THE CHINESE UNIVERSITY OF HONG KONG

Progress Report
on Quality Assurance Council
Sub-degree Operations
of University Grants Committee-funded Universities

December 2019

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**PROGRESS REPORT
ON QUALITY ASSURANCE COUNCIL
SUB-DEGREE OPERATIONS
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1.   Introduction

1.1.   The Chinese University of Hong Kong (CUHK) is the first institution audited by the Quality Assurance Council (QAC) for the Sub-degree Audit Cycle. The University is grateful to the QAC for conducting the sub-degree quality assurance (QA) audit and the outcome comprising a good number of commendations, affirmations and areas for continuous improvement. The Vice-Chancellor of the University is also pleased to receive the QAC comments on the Action Plan that it 'should promote significant improvements in the management and oversight of the University's sub-degree provision' and that 'all Recommendations and Affirmations have been incorporated into the Plan'. The audit has indeed provided a unique opportunity for the University to reflect on the quality of its teaching and learning (T&L) activities of Sub-degree, Professional and Continuing Education Programmes (SPCEPs) at all levels, and identified areas that call for further enhancements.

1.2.   Before the commencement of the audit, the University has been working on the six areas of enhancement along the audit goal statements (*G1-6*) submitted to QAC in February 2017. An Initial Action Plan (SM12.01) of the Institutional Submission was formulated in July 2017 for immediate action before the visit of the QAC. The proposed actions were affirmed by the QAC in the *Report of a Quality Audit of Sub-degree Operations of The Chinese University of Hong Kong* (*Audit Report*) released in June 2018.

> G1: Consolidate SPCEP portfolio
> G2: Enhance and re-define the role of the School of Continuing and
>   Professional Studies, The Chinese University of Hong Kong (CUSCS)
> G3: Strengthen the University's governance structure and
>   consolidate the QA framework
> G4: Make explicit QA policies and guidelines
> G5: Strengthen QA engagement across the institution
> G6: Promote QA ownership and peer-assisted and learner-centred culture

1.3.   The Senate Committee on Sub-degree, Professional and Continuing Education Programmes (Senate SPCEP) is tasked to be the overseeing body of the audit related matters and it is responsible for reporting to the Senate and QAC. In response to the outcomes of the quality audit conducted in mid-November 2017, a Task Force on QAC (Sub-degree Operations) led by the Pro-Vice-Chancellor (Education), Chairman of Senate SPCEP, was established under Senate SPCEP to formulate an Action Plan (Action Plan 2018) to address the affirmations and recommendations of the *Audit Report* published in June 2018.

1.4.	The Action Plan 2018 was framed with close reference to the QAC audit dimensions and the Template for Action Plan in the *QAC Audit Manual*. As a continuation of the six audit goal statements (*G1-6*) and the Initial Action Plan, the ongoing items in the Initial Action Plan are integrated into the Action Plan 2018, which is enriched by specifying key deliverables (KDs) with timelines (*T1-6[1]*), starting from the second half of 2018 to the first half of 2021, to guide the implementation and monitor the progress.

1.5.	This Progress Report is scheduled for submission in December 2019 (*T3*). Most of the items are dealt with by existing committees/ units as described in the Action Plan 2018. Senate SPCEP has taken the lead and coordinated among respective parties to regularly monitor the progress of the action items. With the concerted efforts of respective parties at all levels, the SPCEP sector of the University is making good progress on the implementation and monitoring of the action items.

1.6.	An updated version of the Action Plan (the Plan) summarizing the latest progress of the various action items is in the Annex. While many action items are still ongoing, this Progress Report aims to present the KDs as of December 2019 (*T3*).

**2.	Action Plan for QAC Recommendations and Affirmations
and QAC Response Letter**

2.1.	The comprehensiveness of the Action Plan 2018 and the positive engagement of the University in the audit process were acknowledged by the QAC response letter to the Vice-Chancellor in January 2019 (*T2*).

2.2.	The University is 'encouraged to introduce some of the developments at an earlier stage, in particular those for the Recommendations and Affirmations relating to the collection and use of data *(Items 2, 3, 4, 13 and 15 in the Plan)* and the training and development of staff *(Items 6, 7 and 8 in the Plan)*' and also 'taking a longer view of the progressive development of systems and procedures'. For this reason, this Progress Report summarizes the improvements that the University has made in the QAC areas of attention in Section 3 and then presents the remaining action items in Section 4.

2.3.	While a summary of the progress of the action items is given in the updated Action Plan in the Annex, the factual descriptions of KDs of each item are given in order to complement the Plan. Taking the QAC's comments into action, the enforced items and their progress were reported and noted by Senate SPCEP at its First Meeting (2019-20) (*T3*). The Plan contains the same number of items, content of recommendation/ affirmation, its goals/ objectives, strategies, KDs, timelines, leadership responsibility and indicators of successful outcome(s) together with an update of 'completion' or 'in progress' as highlighted in the Plan. In search of continuous improvement, a certain number of completed items would be subject to review along their ongoing deployment.

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[1] T1 = Second half of 2018; T2 = First half of 2019; T3 = Second half of 2019; T4 = First half of 2020; T5 = Second half of 2020; T6 = First half of 2021.

3. QAC Areas of Attention

3.1. The Collection and Use of Data

3.1.1. As arranged in the order of items 2, 3, 4, 13, 15 in the Plan, this section commences with the content of the QAC Audit Panel's affirmation or recommendation in the *Audit Report* and its corresponding item in the Plan. Descriptions of KDs from the second half of 2018 to the second half of 2019 (*T1-3*) resulting from the strategies deployed are then listed below.

3.1.2.
> The QAC Audit Panel recommended that 'the University, through Senate SPCEP, review the collection and use of data for monitoring and improvement of programmes, with a view to articulating a suite of key performance indicators that guide improvement priorities and align with the Strategic Plan' (paragraph 1.10 of the *Audit Report*).

Item 2 in the Plan contains four strategies to make explicit QA policies and guidelines.

[*KD1*] A University-level database called Non-Chinese University Student Information System Class Information Database (Non-CUSIS CID) has been developed to collect information of SPCEPs in tandem with Chinese University Student Information System [2] (CUSIS) designed for undergraduate (Ug) and postgraduate (Pg) programmes. A pilot run was conducted in early 2018. Quality indicators such as number of programmes on offer and students in full time equivalent/ headcounts, levels of Hong Kong Qualifications Framework (HKQF), mode of study, type of awards, etc. were collected in addition to the production of key performance indicators (KPIs) with reference to the Cost Allocation Guidelines (CAGs) prevailing requirements of the Financial Affairs Working Group (FAWG) of the University Grants Committee (UGC).

As a standing practice, an annual summary report on KPIs was available upon the submission of data by all programmes for discussion by Senate SPCEP at its meeting. KPIs were conveyed to their respective Sub-degree Providing Units (SDPUs) in reviewing their existing and upcoming portfolio of offerings with reference to other SDPUs. As a means to making the system more complete and comprehensive for future QA purposes in generating more reliable and valid KPIs at the University level, the system was subject to the Internal Audit Review of the University in August 2019 (*T3*). A plan for system enhancement was formulated subsequently.

[*KD2*] A Centralized Course and Teaching Evaluation (CCTE) database for the SPCEP sector was developed with reference to the standard procedures for CCTE of Ug and Pg. Five SPCEPs participated in the pilot test in May 2019 (*T2*). It is expected that the results of the pilot run would be available in T3 for review by Senate SPCEP in T4.

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[2] https://www.cuhk.edu.hk/cusis/.

[*KD3*] A plan for action with initial support of Finance Office and Information Technology Services Centre to integrate the existing reporting system with the enhancement exercise for Non-CUSIS CID in strengthening the formalization of reporting mechanism and formats from SDPUs to Senate SPCEP [*KD1*] was under development and will be completed by T3.

[*KD4*] The first annual report of Senate SPCEP with KPIs was presented to the Senate by the Chairman of Senate SPCEP at its Second Meeting (2018-19) (*T1*). The second annual report with new initiatives as well as the QAC Action Plan was presented at the First Meeting (2019-20) (*T3*). The reporting mechanism and formats from Senate SPCEP to Senate have been formalized as a standing practice.

