching staff to develop blended learning initiatives in FutureLearn with recognised partner institutions using existing or new courses in the curriculum. Each proposal could receive funding support up to HKD100K. It is expected that all these initiatives would strengthen the global engagement and internationalisation elements in the curriculum and in student learning.

Conclusion

As reported in the earlier sections, the University has made good progress in implementing its action plan in response to the affirmations and recommendations made in the *Audit Report*. Continuous improvements have also been made in the following areas: fine-tuning the QA policies and teaching and learning activities, better co-ordination of services and dissemination of good practices, more systematic and effective use of student data collected, as well as clearer articulation of HKBU's overall strategy with regard to internationalisation and collaboration with selected partner institutions. The University would continue to closely monitor the progress made in the identified areas. Feedback from the QAC on this *Progress Report on Action Plan* would be most welcome and much appreciated.

* * *

Hong Kong Baptist University
August 2017

List of Abbreviations – HKBU 18-month Progress Report to UGC-QAC Audit Report

AACSB	Association to Advance Collegiate Schools of Business
ACP	Academic Consultation Panel
ADC	Academic Development Committee
AMBA	Association of MBAs
APP	Academic Proficiency Profile
AR	Academic Registry
AVA	Academy of Visual Arts
AY	Academic Year
BNU	Beijing Normal University
CFQ	Course Feedback Questionnaire
CHTL	Centre for Holistic Teaching and Learning
DAA	Departmental Academic Advisor
DMS	Document Management System
ECI	Evidence Collection Initiative
EQUIS	European Quality Improvement System
ETS	Educational Testing Services Proficiency Profile
GEO	General Education Office
GS	Graduate School
HKBU	Hong Kong Baptist University
HKBU-LC	Library Committee of Hong Kong Baptist University
HKBU-QAC	Quality Assurance Committee of Hong Kong Baptist University
HKIE	Hong Kong Institution of Engineers
HKTIC	Hong Kong Association for Testing, Inspection and Certification
HoD	Head of Department
INTL	International Office
IR	Institutional Review
ISP	Institutional Strategic Plan 2018-2028
ITO	Office of Information and Technology
KPIs	Key Performance Indicators
OSA	Office of Student Affairs
PD	Programme Director
PMC	Programme Management Committee
QA	Quality Assurance
QAC	Quality Assurance Council
RPg	Research Postgraduate
SECO	Senior Executive Committee
SSC	Staff-Student Consultative
TALES	Teaching and Learning Experience Sharing
TLPC	Teaching and Learning Policy Committee
ToR	Terms of Reference
TPg	Taught Postgraduate
TPRC	Taught Postgraduate Regulations Committee
UGC	University Grants Committee
UIC	United International College
UIC-LRC	Learning Resource Centre of United International College
UIC-QAC	Quality Assurance Committee of United International College
VPTL	Vice-President (Teaching and Learning)

**ANNUAL PROGRAMME QUALITY ASSURANCE (QA) REPORT FOR
UGC-FUNDED UNDERGRADUATE PROGRAMME**

Programme Name :

QA Report Rubrics would be made available to facilitate the Faculty/School/AVA Boards' consideration of QA Reports.

Section a)

Summary of improvement actions made in response to last year's report

(Maximum one page)

Please refer specifically to each item in last year's improvement plan, providing an assessment of the degree to which objectives were achieved, and responding to any comments or recommendations received on last year's report.

--

Progress of follow-up to External Inputs

Please provide the progress update/report on the actions taken in response to the recommendations received.

ACP

Action items (as captured from the previous report)	Progress update/Achievement attained	Evidence

Internationalization initiatives

Please provide the progress update/report on the internationalization initiatives attempted.

