香 港 大 學
THE UNIVERSITY OF HONG KONG

# Progress Report

## ON THE UGC QUALITY ASSURANCE COUNCIL AUDIT OF SUB-DEGREE OPERATIONS

*August 2020*

THE UNIVERSITY OF HONG KONG
UGC Quality Assurance Council Audit of Sub-degree Operations
Progress Report

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## I. Preamble

The University of Hong Kong is very appreciative of the Quality Audit of Sub-degree Operations conducted by the University Grants Committee (UGC) Quality Assurance Council in March 2018 which was reported in February 2019. The University would also like to take this opportunity to thank the Audit Panel again for their commendations, comments and constructive recommendations on our sub-degree operations.

Our School of Professional and Continuing Education (HKU SPACE) is the principal provider of sub-degree programmes in the University. Prior to the audit visit, the University submitted to the UGC Quality Assurance Council in November 2017 an Institutional Submission which served as a self-evaluation of our sub-degree operations.

The University was pleased to note the Audit Panel's commendations on HKU SPACE's excellent and well-documented governance and management policies and procedures, comprehensive and effective quality assurance processes, students' satisfaction with the learning experience, conscious efforts in enhancing the teaching and learning environment, as well as the high level of commitment, professionalism and enthusiasm of staff members. The University also appreciated that the Audit Panel identified areas of enhancement and improvement for HKU SPACE's further progress in support of the University's mission relating to provision of lifelong learning opportunities for the community as well as the School's aspiration to be a world-class centre of excellence in professional and continuing education in Hong Kong, Mainland China and the region.

In response to the Audit Panel's suggestions and recommendations, an Action Plan was submitted to the Quality Assurance Council in May 2019, 14 action items including University periodic review of HKU SPACE, international benchmarking, E-Learning development, part-time teacher support and student learning assessment were identified with corresponding leadership responsibilities and outcomes indicators.

The UGC Quality Assurance Council endorsed the Action Plan in October 2019 with the comment that it was 'thorough, gracious, mature and to the point' and 'provides a sound base for a full response to what was a very positive report'. The UGC Quality Assurance Council also invited more information on measurement of success of the action outcomes. In that context, this Progress Report serves to provide details of actions planned and/or taken, as well as information about the effects consequent to the actions. Further steps in the plans are also reported.

## II. Executive Summary

In 2019 – 2020, Hong Kong was impacted by social unrest and the outbreak of COVID-19. The University and the School's operations were also unprecedentedly interrupted in many aspects. Some activities scheduled in the Action Plan were unavoidably affected and interrupted, and some were re-scheduled and re-arranged. On the other hand, the disruptions to classroom teaching prompted a swift transition to online teaching and learning. The spread of the Coronavirus triggered a public health and economic crisis worldwide, and it inevitably impacted people, including our teachers and students. In response to this pandemic, HKU SPACE initiated a number of contingency measures mainly on expediting and facilitating the development of online teaching and learning for both full-time and part-time students. The School aptly turned this crisis into an opportunity to enhance the quality and effectiveness of student learning. In the development of enhanced use of technology, the School has ensured that academic quality has been monitored with good efforts to achieve the best learning outcomes. Adopting more blended learning in future is expected to be the trend.

The 14 Action items have been grouped under 5 main headings:

<u>Governance, Management, University Planning and Accountability</u>

A periodic review of HKU SPACE by the University was carried out in December 2019 and the Report thereof was fully discussed in the School and the University, culminating at Senate and Council in May 2020. This will be a regular quinquennial exercise.

In terms of internal reviews, the School is reviewing its Strategic Plan 2017-2025 in 2020/21 and in parallel has established a Task Group on China Strategy (including University Senior Management Team representation) to advise on future directions in China. Three initiatives have been taken in respect of International Benchmarking:
(a)    participating in the i-graduate Student Barometer exercise in 2018 and 2019. This ranks institutions across a range of indicators and provides comparisons with global, Asian and Hong Kong institutions. The survey covers over 200 institutions worldwide and some 300,000 students;
(b)    an international conference "Quality and Self-financed Higher Education: Connecting Local and Global" with local and overseas speakers to share experience. Unfortunately the protests in November 2019 and the virus in March 2020 forced postponement of the event which will now take place in October 2020, virtually if travel and social distancing restrictions remain in place;
(c)    the School planned to appoint an external quality assurance agency to carry out an international quality review. However, the Government ruled out the UK Quality Assurance Agency for Higher Education doing it and other agencies approached have not wished to take it up. The School will therefore establish an independent panel to carry out this task.
The School has adopted the Audit Panel's recommendations on risk.

<u>Programme Delivery</u>

The School has taken significant steps to develop its capacity for E-Learning. In part this is related to existing strategy but has also been stimulated by the protests and the Coronavirus which meant that learning for full-time students was largely delivered online from November 2019 and for part-time students from January 2020. To support

this capability, the School has invested over HK$20 million in assistance to students, training for part-time and full-time teachers, and in equipping classrooms for virtual learning. The School's Committee on Technology and Teaching and Learning, the Maisy Ho Centre for Teaching and Learning, the E-Learning Team and the Advisory Committee on Innovation and Technology have all contributed to these developments which are seen as the direction of development for the future.

Support for Teaching Quality, Including Pedagogical Development

A school-wide Outstanding Teacher Award Scheme was organised with the awardees sharing their experience in online forums. Student involvement was via the Learning Experience Survey. The Maisy Ho Centre for Teaching and Learning has launched a series of staff development programmes, especially relating to online learning, assessment, good pedagogical practice and teaching technology. The School introduced a training subsidy for part-time teachers (approximately 1,600 teachers) to encourage them to engage in 8 hours of continuing professional development, again focusing on online learning capability.

Student Learning Assessment

The Programme Outcome Assessment process has been developed and will be progressively extended to all programmes over the next four years. There have been extensive workshops and presentations to programme colleagues. The School intends to adopt the University's guidelines on formative assessment and has agreed this at the School Academic and Management Board. The Community College leads the way in this process and part-time programmes will follow.

The External Examiner policies have been reviewed with an aim of avoiding potential conflict of interest. In parallel complaints procedures for students have been made available in the Learner Portal and student handbook. In addition, student learning outcomes have been placed more centrally in the agendas of the relevant committees and as a specific item in Annual Monitoring Reports. The Programme Learning Outcomes Survey (PLOS) to gather student perceptions of their achievement of learning outcomes has been extended and made a formal part of the Quality Assurance System. Again, the Community College has led the way and PLOS will be applied to all part-time programmes by 2021.

Student Participation and Student Support Services

This is now extensive for full-time students (though somewhat disrupted in 2019/20). For part-time programmes, the contact is at the course level via focus groups and gatherings to share experience. Some of this has been conducted via Zoom which may become a more regular feature than physical meetings. Support has been provided to full-time students for their online connectivity via cash awards, and Career SPACE, an online service for students and alumni, has been successfully introduced.

The updates on the progress of implementation of the Action Plan are provided in the following sections. Aiming at on-going enhancement, the University, with HKU SPACE, will continue the commitment and efforts to achieve the goals and objectives as stipulated in this and future audit exercises.

### III. Progress of Implementation of the Action Plan

**A. Governance, Management, University Planning and Accountability**

**Action Item 1 - HKU Review of HKU SPACE**

> Audit Findings
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> … First, the Panel could not find a mechanism that regularly assures both HKU and HKU SPACE that all activities are functioning at the highest level, as befits a world-class institution… Periodic review constitutes an important aspect of governance that HKU SPACE currently lacks. It could helpfully include evaluation of the following components: the rationale for offering sub-degree programmes via HKU SPACE; mechanisms that facilitate such provision; and the efficiency and effectiveness of planning, implementation and delivery. Therefore, the Panel recommends that HKU undertake comprehensive periodic reviews of HKU SPACE. *(Para 1.10 of the Audit Report)*
>
> Overall, the Panel concluded that plans, strategies, policies and procedures developed and implemented by HKU SPACE are of high quality and represent an excellent demonstration of fitness-for-purpose. Manuals that guide committees and individual stakeholders are particularly well put together, comprehensive and informative. Two improvements are identified: the use of internal periodic institutional reviews to assure the validity and excellence of the current approach; and systematic, more deliberate use of targeted external international benchmarking with world-class institutions. *(Para 1.18 of the Audit Report)*

1.1    Further to the Audit Panel's recommendation on the University periodic reviews of HKU SPACE, the HKU Senior Management Team carried out a review of HKU SPACE in late 2019. The orientation of the Review was forward looking, offering an opportunity for HKU SPACE to reflect on its progress and to consider the way forward with reference to the University's strategic development, and its commitment to higher education and lifelong learning. The Review focused on three objectives: 1) the rationale of offering programmes by HKU SPACE; 2) mechanisms that facilitate such provision; and 3) efficiency and effectiveness of planning, implementation and delivery. The review scope included all levels of programmes offered by HKU via HKU SPACE and those jointly offered with partner institutions in and outside Hong Kong. Similar to the Faculty academic reviews, the Review of HKU SPACE consisted of a visit to the School campuses and meetings with the School management, staff, students and other stakeholders.

1.2    The Review Panel was chaired by the Vice-President (Teaching and Learning) and included a senior University member and three external specialists with broad academic and managerial experience. HKU SPACE provided the Review Panel with a review submission which served as a self-evaluation of the School. After reviewing the submission, the Review Panel conducted a site visit to HKU SPACE

from 10 to 12 December 2019. The Panel conducted 22 meeting sessions and visited three of the School's ten learning centres. The Review Panel had direct communication with a wide range of stakeholders, with around 140 participants, including senior University members, the HKU SPACE Chairman of the Board of Directors and members, Directorate members, senior academic and administrative staff, Programme Leaders and Co-ordinators, full-time and part-time teachers, students, graduates and other external stakeholders.

1.3     The Report of the Review of HKU SPACE was approved by the HKU Senate and the Council in May 2020. The Review Panel had a high regard for the contributions made by HKU SPACE in the provision of professional and continuing education in Hong Kong. The Review Report recognised that HKU SPACE supported the needs of a wide range of students from diverse backgrounds and positively advanced one of the University's missions, that of extending lifelong learning to the community. The Review Panel concluded that HKU SPACE complemented and supplemented the University's provision. To assist HKU SPACE to strengthen further its position and to clarify some issues identified, the Review Panel made ten recommendations, including policy and strategy on external partnerships, branding, award parchment and transcript, Mainland operations and connection with alumni. The Panel also recommended the University to adopt for HKU SPACE the five-yearly review cycle used for Faculties.

1.4     HKU SPACE appreciated the opportunity of the University Review to reflect on its performance and on the directions for the future. The School also engaged in a holistic reflection on how to articulate its future directions and strategies with the University's vision and mission. The recommendations made by the Review Panel were considered by the HKU SPACE Board of Directors and the School Academic and Management Board (SAM Board) which advised the Senate and the Council on follow up actions.

1.5     One of the recommendations is to re-examine the placement of Mainland operations in the overall HKU SPACE structure. HKU SPACE does review its structures on a regular basis. This is an evolving area in any event, and is likely to be particularly challenged in the aftermath of the COVID-19 outbreak. In response to the Review Panel's recommendation, the School has established a Task Group on China Strategy, which included University Senior Management Team representation, to review the way ahead.

**Action Item 2 - International Benchmarking**

<u>Audit Findings</u>
Second, the Panel considers that benchmarking could be strengthened… The Panel formed the view that the School currently lacks a strategic, targeted approach to securing benchmarking opportunities with comparable world-class institutions. Given the ambitious goal of HKU SPACE to be a world-class centre of excellence, such an approach is imperative. Therefore, the Panel affirms the steps already taken by HKU SPACE on benchmarking and encourages the School to engage in systematic international benchmarking with world-class institutions. *(Para 1.11 of the Audit Report)*

Overall, the Panel concluded that plans, strategies, policies and procedures developed and implemented by HKU SPACE are of high quality and represent an excellent demonstration of fitness-for-purpose. Manuals that guide committees and individual stakeholders are particularly well put together, comprehensive and informative. Two improvements are identified: the use of internal periodic institutional reviews to assure the validity and excellence of the current approach; and systematic, more deliberate use of targeted external international benchmarking with world-class institutions. *(Para 1.18 of the Audit Report)*

Annual Survey on Support Services (SSS) results are reviewed by the Service Quality Improvement Working Group, led by the Deputy Director (Administration and Resources); analysis and follow-up actions are further reported to SAM Board and the Quality Assurance Committee. It is unclear whether student feedback, collected by the LES, SSCCs and other means, follows the same route or is dealt with by service units directly. There is no evidence to show that benchmarking with student support services of other institutions is systematically conducted to drive self-improvement. Nevertheless, the Panel noted communication and exchange between service units at HKU SPACE and their counterparts at HKU, enabling the former to benefit from the experience and expertise of the latter. *(Para 7.12 of the Audit Report)*

2.1    HKU SPACE agrees with the Audit Panel that international benchmarking could enhance the School's aspiration to be a world-class institution for continuing education and lifelong learning. The School has undertaken several benchmarking measures to objectively assess its performance against international institutions, which are delineated in Sections 2.2 – 2.7 below:

2.2    As one of the good practices of global institutions, HKU SPACE devised the School and Programme Key Performance Indicators (KPIs) as indicators for enhancement. Certain KPIs relate to the School's performance as a global institution, including the number of international strategic partners, the number of professional body partners and the number of programmes offered with these partners. To ensure the updatedness and effectiveness of KPIs, the SAM Board

reviewed the lists of KPIs[1], subsequent to consultation with relevant academic units, in September 2019 and February 2020. The SAM Board supported the continuation of data collation and advised to maintain the KPI items.

