

9 November 2007

Mr. Kesson Lee
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wanchai
Hong Kong

Dear Kesson,

Thank you for your letter of 11 October 2007 and thank you once again for arranging the first meeting with the UGC Review Group on HKIEd. We were very pleased to have the opportunity to meet members of the Review Group on 9 October. Here we would like to provide additional information and clarifications on our Development Blueprint, for the kind attention of the Review Group.

Appendix A – response to the list of your questions

Appendix B – support letters we received from local and overseas education institutions/organizations

Should there be any follow up questions regarding Appendix A, please feel free to contact Dr. K C Lai, Director of Strategic & Academic Planning who can be reached at Tel: 2948 7280.

Yours sincerely,



Wing On Lee
Acting President

Questions on HKIED Blueprint (from UGC)

Q1	Page 5 (para. 8)	Masters degrees : who will pay for them? Where will they be done (physically)? Does HKIED see a shifting of the initial training of teachers to postgraduate level through a MEd degree, as in some universities in the US and now in UNSW in Australia?
Q2	Page 5 (para. 9)	How many RPg places does HKIED consider are needed?
Q3	Page 5 (para. 9)	Can research be done without any RPg places? Or without publicly-funded RPg places?
Q4	Page 6 (para. 10)	Which courses are being referred to – PUC? Does HKIED have any views on the merits or otherwise of such places being separately dealt with by EDB (i.e. tendering)?
Q5	Page 7 (para. 14)	“This may mean leaving behind older conceptions of what a university is” – In HKIED’s view, what are the “older conceptions”? And what should be a university now?
Q6	Page 9 (paras. 19&20)	Please provide more information on how or why HKIED would be well placed to “capture” opportunities of the Mainland. Will it not be difficult for HKIED to provide fee paying services for a system with a totally different qualification/teaching system? How would HKIED provide “accreditation” for qualifications of Mainland teachers? Any legal barriers for HKIED to do so? If there are, how will HKIED overcome it? If it is a long term goal, what is the time period HKIED is talking about?
Q7	Page 12 (para. 26)	How does HKIED plan to provide fee paying / self financed programmes for teachers from another country when teacher education systems are so different? Please explain.
Q8	Page 13 (para. 28)	What is the level of “award-bearing course offerings” from SCPE? Ug? And what is HKIED’s view on the accreditation requirement of such courses?

Q9	Pages 12-15 (paras. 28-33)	In HKIEd's plan, are all of these courses catering for non-teachers to be offered by SCPE?
Q10	Page 18 (para. 39)	Please provide more information on the two proposed shifts. How does HKIEd plan to achieve them? In particular, how does HKIEd plan to secure additional private sources of funding? The move from a reliance on public funding "to an exploration of addition private sources" seems rather weak. (See also comment on page 44). Could you elaborate?
Q11	Page 19 (para. 40)	What are the "limitations associated with the current organizational arrangements"? HKIEd seems, to all intents and purposes, to have the same "organizational arrangements" as any of the universities in HK?
Q12	Page 19 (para. 41)	What about the UK, USA, Australia, Canada and Singapore? What is your assessment of the way teacher education has developed in those countries over the last few decades?
Q13	Page 25 (para. 58)	We would be interested in any information that may support the following in the Blueprint – "the academic rigour of the BEd programme in discipline studies is level with that of other routes of teacher education" – in particular Bachelor Degree plus PGDE?
Q14	Page 26 (para. 59)	How many 1 st and 2 nd choice students does HKIEd get? Why are the A levels of HKIEd students low, compared to HKU and CUHK? How will becoming a university improve this?
Q15	Page 26 (para. 59)	Has HKIEd done any study to segregate the factors contributing to a student's decision in choosing teacher education, and in choosing HKIEd? How much weight will a student place on the university title in reaching his/her decision?
Q16	Page 27 (para. 62)	Please provide the full text of this study.
Q17	Page 27 (para. 63)	Please provide a detailed breakdown of staff qualifications. This will be helpful for us in dealing with part (b) of the terms of reference from the Government.

Q18	Page 28 (para. 65)	Please provide the figures involved. A (mere) doubling from a very low base would, for example, not be very meaningful.
Q19	Page 28 (para. 67)	Please provide the breakdown of Mainland student scores on the JEE.
Q20	Page 30 (para. 7i)	Bullet 1 – please explain the assertion that “the status of the teaching profession will be enhanced, attracting able and committed students to join”. Why should having a university title make any difference to the quality of local intake to HKIED? Bullet 3 – Why will research funding increase? Where is it coming from?
Q21	Page 33 (para. 75)	From where will you “increase allocations of resource” for research? What is the source of funding?
Q22	Page 35 (para. 78)	We are not very clear what “overseas experiential learning programme” is about. Could you please elaborate?
Q23	Page 36 (para. 81)	As a general issue, and one common to all TEIs, do you think that a 5-year Ug programme to become a teacher will make committing to B(Ed) or “2+2” / double less popular? Is a full 5 years necessary? How will you make it an attractive proposition? And how does it compare with other countries? Are you confident in your subject expertise in English? At present, you are doing 2+2 in English with LU and CUHK. Are these planned to cease?
Q24	Page 37 (para. 86)	Does this imply that all sub-degree students will be able to progress to a degree, irrespective of entry level?
Q25	Page 38 (para. 87)	Would these professional development programmes need to rely on public funding, or does HKIED envisage them being self-financed? If the former, what is the envisaged annual cost?
Q26	Page 38 (para. 88)	We note the heading “UGC funded RPg programmes”. What level of UGC funding is anticipated?

Q27	Page 43	"By 2012" how and why will you have become the 'preferred provider'?
Q28	Page 44 (top)	Where will the funds come from - and how much is the additional annual cost envisaged to be?
Q29	Page 44 (bottom)	Where will the funds for the permanent town centre come from - and how much is the additional annual cost envisaged to be?
Q30	Page 44 (bottom)	Is not only 20% income from self-financed activity a rather low figure for the ambitious plans you have for SCPE, mainland activity, regional activity, professional development activity <i>etc</i> ?

Responses to UGC's questions on HKIEd Development Blueprint

UGC Q1 - Page 5 (para. 8)

Masters degrees: who will pay for them? Where will they be done (physically)?

Does HKIEd see a shifting of the initial training of teachers to postgraduate level through a MEd degree, as in some universities in the United States and now in UNSW in Australia?

Institute's response to Q1

Master's degrees

Following the existing UGC policy, all taught Master's degree programmes will be self-financed. These programmes will be conducted mainly on-campus, but the Institute is considering offering a small number of Master's degrees partly through distance learning.

Routes of Initial Training of Teachers

Nearly all countries rely on multiple routes of teacher preparation, i.e. bachelor's degree, postgraduate and specially designed routes for mature entrants, to meet the significant demands for teachers every year. Each route has its relative merits and appeals to different target groups. Generally speaking, the majority of primary and early childhood teachers are supplied through the undergraduate route, and secondary teachers through the postgraduate route.

As the expectations and demands on teachers and schools have been increasing, some places and some universities have required a longer preparation, generally to enable more time for school placements, often including an extended time of some months in schools where the students take greater responsibility for particular classes. As courses have lengthened, the commonality of nomenclature of teacher education programmes is at the same time weakened. For example, two-year courses may either follow a first degree or run concurrently with one, sometimes BEd., sometimes BTeach., and more recently, drawing on the analogy of Masters following Bachelors, MEd, or MTeach. There is not necessarily consistency, even in a single country, or sometimes in a single state of province, in this nomenclature.