Initiatives (as captured from the previous report)	Progress update/Achievement attained	Evidence

Other initiatives

Initiatives (as captured from the previous report)	Progress update/Achievement attained	Evidence

Section b)

Evaluation of key performance indicators (KPIs)

(i) Applications and admissions

KPIs	Two Years Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016	Reference Only 2016-2017
JUPAS score in HKALE/HKDSE subjects				
Mean admission score				
First year intake				
Senate quota				
Actual intake				
% of JUPAS and non-JUPAS				
JUPAS				
non-JUPAS				
No. of JUPAS intake (Band A)				
% of JUPAS intake (Band A)				
Senior year intake				
Senate quota				
Actual intake				
Senior year intake as % of total intake				
Other indicators (Programme may add):				

Evaluation:

(ii) Medium of instruction

Major courses (For 4-year curriculum)

	Two Years Ago	One Year Ago	Review Year	Reference Only
	2013-2014	2014-2015	2015-2016	2016-2017
	No. of courses (%)	No. of courses (%)	No. of courses (%)	No. of courses (%)
Major courses (Major Required and Elective)				
Cantonese				
English				
Putonghua				
Others*				
Total				

GE courses

	Two Years Ago	One Year Ago	Review Year	Reference Only
	2013-2014	2014-2015	2015-2016	2016-2017
	No. of courses (%)	No. of courses (%)	No. of courses (%)	No. of courses (%)
All GE courses Show Details				
Cantonese				
English				
Putonghua				
Others*				
Total				
GE Core				
Cantonese				
English				
Putonghua				
Others*				
Total				
University English				
English				
Total				
University Chinese				
Cantonese				
Putonghua				
Total				
GE Distributions Show Details				
Cantonese				
English				

Putonghua				
Others*				
Total				

Evaluation:

**Others include French, German, Japanese, Spanish and Italian.*

Show Details - The detailed MOI statistics for GE Core and GE Distribution courses will display after clicking the button.

(iii) Student performance

KPIs	Two Years Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016
Number of graduates			
Distribution of academic awards conferred			
First Class Honours			
Second Class (Division I) Honours			
Second Class (Division II) Honours			
Third Class Honours			
Pass			
Mean GPA of graduates			
Performance in Honours Project			
Other indicators (Programme may add):			

Evaluation:

(iv) Number of students in each concentration within the programme (if applicable)

Concentration (To be provided by the Department/Faculty/School)	Two Years Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016
1.			
2.			
3.			
etc.			

Evaluation (if applicable):

(v) Course Feedback Questionnaire

Part I: Quality of Teaching

Aggregated data for

Q.11- I would rate the overall teaching effectiveness of the lecturer as:

Scale: 5: Very good 4: Good 3: Satisfactory 2: Acceptable 1: Poor

Major courses (For 4-year curriculum)

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Standard			Standard			Standard			Standard		
	Mean	Median	Deviation	Mean	Median	Deviation	Mean	Median	Deviation	Mean	Median	Deviation
Major courses (Major Required and Elective)												
Semester 1												
Semester 2												
Semester 3												

GE courses

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation
All GE courses:												
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
University English												
Semester 1												
Semester 2												
Semester 3												
University Chinese												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												
Semester 1												
Semester 2												
Semester 3												

Part II: Reflection on learning

Theme 1: Intended Learning Outcome

Aggregated data for

Q.12 - I had a clear idea of what I was to learn.

Q.13 - I found that what I learnt was what I had expected of this course.

Q.18 - I was given a clear idea of what I had to be able to do with the topics learnt.

Q.19 - Topics covered in the course addressed what I understood the course was meant to be.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

Major courses (For 4-year curriculum)

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard
	Deviation			Deviation			Deviation			Deviation		
Major courses (Major Required and Elective)												
Semester 1												
Semester 2												
Semester 3												

GE courses

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard
	Deviation			Deviation			Deviation			Deviation		
All GE courses:												
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
University English												
Semester 1												
Semester 2												
Semester 3												
University Chinese												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												

Semester 1												
Semester 2												
Semester 3												

Theme 2: Teaching and Learning Activity

Aggregated data for

Q.14 - The teaching and learning activities provided me the opportunities to learn through active participation.