2.3   To provide for international benchmarking, HKU SPACE participated in an international student survey, Student Barometer (SB), which is conducted by an independent research organisation, i-graduate. The School participated in two survey exercises in 2018 and 2019. In 2018 and 2019, the SB recorded around 300,000 responses from students of 210 institutions in nearly 20 countries per year. The survey collects feedback on student experiences in the areas of teaching, learning, assessment, arrival/orientation, facilities and student support. The SB results provided the School with independently assessed international benchmarking indications on student satisfaction of the entire study experience in comparison with other higher and continuing education institutions globally, in Asia and Hong Kong. In the SB 2018, HKU SPACE received an overall average student satisfaction rate of 87.9% which was slightly above the Global and Asian benchmarks. In the SB 2019, the overall average rate of HKU SPACE (86.6%) was on par with the Global and Asian benchmarks. The results achieved by HKU SPACE in the 'Teaching' area in both 2018 and 2019 were very encouraging. Out of 11 questions on 'Teaching' in 2018 and 2019, HKU SPACE outperformed the global benchmarks in 9 and 8 items respectively. This reflected the School's effectiveness and continued efforts in providing quality teaching and learning to our students. On the other hand, the survey results showed that our performance in the 'Facilities' area, such as technology and virtual learning environment, was below the global benchmark. These benchmarked results drive us in our quest for quality enhancement. For instance, in recent years the School strengthened the investment in advanced E-Learning technology and adopted new online learning approaches (refer to Section 4 for more details) as well as E-Learning pedagogy. The School also planned to undertake the SB survey biennially as an ongoing international benchmarking measure, with the next survey in 2021.

*Appendix 1 Student Barometer in 2018 and 2019*

2.4   To aspire to be a world-class leading organisation, HKU SPACE has planned and developed two initiatives: (a) development of an online platform for career support for our alumni and students, and (b) organisation of an international conference on teaching and learning.

2.5   HKU SPACE, since March 2019, has introduced a one-stop online career services platform. The platform, named as Career SPACE[2], is widely used by many universities in the United Kingdom. It provides more than 5,000 informative videos, E-Learning courses and written articles related to career advice, as well as employability skills and tips in the workplace. In addition to providing important functions such as

*Appendix 2 Webpage of Career SPACE*

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[1] Document to be submitted separately to the QAC for reference

[2] https://hkuspace.hku.hk/collection/career-space

CV Builder, Cover Letter Builder, Career Planning, Aptitude Tests, the platform also provides worldwide Job Search for HKU SPACE students and alumni. As of 30 June 2020, Career SPACE recorded a total of 4,319 users with 9,066 logins. Total visits reached 23,018. The service provider reported that Career SPACE's performance is ahead of the top three user universities in the United Kingdom. The current user profile presented a good balance of students and alumni (30% full-time students, 41% part-time students, 23% alumni and 5% staff). Comments made by students and alumni on Career SPACE have been positive. There is a surging number of users and visits. In relation to 'career service', the SB provided the School with a benchmarking reference. The 2019 SB survey results indicated that the item of 'careers service' received a satisfaction rate of 95.1% which was much higher than the global benchmark (89.6%) and was also a significant increase of 8.4% when compared with the 2018 SB.

2.6    To facilitate scholarly exchange and sharing about the rapidly changing Transnational Education environment, HKU SPACE planned to organise an international conference with the theme "Quality and Self-financed Higher Education: Connecting Local and Global". The Conference invited speakers from local and overseas to discuss issues related to self-financed higher education from different perspectives. These will be issues such as quality assurance, pedagogy, and the policy landscape. The original conference date was in November 2019 but was postponed to March 2020 due to the social unrest. Rescheduling became necessary again in March 2020 because of the COVID-19 outbreak. At the moment, the plan is to hold the conference in October 2020, preferably face-to-face but online if travel restrictions are still in place.

2.7    To provide for further international benchmarking, HKU SPACE planned to commission an overseas quality assurance authority to conduct an international quality review for the School. There has been a delay as it has proved difficult to source an international agency. The UK Quality Assurance Agency for Higher Education was ruled to have a conflict of interest because of its work for the UGC while other international agencies could not take up the task for a variety of reasons. Accordingly, the School has decided to appoint a senior and experienced quality assurance expert to be the panel chair and empower him or her to engage two to three members with at least one from overseas with international perspectives to conduct the review by benchmarking against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The appointment of the panel chair is in progress and it is expected the review will be undertaken in 2021. An independent secretariat will also be engaged.

**Action Item 3 - Risk Matrix**

Audit Findings
Risk analysis undertaken for HKU SPACE activities is robust and useful; mitigating actions are identified. Utility of the risk matrix could be enhanced in two ways: first by identifying specific role-holders as risk owners, rather than identifying colleges generically; secondly by separating the document into strategic and operational risks. *(Para 1.12 of the Audit Report)*

3.1    In addition to agreeing with the Audit Panel's recommendation on identifying specific role-holders as risk owners, the HKU SPACE Board of Directors and Audit Committee, in 2019, also recommended that the School streamline the sub-categories and explain in greater detail movements in the overall risk ranking. The HKU SPACE Board of Directors also advised that the Risk Assessment exercise should be conducted annually rather than bi-annually.

3.2    In the 2020 Risk Assessment exercise, the HKU SPACE Risk Management Task Force, chaired by the Deputy Director (Academic Services), reviewed the Risk Register taking into account the comments received.  For example, 'Academic' sub-categories were reduced from 13 to 6 items. The Task Force also specifically listed out the responsible staff for each item, e.g. identified Programme Leaders, division heads, college heads and the quality assurance director as risk owners of 'Quality of Programmes'. In March 2020, the Risk Management Task Force conducted a School-wide consultation, involving all academic and administrative units, on the amended Risk Register. After the consultation, the Task Force sought the approval of the SAM Board in June 2020 regarding the updated Risk Register. The updated Risk Register was then considered by the Audit Committee in July 2020 and will be submitted to the Board of Directors in August 2020.

**B.    Programme Delivery, Including Pedagogical Approaches, Learning Environments and Resources, Scheduling**

**Action Item 4 - E-Learning Development**

> <u>Audit Findings</u>
> While some programme leaders can give examples of technology-assisted learning in their own pedagogical practice, the Panel did not find evidence of a systematic or strategic approach at college and School levels. Part-time students reported only limited experience with e-learning and other forms of technology-assisted learning. The Panel formed the view that e-learning at HKU SPACE is still at an early stage of development and its impact on student learning has yet to be felt. The Panel therefore affirms the action already taken to develop a strategy for e-learning and technology and encourages the School to operationalise it in greater detail. *(Para 4.10 of the Audit Report)*

4.1    As stated in the Strategy for E-Learning and Technology in the HKU SPACE Strategic Plan for 2017-2025, the School realised that "the rapid change of technology has a significant impact on teaching and learning. The emergence of online learning to replace or to supplement face-to-face learning will come naturally. The crux of the matter is speed and mode." The Committee on Technology and Teaching and Learning (CTTL), with support from the E-Learning Team, conducts a review of E-Learning developments on an annual basis. The E-Learning Team devised a 3-year plan 2020-23 [3] which reviewed the progress of operationalising the E-Learning strategies in 2019 and provided the School with a comprehensive plan for the adoption of E-Learning to enrich online teaching and learning activities in 2020-23. In the 2019 review, various aspects of E-Learning developments were reviewed and monitored, including technical support and training, live classes and content development support, online course development and Virtual Reality (VR) in learning and teaching. The E-Learning Team 3-year plan was considered by the CTTL and the SAM Board in January and February 2020. In the 2020/21 academic year, the E-Learning plan will embrace not only extensive and intensive training of full-time and part-time teachers but also pedagogical training on e-assessment issues and the use of new teaching apps. The E-Learning Team works with the Colleges on their E-Learning plans for programmes and courses, and also works with the Maisy Ho Centre for Teaching and Learning (MHCTL) to offer a variety of training courses geared to the needs of the teaching staff, both full time and part time. Training courses are offered in 4 major themes: a) elementary level E-Learning; b) advanced level E-Learning; c) supplementary teaching enrichment (such as teaching apps); and d) pedagogical issues. In response to the feedback collected from teachers during the users' meetings that more E-Learning training is needed, the E-Learning Team, the MHCTL and the Colleges have come up with a package of videos, which include teaching apps, Zoom usage and other pedagogical skills, available to full-time and part-

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[3] Document to be submitted separately to the QAC for reference

time teachers through the SPACE Online Universal Learning Platform (SOUL 2.0). All these videos will be offered, updated and supplemented on an ongoing basis so as to provide the most updated pedagogical knowledge and technical skills of E-Learning.  Most importantly, HKU SPACE's E-Learning has been adopting a flexible and adaptable learning model that is responsive to any need for change, such as the possibility of reducing face-to-face teaching, for whatever reason (such as the outbreak and continuation of COVID-19).

4.2 To collaborate with and consult external experts on learning innovation and technology, the SAM Board set up an Advisory Committee on Innovation and Technology (ACIT) in February 2019. The ACIT is chaired by the HKU SPACE Director and included one Board of Directors member, one HKU academic, three external specialists, the HKU SPACE Chief Information and Planning Officer, two Deputy Directors, and heads, associate heads and division heads from relevant units. The ACIT was invited to provide advice to the SAM Board on developmental strategies of the School's technological innovation and information management. The external members of the Advisory Committee were impressed with the School's endeavours in innovation and technology developments, and provided expert advice to the School on the current and future development of technology and innovation programmes, IT services and E-Learning developments. In the 2019 meeting, one of the comments made by the ACIT was consideration of using Cloud technology to scale out peak time workloads. In view of this, the Information Technology Services Unit devised a Cloud Computing Strategy and Roadmap which was submitted to the SAM Board and approved in April 2020. In the latest meeting in July 2020, the ACIT, especially the external members, commended the School's investment and effort in applying and adopting technologies on online teaching and learning during the social unrest and outbreak of COVID-19. The ACIT also gave some suggestions on technologies for education and innovative subjects for programme development.

4.3 In an effort to enhance the E-Learning facilities, the School invited an expert consultant from the United States to advise on the development and retrofitting of the teaching stations and classrooms to support synchronous distance education. The consultant provided detailed suggestions and plans for the development of modern classrooms. In view of the impacts imposed by the COVID-19 outbreak in early 2020, HKU SPACE also took initiatives to render support to our teachers and students in online teaching and learning. HKU SPACE has committed a budget of more than HK$20 million for setting up distance learning classrooms, investing in hardware and software, providing learning subsidies to full-time students, and providing training subsidies to part-time teachers in online training courses (see Section 6.4 below). In the summer of 2020, new IT equipment was ordered for installation in 128 classrooms (categorised as Type I and Type II classrooms). Type I classrooms are classrooms in which teachers can conduct 'live' lessons to students all at remote sites. Type II classrooms refer to those in which

teachers can conduct 'live' lessons to some students onsite and some at remote sites. In other words, HKU SPACE classrooms are undergoing a process of technological modernisation. In 2019/20, HKU SPACE provided one-off learning subsidies to all students of HKU SPACE Community College to enable them to upgrade their data plans and to buy accessories to support their online learning.

4.4    To equip teachers with new skills and knowledge in developing and delivering online courses, the E-Learning Team organises training workshops regularly, with topics on Virtual Classroom, Cave Automatic Virtual Environment (CAVE) and SOUL 2.0 training for teaching staff[4]. From 1 July 2019 to 31 July 2020, there were 13 training workshops on SOUL 2.0, 2 training classes on VR/CAVE, 4 training sessions about the DIY E-Learning Room, 134 training sessions about Virtual Classroom and 1 online training course about Virtual Classroom and SOUL 2.0. Around 2,700 staff and teachers in total attended these training activities. The satisfaction rates of the training workshops ranged from 85.7% to 95.8%. Participants' feedback indicated their positive response on the E-Learning training offered by the School. The number of training events on Virtual Classroom increased due to the class suspension in late 2019 and early 2020. The E-Learning Team planned a training series on E-Learning tools such as Google Classroom, Socrative, and Padlet to be offered in 2020/21. Other updated teaching apps like Kahoot and Mentimeter have also been taught by the E-Learning Team to full-time and part-time teachers so that they are equipped with the necessary skills in teaching (see the digital map of E-Learning for both teachers and students (Appendix 4)).

<div style="text-align: right"><u>Appendix 4</u><br>Digital Map<br>of E-Learning</div>

4.5    HKU SPACE increased its online offerings from late 2019 due to the social issues and COVID-19 pandemic. Up to 31 July 2020, a total of 27 VR/Augmented Reality (AR) contents were developed and 75 courses were employing these VR/AR contents. The subjects included aviation, architectural design, library services, nursing, pharmaceutics, sports and recreation management, and strategic retail marketing. In a survey of the impact of VR technology in teaching and learning, 400 (87.0%) of 459 respondents, including teachers and students, agreed that VR technology can arouse learners' interest in learning. 88.7%, that is 407 respondents, agreed that VR technology helps them to learn in a more practical way, and 88.7%, that is 407 respondents, agreed that VR technology can enhance their learning experiences. Such user feedback indicated the positive impact of using VR in teaching and learning. The VR survey results show that VR has contributed immensely to the technology-based pedagogy of teachers (both full-time and part-time) and the enrichment of student learning experiences. The VR usage and survey results were reported in the E-Learning Team 3-year plan. Apart from VR, more blended learning courses are organised. Colleges that offer part-time programmes have submitted their E-Learning plans to the E-

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[4] Document to be submitted separately to the QAC for reference

Learning Team which is assisting them in the implementation of more E-Learning courses and programmes.

