QUALITY ASSURANCE COUNCIL (QAC) AUDIT

OF THE SUB-DEGREE OPERATIONS OF

LINGNAN UNIVERISTY 2019

PROGRESS REPORT

SUBMITTED TO UNIVERSITY GRANTS COMMITTEE

MAY 2021

LINGNAN INSTITUTE OF FURTHER EDUCATION

18-month Progress Report on a
Quality Audit of the Sub-degree Operations of Lingnan University

1. *Report of a Quality Audit of the Sub-degree Operations of Lingnan University* was published by the Quality Assurance Council (QAC) in November 2019. Lingnan University (LU) thanks the University Grants Committee (UGC) and QAC for conducting this quality audit and for providing the Lingnan Institute of Further Education (LIFE) with the opportunity to conduct a critical self-review that will enhance the quality of teaching and learning at LIFE. As a self-financing institution aiming at providing high-quality programmes that meet the needs of learners, industries and Hong Kong society at large, as well as offering a well-established learning pathway for learners at different levels, LIFE welcomes the opportunity for improvement offered by the QAC and has taken the comments in the audit report seriously.

2. The quality audit has greatly contributed to the continuous quality enhancement of LIFE's services and has provided an excellent opportunity for reviewing and improving the institution's quality assurance mechanisms and governance. The QAC audit report presents the findings of the quality audit, supported by detailed analysis of and commentary on (1) *governance, management, university planning and accountability*; (2) *approaches to programme quality assurance*; (3) *curriculum design, programme development and approval processes*; (4) *programme delivery, including pedagogical approaches, learning environments, and resources and scheduling*; (5) *support for teaching quality, including pedagogical development*; (6) *student learning assessment*; (7) *student participation and student support services* and (8) *systems for acting on quality assurance data to make ongoing enhancements to student learning*.

3. In response to the QAC audit report, LIFE formed the QAC Follow-up Task Group in June 2019 to reflect on and prepare an action plan that addresses the recommendations, affirmations and other suggestions made in the audit report. LIFE proposed an action plan for improvements based on the recommendations and affirmations of the QAC audit. The action plan was approved by the LU Senate on 10 February 2020 and then submitted to the QAC secretariat in February 2020. The action plan forms the basis of the present progress report, which details the follow-up actions that have been taken. Actions related to *'Governance, management, university planning and accountability'* (Dimension (1) above) were covered in the 7-month progress report (Appendix 1), which was submitted to the QAC secretariat in September 2020.

4. The UGC acknowledged receipt of the 7-month progress report in a letter dated 20 January 2021 and welcomed the reasonable progress made in response to the recommendations and affirmations under Dimension (1) of the audit report. The UGC also shared further observations and advice on possible further actions that would deepen and strengthen efforts made in respect to governance-related issues. The University was appreciative of the further commendations, comments and constructive recommendations and was pleased to share additional follow-up actions to allay the concerns of the Audit Panel, as described in the following paragraphs.

**Summary of Progress relating to (1) Governance, Management, University Planning and Accountability**

Governance and Senior Leadership

5. LU may wish to provide the role specification for the new post (of Associate Vice-President (Further Education and Projects)), as well as an indication of how the revised governance and management structure of LIFE ensures that the new role is appropriately delineated and differentiated from other roles, while continuing to facilitate effective communication between LU and LIFE. (Paragraph 3(a), Page 2 of a UGC letter dated 20 January 2021)

6. LU and LIFE emphasise that the governance, leadership and management roles of the University and LIFE must be clearly delineated and differentiated. To ensure that effective communication between the two entities is maintained, **the Associate Vice-President (Further Education and Projects) (AVP (FE&P))** of LU was appointed to oversee the operations of LIFE. The AVP (FE&P) is a core member of the **Office of the President** at LU and participates in Presidential Group Meetings, chaired by the President and attended by principal officers of the University on a bi-weekly basis. Given the seniority of the AVP (FE&P) in terms of rank and authority, and the level of the University at which the most important decisions are made, the AVP (FE&P) plays an important role in facilitating communication between LU and LIFE, ensuring that LIFE's strategic direction and academic development plans are aligned with LU. He also advises LIFE on important decisions about core issues discussed at the Presidential Group Meetings. The Director of LIFE, who works closely with the AVP (FE&P) and is tasked with ensuring that the Institute follows the defined track with support from the senior management of the University.

7. While the AVP (FE&P), through the Office of the President at LU, oversees and advises LIFE's development, the management and academic decisions made at operational

levels are reviewed and reformed according to the governance and committee structure of LU and LIFE. All management decisions, such as those relating to budget, finance and human resource matters, are reviewed and endorsed by the Management Committee (MC) and further approved by the Board of Governors (BoG) of LIFE. Academic matters, such as programme development and the review of academic regulations, are reviewed and considered by the Academic Board (AB) of LIFE and further endorsed and approved by the Committee of Academic Quality Assurance of Sub-degree Programmes (CAQA) and the LU Senate. The MC and AB are committees at the institute level and are convened under the chairmanship of the Director of LIFE. The BoG, CAQA and LU Senate are University level committees. The Deputy Chairman of the Council of LU is Chairman of the BoG, whereas **the AVP (FE&P) serves as the Deputy Chairman of the BoG. The AVP (FE&P) is also an ex-officio member of the Senate, which is the supreme academic body of the University**. The close monitoring of management and academic decisions of LIFE under this dual-track governance and committee structure, and the participation of the AVP (FE&P) through LU Senate membership and deputy chairmanship of the BoG, ensures that proper checks and balances are achieved and maintained. The reformed governance structure and the refined role and responsibilities of the AVP (FE&P) ensure that the management and academic development issues of LIFE are properly addressed at both the institutional and university levels.

8. Refer to Appendix 2 for details of the role of the AVP (FE&P) at LU. The enhanced governance and management structure of LU and LIFE is presented in *Figure 1* below.

Figure 1 Governance and Management Structure of LIFE
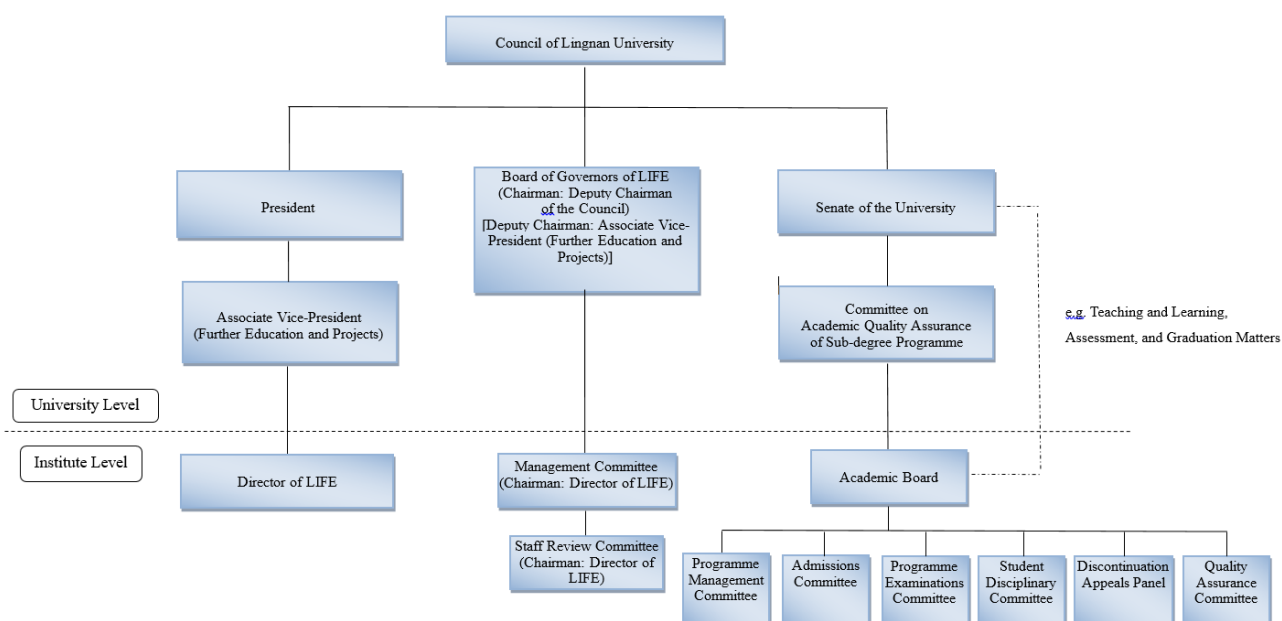
Review of the LIFE Committee Structure

<table>
<tr><td>9.</td><td>We encourage LU to sustain the momentum and consider further measures to allay the Audit Panel's concerns about LIFE's limited human resources and disproportionately large number of committees. LU may wish to provide more indication about how their effectiveness would be monitored and evaluated in the full Progress Report. (Paragraph 3(b), Page 2 of a UGC letter dated 20 January 2021)</td></tr>
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10. As an integral part of LU, the committee structure at LIFE mirrors the prevailing committee structure of the University. To achieve its vision and mission while also fulfilling its operational needs for efficient and effective management, the LIFE management is committed to closely observing the roles and responsibilities of its boards and committees and to streamlining the management hierarchy where appropriate to ensure that the boards and committees operate under a 'fit-for-purpose' regime.

11. The LIFE management agrees with the QAC Panel and concurs that governance and management practices should be closely monitored. In the Institutional Submission submitted to the QAC in September 2018 for this round of quality audit, one of the quality assurance and enhancement initiatives was to streamline the quality assurance committee structure of LIFE. Accordingly, three (i.e., the Academic Committee (Foundation Programme), the Degree and International Academic Committee and the Division Academic and Management Committee) of **the eight standing academic committees under the then Academic Committee (AC) of LIFE were consolidated** and subsumed under their respective Programme Management Committees (PMCs). The PMCs were obligated to report to the AC, which regulates and approves all academic affairs of the Institute. In addition, the Institute established the Quality Assurance Committee (QAC_LIFE) to oversee and advise the AC on the quality and standards of all academic programmes and courses in different categories and at different levels.

12. To maintain momentum in achieving the effective governance and management of LIFE, the LU Council approved the merging of the Executive Committee into the Management Committee (MC) in February 2020. The LU Senate also approved renaming the AC as the Academic Board (AB) of LIFE in February 2020 to better reflect the role of the AB.

13. Furthermore, a review of the committee structure and memberships of the AB and its standing committees was conducted by the LIFE management immediately after

receiving the UGC QAC's response to the 7-month Interim Progress Report in January 2021. Under the 'fit-for-purpose' principle, and with the intent to reduce the redundancy of committees and their memberships, **the five PMCs for different programmes were combined into one PMC** to reduce duplicated representation of the core members in all the PMCs. Refer to Appendix 3 for the streamlined committee structure of LIFE. Different programmes can call sub-committee meetings, which can facilitate more efficient programme management, while the PMC remains responsible for the academic matters that relate to all of the programmes.

14. To reduce staff member's workloads in terms of committee duties while maintaining a proper mix of staff representation on the committees, **memberships of a number of committees were revised and streamlined**. As an example, the Head of the Teaching Faculty was removed from both the Student Disciplinary Committee and Discontinuation Appeals Panel so that the number of committees served by him/her was reduced from six to four. The Head of the Teaching Faculty's positions in these committees were taken by a Programme Head. Following the changes, the membership composition of each of the diverse committees under the AB still reasonably allows for comments and feedback from members of different teams, posts and functions. The above changes, which combine the PMCs and change the memberships of a number of committees, were discussed and approved by the AB at its meeting in March 2021 and noted by the CAQA and the Senate at their meetings held in April and May 2021 respectively.

Development of Key Performance Indicators (KPIs)

15. The Panel encourages LU to aspire to incorporate more KPIs which seek to tackle the more challenging measures of quality of outputs from activities, especially those possessing potential to contribute to quality enhancement purposes in a gainful manner in future. Further progress on the development of KPIs may then be featured in the full Progress Report. (Paragraph 3(c), Page 2 of a UGC letter dated 20 January 2021)

16. As reported in the 7-month Interim Progress Report, the BoG of LIFE approved a revised strategic plan with a set of 11 KPIs for LIFE in August 2020. Adopting constructive suggestions made by the UGC and QAC in a letter dated 20 January 2021, LIFE made reference to the KPIs in the UGC's University Accountability Agreements across peer institutes and **further refined the KPIs with the goal of proposing clear, concrete and measurable KPIs for each strategic area of qualitative and quantitative outcomes**.

17.   In the process of refining the KPIs, the LIFE management tasked the QAC Follow-up Task Group to work out, with the responsible units, the details of the collection and scope of data, setting of calculation formulas, definition of time periods, setting of thresholds for acceptable KPIs, and reporting and monitoring mechanisms of the KPIs. The further refined KPIs were considered and approved at MC and BoG meetings in February and March 2021 respectively. Refer to Appendix 4 for details of the refined KPIs in respective strategic areas.
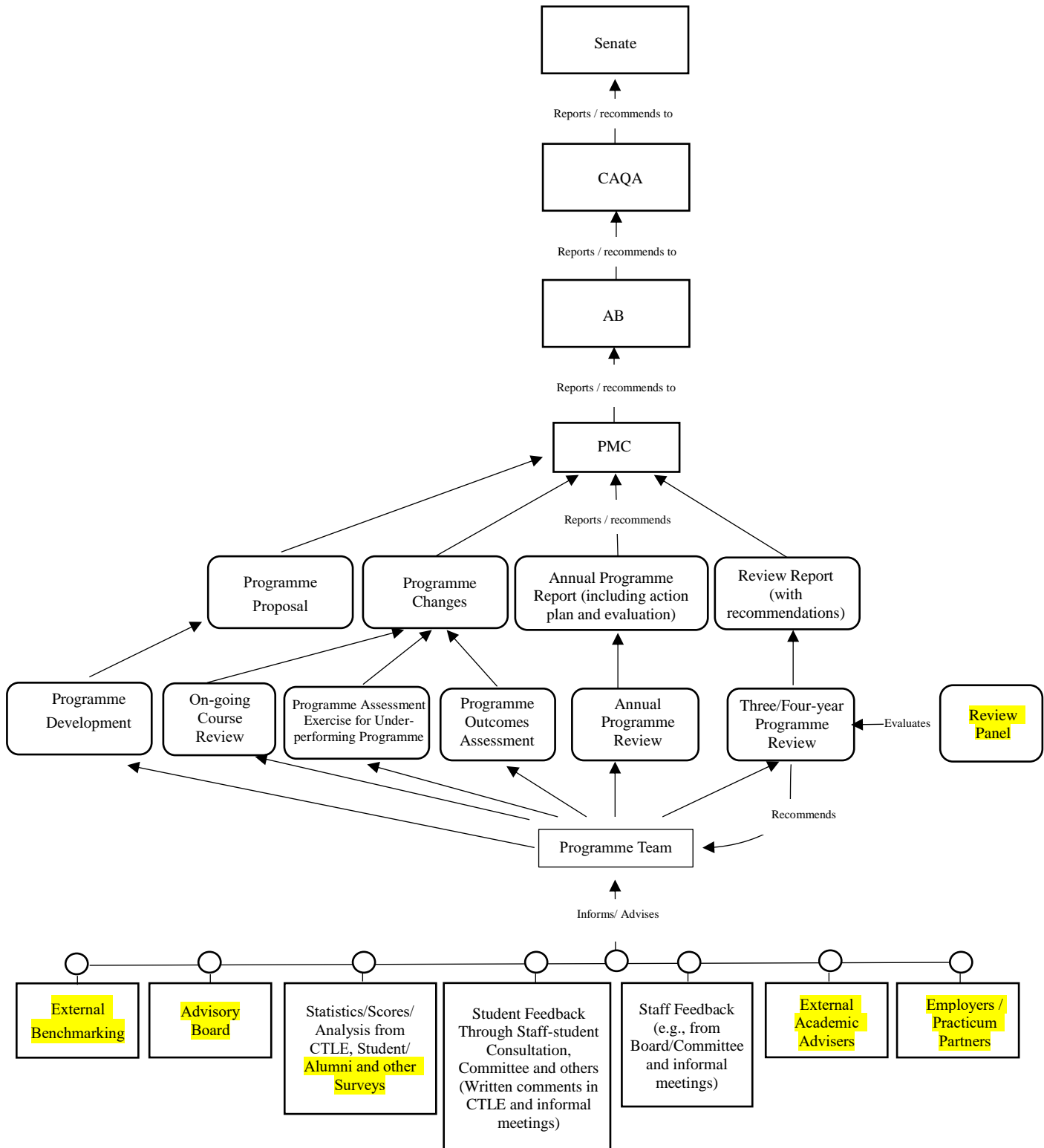
Summary of Progress relating to (2) Approaches to Programme Quality Assurance

18.   The Panel recommends that LIFE embed externality more systematically in its QA and QE policies and procedures, including programme design, delivery, capstone assessment of student achievement of the programme intended learning outcomes (PILOs) prior to graduation, and ongoing programme evaluation. (Paragraph 2.7, Page 16 of the QAC audit report)

19.   In response to the recommendations for enhancing the externality in LIFE's quality assurance and quality enhancement policies and procedures, the role of **External Academic Advisers** (EAAs) (Appendix 5) was developed. The revised system replaced the previous system of External Examiners (EE). The new *Policy on EAAs for LIFE's Sub-degree Programmes* was approved by the Senate on 9 December 2019 with effect from AY2019-20.

20.   The new policy on EAAs describes in detail the criteria and procedures for the appointment of EAAs, the roles and duties of EAAs, and the reporting and follow-up mechanism for handling the suggestions of the EAAs. Under the new policy, EAAs assume a more holistic role of advising on and providing support for the academic standards of LIFE's programmes such that the standards are comparable to those of other higher education institutions of good repute. EAAs ascertain the alignment of PILOs with the design of the assessments. They also ascertain the development of LIFE's programmes with regard to curriculum design, assessment schemes and academic standards of the quality of outcomes and the performance of students. In addition to solely monitoring the quality of examination papers and scripts, the duties of EAAs have been extended to monitoring the standards of major assessments, including capstone and continuous assessments and their alignment with the PILOs. EAAs also play a contributing role in programme development and annual programme review processes as their comments, which serve as external benchmarks, are contained in relevant proposals and reports and considered by relevant boards and committees.

21. With the aim of enhancing externality at the programme level, the initiative of **Discipline-based Advisory Boards** was developed for the three major disciplines (i.e., the arts, business and social sciences) in LIFE's sub-degree programmes. The Advisory Boards for each discipline provide a communication platform for the collection of feedback from academic and industrial practitioners, which will contribute to the continuous improvement and development of sub-degree programmes that meet the needs and demands of industry. The proposed mechanism of the Discipline-based Advisory Board takes effect from AY2021–22 and the approved terms of reference are provided in Appendix 6.

22. Furthermore, to understand the employment situation of our graduates and solicit alumni feedback about their satisfaction with the knowledge, skills and attitudes gained during their studies at LIFE, an **alumni survey** has been developed (Appendix 7). The target implementation is from AY2021–22. The alumni survey will target LIFE's alumni with 2–3 years of work experience after graduation. The alumni's evaluation of LIFE's programmes in the context of their real-life work experience will provide important feedback that programme teams can use to improve the quality of programmes.

23. In addition to the aforementioned new initiatives, the current protocols of collecting external feedback and evaluation through various types of survey, such as the **practicum evaluation report, employer survey**, and the **External Review Panel of the Programme Review** will continue to contribute to programme evaluation and quality assurance and enhancement mechanisms. Feedback from external stakeholders (including EAAs, Advisory Boards and practicum and industrial partners) and alumni will be embedded in the **Annual Programme Reports** (APRs), which will allow the programme teams to perform a systematic and coherent analysis of programme performance and improvement actions. Please refer to paragraphs 47–50 of this progress report for a further discussion of how external feedback contributes to LIFE's programme management, monitoring and review.

24. LIFE's externality has been further enhanced with the introduction of the **guideline for external benchmarking**. The benchmarking protocol allows programme teams to evaluate external reference points, such as curriculum design, admission requirements, programme length, study mode and graduate profile, during programme development and programme review exercises. Please refer to paragraph 38 of this progress report for a further discussion of benchmarking. For ease of reference, an overview of the externality of LIFE quality assurance (highlighted in yellow) at the programme level is shown in Figure 2.

Figure 2 Quality Assurance and Enhancement Processes for Programme Development Management and Review

Senate

↑ Reports / recommends to

CAQA

↑ Reports / recommends to

AB

↑ Reports / recommends to

PMC

Reports / recommends

Programme Proposal

Programme Changes

Annual Programme Report (including action plan and evaluation)

Review Report (with recommendations)

Programme Development

On-going Course Review

Programme Assessment Exercise for Under-performing Programme

Programme Outcomes Assessment

Annual Programme Review

Three/Four-year Programme Review ←Evaluates— Review Panel

Recommends

Programme Team

Informs/ Advises

External Benchmarking

Advisory Board

Statistics/Scores/ Analysis from CTLE, Student/ Alumni and other Surveys

Student Feedback Through Staff-student Consultation, Committee and others (Written comments in CTLE and informal meetings)

Staff Feedback (e.g., from Board/Committee and informal meetings)

External Academic Advisers

Employers / Practicum Partners

Note: External inputs are highlighted in yellow.

25. The Panel recommends that the University and LIFE develop a comprehensive plan to ensure that teaching staff acquire a deep understanding of the conceptual base of outcomes-based approaches to teaching and learning (OBATL). (Paragraph 2.11, Page 17 of the QAC audit report)

26. Developing teaching staff's understanding and application of outcomes-based approaches to teaching and learning (OBATL) is among the top priorities of the Institute in the next 5 years. Two strategic goals – enhancing teaching and learning and enhancing professional development for teaching staff – were adopted as strategic development areas in the Strategic Plan 2019–2025 (Appendix 4). To achieve these goals, LIFE identified concrete actions under three dimensions to ensure that OBATL becomes an integral part of the LIFE quality assurance framework. The dimensions are **(i) the promotion of a quality culture in an accountable learning environment via staff development**, **(ii) the provision of resources and guidelines in support of the implementation of OBATL**, and **(iii) enhancement of the quality assurance and enhancement mechanism in line with OBATL**.

Promotion of a Quality Culture in an Accountable Learning Environment via Staff Development

27. The **Learning and Teaching Task Force** (L&T Task Force) was formed in December 2020 to oversee the development and implementation of LIFE's learning and teaching strategy, to promote innovations in learning, teaching and assessment and to organise regular training activities that enhance the staff's capabilities, the effective implementation of OBATL and the institute's learning and teaching pedagogical priorities. The L&T Task Force also plays an important role in connecting LIFE and the University in the development and alignment of matters related to learning and teaching and staff development support. Specifically, a **member of LU's Teaching and Learning Centre (TLC)** will serve in the L&T Task Force, ensuring alignment between LU and LIFE on matters related to teaching and learning at the University. The duties and responsibilities of the L&T Task Force are described in Appendix 8. Reporting to the Director of LIFE, the L&T Task Force organises regular training activities on themed topics related to OBATL and pedagogical development workshops for teaching staff. According to the OBATL development plan and the revised Strategic Plan of LIFE (2019–25), all teaching staff at LIFE are required to participate in at least **4 hours of training activities annually for pedagogical development in OBATL and e-learning**. In facilitating the teaching staff's achievement of staff development goals, renowned subject experts on OBATL are invited to conduct seminars/workshops for the teaching staff. A list of staff development activities organised in AY2020–21 is

provided in <u>Appendix 9.</u>

28. The L&T Task Force also coordinates bimonthly **best practice sharing sessions** among teaching staff to promote a quality culture in OBATL and the use of pedagogical tools for teaching and learning deliveries. The L&T Task Force also collaborates with the TLC of LU to provide on-going support and training that enhances the understanding of OBATL among LIFE teaching staff. All new and current teaching staff are encouraged to enrol in the **Learning and Teaching Development Programme** (**LTDP**) organised by the TLC (<u>Appendix 10</u>). The LTDP is a comprehensive work-based professional development programme for higher education professionals, newly hired university educators and others interested in enriching their teaching and development experiences at the University. The content of the LTDP covers OBATL, teaching pedagogy, and innovative and information-technology-supported learning and teaching.

29. The concept of OBATL, quality assurance measures in the implementation of OBATL in teaching and learning activities, the setting of assessment tasks and rubrics have been incorporated into our **new teacher induction**, the term-based **staff development day** activities and the **one-year coaching scheme for new teaching staff**. Additionally, to enhance and assess the teaching staff's understanding of OBATL, new **online training materials with a quiz** were developed (<u>Appendix 11</u>). As of 31 March 2021, all current teaching staff, including part-time teachers, have completed the online training materials and passed the quiz. All teaching staff employed after 31 March 2021 are required to complete the online training materials and pass the quiz within 6 months of their appointments.