In the US and Australia, the shift to master's degrees as the route for teacher preparation in some universities (where the award is more likely to be Master of Teaching (MTeach)) has been driven in each jurisdiction by a desire to uplift entry level standards as well as meeting the local demand for teachers. In the US, four-year undergraduate degrees make a fifth year of professional preparation more likely and acceptable. Teacher certification requirements mandated at the state level influence the development of end-on master's degrees, likely to be MA, MTeach or MEd. Despite the growth of US teacher education awards at the master's degree level, the number of bachelor's degree graduates with an education major has remained between 105,000 and 110,000 in the past 15 years (US National Center for Education Statistics, 2005)

In Australia, it was the influence of teacher registration authorities on entry level standards to the teaching profession that led to the development of a small number of two-year MTeach awards. Essentially, these awards were built on the PGDE/GradDip and extended teacher education by one year to include at least twenty weeks of practical work. In 2006, 4,507 of Australian commencing students in early childhood, primary and secondary teacher education were at the postgraduate level, compared with a corresponding 13,895 commencing students at the bachelors' level (Department of Education, Science and Training, 2007).

As in many places, there are now in Hong Kong multiple routes of teacher training: a single degree encompassing both subject content and teacher training, two degrees taken concurrently, or a postgraduate diploma in education focused on learning how to teach. Postgraduate pre-service teacher education programmes have traditionally been in the form of a one-year full-time PGDE. According to the current UGC-funding policy, all taught master's degrees are self-financed and there is no indication that exceptions be made for this in the case of teacher education awards. In the past years, teacher education providers had expressed their concerns about the short duration of the one-year full-time PGDE, which was inadequate to meet the increasing demands on new teachers amidst the education reform. In Hong Kong, with the opportunities provided the extension of undergraduate education under the 334, the future scenario for pre-service teacher education is likely to be the diversification into concurrent double degrees at the bachelor's level rather than an end-on master's degree.

UGC Q2 - Page 5 (para. 9)

How many RPg places does HKIEd consider are needed?

Institute's response to Q2:

The Institute has already had successful experiences in offering of self-financed Master of Education and Doctor of Education programmes in the past three years. In 2007/08, the enrollments in these programmes (in headcounts) are 484 and 20 respectively. For the next triennium, we are planning a well-paced phasing in of RPg places. We would like to apply for 15, 35 and 60 RPg places in 2009/10, 2010/11 and 2011/12 respectively, taking into account the fact that over 80% of the academic staff of the Institute are holders of doctoral degrees. We hope the numbers will be increased to 120 places in the triennium after, in order to align with our current supervision capacity among academic staff members.

The areas to be offered will initially be focused on our five areas of research priority as outlined in the Blueprint (Appendix VIII), namely, Learning and Assessment, Citizenship Education, Teachers and the Teaching Profession, Curriculum, Policy and Leadership, and Language Education and Literature. In these areas, the Institute has a critical mass of researchers with research outputs contributing to the advancement of knowledge, and raising the quality of education in HKSAR.

UGC Q3 - Page 5 (para. 9)

Can research be done without any RPg places? Or without publicly-funded RPg places?

Institute's response to Q3:

Public investment in educational research is crucial to the development of research capacity in the HKSAR, which will contribute to knowledge advancement for the improvement of the quality and effectiveness of education in general and school education in particular. Such investment has symbolized the government's commitment to support the building of sustainable research capacity in Higher Education Institutions (HEIs). Similar to the investment in publicly-funded RPg places in education in other institutions, it is vital for the new University of Education to be allocated similar places to foster a stable research environment for attracting, developing and retaining high quality scholars and researchers from all

parts of the world. With this support, the future University of Education will be able to promote Hong Kong as a centre of research and academic leadership in education in the Asia-Pacific region.

We envisage that, with the start of a small number of publicly-funded RPg places in selected key research areas, the University of Education will be in a position to offer more self-funded RPg programmes for students from Hong Kong, Chinese Mainland and beyond.

UGC Q4 - Page 6 (para. 10)

Which courses are being referred to – PUC ? Does HKIEd have any views on the merits or otherwise of such places being separately dealt with by EDB (i.e. tendering)?

Institute's response to Q4:

In para. 10 of the Development Blueprint, we refer to those self-financed and EDB-commissioned principal training courses currently offered by the Institute, and not the Professional Upgrading Courses funded by the UGC. The thinking is to articulate the modules offered under these short courses with the self-financing award bearing programmes such as the Master of Education and Doctor of Education programmes, so that principals/teachers will be recognised for the credits that they have taken in these training courses and counted towards the award bearing programmes.

UGC Q5 - Page 7 (para. 14)

"This may mean leaving behind older conceptions of what a university is..." -- In HKIEd's view, what are the "older conceptions"? And what should be a university now?

Institute's response to Q5:

"...action must be taken now.We are living on borrowed capital which is rapidly running out, the capital of an older generation, educated in the tradition of a broader and more liberal scholarship which still exerts a marked influence on the thoughts and attitudes of our day". (Ross, 1952)

Ian Clunies-Ross' statement quoted above could well apply to Hong Kong today. Traditional conceptions of the university abound within the community, amongst scholars themselves and amongst decision makers. Yet such conceptions cannot be assumed to be sufficient for the future. What is more, there is no uniformity across these different conceptions and the development of new ideas is important if Hong Kong is to undertake new directions.

For some, "the idea of university" argued by John Henry Newman in the mid-nineteenth century is still right today. In this view, universities should direct their energies towards the cultivation of the intellect through a broad liberal education. For others, the research university model first suggested by the University of Berlin at the beginning of the nineteenth century seems better suited to the needs of a modern society. This is especially so, since such a conception caters not just for the transmission of knowledge but for the production of knowledge. For yet others it is but a short step from the model of the research university to the harnessing of the research potential of modern universities to the needs of the knowledge economy.

A newer conception of the university is embodied in the proposal for Hong Kong's University of Education, which does not eliminate older conceptions all together but involves an enrichment and, in a sense, reinvention of the older conceptions within a new and rapidly changing social and economic habitat that thrives on change and transformation, a learning society, and research for social progress. Thus:

- Knowledge will not just be as an end in itself, as proposed by Newman, but it will be useful professional knowledge that can fuel the ambitious and radical educational reform agenda in Hong Kong.
- Research will have a role in the University of Education in Hong Kong because educational problems abound and research will have a role in solving such problems. Thus it will not be research for its own sake but research linked to real community needs.

Boyer (1990) regarded that there are four types of scholarship: discovery, integration, application and teaching. The latter two types particularly refer to the servicing role of knowledge in the community. Hong Kong's University of Education will above all be directed towards social purposes as it continues to produce knowledge

professionals across a broad area of educational needs to meet Hong Kong's new and emerging challenges in the twenty-first century.

The conception driving Hong Kong's University of Education, therefore, is service and citizenship. Such a conception integrates older conceptions and creates a new direction for education in Hong Kong. Such a conception is consistent with cultural values, the needs of the times and Hong Kong's new directions.

UGC Q6 - Page 9 (paras. 19 & 20)

Please provide more information on how or why HKIED would be well placed to "capture" opportunities of the Mainland. Will it not be difficult for HKIED to provide fee paying services for a system with a totally different qualification/teaching system? How would HKIED provide "accreditation" for qualifications of Mainland teachers? Any legal barriers for HKIED to do so? If there are, how will HKIED overcome it? If it is a long term goal, what is the time period HKIED is talking about?

