Third Audit Cycle of the Quality Assurance Council

Report of Quality Audit of Hong Kong Baptist University

October 2023
Quality Assurance Council

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The Quality Assurance Council is a semi-autonomous non-statutory body
under the aegis of the University Grants Committee of the
Hong Kong Special Administrative Region of the People's Republic of China.

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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 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.

Since its establishment, the QAC has conducted three rounds of quality audits, the first audit cycle between 2008 and 2011, the second audit cycle between 2015 and 2016 and the sub-degree audit cycle between 2017 and 2019. By virtue of the QAC's mission prior to 2016, the first and second audit cycles included only first degree level programmes and above offered by the UGC-funded universities. Following the Government's recognition of the need for greater systematisation and externality in monitoring the quality of sub-degree level programmes, as well as the recommendations from a Working Group comprising representatives from the UGC, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Heads of Universities Committee, the Government gave policy support for and invited the UGC to be the overseeing body of the quality audits of UGC-funded universities' sub-degree operations with the QAC as the audit operator in 2016.

Conduct of QAC Quality Audits

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

- the conduct of universities' quality audits
- the promotion of quality assurance and enhancement and the spread of good practices

Audits are undertaken by Audit Panels appointed by the QAC from its Register of Auditors. An Audit Panel consists of four members, including two local members with a background in the Hong Kong higher education system and two non-local members with extensive and senior experience of quality and academic standards. Lay members may also be appointed where it is deemed appropriate.

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 Third Audit Cycle Audit Manual which is available at https://www.ugc.edu.hk/doc/eng/qac/manual/auditmanual3.pdf.

EXECUTIVE SUMMARY

This is the report of a quality audit of Hong Kong Baptist University (HKBU; the University) by an Audit Panel appointed by, and acting on behalf of, the QAC. The report presents the findings of the quality audit, supported by detailed analysis and commentary on the Audit Criteria below as well as the Audit Theme on 'Collection, Analysis and Usage of Data'.

- How effectively does the university review and enhance its framework for managing academic standards and academic quality?
- How effectively does the university review and enhance its arrangements for programme development and approval, monitoring and review?
- How effectively does the university review and enhance teaching and learning?
- How effectively does the university review and enhance student learning assessment?
- How effectively does the university review and enhance its arrangement for supporting students?

The audit findings are identified as Features of Good Practice and Recommended Actions for further consideration by the University.

Summary of the principal findings of the Audit Panel

1.   Review and enhancement of the University's framework for managing academic standards and academic quality

The Audit Panel found that the University's operations and activities are determined by, and clearly aligned with, its Mission, Vision and the three strategic priorities set out in its Institutional Strategic Plan (ISP) 2018-2028. A number of supporting strategies and policies are also in place. HKBU maintains effective oversight of academic standards and quality and drives enhancement through its well-defined Quality Assurance (QA) Framework which emphasises the responsibilities of committees and academic units from programme through to university levels. HKBU has in place an appropriate, multi-layered, academic governance structure; Senate, chaired by the President and Vice-Chancellor and referring matters to Council as stipulated in Senate's Terms of Reference (ToR), is the senior academic committee with ultimate responsibility for the oversight and maintenance of academic quality and standards. HKBU monitors its performance through a range of internal and external data sources which in turn are integral to its quality assurance and enhancement processes. The comprehensive Quality Manual helpfully collects together its full range of quality assurance policies and procedures. A strong feature of the University's approach to setting and maintaining the academic standards of its awards is found in its systematic and effective use of local and international benchmarks in quality assurance and enhancement, including through the use of Departmental Academic Advisors (DAAs) and Academic Consultation Panels (ACPs). The Audit Panel found that

HKBU's Inclusive Admissions Policy and associated initiatives effectively support a diverse student population.

2. Review and enhancement of the University's arrangements for programme development and approval, monitoring and review

The Audit Panel confirmed that HKBU has a systematic and well-structured process for programme development and approval, monitoring and review. There are clear programme development and management protocols to ensure consistency in the benchmark-assisted portfolio development, outcomes-based curriculum design, and internal and external programme monitoring and review. These processes are supported by an internal governance framework which identifies levels of authority, accountability and responsibility across the structure of the University. There is a strong emphasis on external engagement in periodic review processes through DAAs and ACPs. This engagement supports other benchmarking activities at departmental and programme level and provides the University with a useful local and international perspective on programme design and delivery. Processes are well understood by staff and are effective in supporting the management of quality and standards at programme level. Reports include data analysis, which will be strengthened once the University's enhancement of data provision becomes fully embedded at all levels. While there is some evidence of variability in engagement across different programmes, the Audit Panel established that this does not undermine the effectiveness of the approach, which is strong and rested upon tried-and-tested methodology for assurance and enhancement.

3. Review and enhancement of teaching and learning

The Audit Panel was able to confirm that HKBU is effective in reviewing and enhancing learning and teaching. Its approach is guided by the Learning and Teaching Strategy (LTS) and the Strategy for Digital Learning and Teaching (SDLT) which help to deliver the ISP and particularly the 'Best Student Experience' (BSE), appropriately adjusted to the post-pandemic context. The University has accelerated the introduction of virtual teaching and learning (VTL) during and since the pandemic by introducing a range of e-tools and developing innovative pedagogies. Academic staff have been supported in working with colleagues to develop VTL skills and competencies. Specific projects include the Smart Campus initiative designed to provide smart-device connectivity for interactive classrooms, co-working space to support specified learning and teaching activities, transdisciplinary programmes, and a Global Shared Campus in cyberspace to support international student and staff collaboration. HKBU has policies to promote continuous professional training and development for both new and longer serving academic staff. Teachers are recognised for high quality teaching with promotion, rewards, and a range of staff development opportunities. The formal curriculum for all undergraduate (Ug) programmes is enriched with service and experimental learning in capstone projects so that students can engage with live research issues. The Audit Panel noted that there is a comprehensive approach to enhancing learning and teaching evident in, for example, the recruitment and professional

development of academic staff and investment in innovative VTL initiatives, which together help support the implementation of the University's ISP.

4.   Review and enhancement of student learning assessment

The Audit Panel noted that the University has a fully developed approach to outcomes-based teaching and learning (OBTL), with a consistent application of learning outcomes linked to Graduate Attributes (GAs) across all programmes. There is an emphasis on academic standards, with good data provision to enable their monitoring and evaluation. The approach is supported by clear and consistent documentation, providing guidance, taxonomies and rubrics for evaluation at all levels. This is overseen by a framework of management and deliberative entities which, together, present a structured approach to governance. While assessment policies and procedures focus on clarity and consistency, there is necessary flexibility to accommodate subject and programme needs and to reflect the particular academic and professional environments of some students. There are robust and transparent mechanisms in place for the management of moderation, academic integrity and appeals. Clear and helpful information is provided, both for students and staff, to support the core University processes. A recent emphasis has been upon the development and enhancement of authentic assessment and feedback, both in response to the changing teaching and learning environment brought about during the COVID pandemic and to the rapid pace of change as a result of developments in technology. The Audit Panel observed that this work has proven to be of great value and is already having a positive impact; it will enable the University to ensure the validity of assessment methodologies in the future, as the teaching and learning environment develops further.

5.   Review and enhancement of the University's arrangement for supporting students

The provision of 'BSE' is one of HKBU's three strategic priorities in the ISP. The Audit Panel found ample evidence of HKBU's provision of high-quality student support to encourage whole person development, with the approach garnering high levels of student satisfaction with the support services provided. The University is promoting a culturally diversified and intellectually stimulating campus to promote peer learning, utilisation of community resources and provision of consistent learning opportunities for students with different needs and aspirations. The Panel noted the approach of 'inclusive admissions for diversity' to provide equal access for specific student groups and to increase non-local non-mainland admissions, supporting 'Internationalisation-at-Home'. The mandatory, non-credit bearing University Life Programme provides a holistic package of support for all new Ug students through orientation workshops, an academic integrity online tutorial, and a wide range of co-curricular learning activities. Other services designed to promote students' wellbeing and support student achievement include the launch of a semesterly mental health enhancement campaign, Mental Health First Aid training, and peer mentoring programmes. Throughout their programmes, students also have access to academic advisors for support. However, in the context of ensuring that all students receive

appropriate support, the University is encouraged to consider the variation in the academic advisor/advisee ratios across departments. To improve career support, the University is strengthening networking with the community through annual events, mentoring and web portals to connect internal and external stakeholders. All departments are encouraged to provide teaching opportunities for research postgraduate (RPg) students to enhance their employability and the Mandatory Common Core Programme includes development of teaching skills. In the context of some variation across faculties and schools, the University could be clearer in specifying the extent of teaching duties allocated to RPg students.

6. The Audit Theme – Collection, analysis and usage of data

The Audit Panel found that the University makes wide ranging use of data drawn from a number of internal and external sources to review and enhance its academic provision. However, to ensure a more strategic and systematic approach to data usage, a university-wide digital transformation initiative is underway overseen by the Digital Transformation Steering Committee (DTSC). Several projects are in progress including the development of a Student Lifecycle Management System to be implemented in 2024, and a number of Data Dashboards. In addition, to support its more strategic approach to the use of data, HKBU has introduced the position of Associate Vice-President (Institutional Research and Strategic Planning) who heads up the newly established Office of Institutional Research and Planning (OIRP). Achievement of the three strategic priorities in the ISP is underpinned by a number of Key Performance Indicators (KPIs), which in turn are linked to the KPIs in the University Accountability Agreement (UAA). KPIs are cascaded to faculties/departments/units that report on their attainment through annual reports and quality assurance processes. The Audit Panel found that HKBU makes systematic and effective use of benchmarks in quality assurance and enhancement processes. Student-related data, including feedback from students and graduates, is also used routinely in these processes.

INTRODUCTION

Explanation of the audit methodology

This is the report of a quality audit of HKBU by an Audit Panel appointed by, and acting on behalf of, the QAC. It is based on a Self-Evaluation Report (SER) which was prepared by the University and submitted to the QAC on 7 November 2022. Initial Private Meetings of Panel members were held on 4 and 5 January 2023 to plan for the Audit Visit and this was followed on 6 January 2023 by a Preparatory Meeting with the University to discuss the detailed arrangements.

The Audit Panel was able to scrutinise a range of relevant documentation provided by the University, including its SER and Appendices, the Core Information, Audit Trail documentation, and additional information provided before and during the Audit Visit. The Panel also considered presentations by the President and Vice-Chancellor and the Vice-President (Teaching and Learning).

The Audit Panel conducted an Audit Visit with the University between 6 and 17 March 2023. They met senior team and deans; a representative group of students on taught programmes; a representative group of RPg students; academic managers including heads of departments and programme leaders; teaching staff; RPg managers and supervisors; external stakeholders; staff from academic support services; and the President and Vice-Chancellor.

The Audit Panel evaluates:

- How effectively does the university review and enhance its framework for managing academic standards and academic quality?
- How effectively does the university review and enhance its arrangements for programme development and approval, monitoring and review?
- How effectively does the university review and enhance teaching and learning?
- How effectively does the university review and enhance student learning assessment?
- How effectively does the university review and enhance its arrangement for supporting students?

The Panel identifies its audit findings, including features of good practice and recommended actions for further consideration by the University.

Introduction to the University and its role and mission

HKBU began life as Hong Kong Baptist College in 1956, offering post-secondary programmes and short courses, with a mission to provide broad-based liberal education in a Christian environment. It became government-funded in 1983, started offering Ug degree programmes in 1986, obtained university status in 1994 and established the

Zhuhai campus in 2005. Today, HKBU offers academic degrees from sub-degree (SD) to RPg levels.

The University's mission has remained constant, with HKBU 'committed to academic excellence in teaching, research and service, and to the development of the whole person in all these endeavours built upon the heritage of Christian higher education.' However, the vision, 'to be a leading liberal arts University in Asia for the world delivering academic excellence in a caring, creative and global culture', was refreshed in the context of the University's ten-year ISP 2018-2028. There are three strategic priorities set out in the ISP, namely 'BSE', 'Research Excellence' and 'Capacity'.

The University has six Hong Kong campuses as well as Beijing Normal University-Hong Kong Baptist University United International College (BNU-HKBU UIC; the UIC) Campus in Zhuhai. As of October 2021, HKBU had 17 693 students based in Hong Kong studying across SD, Ug, taught postgraduate (TPg) and RPg programmes, as well as 8 259 students based at the UIC studying on Ug, TPg and RPg awards. There were 4 089 academic and support staff working across the Hong Kong campuses and 1 100 based at the UIC. As of Academic Year (AY) 2022/23, HKBU had 134 programmes while the UIC ran 37 programmes.