As a self-reflection on the fulfilment of indicators of successful outcome(s), various reports with KPIs at the levels of SPDUs and Senate SPCEP were produced for submission to respective supervising units including the Senate. An ongoing system enhancement will be carried out in generating more KPIs at the University level.

3.1.3.

> The QAC Audit Panel affirmed 'the direction of CUSCS to make better use of comprehensive data sources beyond student evaluations' (paragraph 1.10 of the *Audit Report*).

Item 3 in the Plan contains three strategies to enhance and re-define the role of CUSCS to better align with the University's strategic development. CUSCS established a Research and Data Collection (RDC) Unit in September 2017. The first annual plan of RDC was submitted to the Executive Board (EB) for endorsement in January 2018. With a view to improving its long-term development, the RDC underwent a restructure in March 2019 (*T2*). A new framework for data collection of CUSCS summarizing all data collection strategies was formulated by the RDC in October 2019 (*T3*). The new framework was approved by the Academic Board (AB) at its Second Meeting (2019-20) (*T3*) and formalized as a standing practice with effect from 2020 onwards (*T4*). With the concerted efforts of different working groups, the RDC completed a number of projects including [*KD5*] Employers' Survey, [*KD6*] pilot study of PCE Students' Survey, [*KD7*] Focus Group for Diploma in Foundation Studies (DFS) graduates, and [*KD8*] enhancement of Higher Diploma (HD) Exit Survey.

[*KD5*] The first Employers' Survey on the performance and expectation of graduates of HD was conducted in February 2019 (*T2*). Fourteen employers were invited to participate in the survey and 11 sets of questionnaires were received (i.e. 79% response rate), with telephone interviews as follow-up actions. The findings were presented to the HD Programme Coordination and Management Committee (PCMC) at its Third Meeting (2018-19) (*T2*), noting that professionalism, one of the CUSCS graduates' attributes, was highly commended by employers and that graduates demonstrated good work ethics during their employment. It was, however, necessary for graduates to enhance their analytical and problem-solving skills. The Employers' Survey would be a biennial exercise and its results would be shared among teaching staff as a reference for programme enhancement and development.

[*KD6*] A pilot study of Professional and Continuing Education (PCE) Students' Survey was conducted in October 2018 (*T1*). Students of Diploma Programme in Teaching Chinese Language (Putonghua) were interviewed by phone on their learning experience. The findings in which students expressed concerns on one of the instructors' teaching experience and methodology were presented to the PCE PCMC at its Third Meeting (2018-19) (*T2*). Follow-up actions including meeting with the instructor concerned was executed. The pilot study provided insights into areas of programme promotion, students' learning experience, programme improvement and development, and it also assisted the formulation of the most appropriate set of questions and format for the PCE Students' Focus Group scheduled in December 2019 (*T3*). The PCE Students' Focus Group and the follow-up mechanism would be formalized as an annual exercise starting from T5, subject to refinement of details in T4.

[*KD7*] The first Focus Group for the DFS was conducted in November 2017 with findings presented to the AB at its Fifth Meeting (2017-18). Corresponding actions in the implementation plan were duly completed in T2, including the induction of skills and concepts for referencing and citation, and provision of a greater variety of learning activities such as group competitions and eLearning tools.

The second Focus Group was conducted in August 2019 (*T3*) with findings presented to the DFS PCMC at its Second Meeting (2019-20) (*T3*), in which the DFS graduates expressed their preference for more interesting topics at the DFS assembly. The DFS Focus Group has been an annual exercise for improving the DFS to meet students' needs.

[*KD8*] The HD Exit Survey Questionnaire was enhanced in November 2018 (*T1*) to collect quantitative data on the learning experience and outcomes for programme evaluation and improvement, in addition to the data of employment/ further studies. Questions related to learning outcomes achievement, graduate capabilities as well as programme satisfaction level were introduced to the questionnaire. The result collected from the enhanced HD Exit Survey was presented to the EB at its Eighth Meeting (2018-19) (*T2*). The HD Exit Survey was subject to regular reviews and the latest enhanced questionnaire was approved by the AB at its Second Meeting (2019-20) (*T3*) for implementation in November 2019 (*T3*).

As a self-reflection on the fulfilment of indicators of successful outcome(s), CUSCS conducted an Employers' Survey, a pilot study of Students' Survey for PCE, two Focus Groups for DFS, and an enhanced HD Exit Survey, which provided effective feedback to CUSCS on how to improve the programmes.

3.1.4. | The QAC Audit Panel recommended that 'the School consider making more explicit use of data and market information to inform curriculum design and course improvement' (paragraph 3.5 of the *Audit Report*).

Item 4 in the Plan contains four strategies to enhance and re-define the role of CUSCS.

[*KD9*] The first and second market trend reports were presented to the EB at its Eighth and Eleventh Meetings (2018-19) (*T2*) respectively. Translating the insights of market trend reports into actions, popular topics on parent-child relationship, education and

eSports were turned into courses such as 'Understanding Positive Discipline in the Families – Communicating the Message of LOVE', 'Understanding Early Childhood Inclusive Education', 'Fundamental of eSports Business', and 'Introduction to eSports Production and Management'. Data of reports were passed onto the PCE Programme Team for follow-up and to explore new opportunities and initiatives.

[*KD10*] The benchmarking exercise was made a biennial exercise to examine the market trend, and to identify the strengths and weaknesses of individual programmes offered by CUSCS. By comparison with programmes offered by other local institutions, insights on enhancing programmes of CUSCS for addressing community needs and maintaining competitiveness would be provided. The first benchmarking report for the HD programmes was presented to and discussed by the HD PCMC at its second Meeting (2019-20) (*T3*). Benchmarking reports for the PCE programmes would be available by end of 2019 (*T3*). The collection of benchmarking data provided CUSCS with useful information and standards for programme development. A template for benchmarking programmes offered in the market was designed to facilitate data collection.

[*KD9 and KD10*] Data collected through different channels including market trend reports and benchmarking were valuable sources of information to enhance ongoing programme improvement. The upgraded Student Information System (SIS) of CUSCS was launched in 2018 (*T1*), which enabled CUSCS to carry out student data management in a more systematic and reliable manner. Relevant data were drawn from SIS to prepare the HD New Students Profile (2019-20) (*T3*) and the Attrition Report for the HD Programmes (2018-19) (*T3*) [*KD25*].

[*KD11*] In applying the data collected from external stakeholders in new programmes, CUSCS conducted a market survey in July 2018 (*T1*) for developing an award-bearing programme and incorporated the survey findings into the new programme proposal of the Certificate Programme in Italian Language and Culture as endorsed by the AB at its Fourth Meeting (2018-19) (*T2*). By making reference to the feedback collected from current students and instructors of the programme in September 2018 (*T1*), CUSCS responded to the collected data on students' preference for a longer study period by initiating a programme revision proposal for the Diploma Programme in Fine Arts. As a result, the class was scheduled once per week instead of twice per week. A greater level of time flexibility was given to working adults to better manage their performance at work and their studies.

As a self-reflection on the fulfilment of indicators of successful outcome(s), CUSCS has formalized the reporting of market trends and conducted benchmarking with programmes offered by other institutions and made more explicit use of data and market information. Two market trend reports and one benchmarking report were presented to and discussed at two EB meetings and one HD PCMC meeting respectively. Data and market information collected through multiple channels were aptly used to inform CUSCS of improving curriculum design and programme development.

3.1.5. | The QAC Audit Panel recommended that 'the University consider its arrangements for reporting attrition rates and explore in detail the reasons for student withdrawal' (paragraph 7.7 of the *Audit Report*).

Item 13 in the Plan contains the strategy to formalize a reporting mechanism of attrition rate and reasons for withdrawal.

[*KD25*] A report on attrition rate was submitted to the Joint Quality Review Committee on a yearly basis in the past. A formal discussion on attrition rate first took place at the EB at its Tenth Meeting (2018-19) (*T1*). With effect from September 2018 (*T1*), a newly revised official withdrawal form incorporating the 'reason for withdrawal' was adopted. A new Attrition Report on comprehensive statistics and analysis of reasons for students' withdrawal was then compiled, which was discussed by the AB at its Second Meeting (2019-20) (*T3*).