30. In addition to the two existing grant schemes for **supporting further study** and **attending conferences**, and the **Outstanding Teacher Award Scheme** mentioned in the QAC audit report (Paragraph 5.9 of the QAC audit report), LIFE has formalised its support of the pedagogical development of teaching staff and formulated the **Applied Research on Pedagogical Development Supporting Scheme** for implementation with effect from January 2021. Teaching staff who would like to conduct applied research to enhance an area of their own teaching, seek out alternative pedagogical concepts or look for ways to improve their teaching practices are eligible for sponsorship of up to $20,000 per project. Guidelines for applications to the Applied Research on Pedagogical Development Supporting Scheme are provided in <u>Appendix 12.</u>

Provision of Resources and Guidelines in Support of the Implementation of OBATL

31.   The AB approved on 25 September 2020 its **OBATL-based Development Plan** (Appendix 13), which sets out a number of new supporting measures to enhance the understanding of OBATL among teaching staff. The ***OBATL Handbook*** (Appendix 14), approved by the AB on 14 August 2020, was written for teaching staff. The *OBATL Handbook* highlights the concepts of OBATL, including the definition of OBATL and the skills of designing intended learning outcomes (ILOs), aligning teaching and learning activities, and assessment tasks for the ILOs. It also highlights the objectives of criterion-referenced assessment (CRA). The handbook also references useful Internet resources for the staff's further study of OBATL.

32.   Furthermore, a set of new **assessment guidelines of LIFE** promulgating OBATL were developed and approved by the AB on 3 July 2020 (Appendix 15). The revised assessment guidelines outline the general principles for effective outcome-based assessment, the purpose of assessment and assessment practices. To provide a reference for student assessment under OBATL, a document from the University on **norm-based versus criterion-based assessment** (Appendix 16) is now available for teaching staff. Teaching staff of LIFE may also refer to the TLC's **OBATL resource repository** https://www.ln.edu.hk/cht/tlc/support-for-staff for references on OBATL.

Enhancement of Quality Assurance and Enhancement Mechanisms in line with OBATL

33.   The approach to improving the quality of teaching and learning at LIFE, underpinned by OBATL, is guided by quality assurance processes that facilitate continuous improvement and enhancement based on critical self-evaluation. In facilitating the programme teams' critical evaluation of programme quality for continuous improvement and addressing the panel's comment on collecting data for trend analysis of the programme quality, the **APR** has been revamped to incorporate several enhancement features, **including a 3–4-year trend analysis of the attrition rate, academic performance, academic probation rate and courses with high failure rates and a summary of the course review**. The revised APR guidelines (Appendix 17) were endorsed by the AB in August 2020 and the CAQA in March 2021, and approved by the LU Senate in May 2021 for the reporting of programme data of AY2020–2021.

34.   A new mechanism for regular **course review** (Appendix 18) was endorsed for implementation in AY2021–22 by the AB and CAQA in August 2020 and March 2021, respectively, and approved by the LU Senate in May 2021. Under this mechanism, all

courses in each programme are reviewed biennially. Adopting the OBATL approach of using curriculum and pedagogical design to improve students' academic performance, **courses with a high failure rate (Grade F >10%) or high rate of unsatisfactory grades (Grade D+ to F >20%) are reviewed immediately in the current academic year** instead of following a scheduled 2-year review cycle. A summary of the review and progress of courses with a high failure rate is reported in the revised APR for on-going monitoring. Further information of the revised APR and the **course review** exercise are provided in paragraphs 43 and 53 of this progress report.

35.   As the students' achievement in learning outcomes is a pillar of OBATL, a mechanism for evaluating and assessing the extent to which students are able to attain the PILOs is essential. To effectively measure students' achievement of PILOs and plan for continuous improvement actions, a new **programme learning outcomes assessment** (PLOA) exercise will be conducted. A set of guidelines on PLOA is expected to be ready in June 2021 for implementation in AY2021–22. Teaching staff will use the guidelines in their selection of PILOs to determine types of data for assessment and criteria for success and thus plan assessment methods and measures. The PLOA exercise is part of the quality assurance mechanisms of LIFE and will be used to measure the effectiveness of OBATL and CRA. Further information on the proposed PLOA is provided in paragraph 75 of this progress report.

36.   A periodic **programme review**, as an effective quality assurance mechanism adopted at LIFE, ensures that a programme undergoes rigorous review by an external review panel every 3 to 4 years. This review will evaluate a programme's quality, satisfactorily operation and development. To allow a programme team to evaluate underperforming programmes and take appropriate improvement actions or, where necessary, to close a programme, a new quality assurance process of a **programme assessment exercise (PAE) for underperforming programmes** has been initiated. Programmes that perform unsatisfactorily, as measured by critical performance indicators such as enrolment figures, attrition rate, student failure rate and course teaching and learning evaluation score, will be required to start a PAE in the next academic year. Further information on the review of underperforming programmes is provided in paragraphs 54 - 55 of this progress report. Figure 2 (on page 9 of this report) summarises the quality assurance and enhancement process for programme development, management and review including the aforementioned new quality assurance measures.

37. The Panel recommends that LIFE develop a set of procedures, which includes a range of external reference points, to develop benchmarking relationships at programme level, both with peer institutions offering similar programmes and institutions that LIFE might hope to emulate in future. (Paragraph 2.21, Page 19 of the QAC audit report)

38. Programme teams at LIFE reflected on the UGC's recommendation and **established a protocol and good practice for benchmarking when developing new programmes in 2020**. As an example, in the new-programme approval process, the Professional Diploma in Health and Social Services, developed in early 2020 and endorsed by the AB in August 2020 and the CAQA in October 2020 and approved by the LU Senate for launch in December 2020, **incorporated a benchmarking table for comparison with similar programmes**. The benchmarking exercise provided an excellent opportunity for the programme team to ensure that the academic standard of the new programme was on par with and comparable to the standards of other programmes in the current market. For the implementation of a proper benchmarking protocol at the Institute, the **guidelines for external benchmarking** (Appendix 19) were developed. The guidelines were endorsed by the AB of LIFE in January 2021 and the CAQA in March 2021. Following the approval of the LU Senate in May 2021, all new programme development and programme review exercises are required to go through a benchmarking exercise in their development or review phase. By adopting the benchmarking protocol in new programme development and programme review exercise, the programme teams will be able to gauge the performance of LIFE's programmes and where they stand in relation to the standards of peer institutions. The external reference points gathered during benchmarking, such as the curriculum design, admission requirements, programme length, study mode and graduate profile, inform the management of the strategic development of LIFE and enhance the quality assurance at programme planning and management levels.

39. LIFE intends to develop an Alumni Survey to seek the opinions of graduates after some years of experience in the workforce. Such data could be very valuable as LIFE develops more robust ways of determining the extent to which ILOs at the programme level have been achieved. (Paragraph 2.17, Page 18 of the QAC audit report)

40. To enhance the relationship with the alumni of LIFE and assess the achievements of learning outcomes and the employment situation of the alumni after graduation, LIFE has developed an **alumni survey**. The valuable data will help LIFE to determine whether programmes and graduates meet the requirements of the job market. The data will also help LIFE to continuously improve the quality of its programmes. Following

the practice of the University, the proposed alumni survey will be conducted in September every two years, starting from AY2021–22. The survey targets are alumni who graduated 2–3 years before the survey date.

41.   The data collected are to be discussed and analysed in terms of improvements by the PMC and further evaluated by the AB. The evaluation and analysis are to be incorporated into the APRs so that the programme teams can comprehensively review the quality of the programmes. The template for the alumni survey is provided in Appendix 7.

42.   The Panel encourages LIFE to consider whether attrition data, both quantitative and qualitative, could be subjected to trend analysis to contribute usefully towards an overall picture of programme quality. (Paragraph 2.18, Page 18 of the QAC audit report)

43.   In response to the enhanced collection of data for the trend analysis of programme quality, a revised APR template was endorsed by the AB in August 2020 and the CAQA in March 2021, and approved by the LU Senate in May 2021. The **revised APR incorporates several enhancements, including a 3–4-year trend analysis of the attrition rate, academic performance, academic probation rate and courses with high failure rates and a summary of the course review**. In addition to these enriched reporting items, **external reference points and any feedback and suggestions from external stakeholders** (i.e., EAAs, Advisory Boards, practicum partners and employers), **current students, graduates and the alumni are also incorporated into the APRs**. The programme teams are also required **to initiate remedial actions and improvement plans, where appropriate**, with an indicative timeframe and clear lines of responsibility for parties, and to report the planned actions and measures taken to close the loop on any outstanding follow-up actions. Such longitudinal and cross-sectional data in the APRs serve to help teaching staff to reflect on the overall quality of programmes and to ensure continuous improvement and enhancement of LIFE's learning programmes. The template for the revised APR is provided in Appendix 17.

44.   Although survey fatigue is not currently an issue at LIFE, there is a risk it may become so, if data collection tools are proliferated rather than streamlined. The Panel encourages LIFE to develop a survey register to ensure that the timetable for the administration of surveys is designed to mitigate against survey fatigue. (Paragraph 2.19, Page 18 of the QAC audit report)

45. The collection of student feedback through surveys is necessary for quality assurance at both the institute and programme levels. The AB has carefully reviewed the surveys currently being conducted in the academic life cycle of students and the types, target groups, methodologies and reporting channels of the surveys. The AB developed a **survey administration schedule** to ensure that surveys are administered to students in a way that avoids survey fatigue. It was concluded that in addition to the **course teaching and learning evaluation** (CTLE) exercise, which is conducted every term to evaluate the level of satisfaction with teaching and learning at the course level, students will take part in two new surveys: the **new student survey** taken in term 1 of year 1 and the **student learning experience survey taken** by the end of term 2 of year 2. Graduates will be asked to complete a **graduate survey** 3–6 months after graduation and **an alumni survey** 2–3 years after graduation. The survey administration schedule is provided in Appendix 20.

46. The Panel takes the view that external reference points, including changes in community needs, a summary of developments since the last review, and professional recognitions are highly relevant to judgements of programme quality. The Panel encourages LIFE to ensure external reference points form part of every Annual Programme Report (APR). (Paragraph 2.20, Page 18 of the QAC audit report)

47. LIFE conducted a critical review of the externality in the institute's quality assurance mechanism. The new EAA system, the Discipline-based Advisory Boards (Appendix 6) and the guidelines for external benchmarking (Appendix 19) during new programme development and review exercises, mentioned in paragraph 38, are initiatives that address external reference points being adopted in the quality assurance of LIFE's programmes. The Discipline-based Advisory Boards play an especially important role in advising on the currency of the programmes in terms of market needs and the curricula of the programmes in terms of professional recognition, as both external academics and industry practitioners chair and serve as members on the Advisory Boards.

48. The comments from Advisory Boards, as well as feedback from other external stakeholders (e.g., EAAs, practicum partners and employers) are comprehensively reviewed in the APR for improvement and follow-up actions.

49. Periodic **programme review** exercises are conducted by **review panels exclusively comprised of external academic and professional/industry representatives**. The revisions and improvements to the learning programmes in terms of the curriculum, content, and learning and teaching activities referred to in the panel's comments ensure

that the quality assurance mechanism includes evaluations of programme development from external reference points. The programme review exercises provide a platform for reviewing and monitoring changes in market demand or professional recognition. A summary of development since the last review is also included in the programme review documentation. External feedback, such as that from EAAs, employers and practicum partners, is also scrutinised by the review panel during the programme review assessment. Therefore, necessary revisions are made with reference to the external comments, and advice from different stakeholders and the follow-up actions are well monitored and documented.

50.   In addition to the enhanced APR and the periodic programme review exercise, the newly developed guidelines for external benchmarking provide a clear mechanism for including external benchmarking in LIFE's programme development and review exercises. In a nutshell, external reference points from both academic and industry sectors are comprehensively and continuously collected under the programme management mechanism, and feedback from these sectors is considered when conducting the APR and periodic programme review exercise. Figure 2 (Page 9 of this report) summarises the elements of external reference points being considered in the APR process and their contributions to programme quality under the quality assurance system.

51.   The Panel noted that action plans and follow through activity associated with course and programmes with higher-than-average Academic Probation (AP) rates tend to emphasise remediation of students, notably ways to help students perform better in examinations. The Panel encourages LIFE to maintain an appropriate balance between this approach and broader consideration of the appropriateness of the curriculum design or the pedagogical approaches. (Paragraph 2.23, Page 19 of the QAC audit report)

52.   The programme teams are alerted to courses that have higher-than-average AP rates, and they take remedial actions to support students' academic performance. Following the recommendation of the QAC, LIFE has explored and is determined to adopt broader approaches to help students improve their academic performance. An **Early Alert System** (EAS), which has been used in the University Proper, is being customised for the use of LIFE's students and teaching staff from September 2021 onwards. The EAS is an online system that allows staff members teaching the same student to alert each other if they detect any early signs of problems related to attendance, assessment tasks, low grades or participation. The alert, once triggered, is sent to all of the student's teachers, the Programme Leader and the Student Counsellor. The EAS allows all of the

involved parties to communicate potential problems and to formulate an early intervention plan that could help the student before it is too late.

53. In terms of pedagogical approach, a **course review mechanism for courses with higher-than-average AP rates** has been implemented and is documented in the enhanced APRs. Normally, all courses in each programme are reviewed biennially. Following the curriculum and pedagogical design approach to improving students' academic performance, courses with high failure rates (i.e., Grade F >10%) or high rates of unsatisfactory grades (i.e., Grade D+ to F >20%) are reviewed immediately in the current academic year. The curriculum design, teaching and learning approach and the related assessment and remedial support are evaluated in the APRs. Trend analysis of the students' academic performance in the past two years is also included. In addition to individual APRs, the trends of programmes with high AP rates and a summary of actions taken by the programme team are reported to the AB, which provides recommendations for institutional support of the programme quality and students' academic performance.

54. To help programme teams to evaluate underperforming programmes and take appropriate actions including reviewing curriculum design, pedagogical approaches or even programme closure, a new quality assurance initiative – the **PAE for underperforming programmes** – was endorsed by the AB in January 2021 and CAQA in March 2021 and approved by the LU Senate in May 2021 for implementation in AY2021–22. During the APR process, performance metrics are reviewed annually and underperforming programmes trigger a PAE in the next academic year. The performance metrics that trigger a PAE are as follows.

    i) The operation of a programme is not viable as indicated in the financial report; or

    ii) The enrolment figure is below 10 in the current academic year or below 15 for two consecutive years as indicated in the admission report; or

    iii) The attrition rate is above 15% (for programmes with student enrolments at or above 25 in a particular cohort) or the attrition rate is above 20% (for programmes with enrolments below 25 in a particular cohort) for two consecutive terms as indicated in the APR; or

    iv) The academic probation rate is above 20% for two consecutive terms as indicated in the APR; or

    v) Three or more courses in a programme meet the high failure rate for two consecutive terms as indicated in the APR; or

    vi) The overall CTLE score of a programme is below 4 (out of 6) for two consecutive terms as indicated in the CTLE summary evaluation reports.

55. The programme team carefully prepares a PAE proposal for the underperforming programme, which includes a set of programme documents, all programme data in the APR including benchmarking data, the analysis of underperforming factors and improvement plans for all relevant aspects of the programme. Amendments and changes to the programme follow the same academic quality assurance process of approval by the LU Senate via the CAQA and AB of LIFE. Refer to Figure 2 (on page 9 of this report) for the approval processes for programme development, monitoring and review.

Summary of Progress relating to (3) Curriculum Design, Programme Development and Approval Process

56. The Panel urges LIFE to ensure that appropriate staff support and development opportunities are provided to facilitate the deeper understanding needed for effective implementation of OBATL. (Paragraph 3.7, Page 21 of the QAC audit report)

57. The commitment to staff development for the purpose of enhancing their teaching quality under the OBATL and encouraging pedagogical innovations, including but not confined to e-learning, is an institutional priority that is highlighted in LIFE's strategic plan for 2019–2025. Staff development activities planned to attain these goals are multi-faceted. In terms of OBATL, staff support and development activities that facilitate teaching staff to understand OBATL are detailed in paragraphs 26–32 and implementation and assessment measures are outlined in paragraphs 74 - 75 of this progress report.

58. The Panel endorses LU's decision to require SCAQA to consider programme proposals at QF level 3 or below, in addition to its current practice of considering those at QF Level 4 and to implement a programme re-approval procedure. (Paragraph 3.7, Page 21 of the QAC audit report)

59. To ensure consistency in the governance relationship between the University and LIFE and alignment with the University's academic decision processes, the Sub-Committee on Academic Quality Assurance of Sub-degree Programmes (SCAQA) endorsed on 21 October 2019 and the LU Senate approved on 9 December 2019 that programme proposals pitched at Level 3 under the Hong Kong Qualifications Framework (HKQF) or below are to be reviewed and approved by SCAQA with immediate effect. Additionally, SCAQA was reformed as a standing committee, namely, Committee on Academic Quality Assurance for Sub-degree Programmes (CAQA), directly under the LU Senate to oversee programme-related matters in LIFE's programmes at QF Level

4 or below. The extended authority and responsibilities of CAQA help to align the academic decision processes of LU and LIFE and strengthen the academic quality assurance of LIFE's programmes.

60. Of the six articulation partner institutions, only three admitted LIFE graduates over a two-year period. Of LIFE's international articulation partners, only the University of Stirling recruited AD and HD students. The Panel encourages LIFE to review the strategic selection of articulation partner institutions. (Paragraph 3.14, Page 23 of the QAC audit report)

61. LIFE conducted a strategic review of the Institute's selection of articulation partners. Following the alignment of governance, management, university planning and accountability between LU and LIFE in 2019 and early 2020 (Dimension 1), LIFE has a clear position on its sub-degree provisions to the University and its role in complementing undergraduates' admission with its sub-degree provisions. As such, in addition to developing career-oriented programmes that meet the demands of the Hong Kong community, LIFE will consult LU faculties during programme development and to develop sub-degree programmes that create alliances and have competitive advantages for graduates' articulation to the University's undergraduate provision. In sum, LIFE is forgoing its international articulation pathways and focusing on the development of programme alignment with LU for the articulation of LIFE's graduates.

Summary of Progress relating to (4) Programme Delivery, Including Pedagogical Approaches, Learning Environments and Resources and Scheduling

62. The Panel recommends that LIFE develop a strategic and proactive approach to promoting, developing and embedding e-learning to enhance teaching and learning for both staff and students. (Paragraph 4.6, Page 25 of the QAC audit report)

63. Enhancing LIFE's programme quality through the use of technology-enhanced learning and teaching pedagogical approaches is a key strategic development priority of LIFE, as stipulated in LIFE's strategic plan for 2019–2025. A blended learning education approach is to be adopted for all sub-degree programmes and **guidelines on the adoption of blended learning** have been developed. These guidelines were approved by the AB on 14 August 2020. The guidelines provide clear metrics on the classification of blended learning activities at LIFE, face-to-face contact and online learning hours and include the review mechanism for blended learning. The development target is to design **blended-learning components for courses** in all sub-degree programmes by AY2022–2023. Refer to the guidelines on blended learning

(Appendix 21) for details.

64. To promote and lead the development of e-learning and to oversee the implementation of e-learning across all programmes, the **L&T Task Force** (Appendix 8) was formed in December 2020. Reporting to the Director of LIFE, the L&T Task Force is tasked with building the staff's capacity to conduct online lessons using applications such as Moodle and Google Suite; a list of **staff development activities** organised **for technology-aided teaching and learning** is provided in Appendix 9. The L&T Task Force also collaborates with the TLC of LU to provide a wide range of training activities that help LU and LIFE teaching staff to adopt e-learning effectively; e.g., a training session on innovative and information-technology-aided learning and teaching under the LTDP (Appendix 10).

65. To promote an e-learning culture, the L&T Task Force organises bimonthly **best practice sharing sessions** for LIFE's teaching staff to share their techniques and tools for e-learning, such as online discussion via breakout rooms, interactive class exercises having a polling function and online games via Kahoot. The L&T Task Force is also responsible for planning and reviewing technological and resource issues for the effective implantation of e-learning.

66. Furthermore, the L&T Task Force works with the Student Development Office of LIFE to develop an **e-portfolio platform** and personal learning hub for students. The e-portfolio platform enables students to record their formal and informal learning experience and journal their reflections on their learning experience. Students' learning experience in the area of teaching innovation is therefore enriched with the e-portfolio system.

Summary of Progress relating to (5) Support for Teaching Quality, Including Pedagogical Development

67. The Panel recommends that LIFE articulate and promulgate a strategic approach, identifying institutional pedagogical development priorities and concrete action plans to steer the professional development of teaching staff. (Paragraph 5.7, Page 28 of the QAC audit report)

68. As discussed in various sections of this progress report, LIFE has identified e-/blended learning as a pedagogical development priority of the Institute, and the strengthening of the teaching staff's understanding and implementation of OBATL have been set as the direction of strategic development in the coming years. The aim of the **L&T Task**

Force (Appendix 8) is to promote quality teaching and learning and to steer the professional development of teaching staff. The L&T Task Force, **staff development activities** regarding OBATL and e-learning are discussed in paragraphs 26–30 and 63 - 66 of this progress report. **Funding schemes that support staff development** and **teaching excellence awards** that promote pedagogical development are in place to support and promote staff advancement and achievement in their professional development. To further promote quality teaching and support the pedagogical development of teaching staff, the '**Applied Research on Pedagogical Development Support Scheme**' (Appendix 12) has been established. Teaching staff who would like to conduct applied research to enhance an area of their own teaching, seek out alternative pedagogical concepts and look for ways to improve their teaching practices are eligible for sponsorship of up to $20,000 per project. Additionally, a new requirement of **continuing professional development** (CPD) is set for all teaching staff, where staff must attend at least 4 hours per year of development activities related to their profession. The CPD policy is provided in Appendix 22.

69.	The Panel considered that Programme Leaders receive no direct support in relation to their academic leadership role and would welcome training geared towards academic leadership. The Panel encourages LIFE to make available more structured training and support for its academic leaders on supervision and QA of teaching and learning. (Paragraph 5.8, Page 28 of the QAC audit report)

70. Academic leaders have been supported through on-the-job coaching. To share best practices and to ensure teaching staff are aware of the coverage of key items during their on-the-job coaching, LIFE has consolidated the provision of support to newly on-board academic leaders and put in place a new **coaching scheme for new academic leaders** (Appendix 23), which was approved by the AB on 20 November 2020. The coaching scheme provides a clear definition of academic leaders at LIFE, highlights the major support available to new academic leaders and the feedback and evaluation channel of the coaching scheme. Under the coaching scheme, a mentor/supervisor is assigned to each newly appointed academic leader. The mentor works closely with and provides guidance to the new academic leader on academic and leadership matters, such as the quality assurance and enhancement mechanism, programme management, monitoring and review procedures and staff development and support. On-going support is therefore provided to the newly on-board academic leader in the form of on-the-job training by a more experience staff as the mentor. The communication between the mentor and mentee is bidirectional: the new appointee consults the mentor whenever he/she encounters difficulties at work and the mentor provides timely feedback to the new academic leader.

71. The Panel encourages LIFE to consider making available resources for teachers to engage in scholarship of teaching and learning to identify effective teaching approaches and encourage teaching staff to experiment with different pedagogies. (Paragraph 5.9, Page 28 of the QAC audit report)

72. A new '**Applied Research on Pedagogical Development Support Scheme**' (Appendix 12) is available to encourage teaching staff to conduct applied research on pedagogies that help improve their teaching. Refer to paragraph 30 of this progress report for a relevant discussion.

Summary of Progress relating to (6) Student Learning Assessment

73. The Panel recommends that LIFE review its assessment policy and revise it as necessary, to ensure that it is up to date, fit for purpose and capable of providing a framework for the provision of systematic training and continuing support for staff and students on the implementation of criterion-referenced assessment (CRA). (Paragraph 6.6, Page 31 of the QAC audit report)

74. As part of its strategic goals to enhance the teaching staff's understanding of and effective implementation of OBATL including CRA, LIFE adopted a number of measures and initiatives, including the development of the *OBATL Handbook* (Appendix 14), the revision of **assessment guidelines of LIFE** (Appendix 15), the provision of a resource from the University on **norm-based versus criterion-based assessment** (Appendix 16) and CRA-themed staff development opportunities (Appendix 9). Details are discussed in paragraphs 26–36.

75. The revised assessment guidelines of LIFE are useful for teaching our staff about the general principles of effective assessment, the purpose of assessment and assessment practices under OBATL. To promote the implementation and effective assessment of the attainment of learning outcomes at the programme level, a new **programme learning outcomes assessment** (PLOA) exercise has been developed. As the students' achievement in learning outcomes is a pillar of OBATL, a mechanism for evaluating and assessing students' attainment of the PILOs is essential. LIFE is therefore preparing a set of guidelines on PLOA; the teaching staff will use the selected PILOs to plan assessment methods and measures and to determine the types of data for assessment and criteria for success. The PLOA exercise is completed by the analysis of the collected data and the setting of improvement plans. It is expected that the guidelines will be ready in June 2021 for implementation in AY2021–22. The PLOA

exercise contributes to the quality assurance mechanism of LIFE by measuring the effectiveness of OBATL and CRA.