1. REVIEW AND ENHANCEMENT OF THE UNIVERSITY'S FRAMEWORK FOR MANAGING ACADEMIC STANDARDS AND ACADEMIC QUALITY

1.1 HKBU has a 'Fit for Purpose' quality culture, encapsulated in five guiding principles to ensure 'adherence, enactment and practice' in all of its teaching and learning activities. The five guiding principles, referred to as the A-B-C-D-E principles, are defined as: Alignment – aligned with the University's strategic direction and goals; Benchmark – benchmarked both locally and internationally to ensure standards; Consistency – consistently applied across programmes and all curricula and co-curricular activities; Due process – due processed/multi-layered QA mechanisms to ensure transparency and ownership; and Evidence – evidence based practices in data driven cycles for planning and decision making. HKBU has also adopted the Approach-Deployment-Results-Improvement (ADRI) system to QA and enhancement.

1.2 HKBU's Mission states that it is 'committed to academic excellence in teaching, research and service, and to the development of the whole person in all these endeavours, built upon the heritage of Christian higher education', has been in place since its inception. The University's educational philosophy of 'Whole Person Education' is operationalised through its seven GAs which are aligned with, and achieved through, attainment of programme and course intended learning outcomes (PILOs and CILOs). Its Vision, 'to be a leading liberal arts University in Asia for the world, delivering academic excellence in a caring creative and global culture', was reviewed and updated to align with the current ISP 2018-2028.

1.3   The ISP sets out three strategic priorities namely, BSE, Research Excellence and Capacity. The Audit Panel found that the University's operations and activities are determined by, and clearly aligned with, its Mission, Vision and the three strategic priorities set out in the ISP 2018-2028. To aid achievement of the strategic priorities, HKBU has developed a number of supporting strategies, including LTS, SDLT and Internationalisation Strategy, and policies, including its Inclusive Admissions Policy.

1.4   The Audit Panel found evidence of the review and enhancement of strategies to ensure their continued relevance and attainment. The senior management team regularly monitors the ISP which in general is reviewed or updated every four to five years. In 2021, HKBU, after discussion by the Senior Executive Committee, fine-tuned the ISP when it prepared the Planning Exercise Proposal for the triennium 2022-25, taking into account the changing educational landscape after the pandemic. A mid-term review of the ISP will take place during 2023. The Audit Panel established that supporting strategies are normally reviewed when the ISP is reviewed or updated, or when a new ISP is developed (see for example, Criterion 3 on the LTS).

1.5   Since the previous Audit, HKBU has also strengthened its Internationalisation Strategy and associated activities, including that of the student experience, internationalisation being one of the underpinning KPIs for the strategic priority of BSE. The 2017 Working Group for the Admission of International Students made a number of recommendations to increase recruitment of non-local and non-mainland (NLNM) students and these included increasing student support, further development of dual and/or joint degrees, development of a Global Summer School and targeted marketing and recruitment initiatives. The Internationalisation Advisory Committee, which has cross-university and student representation, is responsible for promoting, supporting and strengthening international aspects of the University's activities. Operationally the International Office is responsible for formulating, developing and coordinating strategic initiatives for the internationalisation of HKBU such as Virtual Global Education (VGE), student exchange, programmes and summer schools. The Audit Panel noted the emerging, positive impact of the revised strategy, for example, in the steadily increasing number of NLNM students studying at HKBU.

1.6   At the time of the Audit Visit, several other strategic initiatives were in progress in HKBU. A university-wide initiative to ensure a more strategic and systematic approach to data usage was underway (see section 6 on the Audit Theme) and HKBU was working towards the further integration of BNU-HKBU UIC into its core activities aiming for 'one university, two campuses'.

1.7   The Audit Panel found that HKBU maintains effective oversight of academic standards and quality, and drives enhancement, through its well-defined QA Framework which emphasises the responsibilities of committees and academic

units from programme through to university levels. As part of this framework, there is an appropriate, multi-layered, academic governance structure. Senate, chaired by the President and Vice-Chancellor and referring matters to Council as stipulated in the ToR of the Senate, is the senior academic committee with ultimate responsibility for the oversight and maintenance of quality and standards. Senate has six main standing committees namely Academic Development Committee (ADC); Sub-degree Programmes Steering Committee, Quality Assurance Committee (HKBU-QAC), Research Committee (RC), Teaching and Learning Policy Committee (TLPC) and Student Affairs Committee (SAC), with HKBU-QAC responsible for all taught programmes and RC for RPg programmes. At faculty level the committee structure supports upward reporting from Programme Management Committees (PMCs) to Department Boards to Faculty Boards, the latter reporting to Senate. A similar governance structure is in place at UIC, which also has a Senate and Quality Assurance Committee. Membership of committees, including Senate is drawn from across the University and key committees, including Council and Senate benefit from the inclusion of elected student representatives. Cross representation on HKBU and UIC committees helps ensure comparability of standards and quality.

1.8   Whilst, in general, the ToR and Membership of HKBU's committees are clearly defined and Senate minutes demonstrate that it is discharging effectively its responsibilities in relation to the oversight and maintenance of academic standards, the Audit Panel noted that Senate ToR do not explicitly articulate its overarching responsibility for standards. HKBU may wish to consider reviewing the ToR of Senate to make more explicit its overarching role in the oversight and maintenance of academic standards.

1.9   The Audit Panel confirmed that the University routinely reviews and enhances its QA framework. For example, to assure Senate that they are discharging their delegated responsibilities effectively, each of its six standing committees provides a comprehensive annual report of their activities to Senate, which as well as outlining the year's activities looks forward to enhancements made for the next AY. In 2020, Senate revised its QA Framework for Programme Revision Protocols to facilitate better management by faculties/departments with approval authority delegated to relevant faculty/department committees. The Audit Panel also considers that the recent addition of the Transdisciplinary Undergraduate Programme Board to oversee the standards and quality of its newly developed Transdisciplinary programmes, further demonstrates that HKBU reviews and enhances its academic governance structure to meet its strategic development needs.

1.10   The Audit Panel found evidence of effective upwards and downwards reporting from programme to the University level through the governance structure, along with evidence of appropriate actions being taken for enhancement, in the minutes of Senate and its standing committees and faculty/departmental level Boards and

Committees, in an audit trail of UIC's Annual Programme Quality Assurance Report (APQAR) for Accounting through both the UIC and HKBU committee structures, and in the evidence of PMC's reporting to Departmental Boards and/or programmes' reporting to faculties.

1.11 HKBU's senior management structure facilitates effective oversight of standards and quality. The President and Vice-Chancellor is supported by senior management members, all of whom have clearly defined portfolios of responsibility. HKBU's eight faculties/schools are led by its Deans. A comparable structure is used to manage UIC which has its own President. The former divisional structure at UIC was replaced by departments from AY2022/23. HKBU confirmed that management structures at faculty/school level allow some flexibility to enable Deans to oversee their departments/programmes effectively with the support of Associate and/or Assistant Deans.

1.12 The OIRP was recently established to facilitate continuous improvement through the provision of timely and accurate information and analyses to support senior management in their planning, decision making and performance monitoring.

1.13 The University identifies five main sources of internal and external data through which it monitors its performance including reports to, and feedback from, the UGC; student feedback; programme performance indicators; external review and input and student achievements. The Audit Panel found examples of these data sources being used to monitor performance in several key quality assurance and enhancement processes. These included monitoring against the UAA and its Performance Measures (PMs) and KPIs, the APQARs, which incorporate and respond to a range of programme performance indicators and student feedback, and comment and input from DAAs and ACPs. The Audit Panel also heard examples of how staff are routinely using data and stakeholder feedback to monitor performance and identify improvements.

1.14 The three strategic priorities within the ISP are underpinned by a set of KPIs, which in turn are aligned to the KPIs in the UAA. The Audit Panel noted that the KPIs listed under the three strategic priorities are stated as broad areas for achievement, for example under the strategic priority BSE, one of the KPIs is 'research-led curriculum'. However, the Audit Panel also noted that these broad areas are then further broken down into more measurable KPIs and targets which enable the University to assess its performance against the ISP priorities.

1.15 The Audit Panel confirmed that KPIs, aligned to those of the ISP, are cascaded to faculties/departments and support units. At programme level achievement of KPIs is reported through the APQARs and where necessary actions are also reported. At faculty level, reporting takes place through the annual Comprehensive Report, which draws on the individual APQARs. The Comprehensive Report template has recently been updated and is now based around reporting on the KPIs for the strategic priority BSE, and follows the

ADRI approach, thus ensuring that any required improvements are identified. HKBU-QAC provides Senate with a summary report on the APQARs with suggestions for actions and improvement.

1.16 The Panel also learned that HKBU is using a UGC Teaching Development and Language Enhancement Grant (TDLEG) to support achievement of four of the broad KPIs which underpin the BSE priority, and namely, Cross-cultural Learning Experiences, Innovative Programme Design and Pedagogy, Research-led Curriculum, and Service and Experiential Learning. Faculties provide data on KPI achievement for compilation of the TDLEG reports.

1.17 Support units provide annual reports on their performance and achievements. However, the Audit Panel noted that not all the examples of these reports provided by the University included KPIs or commented on their achievement. The University confirmed that it is now moving to a system where in the future all support units will be expected to report on achievement of KPIs in their annual reports.

1.18 The University also reports on its performance against the sector-wide PMs and institution specific KPIs linked to the UAA. The Audit Panel found this to be a comprehensive exercise which allows the University to monitor its performance against the institution specific KPIs and also to benchmark its performance more widely with the sector. The outcomes are reviewed by the senior management and Deans and a UAA-specific dashboard is accessible to all senior management members. The Panel learned that the University is moving towards UAA KPIs being used at faculty level through a revised annual report and at programme level through a revised APQAR, both largely structured around the UAA metrics. This could help raise awareness of the UAA reporting requirements amongst a wider group of staff.

1.19 HKBU's comprehensive Quality Manual helpfully collects together its QA policies and procedures which are also found on the Academic Registry's website. Appropriate academic regulations, governing each of the University's awards, are also in place. Both HKBU and UIC staff confirmed that policies are accessible and that they are informed of any changes in a timely manner. The Audit Panel established that UIC follows the same core QA processes as HKBU.

1.20 The Panel established that policies are normally reviewed when the ISP is reviewed or updated, or when a new ISP is formulated and in general, every four to five years. The University also responds to other events such as the pandemic, changes in the higher education sector, advances in learning, teaching and assessment methodologies, and to feedback from students, staff and external stakeholders and, as a result, academic policies may be reviewed and amended accordingly. For example, in 2021, HKBU reviewed and revised its Assessment Policy in response to feedback from the previous Audit and to the rapidly changing teaching and learning environment.

1.21   The Audit Panel learned that there is permitted flexibility in the implementation of policies and processes at faculty/departmental levels to allow for subject-based and contextual differences. The University aims for a balance between adherence and autonomy in the implementation of policies and procedures provided that the overarching governance framework is followed, although it also confirmed that regulations must be adhered to. While the Audit Panel found no instances where this flexibility could potentially put standards or quality at risk, it did note one example, namely the variation in the academic advising (AA) process, which has the potential to impact on the quality of the student experience (see Criterion 5).

1.22   HKBU sets the academic standards of its programmes during the design and development processes which involve input from a range of sources including external academic peers and professionals, faculty/departmental advisory committees and, where relevant, Professional, Statutory and Regulatory Bodies (PSRBs), with many of HKBU's programmes being PSRB accredited. At the end of AY2021/22, the University also had 19 partner universities for dual degrees across eight countries; dual degree development utilises benchmarking, for example of the partner and selected programme and through curriculum mapping.

1.23   Monitoring and review of standards occurs through annual programme monitoring via APQARs and periodic review including through the DAA and ACP systems (see further details under paragraph 1.27 and Criterion 2).

1.24   The Audit Panel found that a key feature of HKBU's approach to setting and maintaining academic standards is its use of benchmarks. The development and major review of programmes routinely involve benchmarking with local and international universities which the Audit Panel heard are carefully selected for their performance and ranking overall, or as leaders in specific subject areas.

