Report of a Quality Audit
of The Education University of Hong Kong

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QAC Audit Report Number 16

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PREFACE

Background

The Quality Assurance Council (QAC) was established in April 2007 as a semi-autonomous non-statutory body under the aegis of the University Grants Committee (UGC) of the Hong Kong Special Administrative Region of the People's Republic of China.

The UGC is committed to safeguarding and promoting the quality of UGC-funded universities and their activities. In view of the universities' expansion of their activities and a growing public interest in quality issues, the QAC was established to assist the UGC in providing third-party oversight of the quality of the universities' educational provision. The QAC aims to assist the UGC in assuring the quality of programmes (however funded) offered by UGC-funded universities.

Conduct of QAC Quality Audits

Audits are undertaken by Panels appointed by the QAC from its Register of Auditors. Audit Panels comprise local and overseas academics and, in some cases a lay member from the local community. All auditors hold, or have held, senior positions within their professions. Overseas auditors are experienced in quality audit in higher education. The audit process is therefore one of peer review.

The QAC's core operational tasks derived from its terms of reference are:

- the conduct of institutional quality audits
- the promotion of quality assurance and enhancement and the spread of good practice

The QAC's approach to quality audit is based on the principle of 'fitness for purpose'. Audit Panels assess the extent to which universities are fulfilling their stated mission and purpose and confirm the procedures in place for assuring the quality of the learning opportunities offered to students and the academic standards by which students' level of performance and capability are assessed and reported. The QAC Audit also examines the effectiveness of a university's quality systems and considers the evidence used to demonstrate that these systems meet the expectations of stakeholders.

Full details of the audit procedures, including the methodology and scope of the audit, are provided in the QAC Audit Manual Second Audit Cycle which is available at http://www.ugc.edu.hk/doc/eng/qac/manual/auditmanual2.pdf.

EXECUTIVE SUMMARY

This is the report of a quality audit of The Education University of Hong Kong (EdUHK, the University) by an Audit Panel appointed by, and acting on behalf of, the Quality Assurance Council (QAC). The report presents the findings of the quality audit, supported by detailed analysis and commentary on the following areas:

- the setting and maintaining of academic standards
- the quality of student learning opportunities
- student achievement
- postgraduate provision
- quality enhancement

The audit findings are identified as features of good practice, recommendations for further consideration by the university, and affirmations of progress with actions already in place as a result of its self-review. The report also provides a commentary on the audit themes: Enhancing the student learning experience; and Global engagements: strategies and current developments.

Summary of the principal findings of the Audit Panel

(a)   The Audit Panel noted EdUHK's detailed and comprehensive response to the Quality Audit Report of the then Hong Kong Institute of Education (HKIEd) during the first cycle of QAC quality audits in 2011. The University's commitment to addressing the issues raised in the report was manifest in the significant strides it has taken since, culminating in its successful transition to University status. The progress EdUHK has made in responding to the commendations, affirmations and recommendations that resulted from the 2011 QAC Quality Audit are discussed under the relevant headings of this report.

(b)   The findings of the Audit Panel are detailed in this report under the following headings: Academic standards; Quality of learning opportunities; Student achievement; Quality enhancement; Postgraduate provision; and the two audit themes - *Enhancing the student learning experience* and *Global engagements: strategies and current developments,* respectively. For ease of reference, this executive summary addresses these headings in the same order.

(c)   In the last five years, EdUHK has undergone a series of reviews and external accreditations which culminated in successful transition to the award of

University title in May 2016, and recognition by the University Grants Committee (UGC) Review Group that the 'academic standards set by HKIEd and attained by students are appropriate to a higher education institution of good standing'. The Audit Panel concurs with the Review Group findings and the report highlights the well documented, comprehensive and thorough approach the University takes to setting and maintaining academic standards. This considered approach is evident in a range of University processes, such as admission, programme approval, programme learning outcomes, assessment and a commitment to external input and benchmarking. In response to an affirmation made by the 2011 QAC Quality Audit Panel, EdUHK has developed a focused mission and vision on Education-plus, which is encapsulated in its Strategic Plan.

(d)   The University has demonstrated a strong commitment to maintaining standards, using external advice and benchmarking as appropriate for an institution seeking University status. Benchmarking occurs with other UGC-funded universities and strategically with selected overseas partners. The report draws attention to the University's multi-faceted approach to benchmarking academic standards, which ranges from student achievement such as language proficiency and employability to international strategic benchmarking, and is also embedded in programme approval and review processes. The report also notes the strategic and extensive use of external input into programme and course design.

(e)   In response to a recommendation made by the 2011 QAC Quality Audit Panel, EdUHK has demonstrated its commitment to external input and benchmarking through effective assessment policies and processes and a thorough implementation of outcome-based learning (OBL) and criterion-referenced assessment (CRA). To facilitate the setting of academic standards at programme level, EdUHK has developed a comprehensive and widely understood set of Programme Intended Learning Outcomes (PILOs) as well as an overarching set of Generic Intended Learning Outcomes (GILOs) on which the PILOs should be predicated. Course Intended Learning Outcomes derive from PILOs. They encapsulate the academic standards against which student achievement is measured and generate the assignments through which levels of achievement are assessed. In 2015/16, the University developed a tool to assess whether students have achieved all these outcomes. The Programme Outcomes Assessment tool will be fully implemented in 2017/18 but results of the pilot support the University's approach to maintaining quality outcomes.

(f)   The report highlights the effectiveness of the University's assessment processes, drawing attention in particular to student satisfaction both with the clarity of the rubrics that set out the academic standards students are expected to achieve and with the quality of feedback provided.

(g)   The Audit Panel found much evidence of EdUHK's commitment to deliver high quality learning opportunities at undergraduate (Ug) level to support the development of the whole person, through a broad range of formal and non-formal learning opportunities. These include: international, field experience and multi-disciplinary learning, general education, service learning and language enhancement, in addition to a variety of non-formal learning opportunities. The ePortfolio enables students to reflect upon and integrate the learning acquired through their experiences in a meaningful and productive way. The Audit Panel was informed that the University plans to create more coherence between formal and non-formal learning opportunities at Ug level and regards this as a positive move, likely to be of direct benefit to students. This activity may also provide EdUHK with an opportunity to ensure that the information students receive about the rich array of learning opportunities available to them is framed and communicated as effectively as possible, avoiding unnecessary complexity.

(h)   Learning opportunities for research postgraduate (RPg) students reflect the quality of those at Ug level, with a similar focus on a rich international dimension. However, at taught postgraduate (TPg) level, the extended range of learning opportunities is less evident and this matter is addressed below under *Postgraduate provision*. The Audit Panel noted that the positive influence of Education-plus is yet to be fully realised but found early evidence of its value in enriching student learning opportunities through a multi-disciplinary approach to the curriculum and the fulfilment of the University's mission to foster the development of the whole person.

(i)   The University's mission is focused on ensuring that students can become competent professionals as well as active and engaged citizens, ready for autonomous lifelong learning. The Audit Panel found ample evidence that EdUHK is fulfilling this mission. Employers confirm, for example, that the University provides a rich learning environment, in which graduates are not only equipped with knowledge and skills, but also infused with pride and passionate commitment to their profession. Employers whom the Audit Panel met expressed the view that the University's programmes provide a comprehensive professional foundation and those who serve as members of

advisory committees confirmed that they are able to contribute, as employers of graduates, to both programme development and periodic review.

(j)   It was clear that both staff and students have a firm grasp of OBL and CRA and the University's clearly articulated framework for student achievement that consists of several discrete but complementary and inter-related sets of intended learning outcomes. The Audit Panel noted, however, that the 4Cs, which encapsulate the attributes of the ideal EdUHK graduate, but sit outside the OBL approach, are seldom articulated explicitly to students. It remains unclear to the Audit Panel what useful purpose they serve and raises the question of whether they are adding an unnecessary layer of complexity to the model. The report suggests that the University give consideration to this question. In similar vein, the Audit Panel noted that EdUHK is considering rolling out the Whole Person Development Inventory on the grounds that one of the dimensions contained within the instrument is missing from the University's set of GILOs. The report suggests that the University give further consideration to the best way to remedy this perceived shortcoming in its current framework, before taking a final decision on its course of action.

(k)   The pedagogic value of the ePortfolios has already been noted in paragraph (g) above. Discussions with staff and students made it clear to the Audit Panel that the ePortfolios also play an important role in relation to student achievement by empowering students to recognise, evaluate, synthesise and own their achievements across the full range of formal and non-formal opportunities from which they have benefited. The report draws attention to this distinctive feature of Ug education at EdUHK, which integrates and validates at a personal level the achievement of each individual student, while also vindicating the University's claims to promote whole person development across the Ug student body.

(l)   EdUHK describes quality enhancement as a strength and there is compelling evidence to support this view. The report highlights EdUHK's readiness to seize opportunities for enhancement provided by external reviews and notes the marked progress made since the 2011 QAC Quality Audit, which has resulted in the establishment of an embedded evidence-led enhancement culture. Operational responsibility for quality enhancement is shared between the Learning and Teaching Quality Committee and the Board of Graduate Studies (BGS); governance structures specify quality assurance and enhancement roles and drive rigorous reporting mechanisms. Staff induction ensures that new recruits are able to play an active role in quality

enhancement at all levels. All staff appear committed to enhancement and have embraced as an opportunity the substantial number of external and internal reviews EdUHK has been obliged to undertake over the last few years. The Audit Panel found much evidence that the University as a whole is deeply committed to both listening to what students say and acting upon it. There are multiple mechanisms for capturing and reporting the views of students and external stakeholders; the Audit Panel was provided with many and various examples of improvements that have been made as a result. To drive improvement, EdUHK makes effective use of the advice of external stakeholders and experts, including international specialists, along with extensive programme and course data. Enhancement of student learning opportunities and achievement has progressed through a range of initiatives including: Teaching Development Grant (TDG), Communities of Practice (CoPs), the new language policy and the e-learning policy.

(m)   The Audit Panel noted that the 2011 QAC Quality Audit Panel affirmed the sound foundation of policy and support which the then HKIEd had established for RPg programmes. The report draws attention to the significant progress the Graduate School (GS) and faculties have made together since then, in fostering a postgraduate (Pg) culture that is offering RPg students in particular a high quality learning experience in a supportive, collegial environment. For example, it is now a requirement that RPg students be attached to research centres, which helps to establish a sense of belonging to an identifiable research community, albeit within a relatively small cohort. Student surveys and students whom the Audit Panel met all comment favourably on the positive impact of initiatives such as the international Pg research conference, and the introduction of the Pg student publication award. Students were similarly appreciative of the combined support provided by GS and supervisory teams whom they describe as caring and facilitating. Several students whom the Audit Panel met cited the clusters of research expertise as the decisive factor influencing their choice of EdUHK for their research studies. In line with EdUHK's ongoing commitment to evidence-led quality enhancement, GS engaged an external review panel to conduct a critical review of the School in early 2016. An enhancement plan has been drawn up as a result.