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76. The Panel affirms the steps that LU and LIFE have already taken in developing a database of course information. It encourages LIFE to invest in the further development of an online programme management system to support academic leaders in the management of academic standards, quality and enhancement. (Paragraph 6.11, Page 32 of the QAC audit report)

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77. LIFE made a critical review of its quality assurance mechanism and is determined to understand how each aspect of student learning is related to the continuous improvement of its programme quality and student learning experience. The development and enhancement of programme quality are responses to **macroscale environmental factors** (e.g., a change in community needs or government policy), the University's strategic direction, the Institute's development and strategic plans (e.g., annual reports, staff development priorities, support of teaching and learning pedagogical priorities and student resources) and external scrutiny (e.g., a QAC audit). At the programme level, analytical data are collected on students' academic performance and on different stakeholders (e.g., EAAs, students, staff, practicum and industry partners, employers and the alumni) via various platforms and channels, such as periodic programme and course reviews, PLOA, APR and teaching performance.

78. To systematically and coherently collect the above data, an **electronic programme management system (EPMS)** is under development to store and manage data pertaining to different aspects of student learning for analysing, monitoring and evaluation purposes. The EPMS will capture in a centralised database all of the relevant macroscale/institutional- and programme-level data with the ultimate objective of conducting analyses for the purpose of understanding the quality of student learning and informing teaching staff where and how the quality of learning and teaching can be enhanced. At a macroscale level, the system will also support management decision making. The conceptual framework of the EPMS for quality assurance and quality enhancement has been drawn up (Figure 3).

79. The development of the EPMS began in the first quarter of 2021 and data migration and implementation are planned for 2022–2023. The use of data analytics in the decision-making process is to follow the enhanced governance and committee structure of LIFE and the University (see Figure 1 on page 4 of this report), under which the PMCs are accountable for programme-level quality assurance and for proposing improvement measures and enhancement plans to the LU Senate and CAQA via LIFE's

AB. Furthermore, the programme and macroscale environmental data collected from the EPMS will help LIFE's management to make more informed and effective decisions on institutional policies, the evaluation of teaching and learning performance and the support of institutional pedagogical development priorities.

Figure 3 Conceptual Framework of the Electronic Programme Management System for Quality Assurance and Quality Enhancement

Conceptual Framework of the Electronic Programme Management System for Quality Assurance & Quality Enhancement
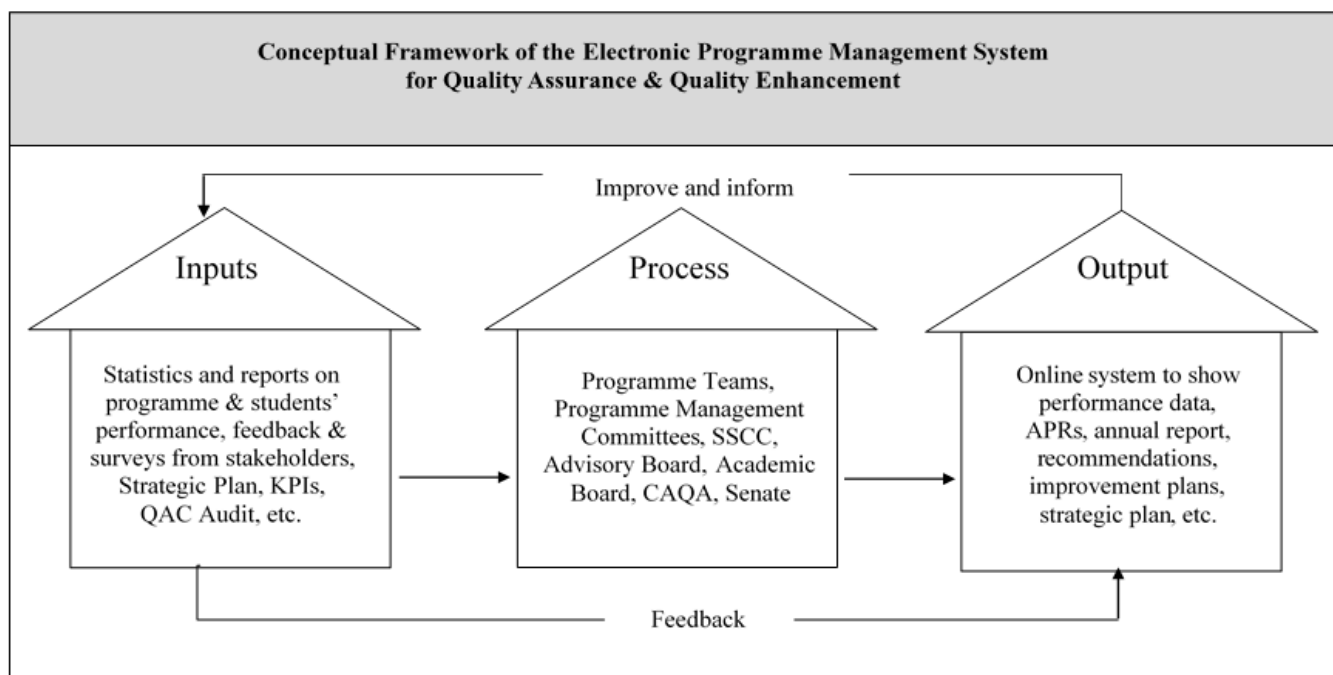
Summary of Progress relating to (7) Student Participation and the Student Support Process

80.	The Panel affirms the actions the University and LIFE are taking to devise plans to secure the engagement and encourage the participation of LIFE students in all the various aspects of the governance of LIFE. (Paragraph 7.4, Page 33 of the QAC audit report)

81. As student participation and input are part of good governance, both LU and LIFE have a system of student representation that includes official membership on key committees. **Students are always encouraged to participate in the governance of LIFE through participation in various committees, including the BoG, MC, AB and Staff–Student Consultation Committee**. The nomination and election of student representatives are conducted by both the Students' Union of LU (as LIFE students are eligible to be members of the Students' Union) and LIFE's Student Development Office.

82.   Promotion materials including leaflets, posters and emails are disseminated to all students to clarify the student representative nomination procedures, election process and, most importantly, the roles and responsibilities of student representatives on the respective boards and committees. Students are well informed of the election campaign during registration day and new-student orientation. Additionally, teachers are invited to motivate and encourage students to participate in elections.

83.   Before student representatives attend their first meeting, the secretariat of the relevant board or committee introduces the student representatives to the terms of reference and their roles at the meeting to ensure they perform effectively in the governance of LIFE. On-going support is given to student representatives to facilitate their understanding of how to review committee papers and how to solicit views from students on issues affecting the quality of student experiences. The secretariats are always available to address the enquiries and concerns of the student representatives and thus ensure that their participation acts as a bridge for effective communication between students and the Institute.

84.   In addition, there are many other platforms for student participation, including student forums, the Staff–Student Consultation Committee and channels for students to make suggestions and share observations. As an example, students can directly communicate with relevant academic and academic support units.

Summary of Progress relating to (8) Systems for Acting on Quality Assurance Data to Make Ongoing Enhancements to Student Learning

85.   The Panel recommends that the University ensure that LIFE both draws on and supplements all available data sources to enable it to achieve a systematic, coherent and enhancement-oriented understanding of all aspects of student learning. (Paragraph 8.9, Page 37 of the QAC audit report)

86.   With the availability of an EPMS, all data on programme and student performance will be stored and correlated in an integrated database. Programme teams will benefit from a user-friendly interface for the management and evaluation of programme performance, understanding student learning, and devising programme improvement measures and support plans that meet the students' learning needs. Refer to paragraphs 77 - 79 for details of the EPMS and the decision-making processes using data drawn from the system.

Concluding Remarks

87.   LIFE would again like to express its appreciation for the constructive comments made by the Audit Panel. LIFE has taken a holistic approach to addressing the issues identified by the Audit Panel and has made remarkable progress in implementing its action plan in response to the affirmations and recommendations made in the audit report. Many of the planned actions have gone beyond simply addressing the recommendations thanks to the engagement of relevant stakeholders in the review of our current practices. LIFE continues to closely monitor the progress made in the identified areas. LIFE sincerely hopes that the QAC will find the actions taken and the progress made to be evidence that it will continuously strive to do its best to provide high quality education services to the community in Hong Kong. Feedback from the QAC on this progress report will be greatly appreciated.

List of Abbreviations

AB	Academic Board
AC	Academic Committee
AD	Associate Degree
AP	Academic Probation
APRs	Annual Programme Reports
AVP (FE&P)	Associate Vice-President (Further Education and Projects)
BoG	Board of Governors
CAQA	Committee of Academic Quality Assurance of Sub-degree Programmes
CPD	Continuing Professional Development
CRA	Criterion-referenced Assessment
CTLE	Course Teaching and Learning Evaluation
EAAs	External Academic Advisers
EAS	Early Alert System
EEs	External Examiners
EPMS	Electronic Programme Management System
HD	Higher Diploma
HKQF	Hong Kong Qualifications Framework
ILOs	Intended Learning Outcomes
KPIs	Key Performance Indicators
LIFE	Lingnan Institute of Further Education
LTDP	Learning and Teaching Development Programme
LU	Lingnan University
L&T Task Force	Learning and Teaching Task Force
MC	Management Committee
OBATL	Outcomes-based Approaches to Teaching and Learning
PAE	Programme Assessment Exercise
PILOs	Programme Intended Learning Outcomes
PLOA	Programme Learning Outcomes Assessment
PMC	Programme Management Committee
TLC	Teaching and Learning Centre
QA	Quality Assurance
QAC	Quality Assurance Council
QAC_LIFE	Quality Assurance Committee
QE	Quality Enhancement

SCAQA	Sub-Committee on Academic Quality Assurance of Sub-degree Programmes
SSCC	Staff–Student Consultation Committee
UGC	University Grants Committee

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LINGNAN UNIVERSITY

LINGNAN INSTITUTE OF FURTHER EDUCATION

Quality Audit of Sub-degree Operations of Lingnan University
7-month Progress Report
(September 2020)

The Report of a Quality Audit of Sub-degree Operations of Lingnan University was published by the Quality Assurance Council (QAC) in November 2019. Lingnan University (LU) would like to express its appreciation to the QAC for conducting the quality audit on the sub-degree operations of the Lingnan University and providing Lingnan Institute of Further Education (LIFE) with the opportunity for a self-review to enhance the teaching and learning quality.   As a self-financing institution aiming at providing high quality education opportunities that meet the needs of learners, industries and Hong Kong society at large, and offering a well-established learning pathway for learners at different levels, LIFE welcomed the improvement opportunity offered by the QAC and took the QAC's comments seriously.

The quality audit significantly contributes to the continuous quality enhancement of our services and provides an excellent opportunity for us to review and improve the quality assurance mechanism and governance.   The QAC audit report presents the findings of the quality audit, supported by detailed analysis and commentary on the following dimensions: 1. Governance, management, university planning and accountability; 2. Approach to programme quality assurance; 3. Curriculum design, programme development and approval processes; 4. Programme delivery, including pedagogical approaches, learning environments and resources, scheduling; 5. Support for teaching quality, including pedagogical development; 6. Student learning assessment; 7. Student participation and student support services; 8. Systems for acting on quality assurance data to make ongoing enhancements to student learning.

In response to the findings in the QAC audit report, LIFE formed a QAC Audit Follow-up Task Group in June 2019 to reflect and prepare an action plan to address the recommendations, affirmations and other suggestions made in the audit report. LIFE proposed an action plan for the improvement on the Recommendations and Affirmations of the QAC Audit of Sub-degree operations of LU. The action plan was approved by the Senate on 10 February 2020 and then submitted to the QAC Secretariat in February 2020.   This 7-month progress report provides an update on the implementation of the action plan of Dimension 1 "Governance, management, university planning and accountability".   Other dimensions will be reported in the 18-month QAC progress report.

Summary of Progress of Dimension 1 "Governance, management, university planning and accountability"

1. The Panel recommends that the University examine and revise as necessary the governance relationships between LU Council, LU Senate and the Board of Governors (BoG) of LIFE. The purpose of this would be first to ensure internal consistency between the LU Ordinance, LU Statutes and Academic Regulations; and second to ensure that awards received by LIFE graduates are made with full authority of LU Senate, as stipulated under the LU Ordinance (Cap.1165). (Paragraph 1.9, Page 12 of the QAC audit report)

   1.1. In response to the recommendation on the internal consistency between LU Ordinance, LU Statutes and Academic Regulations, LIFE took immediate action to review the powers and duties of the Board of Governors of LIFE (BoG). The proposed revisions to the powers and duties of BoG were approved by LU Council on 17 February 2020. A few clauses related to academic matters, particularly conferment of academic awards were removed from the powers and duties of the BoG. In addition, given the fact that LU Statute 6 stipulates that "the Board of Governors shall be accountable to the University Council", the Council approved the revision to powers and duties that describes the BoG as the "supreme governing body" be changed to "the governing body". The LU Statute 7 which stipulated powers and duties of the BoG was updated in Annex 1.

   1.2. At its meeting on 30 March 2020, the Senate approved that the Undergraduate Examinations Board (UEB), under the delegated authority of the Senate, be the approving body for the conferment of awards to LIFE students of Associate Degree, Higher Diploma and Diploma programmes with immediate effect. The terms of reference of LIFE Academic Board and the UEB are updated in Annex 2 and Annex 3 respectively.

2. The Panel considers the inherent conflicts among the roles undermine its values as a permanent fixture within the management structure of LU and LIFE. The Panel recommends that the University reconsider and revise as necessary the governance and the senior leadership positions that link LU and LIFE to ensure that governance, leadership and management roles are clearly delineated and differentiated, while continuing to facilitate effective channels of communication between the two entities. (Paragraph 1.10, Page 12 of the QAC audit report)

   2.1. In order to delineate and differentiate the governance, leadership and management roles between LU and LIFE, and to enhance management effectiveness and decision making process that link LU and LIFE, a new Associate Vice-President (Further Education and Projects) with specific roles, who reports to the President, has already been appointed to replace the previous Supervisor of the Director of LIFE to oversee LIFE, with effect from 15 June 2019.

3. The Audit Panel acknowledges that the University and LIFE have already noted the need to rethink some of LIFE's committees and recognises the value of maintaining a consistent approach to governance and management between the University and LIFE…. The Panel recommends that the University and LIFE review LIFE's committee structure, including terms of reference, membership and arrangements for evaluating effectiveness of committees. (Paragraph 1.12, Page 12 of the QAC audit report)

3.1. Having reviewed the terms of reference and membership composition of the BoG, the Management Committee and the Executive Committee, a few overlapping management functions were found especially between the Executive Committee and the Management Committee. The LU Council approved to streamline and merge the two committees into one and to retain the name "Management Committee". Given that LIFE follows closely LU's administrative policies and procedures for financial, personnel and other operation matters, the merged committee consists of the management staff of LIFE only and is chaired by the Director of LIFE. The BoG continues to focus on the governance role and the Associate Vice-President (Further Education and Projects) is the Deputy Chairman of the BoG. The proposed revisions were approved by LU Council on 17 February 2020. The updated governance and management structure is given in Annex 4.

3.2. To enhance the effectiveness and efficiency of the Academic Board and its standing Committees, LU Senate approved the restructuring of and revisions to Quality Assurance Committees of LIFE (QAC/LIFE) at its meeting on 10 February 2020. The Terms of Reference of the Academic Committee (AC) and its standing committees were revised accordingly as shown in Annex 5. The Senate also renamed the Academic Committee (AC) to Academic Board (AB) at the meeting to better reflect its overseeing role to its standing committees. LIFE will continue to review the operational efficiency of the refined academic structure and further streamlining will be considered when necessary.

4. The Panel affirms the work that has been undertaken, as part of the development of the new Strategic Plan for LU and LIFE, to develop a set of Key Performance Indicators (KPIs) with sharper focus and more quantitative measures that will enable both LU and LIFE to track their progress towards stated strategic priorities. (Paragraph 1.13, Page 13 of the QAC audit report)

4.1. In response to the affirmation and advice of the QAC Audit Panel, LIFE further revised its Strategic Plan 2019-2025 that had been submitted to the LU's Steering Group on Strategic Planning on 30 November 2018. As specified in the Action Plan submitted to the QAC on 17 February 2020, the revised strategic plan with a set of specific and quantitative key performance indicators (KPIs) to evaluate LIFE's programme performance and contributions to LU's strategic priorities would be developed.

4.2. Taking reference to LU's Strategic Plan 2019-2025 and based on the mission of LIFE of preparing students for academic excellence, personal, career advancement, and contribution to society through a wide range of learning and student development activities, four strategic areas with KPIs are developed as follows and details of the revised Strategic Plan is given in <u>Annex 6</u>. The BoG approved the revised Strategic Plan 2019-2025 with KPIs for LIFE in August 2020.

	Strategic Areas	Key Performance Indicators (KPIs)
1	Developing Quality Programmes to Meet the Needs of Society	・ Number of new programmes ・ Sufficient enrolment to launch a programme
2	Enhancing Teaching and Learning	・ CTLE average ・ Graduation Rate ・ Articulation Rate ・ Employment Rate
3	Promoting Whole-person Development of Students	・ Students' feedback on Life Enrichment and Appreciation Programmes (LEAP) activities ・ Students' feedback on Language Enhancement Programme (LEP) activities ・ Results of Student Learning Experience Survey (SLES) in the area of Whole-person Development
4	Enhancing the Professional Development for Teaching Staff	・ Continuing Professional Development (CPD) training activities in professional expertise ・ Pedagogical training activities

Concluding Remarks

LIFE takes the Audit Panel's constructive comments seriously and has made significant progress in implementing its action items in response to the affirmations and recommendations given by the Audit Panel.   The restructuring of the governance and management structure is an example demonstrating the commitment to the quality enhancement.   To provide high-quality teaching and learning, LIFE will continuously monitor and evaluate the implementation of all the actions items in the Action Plan.

LINGNAN UNIVERSITY STATUTES

Statute 7
Powers and Duties of the Board of Governors of LIFE

Subject to the supervision of the University Council, the Board of Governors shall be the governing body of Lingnan Institute of Further Education ("LIFE") and shall have the following powers and duties:

1. To consider the strategic plan prepared by LIFE biennially and ensure that it is in congruence with the directions of the University;

2. To endorse the financial budgets prepared by LIFE and submit to the University Council for approval;

3. To determine conditions of employment and other employment benefits of LIFE;

4. To receive the annual reports and relevant financial reports of LIFE; and

5. To appoint sub-committees as necessary.

Academic Board (AB)
Lingnan Institute of Further Education (LIFE)

Terms of Reference
1. To develop policies, standards, procedures in relation to the approval, monitoring and review of programmes and oversee all academic matters of LIFE;
2. To endorse new academic programmes and major changes of existing programmes;
3. To approve minor changes on existing programmes;
4. To approve non-local accredited academic programmes;
5. To consider and endorse recommendations of the Examinations Committee on the award classification of students and conferment of award of Associate Degree, Higher Diploma and Diploma for the approval of the Undergraduate Examinations Board under the delegated authority of the Senate;
6. To consider and approve the recommendations of the Examination Committees on the award classification of students and conferment of award of Diploma Yi Jin and other part-time Lifelong Learning Programmes under the delegated authority of the Senate;
7. To approve recommendations from the Examinations Committee on the academic probation, discontinuation and irregularity cases;
8. To consider and approve, under delegated authority of the Senate, the termination of studies for Associate Degree and Higher Diploma, Diploma students either on academic or disciplinary grounds;
9. To receive reports and endorse/approve recommendations from its standing committees.
10. To review and approve annual programme reports and endorse external programme review reports and follow-up action plans;
11. To approve the appointment of External Academic Advisers and Honorary Advisers;
12. To determine the academic calendar; and
13. To set up sub-committees as necessary.

Membership

Chairman	Director of Lingnan Institute of Further Education
Members	One academic staff member from each of the three Faculties
	One representative from the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) of the University Senate
	Associate/Assistant Director (Programme Development and Management)
	Programme Director (Sub-degree Programmes)
	Three teaching staff members elected by and from among their members
	Programme Head (Higher Education and International Programmes)
	Programme Head (Foundation Programmes)
	Programme Head (Lifelong Learning Programmes)
	Two students, each from AD and HD/Diploma of LIFE
Co-opted	Other members may be co-opted if necessary
Secretary	Associate/Assistant Director (Quality Assurance and Registry)

Undergraduate Examinations Board

Terms of reference

a) To oversee the administration of undergraduate (UG) examinations.

b) With the exception of decisions with policy implications and non-standard graduation cases, the Undergraduate Examinations Board (UEB) is delegated by the Senate to consider and approve recommendations of Boards of Examiners on student graduation, upgrading of honours classifications, and discontinuation of studies at UG level.

c) With the exception of non-standard graduation cases, the UEB is delegated by the Senate to consider and approve recommendations of the Academic Board (AB) of Lingnan Institute of Further Education (LIFE) on the conferment of Associate Degrees, Higher Diplomas, and Diplomas .

d) To review recommendations of Boards of Examiners or equivalent on UG student assessment and examination matters and to make its own recommendations thereon, if necessary, to the Senate.

e) To recommend to the Senate, changes/refinements to guidelines and measures related to UG student assessment and examinations to ensure the smooth conduct of UG examinations.

f) To consider student matters relating to UG examinations, excluding discontinuation appeal cases, referred to it by the Registrar.

g) To refer issues on UG student assessment relating to quality assurance to the Academic Quality Assurance Committee for Undergraduate Programmes for consideration.

Membership

Chairman	:	Associate Vice-President (Academic Affairs and External Relations)
Members	:	Deans or their representatives[#]
		One representative from each Faculty [#]
Co-opted Member^	:	Director of Lingnan Institute of Further Education
Member and Secretary	:	Registrar or his/her nominee

[#] Representatives designated annually will have full voting power.

^ Only for consideration of recommendations of AB of LIFE on the conferment of Associate Degrees, Higher Diplomas, and Diplomas.

Notes: 1. For item b), "non-standard graduation cases" refer to those stipulated under Section 24 of the Regulations Governing Undergraduate Studies, viz.: "Where a student is unable, through illness or other extenuating circumstances, to complete some or all of the course requirements and/or examinations in the final term, or does not have the likelihood of completing the degree requirements, the Board of Examiners may make an overall judgment based on his/her performance in the course completed and recommend the student for a degree with no classification. The acceptance of such an award by a student will render him/her ineligible to present himself/herself for any subsequent consideration for the same bachelor's degree."

2. For item e), an example of the "guidelines related to student assessment and examinations" is the Guidelines for Granting Special Consideration for Discontinuation Cases and an example of the "measures to ensure the smooth conduct of examinations" is the measures against nuisance caused by ringing mobile phones.