Institute's response to Q6:

Capturing Opportunities of the Mainland

In the Development Blueprint (paras. 19-22), we have outlined how the HKIED has laid a solid foundation to capture opportunities in the Mainland. We have also provided details of our strategic collaborative partnerships in a variety of forms with the Mainland in Appendix I. Since the submission of the Development Blueprint in June, we have made further strides in providing leadership training for officials and teacher educators in teacher education institutions in the Mainland. This includes a recent collaboration with the Amity Foundation in organizing a leadership training course for leaders of teacher education institutions in Gansu and Guizhou, and a forthcoming leadership training course for leaders of the eight normal universities of the Coalition of Teacher Education Institutions in the Pan-Pearl River Delta, of which the Institute is a founding member. In our bid for university title, we have received many letters of support from the presidents and vice-presidents of normal universities in the Mainland (see the attachment in Appendix 2), which is an evidence of their appreciation of the strengths of the HKIED and its contribution to education development in the region throughout the years of collaboration.

Over the last few years, HKIED has played a leading role in exploring possibilities for and establishing institutional collaboration and educational training provisions in the Mainland. In particular, we have established our reputation in training in several areas in education, i.e.

- **Educational Leadership:** with Beijing Normal University as our key partner, having served such regions as Beijing, Northern Guangdong, and Pan-Pearl River Delta. The latest possibility comes from the Temasek Foundation, which supports HKIED to offer leadership training in Sichuan, Yunnan, Hunan and Guangxi.
- **Civic and Moral Education:** with key partners including the National Institute of Education Research, Beijing Normal University, Nanjing Normal University, Shanghai Normal University, and Sun Yat Sen University. The latest project is one commissioned by Oxfam to conduct research comparing attitudes towards global citizenship in Shanghai and Hong Kong. HKIED's Citizenship Education Centre is also known to be involved in studies concerning national identity education.
- **English Language Education:** Besides our longstanding collaboration with the Guangdong Education Bureau, HKIED received increased enquiries recently from various institutions and individuals about the possibility of offering training programmes in relation to Teaching English as a Foreign Language.
- **Guidance and Counselling:** With increased demands on the provision of school guidance and counselling, there are growing demands on training in this area. The University of Education will be well placed to offer training, with a Department of Educational Psychology, Counselling and Learning Needs that has already provided many commissioned training programmes in inclusive education in Hong Kong and the Macau SAR, and developed collaborative projects in the Mainland.

In sum, universities, HEIs and schools, especially those in the Southern provinces of the Mainland are regularly approaching the Institute with requests to conduct professional development programmes for staff. The Institute has well-established collaborative partnerships with leading universities and normal universities in the Mainland. It is well placed to diversify and capitalize on educational development at many levels of opportunities in the Mainland.

Different requirements for teacher qualification/ accreditation

We acknowledge that there are challenges when offering pre-service training to Mainland students as it would touch on the sensitive issue of recognition of the teaching qualification in another jurisdiction. Nevertheless, there has been a steady growth of international and private schools (民辦學校) in the Mainland which have adopted a more flexible approach in recruiting teachers who have received teacher education in Hong Kong. For instance, one of our BEd graduates has been recruited by an international school in Shanghai. There is an enormous potential as the number of privately-funded high schools has significantly increased, from 4,061 to 5,805 between 2003 and 2006. In addition, there has also been a rapid increase in private nursery schools, with the numbers increased from 68,835 to 75,426 during the single year 2005-06.

The Institute has also attracted teachers from the Mainland who are interested in studying teacher education in Hong Kong. For instance, during 2004/05 -- 2006/07, we had admitted five Mainland secondary school teachers to our one-year full-time PGDE programme. They had all returned to the Mainland to teach after graduation. In the longer future, with the attainment of a university title, we believe that the Institute will be in a strengthened position to develop collaborations and partnerships with universities in the Mainland to offer pre-service teacher training.

Our focus in Mainland development will be on in-service training for education officials, principals and teachers who would like to sharpen their professional knowledge and teaching skills as well as to upgrade their academic qualifications. Teachers' continuing professional development in the Mainland is under the jurisdiction of municipal and district governments, which are more open to recognizing diploma and degree qualifications from the HKSAR as qualifications meeting promotion and CPD requirements. For instance, our Master's programme in creative arts education has recently attracted a special cohort of over 20 Mainland students. Our Department of Educational Policy and Administration has also been invited to offer leadership training courses for principals in the Pearl River Delta region.

The HKSAR Government has signed a Memorandum of Understanding with the national Ministry of Education in July 2004 ironing out details of the mutual recognition of qualifications between Hong Kong and Mainland HEIs. There are 12 recognized institutions in the HKSAR, including the HKIEd. Currently, Mainland students obtaining the BEd or PGDE qualifications in the Institute could

submit their applications to the Ministry of Education in order to obtain a qualified teacher status on the Mainland. In addition, the introduction of the CEPA framework has opened up opportunities for professional bodies to negotiate the arrangements for mutual recognition of qualifications in the longer future.

There is a promising prospect for the Institute to be providing accreditation services of the qualifications of serving teachers. The Institute's Putonghua Training and Testing Centre (PTTC) is one of the few long-established centres authorized and recognised by the State Language Commission of China to conduct the national language proficiency test, *Putonghua Shuiping Ceshi*, in Hong Kong. With our years of experience in supporting the Language Proficiency Assessment for Teachers (LPAT) in Hong Kong, we are well positioned to providing similar certification services for the serving English teachers in the Mainland.

Since the late 1990s, the Central Government has established a 5-year cycle of evaluating and accrediting institutions of higher education in a systematic and standardized manner. The University of Education may play a role in sharing our experiences and providing services about academic accreditation, particularly in teacher education and education for lifelong learning for interested partners.

The Mainland's continuing open-door policy and its keen commitment to modernization and raising the quality of teachers have opened up promising prospects for the HKIED. Many fee-paying teachers are attracted to programmes in other places because of their interest in comparative education systems, the perceived high quality of education in these places and expectations of employment and career progression.

Built upon our well-established collaborative partnerships with leading universities, normal universities and teachers' colleges in the Mainland, we will focus on the provision of diploma and degree courses for serving principals and teachers in the foreseeable future, benchmarking courses and services in the medium term, and teacher preparation courses in the longer term. We will keep on exploring opportunities to diversify and capitalize on educational development at various levels in the Mainland.

UGC Q7 - Page 12 (para. 26)

How does HKIEd plan to provide fee paying / self financed programmes for teachers from another country when teacher education systems are so different? Please explain.

Institute's response to Q7:

As already addressed in Q6, we acknowledge that there will be difficulties in gaining recognition of pre-service teacher qualifications by other governments. We will focus on offering in-service programmes for teachers, particularly postgraduate diplomas, masters and doctoral programmes, for upgrading their professional knowledge and qualifications. We will build on our existing collaborations and further explore opportunities to establish partnership and collaborations with other universities in order to gain wider recognition for pre-service training qualifications. (The feasibility of launching double degrees jointly with Mainland and foreign universities will be actively considered to improve the prospect of non-local recognition of teaching qualification).

Similar to the Mainland, many countries in the region do not set certification requirements for teachers teaching in private and international schools. For example, in Thailand, prestigious private schools have recruited teachers from the Mainland and other countries to teach English and Chinese/Putonghua as second languages. It has just been announced that all foreign teachers in Thailand are eligible to registration by taking a Teacher Training Course in Thai Culture and Language at the recognized universities, on top of their possession of a teaching qualification. This demonstrates that other governments in the region are gradually relaxing teacher registration requirements.

The University of Education will contribute to developing Hong Kong as an education hub in the region through the transfer of knowledge and technology, which will be beneficial not only to teachers, but also to students who will become government officials and administrators in various occupations in their countries. We will continue to improve our infrastructure and language environment to attract students from the Mainland and other countries.

UGC Q8 - Page 13 (para. 28)

What is the level of “award bearing course offerings” from SCPE? Ug? And what is HKIED’s view on the accreditation requirement of such courses?