(n)   In considering the TPg portfolio, the Audit Panel noted that the relatively new Education-plus vision, which encompasses Education and related fields, frees up EdUHK to broaden the scope of research for innovation and development and develop new provision across the three faculties. GS oversees RPg and

TPg programmes with a direct management role on RPg, Doctor of Education and Master of Education programmes, while Faculty Boards have responsibility for faculty-based Master's and Pg diploma programmes. BGS is charged with overall monitoring of all RPg and TPg programmes. This matrix structure, combined with positive, collegial working relationships, facilitates the University's strategic approach for developing the TPg portfolio, which is largely demand- and resource-driven. Faculties serve primarily as the initiator, while GS and related committees provide the check and balance, manage resource constraints and financial viability and fulfil a gate-keeping role. The Audit Panel formed the view that EdUHK has in place a pragmatic and reasonable strategic approach to TPg portfolio development, which includes a 'phasing out' policy for failing programmes, which is working effectively.

(o)   While the Audit Panel has no doubt that TPg students at EdUHK are generally satisfied with the quality of their learning experience, it was apparent, nevertheless that these students do not benefit in the same way as Ug and RPg students from EdUHK's tailored approach to promoting the development of the whole person. For example, while the ePortfolio has been extended to Education TPg students, non-Education TPg students have not been included. The report suggests that the University consider how it might approach whole person development for TPg students in a proportionate manner that is cognisant of the typical distinguishing characteristics of the TPg student body.

(p)   The audit themes of *Enhancing the student learning experience* and *Global engagements: strategies and current developments* offered the Audit Panel the opportunity to focus more closely on these cross-cutting lines of enquiry. In considering the theme of *Enhancing the student learning experience*, the Audit Panel took note of the recommendation made in the 2011 QAC Quality Audit Report that the then HKIEd should develop a pedagogically-based policy and strategy for the information and communication technologies infrastructure to support learning. The implementation of this strategy was intended to pave the way for the development of e-learning, regarded by EdUHK as essential for education students pursuing a teaching career and for the next generation who will become their students.

(q)   The Audit Panel took note of a number of significant initiatives at EdUHK related to e-learning including: the ePortfolio which has already been described above; new provision for teachers in coding education and building apps, which is proving very popular with both students and professional

practitioners; and a requirement that at least one class in every course should be delivered online. Apart from these developments, the Audit Panel's documentary research and dialogue with staff and students produced evidence of well embedded basic forms of engagement with e-learning, such as the use of Moodle and other platforms for uploading lectures and class materials and hosting online discussion groups, with some additional examples of the use of specialist subject-specific soft and hardware. The Audit Panel formed the view that EdUHK is uniquely placed within the UGC sector of Hong Kong to take a stronger, more innovative, pedagogical lead in relation to e-learning and for that reason endorses those bolder initiatives the University has already taken and the more ambitious approach, embodied in the new Learning and Teaching Plan (2016-19), to enhancing students' e-learning in an increasingly technology-enhanced environment.

(r)   The Audit Panel took good note of the University's track record in securing and deploying TDG and CoP grants to enhance learning and teaching. The 24 completed TDG projects (out of a total of 37 grants made in 2012-15) have produced a variety of deliverables, and the five CoPs have been effective in enhancing student learning. The Audit Panel also noted the benefits derived from engaging Pg students in developing TDG projects, piloting the use of technologies, stimulating the teaching-research nexus, sharing good practice via platforms developed with CoP projects, engaging Early Career Scheme grant awardees for RPg supervision, and using non-UGC sources of funds to support students' international learning experiences. The Audit Panel encourages EdUHK to continue with this effective and purpose-driven utilisation of financial resources, directed to the enhancement of the students' learning experience.

(s)   The Audit Panel found that a variety of direct and indirect approaches to staff and student support and development are enhancing the student learning experience and encourages the University to continue to provide and develop these arrangements and monitor the benefits they produce. There was evidence, for example, that EdUHK is providing effective student support services that are appreciated by students. As an outcome of an international benchmarking exercise, the University has recently developed and implemented an academic advising system for all full-time UGC-funded Ug students and all Pg students, which has received positive feedback from participants. User surveys indicate that both the counselling service provided by the Student Affairs Office and language enhancement programmes are working effectively. Support for the professional development of staff at

EdUHK is also working well. Provision includes: thorough and extended induction processes; mentoring and peer support schemes for teaching staff; staff professional development programmes; opportunities to share good practice such as Learning and Teaching @HKIEd Festival, recognition of teaching excellence and development of a 'teaching track'.

(t)   In considering the theme of *Global engagements: strategies and current developments*, the Audit Panel noted that the University has actively followed up a recommendation made in the 2011 QAC Quality Audit Report by developing a comprehensive and multi-faceted strategy for internationalisation. The strategy has five strands that include: establishment of global links and relationships; internationalisation of the curriculum; enhancement of students' learning experiences through international exchange; transformation of the campus into a more international environment; and regional leadership in teaching and learning, research and knowledge transfer.

(u)   The report comments positively on the way in which EdUHK has been and is operationalising this strategy for internationalisation. The Audit Panel found evidence of widespread involvement in the initiative across a range of stakeholders, including management, teaching staff, academic support units and the student body. A broad range of activities has been successfully undertaken in pursuit of the strategy. These have included: strategic partnerships with selected global institutions; an extensive international exchange programme; substantial growth of the international student body; measures to promote integration of local and non-local students; strong regional partnerships and benchmarking, especially in the Mainland, Taiwan and South Korea; a range of activities to promote the internationalisation of the campus and internationalisation of the curriculum (known as 'internationalisation at home').

1.   INTRODUCTION

Explanation of the audit methodology

1.1   This is the report of a quality audit of The Education University of Hong Kong (EdUHK, the University) by an Audit Panel appointed by, and acting on behalf of, the Quality Assurance Council (QAC).   It is based on an Institutional Submission which was prepared by EdUHK following a period of self-review and submitted to QAC on 1 August 2016.   A one-day Institutional Briefing and Initial Meeting of Panel members was held on 1 September 2016 to discuss the detailed arrangements for the audit visit.

1.2   The Audit Panel visited EdUHK from 25 to 27 October 2016. They met the President and senior team: the deans; heads of departments and programme directors; members of quality assurance and enhancement committees at university and faculty levels; teaching staff; those responsible for supervision of research postgraduate (RPg) students; non-academic professional support staff; a wide range of students, including undergraduates, taught postgraduates and research postgraduates; and external stakeholders including employers and alumni. The Audit Panel evaluates:

- the setting and maintaining of academic standards
- the quality of student learning opportunities
- student achievement
- postgraduate provision
- quality enhancement

and identifies its audit findings, including features of good practice, recommendations for further consideration by the University, and affirmation of progress with actions already in place as a result of its self-review. The Audit Panel provides a commentary on the Audit Themes: *Enhancing the student learning experience*; and *Global engagements: strategies and current developments*.

Introduction to the institution and its role and mission

1.3   In May 2016, The Hong Kong Institute of Education (HKIEd) became EdUHK. HKIEd was founded in 1994 upon the foundation of 65 years of teacher training by the former Colleges of Education. EdUHK is the only University Grants Committee (UGC)-funded university dedicated primarily to

the upgrading and professional development of teacher education in Hong Kong.

1.4   The mission of EdUHK states that:

> The primary mission of EdUHK is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform.

> EdUHK seeks to provide a multidisciplinary learning and research environment beyond Education that is conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of collaboration and diversity. EdUHK prepares its students to become competent professionals who can integrate theory and practice, and who are intellectually active, socially caring, and globally aware. Its research will contribute to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment.

1.5   In 2014/15, of EdUHK's students, 6 476 are undergraduate (Ug), 2 135 are taught postgraduate (TPg) and 29 are RPg students. EdUHK employs 1 144 teaching, research, support and other staff in its academic departments.

1.6   Grounded in HKIEd's vision and mission to become an education-focused, multi-disciplinary and research-strong university, EdUHK's Education-plus vision encompasses three key outcomes:

> a continuing focus on teacher education as EdUHK's core mission;

> the enhancement of a multidisciplinary environment that supports student learning; and

> the further development of a research environment that stimulates innovations in learning and teaching in the community and region.

2. THE SETTING AND MAINTAINING OF ACADEMIC STANDARDS

2.1   This report addresses academic standards from two perspectives: first, the academic standards set and maintained for programmes of study and their manifestation in the University's overarching Generic Intended Learning Outcomes (GILOs), which are addressed in this section of the report; and second, levels of individual student achievement against those academic standards, as measured by assessment, which are addressed below under *Student Achievement*.

2.2   EdUHK is committed to excellence in academic standards, as an education-focused and multi-disciplinary institution. Its core mission is teacher education and its 2013-16 Strategic Plan has the theme of 'Shaping the Future: Excellence in Learning, Teaching and Scholarship'. This commitment to setting and maintaining academic standards appropriate to a university has been externally confirmed and validated, notably by the UGC Review Group but also by other external bodies such as the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ). The University has drawn upon the experience of external stakeholders and other local and international institutions to calibrate its academic standards.

2.3   The Audit Panel tested how well EdUHK's approach works in practice by discussing the setting and maintaining of academic standards with senior management and staff who are responsible for academic governance at institutional, faculty and department levels, and by scrutinising policy and examples of programme development and approval. The Audit Panel also considered relevant data in relation to input to and output from Bachelor degree programmes such as admissions data and employability statistics, as well as the viewpoints and opinions of employers and external stakeholders.

2.4   The Audit Panel examined the coherence of the University's framework for student achievement of academic standards through extensive discussion with teaching staff and academic managers, as well as students at both Ug and postgraduate (Pg) levels.

2.5   The University's commitment to setting and maintaining academic standards is manifest within a range of policy initiatives, such as those for assessment, programme monitoring and review, and EdUHK's overarching institutional framework for student achievement. The Audit Panel also found evidence of

significant benchmarking activity at a number of levels, which is growing in scope. This work is mainly operationalised through a suite of committee processes at departmental, faculty and institutional levels.

2.6 EdUHK is committed to outcome-based learning (OBL) and criterion-referenced assessment (CRA) and to this end has established intended learning outcomes (ILOs) at course (CILOs), programme (PILOs) and institutional or generic level (GILOs). These are complemented by intended learning outcomes for field experience (FEILOs) and general education (GELOs) and by non-formal learning.