Q.15 - The teaching and learning activities helped me learn what I was supposed to learn.

Q.16 - Instructions for learning activities were clear and specific.

Q.22 - The teaching and learning activities addressed my learning needs.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

Major courses (For 4-year curriculum)

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard
Major courses (Major Required and Elective)												
Semester 1												
Semester 2												
Semester 3												

GE courses

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard	Mean	Median	Standard
All GE courses:												
Semester 1												
Semester 2												

Semester 3													
GE Core	Show Details												
Semester 1													
Semester 2													
Semester 3													
<i>University English</i>													
Semester 1													
Semester 2													
Semester 3													
<i>University Chinese</i>													
Semester 1													
Semester 2													
Semester 3													
GE Distributions	Show Details												
Semester 1													
Semester 2													
Semester 3													

Major courses (For 4-year curriculum)

Theme 3: Assessment Method

Aggregated data for

Q.17 - The assessment standards were clear enough to help me self-assess the quality of my work.

Q.20 - I have achieved what I was supposed to learn in this course.

Q.21 - I received useful information or feedback on how well I was doing in this course.

Q.23 - The assessment methods addressed what I was supposed to learn.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

Major courses (For 4-year curriculum)

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation
Major courses (Major Required and Elective)												

Semester 1												
Semester 2												
Semester 3												

GE courses

	Three Years Ago 2012-2013			Two Years Ago 2013-2014			One Year Ago 2014-2015			Review Year 2015-2016		
	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation
All GE courses:												
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
<i>University English</i>												
Semester 1												
Semester 2												
Semester 3												
<i>University Chinese</i>												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												
Semester 1												
Semester 2												
Semester 3												

[Show Details](#) - The detailed CFQ data for GE Core and GE Distribution courses will display after clicking the button.

Evaluation:

This section should include a report on the major issues identified from the student feedback, the corresponding improvement/actions taken within the reporting period and the follow-up mechanism adopted by the Instructor(s)/Programme to inform students of the improvement/actions taken to close the feedback loop within the reporting period.

For long-term actions, please also report in Section (d).

Major issues identified	Improvement/actions taken within the reporting period	Mechanism adopted to inform students of the improvements/actions taken to close the feedback loop

(vi) Outcomes

KPIs	Two Year Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016
Graduate employment rate (full-time and self-employed)			
Percentage of graduates entering full-time further education for			
Sub-degree / Degree			
Taught postgraduate			
Research degree			
Other qualification			
Gross average starting salary			
Other indicators (Programme may add):			

Evaluation:

Section c)

This section should include a summary of evidence collected on the achievement of PILOs, including an assessment of strengths and weaknesses revealed by this analysis. This section should also include a discussion of the follow up on any unresolved programme-related issues from the ACP report. It would be beneficial to include comments/recommendations of Departmental Academic Advisors (DAAs) and

Programme Advisory Committee in the evaluation of PILOs in this section and report the related improvement plans in Section (d) of the QA Report.

(Maximum three pages)

Section d)

Plan for improvement

This section should include an itemized list of proposed improvement actions, with measurable objectives/targets and timelines for each action. These should address the weaknesses and opportunities identified in the earlier sections.

(Maximum one page)

Overview:

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Follow-up to CFQ results

This section should include a detailed action plan in follow-up to the student feedback collected via the CFQ exercise of which the improvement progress would require a longer term of monitoring.

Issues identified	Improvement action and rationale	Measurable objectives / targets	Time Frame

Follow-up to External Inputs

This section should include a detailed action plan to follow up on the external inputs collected from the recent ACP visit, the Departmental Academic Advisor (DAA) and the Programme Advisory Committee.