1.25   As part of the AY2021/22 mid-term review of its strategy for the development of TPg programmes, enacted following the quality audit of the QAC in the second audit cycle, and to provide additional data and evidence to support management of its portfolio, the University conducted a benchmarking exercise supported by a set of benchmarking guidelines. 45 TPg programmes have completed the exercise which set out to assess student success against local/regional/international benchmarks; whether HKBU programmes had achieved international standards; to identify gaps and best practice for improvement; and set priorities and performance indicators for identified changes. Examples of completed TPg benchmarking templates demonstrate a thorough process covering justification of the chosen institutions and programmes selected for the benchmarking exercise, comparisons in relation to admissions requirements, student numbers and origins, admissions scores, graduation requirements and outcomes and samples of assessment types. Gaps, good practice and areas for improvement were also identified and followed up through faculty/departmental committees.

1.26 A similar benchmarking exercise was conducted when the University moved from a three to four-year RPg programme following the audit in the second audit cycle (see paragraph 2.9). Benchmarking took place against all UGC-funded universities and three international partners. The University used this information to, for example, strengthen the coursework and overseas research attachment requirements of its RPg programmes.

1.27 DAAs and ACPs also support the maintenance of academic standards and provide useful benchmarking opportunities and feedback. DAAs and members of ACPs confirm HKBU's strong commitment to benchmarking its provision against local and international standards. See paragraph 2.4 for more information on both roles.

1.28 The Audit Panel also heard that academic support units, such as the Library, benchmark their provision and services against other UGC-funded institutions and selected international universities.

1.29 The Audit Panel was of the view that **the systematic and effective use of benchmarking in quality assurance and enhancement, including through the use of DAAs and ACP, demonstrates the University's strong commitment to setting, monitoring and maintaining the academic standards of its awards, and is a feature of good practice**.

1.30 HKBU operates an 'inclusive admissions for diversity' policy, linked to its strategic priority of the BSE. The policy is aimed at achieving diversity in the student body by increasing both the number of NLNM students as well as local students from under-represented groups in higher education, such as first-generation university students, ethnic minority (EM) students and students with special educational needs (SEN). To further encourage diversity in its student population, HKBU has put in place scholarships, grants and practical initiatives to support the different student groups (see Criterion 5). Three direct admissions schemes are operated which involve giving firm offers to local, talented students prior to public examination results being released. The Audit Panel found that HKBU's Inclusive Admissions Policy and associated initiatives are having a positive impact on, and provide effective support for, a diverse student population, with for example the number of students with SEN increasing steadily over the last decade (see Criterion 5).

1.31 To support its approach, the University has developed a practical guide to student admissions and associated student support which is publicly accessible on its website and a one stop application advising service is in place. Through the Undergraduate Admissions Committee, Senate maintains oversight of the consistency of application of the admissions policy, although faculties have some flexibility in relation to selection criteria relevant to subject specific requirements. The Undergraduate Admissions Committee conducts annual benchmarking in relation to acceptable qualifications of different education systems to ensure their

comparability and the maintenance of standards. The development of the Student Admissions dashboard is supporting decision making.

1.32 The Audit Panel found that the University's operations and activities are determined by, and clearly aligned with, its Mission, Vision and the three strategic priorities set out in the ISP 2018-2028. Supporting strategies and policies are subject to regular review to ensure their ongoing effectiveness. HKBU maintains effective oversight of academic standards and quality and drives enhancement through its well-defined QA Framework which emphasises the responsibilities of committees and academic units from programme through to university levels. There is a multi-layered academic governance structure; Senate, chaired by the President and Vice-Chancellor and referring matters to Council as stipulated in Senate's ToR, is the senior academic committee with ultimate responsibility for the oversight and maintenance of quality and standards, although the Audit Panel did not find this responsibility clearly articulated in its ToR. HKBU monitors its performance through a range of internal and external data sources which in turn are integral to its QA and enhancement processes. HKBU has a comprehensive quality manual which helpfully collects together its QA policies and procedures. A key feature of the University's approach to setting and maintaining standards is found in its systematic and effective use of local and international benchmarks in QA and enhancement. The Audit Panel found that HKBU's Inclusive Admissions Policy and associated initiatives effectively support a diverse student population.

2. REVIEW AND ENHANCEMENT OF THE UNIVERSITY'S ARRANGEMENTS FOR PROGRAMME DEVELOPMENT AND APPROVAL, MONITORING AND REVIEW

2.1 HKBU has a structured approach to programme development and approval, monitoring and review, with the aim of promoting consistency across all campuses, faculties and departments. This approach is implemented throughout the University, with clear lines of authority, accountability and responsibility from the ADC through faculties, departments and PMCs. While the overall focus of the approach is on consistency, there is opportunity to tailor implementation at a local level to support the academic or professional needs of individual programmes, or subject areas.

2.2 The ADC is the locus of authority for the development of new programmes, which usually emanate from local proposals that have been aligned with University strategy. The separate Sub-degree Programmes Steering Committee of HKBU-QAC maintains oversight of SD provision. Once the ADC has approved the proposal in principle, the programme goes through an approval process driven by a Programme Planning Team. Proposals are first endorsed by Faculty Boards and then go on to HKBU-QAC for final approval by Senate. The design and development process can be informed by peer benchmarking whereby an internal team identifies suitable programmes for analysis and review.

Criteria which inform benchmark choice include existing collaborative activity, as well as such matters as overall size of provision and status. Oversight of peer review is focused at faculty level and approval given by the relevant Dean. The University has recently introduced a suite of transdisciplinary programmes, the development of which was overseen by a specially appointed Associate Vice-President, and included international peers as a part of the approval process.

2.3 All provision is subject to the University's routine annual monitoring and reporting process leading to the preparation of an APQAR produced by Programme Directors. Faculty Boards discuss individual APQARs and consider a Comprehensive Report prepared by the Dean for scrutiny of HKBU-QAC. After deliberation of the Comprehensive Reports, HKBU-QAC submits a Summary Report on the APQARs to the Senate and provides inputs for on-going improvement and monitoring purposes. APQARs cover a wide range of topics appropriate to the monitoring of programme delivery, from admissions through to student outcomes, and place emphasis on action planning. Reports are informed by a range of data which, should become richer as the University's approach to data analysis and reporting is further developed (see section 6). RPg Programmes have a separate APQAR, which is submitted to the RC after endorsement from Faculty Boards. The RPg reports are similar in approach to those for taught programmes, again with an emphasis on evaluation and action planning, but supplemented with data more appropriate to research students (such as the numbers of research outputs produced). SD provision is subject to a similar process. Alongside the reporting process, programmes are required to submit updated programme documentation to the Academic Registry or the Graduate School for TPg programmes. The Panel noted some variation in how APQARs are produced, for example in relation to the performance parameters used to determine success, and in the approach taken at UIC, but remained confident that they are fit for purpose.

2.4 Periodic reviews are carried out through ACPs, major reviews at programme level are carried out every six years. ACPs provide an integrated and holistic assessment of a department by a panel of local and international external academics and professionals, chaired by a senior external academic. The DAA is an external academic in a cognate subject area who provides feedback to a department. Since the previous Audit, the University has synchronised the two processes with the DAA now providing formative feedback midway between two ACP visits. The ACP process is informed by a Self-Evaluation Document and results in a report which is submitted to HKBU-QAC for final approval by Senate. Reports provided to the Audit Panel show this process to be wide-ranging and developmental, focusing on all aspects of a department's constitution and performance (from staffing and research through to student profile and academic programmes) with equal concentration on the identification of good practice and recommendation for development and enhancement. The ACP process is punctuated, at its mid-term by engagement with a DAA, whose focus is at departmental level, with an emphasis on enhancement. DAAs are usually

international and preferably of professorial standing. The Audit Panel found DAA reports to be comprehensive, covering a number of areas of activity as well as considering the department's follow-up from the previous ACP report and making their own recommendations; the reports also demonstrate that departments take appropriate action as a result of the feedback. Recommendations made by DAAs and ACPs are followed up through APQARs. Staff are positive about the value of the DAA and ACP processes both in terms of ongoing programme development and improvement and the opportunity for benchmarking provision against local and international standards. The strength of these two processes contributes to the good practice noted at paragraph 1.29.

2.5   Programmes delivered at UIC are currently subject to a slightly different process, which is focused through an Institutional Review panel chaired by the Vice-President (Teaching and Learning). Provision at UIC is also currently subject to external examining, with External Examiners (EEs) being approved by the Chair of the HKBU-QAC. EEs are usually senior academics from international universities and prepare an annual report at programme level which is considered by UIC followed by a response, to HKBU-QAC. These activities also feed into the remit of PMCs. The Audit Panel noted that the DAA and ACP systems will be implemented in UIC from AY2023/24 replacing the EE and Institutional Review processes.

2.6   OBTL has been fully adopted at HKBU, with GAs forming institutional learning outcomes. Constructive alignment is embedded within the OBTL approach, enabling the curriculum design to align learning outcomes across different levels (PILOs and CILOs) and guiding teaching and learning activities and assessment methods. PILOs are designed and confirmed during the development phase of programme design, and PMCs oversee the mapping between individual course and programme outcomes. At the course level, teaching and learning activities and assessment methods are constructively aligned to the CILOs. In meetings, the Audit Panel heard that this alignment was clearly understood and formed a core aspect of programme and course development and delivery. To measure how well students have done in achieving the seven GAs, which underpin its teaching philosophy of 'Whole Person Education,' HKBU uses the Evidence Collection for Quality Assurance (ECQA) exercise, a systematic approach to the gathering and use of data. The University confirmed that to enable measurement of attainment of the GAs, they are mapped to the PILOs for each programme, with some GAs also mapped to co- and extra-curricular activities and thus, as CILOs are also mapped to PILOs, if a student has achieved all CILOs they have achieved the GAs.

2.7   The ECQA system involves the collection of indirect and direct evidence of student attainment of the GAs throughout their programme; indirect evidence comes through Student Learning Experience Questionnaires (SLEQs), and direct evidence is obtained through 'Outcomes Assessment' within the formal curriculum and the 'University Academic Profile' (UAP), which tracks the

development of students' reading, writing and critical thinking skills outside of the formal curriculum in Years 1, 2 and the final Year of their programmes. The Audit Panel observed that bringing together outcomes (measured by achievement of GAs) with experience data (from survey responses) provides a useful environment within which to identify challenges and opportunities as well as share good practice. As this process develops further, and is aligned with other forms of data collection, analysis and dissemination, it should provide a useful platform for enhancement. In meetings with programme leaders and staff it was evident that programme teams pay diligent attention to such feedback, a view endorsed by students.

2.8 HKBU's QA processes have supported the generalised monitoring and enhancement of provision, as well as distinct initiatives focused on particular areas of delivery. The wide-ranging review of TPg programmes has supported significant work on data collection and analysis, as well as the formulation of assessment rubrics and templates (see paragraph 1.25). Alongside this, other recent initiatives have responded to particular needs or ambitions within the University, such as the development of transdisciplinary programmes.

2.9 In response to the quality audit of the QAC in the second audit cycle and to align with other major education systems, HKBU's RPg programmes were changed from a three-year to a four-year curriculum from AY2018/19. Through benchmarking to all UGC-funded institutions and three international partners, the University strengthened the coursework (from 15 to 22 units) and overseas research experience/attachment; with presentations and publications as graduation requirements. As a result of the review, students have gained additional international exposure and junior faculty have benefited from experience-sharing offered by senior supervisors. The Audit Panel noted that the benchmarking which underpinned this process contributes to the good practice identified at paragraph 1.29.

2.10 The General Education (GE) Programme was reviewed in time for delivery in AY2018/19, and, at the same time, UIC followed and revamped its GE programme for a phased implementation from AY2021/22. As a part of this review, new interdisciplinary GE courses were developed and positive student feedback was received. This review was, in part, prompted by feedback through the ACP and DAA, and by student feedback. The reviewed programme at HKBU was benchmarked against institutions in Hong Kong and the United States while the UIC programme was subsequently benchmarked against delivery at HKBU. The programme has been enhanced through a greater focus on interdisciplinarity and has seen positive feedback from students on the new interdisciplinary GE courses.

2.11 Under the leadership of the Associate Vice-President (Undergraduate Programmes), the new transdisciplinary Ug programmes were launched in AY2022/23. This was a carefully structured process which drew together

internal ambitions for programme design with external input (both through ACPs and DAAs, and student feedback) to support the development of the new provision. The four programmes draw together strands of interest and expertise across a wide range of disciplines and perspectives, allowing the integration of science, technology and the humanities in a way that both focus on specialist knowledge and the application and development of that knowledge in a rapidly changing world.