2.7 The Audit Panel commends EdUHK's well documented, comprehensive and thorough approach to the setting and maintaining of academic standards, which is evident in a range of University processes, such as programme approval, admission, assessment, programme outcomes and a commitment to external input and benchmarking.

2.8 The Audit Panel found substantial evidence that EdUHK uses statistical and qualitative evidence, such as employment surveys and student feedback, as well as its committee processes to ensure that its programmes and graduates are at the appropriate standard. The University's programme monitoring and review processes are sound and used for both assurance and enhancement. The Audit Panel noted the considerable amount of data gleaned from external sources to set and maintain standards, from stakeholders such as school principals and employers, from external examiners and other international visiting experts and from strategic international benchmarking partners.

2.9 Departmental Assessment Panels oversee the range of grades and provide a check between courses within the department, while the Board of Examiners assures the overall academic standards of programmes. Double marking, co-teaching, co-marking and CRA help to establish the reliability of grades awarded.

2.10 The Audit Panel noted the considerable work that has been undertaken by EdUHK since the 2011 QAC Quality Audit and the improvements made, for example, in realising the vision of the institution, in embedding OBL, and in drawing on external sources, stakeholders and international partners to validate the academic standards and improve the processes of the university. For example, EdUHK responded effectively when external examiners noted that some students needed assistance with academic writing and that large

classes would benefit from smaller tutorial provision. The University also demonstrates continued efforts to improve and enhance these processes, such as the production of clearer guidelines for external examiners' appointments and standardised templates for collection of feedback. External benchmarking with key educational partners is being used routinely to ensure that the University's offerings and graduates are fit-for-purpose, particularly in relation to the educational market. The Audit Panel therefore commends the University's strategic and systematic use of external reference points to validate the setting and maintaining of academic standards and enhance University processes, in a manner appropriate to an institution that has recently acquired University status.

2.11   In response to a recommendation made by the 2011 QAC Quality Audit Panel, EdUHK has undertaken some streamlining of committee processes. Management, staff and students whom the Audit Panel met considered that processes are working well not only as mechanisms for decision-making but also as fora for communication. While recognising the progress made, the Audit Panel formed the view that committee structures may still be over-complex given the size of the institution, and encourages the University to reflect further on this observation.

2.12   Overall, the Audit Panel concurred with the UGC Review Group findings on the readiness of HKIEd to achieve full University status, noting in particular EdUHK's well documented, comprehensive and thorough approach to setting and maintaining academic standards and its strategic use of external input.

3.   THE QUALITY OF LEARNING OPPORTUNITIES

3.1   The primary mission of EdUHK is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform. Building on HKIEd's vision and mission to become an education-focused, multi-disciplinary and research-strong university, EdUHK's Education-plus vision encompasses three key outcomes: a continuing focus on teacher education as EdUHK's core mission; the enhancement of a multidisciplinary environment that supports student learning; and the further development of a research environment that stimulates innovations in learning and teaching in the community and region. Although developed to enhance teacher education by broadening the learning experience to encompass multi-disciplinary learning, the Education-plus

vision has become a defining feature of learning opportunities at EdUHK and underpins the success in achieving university title as a multi-disciplinary institution.

3.2   EdUHK's mission embraces whole person development designed to enable students to become competent professionals and active and engaged citizens ready for lifelong learning. Ensuring equality of opportunity is central to the University ethos. The University has therefore adopted four 'pillars' that together provide a supportive common learning experience for all students: general education; language enhancement with a full review promised from 2016/17; co-curricular and service learning; and overseas learning opportunities. The institutional commitment to whole person development is underlined by the e-learning opportunities; field experience; and the array of 'non-formal' learning opportunities available to students.

3.3   To evaluate the effectiveness of EdUHK's operationalisation of its mission to provide whole person development, the Audit Panel talked to both Ug and Pg students, as well as deans, heads of departments, programme directors, teaching staff and professional academic support staff, about their experiences of learning and teaching and the quality of learning resources and support services. The Audit Panel scrutinised key policy and guidance documents, such as the Quality Manual and student handbooks, and considered relevant data and trends.

3.4   Additionally, through discussion with a range of staff and students and examination of student information and pedagogical documents, the Audit Panel investigated the way the University integrates its numerous frameworks, descriptors and measures of learning opportunities and student achievement.

3.5   The Audit Panel found much evidence of EdUHK's commitment to deliver high quality learning opportunities at Ug level to support the development of the whole person. Academic units and the Student Affairs Office (SAO) collectively provide a broad and varied range of formal and non-formal learning opportunities, which support holistic development and add value to student development and engagement.   These opportunities include international and language experiences on campus and overseas - substantial progress is noted in this area with a greatly increased uptake; field and multi-disciplinary learning and general education.

3.6   The Education-Plus model has introduced disciplines complementary to Education and students are able to choose one elective course from outside their home faculty and to pursue a second major or minor outside their programme area. External stakeholders and staff confirmed the value of the Education-Plus model as a benefit to students and teachers enabling them to adopt broader perspectives and offering opportunities for students who do not necessarily want to pursue teaching as a profession.

3.7   The core curriculum includes General Education which operates at three levels, Foundation, Breadth and Consolidation. The first cohort has just completed all three tiers. Discussions with staff and students found that some difficulty had been experienced in managing the three tiers, but staff have been supported by professional development workshops and have felt able to use the consolidation tier to remind students of the scaffolding they have achieved and the skills acquired. The Audit Panel endorses the supportive approach taken to date and encourages the University to keep this under review.

3.8   Non-formal learning is made up of six strategic areas, with 80 markers of achievement and 33 enhancement initiatives. Flagship areas such as Leadership Enhancement and Development, Summer Career Internships, Mentoring and the Campus Life Advising Schemes are welcomed by students in enhancing their confidence and skills as well as international awareness and understanding. SAO plays an important role in coordinating these initiatives in cooperation with faculties and the Centre for Language in Education. While recognising the value non-formal learning opportunities add to the formal curriculum and the importance EdUHK attaches to this, the Audit Panel formed the view that the University should be cautious about adding unnecessary layers of complexity, initiatives and measures to a curriculum structure that is already complex.

3.9   The University places importance on e-literacy and has introduced an ePortfolio which students report helps them to integrate the available opportunities in a meaningful and productive way. Education TPg students are also required to make use of the ePortfolio. EdUHK also has a focus on broader aspects of e-literacy including a Bring-Your-Own-Device personalised learning hub and a target of one online lesson per course as well as more integrated use of information technology, for example, to upload video recordings of performances. While these are in early stage development, and are developed more fully in the newest Learning and Teaching Plan they

are welcomed by staff, students and stakeholders in preparing to teach the next generation.

3.10   The positive influence of Education-plus is yet to be fully realised but the Audit Panel found early evidence of its value in enriching the quality of learning opportunities through a multi-disciplinary approach to the curriculum and the potential contribution it can make to fulfilling the mission to foster the development of the whole person.

3.11   Students who had previously studied elsewhere reported that the library, software, hardware and other learning resources at the University were generally comparable to other institutions.   The introduction of new disciplines has been backed up by some new specialist facilities and resources (for example, for music and science), although a few concerns were expressed about their adequacy. Staff and both Education and non-Education Ug and Pg students confirmed that EdUHK provides a learning environment that enables effective learning and students commented favourably on the way that campus facilities, such as the gymnasium, prayer rooms and video recording facilities, can assist in the promotion of holistic development.

3.12   All full-time Ug students have at least one opportunity for an international or Mainland experience. The range of opportunities is extensive and operates through up to 190 non-local agreements and the uptake is significant and growing. Funding is available to support students to participate who would otherwise be unable to do so, and this is used and appreciated.   This institutional commitment is perceived by external stakeholders and students whom the Audit Panel met as a valuable learning opportunity that allows students to develop awareness of their responsibilities as global citizens. On-campus internationalisation is promoted through a series of intercultural activities; the University also encourages students to promote intercultural exchange through an Internationalisation and Campus Integration Award Competition and RPg students welcomed the opportunities provided by the summer school. The opportunity to engage with an international experience appears to be working well and valued by students although more international opportunities would be welcomed.

3.13   Although learning opportunities for RPg students reflect those seen at Ug level, incorporating, for example, rich international experiences, for TPg students the rich array of learning opportunities is less evident and this matter is addressed further under *Postgraduate provision* (see paragraph 6.14 below).

3.14   EdUHK gathers evidence and results systematically, whether from students, external stakeholders or from peer institutions. As an institution, it has completed an interim review of its new curriculum in 2015/16, with an impending full review to commence in 2016/17. It also uses critical reviews and improvement plans as a way of systematically gathering information and acting on these results and is standardising a mechanism for all courses and programmes to handle feedback data.

3.15   The Audit Panel found that student evaluations of learning opportunities show high levels of satisfaction and noted that comments are generally positive. The Audit Panel was keen to explore how the common learning experience is benefiting students; students and alumni whom the Audit Panel met were easily able to articulate the benefits and identify many positive aspects of their experience at EdUHK. An increased uptake of a range of activities confirms the favourable views expressed by students.

3.16   The quality of learning opportunities has also been confirmed through a satisfactory Programme Area Accreditation outcome from HKCAAVQ and EdUHK's recent achievement of university status.

3.17   Alumni and external stakeholders whom the Audit Panel met attested confidently to EdUHK's passionate commitment to high quality teaching underpinned by staff research and the creation of a rich culture enabling students to discuss local and international issues.

3.18   The Audit Panel found evidence that EdUHK actively listens, and responds to the student body through a range of mechanisms including student representation on committees, staff-student consultative committees, and through focus groups offered by the SAO and that there is evidence of resultant improvements to learning opportunities such as greater understanding of general education, better spacing of assessments and in technology-enhanced education. Senior staff emphasised the importance of 'closing the loop' for students and cited improvements in language development through student contributions to the Committee on Language Policy.

3.19   For example, the Audit Panel was informed of plans to create more coherence between Ug formal and non-formal learning opportunities. The Audit Panel regards this as a positive move, likely to be of direct benefit to students, and

one which may also provide the University with an opportunity to reduce complexity and ensure that students receive effective information about the rich array of learning opportunities on offer.

3.20   Overall, the Audit Panel concluded that EdUHK is delivering high quality formal and non-formal learning opportunities, which students experience as exciting and valuable. This is seen most clearly at Ug level in support of the University's mission to promote whole person development and the University's new vision of Education-plus is already making a valuable contribution in this respect. The Audit Panel concurs with EdUHK's view that the ePortfolio serves as a key device to encourage students to take a holistic view of the value of both formal and non-formal learning.

