

HONG KONG BAPTIST UNIVERSITY
Progress Update on HKBU Action Plan

Affirmations and Recommendations in the Audit Report	Progress Update	Timeframe
<p><u>Affirmation 1</u> To enhance the value of its student data collection initiatives through securing higher response rates (<i>par. 5.7 of the Audit Report</i>)</p> <p><u>Affirmation 4</u> To increase levels of participation in outbound mobility programmes of all types (<i>par. 7.25 of the Audit Report</i>)</p>	<p>1.1. As endorsed by the Teaching and Learning Policy Committee in March 2018, the target response rates of the standardised tests (i.e. the <i>Academic Proficiency Profile (APP)</i> and <i>Educational Testing Services Proficiency Profile (ETS)</i> tests) for Year 1 and Year 2 or above are 80% and 50% respectively starting in AY2018/19. The Centre for Holistic Teaching and Learning (CHTL) has shortened the completion time for standardised tests to 45 minutes with an attempt to attract more students to participate in the tests. This has also facilitated the collaboration with teachers of core courses in selected programmes for students to complete the standardised tests in class, hence boosting the response rates. Response rates are tracked for continuous improvement.</p> <p>1.2. In respect of outbound mobility of HKBU students, HKBU is committed to its target of providing the opportunities for 100% of its undergraduate students to attain at least one cross-cultural learning experience outside Hong Kong by 2028 as stipulated in the ten-year <i>Institutional Strategic Plan</i></p>	<p>As indicated in the Progress Update column and on-going enhancement</p>

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	2018-2028 (ISP).	
<p><u>Recommendation 2</u></p> <p>To ensure that information provided on the UIC degree certificates is consistent with the information provided on certificates for the home campus (<i>par. 2.24 of the Audit Report</i>)</p>	<p>2.1. All certificates for awards delivered in collaboration with other institutions have been standardised to display the volume and nature of the studies since 2016.</p> <p>2.2. The degree certificates of HKBU and UIC will be standardised so that the information provided on both certificates will be consistent.</p>	<p>Discussion with Beijing Normal University and UIC on the proposed revision of the degree certificate is ongoing. The new UIC graduation certificate will be issued to the cohort of new students admitted in AY2019/20.</p>
<p><u>Recommendation 3</u></p> <p>To strengthen its approaches, as a degree-awarding body, to monitoring the quality and equivalence of degrees delivered at UIC and with other regional and international partner universities (<i>par. 2.26 of the Audit Report</i>)</p>	<p>3.1. The University's Quality Assurance Committee (HKBU-QAC) resolved that its members from cognate disciplines should review the corresponding Annual Programme QA reports from the UIC commencing reporting year 2016/17 to facilitate an effective discipline-specific review and monitoring of the quality and equivalence of degrees delivered at UIC and the University proper. To close the quality loop, the HKBU-QAC (with the support of the Deans) also will ensure that, with effect from the next reporting year (i.e. 2017/18), the Annual Programme QA Reports of UIC</p>	<p>As indicated in the Progress Update column and on-going enhancement</p>

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	<p>should include (i) the evaluation of comments received from UIC’s external examiners and UIC’s follow-up actions, and (ii) the analysis of UIC Teaching and Learning Evaluation. The Annual Programme QA Reports should route through the relevant Faculty/School/Academy Board of HKBU for consideration and comments prior to submission to the HKBU-QAC for scrutiny.</p> <p>3.2. Furthermore, UIC is in the process of compiling a comprehensive QA Manual for its undergraduate and postgraduate programmes for approval by the UIC-Senate in AY2018/19. As recommended by the HKBU-QAC, UIC should develop appropriate mechanisms and protocols to ensure comprehensive alignment of its QA arrangements with those of HKBU. Such arrangements should be reflected explicitly in the UIC QA Manual with concrete details of implementation and monitoring to show that UIC is well-aligned with HKBU on all relevant QA aspects of undergraduate and postgraduate programmes.</p>	