The attrition rate 12.5% in 2018-19 was higher than 8.2% in 2017-18, which was deemed normal for sub-degree programmes with fundamental causes such as students gained better study options or employment before completing their studies. Extra support was given to new students such as sharing of study tips and small group meetings with Academic Coordinators in the orientation week of 2018-19. As a result, 9.1% withdrawal occurred after the first three weeks in 2018-19, which is a substantial improvement when compared to 20% in the previous year.

Student withdrawal cases included cases that students gave formal notice to CUSCS stating the reasons for withdrawal and those without notice to CUSCS. The Attrition Report revealed that the top three reasons of formal withdrawal were due to (i) availability for better study options (12.2%), (ii) employment (7.5%), and (iii) unsatisfactory academic results (4.2%). Cases of withdrawal without formal notice were due to (i) failure to settle tuition fees (31.3%), (ii) discontinuation of studies by CUSCS as a result of poor academic performance (17.3%), and (iii) termination of studies by CUSCS as a result of continued absence for over one month or exceeding maximum study period (12.2%).

As a self-reflection on the fulfillment of indicators of successful outcome(s), CUSCS has formalized the reporting mechanism of attrition rate and successfully identified the reasons for students' withdrawal. The statistical data were effectively used to inform CUSCS of organizing extra activities to help students.

3.1.6. | The QAC Audit Panel recommended that 'CUHK identify the ways in which they collect direct evidence of student learning and development, discuss at what level learning is expected, and how all types of data collected are explicitly informing the improvement of each programme design and delivery' (paragraph 8.7 of the *Audit Report*).

Item 15 in the Plan contains two strategies to identify ways to enhance the use of External Examiners' (EEs) feedback and the use of External Programme Review to collect feedback on students' performance in relation to Programme Intended Learning Outcomes (PILOs) for the HD programmes.

[*KD26*] The format on Post-examination External Examiner Report was enhanced in terms of collecting the EEs' feedback on students' achievement of PILOs. Data collected from the EEs were effectively used as a means of informing decisions on curriculum design and ongoing programme development. The format on Post-examination External Examiner Report was approved by the AB at its Third Meeting (2018-19) (*T1*) for full implementation across all the HD programmes in the First Semester, 2018-19 (*T1*). As a standing practice, the new report format would be used to collect feedback from the EEs in every semester. The first batch of collected reports was submitted to the HD Examination Board in June 2019 (*T2*), in which most EEs opined that PILOs had been achieved in most HD programmes. Progress of the follow-up actions was to be monitored by the HD PCMC.

[*KD27*] Regarding the collection of views on the achievement of PILOs through external programme reviews, CUSCS would devise a comprehensive checklist according to the guidelines and templates to be approved by Senate SPCEP in response to the upcoming cycle of programme reviews guided by the *Integrated Framework for Curriculum Development and Review[3]: III. Sub-degree, Professional and Continuing Education Programmes* (*IF on SPCEPs*).

As a self-reflection on the fulfilment of indicators of successful outcome(s), CUSCS has made better use of external feedback in relation to PILOs as direct evidence of student learning and development with a view to coming up with a better curriculum design and programme development.

3.2. Training and Development of Staff

3.2.1. As arranged in the order of items 6, 7, and 8, this section commences with the content of affirmation or recommendation in the *Audit Report* and then descriptions of KDs from the second half of 2018 to the second half of 2019 (*T1-3*).

3.2.2. The QAC Audit Panel affirmed 'the teaching support services provided by CUHK to assist teaching staff to create video-clips (including illustrations via virtual reality) and the provision of training in the use of Moodle' (paragraph 4.5 of the *Audit Report*).

Item 6 in the Plan contains three strategies to promote QA ownership and peer-assisted and learner-centred culture.

[*KD12*] A two-hour session on 'Flipped Classroom and uReply[4] for Enhancing Teaching and Learning' was conducted by the Centre for Learning Enhancement And Research (CLEAR) to teaching staff of CUSCS on 25 January 2019 (*T2*). In addition, CLEAR also offers the opportunities for both workshops and consultation sessions for CUHK teachers, including teachers of CUSCS on various T&L issues, e.g. pedagogical design for asynchronous learning and online assessment.

[*KD13*] The Centre for eLearning Innovation and Technology (ELITE) made available its services to all CUHK teachers, including those of the sub-degree sector. Their

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[3] An overall QA framework of the University for governing T&L covering programme and course planning, course reviews, programme self-evaluation, programme reviews, etc.

[4] uReply is an instant classroom communication system using mobile devices.

services include rendering support on instructional design and production of eLearning courseware by making use of video-clips, augmented reality (AR)/ virtual reality (VR) technology and animation.

[*KD14*] Eight training workshops for CUSCS teaching staff to promote eLearning tools were conducted in 2019 (*T2-3*). A workshop [*KD12*] was introduced in the regular Staff Development Day on 25 January 2019 (*T2*). Colleagues found the workshop stimulating in adopting uReply as an innovative eLearning tool for strengthening class interaction. Teaching staff in the majority of the DFS programme and HD English courses have now used uReply for enhancing T&L within and outside classroom. Four other training workshops on 'Utilising e-learning Resources for e-ffective Teaching and Learning' were held in January (*T2*) and July 2019 (*T3*) in which the latest eLearning tools, e.g. Google platform, Kahoot! etc., were introduced for deployment of teaching purposes. Three training workshops on the use of Panopto and Zoom were conducted in September 2019 (*T3*).

To disseminate good practices and facilitate exchange of ideas on eLearning tools and usage, two teams of CUSCS teaching staff actively participated in the uReply User Forum open to all uReply users in local universities organized by CLEAR on 24 May 2019 (*T2*). Teachers of Lingnan University, Hong Kong Polytechnic University and the University were also participants of the forum. Papers on 'New Dynamics at Traditional Language Education via uReply' and 'Go for Goals at uReply GO' were presented.

[*KD15*] Moodle training workshops for promoting eLearning were organized by CUSCS on a regular basis for both full-time and part-time teaching staff, which were held on 28 August 2018 (*T1*), 15 and 19 February (*T2*), 26 and 29 August (*T3*) in 2019.

In addition, a survey on the utilization of Moodle functions and eLearning tools was conducted in August 2019 (*T3*) to shed light on the usage rate of Moodle functions by HD teaching staff, in which Moodle functions of 'Quiz' and 'Forum' were used by 23.6% and 35% of the surveyed courses respectively. A significant improvement in using Moodle functions was found in teaching staff who solely used Moodle to upload teaching materials in the past. As a follow-up action, all results were evaluated at the HD PCMC meeting in the First Semester, 2019-20 (*T3*) for teaching quality enhancement.

As a self-reflection on the fulfilment of indicators of successful outcome(s), CLEAR has promoted eLearning with the technical support of ELITE. On the other hand, CUSCS has established a Taskforce on Staff Development for organizing training workshops in fostering a peer-assisted and learner-centred culture via eLearning. A total of eight training sessions/ workshops on eLearning tools and five Moodle training workshops were organized for CUSCS teaching staff. Positive feedback was registered from CUSCS colleagues, who found the workshop on uReply stimulating. Apart from training sessions/ workshops, teachers of the sub-degree sector were given access to ELITE services in terms of instructional design and eLearning courseware. CUSCS teaching staff also availed themselves of the eLearning opportunities. Findings of a survey on the utilization of Moodle functions and eLearning tools conducted by CUSCS showed that an increased percentage of courses had used the

functions of 'Quiz' and 'Forum' under Moodle. There has been a big leap forward in the deployment of eLearning since the last QAC Audit.

3.2.3. | The QAC Audit Panel affirmed 'CUHK's ongoing initiatives to provide part-time staff members with more online professional development resources and to disseminate tailored good practices attuned to the characteristics of the sub-degree sector' (paragraph 5.8 of the *Audit Report*). |

Item 7 in the Plan contains two strategies to enhance professional development for part-time instructors.

[*KD16 and KD17*] CLEAR has developed online resources on a wide range of topics on T&L which are accessible via the CLEAR webpage. Resources on outcomes-based approach (OBA), assessment, curriculum design, teaching strategies and eLearning, etc. are available. For example, a 14-module resource package was available to teachers, which is particularly suitable for teachers of the sub-degree sector on curriculum design. Other web-based resources on professional development issues, such as designing active learning activities, developing a teaching portfolio, flipped classroom, honesty in academic work, etc. are also available to teachers of the sub-degree sector.