Institute’s response to Q8:

For the time being, the “award bearing course offerings” from SCPE are at the sub-degree level. We are planning to offer top-up degree programmes starting from 2008/09. Similar to the current practice for sub-degree programmes, we will seek the help of HKCAAVQ in the offering of programmes in non-education related disciplines.

UGC Q9 - Pages 12-15 (paras. 28-33)

In HKIED’s plan, are all of these courses catering for non-teachers to be offered by SCPE?

Institute’s response to Q9:

The new University of Education will broaden its scope of course offerings to meet the community’s demand for education, the purpose of which is to contribute to human capacity development that will meet new challenges in the HKSAR and beyond. We envisage that these courses will be offered through multiple pathways supported by multiple sources of funding. The SCPE will play a coordinating role in the offering of self-funding courses, and will also work in collaboration with other academic departments.

UGC Q10 - Page 18 (para. 39)

Please provide more information on the two proposed shifts. How does HKIED plan to achieve them? In particular, how does HKIED plan to secure additional private sources of funding? The move from a reliance on public funding “to an exploration of addition private sources” seems rather weak. (See also comment on page 44). Could you elaborate?

Institute’s response to Q10:

The two shifts depicted in the diagram above para. 39 are informed by our analysis

of opportunities for educational development in Hong Kong and beyond as described in Section 1. In the Development Blueprint, we have further outlined how the University of Education will diversify its source of funding through its diversified and expanded role in meeting the needs of the broader education sector and the community in continuing professional development and lifelong learning (paras. 27-33), and through expanding our teacher education services outside Hong Kong (paras. 15-26). In addition, we have also listed our strategies of offering professional degrees for a wider market (para. 90-91) and providing educational services and outreaching to the Mainland and the region (para. 94-96).

The Institute has already made substantial progress in the past two years in attracting fee-paying students and rendering educational services for the local community (Appendix IX) and the Mainland (Appendix I). In addition, guided by the above directions and hopefully the attainment of the University title, we will have a much enhanced capacity to secure additional private sources of funding through increased collaboration with institutions outside Hong Kong, provision of educational services and consultancies, and raising donations. We are actively enhancing engagement with our alumni, including those from the former Colleges of Education.

UGC Q11 - Page 19 (para. 40)

What are the “limitations associated with the current organizational arrangements”? HKIEd seems, to all intents and purposes, to have the same “organizational arrangements” as any of the universities in HK?

Institute’s response to Q11:

In the past decade, the scope of activities of the Institute has been largely confined to teacher preparation, which is highly influenced by the Government’s changing specific manpower requirements by school levels and, recently, by the Key Learning Areas. As such, the constraints in institutional planning have been much greater than in other HEIs. It has inadvertently created a mindset too dependent and reactive to the fluctuations in allocated student quotas, that has permeated our resourcing and staffing policies.

We envisage that, with the broadening scope of activities and geographical area of services, the University of Education will be able to operate under a more stable resources environment, which will reduce our susceptibility to fluctuations in

specific manpower requirements of the Administration and allow the Institute more room to develop initiatives which is to the long-term betterment of education in the HKSAR, the Mainland and the region. The Institute will also encourage bottom-up approaches to encourage initiatives by departments and units. The Development Blueprint itself is a good demonstration of the changing mindset under the new organizational culture.

UGC Q12 - Page 19 (para. 41)

What about the UK, USA, Australia, Canada and Singapore? What is your assessment of the way teacher education has developed in those countries over the last few decades?

Institute's response to Q12:

Teacher education has faced a commonality of issues and development across the five countries identified above and similar societies in recent times. The OECD Report, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (2005) makes the following points in its Executive Summary:

‘The demands on schools and teachers are becoming more complex. Society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning or behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment.’ (OECD, 2005: 7)

Various countries have adopted different models in teacher education to meet these challenges. There is a significant diversity in the location of teacher education and the autonomy of teacher education institutes, either as faculties of education in comprehensive universities or as universities specializing in education (para. 41). The development of teacher education in countries like UK, USA, Australia, Canada and Singapore has largely adopted the former model. Nevertheless, in many of these countries, teacher education institutions often exist as largely autonomous component parts of universities. There are substantial aggregations of high-quality staff attracted and retained to work not only at teacher preparation, but at policy levels, often in conjunction with the government decision bodies on big issues

relating to schools, teachers, curriculum and the like.

In Canada, the Ontario Institute for Studies in Education is a leading professional educational institution associated with the University of Toronto (UT), and helped build UT's reputation as one of the leading centres in the world for the study of education.

In the UK, the Institute of Education is a world-class centre of excellence for research, teacher training, higher degrees and consultancy in education and education-related areas of social science. As a constituent college of the University of London, it has maintained a high autonomy in finance, personnel and institutional development. In order to complement the role of schools of education in comprehensive universities, the Department for Education and Skills (now renamed as the Department for Children, Schools and Families) has established a government-funded National College for School Leadership since 2000. The College focuses on providing a variety of training programmes to teaching professionals from subject leaders to school heads, in order to facilitate and strengthen school leadership in respect to the demands of school-based management initiatives.

In the US, the teacher education system varies from state to state. Some colleges/schools of education have become an integral part of large research-oriented universities, following the recommendations of the Holmes Report (1995). Some have maintained a high level of autonomy, such as Teachers College in the Columbia University. In addition, many local or regional universities still engage themselves in teacher education as their major mission. In this regard, the US system enables universities to find out their niche and provide adequate services to cater for the specific needs of the community within their jurisdictions.

In Singapore, the National Institute of Education (NIE) has enjoyed a very high degree of autonomy as an institute of the Nanyang Technological University. In many aspects, it is functioning as a university on its own with very close relationship with the Singapore government. This allows the nation to pursue teacher capacity building as a priority in its education agenda.

Whatever models of operation, what matters most is that such aggregations or groupings are given sufficient time, resources and support to gradually build, retain and promote teacher preparation and educational research work of high quality on

topics of genuine importance and practical pay-off to each society. In the context of the HKSAR, we believe the co-existence of faculties of education in comprehensive universities and a university specializing in education will generate synergy and allow healthy competition, and is in the best interest of the educational development of Hong Kong and the neighbouring region. It will also enhance Hong Kong's capacity as a regional education hub..

UGC Q13 - Page 25 (para. 58)

We would be interested in any information that may support the following in the Blueprint - "the academic rigour of the BEd programme in discipline studies is level with that of other routes of teacher education" – in particular Bachelor Degree plus PGDE?

Institute's response to Q13:

HKIED has developed a common BEd core curriculum for all pre-service programmes. This curriculum consists of:

- Discipline Studies (39-60cps);
- Professional Studies/Field Experience (24-45cps/16cps)
- General Education (18-39cps)
- Complementary Studies (18-39cps)

This framework ensures that all students are exposed to the academic disciplines that inform the school subjects they will teach and that they will experience other academic subjects through a structured programme of general education. This disciplinary emphasis is complemented by core professional studies, including extensive field experience activities. There are also opportunities for students to select additional courses to complement either their discipline or professional studies. This structured academic programme provides a rigorous professional education as preparation for entry to the teaching profession. Please refer to Appendix VI of the Development Blueprint which has provided a comparison of the programme structures of our BEd with the double degrees of other HEIs.

The elements in the framework described above are the same as those that degree-plus-PGDE students will encounter. The difference is that BEd students encounter them within an integrated framework while degree-plus-PGDE students encounter them in two distinct phases. Each process is academically rigorous.

Historically, each has produced graduates who have made a contribution to the teaching profession. Each continues to produce graduates who go on to further studies at both their home and other institutions. Each is a recognized pathway to the teaching profession both locally and internationally.