3.21   Learning opportunities for RPg students replicate the quality of Ug provision. However, at TPg level, the range of learning opportunities is more restricted (see paragraph 6.14 below).

4.   STUDENT ACHIEVEMENT

4.1   The University's mission, articulated in its new Strategic Plan, is to prepare students to become competent professionals who can integrate theory and practice, and who are creative, innovative, intellectually active, entrepreneurial, socially caring, and globally aware. EdUHK aims to foster students' whole person development so that they can become active and engaged citizens ready for autonomous lifelong learning. Students are also expected to be able to 'interact academically and professionally across discipline boundaries, thereby broadening their horizons and enriching their learning experiences'.

4.2   A meeting with external stakeholders, which included both employers and alumni, together with statistical data about student employability, provided the Audit Panel with insights into the quality and attributes of graduates. The Audit Panel considered the extent to which EdUHK is enabling student achievement by studying the University's overarching framework for student achievement and discussing it with senior management, academic managers and members of quality assurance and enhancement committees and by exploring with teaching staff and students how well the framework is understood and how effectively it is being implemented. The effectiveness of assessment processes was tested through examination of policy, and discussions of examination mechanisms and external examiners' reports with

academic management, teaching staff and both Ug and Pg students. Particular discussions were held in order to understand the use of grade distributions by Departmental Assessment Panels.

4.3   The Audit Panel saw evidence that the University is fulfilling its mission in respect of student achievement of professional competence. Employers whom the Audit Panel met commented that they are able to influence the content of the curriculum through Advisory Committees and contribute to the University's rich learning environment. In their view, graduates are not just equipped with skills, but are infused with a genuinely passionate commitment to and pride in their profession, as well as a global perspective, and that these attributes lie behind statistical evidence showing healthy employment rates. They observed that graduate teachers are now able to address a wider range of teaching-related issues than their predecessors, including working with special needs, developing technology-enhanced learning and managing interaction with parents.

4.4   There was consensus among external stakeholders whom the Audit Panel met that the wide range of programmes provided by EdUHK indicates a maturing institution and a leading agent, for example in the area of assessment literacy. Examples were provided to the Audit Panel of recently qualified graduates who have been able to introduce changes within schools and take a lead on interactive learning. The view was expressed that offering Education alongside non-Education provision benefits both prospective teachers and other students, who all acquire wider perspectives.

4.5   Senior managers reported very high take-up of EdUHK's innovative professional development course in coding, outlined in its Learning and Teaching Plan 2016-19. External stakeholders whom the Audit Panel met spoke positively about the range of provision available for in-service training, which is felt to be good for the sector, and is currently assisting preparation for the impending implementation of inclusive learning.

4.6   The University's overarching framework for student achievement comprises several discrete but ostensibly complementary and inter-related components, some of which, the Audit Panel concluded, are more closely integrated than others. These include: the 4Cs Learning Framework, which identifies the attributes of ideal EdUHK graduates; the seven GILOs, which represent the qualities of the ideal EdUHK graduates and are to be achieved by all students; PILOs; CILOs; FEILOs; and GELOs.

4.7 The Audit Panel noted that outcome-based education is well established at the University, and that CRA is the norm. Outcomes are explicitly stated at course and programme levels: CILOs are supported by grade descriptors, which are disseminated to staff and students. Teaching staff reported drawing attention to course outlines in their classes, and explaining criteria for assessment so that students can prepare effectively. Students also confirmed that course outlines are made available online in advance of course start dates, CILOs are explained in the first class of each course, and, after assessment, students receive their grades, accompanied by explanatory rubrics with a clear indication of how to improve in future. Examples of submissions from previous cohorts are made available to students, who are also informed how their teaching schedule is linked to the assessment schedule.

4.8 The Audit Panel was keen to ascertain that the framework is not unduly or unhelpfully complex and established that, with the exception of the 4Cs Learning Framework, all the components outlined above and the relationships between them are clearly articulated by the University and thoroughly understood by staff responsible for delivery of both the formal and non-formal curriculum. As students progress through their studies, staff enable them to engage with the components with increasing levels of sophistication and independence.

4.9 The function and value of the 4Cs Learning Framework remains less clear to the Audit Panel, however. Senior managers confirmed that the 4Cs predate the development of the GILOs by some years and that they are seldom communicated explicitly to students. Furthermore, it was conceded that, while the 4Cs are described as representing the attributes of the ideal EdUHK graduate, and thus a summary of the GILOs, achievement of the 4Cs is not measured against explicit learning outcomes.

4.10 The Audit Panel also noted that the University has recently adopted the Whole Person Development Inventory (WPDI) in order to achieve greater articulation between the formal and non-formal curriculum. The psychosocial dimension, which the WPDI captures, is currently absent from GILOs, but is considered to be a dimension which resonates with the needs of EdUHK's student body.

4.11 While recognising the intrinsic value of both the 4Cs Learning Framework and the WPDI, the Audit Panel formed the view that they may be adding

unnecessary layers of complexity to the model. The Audit Panel therefore suggests that the University give further consideration to the role of the 4Cs Learning Framework and reflect further on whether adopting the WPDI is the best way to remedy the perceived shortcoming in the current framework, before taking a final decision on its course of action.

4.12   Assessment processes are deployed at course, programme and institutional levels, monitored through Department Assessment Panels and Boards of Examiners. The Audit Panel probed the use of grade distributions by these committees and is convinced that these are used appropriately to check the validity and comparability of the grades overall. Expectations of standards are made clear by rubrics at all levels. EdUHK's commitment to external validation of academic standards is shown through effective assessment processes at the policy, committee and staff levels. Assessment practices have been improved and the number of assessment items per course limited in response to student feedback. Formative as well as summative assessment is routinely used. Students expressed satisfaction with the clarity of rubrics in setting expectations of academic standards and the detailed feedback provided to them on their assignments as well as advice on how to improve future assessment tasks. The Audit Panel therefore commends the University on the effectiveness of assessment processes, particularly in light of student satisfaction with the clarity of rubrics in setting expectations of academic standards for students and the quality of feedback provided to students.

4.13   Since 2012/13, all Ug and Education TPg students have been required to use ePortfolios to capture and synthesise explicitly their achievement of GILOs via PILOs, CILOs, GELOs and FEILOs and non-formal learning. The pedagogic value of the ePortfolios has already been noted above under *The quality of learning opportunities* (see paragraph 3.20 above). The University, which regards this initiative as a large-scale systematic innovation, reports that students perceive the ePortfolio as 'a good learning partner', 'a tool to organise learning more effectively' and 'a demonstration of the learning process, outcome, and reflection'. To encourage the production of quality work, an ePortfolio award has been inaugurated. Teaching staff whom the Audit Panel met observed that building an ePortfolio generates substantial learning benefits for students, for example in relation to the skills of self-reflection and self-promotion, while professional academic support staff noted that ePortfolios empower students to own GILOs, and serve to link formal and non-formal learning. Similarly, students commented positively in meetings with the Audit Panel about the task of creating an ePortfolio, reporting that it

provides a good platform for reflection, for example in relation to fieldwork experience. The Audit Panel commends the ePortfolio initiative as a distinctive feature of Ug education at EdUHK, which integrates and validates at a personal level the achievement of each individual student while also vindicating the University's claims to promote whole person development across the Ug student body.

4.14   The Audit Panel recognises that the ePortfolio is a relatively new initiative and understands that students gradually come to understand its rationale and value as they progress through their studies. Nevertheless, the Audit Panel concurs with the Learning and Teaching Quality Committee (LTQC)'s concern that a survey conducted in 2014/15 indicated that approximately 25% of students were unclear about the purpose of using ePortfolios for student learning and endorses the action planned by LTQC to enhance student awareness and improve accessibility and suggests that EdUHK keep this under review.

4.15   The Audit Panel found evidence of the University's on-going efforts to enhance student achievement by gathering and analysing data. The annual employers' survey indicates that students develop professional competences and attributes that fit them for the world of work they plan to enter, and employment/further study statistics are high. Discussions with external stakeholders also supported the conclusion that graduates are equipped with appropriate professional competences that are valued by employers.

4.16   In discussion with academic staff and students, the Audit Panel found that the University's overarching framework for student achievement is being systematically implemented and is widely understood. Students increasingly report attainment of the GILOs and there is evidence that the ePortfolio initiative is contributing significantly to students' understanding of learning outcomes. These conclusions are also supported by the steadily rising student evaluations in the Student Evaluation of Teaching and Student Evaluation of Field Experience data sets.

4.17   EdUHK has recognised the difficulty of substantiating the achievement of the GILOs through PILOs via CILOs and accordingly has developed a process for Programme Outcomes Assessment (POA) using six pilot programmes in 2015/16. This process, while still at pilot stage with six programmes, looks valuable in matching PILOs with GILOs and should lead overall to the simplification and greater measurability of PILOs, after full implementation in 2017/18.

4.18   Overall, the Audit Panel concluded that EdUHK takes very seriously its core mission to prepare Education students to become competent professionals whose skills and qualities as teachers are enriched through whole person development. Its success is evident in assessment outcomes, graduate employment rates and employer feedback. It is also clear that the University extends the same commitment to its non-Education students and is taking steps to ensure that all students benefit from the implementation of the Education-plus vision. As befits an institution dedicated to the strategic development of teacher education in Hong Kong, EdUHK keeps its performance under close scrutiny through the operation of its comprehensive framework for student achievement, testing the continued effectiveness of the framework itself through initiatives such as the ePortfolio and POA.

5.   QUALITY ENHANCEMENT

5.1   EdUHK's vision and mission is to be an education-focused, multi-disciplinary and research strong University; the University's approach centres on Education-plus as a focus for development. The new Strategic Plan, to be implemented at the end of 2016, builds on earlier successes to focus on excellence in teaching, learning and scholarship; academic programmes are expected to reflect these priorities.

5.2   EdUHK describes quality enhancement as a strength and the Audit Panel tested the commitment in the context of both formal and non-formal education by talking to senior management and deans about the way the University promotes and embeds a 'quality culture' and their priorities for enhancing the learning environment; to teaching staff and students about their induction into this culture and their experiences of specific enhancement initiatives and processes; to professional academic support staff about the ways in which they systematically enhance the services they provide; and through consideration of relevant documentation including the Quality Manual, Learning and Teaching Enhancement Handbook, Review of the Graduate School and Institutional Submission.