Governance and Management Structure of LIFE

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                                                    Council of Lingnan University

    (Admin/Organization)              (Management Governance)            (Academic Governance)

                                    Board of Governors of LIFE
         President                  (Chairman: Deputy Chairman          Senate of the University
                                          of the Council)
                                   [Deputy Chairman: Associate Vice-
                                   President (Further Education and Projects)]

    Associate Vice-President                                              Committee on
    (Further Education and Projects)                               Academic Quality Assurance
                                                                   of Sub-degree Programmes

  University Level

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  Institute Level        Director of LIFE        Management Committee         Academic Board
                                                (Chairman: Director of LIFE)

                                                 Staff Review Committee
                                                 (Chairman: Director of
                                                          LIFE)
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Structure of Standing Committees of the Academic Board (AB) of LIFE

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                        │     Academic Board*      │
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│Programme ││Admissions││Examinations││Student  ││Discontinuation││Quality  │
│Management ││Committee ││Committee ││Disciplinary││Appeals Panel││Assurance│
│Committee  ││(AdC)     ││(EC)#     ││Committee ││(DAP)     ││Committee │
│(PMC)^     ││          ││          ││(SDC)     ││          ││(QAC)     │
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* Responsible for all programmes of LIFE

^ There are 5 Programme Management Committees under the Academic Board (AB), as follows:

   (1) Sub-degree and Diploma Programme Management Committee (SD/DPMC)
   (2) Degree and International Programme Management Committee (DIPMC)
   (3) Foundation Programme Management Committee (FPMC)
   (4) Lifelong Learning Programme Management Committee (LLPMC)
   (5) Joint Programme Committee (JPC) of ADBM and ADMS Programmes

There are 5 Examinations Committees under the Academic Board (AB), as follows

   (1) Sub-degree and Diploma Programme Examinations Committee (SD/DPEC)
   (2) Degree and International Programme Examinations Committee (DIPEC)
   (3) Foundation Programme Examinations Committee (FPEC)
   (4) Lifelong Learning Programme Examinations Committee (LLPEC)
   (5) Board of Examiners (BoE) of ADBM and ADMS Programmes

Lingnan Institute of Further Education (LIFE)
Strategic Plan 2019-2025

1	Developing Quality Programmes to Meet the Needs of Society		
Action Area		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Develop full-time academic programmes that suit the manpower needs of society (2) Increase the enrollment of life-long programmes (LLPs) by developing more life-long programmes in collaboration with professional bodies with focus on attainment of professional qualifications, or for professional pursuit and advancement		· Number of newly developed programmes: ➢ 1 new full-time programme every 2 years ➢ 1 new life-long programme every year · Sufficient enrollment to launch a programme	N/A

2	Enhancing Teaching and Learning		
Action Area		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Enhance teaching effectiveness and learning experience with a variety of pedagogical approaches such as e-learning, practical and experiential learning opportunities, and various kinds of learning support		· CTLE average $\geq$ 4.5 · Graduate rate $\geq$70% · Articulation rate $\geq$ 70% · Employment rate $\geq$ 70% for those who opt for employment after 6 months from graduation	**Enhancing Undergraduate Teaching and Learning** "…We are deeply committed to excellence in undergraduate education…We will introduce more interactive and smart learning experiences, including greater use of digital learning resources and pedagogical approaches…"

3	**Promoting Whole-person Development of Students**		
Action Areas		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Offer co-curriculum programmes and activities that cultivate students' whole-person growth including their independent and critical thinking, communication skills, sense of social responsibility, ability for independent learning and passion for lifelong learning		· Students' satisfaction on LEAP activities ≥ 70% · Students' satisfaction on LEP activities ≥ 70% · Results of Student Learning Experience Survey (SLES; to be developed) on the area of Whole-person Development ≥ 3.5 (out of 5)	**Advancing Residential Education and Promoting Student Training in Leadership and Entrepreneurship** "…Quality whole-person education and residential education are critical to student development at Lingnan. They prepare students to respond positively to novel situations and unstructured problems and to communicate effectively in academic, professional and social settings to achieve all-round excellence…"
4	**Enhancing the Professional Development for Teaching Staff**		
Action Areas		**Key Performance Indicators**	**Contribution to LU's Strategic Areas**
(1) Develop a framework to steer professional development of teaching staff based on the overall institutional pedagogical development priorities of LIFE		· Continuing Professional Development (CPD) training activities ≥ 4 hours annually in professional expertise · Pedagogical training activities ≥ 4 hours annually	**Enhancing Undergraduate Teaching and Learning** "…We are deeply committed to excellence in undergraduate education…We will introduce more interactive and smart learning experiences, including greater use of digital learning resources and pedagogical approaches…"

Job Description of Associate Vice-President (Further Education and Projects)
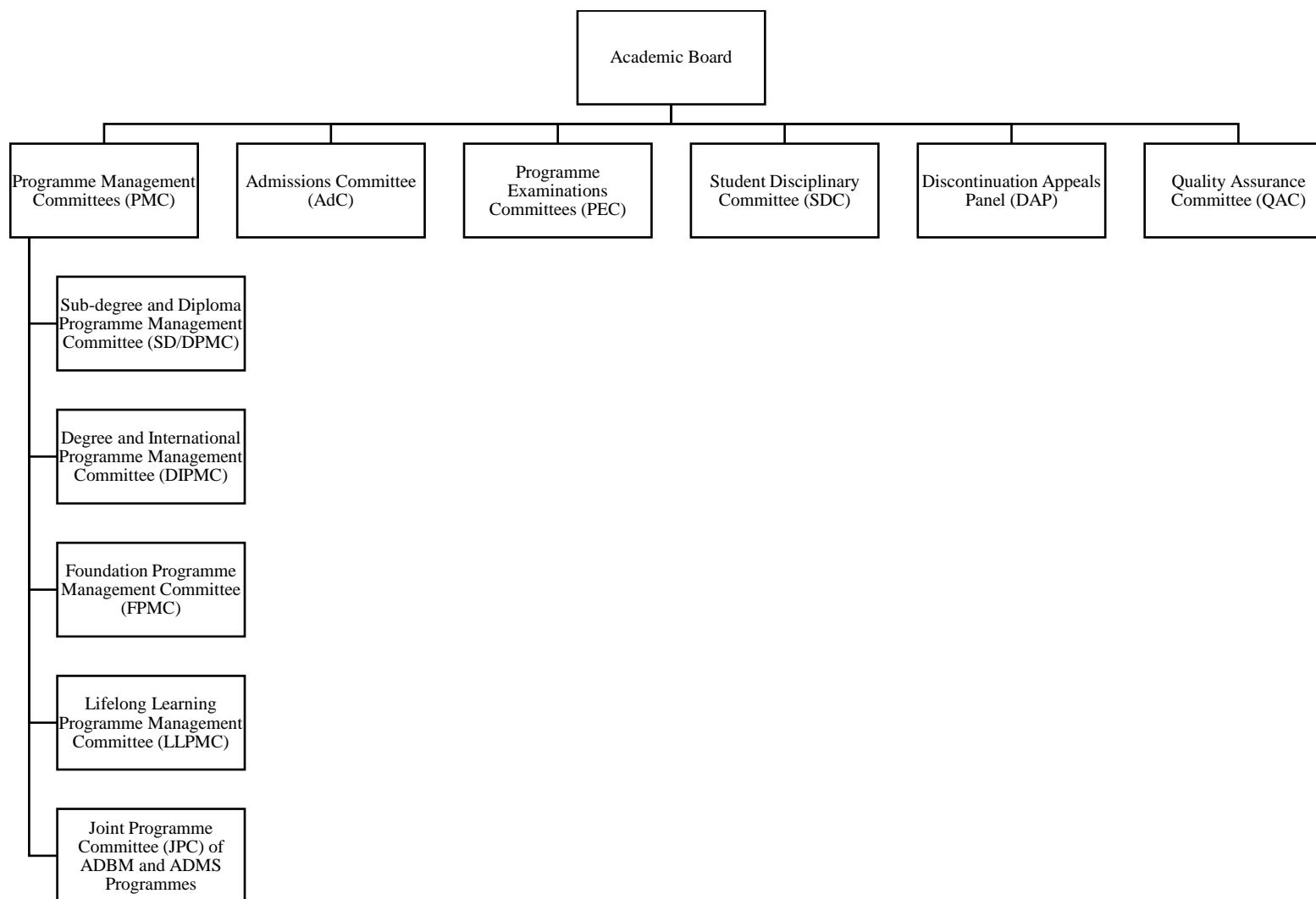
Scope of the Job

1. To provide overall supervision of the Director of LIFE pertaining to its planning and development, in alignment with the strategic direction of LIFE and the University;

2. To serve as the delegate of the University proper to oversee and communicate with LIFE communities, and vice versa;

3. To endorse significant financial resources planning proposed by the Director of LIFE, for approval by the Board of Governors of LIFE, to ensure efficient and effective use of resources for strategic and sustainable development; and

4. To approve major personnel decisions endorsed by the Director of LIFE to ensure efficient and effective use of resources, and alignment with the strategic direction of the University.
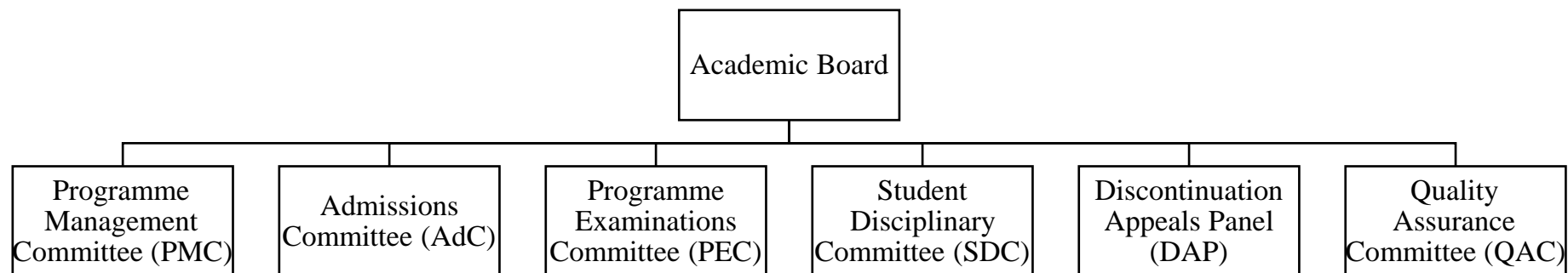
Key Accountabilities of the Job

1. To serve as the Deputy Chairman of the Board of Governors of LIFE, so as to contribute to achieving the vision and mission of LIFE, as well as the vision, mission, and core values of the University proper.;

2. To provide strategic directions on the development and quality assurance of academic programmes, in alignment with the vision and mission of LIFE and the University;

3. To work closely with senior management of the University proper, the Director of LIFE and LIFE management to formulate and execute strategies in alignment with the strategic direction of LIFE and the University;

4. To endorse significant financial decisions proposed by the Director of LIFE;

5. To approve major significant personnel decisions endorsed by the Director of LIFE to foster talent acquisition and development; and

6. To develop external academic networks to enhance collaboration as well as to promote LIFE.

Structure of Standing Committees of the Academic Board (AB) of LIFE (Before)

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                              ┌─────────────────┐
                              │ Academic Board  │
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┌─────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐
│ Programme   │ │ Admissions │ │ Programme  │ │ Student    │ │Discontinuat│ │ Quality    │
│ Management  │ │ Committee  │ │Examinations│ │Disciplinary│ │ion Appeals │ │ Assurance  │
│ Committees  │ │ (AdC)      │ │ Committees │ │ Committee  │ │Panel (DAP) │ │ Committee  │
│ (PMC)       │ │            │ │ (PEC)      │ │ (SDC)      │ │            │ │ (QAC)      │
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       │
       │   ┌──────────────────────┐
       ├───│ Sub-degree and       │
       │   │ Diploma Programme     │
       │   │ Management            │
       │   │ Committee (SD/DPMC)   │
       │   └──────────────────────┘
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       │   ┌──────────────────────┐
       ├───│ Degree and           │
       │   │ International         │
       │   │ Programme Management  │
       │   │ Committee (DIPMC)     │
       │   └──────────────────────┘
       │
       │   ┌──────────────────────┐
       ├───│ Foundation Programme  │
       │   │ Management Committee   │
       │   │ (FPMC)                │
       │   └──────────────────────┘
       │
       │   ┌──────────────────────┐
       ├───│ Lifelong Learning     │
       │   │ Programme Management  │
       │   │ Committee (LLPMC)     │
       │   └──────────────────────┘
       │
       │   ┌──────────────────────┐
       └───│ Joint Programme       │
           │ Committee (JPC) of    │
           │ ADBM and ADMS         │
           │ Programmes            │
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Structure of Standing Committees of the Academic Board (AB) of LIFE (Streamlined)

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                              │ Academic Board  │
                              └─────────────────┘
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┌─────────┐┌─────────┐┌─────────┐┌─────────┐┌──────────┐┌─────────┐
│Programme││Admissions││Programme ││ Student ││Disconti- ││ Quality │
│Manage-  ││Committee ││Examina-  ││Discipli-││nuation   ││Assurance│
│ment     ││(AdC)     ││tions     ││nary     ││Appeals   ││Committee│
│Committee││          ││Committee ││Committee││Panel     ││(QAC)    │
│(PMC)    ││          ││(PEC)     ││(SDC)    ││(DAP)     ││         │
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- Programme Management Committee (PMC)
- Admissions Committee (AdC)
- Programme Examinations Committee (PEC)
- Student Disciplinary Committee (SDC)
- Discontinuation Appeals Panel (DAP)
- Quality Assurance Committee (QAC)

Strategic Area		Key Performance Indicators	Definition	Acceptable Standard/Threshold
1. Developing Quality Programmes to Meet the Needs of Society (1) Develop full-time academic programmes that suit the manpower needs of society and align with the mission of Lingnan University; (2) Increase the enrollment of life-long programmes (LLPs) by developing more life-long programmes in collaboration with professional bodies with focus on attainment of professional qualifications, or for professional pursuit and advancement	1.1	Number of enrolments	The number of enrolments refers to the enrolment figures of all learning programmes offered by LIFE.	Meet the Admission Target each year
	1.2	Number of applications	Number of applications received to all learning programmes open for application.	Three times of the admission target of each year
	1.3	Graduation rate	Graduation rate refers to the percentage of students who successfully complete the learning programmes within the normal study period.	≥ 90% of total enrolled students
	1.4	Graduate's satisfaction rate to the quality of LIFE's programme measured by the Graduate Survey	The KPI refers to the summed average of the satisfaction rate given by the graduates in the evaluation of the quality of their programmes in the Graduate Survey.	≥ 80% rated satisfied or above
2. Enhancing Teaching and Learning (1) Enhance teaching effectiveness and learning experience with innovative pedagogical approaches such as e-learning, practical and experiential learning opportunities, and various kinds of learning support	2.1	Student satisfaction with their teaching and learning experience measured by the Course Teaching & Learning Evaluation (CTLE)	The KPI refers to the summed average of the overall scores on the Course in the CTLE.	≥ 4.5
	2.2	Achievement of learning outcomes measured by Annual Programme Reports (APRs)	Achievement of learning outcomes refers to the passing rate of outcome based assessment monitored in the APRs.	≥ 90%
	2.3	Percentage of courses using e- learning and Blended learning	The percentage of courses adopting e-learning and blended learning pedagogy in teaching and learning delivery and class activities.	≥ 10%
	2.4	Number of practical and experiential learning activities	The number of practical and experiential learning activities in a learning programme, e.g. visits, field trips, guest speaker sessions, study tours.	≥ 5 practical and experiential learning activities for each learning programme
3. Promoting Whole-person Development of Students (1) Offer co-curriculum programmes and activities that cultivate students' whole-person growth including their independent and critical thinking, communication skills, sense of social responsibility, ability for independent learning and passion for lifelong learning	3.1	Number of co-curricular activities	The KPI refers to the co-curricular activities specifically designated to cultivate students' whole person development.	≥50 co-curricular activiities per year
	3.2	Students' participation rate in the co-curricular activities	The KPI measures the student headcounts enrolled to those activities.	≥60% of attendance rate
	3.3	Students' satisfaction to co-curricular activities	The KPI refers to the student feedback obtained in the evaluation of the co-curricular activities.	≥70% of overall satisfaction rate
	3.4	Satisfaction to Whole-person Development measured by the Student Learning Experience Survey (SLES)	The KPI is measured based on the average of the summative questions regarding satisfaction rate to Whole-person Development in the SLES.	≥70% of overall satisfaction rate
4. Enhancing the Professional Development for Teaching Staff (1) Develop a framework to steer professional development of teaching staff based on the overall institutional pedagogical development priorities of LIFE	4.1	Student satisfaction with the Teacher measured by the Course Teaching & Learning Evaluation (CTLE)	The KPI refers to the summed average of the overall scores on the Teacher in the CTLE.	≥ 4.5
	4.2	Number of staff development activities	The total number of staff development activities organised including teaching and learning, OBATL, quality assurance, e-learning/blended learning, etc.	≥12 staff development activities organized every year
	4.3	Participation rates of staff development activities	The participation rate in the staff development activities refers to the average number of staff development activities attended per teaching staff per year.	≥4 activities per teaching staff per year
	4.4	Staff satisfaction to staff development activities	Staff satisfaction refers to the satisfaction rate given by the teaching staff in the evaluation of the staff development activities.	≥80% of overall satisfaction rate

Lingnan Institute of Further Education

Policy on External Academic Advisers of Sub-Degree Programmes

1 General

1.1 The appointment of External Academic Advisers is intended to provide an external and impartial check that internal standards are being fairly and consistently applied, and that the standard of the sub-degree programmes of Lingnan Institute of Further Education (LIFE) are comparable with those of similar programmes in Hong Kong.

1.2 There shall normally be two External Academic Advisers appointed for each sub-degree programme or each concentration in an associate degree programme, and two External Academic Advisers for the General Education courses. Where appropriate, more External Academic Advisers could be appointed for each sub-degree programme or each concentration in an associate degree programme and the General Education courses. Depending on the expertise of the External Academic Advisers, one External Academic Adviser may be appointed for two or more sub-degree programmes or concentrations in associate degree programmes.

1.3 External Academic Advisers are normally local academics or professionals in the relevant fields.

2 Criteria and Procedures for the Appointment of External Academic Advisers

2.1 External Academic Advisers should normally be persons of seniority (e.g. Senior Lecturers/Assistant Professor or above or equivalent), of high academic and/or professional standing, with considerable recent experience in teaching at university or sub-degree level, and involvement in the examinations process at the appropriate level in their own institutions. Where appropriate, persons with relevant academic qualifications but not affiliated with any higher education institutes or from outside the higher education system (e.g. from the profession or industry) may also be appointed[1].

2.2 External Academic Advisers are expected to be currently active in their profession, and their period of office should be determined so as not to extend beyond their expected time of retirement from full-time employment by more than one year.

2.3 If a staff member from an academic department of the University is appointed an External Academic Adviser of a sub-degree programme or a concentration in an associate degree programme or the General Education courses, the other External Academic Adviser of that particular programme or concentration or the General Education courses must be from outside the University.

2.4 Nominations for appointments as External Academic Advisers shall be made by the Programme Head/Programme Director or his/her delegate concerned to the Programmes Management Committee (PMC) for endorsement and then the Academic Board (AB) for approval. The Programme Head/Programme Director or his/her delegate concerned shall

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[1] As for the Higher Diploma programmes, the vocational nature is more significant as compared to Associate Degree programmes; therefore, the experience of the External Academic Advisers in related sectors would also serve as an important indicator of their suitability.

provide the following information in support of a nomination of new appointment:
- name, title, post and organization of the nominee;
- academic and professional qualifications;
- area of specialty;
- examining experience (if any); and
- major publications.

2.5 Recommended nominees will normally be considered for appointment by the Academic Board of LIFE in the academic year prior to that in which the External Academic Advisers will take up their duties.

2.6 Before a proposal for appointment is made, the Programme Head /Programme Director or his/her delegate concerned should approach the prospective External Academic Adviser to see if he/she is willing to accept the invitation. In this initial approach it must be made clear to the prospective adviser that the approach is in the nature of an enquiry and is not a formal commitment.

2.7 External Academic Advisers shall normally be appointed by the Academic Board for a period of three academic years. Immediate reappointment for another term (three years or shorter), with a total of six years at the maximum, may be allowed. However, it is preferable to have a new External Academic Adviser instead of reappointing the current one, so as to provide fresh ideas/views. Brief justification shall be provided if the Programme Head/Programme Director or his/her delegate concerned wishes to reappoint an External Academic Adviser upon expiry of his/her current term.

3 Courses Subject to Comments of and Information to be Provided to External Academic Advisers

3.1 Courses Subject to Comments
All courses of sub-degree programmes offered in an academic year shall be subject to comments by the External Academic Advisers in that particular year.

3.2 The following information should be provided to External Academic Advisers:
(a) Programme document, including the approved programme structure and syllabuses.
(b) Drafts of appropriate examination papers and marking schemes of selected courses.
(c) Samples of examination scripts, projects, essays and case studies.
(d) The current version of the Academic Regulations, and the policy guidelines and regulations for External Academic Advisers.

4 Role and Duties of an External Academic Adviser

4.1 Role
The major role of an External Academic Adviser is to provide advice and support on benchmarking of academic standard.

4.2 Duties
(a) To assist LIFE's study programmes/courses in maintaining standards comparable to those in other tertiary institutions of international repute.
(b) To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marking schemes of selected courses sent to them. Programme

Head/Programme Director of his/her delegate should send at appropriate times samples of continuous assessment materials to External Academic Advisers for comment. As regards examinations, the Programme Head/Programme Director or his/her delegate when appropriate shall send to the External Academic Adviser the question papers of selected courses. External Academic Advisers shall give their Programme Head/Programme Director or his/her delegate. Comments received on continuous assessment materials, examination papers and assessment/marking schemes should be used for future reference and forward planning purpose.

(c) To receive and assess a sample of student works, including examination scripts, projects, essays and case studies, etc. as appropriate to enable him/her to have a better understanding of the academic standards of students. Sample student works and examination scripts, together with the marks awarded by teachers, of selected courses shall be sent to the External Academic Advisers about one week after the grade endorsement of the Subject Committees. Within two weeks, the External Academic Advisers shall return the marked scripts together with his/her comments to the Programme Head/Programme Director or his/her delegate concerned. Comments from External Academic Advisers regarding appropriateness of markings should be used for future reference and forward planning purpose.

(d) To satisfy himself/herself that the standards set by the Examinations Committee concerned are appropriate and comparable with the standards of equivalent programmes at other tertiary institutions.

(e) To submit a report to the Director of LIFE by the end of July. The report should cover issues in the following areas with reference to those in programmes at other comparable tertiary institutions:

  i) The structure, organisation, design and marking of all assessments.
  ii) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.
  iii) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

5 Views/Suggestions from an External Academic Adviser

5.1 The annual report received from an External Academic Adviser shall be copied to the relevant Programme Head/Programme Director or his/her delegate for incorporation into the annual programme report to be prepared for consideration by the Academic Board.

5.2 On receipt of views/suggestions, either in the context of the annual report or on other occasions (e.g. comments on examination materials), the Programme Head /Programme Director or his/her delegate shall send an initial response to the External Academic Adviser concerned as a matter of courtesy, informing the External Academic Adviser that the substantive matters as raised, if any, will be dealt with. Views/suggestions received from the External Academic Adviser should be discussed at meeting(s) of PMC. Whether feedback/response after discussion should be made to the External Academic Adviser will be a matter for decision of the PMC. The annual programme report should elaborate on the views/suggestions received from External Academic Adviser(s), discussion made at PMC meeting(s), as well as action taken/to be taken. The annual report(s) received from the External Academic Adviser(s), as well as feedback/response made to the External Academic Adviser(s), if any, should be attached to the annual programme report. Besides, in the Three-year/Four-year programme review document, there should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken. The annual report(s) received from the External Academic Adviser(s) should be attached to the Three-year/Four-

year programme review document.

6   Visit by an External Academic Adviser

6.1 An External Academic Adviser will be invited to visit LIFE and to join the Three-year/Four-year Programme Review as far as practicable so that their views/advice can be sought. Relevant Programme Head/Programme Director or his/her delegate shall communicate with the External Academic Advisers at the early stage of their terms of service the planned period during which the next Three-year/Four-year Programme Review will take place so as to facilitate planning of the External Academic Advisers to take part in the Review as far as practicable.

7   Honoraria for External Academic Advisers

7.1 The honoraria and allowances for External Academic Advisers shall be determined from time to time by the Management Committee of LIFE.

7.2 The annual honorarium will be paid to an External Academic Adviser after the completion of his/her duties, including the submission of the annual report.

updated and approved by Senate on 9 December 2019
(updated on 30 March 2021)

Lingnan Institute of Further Education

Guidelines on Advisory Boards (Discipline-Based)
for Sub-degree Programmes

Establishment

Advisory Boards are set up to solicit feedback on the Institute's sub-degree programmes (Associate Degree and Higher Diploma programmes) from the external academic/industry stakeholders in order to ensure LIFE's sub-degree programmes are of high quality, and current and relevant to the needs of the community. As there are three main disciplines (i.e. Arts, Business and Social Sciences) for LIFE's sub-degree programmes, an Advisory Board is set up for each discipline or clusters of relevant programmes as appropriate.

Role

The role of an Advisory Board is to act as an interface between Government/ industry/ commerce/ the community at large and the Programme Management Committee and Programme Team.

Power and Responsibilities

An Advisory Board shall normally meet once a year to help plan and keep under review the following aspects of work including future developments:

(a) level and length of courses/ programme(s) concerned in relation to local needs;

(b) the relevance of the courses/ programme(s) in relation to the local needs;

(c) the prospects of local employment for graduates;

(d) the adequacy of the equipment and other resources of the LIFE to fulfil local needs;

(e) the development of teaching and other activities carried out jointly by LIFE and the practicum partners; and

(f) keep under review the assistance which the community can give to further the objectives of LIFE in the subject concerned by way of practical training facilities, the provision of part-time teaching staff and equipment, the award of scholarships, student-fellowships, etc.

The Advisory Boards should send minutes of its meeting to the Academic Board via the Programme Management Committee.

Membership Composition

Chairman: An external member in the Advisory Board

Convener: Assistant Director (Programme Development and Management)

Members: Two to Three External Members from the academia of higher education institutions

Two to Three External Members from the industry /professional bodies

Ex-official Members: Programme Leaders of the respective Discipline concerned

Secretary: A staff member of Programme Administration Team

Appointment Criteria

External Members from the academia should be persons of seniority (e.g. Assistant Professor or above or equivalent), of high academic standing, with considerable experience in teaching at university or sub-degree level, and involvement in programme and curriculum development.

External Members from the industry should be persons of seniority (at least 10 years of experience in the profession), of repute, and with considerable experience in advising the Government or professional bodies on development of training needs to youngsters.

Terms of Office

External Members of an Advisory Board are normally appointed for a term of three academic years, subject to renewal for once. The appointment / the reappointment of the Chairman and External Members for the Advisory Board should be nominated by the Assistant Director (Programme Development and Management), endorsed by the Programme Management Committee and approved by the Academic Board.

Survey of Alumni

This survey aims to solicit alumni feedback regarding your level of satisfaction with the knowledge, skills and attitudes gained during your studies at Lingnan Institute of Further Education (LIFE), as well as your career development and achievements. The information collected will help the Institute to improve the design of the Programmes and better equip future students to meet the challenges of the twenty-first century.

I.   EDUCATION PROVIDED BY LIFE

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**

Column in the left:
LEVEL OF IMPORTANCE

Please rate the importance of the following attributes for a university graduate to possess and demonstrate in a working environment.

1= Not important ⟶ 5 = Very important

Column in the right:
LEVEL OF SATISFACTION

Please indicate to what extent you are satisfied with the education provided by LIFE regarding the following attributes.