2.12   HKBU's approach to, and processes for, programme development and approval, monitoring and review follow well-established principles which have been implemented thoughtfully and allow for a balance between centralised management and university-level oversight and the necessary contextualised approaches which reveal themselves across a varied subject portfolio. It was clear, in meetings with staff at many levels, as well as with external stakeholders, that the processes are well understood and operating effectively, and provide the assurance of standards and quality needed for the University as well as reassurance that academic delivery reflects good practice in a local and international context. The processes will be further enhanced as the University's approach to data collection and analysis becomes more mature and sophisticated, and more granular data support the development and monitoring of performance indicators at programme level (see section 6 on the Audit Theme). Processes will be enhanced further by the sharing of good practice across faculties and departments, which will improve practice and consistency of approach.

2.13   The Audit Panel was able to confirm that there is a comprehensive set of policies and procedures for programme development and approval, monitoring and review. The academic governance framework for these processes is clear and identifies levels of authority, accountability and responsibility across the institution. The approach to programme development and management, with an adherence to outcomes-based curriculum design and attention to external benchmarks, promotes consistency in how programmes are designed, approved, monitored and reviewed. External engagement particularly in the use of DAAs and ACPs, is effective and supports other benchmarking activities at departmental and programme level, providing a valuable local and international perspective on programme design, delivery and review. Documentation to guide the implementation of processes is clear and consistent, ensuring that processes are well understood by staff at all levels. While there is some evidence of variability in engagement across different programmes and parts of the University, the Audit Panel established that this does not undermine the effectiveness of the approach, which is strong and rested upon tried-and-tested methodology for assurance and enhancement.

3.   REVIEW AND ENHANCEMENT OF TEACHING AND LEARNING

3.1   HKBU's approach to teaching and learning (T&L) aims to deliver its ISP strategic priority of BSE appropriately adjusted to the post-pandemic context. It

also seeks to advance the University's future readiness for opportunities and challenges in T&L by building capacity, another of the ISP's strategic priorities. To this end, it seeks to recruit and retain high-quality academic staff, provide effective continuous professional development (CPD) to develop capable T&L leadership, and provide high-quality learning environments. Both strategic priorities are enabled by the implementation of the LTS and the SDLT. The LTS was last reviewed in 2021, alongside the ISP. The SDLT, approved by Senate in September 2022, was developed to reflect changes to the learning and teaching environment as a result of the pandemic and developments in technology, and drew on feedback from students on their experience of VTL during the pandemic. The pandemic has thus seen a pivot towards the rapid and further development of VTL and this is evident in HKBU's policies for physical and digital T&L, its development of academic and support staff, and the quality and review of learning environments.

3.2   HKBU reviewed its T&L strategies in 2021 in view of the global development of higher education and changes brought by the COVID-19 pandemic. The LTS, closely aligned with the strategic priority of BSE, identifies a number of strategic areas including cross-cultural learning experiences, innovative programme design and pedagogy, research-led curriculum, and service and experiential learning. The University emphasises that its strategic approach for the post-pandemic context is to deepen the integration of pedagogy and technology in different modes of T&L. The SDLT, introduced in September 2022, aligns with other key strategies including the ISP and LTS, but focuses on providing 'an inclusive, flexible, engaging, and transformative physical, hybrid, mixed and/or VTL environment to achieve the GAs and future-readiness, as well as for knowledge creation and transfer through advanced technologies.' There is a commitment to enhancing VTL and this is supported by the University's Digital Transformation Initiative implemented in the first instance by the DTSC. The four work streams address wider University objectives but have also led to educational enhancements to campus infrastructure and in online/hybrid teaching.

3.3   The University was able to point to various means by which it had sought to enhance its T&L environment in line with its Procedures for Assessing the Availability and Adequacy of Learning Resources. The pandemic was utilised as an opportunity to pivot towards and accelerate the development of VTL through, for example, a new infrastructure including classroom upgrades, new software, a range of eTools and T&L initiatives such as flipped classrooms. There has been a focus on the development of VGE which has included exchange, internship, service learning (SL), and experiential learning conducted virtually and in mixed-mode. Student feedback about their experience of online T&L has been generally positive.

3.4   The Centre for Holistic Teaching and Learning (CHTL) has played a significant role in enabling the University's pivot to VTL since the onset of the pandemic.

Over the last two years, the foci of discussion have progressed to a more developed level of digital T&L, authentic assessment, digital literacy/ethics, data-informed quality enhancement, as well as rewarding and dissemination of good VTL practices. One of CHTL's four core functions, as outlined in its Annual Report for AY2021/22, is to 'be the catalyst for the digital transformation for learning and teaching' and the Audit Panel noted the increasing digital engagement amongst academic staff. Since AY2019/20, more than 60% of the CPD sessions offered by CHTL as well as faculties and other T&L support units have been VTL-related, discussing topics such as e-pedagogies, VTL applications, digital-supported authentic assessment, and e-tools for student engagement. Evaluations of CHTL events and courses on VTL record both high participation and satisfaction.

3.5   Using guidance produced by the Centre for Innovative Service-Learning, all Ug programmes, including the new transdisciplinary initiatives, are increasingly deploying SL in the formal curriculum with the aim of allowing students to tackle real-life issues. The University's monitoring suggests that there is improvement of students' development across all SL 'Outcome Measurements' after their SL experience.

3.6   HKBU's policies and procedures for staff recruitment, development and recognition of teaching are framed by the ISP strategic priority around 'capacity' and the aim 'to sustain academic excellence through investments in people, governance, and facilities'. This is translated into a set of objectives in the LTS which is overseen by the TLPC. The University appoints an Associate Dean in each faculty to guide and enhance the quality of pedagogies and research student supervision although Associate Heads of Department and Programmer Directors also have clear responsibilities for T&L.

3.7   A staff recruitment initiative, Talent 100, has been extended with 168 new academics being recruited since 2018. All new academic staff below Associate Professor are required to undergo an induction programme (it is also recommended for senior staff). Existing staff are 'highly recommended' to participate in CPD for example, by attending T&L workshops and engaging in relevant scholarship. Staff development on curriculum design and engagement in peer observation are both required for newly appointed junior academic staff and recommended for others. All staff must report annually on their CPD activities. A survey conducted in May 2020 reported that academic staff reflected that the training had a positive impact on their T&L. A revised performance appraisal framework, trialled for AY2022/23, stipulates explicit criteria and rubrics for assessing teaching with reference to the criteria for UGC Teaching Awards. Teaching performance is an important factor in all personnel decisions for academic and teaching staff.

3.8   To promote sector engagement as well as pedagogical research, teaching grants are available and the University partners with various higher education

organisations to hold learning and teaching conferences. HKBU has a strategic partnership with Advance HE (UK) and is encouraging teaching staff to gain HEA fellowships.

3.9   The University notes that it was already employing technologies to expand cyber-learning-space pre-pandemic. However, it was able to demonstrate how the pandemic has prompted a significant development of physical and online spaces complementarily to meet emergent T&L needs. The Smart Campus initiative provides smart-device connectivity to enable interactive T&L in classrooms. The Global Shared Campus, offered by HKBU with six other art schools/universities, is a cyberspace for international student and staff collaboration. TriAngle is a Co-Working Space that houses the T&L activities of the transdisciplinary programmes as well as SL courses. In these various initiatives, the Audit Panel was able to confirm that the University is proactively and innovatively seeking to improve learning resources, enabling students to learn more effectively and efficiently.

3.10   The Guide for Research Degree Supervisors helps familiarise staff with requirements and information about eligibility, as well as policies and practices for RPg supervision. While the Graduate School provides relevant information on administrative procedures, the CHTL organises an induction programme and seminars to help supervisors familiarise themselves with related policies and practices and to share good practice in supervision. There are some variations in supervisory practice between HKBU and UIC but the Audit Panel assured itself that arrangements are appropriate in both instances. The University's commitment to review is evident in the enrichment of the four-year Doctor of Philosophy (PhD) program with mandatory components such as overseas research experience and resourcing for external conference and workshop attendance. RPg students, both at HKBU and UIC, are appreciative of these opportunities as well as the quality of learning resources – for example, library facilities including abundant and timely inter-library loans – and the chance to provide formal feedback with departments at the end of each year.

3.11   Learning environments are reviewed in the context of HKBU's regular approach to QA and enhancement, using various data sources including student feedback surveys, programme performance indicators, external review from ACPs and DAAs, KPIs relating to T&L maintained by OIRP for benchmarking, and the graduate employment survey. APQARs require consideration of learning opportunities, staffing arrangements and student feedback on learning resources, all of which are addressed as necessary in an improvement plan. For support areas, the Digital Transformation initiative has been significant in driving improvement but more routinely, various services including the CHTL and library services conduct regular user surveys. The Audit Panel learnt about ways in which these surveys have resulted in improvements to the student experience. The University and UIC have also been concerned to evaluate the effectiveness of the shift to online and hybrid learning, teaching and assessment, with the

former reporting strong student buy-in as well as, in an e-learning survey, positive staff feedback on their online and hybrid experience.

3.12 The Audit Panel found that the **comprehensive approach to enhancing teaching and learning, as exemplified in the recruitment and professional development of academic staff (**see paragraphs 3.6-3.11**) and investment in innovative VTL initiatives (**see paragraphs 3.2-3.5**), supports the implementation of institutional strategic priorities, and is a feature of good practice.**

3.13 The Audit Panel concluded that the University has a rounded and systematic approach to the review and enhancement of T&L, an approach which has been pivoted towards digital T&L with some agility. Relevant policies are being systematically evaluated, implemented and monitored in the context of the shift to VTL. Procedures for developing and recognising teaching and relevant support staff are effective, for example in promoting digital engagement and in helping staff participate externally. Learning resources are fit for purpose and, again, have been rapidly reoriented to the post-pandemic context.

4. REVIEW AND ENHANCEMENT OF STUDENT LEARNING ASSESSMENT

4.1 HKBU has developed a clear, structured, and sophisticated approach to the review and enhancement of student learning assessment, based upon the core principles of OBTL and criterion-referenced assessment (CRA). All of this is brought together in the Policy for the Assessment of Student Learning (PASL), reviewed and revised in 2021, which 'specifies the basic requirements for the design, delivery and management of assessment and related activities.' However, reflecting the wider principles of the University's approach to the management of quality and standards, these 'basic requirements' allow for enhancement or variation in approach at faculty and school level to reflect the context, and related needs, of individual subjects. The aim of this balanced approach is the creation of an environment that supports the articulation of common guiding principles for all SD, Ug, TPg and RPg programmes in the University.

4.2 HKBU's approach is implemented across an infrastructure which is clear with regard to the responsibilities and accountability of stakeholders at all levels. While the HKBU-QAC maintains oversight of compliance and engagement with the Policy, the PASL has been developed by the TLPC and is put into operation at departmental level by Departmental Assessment Committees (DACs) which set general principles and guidelines for assessment at department and/or programme level, approve assessment tasks, and deal with issues around grading.

4.3 Across the administrative function of the University, the implementation of the Academic Regulations is monitored by Academic Registry, working with both the Graduate School and the School for Continuing Education to cover all levels

of provision. Academic staff are supported by CHTL in developing rubrics, and mechanisms for systematic feedback. Managerially, Deans have overall responsibility for the oversight of assessment in their faculties and schools, while Department Heads monitor compliance at departmental and programme level. The PASL, however, does not neglect the roles and responsibilities of academic staff and students, in particular noting that 'students should take charge of their own learning and ensure that they understand the aims, purposes and expectations of different types of assessment, and strive to perform to the best of their ability. They must observe the regulations for assessment and conduct themselves with academic honesty and integrity at all times.'

4.4 HKBU has developed its approach to assessment design to reflect a move away from a traditional model, where subject delivery dictates the content of assessment, towards one where the emphasis is on student outcome and engagement, with a more continuous assessment model being reinforced with constructive feedback, all within the context of authentic assessment. This has, importantly, reduced the weighting of any one individual assessment component to no more than 40% of the total assessment weighting, similarly reducing the impact of examinations as a means of assessment. This has had particular impact on GE courses, with the number of courses with no examination rising from 57.5% in AY2019/20 to 85.6% in AY2021/22.