5.3   The Audit Panel found evidence of a keen commitment to enhancement at institutional level. Senior academic positions have been created with responsibilities for enhancement and ensuring systematic evaluation and management for evidence-based improvement. The University's Learning and Teaching Plan establishes measures for teaching enhancements, for

example through the use of more accurate assessment methods, reflection on key data and a requirement for feedback on implementation. The Audit Panel found that operational responsibility for quality enhancement is appropriately shared between LTQC and the Board of Graduate Studies (BGS); governance structures specify quality assurance and enhancement roles and drive rigorous reporting mechanisms, clarified by a recent review of the Graduate School (GS).

5.4   Induction and development activities, which are discussed in greater detail under *Enhancing the student learning experience* (see paragraphs 7.9-7.11 below), ensure that new staff are able to play an active role in quality enhancement at all levels. Teaching enhancement occurs through a range of mechanisms, including peer observation and Communities of Practice (CoPs). Senior management and deans spoke knowledgeably about these developments to the Audit Panel and teaching staff commented positively on their experiences of both induction and staff development. Enhancement of learning opportunities and student achievement has progressed through a range of institutional enhancement initiatives including: Teaching Development Grant (TDG), the new language policy and the e-learning policy.

5.5   At programme level annual critical reviews are underpinned by comprehensive data. The Audit Panel found evidence of a number of improvements including: modifications to the external examiner system and the handling of feedback; a focus on enhancement within the two-stage periodic programme review process; and the establishment of departmental review and benchmarking. WiFi and library services have been improved in response to user requests, usage surveys and feedback.

5.6   In meetings with a wide range of staff, the Audit Panel noted the consistency of a commitment to enhancement which includes systematically gathering and responding to external stakeholder and student views, and emphasises the importance of evaluating evidence in support of initiatives. The role of the deans has been strengthened providing clear lines of accountability for Programme Committees and heads of departments. Systematic and structured benchmarking takes place at University, Departmental and programme levels and make use of external viewpoints including reference against peer institutions and comments from external examiners. At programme level self-evaluation and action planning are considered key to enhancement measures. Such measures were endorsed by HKCAAVQ in 2014. Overall, EdUHK has

made good use of the numerous external reviews to develop its own expertise in quality enhancement measures.

5.7   The University uses a number of tools to evaluate programmes and support enhancement including stakeholder feedback and surveys, external examiner and reviewer reports, assessment data, accreditation reviews, progress and benchmarking reports. EdUHK makes use of comprehensive data to underpin improvement. There are multiple mechanisms for capturing, reporting and reacting to the views of students and external stakeholders including Staff-Student Consultative Committees and Advisory Committees. Advice from external stakeholders and experts is sought at periodic reviews, through consultative committees and advisory groups and international specialists, international conference participation and benchmarking partners. Programme Committees and heads of departments are accountable to deans to ensure quality. The LTQC reviews quality assurance and enhancement measures and reports to the Academic Board. Students are informed of improvements through various channels demonstrated in a flowchart in the Quality Manual and knowledge of improvements was broadly confirmed in the meetings with students.

5.8   The Audit Panel commends EdUHK's commitment as an institution and the mechanisms it has put in place to create a quality culture distinguished by the value it places on evidence-led enhancement.

5.9   There was strong evidence of the willingness of the University to use external reviews to progress rapid transformation of EdUHK. In response to the 2011 QAC Quality Audit report, for example, the Ug curriculum has been enriched as evidenced in the detailed responses to the report's findings. In making the commendation above (see paragraph 5.8), the Audit Panel noted the ways in which EdUHK has embraced the opportunities created by a multiplicity of external reviews, and used quality enhancement to drive institutional improvement successfully towards the award of university status. The Audit Panel formed the view that, having achieved so much, EdUHK may find it challenging to maintain momentum with enhancement during the next phase of its evolution, and encourages the University to consider how it can effectively make the transition from reacting to advice from external reviews to driving improvement proactively.

5.10   EdUHK's commitment to enhancement is further demonstrated through an ongoing university-level review of programme enhancement enabled through

its 'quality culture', and the investment of time by senior officers, including the President. It was clear to the Audit Panel that the University is systematically fulfilling its commitment to both listening to what students and external stakeholders say and acting upon it. To drive improvement, the institution makes effective use of external stakeholders and the advice of external experts, including international specialists, alongside extensive programme and course data. Having found evaluation a successful approach to improvement, EdUHK plans to utilise a system of evaluations to underpin future developments.

5.11   Overall, the Audit Panel concluded that the University has made remarkable progress since the 2011 QAC Quality Audit, resulting in the establishment of an embedded evidence-led enhancement culture. The mechanisms in place to deliver enhancement are sound and can reasonably be described as a strength of EdUHK. Induction and staff development ensures that all staff are prepared to play an active role in quality enhancement at all levels. The consistent commitment and engagement of staff, students and external stakeholders indicates a strong institutional awareness of enhancement with a genuine desire to improve the student experience.

6.   POSTGRADUATE PROVISION

6.1   EdUHK describes its Pg provision as cascading down from its mission and underpinned by the Education-plus vision, which is centered on the strategic development of teacher education with access to multidisciplinary learning experiences. Education-plus broadens the scope of research for innovation and development to encompass Education and related fields in Humanities, Social Sciences, and Creative Arts and Culture.

6.2   The Audit Panel tested the effectiveness of the University's management of the quality of its Pg provision by reviewing the Institutional Submission and its supporting appendices and information sets. A range of additional information was requested and scrutinised including: TPg enrolment statistics since the 2011 QAC Quality Audit; TPg student retention statistics; numbers of TPg courses suspended under the new 'phasing out' policy; course outline of the 'Introduction to Teaching in Higher Education'; and the 2016 GS review report and follow-up plans. During the Institutional Briefing and the Audit Visit, the Audit Panel met with RPg and TPg students (both full-time and part-time and including student representatives), recent graduates, teaching staff delivering TPg programmes and those responsible for

supervision of RPg students, as well as staff responsible for providing Pg students with academic support.

6.3   While BGS is responsible for overall monitoring of Pg programmes, GS takes direct responsibility for managing RPg, Doctor of Education and Master of Education programmes, and faculty boards shoulder responsibility for faculty-based Master's and Pg diploma programmes. This arrangement was made in response to the 2011 QAC Quality Audit Panel's recommendation to strengthen the academic leadership role of faculty deans and there was evidence that it is working effectively.

6.4   The experience of both RPg and TPg students is managed by BGS using common policies and guidelines. The Audit Panel noted that Pg programmes closely follow University policies for Ug programmes on academic standards, quality assurance and enhancement. GS and BGS set out relevant academic regulations and codes of practice and guidelines. In accordance with the University's two-stage periodic review practice, new Pg programmes have to go through initial programme review after two years and, subsequently, follow-up periodic programme review, with input from external review panels. In addition, cross-faculty specialised areas operating within Doctor of Education and Master of Education programmes undertake self-evaluation and external review on a three-year cycle.

6.5   This matrix management structure, combined with positive, collegial working relationships, facilitates the University's strategic approach for developing the TPg portfolio, which is largely demand- and resource-driven. Faculties serve primarily as the initiator, while GS and related committees provide the check and balance, manage resource constraints and financial viability and fulfil a gate-keeping role. The Audit Panel formed the view that EdUHK has in place a pragmatic and reasonable strategic approach to TPg portfolio development.

6.6   RPg programmes at EdUHK have a clear focus on applied research for 'advancing knowledge for professional improvement, practical innovation and policy formulation in Education and associated areas'. Building on the 'sound foundation of policy and support for RPg programmes' affirmed by the 2011 QAC Quality Audit, a number of significant improvements have been made in the interim including: adoption of a team approach in research supervision; and the establishment of an international outreach study programme. The University now requires all RPg students to be attached to a university- or faculty-based research centre. This is intended to establish a sense of

belonging to an identifiable research community, albeit within a relatively small cohort support. Student surveys and students whom the Audit Panel met all comment favourably on the positive impact of initiatives such as the annual international Pg research conference and summer school, and the introduction of the Pg student publication award.

6.7 Several students whom the Audit Panel met cited the clusters of research expertise as the decisive factor influencing their choice of EdUHK for their research studies. All commented positively on the research environment that EdUHK has provided, such as well established research centres and facilitation of interdisciplinary collaboration in research areas. They reported that sufficient resources are provided for high quality research, citing access to software and hardware, and provision of financial aid in some circumstances. The Audit Panel was also informed that RPg students are well supported to attend overseas conferences and have adequate opportunities to participate in international exchanges. GS was described as caring and helpful in supporting students' research and monitoring their progress. Supervisors, GS and faculties work together to handle any problems that students may encounter during their study periods.

6.8 The Audit Panel gathered from the documentation provided and the meeting with RPg supervisors that the University provides adequate training and ongoing support on supervision skills both by means of workshops and through an apprenticeship model in which experienced supervisors serve as peer mentors to staff new to the role. Thesis supervision workshops/seminars are also made available for new or potential thesis supervisors for RPg and Doctor of Education students. Workload allocations are perceived as fair, with each supervisor usually taking no more than two supervisees; Early Career Scheme awardees are given priority to take on RPg supervision. Research supervisors reported to the Audit Panel that GS provides overall structure, guidelines and processes, and keeps track of student progress via annual progress reports, without encroaching on the autonomy of supervisors.

6.9 The strategy of developing the TPg programme portfolio tends to be market- and resource-driven. The Audit Panel was informed that faculties and departments play a significant role in initiating and planning new programmes, with BGS scrutinising the strength of the proposal, its compatibility with the University's mission and vision, together with its sustainability and financial viability. The proposal then follows an established pathway through the

University's committee structure, culminating in the approval of Academic Board, via the relevant Faculty Boards.

6.10   The Audit Panel found ample evidence that EdUHK's TPg portfolio makes a clear contribution to the University's role in delivering programmes that provide professional education and development for serving teachers. The professional doctorate programme is aimed at experienced educators and professionals in educational settings who wish to extend their expertise in a particular specialised area. The Master of Education programme is designed for those who want to integrate their past experience with new insights in theory, practice and leadership, while other taught Master's and Pg diploma programmes are designed for educators, trainers and professionals in education and related settings.

6.11   The Audit Panel noted that the certificate course 'Introduction to Teaching in Higher Education', organised since 2015/16 by the Centre for Learning, Teaching and Technology (LTTC) for new and inexperienced academic staff, is also made available to RPg and TPg professional doctorate students. Consisting of four themes (staff induction; practicum; seminars/workshops in learning and teaching; learning and teaching support), the course requires a minimum of 12 hours attendance and submission of a reflective statement. Following a first trial run in 2015/16, an external review, organised by LTQC, is now in progress.

6.12   As part of a general response to the learning support needs of Pg students, EdUHK has provided academic writing and research skills workshops and a statistical consultation service. Students whom the Audit Panel met commented positively on the provision of these learning resources, as well as access to library facilities, and international exchange opportunities.