1= Very dissatisfied ⟶ 5 = Very satisfied
N = Unable to rate

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
A: LANGUAGE PROFICIENCY											
1	2	3	4	5	1.Written Chinese	1	2	3	4	5	N
1	2	3	4	5	2.Putonghua	1	2	3	4	5	N
1	2	3	4	5	3.Written English	1	2	3	4	5	N
1	2	3	4	5	4.Spoken English	1	2	3	4	5	N
B: NUMERICAL & COMPUTER COMPETENCY											
1	2	3	4	5	1.Data analysis ability	1	2	3	4	5	N
1	2	3	4	5	2.Use of Information and Communications Technology (ICT).	1	2	3	4	5	N
C: ANALYTICAL & PROBLEM-SOLVING ABILITIES											
1	2	3	4	5	1.Ability to foresee problems and plan	1	2	3	4	5	N
1	2	3	4	5	2.Ability to analyze and solve problems	1	2	3	4	5	N
1	2	3	4	5	3.Ability to articulate new ideas	1	2	3	4	5	N

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
1	2	3	4	5	4.Ability to apply a systematic/logical approach to problem solving	1	2	3	4	5	N

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
1	2	3	4	5	5. Creative and critical thinking	1	2	3	4	5	N
D: INTER-PERSONAL SKILLS											
1	2	3	4	5	1.Effective communication	1	2	3	4	5	N
1	2	3	4	5	2.Ability to build rapport with people	1	2	3	4	5	N
1	2	3	4	5	3.Cooperation with colleagues	1	2	3	4	5	N
E: MANAGEMENT SKILLS											
1	2	3	4	5	1.Time management	1	2	3	4	5	N
1	2	3	4	5	2.Leadership	1	2	3	4	5	N
1	2	3	4	5	3.Organization abilities	1	2	3	4	5	N
F: INTERNATIONAL PERSPECTIVES											
1	2	3	4	5	1.Knowledge and understanding of current international affairs	1	2	3	4	5	N
1	2	3	4	5	2.Ability to work effectively with people of different cultures / backgrounds	1	2	3	4	5	N

Curriculum and Campus Life

What was your programme during your study in Lingnan Institute of Further Education? (Please tick the most appropriate box)

1. Associate Degree Programme:

☐ 1. Associate of Arts (Chinese)

☐ 2. Associate of Arts (History)

☐ 3. Associate of Arts (Philosophy)

☐ 4. Associate of Arts (Translation)

☐ 5. Associate of Business Studies (Business Management)

☐ 6. Associate of Social Sciences (Psychology)

2. Higher Diploma Programme:

☐ 7. HD in Airline Service and Management

☐ 8. HD in Business Administration

☐ 9. HD in Chinese Media Writing and Production

☐ 10. HD in Disciplinary Forces

☐ 11. HD in Early Childhood Education

☐ 12. HD in English and Communications

☐ 13. HD in Fitness Training and Management

☐ 14. HD in Health and Social Services

☐ 15. HD in Hospitality (Hotel Operations)

☐ 16. HD in Japanese Language and Communications

☐ 17. HD in Marketing and Advertising

☐ 18. HD in Psychology (Guidance and Counselling)

☐ 19. HD in Psychology of Education (Special Educational Needs)

☐ 20. HD in Sports Coaching and Leadership

3.Diploma Programme | ☐ | 21. Diploma in College Foundation Studies

Relationship between your LIFE experience and your engagement at work. Please indicate your response to each question by circling the appropriate score.	Strongly Disagree → Strongly Agree					Unable to rate 99
B1.I had at least one teacher at LIFE who cared about me as a person, made me excited about my learning and encouraged me to pursue my dreams.	1	2	3	4	5	N
B2.I am highly engaged and motivated at work	1	2	3	4	5	N

B3.Any Other Comments: _____

Ⅱ. Demographic Information

P4.Please tick the most appropriate box or write down the information in each question.

---

1. Gender: ☐ 1.Male   ☐ 2.Female

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2. Year of Graduation:

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3. Age: ☐ 1.21-23   ☐ 2.24-25   ☐ 3.26-35   ☐ 4.36 or above

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4. 1.Have you taken additional programmes after your graduation from LIFE?
     ☐ 1.No
        Will you intend to pursue for higher education in the next 3 years? ☐ 1.No ☐ 2.Yes

     ☐ 2.Yes (c1.Please select the following)
        ☐ 1.Bachelors   ☐ 2.Masters   ☐ 3.Doctorate
        ☐ 4.Certificate   ☐ 5.Diploma   ☐ 6.Postgraduate Diploma
        ☐ 7.Others (Please Specify): _____

Ⅲ. Job and Career information

P5.Please tick the most appropriate box or write down the information in each question.

---

1. How many full-time jobs have you taken since you graduated from LIFE? _____

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2. Current Employment Status
   - ☐ 1.Full Time   ☐ 2.Part Time   ☐ 3.Self-Employed   ☐ 4.Owner
   - ☐ 5.Further Studies   ☐ 6.Unemployed   ☐ 8.Working Holiday
   - ☐ 7.Others (Please Specify): _____

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3. (If the answer in Q2 is Full Time / Part Time / Self-Employed / Owner) What is your industry, position and place of work?

   Industry: _____

   Position: _____

   Place of work (in Hong Kong or other city/country): _____

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4. Your current monthly employment income
   - ☐ 1.HK$ 4,999 or below   ☐ 2.HK$ 5,000 - HK$ 9,999
   - ☐ 3.HK$ 10,000 - HK$ 14,999   ☐ 4.HK$ 15,000 - HK$ 19,999
   - ☐ 5.HK$ 20,000 - HK$ 24,999   ☐ 6.HK$ 25,000 - HK$ 29,999
   - ☐ 7.HK$ 30,000 - HK$ 34,999   ☐ 8.HK$ 35,000 - HK$ 39,999
   - ☐ 9.HK$ 40,000 or above

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5. Size of company you work for		Number of Employees	
1. If your employer is a multinational enterprise, please tick (Number of employees based in HK)	☐	1.Less than 20	☐
		2.21-50	☐
		3.51-100	☐
2. If your employer is a local enterprise, please tick. (Number of employees based in HK, Macau, Taiwan, Mainland, and other overseas offices)	☐	4.101-200	☐
		5.201-500	☐
		6.More than 500	☐
		7.Not sure	☐

---

6. Have you had any job promotions during your full time employment since you graduated from LIFE?

   - ☐ No

   - ☐ Yes, (number of promotions)_____

---

7. What is/are the reason(s) that might lead you to change your job in the future? (You may tick more than one box if appropriate)
   - ☐ 1.Career growth   ☐ 2.Promotion opportunities
   - ☐ 3.Salary   ☐ 4.Workload/work pressure
   - ☐ 5.Management support   ☐ 6.Family issue
   - ☐ 7.Looking for challenges ☐ 8.Enhanced professional qualification
   - ☐ 9.Job nature is not suitable   ☐ 10.Required to work outside Hong Kong
   - ☐ 11.Others (Please Specify): _____

8. What is/are your career plan(s) in the coming year? (You may tick more than one box if appropriate)

- ☐ 1. Stay on the current job ☐ 2.Seek for a job change
- ☐ 3. Working holiday ☐ 4. Further studies
- ☐ 5.Others (Please Specify): _____

9. What is/are your career goal(s) after 5 years? (You may tick more than one box if appropriate)

- ☐ 1. Be an entrepreneur ☐ 2. Attained professional accreditation
- ☐ 3. Team Leader ☐ 4. Senior management
- ☐ 5.Others (Please Specify): _____

10. How likely are you willing to share your working experience with current students by being the career mentor? (Please tick the most appropriate box) .

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

11. How likely will you engage with and support LIFE? (Please tick the most appropriate box).

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

The following information will be used for Survey of Employers

Immediate Employer

Name: _____

Address: _____

Tel: _____ Fax: _____

Immediate former Employer:

Name: _____

Address: _____

Tel: _____ Fax: _____

Other. Any Other Comments: _____

As a token of appreciation for your support, if you finish this questionnaire, you will have a chance to win a supermarket cash coupon. If you want to participate, please fill in the *personal information below (optional):

Name: _____

Telephone number: _____

Email address: _____

Address: _____

~ End ~

Thank you for taking the time to complete this survey.

* Privacy Policy Statement

The protection of one's personal data and privacy is of vital importance to LIFE and Lingnan University (the University). The University is committed to safeguarding personal data and privacy in compliance with the requirements of the Personal Data (Privacy) Ordinance. The University undertakes actions to ensure that the personal data of a University member are collected, stored, held and used accurately and securely. Mutual trust, freedom of thought and expression which are essential to the University, rest on confidence that privacy will be respected; and disclosure of personal data will be made only in accordance with the requirements of relevant law.

For more information of Personal Data (Privacy) Ordinance, please refer to the website https://www.ln.edu.hk/dpp/.

LINGNAN UNIVERSITY

LINGNAN INSTITUTE OF FURTHER EDUCATION

LEARNING AND TEACHING TASK FORCE (L&T Task Force)

Role

The Learning and Teaching Task Force (L&T Task Force) advises the Director of Lingnan Institute of Further Education (LIFE) on the Institute's policies for enhancement of quality of learning and teaching. It oversees the development and implementation of the LIFE's Learning and Teaching Strategy, and to promote innovations in learning, teaching and assessment. The L&T Task Force reports directly to the Director of LIFE.

Terms of Reference

1. To develop and advise the Director of LIFE on the Institute's policies for enhancement of quality of learning and teaching;

2. To promote innovations in learning, teaching and assessment and develop teaching staff's capability in quality teaching;

3. To plan and organise regular training activities related to Outcomes-Based Approaches to Teaching Learning (OBATL), and e- / blended learning and pedagogical development;

4. To oversee Institute's training schemes, such as New Teacher Induction, Staff Development Day, One-year Coaching Scheme for New Teaching Staff.

5. To recommend to the Director of LIFE teaching staff eligible for sponsorship related to pedagogical development, such as Applied Research on Pedagogical Development Supporting Scheme.

Composition

Chairman:	Associate / Assistant Director (Programme Development and Management)
Members:	Programme Directors
	Head of Teaching Faculty
	Programme Heads
	A Teaching Staff Member from each Discipline
	A representative from the Teaching and Learning Centre of the University
Secretary:	A Staff Member of the Programme Team

List of Staff Development Activities Organized in 2020/2021 Term 2

I. Outcome-based Approach to Teaching & Learning (OBATL)

	Topic	Proposed Speaker / Organiser	Date, Time & Venue
1.	A Framework for success: Learning and Teaching @Lingnan	Teaching and Learning Centre, Lingnan University	1 February 2021, 4:30 pm – 6:00 pm + 30 minutes post class activities LBY303 and/or via Zoom
2.	Outcome-based Approach to Teaching and Learning (OBATL): Creating an aligned learning environment	Teaching and Learning Centre, Lingnan University	3 February 2021, 2:30 pm – 4:00 pm + 30 minutes pre & post class activities LCH201 and/or via Zoom
3.	Staff Development Day: Teaching and Assessment Strategies in Blending Learning context	Prof. Peter Duffy, Director of TLC, Lingnan University	20 August 2021, 9:00 am – 12:30 pm Venue is TBC

II. E-Learning / Blended Learning and Teaching Pedagogy

	Topic	Proposed Speaker/ Organiser	Date, Time & Venue
1.	Enhancing Teaching and Learning with Blended Learning	Prof. Peter Duffy, Director of TLC, Lingnan University	8 January 2021, 10:00 am – 12:00 pm, Via Zoom
2.	Hybrid/Blended Learning Brainstorming Session	Teaching and Learning Centre, Lingnan University	13 January 2021, 11:00 am -12:30 pm, LBY G06 and via Zoom
3.	EdUHK Online Teaching Support Series: Webinar	Centre for Learning, Teaching and Technology, EdUHK	14 January 2021, 3:00 pm – 4:30 pm, 25 January 2021, 3:00 pm – 4:30 pm via Zoom
4.	Excellent Teachers on Teaching Excellence (ETTE) Symposium	Hong Kong Polytechnic University	15 January 2021, 10:00 am – 4:30 pm, Zoom
5.	Teaching and Learning Symposium:	Center for Education Innovation, The	19 & 20 January 2021, 9:30 am – 1:30

	Topic	Proposed Speaker/ Organiser	Date, Time & Venue
	"*Unlocking Innovative Learning: Enabling New Models of Higher Education in a Disruptive World*"	Hong Kong University of Science and Technology	pm, Zoom
6.	Sharing Session of Good Teaching Practices "Beating the Odds: Reclaiming Engagement in a hybrid learning mode"	Dr Paul LI, Lingnan Institute of Further Education	29 January 2021, 4:00 pm – 5:00 pm, via Zoom
7.	Innovative Learning & Teaching: Creating an IT-supported lesson (I) – Blended Learning Introduction	Teaching and Learning Centre, Lingnan University	4 February 2021, 4:30 pm – 6:00 pm + 30 minutes pre and post class activities LCH206 and or via Zoom
8.	Innovative Learning & Teaching: Creating an IT-supported lesson (II) – Embedding Blended Learning	Teaching and Learning Centre, Lingnan University	5 February 2021, 2:30 pm – 4:30 pm + 30 minutes pre and post class activities LCH206 and or via Zoom
9.	Sharing Session of Good Teaching Practices "Stress Management for students and teachers"	Mr. Leo Hung, Lingnan Institute of Further Education	12 March 2021, 4:00 pm – 5:00 pm, via Zoom
10.	Sharing Session of Good Teaching Practices "Motivate Student Learning with Challenge Based Learning (CBL)"	Ms. Christine CHEUNG, Lingnan Institute of Further Education	28 May 2021, 4:00 pm – 5:00 pm, via Zoom
11.	Innovative Pedagogy: Flipped classrooms	Speaker is TBC Lingnan Institute of Further Education	25 June 2021, 10:00 am – 12:00 pm, via Zoom
12.	Sharing Session of Good Teaching Practices "Pilot Adoption of Blended Learning in LIFE: Benefits and Challenges"	Mr. FUNG Lai Tak, Lingnan Institute of Further Education	30 July 2021, 4:00 pm – 5:00 pm, via Zoom

LTDP

Learning and Teaching Development Programme

Aims of the Programme

The Learning and Teaching Development Programme (LTDP) is a work-based professional development programme for higher education professionals especially those newly hired university educators, postgraduate students, and others interested in adapting quickly to a Liberal Arts context and also to enriching their teaching and development experiences at Lingnan University.

Programme Duration

The LTDP programme runs across the teaching term. There are 7 LTDP study units in which the first 5 are delivered in an intensive mode over a week to allow participants to have an immersive experience across the core areas related to good learning and teaching. The 6th unit dealing with Internationalisation is delivered online and self-paced to allow for maximum flexibility for participants and to mode real world learning practices in online learning and teaching. The final unit nearer the end of the term draws together the entire course and allows participants to showcase and celebrate via their teaching portfolio their experiences from the course.

Programme Highlights

FLEXIBILITY
The LTDP is primarily facilitated by the Director of the Teaching and Learning Centre with some invited speakers. The units consist of 90 minute workshops that involve active learning approaches and draw on real world cases. Participation in the learning during the workshops is extended and enhanced via pre and post workshop online activities. Participants are encouraged to attend all units and a Certificate of Achievement* will be awarded at the end of the course.

COMMUNITY
It is envisaged that the LTDP participants will also form a community of practice as related to sharing the collective wisdom from all re teaching and learning at LU. This will primarily be facilitated via online discussion and all are encouraged to continue to share via this community space post the LDTP.

PEER MENTORING
During the term each participant will also have the opportunity to invite a colleague to visit their class as a peer mentor and critical friend. See - https://tlc.ln.edu.hk/peerops/

ASESSMENT and CERTIFICATE
Assessment of the Course learning outcomes is via a teaching portfolio and short presentation in the final unit. *Participants are eligible for a Certificate of Achievement if they attend both Units 1 and 7 and a minimum of 3 out of the remaining 5 units + submit their teaching portfolio. Participants' will also be encouraged at the completion of the Course to further extend their teaching portfolio in order to qualify for external CMALT accreditation. (as an optional aspect of the course)

Enquiries

- Email: **tlc@ln.edu.hk**
- Tel: **2616 7117**
- Link: **https://www.ln.edu.hk/tlc/support-for-staff/ltdp**

	Topic	Description	Expected Outcomes	Date/Time Venue: Online, Zoom*, F2F
Unit 1	A Framework for success: Learning and Teaching @ Lingnan	The effectiveness of the teaching role of faculty/staff at LU is influenced by how they conceptualise and implement aspects of student learning within the liberal arts environment at Lingnan. This workshop is designed to introduce the basic guiding principles of effect teaching and learning in a Liberal Arts context. Some post workshop activities will be used to enhance the participants learning journey.	1. Relate the organizational context and the student centred-approach to whole person development at a liberal arts university; 2. Describe the characteristics of good teaching and learning in Liberal Arts Education; and 3. Compare Lingnan University's learning environment such as mission, aims, values, teaching models and graduate qualities/ attributes with other universities.	February 1, 2021 4:30-6:00 pm + ~30 mins Post class activity LBY303 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/98961056070?pwd=c0orSnVRcGlraEk3ZVNlWFZuaDNyQT09 Meeting ID: 989 6105 6070; Passcode: 56835901]
Unit 2	Teaching & learning: Active learning approaches	This workshop discusses the theories and importance of student-centred pedagogies. It further examines different active learning approaches through discussion and experiential learning. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Discuss and experiment various active learning approaches; and 2. Reflect on effective pedagogies for the liberal arts environment. 3. Explore active learning strategic in online teaching	February 2, 2021 2:30 pm - 4 pm + ~30 mins Pre & Post class activities NAB201 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/96354005886?pwd=OWZibjdoSFV1TUNTYm1jeWxhcGhZQT09 Meeting ID: 963 5400 5886; Passcode: 21028245]

Topic		Description	Expected Outcomes	Date / Time Venue: Online, Zoom, F2F
Unit 3	Outcome-based Approach to Teaching and Learning (OBATL): Creating an aligned learning environment	This workshop introduces the concept of OBATL and how to create a syllabus based on student learning outcomes. The workshop examines the approach and benefits of adopting an outcomes-based approach in learning, teaching and assessment. A hands-on experience of creating an assessment rubric will also be included. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Describe the concept of OBATL; 2. Design effective learning outcomes to enhance students' learning; 3. Write a course outline/syllabus to enhance learning, teaching and assessment; 4. Differentiate between norm-referenced assessment and criterion-referenced assessment (CRA); and 5. Create an assessment rubric	February 3, 2021 2:30 - 4 pm + ~30 mins Pre & Post class activities NAB201 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/98536362611?pwd=dlZyMm5yb1RSYlQ5U21jd3hidXZsUT09 Meeting ID: 985 3636 2611; Passcode: 14479789]
Unit 4	Innovative learning & teaching: Creating an IT-supported lesson (I) - Blended Learning Introduction	This workshop introduces the concepts and benefits of integrating information technology in course delivery. The session also examines the Technological Pedagogical Content Knowledge (TPACK) model and how to apply the model into practice. Some hands-on exercises will also be included. Some pre and past workshop activities online will be used to enhance the participants learning journey.	1. Identify the advantages of integrating IT in education 2. Discuss the features of TPACK 3. Design an IT supported lesson; and 4. Apply knowledge and techniques learnt.	February 4, 2021 4:30-6:00 pm + ~30 mins Pre & Post class activities NAB206 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/92896286586?pwd=RTNpV0lNTzRxZktyMUF0eWNXUkU4QT09 Meeting ID: 928 9628 6586; Passcode: 41688580]
Unit 5	Innovative learning & teaching: Creating an IT-supported lesson (II) – Embedding Blended Learning	This workshop is the second part of creating an IT-supported lesson. The workshop examines types of closed-ended and open-ended online assessments to promote interactive learning. Furthermore, participants would be expected to experience flipped classroom pedagogy to learn about internationalization strategies which will be covered in the next Unit. Therefore, they will be required to take a quiz to demonstrate their prior knowledge at the end of this unit.	1. Differentiate appropriate assessment approaches, namely, assessment of learning, assessment for learning and assessment as learning in order to enhance learning; 2. Identify various IT tools to enhance assessment. 3. Describe recent IT in education approaches; and 4. Develop strategies for the effective use of Blended / Hybrid and learning.	February 5, 2021 2:30-4:00 pm + ~30 mins Pre & Post class activities NAB206 and/or via Zoom [Zoom link: https://lingnan.zoom.us/j/91965190697?pwd=aWpPM0k2RUhRZXFkYWg3NjBNSmZWUT09 Meeting ID: 919 6519 0697; Passcode: 34907913]

Topic		Description	Expected Outcomes	Date / Time Venue: Online, Zoom, F2F
CLASSROOM VISITS		Each participant in the LDTP programme will have the opportunity to work with a peer mentor in order to share their best practices and identify additional teaching and learning approaches. This will involve you inviting at least one other course participant to "sit-in" on your class and provide you woth some feedback as a critical friend. A framework will be provided for this to guide the feedback process	1. Identify best practices in teaching via classroom (virtual of physical) visit 2. Provide constrictive feedback to at least one other LDTP participant 3. Reflect on the process of giving and receiving feedback on your teaching	Timing is during the Term as negotiated with your peer mentor
Unit 6	Internationalisation: Enriching students' international and intercultural experience	The participants should have learnt from online resources about internationalizing the educational experience, including the incorporation of international and intercultural design. Participants will brainstorm different strategies to solve potential internationalisation problems and explore some exemplary teaching practices based around the UGC teaching excellence criteria.	1. Describe the principles of internationalisation; 2. Discuss the value of internationalisation initiatives at Lingnan University; 3. Apply possible internationalisation strategies and approaches to learning and teaching practices; 4. Analyze the advantages and disadvantages of flipped classroom; and 5. Recognise the criteria for teaching excellence embraced and promoted by UGC.	Self-Paced and Online (This unit can be taken at any time during the term AND prior to the final sharing session)
TEACHING PORTFOLIO		Based on the Course and experiences during the term each participant is expected to produce a teaching portfolio + short Pechakucha* of their learning experiences	* *PechaKucha* is a storytelling format where a presenter shows 20 slides for 20 seconds of commentary each (6 minutes and 40 seconds total)	Note that this portfolio may be used by the participants for CMALT accreditation
Unit 7	Win-win strategy: Creating a collaborative learning environment and beyond	This workshop explores approaches to build partnership within and beyond Lingnan University. Participants will learn how to write teaching philosophy and what artifacts to be selected for creating teaching portfolios. Some hands-on practice on creating teaching e-portfolio will be covered in the second half of the workshop.	1. Describe different initiatives to engage students as partners in curriculum development, quality enhancement, research and teaching strategies; 2. Critique the value of a teaching portfolio and identify appropriate items to be included; and 3. Create an online teaching e-portfolio to showcase participant's teaching achievements and video sharing	Near end of Term (exact date to be confirmed)

*Please note that all zoom sessions will be recorded and shared with the group via the Moodle Course.

1. Which of the following statement describes OBATL concept best?

A. Constructive alignment between intended learning outcomes (ILOs), teaching and learning activities and assessment tasks
B. Adoption of Norm-Referenced Assessments
C. Teacher-centred teaching and learning method
D. Focusing on what is taught

Answer: A

2. When designing a course, which of the following should be designed first?
A. Teaching and learning activities
B. Assessment tasks
C. Intended learning outcomes
D. Action verbs

Answer: C

3. Which of the following reason is NOT the purpose of assessments?
A. To assess students' ability to attain the ILOs and reinforce their learning
B. To provide scores for students
C. To provide feedback to teachers about their teaching effectiveness
D. To provide feedback to students for their improvement and learning.

Answer: B

4. When designing the assessment tasks, we should choose an assessment which…
A. is difficult for students to demonstrate the ILOs
B. is challenging for teachers to make a judgement on students' achievement of the ILOs
C. best allows the students to perform the ILOs
D. provide little information for teachers to assess students' ability

Answer: C

5. A good assessment rubric should:

A. clearly describes and differentiates the different levels of performance for each criterion, including the range of marks

B. be provided for teachers only; students should not know it

C. be as detailed as possible

D. be developed when grading

Answer: A

6. The ILOs address the following, excluding:

A. The expected abilities/expertise your students should be able to perform

B. The particular important topics

C. The level of difficulties

D. Marking rubric

Answer: D

7. Which of the following is NOT the advantage of setting intended learning outcomes (ILOs)?

A. Help teachers select effective teaching/learning methods based on ILOs

B. Help teachers select effective assessment methods based on ILOs

C. Help teachers evaluate whether ILOs are achieved by students

D. Help teacher give a grade to students

Answer: D

8. Under OBATL concept, what teachers should consider when designing teaching and learning activities?

A. What students are

B. What teachers do

C. What students do

D. What teachers are

Answer: C

9. What is the possible reason causing a particular intended learning outcomes (ILOs) not being achieved by a majority of the students?