4.6　The E-Learning Team also collaborates with academic units to provide a variety of blended learning and E-Learning courses. Two MOOCs have been developed and launched in August and October 2019 respectively. The courses are Buddhism: Diamond Sutra & World Peace and Buddhism: Diamond Sutra and Zen Meditation. The number of students enrolled in the first intakes of these 2 MOOCs were 917 and 961 respectively. The second intake of Buddhism: Diamond Sutra and Zen Meditation has started in July 2020, and as at 31 July 2020, its number of enrollment was 1,215. The development of the next MOOC has been affected by the COVID-19 pandemic and the course is targeted to launch in March 2021. In the 2019/20 academic year, HKU SPACE offered a total of 642 blended learning courses to students. Four purely online courses for e-CPD (Continuing Professional Development) in Chinese Medicine were launched on 1 July 2020 and another four will be launched on 1 September 2020.

4.7　Since 2018, the E-Learning Team has been developing CAVE and VR Lab facilities for the School, which are located at the Island East Campus. To continue enriching the virtual learning experience of students, starting from July 2020 a new CAVE system and VR Lab[5] are being set up in the technology hub "TechnoSPACE" at the Island South (Pokfulam) Campus. The development funding was approved by the SAM Board in February 2020 and the Finance Committee in June 2020. The E-Learning Team will make use of their experience to provide an immersive and interactive learning experience to students.

4.8　The HKU SPACE Community College (CC) is now developing a new online blended learning programme, eDiploma in Foundation Education. The School has approved a development fund for its development. The development progress has been affected by the social unrest and the spread of the Coronavirus, and the programme is expected to commence in the 2021/22 academic year. The proposed programme will offer an online platform for independent student learning supplemented with synchronous face-to-face tutorial sessions.

4.9　The civil unrest and COVID-19 outbreak since the second half of 2019 essentially required the HKU SPACE CC to deliver all classes in the online mode. In Semester 2 of 2019/20, most of the 1,120 classes offered by the CC were delivered to students through the online platforms of Zoom and Virtual Classroom. Such complete migration from in-person to online teaching pointed to the need for profound adjustments in the learning and teaching philosophy and planning of instruction. This included the development of appropriate teaching pedagogies and learning technology, managing students' perception towards online learning, and the need for teacher training. These needs arose since the

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[5] Document to be submitted separately to the QAC for reference

instruments and criteria for achieving and assessing effective and quality online courses differ substantially from those for conventional in-person classroom meetings. As online learning has become a common mode of instruction, the CC is devising a long-term strategy on online instruction, making use of the current situation to pilot some initiatives on curricular enhancement and quality assurance of online courses. The initiatives are given below:

a) establish a Task Group on Strategic Development of Online Learning[6] charged with formulating long-term online learning strategies, compiling research studies of learning technology, enhancing the development and evaluation of online courses, and supporting teacher development and training in online instruction;

b) incorporate in course documents information on whether a course can be delivered using the synchronous or asynchronous learning mode, and how the learning outcomes, learning activities and assessment methods may need to be modified;

c) include a standard agenda item in Programme Validation Panel meetings, Annual Monitoring Reports, Student-Staff Consultative Committee, External Assessor/Examiner and Class Visit reports on how students are engaged in class participation and cooperative learning through interactions between a student and other students in live online lessons;

d) incorporate in the Learning Experience Survey questionnaire questions that aimed to measure features specific to online courses.

4.10    The HKU SPACE CC has also been collaborating with the secondary school sector in developing VR learning facilities in a project funded by the Quality Education Fund (Project Title: Development of Cave Automatic Virtual Environment (CAVE) – Fully Immersive Virtual Reality (VR) Facilities for Reality – and Field-based Learning in Six Secondary Schools). This project has started from April 2019 and will complete in September 2021. Full-immersion VR chambers have been built for the six secondary schools. In addition to over 100 VR learning activities, the CC is developing 4 virtual field trips for the programme. The expected number of beneficiaries was around 1,600 during the project period and 900 per year beyond the project period. The outcome measures will be carried out by both quantitative analysis of survey results and qualitative analysis of focus group interview results.

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[6] Document to be submitted separately to the QAC for reference

4.11    The HKU SPACE CC has made use of its teaching expertise to provide learning programmes for all secondary school students. During February – March 2020, a total of 13 [E-Learning seminars](#)[7] were offered openly to all school students and the general public. Over 5,200 registrations for the seminars were recorded.

4.12    The guiding principles and objectives of the School's Quality Assurance System are generally applicable to all programmes of all modes of study including face-to-face as well as E-Learning delivery modes. The guiding principles are that the same commitment is made by the School in maintaining and enhancing the academic quality standard of its full range of education provision. This same commitment applies to programme provision irrespective of the mode of delivery, including full-scale and blended online teaching and learning. Under such guiding principles, the School has started a review of the Quality Assurance (QA) System to ensure that the QA measures for programmes and courses with E-Learning components are appropriate. The proposed revision involves the QA procedures for the programme quality cycle of programme development and approval, ongoing monitoring, programme modification and programme review. Proposed changes to the programme development and approval process, as the first step, were put through a consultation with academic units and then were approved by the Quality Assurance Committee (QAC) in July 2020. The course proposal form has also been modified to incorporate components of supervised and self-managed online learning. Changes to the QA System will continue for other parts of the programme quality cycle including programme monitoring, modification and programme review.

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[7] https://www2.hkuspace.hku.hk/cc/news-and-events/events/community-spring-online-seminar

## C. Support for Teaching Quality, Including Pedagogical Development

### Action Item 5 - Outstanding Teachers

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Audit Findings

··· Several colleges have established their own awards for outstanding teachers. The Panel could not, however, locate explicit statements about student participation in awards systems, nor does there appear to be any involvement of award-winners in staff development activities where they could share their good teaching practices. *(Para 5.5 of the Audit Report)*

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5.1 In the selection of Outstanding Teacher Award (OTA) Scheme, student feedback from Learning Experience Surveys has been considered as one of the selection criteria. Effective teaching can be evidenced by high teaching effectiveness scores and course effectiveness scores in the Learning Experience Surveys. As mentioned in the Action Plan, HKU SPACE does not deem it appropriate to invite students to the outstanding teachers selection panels, given that the sub-degree students are 2-year full-time students, who may not yet have developed as sophisticated an appreciation for modern education holistically as the senior year students in 4-year degree programmes. On the other hand, part-time students of sub-degree level programmes would mostly be taking just one or two courses per term and some part-time programmes are of shorter duration. Instead of incorporating students as selection panel members, HKU SPACE would make use of various student communication channels such as Student-Staff Consultative Committees and Academic Committees for soliciting student inputs on good pedagogical practices and recognition of deserving teachers. Since the 2019/20 academic year, student representatives have been asked to identify good teaching practices adopted by teachers of their programmes. Good practices on teaching delivery, course sequence, teacher quality and teaching approaches were considered in the committee meetings attended by student members. These good practices were recorded in the Annual Monitoring Reports (AMRs) and reported and discussed in the corresponding Academic Committee meetings of the programmes.

*Appendix 5 Sample Agenda of Student-Staff Consultative Committee Meeting*

5.2 Owing to the postponement of the international conference mentioned in Section 2.6, the teacher forum for good teaching sharing by outstanding teacher awardees was also delayed. The MHCTL organised two online teacher forums in May and June 2020. In the May forum, two recipients of the OTA 2018/19 shared their insights and philosophies on teaching and learning, and how they engaged with students, empowered students and adapted to online teaching. In June 2020, two OTA recipients together with two other teachers discussed their practices in online assessment. Over 133 staff participated in these teacher forums online. As many as 94.0% of participants rated that they agreed or strongly agreed that they were satisfied with the e-seminars. In the e-seminar in June 2020, 34.1% of participants anticipated that they would

*Appendix 6 Seminars Organised by MHCTL and E-Learning Team in 2019 – 2020*

use the knowledge or skills they had learnt from the e-seminar. The recordings of the workshops are posted on the MHCTL website for sharing by staff and teachers.

## Action Item 6 - Part-time Teacher Support

<u>Audit Findings</u>
··· While the pay structure and opportunities for recognition of part-time staff through adjunct and honorary appointments are positive features, the Panel formed the view that the induction and training of part-time staff would benefit from closer attention. Part-time staff have access to the full range of staff development activities enjoyed by their full-time counterparts but attendance is generally low. HKU SPACE recognises both the difficulty of getting part-time staff to participate in staff development activities and the importance of ensuring that they are up-to-date with contemporary and innovative pedagogies and curriculum development, including a working knowledge of OBASL, criterion-referenced assessment (CRA) and the explicit use of rubrics in assessment to inform and assist student learning. The Panel therefore affirms the measures HKU SPACE has already taken to assist part-time staff further to develop their teaching practices and encourages the School to adopt a dedicated staff development programme for part-time staff, geared to the roles, responsibilities and working patterns of part-time teachers. *(Para 5.9 of the Audit Report)*

Overall the Panel concluded that HKU SPACE's policies, procedures and processes to support teaching quality, including pedagogical development, are fit-for-purpose. Much evidence was found of the School's commitment to continuous enhancement of teaching and learning. Further action is required, however to ensure that all teaching staff are supported comparably and consistently for the implementation of OBASL and CRA, and for the adoption of new pedagogical approaches such as e-learning and experiential learning. *(Para 5.13 of the Audit Report)*

6.1 HKU SPACE established the Maisy Ho Centre for Teaching and Learning (MHCTL) in August 2018. The Centre aims to upgrade and enhance pedagogical skills and knowledge of teachers, exposing them to the latest pedagogical theories and technologies and training and equipping them with the necessary digital literacies. It also endeavours to develop discipline-specific pedagogies for teaching both young adults and working adults through inviting teaching practitioners and professionals to share their philosophies, pedagogies and practices. To achieve the above objectives, the MHCTL organises talks, seminars and workshops delivered by teaching and learning professionals from local and overseas organisations, and hosts a website containing reference materials, resources and recorded talks and lectures for sharing among teachers. The MHCTL is overseen by the Deputy Director (Academic Services), with day-to-day operations led by a Centre Director.

6.2      The MHCTL launched two seminar series in 2020 on the themes of "Assessment and Pedagogy" and "Digital Literacy" to introduce to teaching and programme staff the latest trends in assessment, pedagogical practices and teaching technology. The Centre invites experienced academics from HKU and other universities to share their knowledge, pedagogies and good practices. Seminar topics include classroom feedback, online discussion forums, classroom engagement and assessment via mobile learning, and effective interactions and gamification when teaching online. In addition, the MHCTL organises sharing sessions to provide a platform for teaching staff to share their experience in adopting new teaching pedagogies and using online tools for teaching and assessment during the suspension of face-to-face classes due to the COVID-19 pandemic. Overall attendance at the seminars and workshops held by the MHCTL from January to June 2020 was around 400. These seminars and workshops were highly appreciated by the participants - 94.4% to 100% of those attending agreed or strongly agreed that they were satisfied with these sessions.

6.3      The MHCTL has produced video handbooks on the core concepts of outcome-based learning, criterion-referenced assessment, academic honesty and data privacy. The handbooks are available to teachers in phases. The first video handbook has been put on the MHCTL's website since May 2020 for reference by all programme staff and teachers. The launching of the video handbooks was announced in the Staff Intranet, via an E-newsletter as well as at the College Board meetings. More are planned to be released in the summer 2020.

6.4      The disruptions to teaching due to the social unrest and the COVID-19 outbreak resulted in both full-time and part-time learning moving to online delivery. While it is hoped that this may be temporary, it is nevertheless the School's policy aim to provide more, good quality, online learning support to students – blended learning is the new normal. Many of our part-time teachers need extra support to be able to deliver their teaching online in this new normal and if there are continuing disruptions from the social and health factors. In this connection, HKU SPACE has introduced a training subsidy scheme of HK$3 million for part-time teachers covering the period June 2020 to November 2020. Accordingly, part-time teachers will be given a training subsidy for which they will be required to undertake a minimum of 8 hours of training. Courses will be available in face-to-face sessions but also online for the convenience of part-time teachers. So far, for the first set of training conducted from 30 June to 31 July 2020, the response was very positive and encouraging. The first five seminars/workshops of the seven in the series drew an attendance of 534, among which some 400 were part-time teachers. Between 93.2% and 98.7% of the attendees agreed or strongly agreed that they were satisfied with the seminars/workshops. Additional relevant courses will be developed by the MHCTL and the E-Learning Team. The online version of the training conducted will have its devoted website and will be launched in

mid-August 2020. The structure of the training courses[8] is designed to suit teachers who have very different levels of technical skills in online teaching. Plenty of best practice reference materials for e-pedagogies and e-assessment will be made available for those who are more advanced in online teaching; whereas basic technical skill training in using the learning management system and video conferencing tools is also an essential component for those who are less well-versed in online delivery.