There are additional requirements to the basic core curriculum. Students are required to complete language enhancement courses in Chinese, English and Putonghua and a variety of co-curricular courses involving service learning and other community activities. Opportunities are also provided for language immersion courses either on the Mainland or in an English-speaking context (compulsory for prospective language teachers). Other national and international exchange activities are available with support provided towards the costs by the Institute.

As a self-accrediting institution, our quality assurance mechanisms include the invitation of external review panels to assess the standards of our courses. The initial review process involves the appointment of an external review panel that provides advice on the quality and standards of the course prior to its introduction. Ongoing quality assurance processes involving External Examiners during course implementation ensures that the quality and standards of the course are maintained. Thus the academic rigour of the BEd is guaranteed by external review processes during both course development and implementation.

Our English language graduates have to complete satisfactorily the LPAT in order to become an English teacher. They do so alongside PGDE graduates and they do equally well. Our graduate employment rate has consistently been in the high 90% suggesting that employers regard our graduates very highly and, by inference, the programmes that have prepared them. Feedback from employers collected on an annual basis has indicated that our programmes are meeting their needs. Such feedback also allows us to realign our programmes where there is an indication that they can better meet employer needs.

UGC Q14 & Q15 - Page 26 (para. 59)

How many 1st and 2nd choice students does HKIEd get? Why are the A levels of HKIEd students low, compared to HKU and CUHK? How will becoming a university improve this?

Institute's response to Q14:

Under the Joint University Programmes Admissions System (JUPAS), applicants' choices are made known to institutions in the form of five bands, from Bands A to E, each comprising a number of programme choices. For example, Band A represents the first three choices. Hence, it is not possible to differentiate the number of first and second choices. The percentage of Band A students the Institute got in the previous three years are 66%(2005), 61%(2006) and 52%(2007).

Among the eight UGC-funded institutions, HKU and CUHK have been able to recruit students of higher admission grades because of a congruence of factors including:

- Brand name effect with HKU and CUHK as the two comprehensive universities with the longest history in Hong Kong. For HKIEd, the first batch of BEd students was only graduated in 2002. Since then, the quality of our graduates have been increasingly recognized by school principals. Among the awarded teachers of the Chief Executive's Award for Teaching Excellence in 2006-2007, 2/3 of the awardees are our alumni. Again, 80% of Certificate of Merit winners come from the HKIEd and our former Colleges; and
- Parents and career teachers who have great influence on students' choice of universities would normally encourage students with good A-Level (AL) results to apply for HKU and CUHK.

In making a comparison of AL scores between students enrolled in undergraduate teacher education programmes of HKU, CUHK and HKIEd, it is important to note that the intakes to the former two institutions are far fewer in number compared with those to HKIEd. In 2007/08, the number of first-year students enrolled in teacher education programmes via JUPAS is: 33 in HKU, 46 in CUHK, and 286 in HKIEd. In addition, both HKU and CUHK rely heavily on academic scores in selecting students to their language education programmes which comprise the majority of the undergraduate intake. HKIEd, on the other hand, offers teacher education

programmes not only in languages but also in a wide spectrum of disciplines, including cultural subjects such as music, PE, visual arts, for which student selection is also based on applicants' non-academic achievements. This, together with the larger intake figures, are important factors accounting for the lower AL scores of students admitted to HKIEd. In fact, if we compare the AL scores of students admitted to HKU and CUHK with the same number of students admitted to HKIEd, the results are very similar, as shown in the tables below.

Comparison of the admission grades of the 33 students admitted to HKU via JUPAS and with those of the top 33 students admitted to HKIEd in 2007

Institution	AL grades (Incl. UE and Chin)*	AL grades (Excl. UE and Chin)*
HKU	13.06	11.30
HKIEd	12.33	11.60

Comparison of the admission grade of the 46 students admitted to CUHK via JUPAS with those of the top 46 students admitted to HKIEd in 2007

Institution	AL grades (Incl. UE and Chin)*	AL grades (Excl. UE and Chin)*
CUHK	11.97	9.43
HKIEd	12.00	11.15

* For the purpose of score calculation, subject grades are converted into numeric values (For AL subjects: A=10, B=8, C=6, D=4, E=2; For ASL subjects: A=5, B=4, C=3, D=2, E=1). For AL score (Incl. UE and Chin), the score of each applicant is the sum total of the grade values of either the best two AL subjects or 1AL+2AS subjects, including ASL Use of English and Chinese Lang. For AL score (Excl. UE and Chin), results of ASL Use of English and Chinese Lang. will be excluded in the calculation.

Through the attainment of a university title and diversifying our programme offerings, the Institute expects to attract better students through:

- Building up a brand name effect to attract outstanding local and non-local students who previously do not want to join and graduate from an institution which they believe does not enjoy 'university' status;

- Attracting more internationally renowned teaching staff who previously do not want to join an ‘institute’ which is perceived to be inferior to institutions carrying a ‘university’ title;
- Demonstrating the support of the HKSAR government to teacher education and to enhance the status of the teaching profession;
- Offering concurrent double degrees and collaborative programmes that can reflect both the subject depth and professional qualities of our graduates; and
- Developing our niche areas into areas of excellence among all the teacher education institutions.

UGC Q15 - Page 26 (para. 59)

Has HKIEd done any study to segregate the factors contributing to student's decision in choosing teacher education, and in choosing HKIEd? How much weight will a student place on the university title in reaching his/her decision?

Institute's response to Q15:

The Institute has conducted regular surveys to collect feedback from programme admittees and participants of the Institute's promotional activities (e.g. Information Day, promotional seminars, etc) on the effectiveness of our admission services. In one of the questions - ‘*How much influence do you think the following have over your choice of our programmes?*’, the respondents were given a list of factors for their choices:

- (a) Programme content
- (b) Study mode
- (c) Class venue
- (d) Credit exemption
- (e) Medium of instruction
- (f) Immersion/Overseas exchange programme
- (g) Good career prospects
- (h) Provision of scholarships

The surveys in 2006 and 2007 revealed that an overwhelming majority of the respondents rated ‘good career prospects’ and ‘programme content’ as the two most important factors in their choice of HKIEd programmes. For non-local entrants, in

addition, they would rank the ‘Provision of scholarships’ as the third most important factor.

In the above survey, we have not asked the participants whether the presence or absence of a university title might have affected their choice of institution. But, from years of experience, we have no doubt that the absence of a university title has adversely affected our recruitment efforts locally and on the Mainland. In 2007, after Shue Yan College has attained the university title, we have witnessed an increased exodus of our qualified applicants to Shue Yan University. Our prospective Mainland students and their parents have also questioned our status without a university title.

Having a university title can help raise the status of our graduates and enhance the status of the teaching profession in Hong Kong. High quality applicants, both from secondary schools and universities, will have more confidence in choosing HKIED as they believe that upon graduation they could enjoy the same status as their counterparts in other UGC-funded institutions with a university title. Some employers will be more willing to employ students graduating from a ‘university’ rather than an ‘institute’.

UGC Q16 - Page 27 (para. 62)

Please provide the full text of this study.

Institute’s response to Q16:

A copy of the report “An Independent Survey on Teacher Attributes and Teacher Education Programmes in Hong Kong” (**Annex I**) conducted by Quality Evaluation Centre of the City University of Hong Kong is attached for the Review Group’s reference.

UGC Q17 - Page 27 (para. 63)

Please provide a detailed breakdown of staff qualifications. This will be helpful for us in dealing with part (b) of the terms of reference from the Government.

Institute’s response to Q17:

Please see **Annex II** in regard to the academic qualifications of academic staff.

UGC Q18 - Page 28 (para. 65)

Please provide the figures involved. A (mere) doubling from a very low base would, for example, not be very meaningful.

Institute's response to Q18:

Please see the figures of refereed research outputs and external research funding in 1999/2000 and 2005/06 in **Annex III**.