ACP

Recommendations	Improvement action and rationale	Measurable objectives / targets	Time Frame

DAA

Recommendations	Improvement action and rationale	Measurable objectives / targets	Time Frame

Programme Advisory Committee

Recommendations	Improvement action and rationale	Measurable objectives / targets	Time Frame

Other external inputs

Recommendations	Improvement action and rationale	Measurable objectives / targets	Time Frame

Internationalization initiatives

This section should include the internationalization initiatives in the following areas: (1) strategies; (2) international benchmarking; (3) curriculum development; (4) learning opportunities; (5) student recruitment and integration; and (6) staffing arrangements.

Initiatives and rationale	Measurable objectives / targets	Time Frame

Other initiatives

Initiatives and rationale	Measurable objectives / targets	Time Frame

Section e)

Comments from the Faculty/School/AVA Board

This section should summarise the main comments/observations of the Board, based on their discussion of the Report. This should include any recommendations made to the Programme.

(Maximum one page)

Section f)

Programme Responses to Faculty/School/AVA Comments

This section should include programme responses to the comments/recommendations made by respective Dean/Director of AVA.

(Maximum one page)

Pan-university Standards for Adoption of e-Pedagogies for Effective Teaching and Learning

Introduction

In response to the feedback collected from the University-wide survey of the Pan-university Standards and subsequent to the suggestion made by the UGC for the University to adopt a set of minimum standards for the use of an e-learning platform, this revised version of the Standards is provided for further consideration. The Standards are intended to provide a framework to facilitate the adoption of e-pedagogies in developing students to be active and self-directed learners/life-long learners and enhancing their learning experience while still catering for diversity and flexibility in e-pedagogical practices.

E-pedagogy can be broadly defined as “learning design that incorporates educational quality, values and effectiveness of teaching, learning and assessment activities supported by technology”¹, i.e. e-learning. E-learning is not simply a matter of delivering a traditional course online. It is about using technology to add value to the student learning experience through fostering new modes of learning, facilitating learning across formal and informal contexts, internationalising the student learning experiences through collaboration with local and overseas counterparts, etc.

Framework for Pan-university Standards for Adoption of e-Pedagogies

It is understood that a single, generic model cannot cater to the variety of teaching and learning approaches and disciplinary differences among our colleagues. The Standards are thus not meant to be prescriptive in terms of the particular technologies used, but embracing the diversity and flexibility in e-pedagogical practices. The intention of the following framework is to give colleagues some guidance in their adoption of emerging e-pedagogies so as to provide the best possible learning experience for our students.

Application	Goals/Benefits	Level of use	
		Basic (minimum standard)	Advanced
Dissemination of information	enable students to access course information anywhere, anytime	hosting up-to-date course information such as course outlines, course intended learning outcomes, assessment tasks & rubrics <i>(Remark: While some colleagues may wish to use alternative platforms for hosting course materials, it is advisable to add appropriate links to the University's LMS to ensure student access to resources)</i>	NA
	Tools available: <i>At University</i> BUMoodle (https://buelearning.hkbu.edu.hk), Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com), Google classroom (https://classroom.google.com); etc. <i>Public</i> Edmodo (https://www.edmodo.com) Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com), Weebly (https://www.weebly.com); etc.		
Repository of learning and teaching resources	enable students to engage in self-paced, self-directed learning	hosting learning and teaching materials, library resources, references, etc. <i>(Remark: While some colleagues</i>	NA