[*KD18*] The introduction of a six-hour online training programme to part-time instructors followed by an online quiz being administered at the Moodle platform had resulted in an impressive participation by over 250 part-time teaching staff members of award-bearing programmes by November 2019 (*T3*). In fact, a comprehensive training package in relation to effective teaching for part-time instructors had been available since July 2018 (*T1*). All these training sessions reaffirmed CUSCS' commitment to improving teaching quality and increasing support for part-time instructors.

[*KD19*] Four workshops on the topic of 'Utilising e-learning Resources for e-ffective Teaching and Learning' were offered to part-time instructors in January (*T2*) and July 2019 (*T3*). A total of 80 part-time instructors joined the workshops with a fruitful sharing on the latest eLearning tools, and many of them found the workshops inspirational and practical. Satisfaction ratings were collected after the workshops in January (*T2*) and July 2019 (*T3*), in which 4.73 out of a six-point survey scale was recorded for the January workshop and 5.24 for the July workshop. CUSCS was committed to organizing training workshops three times a year to provide professional development opportunities for part-time instructors.

[*KD20*] The production of e-Modules of the training workshops was completed by sharing electronic versions of all training workshops for part-time instructors via Moodle, Staff Portals, and emails in terms of videos, PowerPoints and/or notes. Those who were unavailable to attend would not be deprived of professional development.

As a QA mechanism, programmes in the sub-degree sector were reviewed by a panel consisting of external stakeholders. A meta-analysis of all programme review reports was conducted. A session on 'Meta-analysis of the 1st Cycle Sub-degree Programme Review – What insight can be generated for the School of Continuing and Professional

Studies' was organized for CUSCS teachers on 12 December 2019 (*T3*). This session focused on the good practices identified in the first cycle of programme reviews of the sub-degree sector. Another similar session will be offered to teachers and programme directors of Programme Offering Units (POUs) other than CUSCS. CLEAR also conducted another session on 'Analysing and Interpreting Results from Sub-degree Student Experience Survey' on 4 December 2019 (*T3*) to share with CUSCS the findings of the Sub-degree Student Experience Questionnaire (SSEQ) survey which gauges full-time HD students' perception of the outcomes, processes, environment and overall impression of their learning. About 40 CUSCS teachers enrolled in the session.

As a self-reflection on the fulfilment of indicators of successful outcome(s), CLEAR and CUSCS have furnished teaching staff of SPCEPs, part-time teachers inclusive, with enhanced support in professional development through a portfolio of online teaching resources, e-Modules, and training workshops. The CLEAR webpage offers e-resources on key T&L topics. Feedback from SPCEPs including the number of visits on these web-based resources would be collected at a later stage. With regard to CUSCS, over 250 part-time instructors (about 81%[5]) completed the six-hour online training programme and 80 part-time instructors participated in four eLearning workshops. Positive feedback was supported with high satisfaction ratings. E-modules of training workshops were also produced. The total number of views of these e-Modules would be measured at the next stage.

3.2.4.

> The QAC Audit Panel recommended that 'the University progress the uniform adoption of the principles and practices of OBA to learning and assessment across all PCE programmes' (paragraph 6.4 of the *Audit Report*).

<u>Item 8 in the Plan</u> contains three strategies to make explicit QA policies and guidelines, and promote QA ownership and peer-assisted and learner-centred culture.

[*KD21*] Effective measures have been introduced by Senate SPCEP to ensure that OBA has been uniformly adopted across the SPCEP sector. OBA is identified as one of the focus areas for programme reviews under the revised *IF on SPCEPs*. OBA, accompanied by criterion-referenced assessment with grade descriptors/ assessment rubrics, also underpins the revised policy paper on *Assessment of Student Learning in Sub-degree, Professional and Continuing Education Programmes* (*Revised Assessment Policy*). With regard to the adoption of revised criteria for approval and re-approval, the related procedures for approval and re-approval will make reference to the adoption of principles and practices of OBA. Same as the PCE programmes, data received from HD programmes on the distribution of Distinctions and Merits are compiled and summarized in statistics for future monitoring purposes by Senate SPCEP. Updates of QA developments including the revised Guidelines on the Awards of Distinction and Merit for SPCEPs were incorporated into the *Quality Manual (Sub-degree, Professional and Continuing Education Programmes)* available online[6] (*T2*). Furthermore, a new section on 'Implementation of Outcomes-based Approach (OBA)' was introduced into the proforma on Key Statistics for the Committee on Re-approval of Sub-degree, Professional and Continuing Education Programmes (replacing the

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[5] As of 14 November 2019.
[6] http://www5.cuhk.edu.hk/spcep/quality-manual/.

Committee on Re-approval of Sub-degree Programmes; hereinafter 'Re-approval Committee') with effect from 2020 (*T4*), inviting programmes to provide a self-reflection of the implementation of OBA.

[*KD22 – KD24*] The CLEAR webpage hosts online resources on OBA and related T&L, assessment approaches and practices, e.g. criterion-referenced assessment. Work to enhance these two resources by including content and examples relevant to the PCE programmes is in progress.

All full-time new teachers of CUSCS are required to complete a three-part professional development course offered by CLEAR in which curriculum design and assessment issues under OBA are discussed. CLEAR also offers the opportunities for both workshops and consultation sessions for CUHK teachers, including teachers of CUSCS on various T&L issues.

CLEAR continues to conduct an annual survey with all full-time HD programmes at HKQF Level 4 using SSEQ. The survey gauges students' perception of the outcomes, processes, environment and overall impression of their learning. A session entitled 'Analysing and Interpreting Results from Sub-degree Student Experience Survey' was organized on 4 December 2019 (*T3*).

As a self-reflection on the fulfilment of indicators of successful outcome(s), Senate SPCEP and CLEAR are committed to a uniform adoption of OBA and its principles and practices across the SPCEP sector by revising the programme approval/ re-approval criteria, organizing workshops, and developing e-Modules. Feedback from users including the number of visits of the web-based resources or the number of courses adopting criterion-referenced assessment would be collected at the next stage.

4. **Other Progressive Developments According to the Original Timelines**

4.1. As arranged in the order of items 1, 5, 9-12 and 14, this section commences with the content of affirmation or recommendation in the *Audit Report,* followed by descriptions of KDs on the understanding that their completion engaged a greater level of University's investment and resources in terms of planning prior to the QAC audit and ongoing development until 2021 (*T6*).

4.2.
> The QAC Audit Panel affirmed 'the intent of Senate SPCEP to continue the strategic quality enhancement of the University's sub-degree portfolio through strengthening engagement and ownership throughout the institution' (paragraph 1.6 of the *Audit Report*).

Item 1 in the Plan contains three strategies to consolidate SPCEP portfolio, enhance and re-define the role of CUSCS, and strengthen the University's governance structure and consolidate the QA framework.

[*KD_a* and *KD_b*] Senate SPCEP and its Chairman have closely monitored the Action Plan with CUSCS and CLEAR to ensure that the action items are implemented in accordance with the proposed timelines and to make continuous modifications where necessary. The progress of the Action Plan was presented at the Fourth Meeting (2018-

19) (*T3*) and the First Meeting (2019-20) (*T3*) of Senate SPCEP. Significant QA developments and KPIs were reported by the Pro-Vice-Chancellor (Education) at Senate meetings, where the University's senior management including heads of SDPUs (Faculty Deans and Director of CUSCS) were well informed of the sector's strategic and quality initiatives through this formalization of annual reporting.

[*KD_c*] CUSCS completed the identification and prioritization of six areas, namely, i. 'Provision of Cross-disciplinary Courses and Programmes', ii. 'Provision of More E-learning Courses and Programmes with varied Modes of Learning', iii. 'Staff Development Opportunities at All Levels', iv. 'Re-engineering of Hardware Resources', v. 'Data Collection/ Analysis for Updates of Current Trends and for Better Planning' and vi. 'Enhancing Alumni Connection' of CUSCS Development Plan (DP), and also established task forces for each area. The progress of DP has been regularly reported at the CUSCS Advisory Board meetings since February 2017. The Director of CUSCS also reported to the Chairman of Senate SPCEP, the supervising Pro-Vice-Chancellor of CUSCS, by briefings on the progress of DP (*T1-3*). An overall report on the progress for submission to Senate SPCEP is under preparation at CUSCS for reporting to Senate SPCEP in the first half of 2020 (*T4*).