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<p><u>Recommendation 4</u> To strengthen 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 (<i>par. 2.30 of the Audit Report</i>)</p>	<p>4.1. The Departmental Academic Advisor (DAA) report template has been revised to invite DAA to comment on the academic standard and student achievement based on samples of final year projects/assessment/exam scripts of different grades. The report template will be endorsed by HKBU-QAC for approval of the Senate in April 2018.</p>	<p>As indicated in the Progress Update column and on-going enhancement</p>
<p><u>Recommendation 5</u> To develop and implement a benchmarking programme with partner regional and international institutions, to enable comparisons of both university-wide and discipline-specific quality data (<i>par. 2.32 of the Audit Report</i>)</p>	<p>5.1. HKBU has implemented a number of benchmarking activities to ensure that its academic quality is comparable to international standards, including <i>inter alia</i> (i) Academic Consultation Panel visits; (ii) programme accreditation exercises; (iii) DAA Scheme; (iv) development of collaborative programmes awarding dual-/joint-degrees; (v) cross-institutional course recognition; (vi) overseas exchange programmes, and (vii) Evidence Collection Initiative (ECI).</p> <p>5.2. Academic Consultation Panel visits have been adopted as one of the effective benchmarking means where external academics/professionals are invited to serve on the peer-review panels to provide external advice and inputs on academic standards with reference to international practices.</p>	<p>On-going enhancement</p>

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	<p>5.3. In addition, certain Programmes/Schools are internationally accredited and/or professionally recognised by relevant bodies. For example:</p> <ul style="list-style-type: none"> (i) School of Business has achieved triple accreditation by the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA) and the European Quality Improvement System (EQUIS). The School was recently reaccredited by AACSB in 2016; (ii) Undergraduate programmes offered by the Department of Computer Science went through a re-accreditation exercise by the Hong Kong Institution of Engineers (HKIE) in November 2017 and received positive initial comments from the Panel; (iii) Master of Science in Analytical Chemistry programme has been formally recognised by the Hong Kong Association for Testing, Inspection and Certification (HKTIC), making it the first and only Master of Science programme recognised by HKTIC thus far; and (iv) Graduates of Bachelor of Chinese Medicine and Bachelor of Science (Hons) in Biomedical Science consistently outperformed the other candidates in the 	

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	<p>Chinese Medicine Practitioners Licensing Examination in which over 90% of our graduates passed the exam in 2017 while the overall passing rate in Hong Kong was only 32%.</p> <p>5.4. Faculties/Schools/AVA are actively working with partner universities in the enhancement of benchmarking initiatives such as the active engagement of DAAs and professional advisors. To this end, the enhanced DAA Scheme with the introduction of a refined report template, pending the approval of Senate in April 2018, will invite the DAA to provide explicit information/input with regard to international benchmarking at department/programme/discipline level.</p> <p>5.5. Another way of benchmarking academic standards at programme/course level is through the development of dual-/joint-degree programmes and offer of mutually recognised courses between HKBU and partner institutions overseas. In this connection, HKBU has 35 courses mutually recognised in the dual-/joint-award programmes and cross-institutional Concentration by overseas institutions of the</p>	

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	<p>United Kingdom, the United States, France and Canada. There are also cross-institutional course recognition arrangements allowing students to enrol in courses offered at local tertiary institutions. With HKBU as the host institution, the University has offered 123 and 48 courses at the undergraduate and postgraduate levels respectively in AY2017/18, which are mutually recognised by the University and the partnering local tertiary institutions under individual collaborative agreements.</p> <p>5.6. Along the development of diversified international collaborative activities, HKBU maintains active exchange collaborations with non-local institutions. Among the 160 active exchange partners, 124 institutions have collaborated with HKBU continuously for 5 years or above and consistently accepted our courses for full unit transfer for their students completing exchange studies at HKBU. Such arrangements with exchange partners have shown their recognition of the quality and reputation of HKBU.</p> <p>5.7. CHTL has been administering the ETS under the ECI since AY2014/15 which provides benchmarking results on</p>	