		<i>may wish to use alternative platforms for hosting course materials, it is advisable to add appropriate links to the University's LMS to ensure student access to resources)</i>	
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk), Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com), Google classroom (https://classroom.google.com); etc. <u>Public</u> Edmodo (https://www.edmodo.com) Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com), Weebly (https://www.weebly.com); etc.		
Learning engagement	enhance students' engagement in learning within and beyond formal classroom settings	facilitating discussion and reflection within and beyond classroom	1. facilitating deep learning through flipped classroom; 2. internationalising student learning experience through team-teaching with overseas universities (Internationalisation at Home, IaH); 3. engaging students in collaborative work with their overseas counterparts; 4. facilitating students' independent study via technology; etc..
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk); Polycom (conference tool available at ACC209 for discussion); Panopto (http://chtl01.hkbu.edu.hk) (to record the materials before class); Google Drive (https://drive.google.com) Google classroom (https://classroom.google.com); FutureLearn (https://www.futurelearn.com); etc. <u>Public</u> Skype (https://www.skype.com); Facebook (https://www.facebook.com/); Diigo (a web-based collaborative annotation tool for close reading of web resources https://www.diigo.com); Nearpod (enhancing classroom interaction and assessment with mobile devices https://nearpod.com), etc.		
Assessment and feedback	enable students to reflect on their learning through assessment tasks and timely feedback	1. facilitating collection of major assignments 2. providing timely feedback on student performance	facilitating student reflection through development of learning portfolios, etc.
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk); Polycom (conference tool available at ACC209 for discussion); Panopto (http://chtl01.hkbu.edu.hk) (to record the materials before class); Qualtrics (http://hkbu.qualtrics.com); Mahara (Moodle plugin) Google Drive (https://drive.google.com) Google classroom (https://classroom.google.com); etc. <u>Public</u> Facebook (https://www.facebook.com); Plickers (soliciting student responses through mobile devices https://www.plickers.com); Kahoot (gamify assessment tasks with mobile devices http://getkahoot.com); Nearpod (enhancing classroom interaction and assessment with mobile devices https://nearpod.com); Mentimeter (http://www.mentimeter.com); etc		
Development of teaching portfolio	enable teachers to reflect on and improve their practices	archiving and updating learning and teaching resources in the repository	1. Adopting/developing new e-pedagogies; 2. sharing good practices through communities of practice, etc.
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk), Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com), Google classroom (https://classroom.google.com); Mahara (https://mahara.org) etc. <u>Public</u> Edmodo (https://www.edmodo.com) Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com), Weebly (https://www.weebly.com); etc.		

Staff Development and Technical Support to Facilitate the Adoption of e-Pedagogies

Many agencies (people, departments, units) in the University are pivotal to the success and achievement of the adoption of e-pedagogy through support, development and implementation via the following two areas.

(A) Staff Development

Provision of continuing professional development (CPD) for all staff to ensure colleagues are introduced to the potential of e-pedagogies whilst exploring the broader theory and practice could support achievement in these areas. Possible CPD opportunities include:-

- i. Organising related e-tools training sessions for support and academic staff in the form of face-to-face training workshops or online teaching materials / videos / webinars etc.
- ii. Awareness of and engagement with other new technologies through various workshops with experience sharing.
- iii. Provision of appropriate funding or extra TA staffing for supporting resources.

(B) Technical and Pedagogical Support

Office of Information Technology (ITO) will be responsible for the central I.T. provision of core academic systems and services, including administration of the Learning Management System (BUMoodle) and the network infrastructure, for both campus and internet access, will support the aims and objectives of the adoption of e-pedagogy. Please refer to <http://ito.hkbu.edu.hk/> for details of the services provided by ITO. Hotline support (Technical) can be contacted via 3411-7899.

Centre for Holistic Teaching and Learning (CHTL) will be responsible for the provision of pedagogical support, training and advice on using the listed e-tools available in the BU eLearning website: <http://cht.hkbu.edu.hk/elearning/> where regular updates will be performed. Hotline support (Pedagogy) can be contacted via 3411-5348.

The University Library will be responsible for providing advice and support on using the e-resources and online research tools available through the Library website: <http://library.hkbu.edu.hk>. Their Information Desk can be reached at 3411-7363. Alternatively, faculty may contact the Liaison Librarian assigned to their Department for detailed help and advice: http://library.hkbu.edu.hk/about/contact_liaison.html.