4.5 As noted, the University has fully embraced OBTL, supported by CRA. All programmes and courses are aligned with the Intended Learning Outcomes (ILOs), and all PILOs are aligned with GAs. Assessment results are consolidated into the Student Progression Dashboards to assist committees and relevant users to review students' performance and attainment of the ILOs. Faculties and HKBU-QAC use the overview of graduation data in the Dashboards to conduct faculty-based reviews and cross-faculty comparisons. Partly in response to the need to develop assessment during the COVID-19 pandemic, and partly as a process of general development and enhancement, HKBU has invested considerable time and energy in the implementation of 'authentic assessment', such as experiential learning and project work, which focuses on how students demonstrate their knowledge and skills while undertaking tasks in real life and professional settings. This approach to 'assessment for and as learning' has received positive feedback from students and wider interest across the academic community, in Hong Kong and internationally. **The University's considered and strategic approach to the introduction and deployment of authentic assessment, together with its impact, both in terms of response to the rapidly changing teaching and learning environment and preparedness for new technological challenges, represents a feature of good practice**.

4.6 The University has developed standard processes to deal with such aspects of assessment as grade moderation and appeal and academic integrity. These processes, supported by regulations and guidelines, ensure that there is a clear and consistent approach in place which operates across all faculties and sites of

delivery (including UIC). In meetings, it was apparent that these processes are well understood at all levels, and amongst students. Academic Integrity is also embedded within the University Life Programme, which is a non-credit-bearing course for all first-year Ug students.

4.7 The DACs have a role in monitoring course grades and checking for apparent anomalies. As the final arbiter on matters related to assessment, the DACs have the authority to approve assessment tasks set by the course teachers and adjust the grades they submit, when there are justifications for doing so. If there is an apparent anomaly, the course teacher/coordinator should be invited to give an explanation to the DAC, which will lead to a decision as to whether there is a need for any follow-up action (e.g. double marking, adjustment of grades). If so warranted by the gravity of the situation, the DAC may decide to seek assistance from external peers in conducting the double marking or pursuing other follow-up actions. For a small number of programmes, there is external moderation of assessment. DAAs appointed by departments also review samples of assessed student materials to ensure appropriate standards and fair and consistent marking.

4.8 All regulations and policies are communicated to students through the University Portal, BUniPort and via the Academic Registry web pages on the University's website. Information is well-structured, up-to-date and clearly presented and provides guidance on all aspects of policy and procedure. The PASL is particularly clear, comprehensive and helpful. It was apparent in discussion with a range of colleagues and students that policies and procedures are well understood and consistently implemented across all areas of delivery, including UIC. The Academic Registry is responsible for coordinating information dissemination and providing a central point of access to students and staff pertaining to the guidelines on academic integrity and misconduct and on the procedures for the investigation of suspected academic misconduct and the possible penalties.

4.9 The Assessment Policy places emphasis on the provision of 'constructive and effective feedback' returned in a timely manner and focused on continuous improvement. However, the policy is not prescriptive regarding the format that feedback takes and is at pains to exemplify the effectiveness of both written and oral feedback in the learning journey. There is also useful discussion of the effectiveness of group feedback and discussion. The University has a consistent approach to moderation and the retention of assessed work, both to assist moderation and to inform potential investigation into academic misconduct or support the appeals process.

4.10 HKBU's Online Grading Assistant (OLGA) system provides students with standardised feedback on their attainment of CILOs after each assignment or at the end of a course, and on the achievement of PILOs and GAs at programme level. Staff confirmed that the OLGA system provides them with real time

understanding of student achievement and outcomes and supports them to tailor academic advice and make data-supported decisions.

4.11   The University has established a set of generic grade descriptors for Ug programmes and another set for TPg provision. Grading and assessment rubrics at the faculty/school level as well as the course/programme level developed should be consistent with the university-wide grade descriptors. For formative purposes, teachers are expected to provide timely and effective feedback to students about their performance in an assessment task. The work submitted should be marked/graded and returned to the student with appropriate feedback as soon as practicable and in any case no later than three weeks after the deadline for submission. Prior approval for extension should be sought from the Head of Department. Feedback must be linked to the assessment criteria and rubrics and facilitate students' learning. The course-end Course Feedback Questionnaire (CFQ) collects student feedback on the course assessment and its alignment to the CILOs. Every semester HKBU-QAC scrutinises the CFQ results of all courses, and they are also commented on and actioned within APQARs.

4.12   As with other aspects of the University's quality processes, benchmarking activity to support assessment design and assessment is methodical and well-constructed. The impact of DAAs and ACPs is clear and valuable. Appointments are made to criteria which ensure that both advisors and members of panels are sufficiently senior and have international experience of higher education. Reports are wide ranging and support enhancement both at departmental and programme level. Discussions, both with internal and external stakeholders, during the audit, supported this viewpoint, and it was evident that the University appreciated the value of the processes, while advisors and panel members appreciated the University's willingness to engage with, and respond to, advice given. The benchmarking exercise of TPg programmes conducted in AY2021/22 (see paragraph 1.25) included comparison of assessment practices to an analogous local or international programme. The results ascertained that the standards of HKBU's TPg programmes are on a par with the benchmarking partners. Further internal benchmarking activity is undertaken for those programmes which are also accredited by PSRBs.

4.13   Through the development of consistent policy and the provision of clear information (both to students and staff), it is evident that HKBU has a mature and considered approach to the enhancement of assessment practice which is well-understood by all. The University has been quick to respond to the challenges of both the COVID-19 pandemic and new technologies and has responded well to these challenges, placing much emphasis on the implementation of authentic assessment to support the learning and teaching environment, and programme and course development, in the future.

5. REVIEW AND ENHANCEMENT OF THE UNIVERSITY'S ARRANGEMENTS FOR SUPPORTING STUDENTS

5.1   The University has taken a proactive stance to achieving its strategic priorities, including the provision of BSE with the emphasis on integrity, creativity, communication, employability, and commitment to the common good of humankind. HKBU aims to achieve its BSE objectives by providing a culturally diversified and intellectually stimulating campus to promote peer learning, the mobilisation of community resources and equal learning opportunities for students with different backgrounds and aspirations. The University offers student support as an integral part of BSE and the A-B-C-D-E Quality Culture, with adoption of OBTL in co-curricular activities aligned to the GAs. The deployment includes conducting an integrated First Year Experience programme; providing AA throughout a student's studies; providing programmes and services for students' wellbeing, career development and skills enhancement; involving student representation in governance; providing tailored support to specific student groups with emphasis on student integration; and allocating annual budgets for scholarships and bursaries/emergency grant, as well as special funding for career support during the COVID-19 pandemic.

5.2   The HKBU Senate has overall responsibility for oversight of student support mainly via SAC, TLPC and their subcommittees. UIC supports its students under the supervision of its Senate. The University adopts 'inclusive admissions for diversity', which recognises students' varying abilities and talents besides their academic prowess. The University has a suite of policies and strategies designed to provide student support as an integral part of BSE and to foster GAs. These policies and strategies cover areas such as student induction and progression; students' personal, academic and professional development; promotion of student integration; student engagement and participation in governance; and use of student feedback for enhancement.

5.3   The Audit Panel noted that faculties, departments and programmes hold inductions for new students to introduce them to University facilities, resources, and IT services, as well as academic staff and senior peers. There is an opportunity to ask lecturers about course information and students in senior years about their experiences. Students can also get access to essential information via BUniPort, the University Cyber Port System that bridges the University, students and staff. It includes all progression and graduation requirements, indicating to students what needs to be done in their study journey. The students whom the Audit Panel met commented favourably on the useful information they received during new student orientations, on university/faculty/programme websites, and in student handbooks.

5.4   The Panel found ample evidence of HKBU's commitment to delivering high quality learning opportunities at Ug level to support students' whole person development, right from the beginning of their studies at the University. To

enrich First Year Experience, the University requires all new Ug students to complete the University Life Programme, which includes three orientation workshops, an Academic Integrity Online Tutorial and Co-curricular Learning (CCL) activities. The Programme aims to help students adapt to the new life at the University, understand academic integrity, examine the issues of global citizenship, and develop leadership skills, communication skills and team work spirit applicable to daily life. The Audit Panel noted that detailed information about the Programme requirements for different students according to their entry year and choices of CCL activities is easily accessible on the Programme website. The Audit Panel also heard that students are well aware of the University's academic integrity policy and its implications, from different resources.

5.5   HKBU plans the non-credit bearing CCL activities annually with reference to community needs, research on university student development and student surveys. New CCL activities are organised accordingly. Examples include the launch of 'National Security Law Education Course' in response to the need for civic education on the Constitution, Basic Law and national security; 'Positive Coach' and 'Handbook for Standup Comedy' in response to the need for stronger student resilience to resist depression and anxiety due to 'enforced isolation' during the COVID-19 pandemic; and the 'Leadership & Character Enhancement Programme' regarding lower self-perceived attainment of GAs on communication, creativity and teamwork, as revealed in SLEQ results. Post-activity surveys reveal positive student feedback on CCL activities, such as enabling students to explore their strengths and career path, and deepening their engagement in the University. The self-reported GA achievement indicates students' enhancement from the baseline in Citizenship, Knowledge, Learning, Skills and Communication. The Audit Panel was of the view that **the non-credit bearing graduation requirement of the University Life Programme, which provides a holistic package of support for students including a wide range of Co-curricular Learning activities organised by various academic support units and departments according to community needs and student interests, is a feature of good practice.**

5.6   In addition to assigning each new student a senior student as peer mentor from the same faculty/programme for peer support, HKBU established the AA framework in AY2012/13, with its guidelines updated in 2014 and then in 2018 to further enhance AA. Each student is assigned an academic advisor, who will offer academic guidance to students throughout their learning journey at HKBU. Different sets of intended outcomes have been developed for new First-Year-First-Degree students, new senior year entrants, and Year 2 students and above in the General Guidelines for Academic Advising. For new students, the aim of AA is to help them have a smooth transition to university life; students receive advice on academic endeavours and other learning opportunities. For students in later years, academic advisors provide continual support to help them update their study plans, relate their learning to future careers, and formulate career goals or plans for further studies. Academic advisors also give advice to students

who may encounter difficulties in their studies. Faculties submit annual plans and reports to TLPC for quality assurance.

5.7 The Audit Panel heard that academic advisors get training as necessary, for example on bereavement, Mental Health First Aid Training, and social skills development. University documentation shows that students have increasingly found the AA system satisfactory and helpful. However, the Audit Panel noted low student participation in AA activities in some programmes and a significant percentage of students indicated that they had never contacted their academic advisors. The Panel also identified variations in the academic advisor/advisee ratios across departments. Senior management informed the Audit Panel that advising is not limited to academic advisors and that departments are given flexibility to use various ways to provide AA as long as the intended outcomes are achieved. The Panel also noted that the AA system should improve with access to dashboards in the future. However, in the context of ensuring students' and academic advisors' active participation in the AA system, **the Audit Panel recommended that the University should review its protocols for establishing academic advisor/advisee ratios to ensure that all students receive appropriate support.**

5.8 The Audit Panel noted other services designed to promote the wellbeing of students and student achievement. Examples include the launch of a semesterly mental health enhancement campaign, Mental Health First Aid training, peer mentoring programmes and resourceful library services. Students and alumni commented positively on the provision of these learning resources, in particular, the quality of library facilities, exchange opportunities between UIC and HKBU, and overseas research experience/attachment for PhD students. They were of the opinion that campus facilities are good and improving.

5.9 The Audit Panel observed the University's ongoing efforts to strengthen career support. The Office of Student Affairs delivers career services for students based on advice from the Advisory Committee on Graduate Employment, input from business leaders, employers and mentors, job market analysis and student feedback. In addition to organising career support activities such as recruitment talks, skills empowerment workshops and internship, the University is strengthening ties with the community through annual events, mentoring and web portals to connect internal and external stakeholders. For example, HKBU invites alumni and young professionals to offer mentorship and share with students their views about their industries. The University organises an annual employers' luncheon to provide an opportunity for graduating students to meet with potential employers, including leaders from commercial organisations and the community, thereby establishing relationships between the University and various sectors. The Audit Panel also noted additional career support provided during the COVID-19 pandemic through the SEED (Student Engagement, Enrichment and Development) project, including the launch of an online platform connecting thousands of students and alumni/employers, as well as

entrepreneurship training for a large number of students. External benchmarking indicates that HKBU students are more satisfied with the career services provided than the sector average. Meetings with students and external stakeholders, including both employers and alumni, provided the Audit Panel with insights into the quality of the career support provided, and students' personal attributes and readiness for career development. The Audit Panel adjudged that **the establishment of career networking with the community through annual events and the launch of web portals to connect internal and external stakeholders, represents a feature of good practice.**

5.10 To enhance RPg students' employability, HKBU encourages departments to provide teaching opportunities for RPg students and the Mandatory Common Core Programme includes development of teaching skills. The Audit Panel heard that each faculty has their own policy on overall teaching hours but the maximum is 17 hours. Although the Audit Panel heard that only a few students work 17 hours and most RPg students have three or four hours' work per week beyond their research projects, in the context of some variation across faculties and schools, the Audit Panel **recommended that the University should review the maximum permitted teaching hours assigned to RPg students (including those on Teaching Assistantships) to ensure that students are fully supported to meet targets for progression within their research programmes**.