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[8] Document to be submitted separately to the QAC for reference

## D.    Student Learning Assessment

### Action Item 7 - Marking and Assessment

> Audit Findings
> ⋯ The Panel noted some inconsistent use of rubrics and assessment criteria in assignments and therefore encourages HKU SPACE to address this matter and secure comprehensive implementation of OBASL and CRA as soon as possible. *(Para 6.9 of the Audit Report)*
>
> The School's assessment policy emphasises the importance of students being given opportunities to demonstrate their achievement of PILOs and CILOs through a variety of types of assessment. One audit trail provides insight into the close attention given at programme approval to the appropriateness of assessment methods to be used in each course. It was less evident, however, that the same level of consideration is given to establishing whether assessment tasks set individually at course level collectively constitute an appropriate menu of assessments at programme level to facilitate achievement of PILOs. The Directorate provided reassurance that this issue has already been raised and will be subject to further discussion. The Panel endorses the School's decision to consider further how the programme approval process could take account of this matter. *(Para 6.10 of the Audit Report)*

7.1     The Audit Panel considered that HKU SPACE has successfully adopted Outcome-based Approach to Student Learning (OBASL), in alignment with the HKU OBASL policies. The Panel also encouraged the School in seeking more evidence of student achievement of intended learning outcomes (ILOs). The Programme Outcome Assessment (POA) process has been introduced to collect achievement of student assessment evidence in regard to the ILOs at the programme level. It is one of the HKU SPACE initiatives in a comprehensive implementation of OBASL. The Audit Panel recommended HKU SPACE to expedite its implementation across the School. The MHCTL is actively involved in the POA exercise to help enhance the current quality assurance mechanism of programme approval and monitoring.

7.2     In 2017/18, a pilot exercise of POA was carried out with four sub-degree award-bearing programmes. With the experience of this pilot, the MHCTL devised an implementation plan for adopting POA for all award-bearing programmes at all HKQF levels offered in HKU SPACE, and designed a POA Form[9]. Close reference has been made to the Programme Learning Outcome Assessment process for HKU main stream programmes. The POA implementation plan and POA Form were reported to and supported by the CTTL and the SAM Board in September and October 2019 respectively.

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[9] Document to be submitted separately to the QAC for reference

7.3 The MHCTL takes on the role of promoting and coordinating the POA among different academic units offering award-bearing programmes. To let teaching and programme staff familiarise themselves with the POA objectives and the tools to carry out the POA, the MHCTL has organised a series of workshops[10] on POA since July 2019. Over a hundred staff participated in the workshops held between July and December 2019. On average, above 95% of those attending strongly agreed or agreed that they were satisfied with the workshops. The Centre Director of MHCTL also gave briefings on POA at the College Board meetings of respective academic units. As POA is one of the mechanisms to monitor programme quality and is part of the quality assurance process, the MHCTL coordinates with the Quality Assurance Team and the Registry Affairs Team on incorporating the POA into the programme design, validation, approval and review processes.

7.4 In view of the diversity of HKU SPACE programmes, the MHCTL plans to run the POA exercise in phases and full implementation will be completed by June 2024. Ten programmes have submitted their POA Forms for the MHCTL's vetting in the first quarter of 2020, and more are expected to be completed in later quarters.

7.5 As mentioned in Section 6.2, the MHCTL also offers workshops and seminars on marking and assessment to acquaint teachers with the application of marking rubrics and good practices in assessment design and feedback. The MHCTL promotes good practices of student assessment and posts resources on its website[11], including sample rubrics, tools for writing ILO statements, sample POA forms and vetting procedures.

**Action Item 8 - Formative Assessment**

Audit Findings
While the University's assessment policy refers to formative assessment, discussions with staff and students made it clear that this is rarely practised in HKU SPACE. Respondents equated formative assessment with continuous assessment which, while often including formative elements, is ultimately summative. Students and staff expressed the view that some students find transition from secondary school to college challenging. The Panel suggests that the School consider whether the addition of elements of purely formative assessment could ease the transition of students to higher education study. *(Para 6.11 of the Audit Report)*

8.1 HKU SPACE made reference to HKU Guidelines and formalised the practice of Formative Assessment. The Guidelines on Formative Assessment[12] were approved by the SAM Board and the QAC in

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[10] Document to be submitted separately to the QAC for reference
[11] Document to be submitted separately to the QAC for reference
[12] Document to be submitted separately to the QAC for reference

October 2019. The guidelines are applicable to both full-time and part-time programmes with effect from November 2019 but with flexibility in implementation among programmes that vary in duration and subject disciplines. The guidelines have been incorporated in the HKU SPACE Academic Policies and Regulations for Student Assessment, and are available in the Staff Intranet for easy reference by all staff. Announcements via various channels including College Boards, Staff Intranet and emails were made to invite Programme Leaders to review the assessment strategies of individual programmes in accordance with the new guidelines. After this review, Programme Leaders will prepare modification proposals to include changes, as appropriate, for formal approval.

8.2    For full-time sub-degree programmes, the Steering Committee on College Curriculum of the HKU SPACE CC further proposed a set of Supplementary Guidelines on Assessment[13]. These Guidelines aim to address the issues pertaining to the implementation of School policy on Assessment for Learning. The proposed Guidelines aimed at devising additional guidance to teachers to better demarcate formative and summative assessment items by their nature, to set a ceiling on summative assessment, to set a time limit on giving interim course marks to students, and to give clearer guidelines on group projects for fair assessment. The Supplementary Guidelines on Assessment were approved by the SAM Board in January 2020. The Qualifications Framework Level and Credit Assignment Form (QF Form)[14] for full-time sub-degree programmes has been modified to enable implementation of the Supplementary Guidelines. The Supplementary Guidelines are applicable to full-time sub-degree programmes from the 2020/21 academic year onwards. Colleges that offer part-time programmes are encouraged to consider adopting these guidelines for part-time programmes.

8.3    The MHCTL regularly organises seminars and workshops on formative assessment to keep teachers abreast of update-to-date knowledge and skills. As mentioned in Section 6.2, the MHCTL invited the academics from other universities and institutions to deliver seminars on assessment. Two seminars on "Engaging Students Cognitively in Active Learning through Classroom Feedback and Online Discussion Forums" and "Formative Feedback Practices in Action" were held in February and May 2020.

*Appendix 6 Seminars Organised by MHCTL and E-Learning Team in 2019 – 2020*

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[13] Document to be submitted separately to the QAC for reference
[14] Document to be submitted separately to the QAC for reference

**Action Item 9 - Academic Dishonesty**

> Audit Findings
> Although HKU SPACE has its own assessment policies and procedures, students on some programmes are signposted via programme handbooks to the excellent HKU booklet, What is Plagiarism? which explains academic dishonesty and how to avoid it, complete with worked examples. The Panel suggests that all students could benefit from this publication. *(Para 6.14 of the Audit Report)*

9.1    HKU SPACE emphasises that academic integrity is a core value in higher education and expects all students to complete their work with the utmost academic integrity. The School has made the HKU booklet, What is Plagiarism? available for all students to read. Apart from the programme handbooks, the School has posted relevant information and the web link to the HKU booklet, What is Plagiarism?, on the Learner Portal for all students' access.

*Appendix 9 Plagiarism Information in the Learner Portal*

**Action Item 10 - External Examiners**

> Audit Findings
> The Panel met external examiners who also play a role within their institution in selecting HKU SPACE students for articulation to their own degree programmes; some external examiners from abroad are also from articulating universities. The Panel formed the view that this creates a potential conflict of interest and suggests that consideration be given to reviewing the guidelines on the appointment of external examiners to address this appropriately. *(Para 6.18 of the Audit Report)*

10.1    HKU SPACE reviews External Examiner (EE) policies from time to time to ensure that the policies are viable and practicable, as well as avoiding any conflict of interest. The last review was conducted in 2016. With reference to the Audit Panel's advice, HKU SPACE undertook a further review of the EE policies in 2020. The Deputy Director (Academic Services), who oversees Registry Affairs, carried out a thorough review of the existing EE policies in consultation with academic units. A proposal on revising the EE policies was approved by the SAM Board in April 2020. The changes made to the EE policies are as follows:
  i.    Conflict of interest will be avoided as far as possible in EE/Academic Assessor (AA) appointments.
  ii.   The terms "Academic Assessor" and "External Examiner" are more clearly differentiated:
        a) For Academic Assessors, the principal role is the moderation of scripts or of a sample thereof. AA may be invited to attend Boards of Examiners and Academic Committee meetings;

    b) For External Examiners, it is a broader advisory role to advise subject groups which may also include moderation of scripts. EE must be invited to Boards of Examiners and Academic Committees.

Revisions on the EE policies were announced to all staff through the Staff Intranet.

10.2     With reference to the Audit Panel's comment on potential conflict of interest, it was noted that the UGC-funded universities admit students into their senior years based on merit. In some cases, it might be unavoidable that the School has to appoint EEs from HKU or other articulating universities because of the subject discipline expertise. For example, as HKU is the only institution that offers Dentistry study programmes in Hong Kong, it is appropriate that HKU SPACE invites HKU Faculty of Dentistry academic staff as the EEs for the Dentistry sub-degree programmes. Another example is the EE appointment for the Architecture sub-degree programmes. Architecture is only offered in HKU and The Chinese University of Hong Kong, hence HKU SPACE may need to appoint an EE from either of these universities.

## Action Item 11 - Complaints Procedures

Audit Findings
Student complaints about assessments are normally raised through informal channels. Programme handbooks state explicitly that there is no right of appeal against grades while there is provision for checking procedural irregularity or technical error. The Quality Assurance Manual contains a detailed and comprehensive formal complaints procedure but this is a staff-orientated rather than a student-facing document. The Panel suggests that consideration could be given to producing an equivalent document for students. *(Para 6.20 of the Audit Report)*

11.1     HKU SPACE highly values feedback from students for the monitoring and improvement of our study programme quality and services. A set of detailed formal complaints procedures is provided in the QA Manual for ensuring that due attention is given and necessary remedial actions are promptly taken to handle complaints. Taking into consideration the Audit Panel's suggestion, the complaints procedures were re-presented from the students' perspective, based on the existing complaints procedures contained in the QA Manual. The complaints procedures for student use were approved by the Quality Assurance Process Working Group and by the QAC in June and July 2019 respectively. Since July 2019, the information on student complaints procedures has been uploaded to the Learner Portal in the section "Your Views' and included in the student handbook.

Appendix 10
Student Communicat- ions and Complaints Procedures in the Learner Portal

**Action Item 12 - Course Assessment Outcomes**

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Audit Findings

The Panel found evidence in the audit trails that rigorous interrogation of data takes place at every level. Concern that data based on student perceptions may be over-emphasised at the expense of student assessment outcomes and other hard data derived from annual programme monitoring is discussed below under Dimension 6 (see paragraph 6.21). *(Para 1.16 of the Audit Report)*

AMRs play a crucial role in evaluating the effectiveness of assessment within courses and programmes. They place primary emphasis on quantitative data collected through the LES. Overall success rates on programmes are discussed in AMR reviews and follow-up actions are noted. However, they provide much less evidence of consistent and detailed consideration of student assessment outcomes and performance at course level. There is no consistent evidence to indicate that variations in mark distributions are being used to identify examples of good practice where student performance is commendable, or to identify courses where action may be needed. The Panel therefore recommends that HKU SPACE take explicit account of student course assessment outcomes in annual programme monitoring. This could supplement an approach to the identification of 'quality' which at present tends to emphasise market attractiveness rather than academic rigour. *(Para 6.21 of the Audit Report)*

The Quality Assurance Manual states that assessment performance should be considered when monitoring the effectiveness of programmes, but places initial emphasis, at course level, on quantitative results derived from the LES, rather than on assessment outcomes. *(Para 6.3 of the Audit Report)*

⋯ Whilst the LES focuses on perceptions of course effectiveness, little evidence was found of consistent and detailed consideration of student assessment outcomes either at course level or across a programme… *(Para 8.14 of the Audit Report)*

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12.1    HKU SPACE acknowledges the merits of course assessment outcomes for monitoring programme quality and welcomes the recommendation of the Audit Panel.

12.2    To put this into practice, the Quality Assurance Process Working Group conducted a consultation process with academic units in October 2019. Further to the collaborative review by academic units, the annual monitoring and reporting process was enhanced. In this connection, the proposed action plan was to more clearly stipulate items for discussion of student course assessment outcomes in the Board of Examiners, Academic Committee and College Board meetings. Also, the discussions and analyses made on student assessment outcomes at the course level and programme level are to be recorded as part of the programme quality monitoring activities in the AMRs. The approval of the proposed revisions was given by the QAC in January 2020. With immediate effect, academic units take the following actions:

a) Board of Examiners, Academic Committee and College Board

Discussion and analysis of student learning assessment outcomes are included as standing items in the meeting agendas of the Boards of Examiners, Academic Committees and College Boards.

b) Annual Monitoring Reports

In the AMR[15] for each academic year, Programme Leaders summarise and record the assessment outcomes and analyse the key observations and actions. Such records include grade and classification distribution, identification of good practices or areas for improvement, comparison of 3 years' results profile and analysis on significant changes. Recent new initiatives of the School such as the POA and Programme Learning Outcomes Survey are also included. Corresponding revisions have been made in relevant parts of the QA Manual which is available on the Staff Intranet for reference by all staff.