(C) Teaching Development Grant (TDG) for Supporting Innovative e-Pedagogy Application

Colleagues are encouraged to apply for TDG, details please refer to website: http://cht.hkbu.edu.hk/main/teaching_grants/ for innovative e-pedagogy application to enhance students' engagement in learning within and beyond formal classroom setting.

e-Learning Committee

May 2017

(Endorsed by the Senate on 29 May 2017)

¹ University of Warwick (2007) <http://www2.warwick.ac.uk/services/ldc/resource/eguides/pedagogies/>

HONG KONG BAPTIST UNIVERSITY

Annual Report to Senate on Student Appeal and Complaint

Points to note

- 1) This report aims to provide the Senate with an overall analysis of the number, types, trends and outcomes of student appeals/complaints together with historic data indicating annual trends.
- 2) Faculties/Schools/AVA are responsible for collecting data from their Departments/Programmes and compile data reports at the Faculty/School/Academy level for submission to the respective committees.
- 3) A **separate** data report should be prepared and submitted to each respective committee according to the type of cases (i.e. academic (URC/TPRC/RPSC) vs. non-academic (SAC)) and the study level (i.e. Ug to URC; TPg to TPRC; RPg to RPSC).

Submitted by: ☐ Faculties/Schools/AVA (*ARTS/BUS/SCM/COMM/SCI/SOSC/AVA/SCE) ☐ via: ☐ RPSC+ ☐ TPRC+ ☐ URC+ ☐ SAC+
 *Delete as appropriate +Select **ONE** only

- ☐ RPSC via RC
☐ TPRC via QAC
☐ URC via QAC

I. Academic ☐ Ug+ ☐ TPg+ ☐ RPg+

+Select **ONE** only

a) Categories of Appeals		AY2015/16			AY2016/17			AY2017/18		
		No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)	No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)	No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)
<i>sample</i>		12	9 (75%)	6 (50%)	12	9 (75%)	6 (50%)	12	9 (75%)	6 (50%)
Plagiarism								Data not yet available		
Exam Cheating										
Grade Appeal	Departmental/Programme-based^									
	Health Problems									
	Financial Difficulty									
	Urgent Family Affairs									
	Calculation Errors									
	Others (please specify in separate entries)									
	University Central									
	Health Problems									
	Financial Difficulty									
	Urgent Family Affairs									
	Calculation Errors									
	Others (please specify in separate entries)									
Repeat Studies										

Academic Dismissal								Data not yet available		
Others (please specify in separate entries)										
Total										
b) Categories of Complaints										
Academic Matters	Departmental/Programme/Faculty-based^			N/A			N/A			
	Supervision									
	Others (please specify in separate entries)									
	University Central									
	Supervision									
	Others (please specify in separate entries)									
Policies	Departmental/Programme/Faculty-based^									
	Department/Programme/Faculty-wide									
	University Central									
	University-wide									
Others (please specify in separate entries)										
Total										

[#] Substantiated cases are those supported by reasonable evidence for consideration

[^]To avoid double-counting of cases at the University level, the data reported at Department/Programme/Faculty level should have excluded cases which were substantiated and reported to the University Central

Overall analysis/observations on academic appeals and complaints

II. Non-academic (For ALL levels of study)

a) Categories of Appeals	AY2015/16			AY2016/17			AY2017/18		
	No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)	No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)	No. of Cases	No. of Substantiated Cases [#] (%)	No. of Success Cases (%)
sample	12	9 (75%)	6 (50%)	12	9 (75%)	6 (50%)	12	9 (75%)	6 (50%)
Decision of the Panel on Disciplinary Cases							Data not yet available		
Decision of the Hall Disciplinary Procedures									
Others									
Total									
b) Categories of Complaints									
Against staff (Academic)			N/A			N/A			
Against staff (Non-Academic)									
Against other students									
Against campus facilities									
Against financial arrangement									
Others									
Total									

[#] Substantiated cases are those supported by reasonable evidence for consideration

Overall analysis/observations on non-academic appeals and complaints

(Date)