6.13   The Audit Panel explored the extent to which whole person development applies to Pg programmes. RPg students whom the Audit Panel met did not seem to be familiar with whole person development in the way in which it is foregrounded in the University's documentation; participants identified it loosely with extra-curricular activities and some cultural activities. Nevertheless, the Audit Panel formed the view that the University is ensuring through a range of opportunities that the RPg student learning experience is as holistic as that offered to Ug students, while being appropriately tailored to the needs of this particular student body.

6.14   In considering the TPg student body in relation to whole person education, the Audit Panel was mindful of the distinguishing characteristics of this student body, who are often studying part-time for a relatively short duration and are usually in employment. While the Audit Panel has no doubt that TPg students at EdUHK are generally satisfied with the quality of their learning experience, it was apparent, nevertheless that these students do not benefit in the same way as Ug and RPg students from EdUHK's tailored approach to promoting the development of the whole person. For example, while the ePortfolio, which has been identified as a valuable learning tool, has been extended to TPg Education students, non-Education TPg students have not been included. The Audit Panel therefore encourages the University to consider how it might approach whole person development for TPg students in a proportionate manner that is cognisant of the typical distinguishing characteristics of the TPg student body.

6.15   RPg programmes at EdUHK started with a UGC student quota of 30 for 2009/10 - 2011/12 and have increased to 67 in 2016/17. The University has effected a remarkable change in the diversity of the RPg student body in the same period: RPg students from overseas increased from 10% in 2011/12 to 20% in 2014/15. The Audit Panel also noted that the majority of RPg students graduate within the normal study period. Furthermore, they have also achieved reasonable publication results, won some external awards, and have a high graduate employment rate.

6.16   TPg student enrolments have been maintained at more or less the same level over recent years, increasing modestly from 2 068 in 2011/12 to 2 138 in 2015/16.

6.17   The Audit Panel noted that EdUHK uses recruitment and admissions data effectively to monitor the continuing sustainability of its TPg portfolio. A 'phasing-out' policy requires faculties to monitor their TPg programmes to identify programmes that may be failing to meet student needs and adapt to market conditions. Under this policy, seven Master's programmes have been suspended since 2012/13 due to insufficient applications.

6.18   In line with EdUHK's ongoing commitment to evidence-led quality enhancement, GS engaged an external review panel in 2016 to conduct a critical review of the School in early 2016 to assess the positioning and operation of the School, the relationship between GS and BGS, and the role of GS and faculties in the management and quality assurance and enhancement

of Pg programmes. The review panel was chaired by an internal senior academic with three highly qualified external members from local and overseas institutions. An enhancement plan has been drawn up as a result.

6.19 In 2016, the Doctor of Education programme underwent its first comprehensive review by an external panel with very positive results. Although conducted by a small two-person panel, the Audit Panel noted that the highly professional, international members of the panel gave the University the benefit of international benchmarking together with rigorous review of the programme's curriculum, leadership and delivery and feedback on the quality of student support and achievement.

6.20 Overall, the Audit Panel concluded that GS and the faculties have together made significant progress since the 2011 QAC Quality Audit in fostering a Pg culture that is offering RPg students in particular a high quality learning experience in a supportive, collegial environment. In considering the TPg portfolio, the Audit Panel noted that students could benefit more from the University's tailored approach to whole person development and noted that the relatively new Education-plus vision, which encompasses Education and related fields, frees up EdUHK to broaden the scope of research for innovation and development and develop new provision across the three faculties.

7a. AUDIT THEME: ENHANCING THE STUDENT LEARNING EXPERIENCE

7.1 The University's submission in relation to the theme of *Enhancing the student learning experience*, refers the Audit Panel back to EdUHK's mission to foster students' whole person development, guided by the 4Cs Learning Framework and the seven GILOs. The University's approach is set forth in its Strategic Plan and in successive Learning and Teaching Plans for 2013-16 and 2016-19. Building on the implementation of the 2013-16 Learning and Teaching Plan, the 2016-19 version, approved by Academic Board in June 2016, identifies four major strategic areas: e-learning; support for student development; infrastructure and facilities to support learning and teaching; and teaching quality and support, which have been developed into seven themes for action: student learning outcomes; innovative learning and teaching; Ug curriculum and development; Pg learning and teaching; teacher education programmes; internationalisation; and capacity-building.

7.2   The Audit Panel evaluated how well EdUHK's approach to enhancing the student learning experience is working in practice by examining the documentation provided by the University including Strategic Plans, learning and teaching plans and specific strategies for e-learning. Additional documentation concerning enhancement was requested after the Institutional Briefing and during the Audit Visit, including: guidelines and materials on e-learning; numbers of special needs students; guidelines and materials about peer observation of teaching; and rubrics on non-formal learning. During the Institutional Briefing and the Audit Visit, the Audit Panel met with a range of staff able to provide information relevant to the Audit Theme, including professional academic staff responsible for providing enhancement services and activities, and talked to Ug and Pg students about enhancement activity resulting from student feedback.

7.3   EdUHK responded promptly in 2012 to a recommendation made in the 2011 QAC Quality Audit Report that the University should develop a pedagogically-based policy and strategy for the information and communication technologies infrastructure to support learning. Implementation of the strategy was intended to pave the way for the development of e-learning, regarded by EdUHK as essential both for Education students pursuing a teaching career and for the next generation who would become their students.

7.4   The Audit Panel noted several significant initiatives related to e-learning at EdUHK which include: the mandatory use of the ePortfolio, which has already been discussed earlier in this report under *The quality of learning opportunities* (see paragraph 3.20 above) and *Student achievement* (see paragraphs 4.13-4.14 above); new provision for both prospective and serving teachers in coding education, and building apps which is proving very popular with both constituencies; experimentation with flipped classrooms; and a new requirement that at least one lesson in every course should be delivered online.

7.5   The Audit Panel also found evidence of well embedded basic forms of engagement with e-learning, such as the use of Moodle and other platforms for uploading lectures and class materials and hosting online discussion groups, with some additional examples of the use of specialist subject-specific soft and hardware. Small-scale experiments with e-pedagogy are being conducted. Teaching staff whom the Audit Panel met provided examples of blended learning being adopted for in-service courses, the incorporation of

flipped classrooms to deliver research skills for the Honours project, and the promotion of a mobile learning community. Two Massive Open Online Courses were supported in 2015.

7.6 The Audit Panel formed the view that EdUHK is uniquely placed within the UGC sector of Hong Kong to take a stronger, more innovative, pedagogical lead in relation to e-learning and for that reason affirms those bolder initiatives the University has already taken and the more ambitious approach, embodied in the new Learning and Teaching Plan (2016-19), to enhancing students' e-learning in an increasingly technology-enhanced environment.

7.7 As a direct outcome of an international benchmarking exercise, EdUHK has developed and implemented an academic advising (AA) system for all full-time Ug and all Pg students of UGC-funded programmes since 2014/15. Senior-year entrants were able to join on a voluntary basis. Academic advisors whom the Audit Panel met gave the impression that they tend to focus on students' concerns about their studies, such as course selection and subject-specific questions, and overseas exchange opportunities, rather than deeper issues contributing to their whole person development. However, annual surveys indicate that the overall score on the AA system's usefulness in achieving intellectual and personal goals rose from 2.9 to 3.5 between 2013/14 and 2014/15. In light of EdUHK's mission to foster students' whole person development, the Audit Panel formed the view that academic advisors might benefit from additional support in their role as mentors. Through this, the AA system could be utilised more effectively to assist students in gaining a deeper and more holistic understanding of the concept of their whole person development and how it might manifest itself in practice.

7.8 The SAO provides a range of emotional support to students, including: recruiting senior-year students as Campus Life Tutors; administering a voluntary Depression Anxiety and Stress Scale Test, 24-hour counselling hotline. Although the numbers of students with special needs is small, the University displays a positive approach and a range of activities is in place or planned. The Audit Panel found evidence that EdUHK is making a genuine effort towards full integration in both formal and non-formal learning opportunities. For example, a sub-committee has been established in relation to special needs students, and some measures have been in place to provide support geared to their specific requirements. The allocation of $0.56 million grant from UGC in 2015-16 to support special needs students has been deployed to improve facilities and equipment, increase staff awareness and

provide subsidies for student bodies and groups to facilitate integration within both formal and non-formal learning settings. Students whom the Audit Panel met commented positively on the assistance provided by teachers and support staff. The Audit Panel noted the plans EdUHK has developed for enhancing the holistic Ug student experience, including a new non-formal learning strategy, led by the SAO.

7.9 The University provides a good and comprehensive range of support activities for the professional development of both new and experienced staff. Provision includes: thorough and extended induction processes; mentoring and peer support schemes for teaching staff; staff professional development programmes; opportunities to share good practice such as Learning and Teaching @HKIEd Festival; recognition of teaching excellence and development of a 'teaching track'.

7.10 Teaching staff whom the Audit Panel met described the new staff induction as a multi-level process, which extends over a two-year period, with a particularly closely monitored first year. The certificate course 'Introduction to Teaching in Higher Education' is available to all new and inexperienced staff as part of their induction programme, and was attended by 27 new staff/RPg students in 2015/16. LTTC has developed and coordinates the Staff Professional Development Programme, in partnership with faculties and project teams: activities include projects deploying funds from TDG and CoPs; seminars and workshops for sharing good practice at institutional- and faculty-levels; the Learning and Teaching @HKIEd Festival in 2015; and an on-line repository of summary findings of TDG and CoPs, uploaded to the Library's website.

7.11 A peer observation scheme for staff new to teaching enables them to share and learn from their experience, while peer support of teaching operates more widely through mentorship arrangements. The Audit Panel noted that in 2014/15, 228 staff participated in the newly established voluntary Peer Support of Teaching Scheme; teaching staff whom the Audit Panel met spoke highly of the schemes.

7.12 EdUHK has in place several schemes to recognise teaching excellence, including Faculty Teaching Awards and President's Awards for Outstanding Performance in Teaching. Since 2010/11, 11 President's awards (10 individual and 1 team award) have been made. The introduction of a 'teaching track' is underway to attract and retain high quality teachers. In

2012, the University introduced the titles of Professor (Teaching) and Professor (Practice), to signal the value the institution accords to practical and/or theoretical contributions to pedagogy. Five Professors (Practice) have been appointed so far and after the establishment of the Enhanced Teaching Track in July 2017, outstanding teaching staff may be appointed as Professor (Teaching).