## Action Item 13 - Programme Learning Outcomes Survey

Audit Findings

The School has several means by which it monitors outcomes of programme and course approval processes. AMRs enable programme leaders and ACs to reflect on patterns in application numbers. External examiner reports indicate general satisfaction with programme and course content and structure. These documents also confirm appropriate alignment between the CILOs and the assessment regime and confirm that most students achieve the CILOs, albeit with varying levels of performance. LES scores provide end-of-course data indicating whether students believe that they have achieved their CILOs. HKU SPACE recognises that understanding whether PILOs have been achieved is also important but less well developed. To address this, the School has piloted an end-of-programme student survey. *(Para 3.9 of the Audit Report)*

HKU SPACE recognises that a full set of data at programme level will further enhance the capacity of the School to reflect on its performance through consideration of student assessment outcomes. The Panel therefore affirms the action HKU SPACE has already taken in piloting both the end-of-programme survey and the programme outcomes assessment, and encourages HKU SPACE to expedite their implementation across all programmes. *(Para 6.23 of the Audit Report)*

… The potential benefits of enhancement-orientated end-of-programme surveys and the programme outcomes assessment project pilots were noted (see paragraph 6.23 above). The Audit Report recognises the work HKU SPACE has already undertaken in piloting an end-of-programme survey to assess the achievement of PILOs in 20 programmes and acknowledges the early

achievements of the programme outcomes assessment pilot and accordingly encourages the School to expedite implementation of these initiatives across a wider range of programmes. *(Para 8.14 of the Audit Report)*

13.1   The Programme Learning Outcomes Survey (PLOS) (formerly named End-of-Programme Survey) aims at assessing from the graduating student perspective the achievement of Programme Intended Learning Outcomes (PILOs). The PLOS serves to gather student perceptions as to how much they have achieved the PILOs as well as their overall satisfaction with the programme and learning experience.

13.2   To develop and oversee the PLOS, a Project Team was formed in 2019 with staff from relevant units of Information Technology Services, Maisy Ho Centre for Teaching and Learning, Quality Assurance, Registry Affairs, Research and E-Learning. The Project Team reports and makes recommendations to the QAC on the development, implementation and use of data of the PLOS. The Project Team worked closely with Programme Teams during the development and implementation process. To facilitate the survey implementation, the Project Team has devised an operation manual which delineates the scope, procedures and workflow. The operation manual and questionnaire template[16] are uploaded on the Staff Intranet for reference by all staff.

13.3   As one of the quality enhancement measures, PLOS is being formally incorporated into the HKU SPACE QA System. Upon completion of the survey, the PLOS reports are distributed to relevant Programme Teams. The Programme Teams consider and review the feedback from students in the PLOS and take appropriate follow-up actions. After the reviews and the actions, the Programme Teams incorporate the PLOS reports together with the outcomes of their follow-up actions as part of the programme monitoring records. Such records are entered in the AMRs for consideration by the respective Academic Committees. The AMRs, updated with the comments and recommendations from the Academic Committees, are then submitted to the College Boards and the QAC for consideration as part of the annual programme monitoring and reporting process.

13.4   Starting in 2017/18, the two Community Colleges have administered the PLOS across all full-time Associate Degree and Higher Diploma programmes.  The Community Colleges invite their final year students to complete an online questionnaire at the end of the programmes. In each of the 2018 and 2019 exercises, nearly 3,000 graduates of 45 programmes were invited to participate in the survey. Approximately 2,250 (73.4%) and 2,110 (69.8%) questionnaires were received in 2018 and 2019 respectively. The response rates were satisfactory. The survey results indicated that 77.3% and 77.8% of students in 2018 and 2019 respectively agreed or strongly agreed that their programmes were

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[16] Document to be submitted separately to the QAC for reference

effective in helping them achieve the PILOs. A slight increase in the overall ratings was noted when comparing the 2019 survey results with the results of 2018. As only two years of data have been collected so far, a conclusion is premature on the trend of data for quality enhancement.

13.5    Considering the complexity and diversity of part-time award-bearing programmes, the Project Team recommended to the QAC that the PLOS implementation across all part-time programmes would take on a phased approach. A briefing and a pilot exercise for part-time award-bearing programmes were conducted in late 2019. The pilot for PLOS was conducted for 12 part-time programmes at HKQF levels 4 – 6. Based on the experience gained in the pilot, HKU SPACE plans to conduct the PLOS in three phases in 2020 and 2021, with a target of full implementation of the PLOS across all award-bearing part-time programmes by the summer of 2021.

E.    **Student Participation and Student Support Services**

**Action Item 14 - Student Representation**

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Audit Findings

⋯ Unlike HKU, not all academic governance committees in HKU SPACE have student representatives. Staff informed the Panel that it was difficult to persuade part-time students to take on that level of engagement. Notwithstanding this, the Panel noted the substantial number of full-time students in the community colleges and encourages HKU SPACE to consider new ways of ensuring that the student voice is heard beyond programme level. *(Para 7.11 of the Audit Report)*

Overall, the Panel concluded that student representation is working effectively at course and programme level but could be improved at the level of the institution… *(Para 7.13 of the Audit Report)*

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14.1    For full-time sub-degree programmes, there has already been substantial student representation at the Academic Board. To collect feedback and suggestions from students beyond the programme level, both Community Colleges hold gatherings several times a year between the College Principal and students. Owing to the suspension of in-person meetings in 2019/20, the gatherings were done online and on a divisional basis. In addition, the Community Colleges put in much effort to maintain the communication with their students through various channels. For instance, the HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) Deputy Principal met with the representatives of the Students' Union in February 2020 to discuss the impact of online teaching arrangements on students. In response to students' request, HPSHCC purchased notebook computers which would be on loan to students for use at home.

14.2    As mentioned in the Action Plan, the School deems it more efficient and effective for individual Colleges that offer part-time programmes to organise gatherings and sharing opportunities for part-time students to express their views on issues beyond the programme level. In the first half year of 2020, the Colleges organised several gatherings in which the staff representatives from the Colleges met the student representatives of different programmes. In the light of extended class suspension due to the COVID-19 outbreak, the gatherings were conducted online via Zoom since March 2020. At the gatherings, student representatives shared their views and feedback on issues such as teaching quality, class delivery mode, learning, communication channels, campus locations, feedback channels, career advancement, support services and new programme development. The issues raised by students were presented to the committees at the college level and pertinent items were conveyed to relevant units for consideration and follow-up.

## IV. Conclusion

The key action plans and deliverables are given in the above sections. The University is confident that all action items have been implemented appropriately and with due contextual considerations. Actions taken are generally according to the planned timeframes, except those unavoidably impacted by the social unrest and the Coronavirus. The University will continue to monitor and review the implementation progress of actions to ensure that further developments and initiatives are effectively and efficiently implemented in the sub-degree operations.

**Abbreviations and Acronyms**

| | |
|---|---|
| AA | Academic Assessor |
| AC | Academic Committee |
| ACIT | Advisory Committee on Innovation and Technology |
| AMRs | Annual Monitoring Reports |
| AR | Augmented Reality |
| CAVE | Cave Automatic Virtual Environment |
| CC | HKU SPACE Community College |
| CILO | Course Intended Learning Outcome |
| CPD | Continuing Professional Development |
| CRA | Criterion-Referenced Assessment |
| CTTL | Committee on Technology and Teaching and Learning |
| EE | External Examiner |
| ESG | Standards and Guidelines for Quality Assurance in the European Higher Education Area |
| HKU | The University of Hong Kong |
| HKU SPACE | The University of Hong Kong School of Professional and Continuing Education |
| HPSHCC | HKU SPACE Po Leung Kuk Stanley Ho Community College |
| ILO | Intended Learning Outcome |
| KPIs | Key Performance Indicators |
| LES | Learning Experience Survey |
| MHCTL | Maisy Ho Centre for Teaching and Learning |
| MOOC | Massive Open Online Course |
| OBASL | Outcome-based Approach to Student Learning |
| OTA | Outstanding Teacher Award |
| PILO | Programme Intended Learning Outcome |
| PLOS | Programme Learning Outcomes Survey |
| POA | Programme Outcome Assessment |
| QA | Quality Assurance |
| QAC | Quality Assurance Committee |
| QF Form | Qualifications Framework Level and Credit Assignment Form |
| SAM Board | School Academic and Management Board |
| SB | Student Barometer |
| SOUL | SPACE Online Universal Learning |
| UGC | University Grants Committee |
| VR | Virtual Reality |

THE UNIVERSITY OF HONG KONG
UGC Quality Assurance Council Audit of Sub-degree Operations
Summary of Implementation of Action Plan

The University and HKU SPACE made holistic plans and took appropriate follow-up actions in response to the Audit Panel's suggestions and recommendations. As the principal provider of sub-degree programmes in the University, HKU SPACE took initiatives to implement the plans accordingly. The 14 Action items are grouped under 5 main headings and summarised below:

| Item | Audit Findings | Follow-up Actions |
|---|---|---|
| **A. Governance, Management, University Planning and Accountability** | | |
| 1 | The Panel recommends that HKU undertake comprehensive periodic reviews of HKU SPACE *(para 1.10 of the Audit Report).* | • The University conducted a Review of HKU SPACE with a panel chaired by the Vice-President (Teaching and Learning) in late 2019<br>• The University will adopt a quinquennial cycle for future reviews |
| 2 | The Panel affirms the steps already taken by HKU SPACE on benchmarking and encourages the School to engage in systematic international benchmarking with world-class institutions. *(para 1.11 of the Audit Report)* | • Reviewed the lists of Key Performance Indicators in September 2019 and February 2020<br>• Participated in a student survey, Student Barometer, conducted by an international agency in 2018 and 2019, and planned to conduct the survey biennially thereafter<br>• Launched a one-stop online career services platform, Career SPACE, for all students and alumni starting March 2019<br>• Will organise an international conference "Quality and Self-financed Higher Education – Connecting Local and Global" rescheduled to take place in October 2020<br>• Will arrange an international quality review by an independent panel in 2021 |
| 3 | Utility of the risk matrix could be enhanced in two ways: first by identifying specific role-holders as risk owners, rather than identifying colleges generically; secondly by separating the document into strategic and operational risks. *(para 1.12 of the Audit Report)* | • Conducted a review and updated the Risk Register with specified risk owners and streamlined sub-categories in 2019/20<br>• Identified strategic and operational risks<br>• Carries out an annual Risk Assessment exercise |

| | B. Programme Delivery, Including Pedagogical Approaches, Learning Environments and Resources, Scheduling | |
|---|---|---|
| 4 | The Panel therefore affirms the action already taken to develop a strategy for e-learning and technology and encourages the School to operationalise it in greater detail. *(para 4.10 of the Audit Report)* | • Conducts a review of E-Learning developments on an annual basis<br><br>• Set up the Advisory Committee on Innovation and Technology in February 2019<br><br>• Budgeted more than HK$20 million for setting up distance learning classrooms, investing in hardware and software, providing learning subsidies to full-time students and training subsidies to part-time teachers in online training courses<br><br>• Organises training on online teaching and E-Learning tools for teachers<br><br>• Develops more courses with VR/AR contents, blended learning courses (e.g. eDiploma in Foundation Education) and E-Learning courses<br><br>• Develops new CAVE and VR facilities<br><br>• Devises a long-term strategy on online instruction for full-time sub-degree programmes<br><br>• Collaborates with secondary schools to develop VR learning facilities<br><br>• Conducts E-Learning seminars for students and the public<br><br>• Reviews and updates QA procedures for programmes and courses with E-Learning components |
| | C. Support for Teaching Quality, Including Pedagogical Development | |
| 5 | The Panel could not, however, locate explicit statements about student participation in awards systems, nor does there appear to be any involvement of award-winners in staff development activities where they could share their good teaching practices. *(Para 5.5 of the Audit Report)* | • Engages student feedback via Learning Experience Surveys<br><br>• Makes use of various communication channels such as Student-Staff Consultative Committees and Academic Committees for soliciting student inputs on good pedagogical practices and recognition of deserving teachers<br><br>• Organises teacher forums for good teaching sharing by outstanding teacher awardees |

| 6 | The Panel therefore affirms the measures HKU SPACE has already taken to assist part-time staff further to develop their teaching practices and encourages the School to adopt a dedicated staff development programme for part-time staff, geared to the roles, responsibilities and working patterns of part-time teachers. *(Para 5.9 of the Audit Report)* <br><br> Further action is required, however to ensure that all teaching staff are supported comparably and consistently for the implementation of OBASL and CRA, and for the adoption of new pedagogical approaches such as e-learning and experiential learning. *(Para 5.13 of the Audit Report)* | • Established the Maisy Ho Centre for Teaching and Learning in August 2018 <br> • Organises seminars and workshops on assessment, pedagogical practices and teaching technology <br> • Produces video handbooks for teachers on the core concepts of outcome-based learning, criterion-referenced assessment, academic honesty and data privacy <br> • Offers training subsidies and training on online teaching for part-time teachers |
|---|---|---|
| **D. Student Learning Assessment** | | |
| 7 | It was less evident, however, that the same level of consideration is given to establishing whether assessment tasks set individually at course level collectively constitute an appropriate menu of assessments at programme level to facilitate achievement of PILOs. … The Panel endorses the School's decision to consider further how the programme approval process could take account of this matter. *(Para 6.10 of the Audit Report)* | • Adopted Programme Outcome Assessment (POA) since 2019 with a plan for full implementation across all award-bearing programmes by 2024 <br> • Designed the POA form and procedures <br> • Organises a series of POA workshops, and seminars on marking rubrics and assessment practices |
| 8 | The Panel suggests that the School consider whether the addition of elements of purely formative assessment could ease the transition of students to higher education study. *(Para 6.11 of the Audit Report)* | • Formalised the practice of formative assessment and stipulated the Guidelines on Formative Assessment <br> • Organises seminars and workshops on formative assessment |
| 9 | The Panel suggests that all students could benefit from the excellent HKU booklet, What is Plagiarism? *(Para 6.14 of the Audit Report)* | • Posted the HKU booklet and relevant information on plagiarism in the Learner Portal for access by all students |
| 10 | The Panel … suggests that consideration be given to reviewing the guidelines on the appointment of | • Carried out a thorough review of the EE policies in consultation with academic units and made changes to the policies |