A. Suitable activities planned
B. Appropriate student learning time allocated
C. Unaligned assessment plan
D. Relevant teaching materials designed

Answer: C

10. When designing assessments, what teachers should focus to assess?
A. Course topics
B. Intended learning outcomes
C. Assignments
D. Textbooks

Answer: B

11. Which of the following reasons is NOT an appropriate purpose for assessments?
A. To assess students' abilities/performance in achieving the intended learning outcomes (ILOs)
B. To provide feedback to students for their improvement
C. To provide feedback to teachers about their effectiveness
D. To provide scores for students

Answer: D

12. What is constructive alignment?
A. The students should be aligned to teachers
B. The delivery of teaching/learning activities and assessments should be aligned to the intended learning outcomes (ILOs)
C. The teachers should be aligned to the students' needs
D. The assessment methods must be aligned to the students abilities

Answer: B

13. The most important stage in OBATL is:

A. Planning

B. Grading

C. Designing teaching and learning activities

D. Designing assessments

Answer: A

14. Upon completion of a programme, which of the following outcome should the students have?

A. Course intended learning outcomes

B. Programme intended learning outcomes

C. Lesson intended learning outcomes

D. Assessment grades

Answer: B

15. In order to maximize the effectiveness of student learning in group activities, teachers should…

A. Participate in every group discussion

B. Dictate the group leaders

C. Conduct group activities in the classroom only

D. Establish explicit guidelines that are transparent and equitable

Answer: D

16. At the last stage of OBATL, what should teachers evaluate?

A. Whether the intended learning outcomes are achieved

B. Teachers' performance

C. Whether the students complete all the assessments

D. Whether the topics are covered

Answer: A

17. How does the intended learning outcomes (ILOs) help students?

A. It doesn't help students but teachers only

B. Plan the curriculum to support ILOs

C. Select assessment methods based on ILOs

D. Know what are the expected outcomes of them to achieve

Answer: D

18. The key issue for creating assessments is:

A. Which outcomes teachers are assessing

B. The number of the assessments

C. The number of questions to assess

D. Which topic teachers are assessing

Answer: A

19. Which of the following is NOT the mistake in writing intended learning outcomes (ILOs)?

A. Overly vague or specific language

B. Confusing words and phrases

C. Too many ILOs leading to confusion about on which should be focused

D. Appropriate action verbs according to the level of course

Answer: D

20. Which of the following statement is NOT making OBATL effective?

A. Specify what students are expected to learn

B. Provide timely feedback to students on their performance

C. Apply appropriate learning activities for different class sizes

D. Use Norm-referenced assessments

Answer: D

Remark: Please set 10 random questions from the above 20 questions for teachers to do the quiz. Teachers should answer at least 8 questions correctly to pass the quiz.

Major References:

1. Lingnan University (2021). *OBE overview*. Retrieved from Lingnan University, Web site: https://www.ln.edu.hk/tlc/support-for-staff/outcomes-based-approaches-to-teaching-and-learning

2. The Hong Kong Polytechnic University (2021). *Outcome Based Education*. Retrieved from The Hong Kong Polytechnic University, Web site: https://www.polyu.edu.hk/obe/07_2_1_Defining_Intended_Learning

3. Hong Kong Baptist University (2019). *Outcomes-Based Teaching and Learning (OBTL)*. Retrieved from Hong Kong Baptist University, Web site: http://chtl.hkbu.edu.hk/main/teaching-and-learning/obtl/

4. The Hang Seng University of Hong Kong (2020). *What you should know about OBTL?*. Retrieved from The Hang Seng University of Hong Kong, Web site: https://ctl.hsu.edu.hk/what-you-should-know-about-obtl/

5. Cheng, A. W. (2009). Outcome-based Teaching and Learning (OBTL) Approach in Vocational and Professional Education and Training (VPET). Retrieved from Vocational Training Council, Web site: https://sharepoint.vtc.edu.hk/vpetcity/ShareDocument/Effective_Mentorship/OBTL_for_VPET_for_webpage.pdf

Applied Research on Pedagogical Development Proposal Guidelines

Introduction:

This research development scheme informs practice including those of pedagogy and teaching & learning. The scheme encourages teaching staff to enhance their pedagogical training and teaching quality by conducting applied researches. Specifically, the Scheme aims to:

- Inform practice in the areas of teaching and learning especially in the aspects of application, discovery, integration;
- Offer direct support to teaching staff engaging in innovative approach to teaching and learning
- Enhance LIFE's teaching and learning;
- Contribute to the research culture; and
- Facilitating the sharing of good practice in teaching and learning

Assessment Criteria:
Intended learning outcomes clearly articulated
Project deliverables clearly outlined
Project implementation
Innovative approach to teaching and learning
Impact on Student Learning

Basic Information:

Project Title:	The project title should reflect the intent of the project in relation to deliverables and alignment with objectives.		
Role / Name:	**Name**	**Position**	**Email:**
Principal Investigator (PI) / {insert name}			
Co-Investigator (CoI)/ {insert name}, if any			
Team Member and / or Collaborator {insert name}, if any			

1 Project Summary & Amount of Funding Requested

The project summary should clearly and briefly describe the project. This summary should include the intended impact of the project on the quality of student learning. (*Approx. 10-15 lines / 300 words*)

This is an overview of the project. You could include the followings: What is the context for this project? Why are you interested in initiating this project? Why is it important and how does it relate to LIFE's strategic goals in relation to teaching and learning? Why and how would this project enhance students' learning? What research have you done in relation to the need for this initiative? What subjects / areas will be affected? How will it enhance student learning? How will it be used in your course(s)?

Amount of funding requested
(Maximum of HK$20,000):

$

2   Project Details

(i)   Project Objectives

What are your objectives in initiating this project? Objectives qualify why and how this project could enhance students' learning?
Examples:
To provide practical training for students in learning xxx context
To facilitate students' interaction with peers
To enhance student's xxx skills

(What are your objectives in initiating this project? Why is it important and how does it relate to the LIFE's strategic goals in relation to teaching and learning? Why and how would preparing a course (or part of a course) in the selected teaching mode to enhance students' understanding?)

(ii)   Student Impact

Programme/ course code	Programme/ course title	No. of credits	Mode of study	Estimated number of students

Please insert rows in the table for additional information. Try to avoid broad statements like 'ALL Courses in Lingnan Institute of Further Education (LIFE) will benefit'. At least one specific Course must be indicated.

(iii)   Project Content

This section should clearly describe the context of the project. What is the issue/problem identified and why is it of pedagogical significance to students' learning? In answering this question, references should be made to educational and discipline-based literature or benchmarks in order to explain and justify how the proposed initiative will enhance student learning. (approx. 10 – 20 lines / 500 words)

What is the context for this project? What will be created? Implemented? What teaching / learning challenge is being addressed? Why and how would this project enhance students' learning? Why and how is this project useful to address these challenges?

(iv) Project Activities, Timeline and Evaluation Strategy

Major deliverables	Target date for achieving the deliverables (mm/yyyy)	Evaluation / Quality Assurance strategy

3 Budget

(i) Breakdown

Item/s	Descriptions	Funding sought (HK$)	Justifications
Total			

4 Important Notes: Copyright & Intellectual Property

(i) Copyrighted Materials: Lingnan Institute of Further Education (LIFE) is committed to comply with copyright and intellectual property rights in Hong Kong and will strive to ensure the applicable copyright laws, regulations, guidelines and practices are adhered to. The Principal Project Supervisor is solely responsible for ensuring that all material provided to LIFE should have no any copyright obligations. LIFE accepts no responsibility for any claims or losses caused by any misuse of copyrighted materials used in this project by reason of its support of, and services rendered to, the project.

(ii) Educational Use: The ownership of the intellectual property generated by this project shall belong to LIFE to adapt, use and disseminate for educational purposes all or part thereof in respect of the materials and the resources developed for the purpose of this project. Due acknowledgement will be given to co-creators of material for this project.

5 CONSIDERATION OF RESEARCH ETHICS

Section A

I confirm that the proposal <u>does/ does not involve*</u> research on human subjects. (*Please delete as appropriate.)

If you said 'involves' above, please complete the remaining sections below by marking 'X' in the appropriate columns of the following table.

For expedited ethics review, please answer the following **Key Questions**	NO	YES
1. Does the study involve any activities that may cause psychological stress?		
2. Are any subjects under the age of 18 or otherwise potentially unable to give informed consent?		
3. Will students be audio taped/ videotaped as part of the study? *If you answered 'Yes', please complete Question 1 of Section B of this Part.*		
4. Does the study involve students providing information that may have potential legal or ethical issues (e.g., sexual conduct or orientation, on illegal activities, or on use of banned substances)? *If you answered 'Yes' please complete Question 2 of Section B of this Part.*		

Section B

1. If you answered YES to the Question 3 above, please state how students' privacy will be protected (e.g., who will handle and access the data, where it will be stored, and how it will be reported in order to protect student privacy).

2. If you answered YES to the Question 4 above, please provide, in a separate document, further justification for the study.

6   Project Proposal Submission

(i) Proposal Submission by <u>PI</u>:

I understand and will abide by all applicable LIFE policies and rules as well as specific terms and conditions as specified in the proposal form and guidelines. *(In signing below, the PI is confirming the accuracy of the information provided and adherence by all staff participating in the project).*

Name: .... Signature: ....

      (in block letters)

Date: ....

(ii) Recommended by the Chairperson of Learning & Teaching Task Force:

Name: .... Signature: ....

      (in block letters)

Date: ....

(iii) Approved by Director of LIFE

Name: _____ Signature: _____
            (in block letters)

Date: _____

Please send the completed proposal (in signed soft copy as MS Word or pdf) to the Chairperson of TLC Task Force on or before the specified submission deadline.

OBATL-based Development Plan

	Action Plan	Objectives	Target	Frequency	Responsible Party
1.	An OBATL Handbook will be provided for all teaching staff and they are encouraged to read and understand clearly the content of the handbook.	To enhance the understanding and implementation of OBATL among teaching staff.	All teaching staff (Full-Time & Part-Time)	N/A	The Teaching Faculty
2.	A set of online materials with an online quiz will be developed to assess teaching staff's understanding of OBATL and all teaching staff are required to pass the quiz.	To make sure all teaching staff have a basic understanding of OBATL and to draw their attention to the importance of OBATL.	All teaching staff (Full-Time & Part-Time)	Once (For new staff: to be completed within 3 months upon appointment; for current staff: to be completed before March 2021)	The Teaching Faculty
3.	Regular training and pedagogical workshops for OBATL will be organized annually and the list of activities participated by the teaching staff will be recorded in their performance review report.	To enhance the understanding and implementation of OBATL among teaching staff.	All teaching staff (Full-Time)	Attending at least 2 hours pedagogical training activities in OBATL a year	The Teaching Faculty & Teaching and Learning Centre
4.	The understanding and adoption of OBATL is incorporated into the existing coaching scheme for new teachers. The revised guideline on coaching to new teachers is attached in **Annex**.	To enhance the understanding and implementation of OBATL among all new teaching staff.	All new appointed Full-Time teaching staff	In the first year of the appointment	The Head of Teaching Faculty, Programme Directors, Programme Heads and Programme Leaders

Approved by the Academic Board of LIFE on 25 September 2020

Guideline on Coaching Scheme to New Teachers

1. This guideline specifies the coaching to new teachers and it aims at assisting new teachers in adapting quickly to the teaching and learning environment at LIFE and ensuring a quality programme delivery under close guidance of his/her supervisor.

Coaching Content

2. An orientation is provided to new teachers. The orientation includes a briefing of the following areas.

    i. Roles and responsibilities of teachers
    ii. Quality assurance mechanism on programme delivery and monitoring, quality assurance of teaching plan, teaching materials, examination paper setting and grading, Outcome-based Approach to Teaching and Learning (OBATL), class observation, Staff-Student Consultation Committee (SSCC), Course Teaching and Learning Evaluation (CTLE), etc.
    iii. Supporting teams and facilities
    iv. Information systems for teachers, such as the IT and AV system in classroom, Moodle system, Turnitin, Banner Tools, etc.
    v. Human Resources Matters, such as code of practice on confidentiality, sexual harassment, conflict of interest, handling personal data, etc.
    vi. The framework and adoption of OBATL, such as curriculum design, teaching and learning activities, assessment methods, etc.
    vii. Introduction and instructions to OBATL Handbook and online materials with the quiz

1. An experienced teacher is assigned as a mentor to coach a new teacher.
2. Samples of teaching plan, teaching material and assessment are reviewed by the mentor and comments are given for quality assurance and enhancement.
3. A class observation is conducted in Term One by the Programme Head. A debriefing is provided by the Programme Head for teaching enhancement.
4. A peer visit to a class taught by an experienced teacher is arranged by the mentor. It allows a new teacher to enrich his/her teaching through peer observation.
5. Around halfway through the term, an interim teaching review is provided by the mentor.
6. Examination paper (or a major final assessment) setting of at least one course is under supervision by the mentor.

7. Grade moderation of at least one course is under supervision by the mentor.

8. A CTLE follow-up meeting to review the teaching and learning of last term is conducted by the Programme Head.

Feedback and Evaluation

3. The coaching scheme is a one-year programme take place in the first year of appointment of the new teacher. Upon the completion of the first half year of appointment, the immediate supervisor will discuss with the new teacher on his/her working performance in various kinds of duties assigned. An interactive discussion can allow both the immediate supervisor and the new teacher to provide timely feedback to each other. The working performance of the new teacher can be monitored and the improvement plan can be provided by the immediate supervisor.

4. Upon the completion of the first year of appointment, the immediate supervisor will discuss with the new teacher again on his/her working performance in various perspectives during the regular performance review exercise. Hence, the immediate supervisor can monitor the progress of the new teacher and provide timely feedback and advice to the new teacher.

Approved by the Academic Board of LIFE on 25 September 2020

Outcomes-Based Approach to Teaching and Learning (OBATL) Handbook

July 2020

Lingnan Institute of Further Education

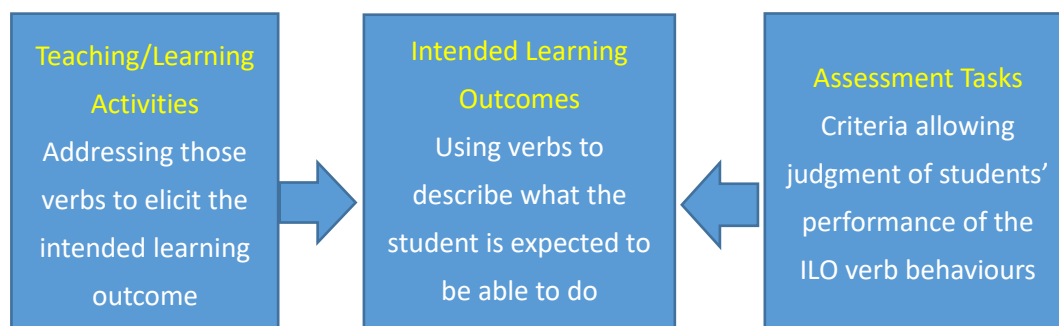**Outcomes-Based Approach to Teaching and Learning Handbook 2020**

Table of Contents

1. Understanding Outcomes-based Approach to Teaching and Learning (OBATL)[1]

OBATL is commonly used by universities over all the world nowadays. It is a teaching and learning approach, which focuses on achieving certain specified outcomes in terms of individual student learning. Therefore, the programmes and curricula are designed to achieve these specified competencies that students are expected to achieve. The outcome statements defines what the students are expected to achieve or able to do after taking a course / programme/ activity. After the Intended Learning Outcomes (ILOs) have been designed, the Teaching/Learning Activities (TLAs) should then be designed and aligned with the ILOs. The TLAs require students to actively participate in order to build up their new knowledge and abilities. Finally, the Assessment Tasks (ATs) measure how well students achieve the ILOs.

When adopting OBATL to design a course / programme, the alignment of ILOs, TLAs, and ATs is very important. The ILOs should be developed first, then the Teaching / Learning Activities and Assessment Tasks are developed to align with the ILOs.

When designing a course / programme, the Intended Learning Outcomes (ILOs) should be designed first by using action verbs to cover the course content and to specify the context and a standard that the students are expected to attain. After the ILOs are designed, teachers should design the Teaching/Learning Activities (TLAs) to create a learning environment to facilitate students to achieve the ILOs. In addition, Assessment Tasks (ATs) should also be designed to facilitate the teachers to measure how well students have attained the ILOs and to give a grade showing the levels of performance. The process of designing the ILOs, TLAs and ATs should focus on the constructive alignments to each other.

Teaching/Learning Activities	Intended Learning Outcomes	Assessment Tasks
Addressing those verbs to elicit the intended learning outcome	Using verbs to describe what the student is expected to be able to do	Criteria allowing judgment of students' performance of the ILO verb behaviours

[1] https://tlc.ln.edu.hk/tlc/index.php/teachers/introduction-to-obatl/

To conclude, OBATL is a shift from teacher-centered approach to student-centered approach. Under OBATL approach, teacher's role is a facilitator to guide/ facilitate students' learning and it focuses on learner's experiences and outcomes. It also allows flexibility and empowerment in students' learning process and emphasizes on progress and overall learning. The specified learning outcomes allow teachers and students understand what students are expected to learn and achieve after completion of the programmes/courses. The teaching and learning activities should focus on ability building and skills development, rather than content-based and content delivery. In other words, the teaching and learning activities should facilitate students to achieve the learning outcomes by developing their skills and self-learning abilities.

Therefore, criterion-referenced assessment (CRA) should be adopted instead of norm-referenced assessment, in which the performance of a student depends solely on how well he/she can achieve the learning outcomes of a programme/course. Under this philosophy, it may be possible that all students in a class can get a Grade A if all of them can achieve the learning outcomes. However, based on the variation in students' ability and performance, a distribution across grades is expected to exist. Therefore, if it is found that most students can get a high grade continuously, the assessment criteria should be reviewed to see if they are quite lenient.   As mentioned, a constructive alignment between intended learning outcomes, teaching and learning activities and assessment tasks is very crucial under OBATL approach.

2. Defining Intended Learning Outcomes (ILOs)

2.1 Understanding the Intended Learning Outcomes

ILOs are the expected achievement by students in a course / programme. They are the statements showing the key outcomes / knowledge that students are expected to achieve, know, and understand upon the completion of a course / programme. It provides a clear guidance for the planning and development of the teaching process. Under common and traditional practice, teachers begin by thinking about what topics to teach when they plan their course curriculum. It is important to understand the difference between outcomes and contents. The outcome-based approach changes the focus from 'content' to 'knowledge, abilities and attitudes achieved by students'.

The main concern is the "outcomes" in the outcome-based approach. This may include the expected performance of the graduates of a programme or courses; the expected techniques and knowledge students should achieve and demonstrate after completion of a programme / course.

The use of intended learning outcome approach can help students learn more effectively by allowing them to know what they are expected to achieve and learn with a clear direction. In addition, they help teachers design the teaching materials effectively with the appropriate teaching and assessment strategies.

2.2 Differences between Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs)[2]

PILOs refers to the expected learning outcomes in broad terms of an entire programme while the CILOs refers to the specific outcomes in different courses under the programme level. They should be aligned and all outcomes are targeting the same goal. PILOs can align with institutional outcomes - graduate attributes, while CILOS should be cascaded from PILOs with the respective essential knowledge content and the abilities / skills. In other words, CILOs should map with PILOs as well. In addition, Teaching/Learning Activities (TLAs) should map with CILOs to show that the TLAs facilitate the achievement of CILOs. Finally, Assessment Tasks should map with CILOs to ensure the connection between outcomes and assessments. Therefore, outcomes statements should be different at different levels and teachers should ensure the alignment between PILOs, CILOs, TLAs and ATs, which enables the understanding of knowledge across course and programme levels.

[2] https://www.polyu.edu.hk/obe/07_2_1_Defining_Intended_Learning_Outcomes.php

2.3 Appropriate level of 'Action Verbs' in Outcome Statements

Outcome statements refer to the expectation on what students learn and achieve after completion of a programme / course. Hence, they should be a statement stating how such achievement can be demonstrated by relevant action verbs. For instance, solving problems, working in teams, communicating effectively, etc are some examples of generic abilities demonstrated by students. When designing the outcome statements, teachers should refer to the Generic Level Descriptors (GLDs) from HKQF (www.hkqf.gov.hk) for different levels of programmes / courses.

When teachers design the learning outcomes, they should avoid using some confusing action verbs that are difficult to be measured, such as "know". Though 'know' seems usable, 'know' is a very confusing and unhelpful verb. It is confusing because there is no explicit indication of what students should demonstrate when they have indeed known something. It is not helpful because the verb 'know' does not measure students' learning progress. Appropriate level of outcome statements should focus on the expected level of abilities. Therefore, it is also important that the action verbs are at suitable levels. Sample action verbs can be referred to the following link[3]:

https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

2.4 Some Common Mistakes in Writing Outcome Statements:

- Overly vague or specific language
- Confusing words and phrases
- Too many ILOs leading confusion about on which to focus
- Over use of verbs in one ILO causing students' confusion to which ILO is most important for them to demonstrate for assessment
- Using the same verb across ILOs
- Use of progression in ILOs causing difficulties in measurement without pre/post tests
- Unable to assess ILOs

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[3]Bloom's Taxonomy of Measurable Verbs (2019). Retrieved from UTICA, Web site: https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

3. Aligning Teaching and Learning Activities with Intended Learning Outcomes

After the intended learning outcomes are set, teachers have to think how to design the teaching and learning activities to help students to achieve these outcomes. It is important to use an outcome-oriented approach based teaching and learning activity. Teachers have to make sure that the teaching and learning methods can facilitate the students to achieve the intended learning outcomes, with the consideration of class size. Teaching and learning activities should equip students with the abilities to apply knowledge to solve the problems. There are different kinds of teaching and learning activities available nowadays. The teaching methods may include lecture, tutorial, problem-solving learning, internship, self-directed learning, experiential learning, laboratory work, fieldwork, e-learning, etc and some of them are effective in small groups and some are not.

Tips on making OBATL effective in teaching and learning activities[4]:
- Specify what students are expected to learn
- Explain the reasons of using OBATL to students
- Design teaching and learning activities to facilitate students to achieve the ILOs
- Apply appropriate learning activities for different class sizes
- Build a learning environment students can learn comfortably with joy
- Choose appropriate assessment tasks
- Provide sufficient learning support for students when necessary
- Acknowledge the students their role in achieving the ILOs
- Provide timely feedback to students on their performance

[4]https://www.hksyu.edu/qa/pages/member/OBTL%20Handbook_2019%20(Revised%2020190819).pdf

4. **Aligning Assessment Tasks with Intended Learning Outcomes**

Effective assessments should be used together with appropriate methods of teaching and learning. Various kinds of teaching and learning methods should be adopted when teaching a programme or a course. Furthermore, in order to assess students' learning progress at different stages, different assessment activities should be conducted throughout the course at different stages. An assessment plan should include the assessment methods which can align with the objectives and outcomes of the subject or programme. There is no a single assessment method can be used for all types of learning outcome. For example, if an intended outcome for an Early Childhood Education course is to "apply effective classroom management skills in kindergartens," teachers cannot measure this outcome by a written assignment only. Under the same theory, some generic outcomes cannot be assessed by objective tests.

Example of aligning TLAs and ATs with ILOs

ILO	AT	TLA
Apply the essential principles of classroom management in kindergartens	Practicum hours to assess students abilities in classroom managements in kindergartens	A series of lectures, case studies, group discussions, etc covering the principles of classroom management in kindergartens

To conclude, when deciding the choice of assessments, teachers should consider the factors, including the learning objectives and teaching & learning activities; time needed for completing and marking the assessments; nature of courses; etc.

4.1 Using Assessment for Both Grading and Support Learning[5]

The function of assessment is giving grades to students, which may be the common understanding among teachers. It is true that educators regard this is a kind of "concluding assessment", which is one of the important assessment functions. Such kind of assessment is usually used when the course or a major topic finishes. In other words, both the final examination and tests given during the term are concluding assessments and the main purpose is to give a grade.

In addition to grading function, assessment is important for learning. The assessment questions will show students what kinds of learning style are encouraged. For instance, essay questions encourage students to have critical thinking and apply knowledge into the subject context, while tests seem to focus on robot learning and memorization.

Hence, teachers should view assessment is not only a tool to check students' learning progress by giving a grade, but also consider it integrally as part of the learning process for the students, when designing an overall assessment plan. It is crucial to see the assessment as an instrument for encouraging desirable learning. Furthermore, teachers should also give timely feedback to students so that they can understand their own learning progress and have a clear direction on the improvement plan, which can facilitate them to achieve the learning outcomes. Therefore, teachers should provide feedback and advice on improvement for students after their completion of each assessment task.

[5] http://www.polyu.edu.hk/obe/07_3_2.php

4.2 Continuous Assessment Versus Examination[6]

Assigning percentage weightings between continuous assessment and the final examination is a common concern nowadays. When deciding to use continuous assessment or final examination, teachers should consider based on if they are suitable for achieving and measuring the intended learning outcomes. Assessment methods may include tests, examinations, case studies, projects, end-of-chapter questions, reflective papers and critical incidents, oral presentation, practicum, portfolio, peer and self-assessments, etc.