7.13 EdUHK has had a strong track record of deploying TDG. As of June 2016, 24 TDG projects out of a total of 37 projects approved in 2012-15 were completed, with a variety of deliverables such as websites, assessment instruments, learning and teaching-related procedures and materials, on-line practice materials, digital lectures, and a range of publications. In addition, five CoPs have been operating over the last four years, creating networks of colleagues to enhance student learning. The Audit Panel encourages EdUHK to continue to pursue this effective and purpose-driven utilisation of financial resources, directed to the enhancement of the student learning experience.

7.14 EdUHK promotes the integration of teaching and research to develop pedagogies that are individual, authentic and evidence-based. The proportion of staff using their research in teaching has increased from 60% in 2010/11 to 86% in 2014/15, while the proportion of staff using teaching as their research topic has increased from 31% in 2010/11 to 53% in 2014/15. Pg students have opportunities to engage with their teachers or supervisors in writing proposals for TDG and piloting the use of technologies.

7.15 There was clear evidence that the University systematically gathers qualitative and quantitative data on its initiatives to enhance the student learning experience to inform improvements. For example, platforms built up within CoP projects create networks for sharing good practice between colleagues; and benchmarking data prompts developments such as the AA system, which has subsequently been monitored through surveys and focus groups to identify improvements. Progress and outcomes of the Learning and Teaching Plans and the E-learning Strategies are routinely monitored by LTQC through detailed action plans with specific outcomes and milestones.

7.16 Overall, the Audit Panel concluded that EdUHK is systematically engaged in enhancing the student learning experience, investing a significant level of care and support in both its staff and its student population to this end.

7b. AUDIT THEME: GLOBAL ENGAGEMENTS: STRATEGIES AND CURRENT DEVELOPMENTS

7.17   EdUHK articulates its approach to internationalisation in its Strategies for Internationalisation 2012-15 and 2016-19, and declares its intention to integrate different dimensions of internationalisation into its own way of life. The University values internationalisation as one of the key components of its future development, advocating an approach grounded in cross-cultural fertilisation and mutual learning rather than conformity and convergence to a singular set of 'universal' benchmarks. In this context, internationalisation does not imply a loss of identity but rather a culture for appreciating diversity and plurality, valuing tolerance and respect. EdUHK aims to develop students' international perspectives and knowledge so that they will be well equipped to become caring global citizens and professionals in their own fields.

7.18   Senior management informed the Audit Panel that the acquisition of a global perspective now plays an important role in student development, and that teachers in schools are expected to facilitate the global learning of the next generation.

7.19   The Audit Panel tested the effectiveness of the University's 2015 Internationalisation Strategy by considering several aspects of the strategy, and reviewing their impact, on the basis of institutional reports, and in dialogue with a broad range of stakeholders, including senior management, deans, heads of departments, programme directors and teaching staff, a wide range of students and professional academic support staff.

7.20   In response to a recommendation in the 2011 QAC Quality Audit Report, the University developed a Strategy for Internationalisation 2012-2015, which included institutional performance indicators for internationalisation, further updated in 2016.

7.21   The 2012-15 and 2016-19 strategies share similar strategic aims including:

> ➤ forging strong regional and global links and establishing closer collaboration with universities and institutions in the region;
> ➤ internationalising the curriculum;
> ➤ enhancing students' regional and international learning experience;
> ➤ internationalising the campus and promoting student integration; and

> establishing regional leadership in teaching and learning in addition to research and knowledge transfer.

Under the steer of the International and Greater China Affairs Committee, faculties, GS, academic offices and administrative support units, including the SAO, the Greater China Affairs Office and the International Office, share responsibility for implementing these activities.

7.22 The University is keen to forge strong regional and global links, and has been active in establishing strategic partnerships and benchmarking, arrangements both regionally in the Mainland, Taiwan and South Korea and a range of other locations in Asia, and also globally, for example in Finland, Norway, the United Kingdom and Russia. The Audit Panel probed the extent and value of these links and found that they were deep-rooted and extensive with significant education-related international universities. The depth of the relationships with the international benchmarking partners helps ensure that all levels of the institution benefit and that students increase their global awareness.

7.23 Internationalisation is one of the seven GILOs and is represented in each set of PILOs; internationalisation of the curriculum is an ongoing process which includes preparation for overseas experiences and internationalised staff. Programme directors whom the Audit Panel met confirmed that they consider international topics and issues in class, draw on international external experts in programme design and quality assurance, recruit international students to create a cultural mix in class and hold joint lectures with overseas institutions via video-conferencing to foster intercultural communication.

7.24 The Audit Panel observed that the University provides a wealth of support and structures for enhancing students' regional and international learning experiences. EdUHK facilitates international exchange in various forms and an increasing number of students are taking part in international exchange and immersion programmes; the number of students participating in semester-long exchange programmes has doubled since 2010/11, with a similar growth in the number of students accessing student financial support. Language development has also been enhanced via EdUHK's policy concerning medium of instruction. English Language Development is now embedded as a CILO in every course. Students whom the Audit Panel met provided instances of international student exchange, including, for example, with India, Mongolia, the Netherlands and Germany, and spoke about the ways their

experiences had enhanced their international communication and about the value of learning through practice.

7.25   Key international partnerships also provide reciprocal packages designed to build EdUHK students' confidence by providing them with opportunities to be exposed to pedagogy, academic courses and field experience in unfamiliar contexts, and to interact with top students from overseas partner institutions. Senior management regards such international exposure as particularly important in raising students' confidence and sense of self-worth, which are particularly essential attributes for teachers.   Deans reiterated that international exchanges can be transformational, and have a pivotal effect in enhancing students' achievement of GILOs and PILOs, as well as aiding students' whole person development. Student feedback on these experiences is overwhelmingly positive.

7.26   Students reported that the campus itself had become increasingly internationalised over the years, with a greater number of international students and international tutors. The Audit Panel found evidence of effective integration between local, Mainland and international students through a range of on-campus activities, such as the international/local buddying system, which includes incoming exchange students, culturally mixed dormitories and an increased volume of activities organised by SAO, the Greater China Affairs Office and the International Office, such as a cultural exchange food festival with booths organised by local and non-local students. Although informal groupings of students tend to be less integrated and some academic staff have reported difficulties integrating students in classroom activities, the University is aware of these issues and has funded a project to support staff in improving the teaching of culturally mixed groups.

7.27   There is evidence of EdUHK's international perspective at senior management and institutional level, for example through participation in the Asian Roundtable of Presidents of Universities of Education, the President Forum, the United Nations Educational, Scientific and Cultural Organisation and the Worldwide Universities Network. The University is also a member of the Global Alliance for Educational Change and Social Development. The University's regional leadership in learning and teaching is seen clearly in its international presence in educational-related fora and its external rankings within Asia.

7.28   The Audit Panel commends the University's on-going process of operationalising its internationalisation strategies which involves widespread active engagement across a range of stakeholders, including senior management, teaching staff, academic support units and the student body and a commitment to internationalisation of the student experience, the curriculum and of the University itself.

7.29   An internal study of the implementation of the University's Strategies and Policies of Internationalisation, in 2016, attests to the considerable growth in internationalisation and the successful implementation of this strategy. University staff are a multicultural group, with approximately 60% local and the remainder from a wide range of other countries. Heads of departments and programme directors report that key performance indicators with metrics for internationalisation are now used in annual reporting. Data indicate significant growth in the number of students undertaking non-local experiential learning each year, and students confirm the value of these experiences in surveys, as well as in conversation with the Audit Panel (see paragraph 7.24 above). The large number of international activities conducted on campus in 2015/16**,** and evidence of internationalisation of the curriculum indicate that the University is fulfilling its commitment to ensure that all students receive an international experience while studying.

7.30   Overall, the Audit Panel concluded that operationalisation of the University's Strategy for Internationalisation has already produced significant results. Students benefit from substantial opportunities for an internationalised learning experience, both at home and internationally, and the campus is an increasingly multicultural and culturally integrated environment. Good ground has already been made in forging regional and global links, from which students benefit considerably. The University also aspires to become a regional leader in teaching and learning, in addition to research and knowledge exchange, and this is work in progress. As an integral part of providing high quality teacher education to meet the needs of the school sector in Hong Kong, the University views the development of international perspectives as a vital component of the preparation of teachers in today's Hong Kong, and develops and implements coherent Strategic Plans and robust structures and opportunities to encourage global engagement.

8. CONCLUSIONS

8.1 EdUHK positions itself as an education-focused, multi-disciplinary and research strong University; and its approach centres on Education-plus as a focus for development. Since the 2011 QAC Quality Audit, the University has maintained its international reputation in Education, while broadening its scope into other disciplines and developing its research and research training.

8.2 The University has a strong ethos of quality enhancement and has made effective use of international benchmarking and external input to set and maintain academic standards. It has an overarching approach to learning outcomes which is well documented and, in general, well understood. The learning outcomes include not only generic and course learning outcomes for formal learning, but also a robust approach to non-formal learning and whole person development, with a growing array of international opportunities, all of which benefit the student experience. The University has an ambitious plan for learning and teaching, including the further development of technological innovation.

8.3 EdUHK has made great strides since 2011 and has actively embraced the opportunities provided by numerous external reviews. It has developed well documented, thorough and comprehensive plans and processes not only in core areas such as assessment and student evaluations, but also in areas which are newer to the institution such as research, Pg education and internationalisation. As an institution, it is using evidence effectively to drive improvement. Many initiatives have been developed in response to the recommendations of reviews, and in some cases this has added layers of complexity to the University's operations. As EdUHK moves forward with its newly won University status, it may have the opportunity to be more proactive and less reactive, and to simplify rather than embellish its processes and structures.

8.4 The Audit Panel is grateful to the University for its care and attention to detail in providing data and documentation and for the open and collegial spirit in which the audit was conducted.

APPENDIX A: THE EDUCATION UNIVERSITY OF HONG KONG (EdUHK)

History

The Hong Kong Institute of Education (HKIEd) was established in 1994 upon the foundation of 65 years of teacher training by the former Colleges of Education. In 2016, HKIEd was granted the university title as The Education University of Hong Kong (EdUHK). EdUHK is the only UGC-funded university dedicated solely to the upgrading and professional development of teacher education in Hong Kong.

Vision and Mission of the University

Vision

EdUHK aims to be a leading university in the Asia Pacific region, focusing on Education and complementary disciplines, and recognised for its excellence in nurturing competent and caring professionals and the impact of its scholarship.

Mission

Education creates knowledge, understanding and the capacity to transform life and society. The primary mission of EdUHK is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform.

EdUHK seeks to provide a multidisciplinary learning and research environment beyond Education that is conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of collaboration and diversity. EdUHK prepares its students to become competent professionals who can integrate theory and practice, and who are intellectually active, socially caring, and globally aware. Its research will contribute to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment.