UGC Q19 - Page 28 (para. 67)

Please provide the breakdown of Mainland student scores on the JEE.

Institute's response to Q19:

The JEE scores of Mainland admittees over the past 3 cohorts (including 2007 cohort) are provided below –

Year	No. of non-local students admitted (including BEd, PGDE, MEd and EdD)	No. of Mainland BEd Students	No. of provinces/cities Mainland BEd students coming from	JEE scores of Mainland BEd students		
				First cut-off line	Second cut-off line	Others (e.g. post-secondary qualification)
2005	24	16	8	12.5%	87.5%	0%
2006	53	39	8	71.8%	23.1%	5.1%
2007	172	104	15	99%	0%	1%

The figures reveal a marked improvement of the intake quality of our Mainland entrants in the latest two cohorts - 2006 and 2007. In the academic year of 2007/08, the Institute is able to recruit 99% of students with the first cut-off line in JEE, with 1 other student (1%) obtaining an Associate Degree qualification from HKU SPACE.

This significant improvement was due to a change of our admission strategy emphasizing in our promotional materials that the HKIEd was equivalent to the normal universities on the Mainland. This has helped to eradicate the negative brand name effect as Mainland applicants tended to equate HKIEd with a sub-degree level institution on the Mainland. Before 2006, many Mainland applicants and their parents were very critical of the status of the Institute; they cast doubt on the status of our graduates and perceived that they were not comparable to those graduating from other universities in Hong Kong. In particular, they queried about the academic and professional status of HKIEd because an 'Institute' in the Mainland is generally perceived as a lower level institution not comparable to a 'university'. After changing our promotional strategy, we have witnessed a significant drop in the number of queries, and it has been most encouraging to notice a growing number of outstanding non-local students applying for our admission. Despite all these efforts, we still receive periodic queries from parents and officials about our status as an 'Institute'.

UGC Q20 - Page 30 (para. 71)

- *Bullet 1 – please explain the assertion that “the status of the teaching profession will be enhanced, attracting able and committed students to join” Why should having a university title make any difference to the quality of local intake to HKIEd?*
- *Bullet 3 - Why will research funding increase? Where is it coming from?*

Institute's response to Q20

Quality of Intake

We have elaborated in previous sections how the attainment of university title will help attracting better students. In this section, we will report on the recent Shue Yan experience.

The Hong Kong Shue Yan College was re-titled to The Hong Kong Shue Yan University on 19 December 2006. The Shue Yan experience has given a vivid example of how and why a university title can make a difference in the admission of better quality students:

- The number of Shue Yan applicants has increased from 4,000 in 2006 to a record high of over 6,500 in 2007, up 60%;
- The number of non-local admittees has increased from 2 in 2005 and 18 in 2006 to 80 in 2007;
- The intake quality has improved, as evidenced by the improvement of HKALE English and Chinese language results from Grade D/E in 2006 to Grade D or above in 2007; and
- The average salary of Shue Yan graduates in 2006 has increased by around 10% over the previous year. The University expects that the salary for its 2007 graduates will increase substantially because of the brand name effect.
- A recent guide for Mainland high school graduates applying to HEIs in Hong Kong indicated that the rating of Shue Yan University has improved in many aspects following the attainment of the university title.

In the Institute's registration of BEd students in 2007, we have witnessed a five-fold increase of JUPAS admittees who chose not to accept our offers, but took up offers from Shue Yan, largely due to its 'university title' effect. Altogether, 19 JUPAS admittees declined our offers in order to choose Shue Yan University, compared with only 3 admittees in the 2006 cohort.

Research Funding

With an enhanced status that comes along with the university title, the new University will have the necessary reputation to attract, recruit, develop and retain high-quality active researchers and scholars, as well as research teams with critical mass in some key research areas. They will form areas of excellence or strength in Hong Kong and the region, attracting an increasing amount of research funding from local and international funding bodies.

The research and scholarship of this University will have a very strong emphasis on the integration and optimization of efforts in research, innovation, professional practices and community services. The University is committed to building up the close linkages among knowledge advancement (research and innovation), knowledge transfer (education and training), and knowledge application (professional practice, policy formulation and reform). With these strong linkages and integration of research and practice, the University will be able to attract funding from a wide range of sources - e.g. local and regional funding from schools,

governments and foundations for teaching and programme development, policy development, innovation development, school-based projects, school-sponsoring bodies' commissioned projects; as well as from international commissions. For instance, the Institute has recently solicited funding from the World Bank and the Temasek Foundation to support our research projects.

UGC Q21 - Page 33 (para. 75)

From where will you “increase allocations of resource” for research? What is the source of funding?

Institute's response to Q21:

The increase in allocation of resources for research will be manifested by opening up additional sources of income and streamlining of our internal processes in the following ways:

- With a university title, we will be in a better position to attract external funding to support our research. In the past, our colleagues have approached potential donors to solicit funding for research and development. Some of them told us that they were interested in our projects but would defer giving the donations until we have obtained a university title.
- Internally, with the limited resources available, we will focus our resource support on those priority research areas as indicated in the Blueprint. We will also streamline the administrative procedures and programme operations of the Institute so as to release more time for academic staff to focus on their teaching and research.

UGC Q22 - Page 35 (para. 78)

We are not very clear what “overseas experiential learning programme” is about. Could you please elaborate?

Institute's response to Q22:

In experiential learning, educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and

clarify values. Experiential learning experiences allow students to capitalize on their practical strengths as they apply ideas and explore beliefs and perceptions about their world. So, it is a process of learning involving integration and differentiation which provides the foundation for shaping and actualizing students' developmental potentials.

Overseas experiences are an integral part of our strategic priorities to broaden our scopes of activities and internationalization. We aim to equip students to appreciate cultural diversity and involve them in the global community. The overseas experiential learning programmes include internship programmes in non-local contexts and various types of international humanitarian services for the developing world. Through summer internship programmes, it is hoped that such engagement can equip students with practical work experiences in foreign countries and develop students' confidence in interacting with foreign people, thus widening their international perspectives. When students are involved in serving deprived people of the developing world, they may realize the impact of globalization, learn to attend to the needs of others and respond to social issues. They may also learn how humanitarian services projects can be effectively organized. All these life experiences will help students widen their scope of knowledge, gain practical skills and develop attitudes and perspectives required to meet future challenges both in life and in work. With the implementation of the new secondary school curriculum, it is believed that prospective teachers should be well-equipped to provide other learning experiences for their students and overseas experiential learning programmes can prepare them for that.

UGC Q23 Page 36 (para. 81)

As a general issue, and one common to all TEIs, do you think that a 5-year UG programme to become a teacher will make committing to B(Ed) or "2+2" / double less popular? Is a full 5 years necessary? How will you make it an attractive proposition? And how does it compare with other countries?

Are you confident in your subject expertise in English? At present you are doing a 2+2 in English with LU and CUHK. Are these planned to cease?

Institute's response to Q23

Our Programme Plans for 334

With the extension of the duration of undergraduate education to four years under the new academic structure in higher education, we envisage that the major routes of teacher preparation will be a four-year bachelor's degree plus a one-year full-time PGDE or a five-year undergraduate degree.

We are aware that some senior secondary school students may perceive that using five years to study an undergraduate teacher education programme as rather lengthy. We have conducted a contextual study by interviewing the Institute's current BEd students and Secondary Six students on how the attractiveness of a five-year undergraduate teacher education programme may be enhanced. A number of students generally welcome the greater opportunities for local and overseas exchange, longer periods of teaching practice and deepening of subject knowledge which will be offered by an additional year of study.