Characteristics of effective assessment tasks[7]:
- Clear purpose
- Able to review students' learning progress
- Clearly define what is being assessed and how judgments are reached
- Credible and provide a record of attainment

Common pitfalls in assessment tasks[8]:
- Unable to match the ILOs
- Unclear criteria for students
- Overuse of single-mode of assessments
- Overload and insufficient time for students to complete the assessment task
- Insufficient feedback provided to students
- Inconsistent / wide variation in marking between modules and assessors and within assessors

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[6] https://www.polyu.edu.hk/obe/07_3_2.php

[7] Based on the UK Employment Department paper (1992) cited in Brown and Knight, op cit, p.22)

[8] Brown, G, Assessment: A Guide for Lecturers, LTSN Generic Centre – Assessment Series 2001, p.7

5. Criterion-Referenced Assessment (CRA)

5.1 Criterion-Referenced Assessment versus Norm-Referenced Assessment[9]

Criterion-Referenced Assessment (CRA) is used to assess students' performance in achieving the intended learning outcomes of a subject or programme by setting pre-described criteria and performance standards. When the course commences, the pre-defined criteria and standards should be communicated to the students clearly. A grade will be given based on the absolute performance standard the student has demonstrated, without considering other students' performance in the same course. Therefore, no pre-set grade distribution for the assessment should be set. Under this theory, it may appear that for all students to obtain grade A in the assessment. However, in reality, a normal distribution appears as students' performance will vary.

Norm-referenced assessment (NRA) refers to an assessment approach in which a grade is given to a student by comparing his / her performance with other students. Students' performance is assessed by comparing the achievements of other students in the same class / cohort. Where a grade is assigned, it will be assigned according to the student's relative performance on a pre-set grading distribution, normally determined by the institution. This assessment approach is commonly known as grading on the curve and there is a fixed proportion with a limited number of students with a certain grade.

Hence, under the philosophy of outcome-based approach to teaching and learning, CRA should be adopted to assess students' ability in achieving the ILOs of a subject or a programme, with pre-defined criteria and performance standards and without considering the performance of other students in the same class / cohort. Judgments are made against set criteria that are independent of the performance of other students in the same class.

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[9]https://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf

5.2 Advantages of CRA
- Enhancing student's motivation and learning by providing the detailed and transparent pre-described criteria and standards of assessment
- Encouraging the use of various assessment methods to evaluate different learning competencies and skills of students, instead of merely use of the tests or examinations
- Improving the relevance of the assessment tasks by setting explicit and clear criteria and standards
- Enabling formative feedback to students according to their performance level and criteria
- Providing useful and detailed information to teachers about their students' ability to achieve ILOs of the programme or course

5.3 Tips on making CRA Properly and Effectively[10]
- Clearly identify the intended learning outcomes of the course/programme
- Select appropriate assessment tasks that are aligned with the intended learning outcomes
- Develop appropriate criteria and performance standards for each assessment task
- Provide explicit and transparent criteria and performance standards to assessors and students
- Assess and grade students according to stated criteria and performance standards
- Give timely feedback to students

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[10]https://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf, p.2-7

6.   Other Useful Links for Reference:

6.1 Best Practice on Rubrics:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/HG_2_web_01.pdf

6.2 Sample Assessment Rubrics:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/7_Feb_2016.pdf

6.3 Turnitin, Plagiarism and Assessment:

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/HG_1_web_rev.pdf

https://tlc.ln.edu.hk/tlc/wp-content/uploads/2018/09/2017_Plag_Guide_web_link.pdf

LINGNAN INSTITUTE OF FURTHER EDUCATION

Assessment Guidelines for Lingnan Institute of Further Education

As one part of a complex system of interactions between teachers and students, assessment is an integral part of the educational process. Fair, transparent and effective assessment helps to ensure quality learning, provide evidence of the achievement of student learning outcomes, and discriminate between different levels of student academic performance. Striving for effective, consistent, fair and transparent assessment at all levels is essential for the continuous improvement of the educational experience of students at Lingnan Institute of Further Education (LIFE).

An outcome-based approach to teaching and learning (OBATL) is grounded in a set of pedagogical and institutional values and principles that articulate clearly stated "intended learning outcomes" (ILOs) with a set of assessment tasks (methods) for measuring them (see Figure 1). OBATL argues that teaching and learning are most effective if they are based upon a high level of mutual awareness between teachers and students.

This document outlines some well-established best practices for continually improving alignment between assessment and the intended learning outcomes in all courses and programmes of LIFE.

Figure 1: Curriculum Alignment (adapted from Biggs, 1999, p 27)

Curriculum alignment is a matter of learning and teaching activities, including assessment methods, being aligned with the intended learning outcomes.

Learning and teaching activities **Designed to meet learning outcomes**	⇨ ⇨	**Intended learning outcomes (ILOs)**	⇦ ⇦	**Assessment methods** **Designed to assess learning outcomes**
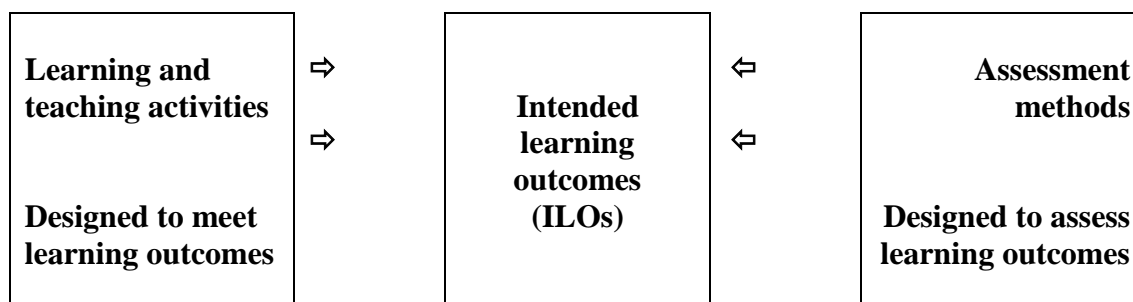
General principles for effective assessment

1. These assessment guidelines are based upon the principles inherent in good teaching practice. They aim to ensure that for a degree programme :

   (a) assessment tasks are aligned with its ILOs and those of the constituent courses;
   (b) its students understand in advance what is expected of them in the programme;
   (c) fairness is upheld in the administration of assignments and assessment tasks in all courses of the programme; and
   (d) evidence is available for (a-c) above for the purpose of quality assurance and enhancement.

The guidelines affirm the teacher's academic freedom in constructing and delivering the course content, while recognizing that the taught curriculum is fundamental to the student experience and should align well with the goals of the individual programme and LIFE as a whole. This helps LIFE to justify clearly the alignments among the intended learning outcomes set by each programme and its constituent courses, the discipline-specific contents involved, and the design of assessment tasks and other appropriate student learning activities.

Curriculum alignment implies a number of principles:

1.1. It is important that students know and understand the criteria the teacher has set for grading specific assignments, and that grading adheres to those criteria.

1.2. It follows that the marking criteria and procedures and other assessment processes in a course need to be clear to teachers and students; students in particular need to be given sufficient and timely information about them.

1.3. Assessment tasks should have sufficient variety to meet the range of ILOs, initially at the course level and ultimately at the programme level.

1.4. It is important that assessment tasks adopted in a programme of study include some that are sufficiently demanding to demonstrate higher level cognitive skills and knowledge.

1.5 Throughout any given course students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedback so that students are given adequate time for reflection and improvement. **The teacher should return works for all assessment tasks with feedback to students before the start of the examination period as far as practicable.**

Purpose of assessment

2. Appropriate assessment strategies support a high quality sub-degree and lifelong education. In an OBATL curriculum, assessment provides evidence:

   2.1. for the students, about their learning progress, in order to facilitate the development of knowledge, skills, attitudes and values.

   2.2. for the teachers and their peers, about the particular curriculum set-up, modes of teaching, and the methods of assessment adopted across the programmes, in order to further improve teaching and learning through review and evaluation; and

   2.3. for the institute, the public and the wider community, about student attainment of learning outcomes, initially at the course level, then the programme, and ultimately at the level of a LIFE graduate; as well as about the appropriate level of achievement of our graduates that is recognized by the society at large.

Assessment practices

3. It is generally accepted that assessment can be both formative and summative in nature. Summative assessment focuses on learning outcomes achieved by the end of the course, including higher-level outcomes. Formative assessment is generally intended to provide feedback to students in order to enhance their learning during the course (or, more broadly, over an entire programme of study). Both forms of assessment may contribute to final grades or marks. It follows from 1.6 that significant assessment tasks that entail formative evaluation should be included sufficiently early in a course of study to foster students' awareness of the quality of their academic work to date and their progress in achieving the learning outcomes.

4. Ideally, the assessment of ILOs will (a) inform the variety, timing, and evidence of student learning, (b) satisfy the requirements of future quality audit processes, and (c) enable recognition by the wider community of the value and rigour of a LIFE award. Assessment tasks should provide opportunities for students to demonstrate a variety of lower- and higher-level learning outcomes, and should yield timely and appropriate feedback for students and provide evidence about the extent of their achievement of the ILOs.

5. The teacher may require an assessment task to be non-marks bearing, in the form of a hurdle or completion task. This is often intended to provide evidence of the acquisition of a specific (usually lower-level learning outcome) skill, process or knowledge.

General principles for assessment at LIFE (course and programme levels)

6. The significance, nature and extent of the assessment tasks are a matter of judgement by the teacher based upon the ILOs, best teaching and assessment practices, and specific needs of the academic discipline.

    6.1. Students' final grades may be based entirely upon summative assessment, but normally both summative and formative assessments will contribute to final grades.

    6.2. Team skills are important and group tasks will provide opportunities for students to demonstrate cooperation and collaboration. It is especially important that in assessing tasks undertaken by groups the teacher make clear the means by which the group (or individual within a group) is assessed.

    6.3. Peer assessment is potentially an excellent opportunity for students to develop comprehensive understanding of the dynamics of teams, and is a means of judging the quality of their own and others' work. Courses that include peer assessment have a special duty to provide sufficient resources (e.g., rubrics, in-class discussions, modeling the process by the teacher, exemplars from past courses etc.) for students to undertake this process in a fair and scholarly manner.

    6.4. Not all programme level learning outcomes need to be assessed in each course.

7. At the programme level, assessment tasks may be expected to span a wide range of learning outcomes.

7.1. Students should be made aware of how the learning outcomes and assessment tasks in any given course align with programme level learning outcomes.

7.2. Respective Programme Teams review annually the extent to which various assessments are aligned with the programme goals.

7.3. The Programme Teams collect and share relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved. This may also be done in conjunction with scheduled Programme Reviews.

Marking and grading

8. The key principles of fairness, awareness and transparency imply that marking and grading must be as equitable as possible, particularly in multi-section courses. Some assessment strategies that can help teachers achieve these goals include:

8.1. The marking criteria of an assignment or assignment category should be made explicit to students in a timely fashion and linked to the ILOs.

8.2. The implementation by the programme of procedures to ensure comparability of grading across sections of the same course (e.g., double marking of a set of sample scripts from each grade level, or marking of a certain part of an assessment task by a single teacher, etc.). These are especially important when multiple teachers are involved in grading across multiple sections.

8.3. The archiving of marking criteria and sample scripts for:
8.3.1. scheduled course and programme reviews;
8.3.2. scrutiny by external reviewers if requested/ required; and
8.3.3. future reference and mentoring of new staff, and as exemplars for students.

9. Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels.

10. Care should be taken to ensure that the descriptors provided for assessing student achievement of learning outcomes are sufficiently comprehensive to discriminate student performance across a range of levels.

Programme and course outlines, and assessment descriptors

11. As a programme moves to align its assessment tasks with its ILOs, it is good practice for:

11.1. assessment goals across all its courses to be made available to students using multiple platforms (e.g., handbooks, the Institute intranet);

11.2. each programme to include a statement of programme-level learning outcomes ;

11.3. course instructors to provide students with information on how the specific assessment tasks (e.g., classroom discussions, attendance, online forums, quizzes, mid-term, end-of-term examination, term paper, group work, artifacts, etc.) relate to course-level and programme-level learning outcomes;

11.3.1. except for purely fact-based assessment tasks, marking criteria should be given to students in advance and documented. In the case of multi-sectional courses, the criteria should be consistent across sections;

11.3.2. the link between the assessment tasks and the ILOs should be indicated to the students and should be documented for the purpose of quality assurance and enhancement;

11.3.3. major changes would normally not be made to the assessment tasks after the commencement of a course, and minor changes would be made in consultation with the students, and would be recorded; and

11.3.4. major changes to the suite of assessment tasks for a course should be approved by the Academic Board/ Committee on Academic Quality Assurance of Sub-degree Programmes.

11.4. the grading/marking procedures for individual contributors to group projects to be specified clearly so as to allow the instructor to allocate grades fairly based on the contribution each student has made to the final product.

Academic integrity

12. The presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work is deemed as plagiarism, and students should be made aware of the policies of the Institute and the resultant action.

12.1. Teachers are strongly advised to inform/remind all students (particularly in the early stages of study at LIFE) as to the penalties for plagiarism and other forms of academic misconduct. It is important that there is a common understanding by all teachers in a programme as to the actions that will result if academic misconduct is shown to have occurred, and that these actions follow Institute's policy.

12.2. It is mandatory to use Turnitin, an anti-plagiarism tool, to check all written assignments (written in Chinese or English) for all courses.

Appendix 1 provides a simple checklist to assist the development of a more coherent assessment framework in programmes.

12 June 2020

Guidelines for a holistic approach to assessment within programmes

Programmes may wish to adopt some version of the checklist below for their own internal purposes.

Possible items for consideration

1   Are the course assessment schemes developed in sufficient time to inform students at the beginning of term, and they available via the inter- or intranet?

2   Are the course assessment schemes integrated with the programme-level assessment scheme, and is such information made available to teachers and students via the inter- or intranet?

3   Are assessment rubrics and criteria shared with all teachers of the programme, particularly when there is more than one teacher teaching a course?

4   Are student guidelines on how to avoid plagiarism developed and consistently applied?

5   Is there a programme-wide policy on how marks will be moderated, if required?

6   Is there a programme-wide policy on the grading of group projects?

7   In courses with more than one section taught by different teachers, is there a process to ensure comparability across the different sections and a means by which sample scripts are double marked to ensure grade consistency and fairness?

8   Have the criteria for grades in the General Education courses (i.e. courses should be taken by all full-time sub-degree students) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?

9   Is there a programme-wide policy regarding the nature and timing of student feedback?

10 If peer assessment is required in a particular course, are there resources to assist students and staff (e.g., peer assessment instruments) in this process?

Norm-Based vs. Criterion-Based Assessment

Background

The UGC has mandated that Hong Kong Universities adopt an Outcome-Based Approach to Teaching and Learning. By implication, this requires curricula to be assessed using criteria that are shared with students and then used for determining the final grade. In other words, students are graded on the basis of attaining well defined learning outcomes (i.e., knowledge, skills, attributes criteria) rather than how they compare with their peer group. There are several principles governing a move from norm-referencing to criterion-referencing:

1. All instructors have criteria that guide their grading. Traditionally those criteria have been more unconscious than conscious ("I know an A paper when I see it"), but the criteria exist.
2. Fairness to students requires that those criteria be worked out consciously and articulated publicly in advance of actual grading. The result of this process is often called a rubric. (This means that a student should be able to figure out why s/he got a certain grade on an assignment, and if s/he isn't, it is easy for the instructor to show the student.)
3. Again, fairness to students (as well as program coherence) requires that teachers in a given program not fluctuate wildly in their grading practices: that one instructor not give all A's while another gives all C's and D's.

If these three principles are accepted, there are historically three ways of achieving them in practice. Two of them involve forms of "norm-referencing". One form of norm-referencing is preceded by laisser-faire grading. People grade however they grade and then the results are forced into a curve. This approach is the most expedient. It relies on principles (1) while bypassing (2), and makes (3) a purely allocation of a letter grade or numeric (and therefore impersonal) process.

Another, "hybrid" form begins with explicit criteria. Instructors discuss and arrive at an agreement among themselves on what they are looking for in an assignment, and then tell the students before they submit their assignments. Students know how many points they get for various aspects of how they have tackled their assignment and the total number of points that they receive determines their place in the "pecking order" within a section. The curve is then applied. This hybrid approach honours principles (1) and (2) but adopts a somewhat expedient approach to (3).

In contrast with these two forms of norm-referencing is an alternative approach, generally called "criterion-referencing". In this approach, instructors in a program sit down together to read a sample of students' papers, and compare their grades and how they have interpreted the grading criteria that they have already agreed. Once clear norms and benchmarks have been agreed about what constitutes various levels of actual performance on the various criteria, and strong inter-rater reliability has been established, then instructors may apply a criterion-referencing approach to the students within their section, without resorting to the curve, since they have established the reliability of their own judgement calls. The approach is, initially at least, the most time-consuming, it not only requires consensus in the grading criteria but it also subjects the application and interpretation of the criteria to group mediation. However, it goes much further than hybrid norm-referencing in seeking to honour principle (3), though cogent program-wide discussion and consensus building within programmes.

At Lingnan there has been considerable discussion about norm-based referencing for the purposes of avoiding grade-inflation, addressing individual differences that may exist between different teachers, and ensuring fairness of assessment for students. However, there are equally many complaints about the requirements of arbitrarily awarding grades based upon a curve that may or may not reflect the classroom environment or the nature of the

students enrolled. Additional confusion also occurs at Lingnan since the majority of classes have class sizes of less than 30 students in which case academic staff are not bound by the requirements of norm-referencing. In short, the entire norm-referencing/criterion-referencing debate at the university is mired in confusion, exceptions and dissatisfaction.

Criterion-based and Norm-based assessment: The impact on OBATL:

There is considerable literature on the strengths and weaknesses of norm-referencing (often known as 'grading on the curve') and criterion-based referencing. Lingnan University has been mandated by the University Grants Committee to develop an Outcomes-Based Approach to Teaching and Learning (OBATL). By implication OBATL requires that assessment processes be based on clearly expressed criteria. In light of this requirement, it is useful to articulate some of the issues around the two modes of grading before discussing assessment guidelines. Table 1 below is a simple example that contrasts criterion-referenced assessment with norm-referenced assessment using the same criterion and also shows how grades are differentiated on the basis of the two approaches.

Table 1: Criterion-Referenced and Norm-Referenced Assessment

Criterion: Comprehension of the Causes of World War II (WW II)[*]
Answer: WWII was caused by multiple factors, (1) including the Great Depression and the general economic situation, the rise of nationalism, fascism, and imperialist expansionism, (2) and unresolved resentments related to WWI. The war in Europe began with the (3) German invasion of Poland

Student Answer	Criterion-Referenced Assessment	Possible Grade Allocation (against criterion)	Norm-Referenced Assessment (against other student performance)	Possible Grade Allocation
Student 1: *WWII was caused by Hitler and Germany invading Poland*	*Meets only one aspect of the criterion*	**C**	*(1) Best perceived answer from all students* *(2) Better than perceived third best student answer but worse than perceived best student answer*	**A** **B**
Student 2: *The war in Europe began with the German invasion of Poland. However, this was the trigger that resulted from a number of factors including the Great Depression and other factors such as the general economic situation, the rise of nationalism, fascism, and imperialist expansionism. Additionally, Germany had unresolved resentments related to WWI.*	*Correct*	**A**	*Perceived best answer from all students*	**A**
Student 3: *WWII was caused by the assassination of Archduke Ferdinand*	*Incorrect*	**F**	*Perceived worse answer than other students in the course*	**F**

Norm-referenced grading: Issues

[*] Adapted from an example provided in Wikipedia (http://en.wikipedia.org/wiki/Criterion-referenced_test, accessed, 12-12.2012)

Norm-referenced grading is also based on criteria. However, while norm-referenced grading may purport to support a rigorous approach to grading students and prevent grade inflation, it is not without problems, including:

- It provides insufficient information about actual student performance and the problem essentially lies in the first row above. This is where no student in the class/course actually gets it right but a relatively poor or incomplete answer, using the norm-referenced approach, is still the best answer in the class/course. This student is thus allocated an A but using a criterion-referenced system would only attract a C.
- Students may be unsure about their performance i.e., the actual process by which final grades are arrived at may be opaque to students.

While considerable efforts are made by staff to mitigate these problems (e.g., External Academic Advisors, Programme-level committees, or accreditation exercises), there are long-term and ongoing problems with norm-referenced grading.

Ensuring that Criterion-referenced grading is effective

Criterion-referenced grading requires that the criteria be clearly defined and that rubrics be developed that facilitate assessments that are as objective as possible. A good model i.e., one of the units from CEAL, is attached. See Appendix 1.

In line with OBATL, the University continues to encourage academic staff to adopt the following initiatives which are necessary for moving towards criterion-based assessment, while recognising that full adoption of criterion-referenced grading may not be feasible or desirable, certainly not at this stage of Lingnan's development in this area:

- develop explicit, rigorous criteria that are shared with students and colleagues;
- develop rubrics that allow academics to make objective assessment of student performance against criteria;
- provide opportunities for academic staff to engage in discussions about the relationship between criteria/marking scales and how those criteria/marking scales are interpreted and applied in order to produce grades;
- after their initial use, refine rubrics, if necessary, to improve their sensitivity and to accommodate good work that addresses learning goals in hitherto unexpected ways.

Largely this process has taken place in CEAL and has resulted in the rubric contained in the Appendix to this paper. Inclusion of this Appendix is not to suggest that this is the model for all programmes but should be viewed as an example of good practice specifically within the CEAL context.

Senate: March 2014
Updated in August 2019

JT/Norm-based vs Criterion-based Assessment

LCE1020 Unit 3 – Agree to Disagree
Intended Learning Outcomes
By the end of this unit students will be able to:
- Write a persuasive essay to present an opinion about a controversial topic supporting that opinion with detailed and relevant examples. +
- Read and listen to texts in order to understand people giving their views about a controversial topic.*
- Read, listen to and understand articles and reports concerned with contemporary problems in which the writers or speakers adopt particular stances or viewpoints. *

+assessed at end of unit.
*assessed at end of course.
Teaching and Learning Activities
In this Unit, students will:
In this unit students will:
- Talk about the reasons and ways people protest about things
- Read about:
  - An environmental group
  - Two opposing views of nuclear power
- Listen to:
  - A talk about nuclear energy
  - A podcast about climate change
- Study grammar used to discuss and write about controversial issues:
  - Noun phrases
  - Modal verbs
- Study language to write about controversial issues:
  - Vocabulary
  - Paragraph structure
  - Topic sentences
  - Quoting and paraphrasing
  - Introductions and conclusions
  - Citations and references
- Write about:
  - Their opinion about a controversial topic

LCE1020 Unit 3 – Task sheet

In this unit called "Agree to Disagree", you will be asked to complete an individual task.

TASK: write a persuasive essay (minimum 1000 words) on this question: "Environmental groups like *Greenpeace* are taking the wrong positions on environmental issues." Discuss this statement.

- This is an <u>individual task</u>. Your aim is to write an essay which presents your position on a controversial issue.
- Its purpose is to convince anyone who reads your essay that you have thought seriously about this issue, and that the position you hold is a reasonable one which you can defend strongly.
- Your essay should contain an introductory paragraph, a minimum of two main body paragraphs, and a concluding paragraph.
- The essay should contain relevant reasons and examples which support your position. It should also contain a minimum of one quotation from a source text (written or spoken), and a minimum of one paraphrase from a source text (spoken or written).
- It should also show that you can use the target language forms for this unit (noun phrases and modal verbs).

The process for completing this task is as follows*:

Step 1:
- Read the articles associated with the Unit (web links are available in Moodle) concerning the disagreements about environmental issues. Make notes concerning the positions taken by the different authors.

Step 2:
- Think about the issues raised by these authors, and decide your position on the statement, "Environmental groups like *Greenpeace* are taking the wrong positions on environmental issues." Once you have decided on your position, you are ready to write your essay.

Step 3:
- Write the first draft of your essay. Pay attention to all aspects of your paragraphing and sentence grammar as you are writing, and pay special attention to your use of modal verb forms and noun phrases, which you practiced in this unit.

Step 4:
- Submit a copy of your first draft to your Instructor via the Dropbox feature of Moodle by _____, 2013 (your Instructor will show you how to do this). Within two weeks, you will receive feedback from your Instructor on what you did well, and areas where you need to improve. Make whatever changes your Instructor has suggested.

Step 5:
- Submit your final draft to your Instructor via the Dropbox feature of Moodle by _____, 2013.

These steps will include tasks which are done in-class and tasks which are done as homework. This task will be graded by your instructor and is worth 25% of your final mark for the course LCE1020.

LCE 1020 Unit 3 Writing Assessment – Rubric

Task fulfillment

These are the basic requirements for the task as outlined in the task sheet and instructions included in Unit 3.