| | | |
|---|---|---|
| | external examiners to address this appropriately. *(Para 6.18 of the Audit Report)* | |
| 11 | The Quality Assurance Manual contains a detailed and comprehensive formal complaints procedure but this is a staff-orientated rather than a student-facing document. The Panel suggests that consideration could be given to producing an equivalent document for students. *(Para 6.20 of the Audit Report)* | • Uploaded information on student complaints procedures in the Learner Portal and included in the student handbook |
| 12 | The Panel therefore recommends that HKU SPACE take explicit account of student course assessment outcomes in annual programme monitoring. This could supplement an approach to the identification of 'quality' which at present tends to emphasise market attractiveness rather than academic rigour. *(Para 6.21 of the Audit Report)* | • Stipulated agenda items for discussion of student course assessment outcomes in the Board of Examiners, Academic Committee and College Board meetings<br>• Records discussions and analyses made on student assessment outcomes at the course level and programme level as part of the programme quality monitoring activities in the Annual Monitoring Reports |
| 13 | The Panel therefore affirms the action HKU SPACE has already taken in piloting both the end-of-programme survey …, and encourages HKU SPACE to expedite their implementation across all programmes. *(Para 6.23 of the Audit Report)* | • Incorporated the Programme Learning Outcomes Survey (PLOS) (formerly named End-of-Programme Survey) in the HKU SPACE QA System<br>• Introduced the PLOS across all full-time Associate Degree and Higher Diploma programmes since the 2018 graduating cohort<br>• Implements the PLOS across all part-time award-bearing programmes by phases, with a target of full implementation by the summer of 2021 |
| **E. Student Participation and Student Support Services** | | |
| 14 | Overall, the Panel concluded that student representation is working effectively at course and programme level but could be improved at the level of the institution. *(Para 7.13 of the Audit Report)* | • Organises gatherings and sharing opportunities beyond the programme level for students to express their views on issues such as teaching quality, campus locations, career advancement, support services and new programme development |

## List of Appendices

## (in the order according to the Progress Report)

| Appendix No. | Name of Document | Paragraph |
|---|---|---|
| 1 | Student Barometer in 2018 and 2019 | 2.3 |
| 2 | Webpage of Career SPACE | 2.5 |
| 3 | Advisory Committee on Innovation and Technology | 4.2 |
| 4 | Digital Map of E-Learning | 4.4 |
| 5 | Sample Agenda of Student-Staff Consultative Committee Meeting | 5.1 |
| 6 | Seminars Organised by MHCTL and E-Learning Team in 2019-2020 | 5.2 6.2 8.3 |
| 7 | Vision and Mission of MHCTL | 6.1 |
| 8 | Video Handbooks for Teachers | 6.3 |
| 9 | Plagiarism Information in the Learner Portal | 9.1 |
| 10 | Student Communications and Complaints Procedures in the Learner Portal | 11.1 |

# Appendix 1

**THE UNIVERSITY OF HONG KONG**
**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Student Barometer in 2018 and 2019**

## HKU SPACE Receives a High Satisfaction Rating in the Student Barometer Autumn 2018

DATE   09 JUL 2019 (TUE)
Press Release

◁ Share   🖶 Print

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【Hong Kong – 9 July 2019】HKU SPACE was delighted to receive an overall average student satisfaction rate of 87.9%[1] which is above the global and Asian benchmarks in the Student Barometer (SB) Autumn 2018 survey. The survey, which is the largest annual satisfaction survey of students in the world, was conducted by the independent research agency "i-graduate" in 2018 to collect feedback on student experiences in the areas of learning, living, support and arrival. The survey results affirmed the School's devoted efforts in providing quality learning experience and support to our students.

Other findings in the survey showed that:

- In the area of learning experience, the School received an average student satisfaction rate[2] of 88.1%, which is slightly above the global and Asian benchmarks;
- HKU SPACE ranked in the top 5 among the 23 participating Asian institutions for "expert lecturers" and "good teachers" in the  learning experience aspect;
- In other aspects of learning like "programme organisation", "marking criteria", "feedback on coursework", "careers advice", and "work/placement opportunities", HKU SPACE outperformed global benchmarks.

Professor William K.M. Lee, the Director of HKU SPACE, said, "Following  recommendations made by the "QAC Report of a Quality Audit of Sub-degree Operations" on benchmarking, the School engaged i-graduate to conduct student surveys to provide us with independently assessed international benchmarking indications against other world-class institutions. The result is encouraging especially in the overall learning experience which demonstrates our effectiveness in providing quality teaching and learning as well as offering the best support to our students. This benchmark paves the way for us in our goal to becoming a truly world-class centre of excellence."

The survey received around 195,182 responses from students in 212 institutions in 21 countries. HKU SPACE was benchmarked against these international and Asian institutions.

**Student Satisfaction on Learning Experience**
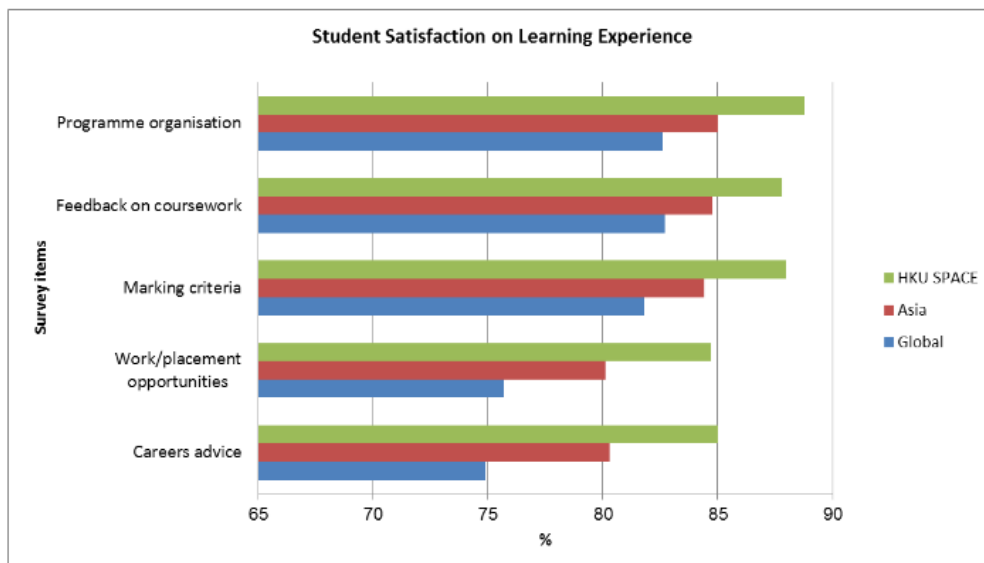


¹The overall average satisfaction rate refers to the average ratings of all attributes from four sections, namely "Learning", "Living", "Support", "Arrival".

²Average satisfaction rate refers to the average ratings based on the 24 attributes in the "Learning" section.

# HKU SPACE Receives a High Overall Satisfaction Rating from Students in the Student Barometer for the 2nd Consecutive Year

≪ Share  🖶 Print

【Hong Kong – 1 June 2020】HKU SPACE participated in the 2019 Student Barometer exercise for the second consecutive year, and was pleased to receive the overall student satisfaction rate of 87.3%[1] which is generally in line with the global, Asian and Hong Kong benchmarks. The survey is open to all students of the School. The survey results demonstrated our continued efforts in providing quality teaching and learning experience and support service to our students.

Findings in the survey showed that:

- In the area of learning experience, among 11 teaching items, the School performed above the global benchmark in 8 of these elements, including "quality lectures", "programme organisation", "performance feedback" , "learning support" and "marking criteria";

HKU SPACE Receives a High Overall Satisfaction Rating from Students in the Student Barometer for the 2nd Consecutive Year

**Student Satisfaction on Learning Experience**
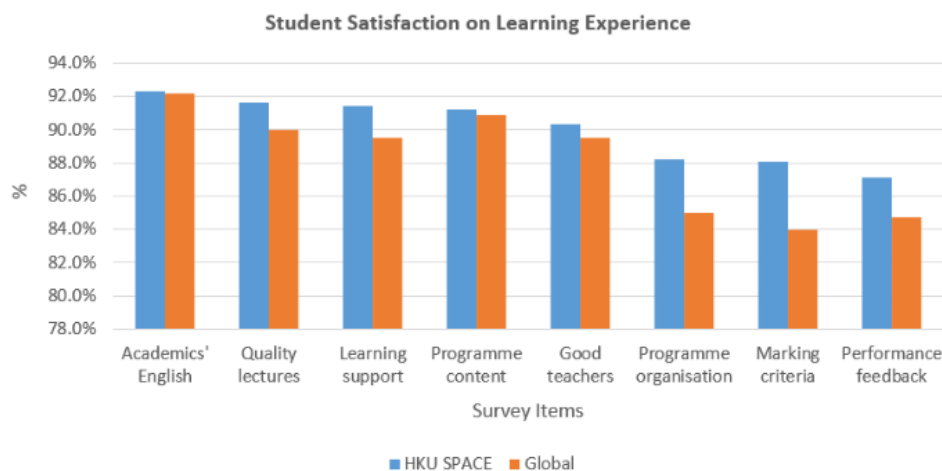
- In some of the items like "careers advice" in learning experience, "careers service" and "counselling" in the support services and "transport links to other places" in living experience, HKU SPACE outperformed the global benchmarks.

Professor William K.M. Lee, the Director of HKU SPACE, said, "We are encouraged to see the excellent performance in different aspects of the survey. Most 'teaching' elements and some of the 'studies' elements of the School performed better than those in 2018 and above global benchmark. The result reflected our determination to enhance our quality of teaching and learning through the support of advanced technology and new online learning approaches."

"With the launching of Career SPACE, a one-stop online career platform, in March 2019, we are delighted to know the survey item of 'careers service' receiving a satisfaction rate of 95.1% which shows a significant increase (8.4%) when compared with last year, and is much higher than the global benchmark this year. This proves students and alumni welcome the service of Career SPACE," he added.

**Student Satisfaction on Careers Support Service 2019 vs 2018**
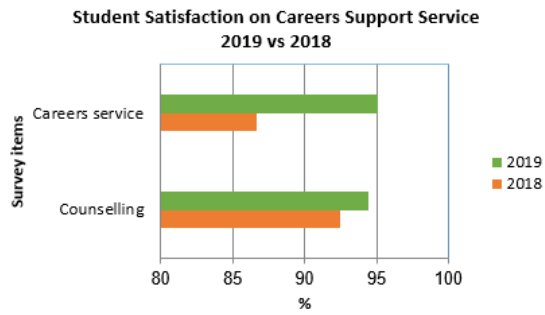


The Student Barometer survey, which is the largest annual satisfaction survey of students in the world, was conducted by the independent research agency "i-graduate" to collect feedback on student experiences in the areas of teaching, learning, programme content, assessment, graduate outcomes, and student support. In the 2019 round, the survey received feedbacks from around 296,000 students from 215 institutions in 19 countries.

[1] *The overall satisfaction rate means that the percentage of respondents replied "satisfied" or "very satisfied" to the question, "Overall, how satisfied are you with all aspects of your experience at your institution?".*

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**Webpage of Career SPACE**



Events    Adverse Weather    HKU    中文    🔍    ⦙

Study · Interest · International · China · Discover · Connect

career
SPACE

YOUR ONE-STOP
CAREER GUIDE

Articulation
Acceleration
Achievement

Home > Career SPACE



Take a video tour to Career SPACE

**Career SPACE**

Whether you're searching for your first career or changing your present career, don't leave your next step to chance! Explore your options, check the resources and take control of your career now.

> Students & Alumni Login*    > Forget Password    > Forget Username & Password

*For students and alumni, the username is your student number.

Staff Login    Teacher Login

**Key Features**

· CV and Cover Letter Builder
· Interview Simulator
· Psychological tests
· Mock aptitude tests
· Advice on switching careers
· 5,000+ video and articles
· Latest news from career experts



Subscribe to our e-connect (https://hkuspace.hku.hk/enews/get-update) to receive the latest updates.

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# **Appendix 3**

**THE UNIVERSITY OF HONG KONG**

**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Advisory Committee on Innovation and Technology**

Terms of Reference

The role of the Advisory Committee is to provide advice to the School Academic and Management Board on developmental strategies of the School's technological innovation and information management. The principal responsibilities of the committee are:

1. To review the status and advise on the strategic direction of development of the School's technology and information system;
2. To advise on the priority of implementation of the School's initiatives on innovation and technology development;
3. To facilitate the connection and linkage of the School with the industry and other academic institutions;
4. To provide professional insights on matters pertaining to the School's technological developments as requested by the School Director.