Role Statement

EdUHK:

(a)   offers a range of programmes leading to the award of certificates, first degrees and postgraduate diplomas, which provide suitable preparation for a career in education and teaching in the pre-school, school and vocational training sectors;

(b)   also offers a series of programmes which provide professional education and development for serving teachers in these sectors;

(c)   nurtures through all its programmes knowledgeable, caring and responsible teachers who will serve the needs of Hong Kong schools;

(d)   pursues the delivery of teaching at an internationally competitive level in all the taught programmes that it offers;

(e)   delivers degree programmes relating to secondary education whenever possible through strategic collaborations with other local tertiary institutions;

(f)   provides a source of professional advice and development, and of research in education, as appropriate, to support the pre-school, school and vocational training sectors in Hong Kong;

(g)   maintains strong links with the community, and in particular the schools and the teaching profession;

(h)   pursues actively deep collaboration in its areas of strength with other higher education institutions in Hong Kong or the region or more widely so as to enhance the Hong Kong higher education system; and

(i)   manages in the most effective and efficient way the public and private resources bestowed upon the institution, employing collaboration whenever it is of value.

Governance and Management

Pursuant to The Education University of Hong Kong Ordinance, the Council is the executive governing body of the University and has general control over the administration of the University and the conduct of its affairs whereas the Academic Board is responsible for planning, reviewing and advising the Council on, if so empowered by the Council, regulating the academic programmes, examinations and conferment of academic awards; and admission of students and academic matters of the University.

The Academic Board is the chief academic forum of the University with the President as the Chairperson. Members include all Vice Presidents, Associate Vice Presidents, representatives from faculties and academic Departments as well as student representatives from faculties and Graduate School.

The Council has established four Committees, namely the Audit Committee, the Finance Committee, the Staffing Committee and the Honorary Degrees Committee; and The Education University of Hong Kong Foundation. These Committees are delegated with specific roles and responsibilities by the Council.

The President is assisted by three Vice Presidents (Academic, Research and Development, and Administration including the Secretary to Council) and seven Associate Vice Presidents who are responsible for academic affairs; assessment; programme development; quality assurance; graduate studies; international and greater China affairs; and research and knowledge transfer.

Academic Organisation and Programmes of Study

There are four faculties/schools in the University including Faculty of Liberal Arts and Social Sciences, Faculty of Education and Human Development, Faculty of Humanities and Graduate School offering undergraduate and postgraduate programmes.

Staff and Students Numbers

In 2014/15, the University had 5 270 undergraduate and 918 postgraduate students in UGC-funded programmes. Enrolments in self-financed programmes accounted for a further 2 452 students. Teaching staff comprises 341 regular and 1 short-term contract staff to give a total of 342. 97.1% of teaching staff members have doctoral degrees.

Revenue

Consolidated income for the year 2014/15 was HK$1,471.7 million of which HK$914.8 million (62%) came from government subvention and HK$556.9 million (38%) from tuition, programmes, interest and net investment income, donations, auxiliary services, and other income.

APPENDIX B: INSTITUTIONAL RESPONSE TO THE AUDIT FINDINGS

The Education University of Hong Kong (EdUHK) would like to thank the QAC Audit Panel for its professionalism and collegial exchange with our staff during the on-site visit, as well as the insightful and constructive comments provided in the Audit Report. We value the Panel's commendations and suggestions and are grateful for its recognition of the University's ongoing and dedicated efforts to achieve high standards in student learning, academic development and quality enhancement. It is especially encouraging to learn of the Panel's appreciation of the significant strides that the University has made since its first quality audit in 2011, and of the Panel's agreement with the University Grants Committee Review Group that "the academic standards set by HKIEd and attained by students are appropriate to a higher education institution of good standing" (page 3, paragraph (c)).

Under the Education-plus vision, the University has transformed itself in recent years, leading to the award of a University title in May 2016. We welcome the Panel's acknowledgement of the University's determination to excel in achieving its core mission by preparing Education students to become competent professionals, and we are glad that its members found persuasive evidence of favourable outcomes (paragraphs 4.3 and 4.18). The Panel also appreciated the University's commitment to ensuring that all students benefit from the Education-plus vision, including those studying in programmes in complementary disciplines (paragraph 4.18). While taking pride in the substantial progress of achieving this mission and the commitment and professionalism demonstrated by its students, the University will sustain its momentum and take steps to meet future challenges arising from the rapidly changing environments, both locally and globally.

The University welcomes the Audit Panel's commendation of the University's effort in its "well documented, comprehensive and thorough approach to the setting and maintaining of academic standards" (paragraph 2.7). In addition, the Audit Report's commendations of the University's strategic and systematic use of external reference points, and the effectiveness of the assessment processes are well appreciated (paragraphs 2.10 and 4.12). The University will continue striving to maintain its high academic standards.

The Audit Report also commends the University for its "commitment as an institution and the mechanisms it has put in place to create a quality culture distinguished by the value it places on evidence-led enhancement" and sees these as "a strength of EdUHK" (paragraphs 5.8 and 5.11). We are committed to quality enhancement and will ensure that our quality culture will continue to be an essential part of the University's operation and betterment.

The University's provision of high-quality learning opportunities for undergraduate and postgraduate students is also recognised in the Audit Panel's findings. We are glad to note the Panel's observation that our concerted efforts to provide formal and non-formal learning opportunities foster the whole person development of undergraduate students (paragraph 3.5), and that our support and provisions for postgraduate students ensure a high-quality learning experience for these students (paragraphs 6.6, 6.7 and 6.12). We are grateful for the Report's commendation of the ePortfolio initiative as "a distinctive feature of undergraduate education at EdUHK, which integrates and validates at a personal level the achievement of each individual student while also vindicating the University's claims to promote whole person development across the undergraduate student body" (paragraph 4.13). As suggested by the Panel, we plan to enhance the impact of the ePortfolio by promoting student awareness and accessibility (paragraph 4.14). We will also take the opportunity afforded by the current undergraduate curriculum review to refine our undergraduate learning framework and approaches to make them more conducive to whole person development to ensure that the best provisions are made for our undergraduate and postgraduate students.

With regard to internationalisation, the Audit Report concludes that the "operationalisation of the University's Strategy for Internationalisation has already produced significant results" and "students benefit from substantial opportunities for an internationalised learning experience" (paragraph 7.30), and further commends "the University's on-going process of operationalising its internationalisation strategies which involves widespread active engagement across a range of stakeholders" (paragraph 7.28). We welcome these comments and will maintain our strategy of providing a rich learning environment for nurturing our younger generations in an increasingly globalised and multicultural society.

The University is grateful for this very positive Report, which contains astute observations and useful suggestions from the QAC Audit Panel. We acknowledge the importance of maintaining "momentum with enhancement during the next phase of [EdUHK's] evolution" (paragraph 5.9). Committed to the Education-plus approach, we will continue to enhance our role as a leading university in the Asia-Pacific region focusing on Education and its complementary disciplines, and continue to work conscientiously to pursue the University's lofty goals and uphold our quality standards and commitment to student learning.

APPENDIX C: ABBREVIATIONS AND ACRONYMS

AA	Academic advising
BGS	Board of Graduate Studies
CILOs	Course Intended Learning Outcomes
CoPs	Communities of Practice
CRA	Criterion-referenced assessment
EdUHK	The Education University of Hong Kong
FEILOs	Field Experience Intended Learning Outcomes
GELOs	General Education Learning Outcomes
GILOs	Generic Intended Learning Outcomes
GS	Graduate School
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HKIEd	The Hong Kong Institute of Education
ILOs	Intended learning outcomes
LTQC	Learning and Teaching Quality Committee
LTTC	Centre for Learning, Teaching and Technology
OBL	Outcome-based learning
Pg	Postgraduate
PILOs	Programme Intended Learning Outcomes
POA	Programme Outcomes Assessment
QAC	Quality Assurance Council
RPg	Research postgraduate
SAO	Student Affairs Office
TDG	Teaching Development Grant
TPg	Taught postgraduate
Ug	Undergraduate
UGC	University Grants Committee
WPDI	Whole Person Development Inventory

APPENDIX D: EdUHK AUDIT PANEL

The Audit Panel comprised the following:

Emeritus Professor Hilary Winchester (Panel Chair)
Higher Education Consultant
Former Provost, CQUniversity

Professor Grahame Bilbow
Director, Centre for the Enhancement of Teaching and Learning, The University of Hong Kong

Professor Allan Chan
Associate Dean, Graduate School; Associate Dean, School of Business and Professor, Department of Marketing, Hong Kong Baptist University

Dr Stephanie Wilson
Director of Quality, University of London

Audit Coordinator

Dr Melinda Drowley
QAC Secretariat

APPENDIX E: QAC'S MISSION, TERMS OF REFERENCE AND MEMBERSHIP

The QAC was formally established in April 2007 as a semi-autonomous non-statutory body under the aegis of the UGC of the Hong Kong Special Administrative Region.

Mission

The QAC's mission is:

(a) To assure that the quality of educational experience in all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level; and

(b) To encourage universities to excel in this area of activity.

Terms of Reference

The QAC has the following terms of reference:

(a) To advise the UGC on quality assurance matters in the higher education sector in Hong Kong and other related matters as requested by the Committee;

(b) To conduct audits and other reviews as requested by the UGC, and report on the quality assurance mechanisms and quality of the offerings of universities;

(c) To promote quality assurance in the higher education sector in Hong Kong; and

(d) To facilitate the development and dissemination of good practices in quality assurance in higher education.

Membership (as at May 2017)

Mr Lincoln LEONG Kwok-kuen, JP (Chairman)   Chief Executive Officer, MTR Corporation Limited

Professor Chetwyn CHAN Che-hin   Associate Vice President (Learning and Teaching), The Hong Kong Polytechnic University

Professor Adrian K DIXON   Emeritus Professor of Radiology, University of Cambridge

Mrs Belinda GREER   Chief Executive Officer, English Schools Foundation

Dr Kim MAK Kin-wah, BBS, JP   President, Caritas Institute of Higher Education and Caritas Bianchi College of Careers

Professor PONG Ting-chuen   Professor of Computer Science and Engineering, The Hong Kong University of Science and Technology

Professor Jan THOMAS   Vice-Chancellor, Massey University

Dr Don WESTERHEIJDEN   Senior Research Associate, Centre for Higher Education Policy Studies, University of Twente

Ex-officio Member

Dr Richard ARMOUR, JP   Secretary-General, UGC

Secretary

Miss Winnie WONG   Deputy Secretary-General (1), UGC