Requirement (1 mark each)	Included	Not Included
Introduction		
Two or more body paragraphs		
Conclusion		
Reference list		
Word count at least 1000		
Sub-total (5 marks total)	**/5**	

Language

Marking Scale		Criteria	0	1	2	3	4	5
0	Does not attempt use	Topic Vocabulary						
1	Attempts but unsuccessfully	Taught Grammar						
2	*Approaching*	Pre-requisite Grammar						
		Citation and Paraphrasing						
3	Attempts with partial success	Signposting						
4	*Approaching*	**Notes on criteria**						
5	Attempts with complete success	Topic vocabulary – Use of terminology appropriate to the topic; and accuracy of spelling.						
Please see your marked first draft for feedback on language.		Taught Grammar – Use of the grammar features taught in the unit(s) preceding the task. Prerequisite grammar – Use of other grammar features needed to complete the task. Citation and Paraphrasing – Use of source material sufficiently altered in presentation and cited correctly Signposting – Use of signposting words or phrases to add cohesion to the text						
Sub-total (25 marks total)		**/25**						

Communicative Purpose

	0	1	2	3	4	5
Introduction . Introduces topic in a general way . Explains background of the issue discussed . Thesis statement						
Body Paragraphs . Topic sentence with topic/controlling idea . Topic expounded upon . Support/evidence presented . Concluding Sentence						
Conclusion . Re-statement of thesis . Summary of main points . Concluding thoughts						
Sub-total (15 marks total)	/15					

Total Marks	/45
Percentage	%
Deductions	%
Final Percentage	%

Lingnan Institute of Further Education
Sub-degree Programmes
Annual Programme Report 20XX-20XX

Title of Programme:	Normal Duration:
Host Team(s):	
Name of Programme Head / Programme Leader:	
Contributing Team(s) / Partner(s):	
Dates of Last and Next Review for 3-year or 4-year Programme Review:	

Programme Head / Programme Leader in the reporting year:			
Name	Team	Name	Team

Endorsed by Programme Management Committee (PMC) and submitted to Academic Board (AB):

_____   _____
        (PMC Chairman)   Date

Approved by AB:

_____   _____
        (AB Chairman)   Date

Lingnan Institute of Further Education
Template for Annual Programme Report

1. Summary of Progress on Previous Action Plans

Summarize here actions taken and recorded since the previous Annual Programme Report and as follow up from the previous 3-year or 4-year Programme Review. Identify timescales for any on-going or planned actions.

Table 1   Summary of Progress on Previous Action Plans

Area	Action Taken / Being Taken with Indicated Time Frame	Status *(Completed / On-going)*	Effectiveness

2. Student Admission

Table 2.1   Admission Figures

	Admission Target	Actual Enrollment	%*
2014/15			
2015/16			
2016/17			
2017/18			

*Actual Enrollment / Admission Target

Table 2.2   2017/18 Student numbers

Year 1	
Year 2	
Year 3 or above*	
Total	

*Year 3 or above includes all continuing students who have studied for more than 2 years.

Table 2.3   Admission Route (2017/18)

Qualification	No. of Students	Percentage
HKDSE		
Diploma / Pre-Associate Degree (QF Level 3)		
Diploma Yi Jin (QF Level 3)		
Higher Diploma / Associate Degree (QF Level 4)		
Joint Entrance Examination for Universities (JEE)		
Other Non-Local Qualifications		
Mature Student		
Others		
Total		100%

Include:

- overall programme admission (as applicable) and relevant trends
- admission routes / scores

Also include an evaluation of the above data.

3. Student Progression and Graduation Rate

Table 3.1   Student Attrition, Progression & Graduation Rate

Cohort	Year 1	Year 2	Progression Rate*	Attrition Number	Attrition Rate*	Number of Graduates	Graduation Rate*	Year 3 or above
2014/15								
2015/16								
2016/17								
2017/18								

*Progression Rate   = Y2 / Y1
  Attrition Rate   = Attrition Number / Y1
  Graduation Rate   = Number of Graduates / Y1

Table 3.2   Reason(s) of Student Attrition

Reasons:	Number of Student
Adaptation and Adjustment Problems	
Emigration	
Employment or Job Related Reasons	
Family Reasons	
Financial Hardship	
Health and Medical Reasons (of the student himself/herself)	
Heavy Academic Workload	
Lose Interest in Programme	
Unsatisfactory Academic Results	
Continuation of Study in Another Local/Non-Local Institution	
Others	

Table 3.3   Classification of Awards

	Distinction	Credit	Pass
2014/15			
2015/16			
2016/17			
2017/18			

Include:

- a summary of progression and attrition/retention data by year (or academic level) of programme [with comparison of previous years (normally three years for Dip or four years for AD/HD) to show trends]

- a summary of awards granted (including any classifications) with a comparison with previous years (normally three years for Dip or four years for AD/HD)

Also include an evaluation of the above data.

4. Graduate Articulation and Employment

Table 4   Further Studies and Employment

		2014/15	2015/16	2016/17	2017/18
Pursing Further Studies	Lingnan University				
	Others				
Into Employment					
Others					
Total					

Include:

- available data on end destinations of graduates including those going onto further higher education study and continued employment
- the effect or benefits of the study programme to the employment or work prospects of graduates

5. Changes to the Programme

Should include here any programme changes. Specific focus should be given to changes made to the programme aims, programme and course learning outcomes, assessment, modes of teaching/delivery and a justification should be given, e.g. external review, internal reflection, benchmarking, etc.

If there are courses switched to be taught in Chinese, the switches should be reported and the reasons for the switches should be addressed to reflect that they should be anomalies.

6. Comments made by External Examiners (EEs) /External Academic Advisers (EAAs) (or Other Stakeholders)

Table 6   Comments made by External Examiners (EEs) / External Academic Advisers (EAAs) (or Other Stakeholders)

Area e.g. Programme Design, Teaching and Learning, and Student Performance	Action Taken / Being Taken with Indicated Time Frame	Status (Completed / On-going)	Effectiveness

Should include here a summary of the issues raised in all EEs/EAAs' reports on the programme (and those by other stakeholders, e.g. Advisory Board, employers, professional bodies, etc.) received in the reporting year, and comments made in the Annual Reports.

7. Evaluation and Feedback

(a) From Students

An analysis of programme and course evaluation and feedback from students should be included here. A major source of the former will be the graduate survey and the latter, the Course Teaching and Learning Evaluation (CTLE) scores and Staff-Student Consultation Committee (SSCC). Any differences in comments on the programme from previous years should be noted. Similarly, trends in CTLE scores should be identified and explained.

Table 7.1   Course Teaching and Learning Evaluation Result of Term 1

	The Course			The Learning Outcomes			The Teacher			Overall Comments on the Course			Overall Comments on the Teacher			Overall		
	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 1	Change in % (comparing with last term)	Change in % (comparing with last year)
This Programme																		
Institutional Average																		

Table 7.2   Course Teaching and Learning Evaluation Result of Term 2

	The Course			The Learning Outcomes			The Teacher			Overall Comments on the Course			Overall Comments on the Teacher			Overall		
	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)	2017-18 Term 2	Change in % (comparing with last term)	Change in % (comparing with last year)
This Programme																		
Institutional Average																		

Table 7.3   Feedback from SSCC

Area *e.g. Programme Design, Teaching and Learning, and Student Performance*	Action Taken / Being Taken with Indicated Time Frame	Status *(Completed / On-going)*	Effectiveness

(b) From Partners

An analysis of programme and course evaluation and feedback from partners who were involved in teaching the programme / courses, internship, etc. should be included here. A major source of feedback from partners will be the survey/evaluation or a meeting.

Table 7.4   Feedback from Partners

Area e.g. Programme Design, Teaching and Learning, and Student Performance	Action Taken / Being Taken with Indicated Time Frame	Status (Completed / On-going)	Effectiveness

8. Assessment of Learning Outcomes

Give a brief account about the developmental efforts made in outcome-based assessment of learning during the reporting year.

Table 8.1   Academic Performance of Programme Specific Course (Year 1)

	A		B		C		D		F	
	#	%	#	%	#	%	#	%	#	%
2016/17 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2016/17 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T2 Courses										
Course 1										
Course 2										

	Course 3										
	Course 4										
	Course 5										
	Total										

\# Number of Students

Table 8.2   Academic Performance of Programme Specific Course (Year 2)

	A		B		C		D		F	
	#	%	#	%	#	%	#	%	#	%
2016/17 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T1 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2016/17 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										
2017/18 T2 Courses										
Course 1										
Course 2										
Course 3										
Course 4										
Course 5										
Total										

\# Number of Students

Table 8.3   Academic Performance in terms of CGPA (Year 1)

	Cumulative GPA Results								Total
	3.50 or above		3.49 – 3.00		2.99 – 1.67		Below 1.67		
	Distinction		Credit		Pass		Academic Probation		
	#	%	#	%	#	%	#	%	
2014/15									
2015/16									
2016/17									
2017/18									

\#Number of Students

Table 8.4   Academic Performance in terms of CGPA (Year 2)

	Cumulative GPA Results								Total
	3.50 or above		3.49 – 3.00		2.99 – 1.67		Below 1.67		
	Distinction		Credit		Pass		Academic Probation		
	#	%	#	%	#	%	#	%	
2014/15									
2015/16									
2016/17									
2017/18									

#Number of Students

Include:
- evidence of student attainment of programme and course learning goals/outcomes and approaches/initiatives to ensuring accurate measurement of these goals/outcomes, e.g. development or refinement of rubrics.

9. Regular Course Review

(a) *Progress Report on Courses with a High Failure Rate and Unsatisfactory Grade*

Table 9.1   List of Courses with a High Failure Rate (Grade F > 10% or Grade D+ to F > 20%) in e.g. 2018/19 and the Students' Performance in e.g. 2019/20

Course	2018/19		2019/20	
	No. of failed students /Total no. of students	%	No. of failed students /Total no. of students	%
Courses with Grade F > 10% (Failure Rate)				
Course with Grade D+ to F > 20% (Unsatisfactory Grade)				

Include:
- an analysis of the data showing the trends and development compared to last academic year.
- statistics of assessment and examination results as indicators of performance, if necessary.

(b) *Academic Performance of Courses with a High Failure Rate*

Table 9.2   List of Courses with a High Failure Rate (i.e. Grade F > 10%) or high rate of unsatisfactory grades (i.e. Grade D+ to F > 20%) in e.g. 2019/20 and the Students' Performance in the Past Two Years

Course	2017/18		2018/19		2019/20	
	No. of failed students /Total no. of students	%	No. of failed students /Total no. of students	Failure rate	No. of failed students /Total no. of students	%
Courses with Grade F > 10% (Failure Rate)						
Course with Grade D+ to F > 20% (Unsatisfactory Grade)						

Include:
- general pedagogy and assessment methods of the courses.

- examples on assessment methods and teaching and learning activities of the courses.
- comments from External Examiners/ External Academic Advisors, Staff-Student Consultation Committee, and Course Teaching and Learning Evaluation, if necessary.

(c) Summary of Course Review

Table 9.3   Summary of Course Review in Last and Current Academic Year

Course	Reviewed in 2019/20	Reviewed in 2020/21	Revision (Y/N)

Include:
- course revisions (e.g. Course aims and objectives, CILOs, indicative content, assessment/pedagogy design, etc.)
- justifications of revisions (e.g. comments from EEs/EAAs, benchmarking, SSCC comments, internal review, etc.)

10. Experiential Learning

Table 10   Experiential Learning Activities

Activities	Date(s)	Contribution to PILOs
e.g. Visit to YMCA Kowloon Centre	*11/3/2017*	*PILOs 1 and 4*

Include:
- initiatives aimed at incorporating experiential learning into the programme/courses;
- any other initiatives to enhance the out-of-class learning of students, e.g. internship, practicum.

11. Changes with Resource Implications

Include here a summary of any changes to the resources (material or human) necessary for the successful continuation and development of the programme. Identify also any staff development necessary to resource the programme.
(Note: Request for resources should be separately submitted to relevant committees / units / teams.)

12. Overall Evaluation

The Report should conclude with an overall evaluation of the programme that brings together what has been reported above and includes a critical reflection of the programme as a whole. Issues to be addressed include:

- an overall evaluation of the curriculum and learning outcomes
- evaluation of efforts made to enhance the programme taking account of comments made

in the last 3-year or 4-year Programme Review and the previous Annual Programme Report
- strengths and weaknesses
- evaluation on the financial viability of the programme
- any matters of concern not covered in this Report so far.

13. Action Plan

Table 13   Action Plan

Area	Planned Action	Indicated Time Frame	Responsible Staff	Indicator
e.g. Additional guidance and assistance to those weak students	*Workshops for study skills and exam skills and Year 2 students' sharing session will be conducted.*	*in 2018-19 Term 1*	*Programme Leader*	*Passing rate of Programme Specific courses*

The Report should contain an action plan to spell out actions and measures to be taken with indicative timeframe to solve problems, to improve or develop the programme and/or to address recommendations made in the last 3-year or 4-year Programme Review and feedback from various stakeholders. In the action plan there should be clear lines of responsibility for the actions and measures.

Lingnan Institute of Further Education
Guideline on Regular Course Reviews for Sub-degree Programmes

Background

To maintain the academic quality of the programmes and courses, all courses are subject to regular review. This guideline sets out the common approach for the course review exercises across all Diploma, Higher Diploma and Associate Degree programmes.

Procedures

1. All courses for each programme should normally be reviewed once every two years and the Programme Teams should determine an annual schedule of the courses to be reviewed. The course review will be incorporated into the respective Annual Programme Reports (APRs).

2. For the courses with a high failure rate (i.e. Grade F > 10% or Grade D+ to F > 20%), the course review should be conducted in the current academic year. Trend analysis on the students' performance in the past two years should be included. Highlight of comments from External Examiners/ External Academic Advisers, Staff-Student Consultation Committee, and Course Teaching and Learning Evaluation may be included, if necessary. Progress report on the effectiveness of the revision and remedial support should also be included.

3. Aspects to be covered in the Regular Course Review:
   - Course aims and objectives
   - Course intended learning outcomes
   - Indicative content
   - Assessment design
   - Pedagogy design
   - Required readings/ Supplementary readings
   - Remedial support

4. The APRs with the course review summary should be submitted to the Programme Management Committee (PMC) for endorsement, the Academic Board (AB) for approval and then to the Committee on Academic Quality Assurance of Sub-degree Programmes (CAQA) for noting.

Lingnan Institute of Further Education

Guidelines for External Benchmarking of Sub-degree Programmes

Overview of External Benchmarking

1. External benchmarking of sub-degree programmes should be conducted to make reference to comparable programmes of peer institutions as an evidence-based evaluation during programme development and programme review. Through benchmarking exercise, a Programme Team will be able:

   a) to draw insights from counterpart programmes to understand the market provision;
   b) to monitor standards, identify good practices, locate gaps, learn innovative approaches, and make improvements during our programme development;
   c) to evaluate and enrich our programme in alignment with the aspiration and development goals of our institute.

2. Depending on the programme areas and discipline of studies, examples of programme level benchmarking institutions may include but not limited to the School of Professional and Continuing Education of the University of Hong Kong, School of Continuing and Professional Studies of the Chinese University of Hong Kong, School of Continuing Education of the Hong Kong Baptist University, School of Continuing and Professional Education of the City University of Hong Kong and College of Professional and Continuing Education of the Hong Kong Polytechnic University, Caritas Bianchi College of Careers, Hong Kong Community College.

Procedures of External Benchmarking

3. Programme level benchmarking should include the following categories:

   - Programme objectives and intended learning outcomes
   - Qualifications Framework level and credits
   - Entrance requirements
   - Programme structure and curriculum
   - Teaching and learning method and resources
   - Assessment standards
   - Professional recognition
   - Graduation requirements and award
   - Articulation pathway and career aspects
   - Tuition fee and financial assistance

4. External benchmarking should be conducted during programme development and programme review exercises. The benchmarking data should be prepared by the Programme Team in their report for the above exercises.

Lingnan Institute of Further Education
Survey Administration Schedule for Sub-degree Programmes

LIFE Survey	Data Collection Period	Completion of Survey Report	Survey Reporting Path	Responsible Unit
New Student Survey[1]	Term 1, Year 1 August/September	1st Term October	Relevant operating units	Student Development Office
Course Teaching and Learning Evaluation (CTLE) Survey	End of Term 1st Term: November/December 2nd Term: March/April 3rd Term: June/July	1st Term: January 2nd Term: June 3rd Term: August	PMC, AB	Quality Assurance and Registry Office
Student Learning Experience Survey (SLES)[2]	End of Term 2, Year 2 April	October	PMC, AB	Quality Assurance and Registry Office
Graduate Survey	October/December	March	PMC, AB	Student Development Office
Employer Survey[3]	Once every two years April	October	PMC, AB	Student Development Office
Alumni Survey[4]	Once every two to three years September	December	PMC, AB	Student Development Office

Notes:
1. The New Student Survey collects useful data for the planning of different operating units, such as promotion/marking data for CPR, preference of study and extra-curricular activities for SDO and Programme Teams and students' ethnicity and mother-lounge information for submission to EDB via the Registry Office.
2. The Student Learning Experience Survey (SLES) is a new survey for assessing the quality of students' learning experience by the end of their study programme.
3. The Employer Survey is conducted every two years to the graduates completed their studies with LIFE. Due to the fact that a majority of the graduates continue their education instead of joining the labour market, employers' data is hard to come by. LIFE will closely monitor the return rate of the employer survey 2021 and to conduct focus group to solicit views on LIFE graduates where necessary.
4. The Alumni Survey is a new survey for collecting feedbacks from alumni for assessing the attainment of intended learning outcomes of the programmes. The survey is proposed to be conducted every two years and collect feedbacks from alumni who have graduated 2-3 years by the time they receive the survey.

Lingnan Institute of Further Education

Guideline on the Adoption of Blended Learning for
Associate Degree/Higher Diploma and Diploma programmes

1. Delivery of teaching and learning activities with blended learning components can be classified as follows in LIFE:

   (a) The use of flipped classroom[1]: to deliver part of the course contents via digital or online platforms, e.g. Zoom or Panopto; and

   (b) any other technological supporting methods, including the use of information-technology teaching aids to supplement classroom teaching.

2. In order to allow the flexibility for variation in classroom contact hours for different courses, the Teaching Faculty would exercise their discretion on the contents and pedagogies of their courses in an effective way to assure the achievement of the expected learning outcomes. However, the face-to-face contact hours of each course must be **at least 30** in order to secure sufficient face-to-face interaction between teachers and students.

3. At the programme level, Programme Teams are given the autonomy to address the needs of the individual programmes/courses to design the contents, pedagogies and assessment methods. They may include blended learning components in their own courses and own ways, given that the overall course objectives, outlines and structures comply with the approved ones. There should not be any reduction in total class contact hours in general (42 hours for most of the courses). If there is any large-scale or significant change to face-to-face class contact hours (i.e. less than 30 hours), it is necessary to go through the approval procedure.

4. In order to ensure effective interactions and students' participation in the blended teaching and learning activities, teachers should use various means to monitor students' motivation and participation. For instance, online quizzes and interactive discussions could be adopted to monitor students' learning progress and participation.

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[1] *"Flipping the classroom means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates."* (Brame, C., 2013)

5. The Teaching Faculty has the responsibility to ensure the quality of teaching and learning under the blended learning approach. The Teaching Faculty is advised to conduct a regular evaluation on the effectiveness of blended learning in their courses and programmes taken reference from the Quality Assurance Rubric for Blended Learning (http://oasis.col.org/bitstream/handle/11599/3615/2020_Perris_Mohee_QA_Rubric_Blended_Learning.pdf?sequence=1&isAllowed=y) and report to its designated Programme Management Committee. For instance, annual feedback can be collected from both teachers and students to collect their view and feedback on the adoption of blended teaching and learning activities. This can be incorporated in the existing quality assurance measures, including Online mid-term Course Teaching and Learning Enhancement (Mid-Term CTLE) & The Term-end Course Teaching and Learning Evaluation (CTLE), Staff-Student Consultation Committee (SSCC) meetings, etc.

6. All blended courses[2] and e-learning initiatives are also required to undergo rigorous review undertaken by the respective Programme Review exercises once every four years (for AD/HD programmes) or three years (for Diploma programme) as detailed in the Quality Assurance Manual.

7. The blended learning guideline sets out the Institutional-wide direction for blended learning development, which will be subject to review on a regular basis.

Approved by AB on 14 August 2020

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[2] Blended courses are courses that combines online materials and interaction with traditional face-to-face classroom teaching.

Lingnan Institute of Further Education
Guidelines for Continuing Professional Development (CPD)

Introduction

1. Continuing Professional Development (CPD) is an ongoing necessity to update/upgrade the teaching staff's knowledge and skills to develop their personal qualities leading to high professional competence in their professional/functional areas. With a view to upholding the quality of teaching and learning and enhancing the teaching professionalism, a mandatory CPD requirement is formulated for full-time teaching staff of LIFE.

Objectives

2. CPD is the systematic maintenance, improvement and broadening of knowledge and skills to enable individuals carrying out regulated activities to perform their duties competently and professionally. The objectives of CPD programmes are:
   (a) to update/upgrade the knowledge and skills; and
   (b) to maintain and enhance their knowledge and professional expertise in their professional/functional areas.

Scope

3. On top of the LIFE Staff Development Day, all teaching staff are required to complete at least four hours of CPD activities related to their subject expertise within the reporting period in alignment with the annual performance review exercise.

4. Teaching staff should plan and evaluate the performance of their training activities from time to time. Whenever necessary, they are encouraged to seek advice from their direct supervisor in identifying the training and development needs to enhance the teaching and learning effectiveness.

5. The format of CPD activities can include but not limited to participating in and organizing of courses, lectures, seminars, conferences, presentations, workshops, e-learning and professional activities. Examples of CPD activities are listed below for reference:
   - Attending courses, lectures, seminars, conferences, workshops
   - Taking e-learning courses
   - Attending evening classes/distance learning courses
   - Studying master degree programmes or above
   - Holding training presentations to groups within/outside LIFE
   - Self-study such as reading of professional journals or books (a maximum of 2 hours can be claimed)

Funding Support

6. A budget of $100,000 per annum is set aside to provide the funding support for CPD activities for the teaching team. The funding will be subject to review on a need basis.

7. Teaching staff who wish to apply for financial assistance should submit the application through the Staff Development Study Grant. For details, please refer to Guidelines of Study Grant for full-time staff of LIFE to Pursue Study Programme.

Record

8. Teaching staff are required to maintain a personal record of their continuing professional development within the performance review period and submit an annual CPD Record Form to Programme Administration (PA) Team as requested. PA Team will consolidate all records and forward to Human Resources and Administration (HRA) Team for record keeping. Evidence of CPD participation, if any, such as receipts/certificates/email registration should be provided as far as possible.

9. Teaching staff are required to provide the CPD information in the annual performance review exercise.

Exemption from CPD Requirements

10. A concession can be made to staff who applies for exemption from CPD requirements on medical grounds or other special circumstances. However, satisfactory evidence and justification have to be provided for support of his/her application.

Effective Date

11. The CPD requirement for full-time teaching staff will take immediate effect upon the approval by the Management Committee.

Lingnan Institute of Further Education
Continuing Professional Development (CPD) Record Form

Date	Activity	Organizer	CPD Claimed (Hours)
		Total:	

Signature: _____   Date: _____

Name: _____   Post Title: _____

Remarks: *Please complete the form and return to PA team together with the proofs of attendance, if any.*

LINGNAN INSTITUTE OF FURTHER EDUCATION

Coaching Scheme to New Academic Leaders

1. The Coaching Scheme to New Academic Leaders aims at assisting the new Academic Leaders in assuming their roles and duties and reinforcing their understanding of the quality assurance mechanism in LIFE for effective programme development, delivery, monitoring and review.

Definition of Academic Leaders

2. There are several ranks of Academic Leaders in LIFE, i.e. Subject Leaders, Programme Coordinators, Programme Leaders, Programme Heads, Programme Directors, etc. The roles and responsibilities of the Academic Leaders are formulated in the staff's individual Job Description Report.

Coaching Content

3. An orientation is provided to new Academic Leaders by their immediate supervisor. The orientation includes a briefing on the following areas.

    i. A Job Description for the respective rank of Academic Leaders, which includes detailed accountabilities and management roles and responsibilities, to be provided by his/her supervisor.

    ii. Quality assurance mechanism and policies on programme delivery and monitoring, quality assurance of teaching plan, teaching materials, examination paper setting and grading, class observation, Staff-Student Consultation Committee (SSCC), Course Teaching and Learning Evaluation (CTLE), academic advising etc.

    iii. Introduction to the institute quality assurance mechanism and the respective committees on academic decision-making

    iv. Introduction to programme review documents and other academic reports

    v. Introduction to respective academic team members

    vi. Leadership training

4. An experienced Academic Leader is assigned as a mentor to coach a new Academic Leader in various aspects, such as leadership, tasks assigned, quality assurance procedures, and connection with relevant parties. The mentor will provide continuous support to the new academic leaders during the coaching period.

<u>Feedback and Evaluation</u>

5. Upon the completion of the first half year of appointment: The Mentor (or the immediate supervisor in case if the Mentor is not the immediate supervisor of the Academic Leader) will discuss with the new Academic Leader on his/her working performance in various kinds of duties assigned. An interactive discussion can allow the immediate supervisor, the mentor and the new academic leader to provide timely feedback to each other. The working performance of the new Academic Leader can be monitored and the improvement plan can be provided by the immediate supervisor.

6. Upon the completion of the first year of appointment: The Mentor (or the immediate supervisor in case if the Mentor is not the immediate supervisor of the Academic Leader) will discuss with the new Academic Leader again on his/her working performance in various perspectives during the regular performance review exercise. Hence, the immediate supervisor can monitor the progress of the new Academic Leader under the support of the Coaching Scheme.