5.11 The Language Centre (LC) provides language enhancement support in the form of curricular and co-curricular activities to support students' academic studies, career preparation and integration between local and non-local students. Examples include academic writing and research skills workshops, and foreign language courses and minors to make students more competitive in the job market. The LC is also involved with supporting integration activities, for example, the hosting of a Cantonese Peer Tutoring Programme to help non-Cantonese speaking students to develop Cantonese language abilities. The Audit Panel noted the University's endeavours to continuously improve language support through the use of three sets of data: feedback from international reviewers, student feedback, and students' performance in external tests and competitions. Outcomes include the offer of sponsorship for student-led language enhancement activities and organisation of a diverse range of awards and competitions to enable students to showcase language abilities and improve their learning experience. At UIC, there is a Chinese Language and Culture Centre and an English Language Centre providing language support to students. Students commented positively on the provision of various learning resources and opportunities by the University.

5.12 The University espouses the approach of 'inclusive admissions for diversity' to provide equal access for specific student groups and to increase NLNM admissions from a wider range of home regions/countries to support 'Internationalisation-at-Home'. The University's commitment to providing BSE

for specific student groups manifests within a range of initiatives, such as provision of a culturally diversified and intellectually stimulating campus to promote peer learning, mobilisation of community resources and provision of equal learning opportunities for students with different needs.

5.13 A range of student integration strategies are in place to support the Inclusive Admissions Policy. Apart from hall life education that allows local and international students to build meaningful relationships, a committee for each specific group has been set up for the oversight of the relevant policies and implementation. For example, a Steering Committee has been established to monitor the First-Generation University Student Fund, which seeks to provide opportunities for first-generation local Ug students to participate in outside-of-classroom learning activities and develop in an all-rounded manner. The Undergraduate Scholarship Committee formulates policies on the design and deployment of scholarships, and a number of admission scholarships are provided to local EM students. The Committee on Students with SEN was established to coordinate the provision of services to students with diverse needs and/or disabilities. The Mainland Student Services Unit provides a wide range of services to students from the Mainland to adapt to university life by organising activities/workshops and individual mentoring. Students can benefit from the various mentoring services provided, ranging from cultural adjustment, time management, interpersonal communication, graduation planning to rental disagreements. In addition, the International Association, a student organisation established to promote inclusiveness and internationalisation, receives grants from the University to promote cultural harmony and diversity. Local students also provide online mentoring to incoming exchange students before their arrival.

5.14 In addition to committing university resources, HKBU also mobilises community support as appropriate to encourage non-local students' adjustment to Hong Kong. The Audit Panel noted the significant contribution of the Host Family Programme. Since its launch in 2004, over 1 000 local families have invited more than 2 000 non-local students to family activities, with 90% of survey respondents indicating better adjustment to Hong Kong.

5.15 HKBU provides effective student support services for students with SEN. These include provision of additional assistive equipment (e.g. Smart City Walk Apps) and 15 construction/modification projects since 2021; annual provision of more than 40 internships for students with SEN; increased participation in inclusive workshops/training for the Inclusive Student Ambassador Programme; and winning of territory-wide scholarships/awards including the 2019 Ten Outstanding Young Persons. Evidence suggests very positive feedback received from students in relation to accessibility enhancement, awareness raising and integration promotion.

5.16 The Audit Panel was of the view that the University is ensuring through a range of support resources that the learning experience of the specific student groups

is holistic and that integration and inclusiveness are encouraged on the campus (see paragraphs 5.11-5.15). **The University's approach of 'inclusive admissions for diversity', together with its practical initiatives such as providing financial support for specific student groups, peer support and community resources, promotes an inclusive and supportive learning environment for all students, is a feature of good practice.**

5.17   The Audit Panel found evidence that HKBU actively listens to and responds to students' feedback for continuous improvement in policy planning and implementation. One mechanism is through student representation in university governance. The majority of HKBU's committees, including the Council and Senate, include elected student representatives. In a similar vein, UIC has student representatives at department, faculty and college levels. Student representatives receive feedback from students on academic and non-academic issues, which is then taken to the relevant committee for discussion. Representatives subsequently relay any outcomes to students to close the feedback loop. Departments and programmes report resolutions in response to student feedback in the APQARs submitted to faculties and HKBU-QAC. The Audit Panel found evidence of resultant improvements. For example, in response to the Students' Union President's request at HKBU-QAC to be an ex-officio student member, there was a review of student membership on formal committees, which resulted in expansion of student membership on certain committees.

5.18   Other mechanisms for collecting students' quantitative and qualitative feedback include the CFQ, SLEQs, Student-Staff Consultative Committee (SSCC) meetings and the Recent Graduate Career Development Survey. Frequent meetings are also held for university officers and student leaders to exchange views on current issues (e.g. pandemic measures, social unrest in 2019) and to collect views on T&L matters. Students are informed about various student matters via emails and announcements on the HKBU Mobile. University-wide townhall meetings are organised for pertinent issues.

5.19   The Audit Panel noted HKBU's use of data collected in student surveys to improve student support. For example, as a result of the lower emphasis on teamwork in online activities found in a student survey, new team-building activities have been offered for CCL activities. As the Recent Graduate Career Development Survey found lower rates of skills development, the Office of Student Affairs has organised more skill empowerment workshops, particularly in information technology skills. The Panel observed that enhanced student support provision has resulted in better evaluation of study experience among the more recent graduates.

5.20   The Audit Panel saw evidence that HKBU adopts OBTL student development programmes. The Student Learning Experience System, operational since 2018, records students' achievements, their participation in committees/societies and co-/extra-curricular activities, making it easier for students to manage their co-

and extra-curricular activities and for the University to plan and evaluate T&L activities.

5.21 Further, as part of the University's Digital Transformation Initiative, two learning analytics, namely the SLEQ and the UAP, have been launched, aiming to understand students' expectations and actual experiences during their study journey at HKBU and to enable students to further reflect on their own academic progress. Scrutiny of SLEQ results revealed how the University tracks students' development in relation to the GAs in their study journey. There was evidence of students' higher attainment of GAs and overall satisfaction with their learning experience in HKBU in their final year of studies.

5.22 Overall, the Audit Panel established that HKBU provides high-quality student support to encourage whole person development, with the approach garnering strong levels of student satisfaction with the support services provided. In alignment with the strategic priorities, HKBU has adopted a variety of approaches to student support and development to deliver the BSE. The University's approach is helping to promote a culturally diversified and intellectually stimulating campus to promote peer learning, utilisation of community resources and provision of consistent learning opportunities for students with different needs and aspirations. The Audit Panel encourages the University to continue to develop these arrangements and extend the benefits. For further enhancement, HKBU is encouraged to review operational arrangements for the AA system and RPg students' teaching allocations to establish consistency in the support for students across departments and faculties.

6. COLLECTION, ANALYSIS AND USAGE OF DATA

6.1 The Audit Panel noted how HKBU is currently making use of a wide range of data to review and enhance its provision. However, to ensure a more strategic and systematic approach to data usage and learning analytics, a university-wide digital transformation initiative is underway directed by the DTSC which includes academic staff members. Several projects/workstreams are being progressed, aimed at 'stepping up' HKBU's use of data to inform improvement. These projects include development of a Student Lifecycle Management System (SLCMS) to be implemented in 2024, bringing together the various sources of student-related data used by the University and organisation of its diversified data sources into a 'Data Lakehouse'.

6.2 Six Student 'Data Dashboards', covering Admissions and Recruitment, Student Enrolment, Student Progression, Student Engagement, Student Employability and Research Students have been developed, although the University acknowledged that these are still at a relatively early stage of utilisation; additional dashboards will also be developed. Currently, around 300 staff have access to the dashboards, primarily those staff located in student support units or with programme management or administration responsibilities. Training has

been put in place to enable staff to make effective use of the dashboards, particularly as the concept of data visualisation is relatively new within the University, and to embed their ownership.

6.3   As described in Criterion 1, the ISP is reviewed by the senior management of HKBU generally every four to five years. The achievement of the ISP's three strategic priorities – BSE, Research Excellence and Capacity – is underpinned by and monitored through a number of KPIs and associated targets which in turn are linked to the KPIs within the UAA. As previously noted, the University makes extensive and effective use of data to monitor its performance. Five main data sources are utilised which include internally generated data such as student admissions, student achievement and student feedback, feedback from externals arising from monitoring and review processes and reports to and feedback from the UGC.

6.4   Academic KPIs, aligned to those of the ISP, are cascaded to faculties/departments who report on their achievement at programme level through the APQARs and at faculty level through the annual Comprehensive Report, which is structured around the KPIs for BSE, and which draws on the individual APQARs. New programme and faculty level reports are being developed which will better align with the UAA KPIs.

6.5   Once fully operational, the student dashboards will also support decision making and be used to reflect on the delivery of strategies and to evaluate their effectiveness.

6.6   To support its strategic approach to the use of data the University has created a new position of Associate Vice-President (Institutional Research and Strategic Planning) who oversees the recently established OIRP. The OIRP aims to facilitate continuous improvement through the provision of timely and accurate information and analyses to support senior management in their planning, decision making and performance monitoring. Part of the remit of the OIRP is to conduct institutional benchmarking studies to analyse trends and developments in higher education.

6.7   As discussed in Criterion 1, the Audit Panel found that a key feature of HKBU's approach to setting and maintaining academic standards is its use of benchmarks. The development and major review of programmes routinely involve benchmarking with local and international universities which the Audit Panel heard are carefully selected for their performance and ranking overall, or as leaders in specific subject areas; benchmarking during programme development may, for example, support the choice of award title and curriculum content. Additionally, the DAA and ACP processes provide strong benchmarking opportunities.

6.8   The Audit Panel found examples of the University using benchmarking to aid its planning and decision making in relation to programme development and review. Examples include the move to a four-year PhD programme, when HKBU carried out a benchmarking exercise against all UGC-funded universities and three international partners (see paragraph 2.9), and the 2021 benchmarking exercise for TPg programmes, where benchmarking supported HKBU's strategy for the development of its TPg portfolio (see paragraph 2.8).

6.9   The University confirmed that it does not have just the single Information Systems Management Policy, but rather a set of policies, standards, guidelines and procedures which govern the management, use and protection of the University's information systems and data. These policies and procedures cover various relevant aspects, such as data security, privacy, data backup and recovery and incident response, which the Audit Panel found to be available on the Office of Information Technology's website.

6.10   The DTSC has developed a Data Governance Policy which sets out to establish the principles and practices of effective data management, ensure that institutional data is secure, reliable and accessible as appropriate, that institutional decision making, planning and reporting is informed by secure and reliable data and to define roles and responsibilities in relation to data governance. The DTSC has also overseen the development of a Project Governance Framework which determines how information systems are developed, governed and reviewed. This clearly describes the governance framework, roles and responsibilities and the key project information required to inform decision makers about a project's status, risks and issues and, in the view of the Audit Panel, provides a useful reference document for project owners and managers.

6.11   As previously noted, the University routinely utilises data in its QA and enhancement processes. During the programme design and/or major revision processes, departments seek feedback from potential applicants, current students, alumni and employers to support claims for market demand, relevance to potential employers and internship and employment opportunities.

6.12   The University's requirements for the design, delivery and management of assessment are set out in its Assessment Policy which was reviewed and revised in 2021 in response to feedback from the previous Audit and the rapidly changing T&L environment. The revised Policy reinforces the use of continuous/contextualised and formative assessment.