As a self-reflection on the fulfilment of indicators of successful outcome(s), Senate SPCEP meets four times a year, prior to meetings of the Senate, to ensure programme and quality related matters can be deliberated and reported to the Senate in a timely manner. QAC's satisfaction/ feedback on the Action Plan was positive, as evidenced by the QAC response letter dated 21 January 2019 (*T2*). The Senate's satisfaction/ feedback on the Progress Report of Action Plan, embedded in the annual report of Senate SPCEP to the Senate, was obtained at the First Meeting of the Senate (2019-20) (*T3*).

4.3.	The QAC Audit Panel affirmed the good practices that 'formal and informal dialogue with external stakeholders, as well as student feedback via the SSEQ and CTE are highly valued as a measure to determine whether programmes are meeting their goals' (paragraph 3.9 of the *Audit Report*).

Item 5 in the Plan contains three strategies to strengthen QA engagement across the institution, and promote QA ownership and peer-assisted and learner-centred culture.

[*KD_d*] To engage programme management and external stakeholders in reviewing comprehensively the programmes is crucial for improvement and to follow up on the findings is equally essential. A meta-analysis for programme review documents was conducted by CLEAR and the results could offer valuable information at programme, SDPU and University levels. Two face-to-face sessions on presenting the findings and implications of the meta-analysis for further enhancement were scheduled in December 2019 (*T3*). One session will be designed for CUSCS while the other will be for programmes offered by faculties and other units. These sessions will provide a platform for exchange of pedagogical implications generated from good practices and recommendations identified in the meta-analysis. In addition to workshops, CLEAR also provides consultation on pedagogical issues for individual programmes.

[KD_e] CLEAR has been conducting an annual SSEQ survey since the inception of survey in 2008 to gauge views of students enrolling on the full-time HD programmes of CUSCS on four different domains (Outcomes; Processes; Environment; Overall Impression). Results were analyzed and findings reported to CUSCS. A trend analysis across the years was prepared. The SSEQ report at SDPU level, together with a trend analysis, was presented at the meeting of Senate SPCEP for monitoring of student learning experience of HD programmes. From this year on, a face-to-face session on the interpretation and implications of the findings was organized for CUSCS in December 2019 (*T3*) to ensure student feedback impact on enhancement in T&L. The trend analysis will also inform programme management regarding the impact on learning outcomes and the T&L environment across the years.

[*KD_f*] The University has a re-approval policy whereby Senate approval for all self-financed programmes, including SPCEPs at HKQF Levels 4-6, should be valid only for a fixed period of six years, and re-approval by the Senate is required for continuation of the programmes. The guideline on self-reflection for re-approval has been revised, clearly articulating that results of both Course and Teaching Evaluation (CTE) and SSEQ should be more effectively used to measure whether programme goals are met. Programmes, subject to re-approval from 2019 onwards (*T2*) were required to provide the average scores of two CTE questions ('17. Overall, I am satisfied with the course.' and '18. Overall, I am satisfied with the teacher's performance.') of the latest available two years instead of one year, as agreed by the Re-approval Committee at its meeting held on 25 June 2018. A more in-depth analysis of SSEQ results in terms of four different domains (Outcomes; Processes; Environment; Overall Impression) was conducted (*T2*) to facilitate the Re-approval Committee's scrutiny and better use of SSEQ results in decision making. Student feedback via CTE and SSEQ has been used to inform re-approval decisions.

As a self-reflection on the fulfilment of indicators of successful outcome(s), new initiatives were introduced to formalize the use of stakeholders' feedback for re-approval of programmes. CLEAR held face-to-face sessions on SSEQ, good practices and areas for improvements on T&L. The Re-approval Committee also revised the re-approval guideline to make more explicit use of stakeholders' feedback as well as CTE and SSEQ results.

4.4.

The QAC Audit Panel recommended that 'the School adopt a more structured framework to integrate feedback from external examiners into the process of programme review and improvement' (paragraph 6.6 of the *Audit Report*).

Item 9 in the Plan contains two strategies to formalize a more structured communication framework with EEs for HD programmes and to re-define the role of Academic Coordinator as a means to strengthening the communication with EEs.

[*KD_g*] CUSCS formalized a more structured communication framework with EEs by adopting a newly devised template of Progress Report to External Examiners for Programme Teams to report progress to EEs. The template was approved by the AB at its Second Meeting (2018-19) (*T1*) for full implementation in the Second Semester, 2018-19 (*T2*) and the first batch of such Progress Report was sent to EEs concerned in

the First Semester, 2019-20 (*T3*). A review of the effectiveness of the report would be conducted in the Second Semester, 2019-20 (*T4*).

[*KD_h*] To monitor the effectiveness and timeliness of the follow-up actions, Academic Coordinators were required to record the basic information on the correspondence and exchanges with EEs, including dates, means of communication and special remarks (if any). The communication record would be reviewed by the HD Examination Board in each semester starting from the Second Semester, 2018-19 (*T2*) to decide if any follow-up actions were required in case of irregularities such as very low frequency of communication or abnormal remarks.

As a self-reflection on the fulfilment of indicators of successful outcome(s), CUSCS has strengthened the communication with EEs by providing them with progress updates in response to EEs' feedback as a means to soliciting EEs' further advice on continuous improvements at programme level. The frequency of communication between EEs and Programme Teams would be well documented to facilitate monitoring and experience sharing. The number of action items completed with reference to EE's comments and the number of communication records between EEs and Academic Coordinators would also be collected at a later stage.

| 4.5. | The QAC Audit Panel affirmed its support for the 'adoption of a policy on student access to examination scripts for all PCE programmes as a proposal for future improvement' (paragraph 6.7 of the *Audit Report*). |

Item 10 in the Plan contains a strategy to make explicit QA policies and guidelines.

[*KD_i*] After consultation with major stakeholders is sought by T4 and the full implementation of *Revised Assessment Policy* in T5 across all SPCEPs, students of all SPCEPs, including PCE programmes, will be given the opportunity to access their examination scripts.

As a self-reflection on the fulfilment of indicators of successful outcome(s), all SPCEPs should have adopted the *Revised Assessment Policy* by T5, which was given approval in principle by Senate SPCEP at its First Meeting (2019-20) (*T3*) after its first and second drafts had been deliberated by Senate SPCEP at its Third and Fourth Meetings (2018-19) (*T2-3*) respectively.

| 4.6. | The QAC Audit Panel recommended that 'the University confirm that the policies [for promoting standards of academic discipline] apply consistently across all sub-degree provision' (paragraph 6.9 of the *Audit Report*). |

Item 11 in the Plan contains one strategy to make explicit QA policies and guidelines.

[*KD_j*] The *Revised Assessment Policy* contains a new paragraph which states that SPCEPs and their respective POUs should 'ensure that reasonable effort is taken to require that relevant written work (other than closed-book examinations and tests) is submitted through the University's proprietary plagiarism detection tool, *VeriGuide*, and that any possible cases flagged are properly attended to'. Senate SPCEP is

committed to reviewing the University's policies for using *VeriGuide* across all SPCEPs.

The *VeriGuide* system for the Ug and Pg programmes of the University was closely associated with CUSIS where self-financed SPCEP students of the University Proper are excluded. The design and implementation of the pilot run on *VeriGuide* for SPCEPs and its workflow and data requirements were noted by Senate SPCEP at its Second and Third Meetings (2018-19) (*T2*). The pilot run with five SPCEP courses covering 194 students was conducted in the summer of 2019 (*T3*). A post-pilot exercise meeting would be arranged in early 2020 (*T4*) to discuss the improvement measures and solutions to address some major hurdles in relation to information technology (IT) systems prior to their full-scale implementation across SPCEPs.

As a self-reflection on the fulfilment of indicators of successful outcome(s), all SPCEPs should have adopted the *Revised Assessment Policy* by T5 after consultation with major stakeholders by T4.

4.7.

> The QAC Audit Panel recommended that 'the University consider the development of a framework for data collection that seeks to measure usage rates, satisfaction levels and impact of student support services across sub-degree provision, including for part-time students who may currently have limited engagement with these services' (paragraph 7.5 of the *Audit Report*).