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	<p>students' academic proficiency against US institutions. On the whole, the performance of HKBU students has significantly improved over the years as they progress in their studies, narrowing the differences from their US counterparts in senior years. By examining the ETS results of the two cohorts of Year 4 students who took the test in AY2015/16 and AY2016/17 respectively, it is evident that the score differences from their US counterparts in core skill areas "Reading" and "Critical Thinking" were drastically narrowed by more than half while our students' performance was on par with their US counterparts in "Writing" and better in "Mathematics".</p> <p>5.8. Meanwhile, HKBU is establishing an institutional research system which will enable benchmarking against selected international universities in future at institutional, faculty or programme levels.</p>	
<p><u>Recommendation 9</u> To ensure that all students undertaking HKBU awards have access to learning resources comparable in terms of adequacy and quality to</p>	<p>9.1. HKBU strives to provide UIC students with a learning environment that is of the same quality as that enjoyed by HKBU students. For example, eight dormitory buildings and eight teaching buildings at UIC's new campus were put</p>	<p>As indicated in the "Progress Update" column and on-going enhancement</p>

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<p>those of the University (<i>par. 3.28 of the Audit Report</i>)</p>	<p>in use in September 2017. HKBU endeavours to work with UIC to further improve the quality of the learning environment at both campuses, physically and eLearning-wise, in support of students' learning.</p> <p>9.2. In addition to the on-site access to HKBU library by UIC students and staff which has been piloted since January 2017, the Learning Resource Centre of UIC (UIC-LRC) also offers interlibrary loan services with various libraries and library associations to support learning, teaching and research activities of the UIC community. The UIC-LRC and HKBU both subscribe to the same state-of-the-art library search engine which is held highly by academic libraries.</p> <p>9.3. To assure the comparability of learning resources between UIC and HKBU, the HKBU-QAC, with the support of the senior management, will require UIC to submit annually a Learning Resources Evaluation Report to the HKBU Library Committee (HKBU-LC) via the HKBU Librarian starting in AY2018/19. HKBU-LC will provide feedback on the quality of UIC learning resources and make recommendations on UIC's acquisition and provision of</p>	

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	<p>learning resources in its Report to the Senate via the Academic Development Committee of HKBU. This annual reporting mechanism will further assure that the adequacy and appropriateness of UIC learning resources are on par with that at HKBU. As appropriate, a UIC member may be co-opted to join the HKBU-LC to enable a closer collaboration and more effective exchange of ideas between library members of the two campuses.</p>	
<p><u>Recommendation 15</u> To 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 (<i>par. 7.35 of the Audit Report</i>)</p>	<p>15.1. Since the release of the UGC-QAC <i>Audit Report</i>, HKBU has gradually developed a strategic approach to global engagement through a few exercises: (i) Report of the Taskforce on Internationalisation and the Global University (approved by the Council in February 2016); (ii) Proposal by the Working Group to increase the number of Non-Hong Kong Non-Mainland students (approved by the Senate in September 2017), and (iii) ISP (approved by the Council in October 2017).</p> <p>15.2. HKBU aspires to enhance the intercultural competencies and global perspectives of students through continued internationalisation along three main strategic directions.</p>	<p>The ISP was announced on 28 November 2017. A formal first phase review will take place in 2022.</p>

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	<p>First, the University will promote the diversity of the student population through admitting more full-degree and inbound exchange students. Second, we plan to give 100% of our undergraduate and research postgraduate students at least one non-local learning experience by 2028 (par. 1.2). Third, we internationalise students' learning experience at home. This includes: (i) expanding the global content in the curriculum; (ii) better integration between students of different cultural backgrounds; (iii) joint teaching through the use of eLearning platforms and online partnerships with overseas partners, and (iv) partnering with quality institutions globally for strategic collaboration in teaching and learning such as double degrees, summer programmes, and research and community engagement.</p> <p>15.3. The ISP has developed a set of Key Performance Indicators (KPIs). The percentage of undergraduate students having cross-cultural learning experience outside Hong Kong will be increased from 30% now to 60% by 2023 and 100% by 2028 (pars. 1.2 and 15.2). The shares of non-Hong Kong non-Mainland undergraduates and international exchange students will increase from 1% and 6% respectively now to both 10%</p>	

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	<p>in 2023.</p> <p>15.4. HKBU has been promoting blended learning to enrich student learning experience and build ties with overseas universities. The University has engaged <i>FutureLearn</i>, a UK-based online learning platform, to enable students to learn alongside their peers and teachers to co-teach with partners in overseas universities. Ten such courses have been approved and five are offered in AY2017/18.</p>	

Submitted by
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9 April 2018