6.13   Assessment outcomes are consolidated in the Student Progression Dashboard which enables relevant users and committees to review student performance and ensure that assessment remains fit for purpose. APQARs review assessment outcomes and make suggestions for improvement and the DAAs and ACPs

provide feedback on assessment processes and practices and may make recommendations in relation to their enhancement.

6.14 The Audit Panel was informed that the new SLCMS, to be introduced in 2024, will provide a holistic solution to managing the entire student lifecycle, from admission to graduation, simplify procedures, enhance co-ordination among different offices, capture data as it occurs, and provide reporting and data analytics capabilities to support evidence-based decisions and enhancement. Students will be able to retrieve the most up to date information about their progress and achievements to facilitate their planning and teachers will also be able to use the information to provide academic advice on progress. Both staff and students were consulted and involved in co-creation workshops during the SLCMS design process.

6.15 Amongst other matters, the comprehensive APQARs consider and report on a range of student data, including application and admissions, student performance, student feedback (through the CFQ) and student outcomes (employment rates); issues are identified and proposed improvements for each of these elements are included in the overall improvement plan. Improvements enacted in response to the previous year's report, and their impact are followed up and APQARs also report on the analysis of student achievement of ILOs.

6.16 As noted at paragraphs 2.6-2.7, HKBU uses ECQA to gather data for the evaluation of student achievement of the GAs. Students can also track their progress through the UAP, and UAP outcomes are included in UAA monitoring and reporting. ECQA outcomes are disseminated to various departments and committees, including SAC and Senate, and have been used to enhance provision. The University acknowledged that it is harder to track attainment of the GAs through co- and extra-curricular activities and that in the future the SLCMS and Data Dashboards will allow better, real-time, recording of GA attainment outside of the formal curriculum.

6.17 The University makes effective use of both student and graduate surveys to enhance its provision. Student feedback is gathered in a number of ways including through the CFQ conducted for courses every semester/trimester/term, the Survey on Student Experience of Mixed-mode Classes and the SLEQ, as well as through other surveys such as those conducted in relation to resources and facilities, for example, the library and student support.

6.18 The Course Evaluation Policy governs the use of the CFQ which is broken down into three parts intended to allow students to comment on teaching quality (Part I), as well as to reflect on their learning experience (Part II) and to make additional comments under General Information (Part III). The second part of the questionnaire is broken down further into three themes each of which has a number of questions namely, ILOs, T&L Activities, and Assessment Methods.

6.19   The Audit Panel found that the University has a robust approach to the analysis of the data collected through the CFQ. The outcomes of the report are discussed with students at SSCCs and addressed in the programme level APQARs where any major issues and related actions are identified using the ADRI system. These reports demonstrated that practical action is taken in response. An overarching report on the outcomes across the University is presented to HKBU-QAC which considers overall response rates by faculty, overall satisfaction with teaching by faculty and the average scores for the themes in the reflection on learning section of the questionnaire. Outcomes are also tracked over time so that any changes, positive or negative can be identified. The HKBU-QAC minutes demonstrated that it takes follow up action where necessary.

6.20   The Survey on Student Experience of Mixed-mode Classes has been operated since AY2019/20 and was introduced alongside the CFQ following the need to move to online classes because of the pandemic. The outcomes from the survey have demonstrated an increase in student satisfaction with 67% of respondents in Semester 2 AY2019/20 indicating that they had found the experience of online teaching to be good/very good, with 83.4% in Semester 2 AY2020/21 indicating the same in relation to mixed mode delivery. Outcomes from the survey are discussed at HKBU-QAC. The University explained the increase as being a result of the continued development and enhancement of staff expertise and resources to support its approach; for example the support and courses offered through the CHTL.

6.21   The SLEQ, conducted by the CHTL, is aimed at tracking the experience of students through their programme of study and their perceived attainment of GAs, and solicits student views on their expectations and actual experience of the University. Areas covered by the SLEQ include general questions about students' studies, GAs, learning environment and support, AA, satisfaction with T&L and overall satisfaction with HKBU. The SLEQ also supports the University's approach to the measurement of student attainment of the seven GAs which underpin its 'Whole Person Education' philosophy, through the ECQA system.

6.22   The University also collects data through a number of graduate surveys including the annual Graduate Employment Survey, conducted by the Career Centre of the Office of Student Affairs, which targets full time students who have graduated from Ug, TPg and RPg programmes. This comprehensive report considers factors such as first career destination, remuneration, career preparation and development. In response to the fact that around 5% of students responding to the survey are self-employed, the University created an Entrepreneurial Learning Team. At programme level APQARs include an analysis of graduate employment outcomes.

6.23   The Career Centre also conducts a 'Recent Graduate Career Development Survey' every three years, intended to help HKBU better understand their graduates' career development four to six years after graduation (so for example

the 2021 report targeted students who had graduated from 2015 to 2017) and overall learning experience. Suggestions are made for any relevant improvements to curriculum to ensure that programmes meet students' career aspirations. The outcomes are discussed at SAC, reported on through their annual report and shared with Faculty Deans.

6.24   Since 2020, and in a response to the quality audit on HKBU's SD operations by the QAC, a Graduate Exit Survey and Graduate Follow-Up/Destination Survey, which both target students graduating from SD programmes, have been conducted, providing a comparable set of data for SD graduates to that obtained for other full time students through the Graduate Employment Survey described above. The two SD graduate surveys are conducted by the Administrative Support Unit of the School of Continuing Education and distributed to relevant academic departments.

6.25   At programme level, issues relating to student experience are identified and discussed at SSCCs. Meetings are well attended by student representatives, feedback from students is encouraged by the chairs of the meetings and responses are made to matters raised. Issues raised included course content, internship opportunities, access to specialist facilities and discussion of feedback from a student survey. Where appropriate, official announcements on significant actions taken as a result of student feedback are communicated to students via emails and through the student representatives.

6.26   Students who met the Audit Panel spoke positively about the opportunities they had to provide feedback. Students confirmed that surveys are sent out at the end of each course to capture feedback on academic staff and teaching and that follow-up meetings to discuss the outcomes are arranged by programme directors together with mid-term meetings at which they provide feedback on teaching facilities and student support.

6.27   As noted above, issues raised through student feedback, including that received through the SSCCs, are responded to through APQARs and the Audit Panel was able to confirm this through their reading of the examples provided. The Audit Panel also noted that several of the example APQARs provided by the University reinforced the message that SSCCs are used as a mechanism to communicate the actions taken as a result of student feedback and to close the feedback loop.

6.28   The Audit Panel noted that many of the data sets used within the University's key QA processes are reported and analysed over time to enable improvement. For example, the APQARs report on student admissions, student performance and student feedback over a four-year period and include improvement plans for each of these elements. Improvements made during the previous year are also reported. University analysis of the CFQ also considers the data over a three-year period allowing any changes, positive or negative, to be identified.

6.29 Monitoring against the UAA sector-wide PMs and KPIs also allows the University to focus on areas needing improvement. For example, following a drop in the scores against the sector wide PM on quality of T&L (PM 1.1) between 2018 and 2019, the University used the SLEQ to triangulate the results and held a number of focus groups to better understand the reasons for this decline, which included limited study and social space and the need for better IT support. Improvements made in these areas led to an increase in the scores in AY2021/22.

6.30 Whilst, as noted above, the University is already utilising a wide range of data to effectively monitor its performance and drive enhancement, it is currently implementing a more strategic approach as reflected in the establishment of the OIRP and the university wide data initiatives overseen by the DTSC. The Audit Panel considers that these developments, when completed and fully embedded, have the potential to support a more systematic and comprehensive approach to data utilisation to inform enhancement. HKBU's various diversified data sources will be consolidated under its Data Lakehouse and the SLCMS will provide a holistic solution to managing the entire student lifecycle.

6.31 The Audit Panel found that the University makes wide ranging use of data to review and enhance its academic provision drawn from a number of internal and external sources. However, to ensure a more strategic and systematic approach to data usage, a university-wide digital transformation initiative is underway overseen by the DTSC. Several projects are in progress including the development of the SLCMS to be implemented in 2024; a number of Data Dashboards have been developed and are currently being fully implemented and embedded. In addition, to support its more strategic approach to the use of data, HKBU has introduced the position of Associate Vice-President (Institutional Research and Strategic Planning) who heads up the newly established OIRP. Achievement of the three strategic priorities in the ISP 2018-2028 is underpinned by a number of KPIs, which in turn are linked to the KPIs in the UAA. KPIs are cascaded to faculties/departments/units who report on their attainment through annual reports and quality assurance processes. The Audit Panel found that HKBU makes systematic and effective use of benchmarks in QA and enhancement processes. Student related data, including feedback from students and graduates, is also used routinely in these processes.

7.   CONCLUSIONS

7.1 The University's academic operations and activities are driven by its Mission, Vision and the three strategic priorities in the ISP 2018-2028. The various supporting strategies and policies are systematically reviewed to ensure fitness for purpose including in the post-pandemic context. The framework for QA ensures effective oversight of academic standards and quality and drives enhancement. The academic governance structure sets out clear responsibilities from programme through to university level. A range of internal and external

data sources are used to monitor HKBU's performance and contribute to the University's systematic and effective use of local and international benchmarks in QA and enhancement.

7.2   The University operates a comprehensive set of policies and procedures for programme development and approval, monitoring and review. The outcomes-based curriculum design and attention to external benchmarks help enable effective and innovative programme design. Review and monitoring of programmes assure quality but are also oriented to enhancement. Routine use of DAAs and ACPs ensures effective external input to programme design, delivery and review and aligns with a range of other benchmarking activities at departmental and programme level.

7.3   The University's approach to T&L is effectively guided by its LTS and SDLT, both of which help to deliver the 'BSE'. In the post-pandemic context, HKBU has accelerated the introduction and development of VTL by introducing a range of e-tools, developing innovative pedagogies and investing in digital resources. Academic staff have been fully supported in the pivot to digital T&L. There is an effective suite of policies to promote CPD for academic and relevant support staff. Together, these initiatives enable an effective approach to reviewing and enhancing T&L.

7.4   The University has a fully developed approach to OBTL, with a consistent application of learning outcomes linked to GAs across all programmes. Assessment policies and procedures are clear and consistent but enable sufficient flexibility to accommodate subject and programme needs without in any way compromising academic standards. There are robust and transparent mechanisms in place for the management of moderation, academic integrity and appeals. The changing T&L environment brought about during the COVID pandemic and the rapid pace of change as a result of developments in technology have seen the University innovating in assessment including with respect to authentic assessment.

7.5   In alignment with its strategic priorities, the University adopts a comprehensive range of approaches to student support and development to encourage whole person development. HKBU aims for a culturally diversified and intellectually stimulating campus to promote peer learning, utilisation of community resources and provision of consistent learning opportunities for students with different needs and aspirations. The University has adopted a number of innovative initiatives including 'inclusive admissions for diversity' to provide equal access for specific student groups and to increase NLNM admissions, and University Life Programme provides a holistic package of support for all new Ug students through orientation workshops, an academic integrity online tutorial, and a wide range of CCL activities. Career support is strengthened through the establishment of career networking with the community. While on the basis of systematic review and strategic direction, high-quality support is provided to

HKBU students, the University is encouraged to consider the variation in the academic advisor/advisee ratios across departments and specify the extent of teaching duties allocated to RPg students to ensure all students are fully supported in their study journey.

7.6 The University makes wide ranging use of data to review and enhance its academic provision. A university-wide digital transformation initiative is underway and this has seen the introduction of a range of projects aimed at 'stepping up' HKBU's use of data to inform improvement. Achievement of the three strategic priorities in the ISP is underpinned by KPIs, which are cascaded to faculties/departments/units who report on their attainment through annual reports and QA processes. The University makes extensive and effective use of external and internal data in QA and enhancement processes.

APPENDIX A: HONG KONG BAPTIST UNIVERSITY
[Information provided by the University]

History

Hong Kong Baptist University (HKBU) was first founded as a post-secondary college (Hong Kong Baptist College) in 1956 with a mission to provide broad-based liberal education in a Christian environment for the young people of Hong Kong. Government-funded first-degree programmes were introduced in 1986, followed by postgraduate programmes instituted between 1988 and 1992. The College was granted self-accrediting status in 1993 and attained university status in 1994. In 2005, HKBU partnered with Beijing Normal University (BNU) to establish in Zhuhai, Guangdong Province, the BNU-HKBU United International College (UIC), the first mainland higher education college founded with a Hong Kong university.