Membership

Chair:        HKU SPACE Director or representative
Members:   Up to six external experts appointed by the School Academic and Management Board
                 HKU SPACE Chief Information and Planning Officer
                 Chairman, Committee on Technology and Teaching and Learning
                 Up to six members from the School appointed by the Director
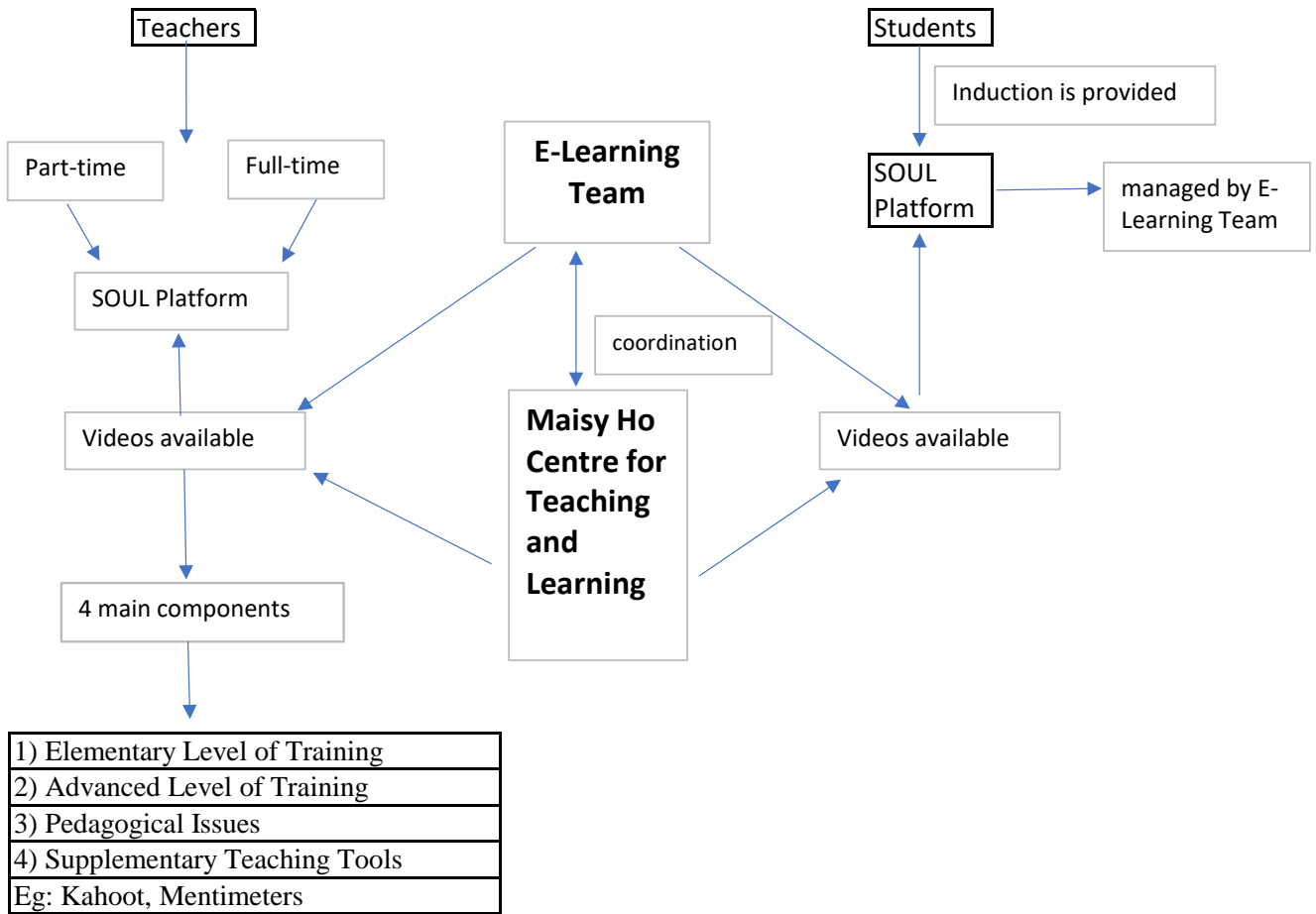Secretary:  Information Technology Services Unit


Remarks:
(a) The Committee can co-opt members as necessary.
(b) The term of service is normally up to three years and renewal.
(c) The Committee normally meets twice a year and at the discretion of the Chair.

**Appenidx 4**

**THE UNIVERSITY OF HONG KONG**
**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Digital Map of E-Learning**

Teachers

Students

Induction is provided

Part-time

Full-time

**E-Learning Team**

SOUL Platform

managed by E-Learning Team

SOUL Platform

coordination

Videos available

**Maisy Ho Centre for Teaching and Learning**

Videos available

4 main components

| 1) Elementary Level of Training |
| 2) Advanced Level of Training |
| 3) Pedagogical Issues |
| 4) Supplementary Teaching Tools |
| Eg: Kahoot, Mentimeters |

**Appendix 5**

## THE UNIVERSITY OF HONG KONG
## HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

### Sample Agenda of Student-Staff Consultative Committee Meeting

**<Programme Title>**

**Student-Staff Consultative Committee**

DATE     :
TIME      :
VENUE   :

_____

### AGENDA

1.     Terms of Reference and Membership List

   To note the Terms of Reference and Membership List for information.

2.     Minutes of the last meeting

   To confirm the minutes of the meeting held on <date>.

3.     Review of Teaching and Learning Matters

   To discuss teacher and student representatives' feedback for courses covering the following items:

   - quality of teaching and learning;
   - quality of support services;
   - learning experience and performance of students;
   - good teaching practices and recognition of deserving teachers.

4.     Forward views or information to Academic Committee and any other relevant units for follow up actions.

5.     Any Other Business

   To consider any other business.

<div align="right">

&lt;Name&gt;
Committee Secretary

</div>

<Date>

# Appendix 6

**THE UNIVERSITY OF HONG KONG**

**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Seminars Organised by MHCTL and E-Learning Team in 2019 - 2020**

| Activities | Speakers | Date | No. of participants |
|---|---|---|---|
| **POA Induction Workshop** (FT programmes) | **Prof Sonny Lo** (Deputy Director, HKU SPACE) **Dr Edgar Liu** (CLST, HKU SPACE) **Dr Samuel Ng** (CC, HKU SPACE) **Dr Ada Lai** (MHCTL, HKU SPACE) | 2 July 2019 | 27 |
| **POA Induction Workshop** (PT programmes) | **Prof Sonny Lo** (Deputy Director, HKU SPACE) **Dr Edgar Liu** (CLST, HKU SPACE) **Dr BJ Lee** (CBF, HKU SPACE) **Ms Usa Kiatvong** (CHL, HKU SPACE) **Dr Ada Lai** (MHCTL, HKU SPACE) | 5 July 2019 | 35 |
| **POA Induction Workshop** (Programmes using Cantonese or Putonghua as the medium of instruction) | **Prof Sonny Lo** (Deputy Director, HKU SPACE) **Dr Edgar Liu** (CLST, HKU SPACE) **Dr BJ Lee** (CBF, HKU SPACE) **Dr Ada Lai** (MHCTL, HKU SPACE) | 27 November 2019 | 52 |
| **Assessment and Pedagogy Seminar Series**: Engaging Students Cognitively in Active Learning Through Classroom Feedback and Online Discussion Forums | **Dr Vincent Cheng** (Lecturer, Department of Social Sciences, EdUHK) | 10 February 2020 | 16 |

| Activities | Speakers | Date | No. of participants |
|---|---|---|---|
| **Digital Literacy Seminar Series:** Effective Interactions and Gamification When Teaching Online | **Ms Catherine Cheng** (Lecturer, Division of Languages and Communication, PolyU SPEED) | 16 April 2020 | 115 |
| **Assessment and Pedagogy Seminar Series**: Formative Feedback Practices in Action | **Ms Catherine Cheng** (Lecturer, Division of Languages and Communication, PolyU SPEED) | 14 May 2020 | 99 |
| **POA in the Validation and Approval Process for New Programmes** | **Ms Deborah Ng** (QA, HKU SPACE) **Mrs Amy Chan** (RA, HKU SPACE) **Dr Ada Lai** (MHCTL, HKU SPACE) | 20 May 2020 | 87 |
| **OTA Teacher Forum**: Discussions with Recipients of Outstanding Teacher Award 2018/19 | **Dr Leigh Jones** (CLST, HKU SPACE) **Mr Edmond Wong** (CHL, HKU SPACE) | 29 May 2020 | 47 |
| **Assessment and Pedagogy Seminar Series cum OTA Teacher Forum:** Issues and Ethics of Online Assessment Practices | **Dr Ng Tat Ming, Simon** (CHL, HKU SPACE) **Dr Edgar Liu** (CLST, HKU SPACE) **Mr Eric Kwong** (CHL, HKU SPACE) **Mr Javis Ng** (CC, HKU SPACE) | 4 June 2020 | 86 |
| **Digital Literacy Seminar Series:** Mobile Learning: Classroom Engagement and Assessment | **Dr Leon Lei** (E-Learning Technologist, Technology-Enriched Learning Initiative, HKU) **Ms Sharon Keung** (E-Learning Technologist, Technology-Enriched Learning Initiative, HKU) | 10 June 2020 | 37 |

| Activities | Speakers | Date | No. of participants |
|---|---|---|---|
| **Digital Literacy Seminar Series:** Gauging the Online Learning Landscape: Sharing Experiences in Developing Paid and Free MOOC and e-CPD courses | **Dr Bruce Cheung** (CLST, HKU SPACE) **Dr Jenny Tung** (CLST, HKU SPACE) | 23 June 2020 | 41 |
| **E-Learning Empowerment for Teachers Series:** E-Learning in Higher Education | **Professor Siu Cheung Kong** (Professor of the Department of Mathematics and Information Technology and Director of Centre for Learning, Teaching and Technology, EdUHK) | 30 June 2020 | 132 |
| **Advanced Functions of Moodle/SOUL2.0** | **Dr Jeanne Lam** (E-Learning Team, HKU SPACE) **Mr. Benjamin Lam** (E-Learning Team, HKU SPACE) | 6 July 2020 | 119 |
| | | 10 July 2020 | 77 |
| **Advanced Functions of Virtual Classroom** | **Mr. Jimmy Yau** (E-Learning Team, HKU SPACE) | 13 July 2020 | 128 |
| | | 17 July 2020 | 74 |
| **How to Do Video Recording, Editing and Live Streaming and How to Use eAssessment Applications** | **Mr Sunny Ng** (Project Director, Image/nation Instructor) **Mr Patrick Hung** (E-Learning Team, HKU SPACE) **Dr Edgar Liu** (CLST, HKU SPACE) **Dr Ada Lai** (MHCTL, HKU SPACE) | 20 July 2020 | 132 |
| | | 24 July 2020 | 75 |

**Appendix 7**

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<center>

**THE UNIVERSITY OF HONG KONG**
**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

<br>

**Vision and Mission of MHCTL**

</center>

<br>

**Maisy Ho Centre for Teaching and Learning**

<br>

**Our Vision**

The vision of the centre is to become the leading teaching and learning centre for professional education in Hong Kong by supporting, improving, and enhancing the pedagogical and technological skills and knowledge of the teachers at HKU SPACE and providing carefully curated induction training and professional development activities to practitioners/teachers. The Maisy Ho Centre for Teaching and Learning also endeavours to develop discipline-specific pedagogies that target both young adults (full-time learners) and working adults (part-time learners) through consultation with teaching practitioners of different disciplines, local and international professionals, and the academia to share their specific and unique teaching philosophies, pedagogies and practices. The centre also promotes quality teaching and learning practices at HKU SPACE by reinforcing and enhancing the current quality assurance framework and process.

<br>

**Our Mission**

In its goal to become a leading teaching and learning centre for professional education, the Maisy Ho Centre for Teaching and Learning will organise conferences and a variety of talks, seminars and workshops and host a website that will provide downloadable reference materials, resources and recorded talks and lectures that can be widely shared among the teachers at HKU SPACE. The centre is also actively involved in the programme outcome assessment exercise to help enhance the current quality assurance process at HKU SPACE. Finally, the centre also administers the Outstanding Teacher Award which seeks to identify and reward exemplary teachers from the 'bottom up' and appreciate as well as acknowledge their efforts.