<u>Item 12 in the Plan</u> contains two strategies to develop a new framework for data collection for full-time programmes and to enhance the use of CTE results and data collected from PCE programmes.

[*KD_k*] A set of new tools was developed to measure usage rates and satisfaction level of student support services with the help of the CUSCS Working Group on Data Collection Framework from January to June 2019 (*T2*), during which meetings had been held to evaluate the existing evaluation tools, develop a new data collection framework of student support services and formulate the action plan. All supporting units at CUSCS adopted the new framework to collect usage rates, satisfaction level and impact of student support services starting from the First Semester, 2019-20 (*T3*). Each supporting unit would be required to submit an annual report with improvement plans to the EB starting from August 2020 (*T5*). Periodic reviews would be conducted by the CUSCS Task Force on Data Collection after the implementation of the new framework.

As a self-reflection on the fulfilment of indicators of successful outcome(s), CUSCS has adopted a new framework for data collection for full-time programmes and enhancing the use of CTE results as well as collecting data from PCE programmes. The new framework would facilitate the collection of data from both full-time and part-time students, with an annual report to be presented to the EB at the next stage.

4.8. | The QAC Audit Panel affirmed 'the use of external evaluators and how they inform improvements in programme design and development' (paragraph 8.3 of the *Audit Report*).

Item 14 in the Plan contains four strategies to strengthen QA engagement across the institution.

[*KD_l*] The *IF on SPCEPs*, the QA framework for T&L of the University, governs SPCEPs. Programme reviews, a key element under *IF on SPCEPs*, involve parties external to the programme and POU. A meta-analysis of the programme review reports would be conducted to identify areas of enhancement at the programme, SDPU and University levels, thereby offering the real indicators for effectiveness and satisfaction. In planning a new cycle of programme reviews, CLEAR was consulted for reviewing the guiding documents – *IF on SPCEPs*. The first draft of the revised *IF on SPCEPs*, together with its related guidelines on programme reviews, was considered by Senate SPCEP at its First Meeting (2019-20) (*T3*). Substantive changes were made in regard to external programme reviews. All these aimed to make better use of external evaluators in improving programme design and development. A second draft of the revised *IF on SPCEPs* was scheduled for presentation at the Second Meeting (2019-20) of Senate SPCEP held in early 2020 (*T4*).

[*KD_m*] Upon the finalization of the next cycle of programme reviews and its operational schedule, the secretariat of Senate SPCEP would introduce e-Modules (online sessions) and information sessions for major stakeholders as well as SDPUs to make them better appreciate the new QA measures and SPCEP landscape. The operation of these sessions would model on the e-Modules developed for the self-reflection and preparation for the last QAC sub-degree QA audit.

As a self-reflection on the fulfilment of indicators of successful outcome(s), ongoing efforts have been made by Senate SPCEP to review and revise *IF on SPCEPs* and its related guidelines. E-Modules would be developed subsequent to the finalization of the details of *IF on SPCEPs*. The number of programmes subject to reviews and the number of participants/ visits in information sessions could only be measured after the implementation of the new cycle of programme reviews and the launch of the corresponding e-Modules.

5. Conclusion

5.1. This report has presented an analysis of the implementation of the Action Plan. A self-evaluation with reference to KDs and the indicators of successful outcome(s) achieved by the second half of 2019 (*T3*) has been conducted for each action item. It is evident that a majority of action items are progressing along a satisfactory line of development. The University will gather momentum to complete the Action Plan according to the planned timelines and to reflect on other areas such as new challenges amid the recent social development. Senate SPCEP will continue to monitor and evaluate regularly the implementation of action items and to review the impact of developments and the effectiveness of all items in the Action Plan in pursuit of continuous improvement in all dimensions of QAC sub-degree QA audit.

5.2.   Approaching the end of the *CUHK Strategic Plan 2016-20*[7], the University will embark on the preparation of next *CUHK Strategic Plan* in the coming academic year. Senate SPCEP and its Chairman (Pro-Vice-Chancellor [Education]) will actively participate in the planning process to ensure relevant tasks and development of the SPCEP sector are well aligned with the strategic plan of the entire University.

5.3.   The University will also make good reference to the 'Parallel Development, Promoting Diversity' outlined in the *Review Report of the Task Force on Review of Self-financing Post-secondary Education* released in December 2018 (*T1*) for promoting a sustainable and healthy development of the SPCEP sector, thereby serving the needs and enhancing the well-being of the citizens of Hong Kong.

5.4.   The Quality Audit (3rd Cycle) conducted by the QAC will soon commence. The SPCEP sector of the University would closely observe and make reference to the focus and development of the audit, and ensure that the QA development of SPCEP sector can stay in pace with the development of the Ug and Pg sectors of the University as far as applicable.

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[7] http://www.cuhk.edu.hk/strategicplan/2016/en/.

THE CHINESE UNIVERSITY OF HONG KONG

**PROGRESS REPORT
ON QUALITY ASSURANCE COUNCIL
SUB-DEGREE OPERATIONS
OF UNIVERSITY GRANTS COMMITTEE-FUNDED UNIVERSITIES**

Abbreviation and Acronyms

AB	Academic Board
AR	Augmented reality
Audit Report	Report of a Quality Audit of Sub-degree Operations of The Chinese University of Hong Kong
CAGs	Cost Allocation Guidelines
CCTE	Centralized Course and Teaching Evaluation
CLEAR	Centre for Learning Enhancement And Research
CTE	Course and Teaching Evaluation
CUHK or the University	The Chinese University of Hong Kong
CUSCS	School of Continuing and Professional Studies, The Chinese University of Hong Kong
CUSIS	Chinese University Student Information System
DFS	Diploma in Foundation Studies
DP	Development Plan
EB	Executive Board
EEs	External Examiners
ELITE	Centre for eLearning Innovation and Technology
FAWG	Financial Affairs Working Group
HD	Higher Diploma
HKQF	Hong Kong Qualifications Framework
IF on SPCEPs	Integrated Framework for Curriculum Development and Review: III. Sub-degree, Professional and Continuing Education Programmes
IT	Information technology
KDs	Key deliverables
KPIs	Key performance indicators
Non-CUSIS CID	Non-Chinese University Student Information System Class Information Database
OBA	Outcomes-based approach
PCE	Professional and Continuing Education
PCMC	Programme Coordination and Management Committee
Pg	Postgraduate
PILOs	Programme Intended Learning Outcomes
POUs	Programme Offering Units
QA	Quality assurance
QAC	Quality Assurance Council
RDC	Research and Data Collection
Re-approval Committee	Committee on Re-approval of Sub-degree, Professional and Continuing Education Programmes

Revised Assessment Policy	Revised Policy on Assessment of Student Learning in Sub-degree, Professional and Continuing Education Programmes
SDPUs	Sub-degree Providing Units
Senate SPCEP	Senate Committee on Sub-degree, Professional and Continuing Education Programmes
SIS	Student Information System (of CUSCS)
SPCEPs	Sub-degree, Professional and Continuing Education Programmes
SSEQ	Sub-degree Student Experience Questionnaire
T&L	Teaching and learning
The Plan	An updated version of the Action Plan
Ug	Undergraduate
UGC	University Grants Committee
VR	Virtual reality

	Completed
	In Progress

THE CHINESE UNIVERSITY OF HONG KONG

Action Plan (Sub-degree, Professional and Continuing Education Programmes) 2018/19 – 2020/21
[Action Plan for the quality audit (sub-degree operations) conducted by the Quality Assurance Council (QAC)]

In response to the recommendation of the quality audit (sub-degree operations) conducted by QAC in November 2017, this Action Plan is framed with close reference to the QAC audit dimensions and the Template for Action Plan. It is also structured as a continuation of the six audit goal statements (see G1-6 below) identified and the Action Plan 2017 (SM12.01) submitted to QAC. The six areas of enhancement in alignment with the University's strategic development are clearly stated in Chapter One of the Institutional Submission (IS) as well as presented in the first QAC Mutual Briefing Session in September 2017.