As indicated in the Development Blueprint, the Institute aims to diversify its programme offerings and enhance the value-addedness and attractiveness of its programmes in preparation for the 334. We are actively exploring various measures, including:

- The possibility of an earlier exit;
- Fully implementing the credit based system so as to allow students the flexibility to adjust their study according to their own pace and duration;
- Developing a new model of clinical practicum, so that students could plan for their own practical experience, with the flexibility of undertaking clinical practice in schools during their fifth year. Subject to further consultation with schools and EDB, such student teachers will be viewed as ancillary members of the teaching staff and be given some remuneration;
- The offering of double degree programmes as the mainstream of our provision under the new academic structure, which will reflect both the subject strengths and professional preparation of the graduates;
- Articulating the undergraduate programmes with postgraduate programmes; and
- Facilitating entry into teaching by quality mature entrants and Associate degree holders through admitting them to the senior years of study.

We believe the offering of double degrees, enhanced flexibility in the curriculum

design and field experience arrangement, and opportunities for students to broaden their learning experiences by immersion in the Mainland and overseas will greatly enhance the attractiveness of the undergraduate programmes under 334. We are planning to include some of these elements in our ADP for 2009-12.

International Comparisons

The length of initial teacher education programmes varied substantially among countries and within a single country. The average across the OECD countries is 3.9 years for primary school teachers, 4.4 for lower secondary school teachers, and 4.9 years for upper secondary teachers in the year 2001. The general trend has been to lengthen teacher education programmes and to raise standards (OECD, 2005:105).

While the typical postsecondary teacher education programmes are four years in duration in Australia, England, Canada (Quebec) and Korea, programmes tend to be longer in the United States, other parts of Canada and in European countries. In Germany, initial teacher education takes five years for primary teachers and at least six years for secondary teachers. In most provinces of Canada, the length of postsecondary teacher education is typically five years, with an end-on two-year Bachelor of Education, though some universities are offering a concurrent five-year double degree. In the US, it is increasingly common for undergraduate students to take a fifth year in pedagogical studies to obtain an education major to fulfill teacher accreditation requirements. In Australia, an increasing number of double degrees in education and subject discipline are being offered. To ensure the quality of education, the Thai government has recently launched five-year teacher education degrees with an increased emphasis on teaching practice.

In primary education, though a four-year BEd primary course remains a common pattern, an increasing number of countries, or some states of provinces within countries, now requires five years, particularly if this follows a pattern of six-year secondary education with students entering university at age seventeen or eighteen. Where five-year courses are in place, they are frequently structured as two concurrent degrees.

Expertise in English and Collaborative Programmes

Our Department of English is currently offering both undergraduate and postgraduate programmes, including a strand of TESOL and English Language Education in our Master of Education and an area of study in Language Education (English) in our

Doctor of Education programme. The Department currently has 28 academic staff and all except one possess a PhD degree. There are three Professors and seven Associate Professors. Its staff are engaged in a wide range of research projects, including externally-funded grants, which cover a range of topics including construction grammar (linguistics), gender representation, sexist language, language testing (applied linguistics), images of self (popular culture), teaching across borders (intercultural communication), and web-based bibliographic sources (general).

We are committed to continuing and developing collaboration with other institutions in areas which will benefit education in Hong Kong. Concerning the existing collaborative programmes in secondary English teacher education with CUHK and Lingnan, we are now exploring with each institution the future of these programmes with reference to the advice in the UGC Preliminary Start Letter for the 2009-12 triennium. This will be reported to the UGC in our ADP to be submitted in January 2008.

UGC Q24 - Page 37 (para. 86)

Does this imply that all sub-degree students will be able to progress to a degree, irrespective of entry level?

Institute's response to Q24:

The Institute currently offers both pre-service and in-service sub-degree C(ECE) programmes. Specifically for the full-time pre-service programme, we take in students with a minimum qualification of 6 passes in HKCEE, including Chinese, English and Mathematics. Nevertheless, over 80% of our intakes in the past two years were already Secondary 7 graduates.

According to the Hong Kong Qualifications Framework currently under development by the Government, all graduates from these sub-degree C(ECE) programmes possess a Level 4 qualification, on par with the Higher Diploma or Associate Degree awards. Hence, these graduates are eligible to apply for direct entry to Year 2 of all Bachelor's degree programmes in Hong Kong. For our undergraduate programmes, their admission will be considered on the basis of academic merits and other qualities specified by the programme.

UGC Q25 - Page 38 (para. 87)

Would these professional development programmes need to rely on public funding, or does HKIEd envisage them being self-financed? If the former, what is the envisaged annual cost?

Institute's response to Q25:

Currently, the Institute offers a variety of professional development programmes which are funded from a number of sources, including the UGC, the EDB and school bodies on a commissioned or tendered basis as well as self-financed modes. We hope to maintain these multiple channels in the future to support the continuing professional development needs of principals and teachers to cope with the changing demands ahead. Specifically, we hope that the UGC funding for Professional Upgrading Courses (PUC) will at least be maintained at the current level of provision, as it has enabled the Institute to maintain a critical mass of experienced academic staff to plan, develop and deliver these programmes in close collaboration with the EDB. These courses have allowed the Government and the school community to receive sustained support from the HKIEd in areas which are critical to the education reform, e.g. language education and special needs education.

UGC Q26 - Page 38 (para. 88)

We note the heading "UGC funded RPg programmes". What level of UGC funding is anticipated?

Institute's response to Q26:

As related in an earlier section, we would propose an allocation of 15, 35 and 60 places for RPg programmes in 2009/10, 2010/11 and 2011/12 respectively. We hope the number will be increased to 120 places in the triennium after. The level of funding will be commensurate with existing UGC funding policies.

“By 2012” how and why will you have become the ‘preferred provider’?”

Institute’s response to Q27:

As mentioned in Appendix VII of the Blueprint, an independent survey conducted by another university in November 2005 indicates that principals of the primary and early childhood sectors prefer to hire graduates of the HKIEd. A copy of the report is provided with this submission in **Annex I**. The findings of our employer surveys and the high employment rate in the past few years have also indicated that they are satisfied with the quality of our graduates.

To maintain our competitive edge, we are looking into ways of enhancing the value-addedness of our programmes, such as broadening the learning experiences of our students, offering double degrees and developing collaboration with other HEIs. We will also provide them with opportunities to gain exposure to non-school settings in order to broaden their understanding and perspectives. Our close contacts with employer organizations and the Education Bureau will ensure that our programmes will be constantly updated to meet the changing demands in the education sector.

As an HEI dedicated to education, our reputation in primary and early childhood education will be supported by research and development initiatives with a distinct focus on basic education and dedicated professional support to kindergartens and schools in Hong Kong. This will not only establish our reputation as the preferred provider in Hong Kong, but in the region as well.

UGC Q28 - Page 44 (top)

Where will the funds come from – and how much is the additional annual cost envisaged to be?

Institute’s response to Q28:

The total cost for supporting the overseas experiences of 60% of our undergraduate students during their course of study will amount to about \$27m. As compared with the current spending for 25% of the students, the additional costs will amount to \$16m. It is expected that the funding will be from both donations and UGC

block grants. It is also expected that with the improved design of curriculum and flexibility to be offered, students will in effect complete some credit requirements during the overseas attachment.

UGC Q29 - Page 44 (bottom)

Where will the funds for the permanent town centre come from -- and how much is the additional annual cost envisaged to be?

Institute's response to Q29:

It is expected that capital grants will be provided by the Government through UGC for the acquisition of the permanent town centre. It should be noted that the current arrangement of providing additional earmarked funding for a temporary town centre, though a much welcomed support in recognition of the need for accommodation in town, is not sufficiently conducive to longer-term development of the Institute. The additional annual cost envisaged to operate a permanent town centre as compared with the current arrangement of a temporary town centre will not be too significant - it is estimated to be in the order of \$3m. This can be absorbed within the block grant allocation.