HKBU is committed to the pursuit of excellence in education, research and service to the community. Its Institutional Strategic Plan (2018-2028) positions the University as a research-led liberal arts institution of global significance, one that is firmly anchored to the needs of the local communities, the rapid development of the nation, and the global landscape beyond.

Vision and Mission

Vision

To be a leading liberal arts University in Asia for the world delivering academic excellence in a caring, creative and global culture.

Mission

HKBU is committed to academic excellence in teaching, research and service, and to the development of the whole person in all these endeavours built upon the heritage of Christian higher education.

Role Statement

HKBU:

(a) offers a range of programmes leading to the award of first degrees in Arts, Business, Chinese Medicine, Communication Studies, Education, Science and Social Sciences;
(b) pursues the delivery of teaching at an internationally competitive level in all the taught programmes that it offers;
(c) offers a number of taught postgraduate programmes and research postgraduate programmes in selected subject areas;

(d) follows a holistic approach to higher education and emphasises a broad-based creativity-inspiring undergraduate education, which inculcates in all who participate a sense of human values;

(e) aims at being internationally competitive in its areas of research strength, and in particular, in support of teaching;

(f) maintains strong links with the community;

(g) 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;

(h) encourages academic staff to be engaged in public service, consultancy and collaborative work with the private sector in areas where they have special expertise, as part of the institution's general collaboration with government, business and industry; 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

The Council is the supreme executive body of the University and, as such, may exercise all the powers conferred and perform all the duties imposed on the University by the *Hong Kong Baptist University Ordinance*.

The Court is the supreme advisory body of the University. It is established in accordance with the *Hong Kong Baptist University Ordinance* and the *Hong Kong Baptist University Statutes*.

The Senate is the highest authority on all academic related matters of the University.

Academic Organisation and Programmes of Study

HKBU comprises eight Faculties/Schools, namely Faculty of Arts, School of Business, School of Chinese Medicine, School of Communication, School of Creative Arts, Faculty of Science, Faculty of Social Sciences and School of Continuing Education. It offers a total of 193 academic programmes (including six sub-degree, 72 undergraduate and 115 postgraduate programmes), covering a wide range of disciplines from arts, visual arts, business, communication, and social sciences to science and technology, Chinese medicine and sport, and transdisciplinary studies and beyond. The University also offers research postgraduate degrees at Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) levels.

In BNU-HKBU UIC, our Zhuhai campus, 40 undergraduate and postgraduate programmes, including the MPhil and PhD, are offered by four Faculties/Schools.

Staff and Student Numbers

In AY2022/23, the University enrolled 3 556 sub-degree, 9 130 undergraduate and 4 996 postgraduate students. Academic and Teaching staff comprises 1 287 regular and 411 visiting and short-term contract staff to give a total of 1 698. 92% of academic staff members have doctoral degrees.

In the same year, BNU-HKBU UIC registered 8 237 undergraduate and 1 132 postgraduate students. Academic and Teaching staff comprises 476 regular and three visiting and short-term contract staff to give a total of 479. 94% of academic staff members have doctoral degrees.

Revenue

Total income of HKBU for the year 2021/22 was HK$2,911 million of which HK$1,654 million (57%) came from government subventions and HK$1,257 million (43%) from tuition, programmes, donations, auxiliary services and other income.

APPENDIX B: INSTITUTIONAL RESPONSE TO THE AUDIT FINDINGS

1. Hong Kong Baptist University (HKBU) wishes to express its gratitude to the UGC-QAC for conducting the Quality Audit, which provided a valuable opportunity for the University to self-reflect on the quality of teaching and learning, and the experience it offers to students. We deeply appreciate that the UGC-QAC third audit cycle had continued virtually amidst the COVID-19 pandemic.

2. The University welcomes the very positive principal findings of the Audit Panel. The Audit Panel affirms that HKBU maintains effective oversight of academic standards and quality and drives enhancement through its well-defined Quality Assurance (QA) Framework (paragraph 1.7), and makes systematic and effective use of benchmarks in quality assurance and enhancement processes (paragraph 1.29) with a routine use of a wide range of student-related data. Such an affirmation recognises the University's strong commitment to upholding a high academic standard and delivering Best Student Experience (BSE). Riding on the digital transformation initiatives, the University will step up its use of data from internal and external sources to support continuous enhancement of teaching and learning policies and practices.

3. We are pleased to receive the Audit Panel's recognition of the University's recent establishment of the Transdisciplinary Undergraduate Programme Board for overseeing standards and quality of the newly developed transdisciplinary undergraduate programmes. The new establishment is also an evidence of our continuous review and enhancement of the academic governance structure to meet the University's strategic development needs (paragraph 1.9).

4. It is gratifying to learn the Audit Panel's recognition of the University's comprehensive approach to enhancing teaching and learning, which supports the implementation of the strategic priorities of the HKBU Institutional Strategic Plan (ISP) 2018-2028 (paragraph 3.12). Pivoting on the challenges of the COVID-19 pandemic, the University, with scrupulous adjustments to strategies, continues its provision of BSE at all levels of academic programmes and in different campuses. Looking forward, the University will continue to embrace technology and develop virtual teaching and learning (VTL). We aim to provide a transformative and engaging environment for the achievement of Graduate Attributes (GAs) and future-readiness of our students.

5. It is most encouraging that the Audit Panel lauded HKBU's innovation in the introduction and deployment of authentic assessment as a good practice (paragraph 4.5). The initiative is a key response to the dynamic change in the teaching and learning environment during and post the pandemic, as well as an essential component of our preparedness for the new technological challenges.

6. In terms of BSE, the University is delighted to note the Audit Panel's commendation on its innovative initiatives promoting 'inclusive admissions for diversity' and creating an inclusive and supportive learning environment for all students (paragraph 5.16). HKBU is committed to providing equal access for specific student groups and fit-for-purpose learning opportunities for students with different needs and aspirations, aiming for a culturally diversified and intellectually stimulating campus.

7. In the spirit of whole person education, the University provides a comprehensive range of co-curricular learning opportunities for its undergraduate students through the non-credit-bearing University Life (U-Life) Programme, and we are glad that the Audit Panel recognised this holistic package of support for students as a feature of good practice (paragraph 5.5). The Audit Panel also found ample evidence of the University's provision of high-quality student support to encourage whole person development, with the approach garnering high levels of student satisfaction (paragraph 5.22). With respect to virtual career support introduced during the pandemic and retained afterwards, HKBU takes great pride that its students are found more satisfied with the career services provided than the sector average (paragraph 5.9).

8. The University also appreciates the Panel's understanding of its quality culture which enables the articulation of consistent guiding principles through due-processes (paragraph 1.1), while allowing flexibility in implementation to accommodate subject-based and contextual differences (paragraph 1.21).

9. The University agrees with the Audit Panel's observations on the implementation of its academic advising system (paragraph 5.7). To ensure that students will receive sufficient and timely support from their academic advisors, the University will review and enhance the academic advising system promptly. Among others, appropriate academic advisor/advisee ratios will be implemented upon a comprehensive evaluation of the system and its operation at departmental and programme levels.

10. The University also notes the Audit Panel's comments on the maximum permitted teaching hours for research postgraduate (RPg) students (paragraph 5.10). While a set of central guidelines on teaching assistantship has been in place, faculties have been given flexibility in the arrangement to meet the needs and development of RPg students. The University will review the guidelines and arrangement for effective achievement of the 'Research Excellence' strategic priority while enhancing the learning experience of its RPg students, taking into account the needs in different research disciplines and feedback from students.

11. HKBU appreciates the frank and collegial exchange with the Audit Panel. We sincerely thank the Audit Panel for the tremendous effort in conducting a comprehensive review. Taking the positive remarks and the valuable advice from the Panel, the University will continue its development of innovative and

transformative teaching and learning strategies. We will further enhance the use of student data for decision making, strategy planning and the delivery of high-quality programmes and BSE.

APPENDIX C: ABBREVIATIONS AND ACRONYMS

AA	Academic Advising
A-B-C-D-E	Alignment, Benchmark, Consistency, Due-process and Evidence
ACP	Academic Consultation Panel
ADC	Academic Development Committee
ADRI	Approach-Deployment-Results-Improvement
APQAR	Annual Programme Quality Assurance Report
AY	Academic Year
BNU-HKBU UIC; UIC	Beijing Normal University-Hong Kong Baptist University United International College
BSE	Best Student Experience
CCL	Co-curricular Learning
CFQ	Course Feedback Questionnaire
CHTL	Centre for Holistic Teaching and Learning
CILOs	Course Intended Learning Outcomes
CPD	Continuous Professional Development
CRA	Criterion-referenced assessment
DAA	Departmental Academic Advisor
DAC	Departmental Assessment Committee
DTSC	Digital Transformation Steering Committee
ECQA	Evidence Collection for Quality Assurance
EEs	External Examiners
EM	Ethnic Minority
GAs	Graduate Attributes
GE	General Education
HKBU	Hong Kong Baptist University
HKBU-QAC	Hong Kong Baptist University-Quality Assurance Committee
ILOs	Intended Learning Outcomes
ISP	Institutional Strategic Plan
KPIs	Key Performance Indicators
LC	Language Centre
LTS	Learning and Teaching Strategy
MPhil	Master of Philosophy
NLNM	Non-local and Non-mainland
OBTL	Outcomes-Based Teaching and Learning
OIRP	Office of Institutional Research and Planning

OLGA	Online Grading Assistant
PASL	Policy for the Assessment of Student Learning
PhD	Doctor of Philosophy
PILOs	Programme Intended Learning Outcomes
PMs	Performance Measures
PMCs	Programme Management Committees
PSRBs	Professional, Statutory and Regulatory Bodies
QA	Quality Assurance
QAC	Quality Assurance Council
RC	Research Committee
RPg	Research Postgraduate
SAC	Student Affairs Committee
SD	Sub-degree
SDLT	Strategy for Digital Learning and Teaching
SEED	Student Engagement, Enrichment and Development
SEN	Special Educational Needs
SER	Self-Evaluation Report
SL	Service Learning
SLCMS	Student Lifecycle Management System
SLEQs	Student Learning Experience Questionnaires
SSCC	Student-Staff Consultative Committee
TDLEG	Teaching Development and Language Enhancement Grant
T&L	Teaching and Learning
TLPC	Teaching and Learning Policy Committee
TPg	Taught Postgraduate
ToR	Terms of Reference
VGE	Virtual Global Education
VTL	Virtual Teaching and Learning
Ug	Undergraduate
UAA	University Accountability Agreement
UAP	University Academic Profile
UGC	University Grants Committee

APPENDIX D: HKBU AUDIT PANEL

The Audit Panel comprised the following:

Professor Phil CARDEW (Panel Chair)
Deputy Vice Chancellor (Academic), Leeds Beckett University

Professor Mike LAI Kee-hung
Chair Professor, Department of Logistics and Maritime Studies; Associate Dean (Academic Support), Faculty of Business, The Hong Kong Polytechnic University

Professor Jackie LEE Fung-king
Professor (Practice), Department of Linguistics and Modern Language Studies; Associate Dean (Undergraduate Studies), Faculty of Humanities, The Education University of Hong Kong

Professor Diane MEEHAN
Higher Education Consultant and
Emeritus Professor, Liverpool John Moores University

Audit Coordinator

Dr Neil CASEY
QAC Secretariat

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

The Quality Assurance Council (QAC) was formally 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.

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 October 2023)

Professor Jan THOMAS (Chair)	Vice-Chancellor, Massey University
Professor Simon BATES	Vice Provost and Associate Vice President, Teaching and Learning, The University of British Columbia
Dr Benjamin CHAN Wai-kai, MH	Chief Principal, Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Professor Jimmy FUNG Chi-hung	Associate Provost (Teaching & Learning), The Hong Kong University of Science and Technology
Professor Sir Chris HUSBANDS	Vice-Chancellor, Sheffield Hallam University
Professor Julie LI Juan	Associate Vice-President (Mainland Strategy), City University of Hong Kong
Professor Marilee LUDVIK	Associate Provost and Director, Office of Institutional Effectiveness, Loyola University Chicago
Ms Phoebe TSE Siu-ling	General Manager, Commercial Banking Department, Bank of China (Hong Kong) Limited
Dr Carrie WILLIS, SBS, JP	Former Chairperson, Committee on Professional Development of Teachers and Principals

Ex-officio Member

Professor James TANG Tuck-hong	Secretary-General, UGC

Secretary

Mr Louis LEUNG	Deputy Secretary-General (1), UGC