G1 = Consolidate SPCEP portfolio
G2 = Enhance and re-define the role of CUSCS
G3 = Strengthen governance structure and consolidate the QA framework

G4 = Make explicit QA policies and guidelines
G5 = Strengthen QA engagement across the institution
G6 = Promote QA ownership and peer-assisted and learner-centred culture

The Senate Committee on Sub-degree, Professional and Continuing Education Programmes (Senate SPCEP) is tasked to be the overseeing body of the Action Plan and responsible for reporting to the Senate and QAC.

No	Content of Recommendation (or *Affirmation*)	Goals/ Objectives	Strategies	Key Deliverables	T1	T2	T3	T4	T5	T6	Leadership Responsibility	Indicators of Successful Outcome(s)
							Timelines					
Audit Report - Section 1 Governance, Management, University Planning and Accountability												
1	*A: Senate SPCEP to continue the strategic quality enhancement of the University's sub-degree portfolio through strengthening engagement and ownership throughout the institution (para. 1.6)*	• G1 • G2 • G3	(a) Seamless transition from UExB to Senate SPCEP *(AP1 of SM12.01)* (b) Senate SPCEP to revise its Action Plan *(SM12.01)* to • continue working on the major enhancement items proposed in the IS *(AP1.4 of SM12.01)*; and to • incorporate additional action items to address the affirmations and recommendations by QAC Panel *(New)* (c) CUSCS to implement School Development Plan *(AP7 of SM12.01)*	Action Plan (SPCEP) *[KD_a] (PR4.2)*	X	X					Senate SPCEP	QAC's satisfaction/ feedback on the Action Plan (SPCEP)
				Annual Progress Report of Action Plan *[KD_b] (PR4.2)*			X		X			Senate's satisfaction/ feedback on the Annual Progress Report of Action Plan
				Identification and prioritization of six areas of CUSCS Development Plan and established taskforces for each area *[KD_c] (PR4.2)*	X	X					CUSCS	Senate SPCEP's satisfactory feedback on annual progress of the School Development Plan

No.	Recommendation	Group	Action Points	Key Deliverables								Responsible Unit	Performance Indicators
2	R: The University, through Senate SPCEP, to review the collection and use of data for monitoring and improvement of programmes, with a view to articulating a suite of KPIs that guide improvement priorities and align with the Strategic Plan (para 1.10)	G4	(a) Formulation of a suite of KPIs to guide improvement at various levels *(New)* (b) Formalization of reporting mechanism *(AP2 of SM12.01)* (c) Use of technology to enhance communication *(AP3.2 of SM12.01)* (d) Use of technology to compile and track KPIs *(New)*	Launch of computer systems for compiling and producing reports with KPIs • Non-CUSIS CID *[KD1] (PR3.1.2)* • CTE database *[KD2] (PR3.1.2)*	X	X	X	X	X	X		Senate SPCEP *(i)A pilot run of CTE database is in progress; and (ii)Alignment of reporting items of non-award-bearing programmes to Senate SPCEP is in progress.*	Production of reports with KPIs at the levels of SDPUs and Senate SPCEP for submission to respective supervising units
				Formalization of reporting mechanism and formats from SDPUs to Senate SPCEP *[KD3] (PR3.1.2)*			X	X	X	X			
				Formalization of reporting mechanism and formats from Senate SPCEP to Senate *[KD4] (PR3.1.2)*			X	X	X	X			
3	*A: CUSCS to make better use of comprehensive data sources beyond student evaluations (para. 1.10)*	G2	(a) CUSCS to establish a Research and Data Collection Unit with an annual plan *(New)* (b) CUSCS to establish working groups to develop long-term development plans *(New)* (c) CUSCS to enhance the use of CTE results and data collected from HD/ DFS Exit Survey *(New)*	• Employers' Survey to be conducted *[KD5] (PR3.1.3)* • PCE Students' Survey and Focus Group to be conducted *[KD6] (PR3.1.3)* • Focus Group for DFS graduates to be conducted *[KD7] (PR3.1.3)* • HD Exit Survey to be enhanced *[KD8] (PR3.1.3)*	X	X	X	X	X	X		CUSCS	• Effective use of feedback to inform programme improvement to meet students' needs • Number of surveys and Focus Groups conducted • Enhanced HD Exit Survey Questionnaire

Audit Report - Section 3 Curriculum Design, Programme Development and Approval Processes												
4	R: CUSCS to consider making more explicit use of data and market information to inform curriculum design and course improvement (para 3.5)	G2	(a) CUSCS to gauge the views of external stakeholders *(AP7.1 of SM12.01)* (b) CUSCS to benchmark with programmes offered by other institutions *(New)* (c) CUSCS to formalize reporting of market trends on a quarterly basis *(New)* (d) CUSCS to implement a New Student Information System *(New)*	• Market trend reports to be produced quarterly *[KD9] (PR3.1.4)* • Benchmarking reports for programmes to be produced *[KD10] (PR3.1.4)* • Application of data collected in New Programme/ Revision proposals *[KD11] (PR3.1.4)*		X	X	X	X	X	CUSCS	• Number of marketing reports • Number of Executive Board meetings for discussion of data collected • Effective use of data and market information to inform curriculum design and ongoing programme improvement
5	*A: To highly value formal and informal dialogue with external stakeholders, as well as student feedback via SSEQ and CTE as a measure to determine whether programmes are meeting their goals (para. 3.9)*	• G5 • G6	(a) CLEAR to assist SPCEPs to use meta-analysis reports of programme reviews to support quality enhancement *(AP5.1 of SM12.01)* (b) CLEAR to support SPCEPs to use SSEQ trend analysis to support quality enhancement *(AP5.2 of SM12.01)* (c) Formalization of the use of stakeholders' feedback as well as SSEQ and CTE results for programme re-approval *(New)*	Meetings/ workshops/ consultation sessions to be organized for SPCEPs on pedagogical implications generated from good practices and recommendations identified in the meta-analysis *[KD_d] (PR4.3)*	X	X	X	X			CLEAR	• Number of meetings/ workshops/ consultation sessions, and number of participants • Positive feedback from participants
				Meetings to be organized for CUSCS programmes on findings of annual SSEQ and trend analysis and teaching and learning enhancement measures *[KD_e] (PR4.3)*	X		X		X			
				Implementation of revised programme re-approval/ self-evaluation guidelines *[KD_f] (PR4.3)*			X	X	X	X	• Senate SPCEP • Re-approval Committee	Successful use of stakeholders' feedback as well as SSEQ and CTE results to inform re-approval decisions

6	*A: To provide teaching support services to assist teaching staff to create video-clips (including illustrations via virtual reality) and training in the use of Moodle (para. 4.5)*	G6	(a) CLEAR, with the support of ELITE, to promote eLearning to SPCEPs *(AP5.4 of SM12.01)* (b) CUSCS to set up eLearning taskforce to plan eLearning strategies *(New)* (c) CUSCS to organize training workshops for promoting the use of eLearning tools *(New)*	• Meetings/ workshops/ consultations to be organized on eLearning pedagogies, instructional design and eLearning tools *[KD12] (PR3.2.2)* • Technology support in the production of eLearning courseware by ELITE to SPCEPs *[KD13] (PR3.2.2)*	X	X	X	X	X	X	CLEAR	• Number of meetings/ workshops/ consultation sessions, and number of participants • Positive feedback from participants • Increased number of courses adopting eLearning pedagogies • Increased eLearning courseware
				• Training workshops to be organized for all CUSCS teaching staff three times a year *[KD14] (PR3.2.2)* • The use of Moodle functions to be increased for CUSCS courses *[KD15] (PR3.2.2)*		X	X	X	X	X	CUSCS	• Number of courses utilizing online quiz and forum function of Moodle • Number of training workshops and participants

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| 7 | *A: To provide part-time staff members with more online professional development resources and to disseminate tailored good practices attuned to the characteristics of the sub-degree sector (para. 5.8)* | Enhance professional development for part-time instructors *(New)* | (a) CLEAR to collaborate with SDPUs to develop and manage a website on teaching resources and good practice specific to SPCEPs *(New)*
 (b) CUSCS to develop a comprehensive training package in relation to effective teaching for part-time instructors *(New)* | • A website on teaching resources specific to SPCEPs *[KD16] (PR3.2.3)*
 • Web-based professional development modules specific to SPCEPs *[KD17] (PR3.2.3)* | | X | X | X | X | X | CLEAR | • Quality of the website including the number of good practices to be identified
 • Number of visits of the website
 • Positive feedback from users |
| | | | | • Provision of a six-hour online training programme by CUSCS for part-time instructors followed by an online quiz to be administered at the Moodle platform *[KD18] (PR3.2.3)*
 • Organization of training workshops three times a year by CUSCS *[KD19] (PR3.2.3)*
 • Production of e-Modules of the training workshops by CUSCS *[KD20] (PR3.2.3)* | X | X | X | X | X | X | CUSCS | • Participation and completion rates of online training by part-time staff members
 • Positive feedback of the training workshops
 • Number of views of e-Modules produced |