## Appendix 8

**THE UNIVERSITY OF HONG KONG**
**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Video Handbooks for Teachers**

# Appendix 9

**THE UNIVERSITY OF HONG KONG**
**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Plagiarism Information in the Learner Portal**

**Learner Portal**

Sign In *MyPortal*

**HKUSPACE**

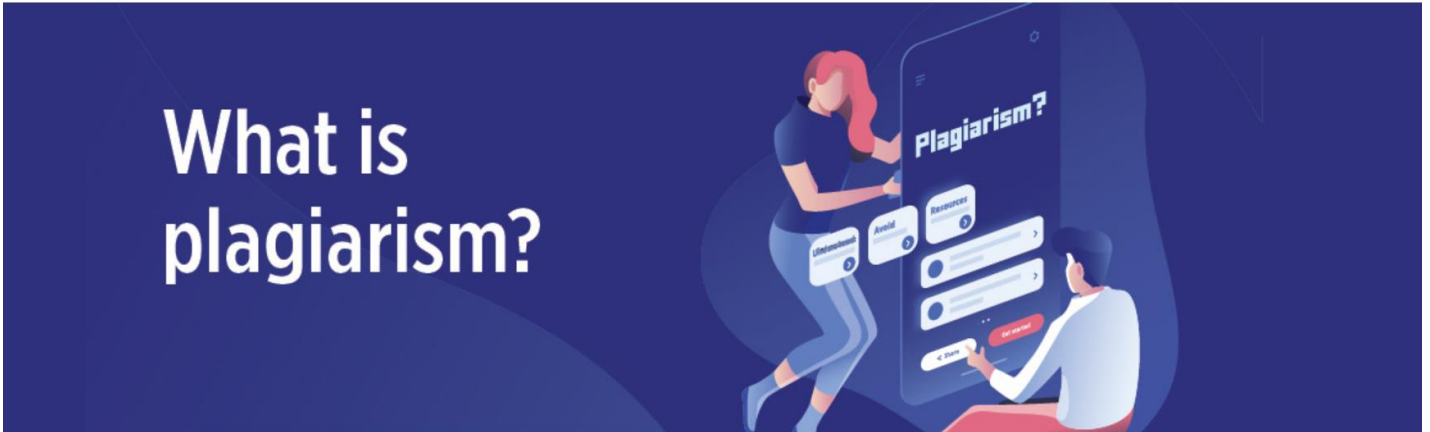| HKUSPACE Today | CareerSPACE | General Information | Links and Resources | Contact Us |

● Replacement of Award Certificate
    >> more details

● Plagiarism
Plagiarism is a serious academic disciplinary offence. A student shall not engage in plagiarism in any form of work submitted for assessment or examination. A student who commits plagiarism is subject to disciplinary action taken by the School. The School adopts the HKU policy and practice for handling plagiarism. Students should read the booklet published by HKU carefully and be wary of the possibilities of committing the offence.    >> more details

● Your Views
When students have comments such as complaints or compliments, they may write to the relevant Programme Leaders. In the communication, students need to clearly identify themselves. An anonymous letter or email shall not be dealt with. The School has established procedures to handle complaints.    >> more details

1

# What is plagiarism?

Plagiarism is a serious offence in the academic world. It constitutes academic theft – the offender has 'stolen' some intellectual property and presented it as his or her own. Plagiarism speaks to a person's integrity and honesty, stifles creativity and originality, and defeats the fundamental purpose of education.

In this University, plagiarism is a disciplinary offence. Any student who commits the offence may face disciplinary action. It is the responsibility of all students at all levels to familiarize themselves with proper academic practice of writing, citation and referencing. This website provides general guidance on what constitutes plagiarism, why it is wrong, and how to avoid it. Students are also expected to seek specific guidance within their discipline and to consult the relevant University policies and regulations. Useful links are provided on this website.

› **What is plagiarism?**

› **Understanding plagiarism**

› **Consequences of plagiarism**

› **How to avoid plagiarism**

› **Learning resources**

› **Policies and regulations**



▶ 0:00 / 0:32    🔊   ⛶   ⋮

**Appendix 10**

**Student Communications and Complaints Procedures in the Learner Portal**



**Learner Portal**

Sign In *My*Portal

HKUSPACE

| HKUSPACE Today | CareerSPACE | General Information | Links and Resources | Contact Us |

● Classroom Conduct
   >> more details

● Discretion and Discipline
   >> more details

● Transcripts
   >> more details

● Finance Assistance
   >> more details

● Replacement of Award Certificate
   >> more details

● Plagiarism
   Plagiarism is a serious academic disciplinary offence. A student shall not engage in plagiarism in any form of work submitted for assessment or examination. A student who commits plagiarism is subject to disciplinary action taken by the School. The School adopts the HKU policy and practice for handling plagiarism. Students should read the booklet published by HKU carefully and be wary of the possibilities of committing the offence.    >> more details

● Your Views
   When students have comments such as complaints or compliments, they may write to the relevant Programme Leaders. In the communication, students need to clearly identify themselves. An anonymous letter or email shall not be dealt with. The School has established procedures to handle complaints.    >> more details

**THE UNIVERSITY OF HONG KONG**
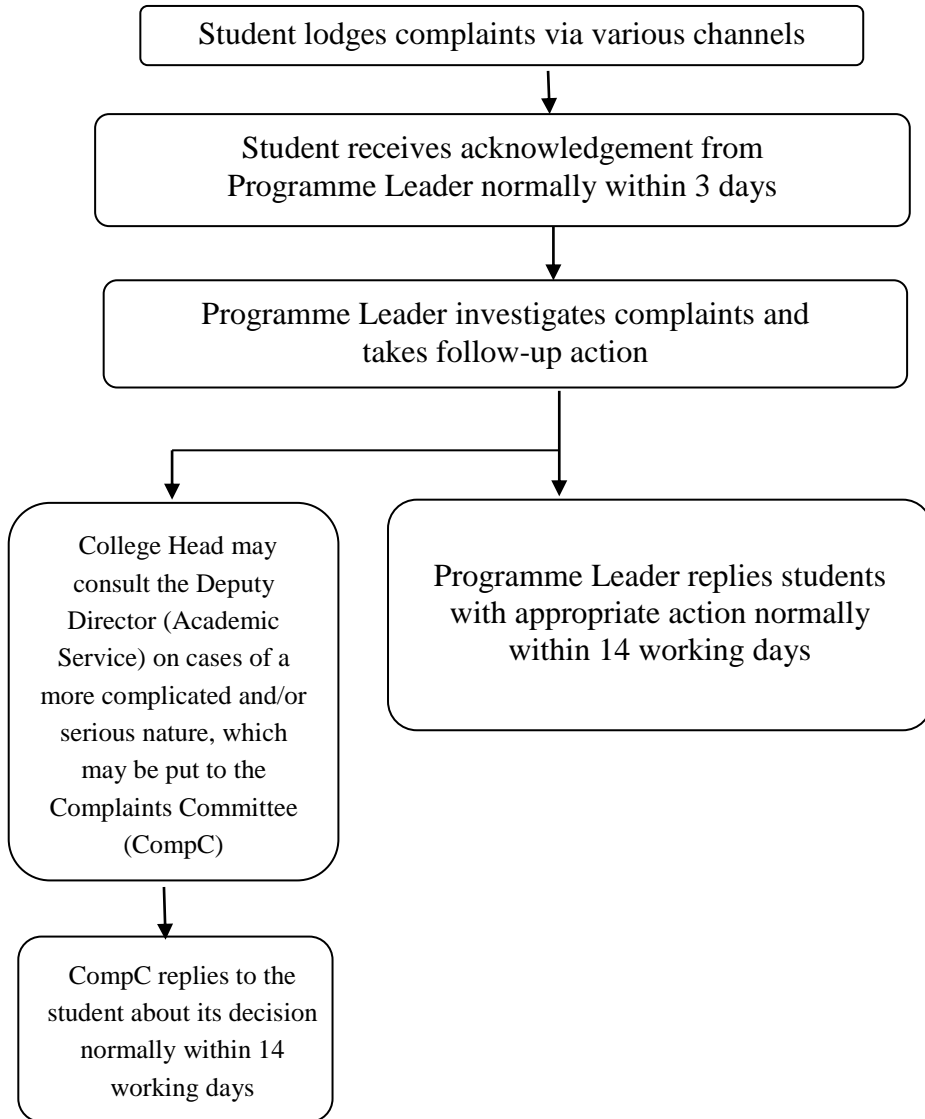**HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

## Student Complaints Procedures

1. Students may make complaints in a written format (via letter or email) to the relevant Programme Leader (PL).

2. The complainant shall receive an acknowledgement issued by PL normally within 3 working days. The PL will investigate the case and take follow-up action.

3. The PL will take relevant actions and reply to the complainant normally within 14 working days from the receipt of the complaint.

4. For some cases, the College Head shall consult the Deputy Director (Academic Service) who will decide whether the complaints shall be put forward to the Complaints Committee (CompC).

5. The Complaints Committee is responsible for reviewing complaints of a more complicated and serious nature referred by the College/ Unit Head. Membership of the ComC includes the Chairman, a College/ Unit Head, a staff member, a student representative and the Quality Assurance Director. All the members would not be involved in the complaints. The decision of the CompC is final. The CompC will reply to the complainant and relevant actions should normally be completed within 14 working days.

20 June 2019

**Student Complaints Procedures**

Student lodges complaints via various channels

Student receives acknowledgement from Programme Leader normally within 3 days

Programme Leader investigates complaints and takes follow-up action

College Head may consult the Deputy Director (Academic Service) on cases of a more complicated and/or serious nature, which may be put to the Complaints Committee (CompC)

Programme Leader replies students with appropriate action normally within 14 working days

CompC replies to the student about its decision normally within 14 working days

# Student Handbook


## Section 11


## Student-School Communication: Comments, Complaints and Compliments

# Section 11 Student-School Communication: Comments, Complaints and Compliments

## 11.1 Handbooks, Website, Learner Portal, SOUL Platform and Individual Notices

The contact information of the relevant Programme Leaders and programme staff should be available in the information pack distributed to the students after admission. Programme staff will regularly communicate with students on programme administration matters.

In addition, the following channels also serve as the means of communication between the School, programme staff and students:

- Student Handbook (via the Learner Portal)
- Programme Handbook (hard copy or soft copy via the Learner Portal or SOUL Platform)
- Learner Portal (http://learner.hkuspace.hku.hk)
- SOUL Platform (http://hkuspace.hku.hk/soul)

## 11.2 Email Account and Short Message Services (SMS)

The School generally communicates urgent notices to students via SMS and/or supplemented by email. These two channels are the official means of communication between the School and the students on the grounds of efficiency and effective communication. In cases of unexpected circumstances in class administration such as cancellation of classes, the School will send urgent messages via SMS, and supplement by other means such as email (if the need arises), to students for their immediate attention.

It is necessary for students to provide an up-to-date mobile phone number and email address to the School. If there is any change of students' mobile phone or email address, they should update their contact details by logging in the Learner Portal or by filling in and submitting the Application Form for Personal Data Amendment to the School.

## 11.3 Programme-related Enquiry

If students have any questions about course registration, class schedules, course materials, assignment submission etc., they should contact the programme staff directly.

Alternatively, students may send their enquiry to enquiry@hkuspace.hku.hk. An Online Feedback Form for Students is also available in Learner Portal for student enquiries and feedback. The enquiry and/or feedback will be internally directed to the most relevant staff member.

## 11.4  Student Feedback: Comments, Complaints and Compliments

HKU SPACE views effective communication with students one of its top priorities. Feedback from students is highly valued and plays an important role in the process of monitoring as well as improving the quality of the programmes and services offered by the School.

There are various formal and informal means of communication for students to convey their comments, complaints and compliments to the School and to assist in the quality assurance process. All cases are handled in strict confidence and will not affect the students' assessment results in any way.

### 11.4.1  Programme Leader

The first point of contact on any comments, compliments or complaints about the study programme(s) of students or the School's services in general is the Programme Leader of the study programme concerned.   Students may write to the Programme Leader in the first instance.   They may also express their views to the School's enquiry email (enquiry@hkuspace.hku.hk).

### 11.4.2  Online Feedback Form for Students

Students are also welcome to convey their feedback to the Quality Assurance Team by completing the Online Feedback Form for Students, available in the Learner Portal ((https://learner.hkuspace.hku.hk) > Contact Us > Online Feedback form for Students). To facilitate the handling of and response to the comments provided, students will be asked to provide their name, contact details and programme enrolled in the Form.

### 11.4.3  Learning Experience Survey

A Learning Experience Survey (LES) is normally conducted towards the end of each module taught in the programme. Students are invited to complete a questionnaire on various aspects, including module content, teaching effectiveness and on other aspects that students may wish to make.

Feedback is also collected by way of telephone surveys and class visits. Comments are conveyed to relevant staff in HKU SPACE for improvement of programme quality.

### 11.4.4  Survey on Support Services

To enhance quality of support services, the School has implemented the Survey on Support Services (SSS) starting from the 2010/11 academic year.  SSS is conducted at all Learning Centres once a year for a week for both students and teachers of part-time award-bearing programmes and non-award bearing courses.  The Survey allows a better focus for feedback on services (including facilities in the Learning Centre, Student Enquiry Services and IT Services).

**11.4.5 Student Representation in Academic Committees, Programme Review and Staff-Student Consultative Committees**

Students are represented in Academic Committees which concern themselves with the quality of both the programmes' academic standard and the support services in the teaching and learning process. During the programme review process, the Programme Review Panel also meets student representatives to hear their comments on the programme for areas of improvement. Some programmes also set up a Staff-Student Consultative Committee to regularly solicit feedback from students.

**11.4.6 Facilities and Services Feedback Form**

In each classroom at the HKU SPACE Learning Centres, a Facilities and Services Feedback Form is provided for users to give feedback on the facilities in the classroom.

**11.4.7 Handling of Complaints**

When students are not satisfied with the findings or action taken by the relevant parties after communicating via the formal and informal channels stated above, a student may consider submitting a formal complaint in writing to the relevant Programme Leader. The School has proper internal procedures to handle such complaints. A copy of these procedures can be supplied upon request. In lodging complaint a student needs to identify himself properly. An anonymous appeal shall not be dealt with.