No.	Recommendation	Goal	Action items	Key deliverables								Responsible	Performance indicators
8	R: To progress the uniform adoption of the principles and practices of OBA to learning and assessment across all PCE programmes (para. 6.4)	• G4 • G6	(a) Design of operational details for OBA implementations: Revision of the criteria for programme approval and re-approval to ensure uniformity in adoption of OBA and assessment *(Specific of AP4.1 of SM12.01 to address this comment of QAC Panel)* (b) CLEAR to promote OBA to SPCEPs *(AP5.3 of SM12.01)* (c) CLEAR to support SPCEPs to enhance assessment *(AP5.6 of SM12.01)*	Adoption of revised criteria for programme approval and re-approval *[KD21] (PR3.2.4)*			X		X	X	X	Senate SPCEP	All programmes to observe the OBA criteria for programme approval and re-approval
				• Workshops on OBA *[KD22] (PR3.2.4)* • Workshops/ consultations on assessment practices under OBA *[KD23] (PR3.2.4)*	X	X	X		X	X	X	CLEAR	• Number of workshops and attendants • Number of visits of the website • Positive feedback from users • Number of courses adopting criterion-referenced assessment
				Web-based modules on criterion-referenced assessment specific to SPCEPs *[KD24] (PR3.2.4)*			X		X	X	X		
9	R: CUSCS to adopt a more structured framework to integrate feedback from EE into the process of programme review and improvement (para 6.6)	G2	(a) CUSCS to formalize a more structured communication framework with EEs for HD programmes *(New)* (b) Re-define the role of Academic Coordinator as a means to strengthening the communication with EEs *(New)*	• Development and adoption of a standardized proforma to inform EEs of the progress of the follow-up action *[KD_g] (PR4.4)* • Report of communication with EEs under the new framework at Examination Board meetings by Academic Coordinators *[KD_h] (PR4.4)*	X	X	X		X	X	X	CUSCS	• Number of action items completed with reference to EE's comments • Number of communication records between EEs and Academic Coordinators
10	*A: To adopt the proposed policy on student access to examination scripts for all PCE programmes (para. 6.7)*	G4	Revision of relevant part(s) in the Assessment Policy *(Specific of AP4.1 of SM12.01 to address this comment of QAC Panel)*	Adoption of the revised part(s) in the Assessment Policy across all programmes on student access to examination script *[KD_i] (PR4.5)*			X		X	X	X	Senate SPCEP - *Revised Assessment Policy is under review by Senate SPCEP.*	Number of programmes having adopted the policy

#	Recommendation	Group	Proposed Action	Deliverable									Responsible Unit	Success Indicators
11	R: To confirm that the policies for promoting standards of academic discipline are applied consistently across all sub-degree provision (para 6.9)	G4	Revision of relevant part(s) in the Assessment Policy *(Specific of AP4.1 of SM12.01 to address this comment of QAC Panel)*	Adoption of the revised part(s) in the Assessment Policy across all programmes for using *VeriGuide* [KD_j] (PR4.6)			X	X	X	X			Senate SPCEP *(i)Revised Assessment Policy is under review by Senate SPCEP; and (ii)* A pilot run of *VeriGuide* is in progress.	Number of programmes having used *VeriGuide*
**Audit Report - Section 7 Student Participation and Student Support Services**													
12	R: To develop a framework for data collection that seeks to measure usage rates, satisfaction levels and impact of student support services across sub-degree provision, including for part-time students who may currently have limited engagement with these services (para. 7.5)	G2	(a) CUSCS to develop a new framework for data collection for full-time programmes *(New)* (b) CUSCS to enhance the use of CTE results and data collected from PCE programmes *(New)*	Development of new tools to measure usage rates and satisfaction level [KD_k] (PR4.7)			X	X	X	X			CUSCS	• All programmes to adopt the new framework • Satisfactory response rate from PCE students • CUSCS Executive Board's satisfactory feedback on annual progress
13	R: To arrange for reporting attrition rates and explore in detail the reasons for student withdrawal (para. 7.7)	G2	CUSCS to formalize a reporting mechanism of attrition rate and reasons for withdrawal *(New)*	Statistical report to be prepared by Registry per semester [KD25] (PR3.1.5)	X	X	X	X	X	X			CUSCS	• Successful identification of reasons for withdrawal • Effective use of statistical data to inform programme improvement

#	Recommendation		Action	Deliverables							Responsible	Performance Indicators
14	*A: To use external evaluators, particularly in improving programme design and development (para. 8.3)*	G5	(a) Re-definition of the focus of the next cycle of programme reviews with the emphasis that policies and procedures are to be consistently followed across all SDPUs *(AP6.1 of SM12.01)* (b) Formulation of an operational plan and a working schedule for the next cycle of programme reviews *(AP6.2 of SM12.01)* (c) Commencement of a new cycle of programme reviews *(AP6.3 of SM12.01)* (d) Organization of sessions for programmes and SDPUs to better understand the new landscape and the new measures in the consolidated internal QA mechanism *(AP3.1 of SM12.01)*	• New cycle of programme reviews to be commenced *[KD_l]* (PR4.8) • Information sessions/ online sessions for programmes and SDPUs *[KD_m]* (PR4.8)		X	X	X	X	X	Senate SPCEP - *Meetings with CLEAR were conducted to revise the programme reviews templates, guidelines, and checklist.*	• Number of programmes reviewed • Number of participants/ visits in information sessions
15	R: To identify ways to collect direct evidence of student learning and development, discuss at what level learning is expected, and how all types of data collected are explicitly informing the improvement of each programme design and delivery (para. 8.7)	G2	(a) CUSCS to enhance the use of EEs' feedback in relation to PILOs for HD programmes *(New)* (b) CUSCS to enhance the use of External Programme Review to collect feedback on students' performance in relation to PILOs for HD programmes *(New)*	• Adoption of Revised EE's Feedback Proforma with checklist on PILOs for HD programmes *[KD26]* (PR3.1.6) • Production of PILOs Checklist for External Programme Review *[KD27]* (PR3.1.6)	X	X	X	X	X	X	CUSCS - *PILOs Checklist to be devised with reference to guidelines and templates approved by Senate SPCEP.*	Effective use of data to inform curriculum design and ongoing programme improvement

Abbreviations and Acronyms

A	Affirmation
AP	Action Plan 2017 (SM12.01)
CID	Class Information Database
CLEAR	Centre for Learning Enhancement And Research
CTE	Course and Teaching Evaluation
CUSCS	School of Continuing and Professional Studies, The Chinese University of Hong Kong
CUSIS	Chinese University Student Information System
DFS	Diploma in Foundation Studies
EEs	External Examiners
ELITE	Centre for eLearning Innovation and Technology
HD	Higher Diploma
IS	Institutional Submission
KDs	Key deliverables
KPIs	Key performance indicators
OBA	Outcomes-based approach
PCE	Professional and Continuing Education
PILOs	Programme Intended Learning Outcomes
QA	Quality assurance
QAC	Quality Assurance Council
PR	Progress Report to QAC in December 2019
R	Recommendation
Re-approval Committee	Committee on Re-approval of Sub-degree, Professional and Continuing Education Programmes
SDPUs	Sub-degree Providing Units
Senate SPCEP	Senate Committee on Sub-degree, Professional and Continuing Education Programmes
SSEQ	Sub-degree Student Experience Questionnaire
SM	Supplementary Material
SPCEPs	Sub-degree, Professional and Continuing Education Programmes
T1	2018 2nd half
T2	2019 1st half
T3	2019 2nd half
T4	2020 1st half
T5	2020 2nd half
T6	2021 1st half
UExB	University Extension Board

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