UGC Q30 - Page 44 (bottom)

Is not only 20% income from self-financed activity a rather low figure for the ambitious plans you have for SCPE, mainland activity, regional activity, professional development activity etc?

Institute's response to Q30:

It will be a significant increase from the current level of about 8% to the anticipated 20% by 2012, especially on the understanding that there would be a gestation period for the plans to be fully implemented, for instance for the later years of study by the cohort recruited within the next few years. It should also be noted that the fee level for educational studies are not generally at the higher end of the market and hence the increase will mean that the full-time equivalent student load on self-financed basis will be comparable with that for UGC-funded students by 2012.

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Report

on

**An Independent Survey on Teacher Attributes and Teacher Education
Programmes in Hong Kong**

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The Hong Kong Institute of Education

by

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EXECUTIVE SUMMARY

A. Objectives and Sample Size

1. The aims of this study were to investigate the key attributes of teachers expected by principals in Hong Kong primary schools, kindergartens and child-care centres, and to examine their satisfaction level of teachers they employed from teacher education programmes offered by different providers, including Hong Kong Baptist University (Department of Educational Studies, School of Continuing Education); The Chinese University of Hong Kong (Faculty of Education); The Hong Kong Institute of Education; Hong Kong Polytechnic University (Department of Applied Social Sciences); University of Hong Kong (Faculty of Education); The Hong Kong Institute of Vocational Education; and Open University of Hong Kong (School of Education and Languages).
2. 675 kindergarten/child-care centre and primary school principals completed and returned the questionnaires, yielding a response rate of 39.2%.

B. Demographic Profile of the Respondents

3. The respondents comprised 260 primary school principals and 415 principals of early childhood institutions. The latter group of principals came from 249 (60.0%) kindergartens, 82 (19.8%) child-care centres, and 76 (18.3%) institutions operating in a combined child-care and kindergarten mode. The remaining 8 principals did not specify the type of early childhood institution they belonged to.
4. Most of the primary schools were run on a whole-day basis ($n=184$, 71.9%). About one-third ($n=135$, 33.9%) of the child-care centres and kindergartens were run on a whole-day basis, another one-third ($n=135$, 33.9%) on a half-day basis, and the remaining one-third ($n=128$, 32.2%) on a combined whole-day and half-day basis.
5. About half ($n=202$, 50.5%) of the child-care centres and kindergartens were non-profit making, while 19.8% ($n=79$) of the child-care centres and kindergartens were run in the aided financial mode. The majority ($n=227$, 88.7%) of the primary schools were run in the subsidized financial mode.
6. On average, each child-care centre and kindergarten in the sample had 11.69 teachers, and each primary school had 33.25 teachers.

7. The average proportion of teachers who had professional training in the child-care centres and kindergartens, and the primary schools were 0.96 and 0.97 respectively.
8. The average proportion of teachers having professional qualification in Pre-primary Certificate of Education (CE)/High Diploma (HD) was 0.28.
9. The average proportion of teachers having professional qualification in Bachelor of Education (BEd), and Post-graduate Diploma in Education (PGDE) were 0.59 and 0.18 respectively.

C. Overall Preferences for Graduates from Different Institutions

10. A total of 239 child-care centre and kindergarten principals expressed 410 preferences for graduates from four institutions including HKIEd, Institutions A, B and C. Of these expressed preferences, 53.2% showed a preference for HKIEd graduates (n=218), 24.6% showed a preference for Institution A (n=101), 12.9% showed a preference for Institution C (n=53), and 9.3% for Institution B (n=38). 164 principals did not have a preference.
11. A total of 106 primary school principals expressed 226 preferences for graduates from five institutions including HKIEd, Institutions W, X, Y and Z. Of these expressed preferences, 40.3% showed a preference for HKIEd graduates (n=91), 31.4% showed a preference for Institution X (n=71), 17.7% showed a preference for Institution Y (n=40), 7.5% for Institution W (n=17) and 3.1% for Institution Z (n=7). 141 principals did not have a preference.

D. Trained vs. Untrained and PGDE vs. BEd

12. Majority (n=369, 90.7%) of the child-care centre and kindergarten principals agreed that, "Those teachers who have received professional teacher training are more professionally competent than those who have not".
13. Majority (n=238, 92.2%) of the primary school principals agreed that, "Those teachers who have received professional teacher training are more professionally competent than those who have not".
14. About half (n=128, 49.8%) of the primary school principals indicated that there was no difference in the professional competence between teachers with a Bachelor of Education (BEd) Degree and those with a Post-graduate Diploma in Education

(PGDE). About one-third ($n=79$, 30.7%) of the primary school principals agreed that graduates with a BEd Degree were more professionally competent than those with a PGDE. 19.5% ($n=50$) of primary school principals disagreed.

E. Level of Importance of Different Attributes of Teacher Competence

15. Work Attitudes (mean rating=4.57 on a 5-point scale) and competence in Child Development (mean rating=4.50) were the most important professional attributes of teachers, according to principals of child-care centres and kindergartens. Also important to the principals were Teaching and Learning (mean rating=4.26), School Development (mean rating=4.24), Professional Relations (mean rating=3.81), and Language Competence (mean rating=3.51).
16. According to the primary school principals, Work Attitudes was the most important professional attribute of teachers (mean rating=4.48 on the 5-point scale), followed by Student Development (mean rating=4.43), Teaching and Learning (mean rating=4.32), School Development (mean rating=4.20), Language Competence (mean rating=3.90), and Professional Relations (mean rating=3.77).

F. Level of Satisfaction with Specific Programmes

17. A very high percentage (79.9% to 94.1%) of the principals of child-care centres and kindergartens were satisfied with graduates of Programme on Qualified Kindergarten Teacher (QKT) or equivalent across all teacher education providers including HKIEd, Institutions A, B and C.
18. Majority (94.1%) of principals of child-care centres and kindergartens were satisfied with QKT graduates from The Hong Kong Institute of Education. This was followed by QKT graduates from Institution A, with 93.9% of principals satisfied with them. 84.8% of principals were satisfied with QKT graduates from Institution C, and 79.9% with QKT graduates from Institution B.
19. A very high percentage (84.1% to 97.5%) of the principals of child-care centres and kindergartens were satisfied with graduates of Programme on Certificate of Education/Higher Diploma (CE/HD) across different teacher education providers.
20. Majority (97.5%) of principals of child-care centres and kindergartens were satisfied with CE/HD graduates of Institution A. This was followed by CE/HD

graduates of The Hong Kong Institute of Education with 93.9% of principals indicated satisfaction. 89.3% of principals were satisfied with CE/HD graduates of Institution C, and 84.1% with CE/HD graduates of Institution B.

21. A very high percentage (86.2% to 97.7%) of the primary school principals was satisfied with teachers with BEd Degree graduated from different teacher education providers including HKIEd, Institutions W, X, Y and Z.
22. Satisfaction was expressed by 97.7% of the primary school principals on BEd graduates of Institution X. 96.6% of principals were satisfied with BEd graduates of The Hong Kong Institute of Education. This was followed by BEd graduates of Institution Y, with 96.4% of principals satisfied with them. 94.9% of principals were satisfied with BEd graduates of Institution W, and 86.2% with graduates of Institution Z.
23. A very high percentage (89.7% to 98.2%) of the primary school principals was satisfied with teachers with PGDE across different teacher education providers:
24. 98.2% of the primary school principals were satisfied with PGDE graduates of Institution X. This was followed by PGDE graduates of The Hong Kong Institute of Education, with 94.6% of principals satisfied with them. 94.2% of the principals were satisfied with PGDE graduates of Institution Y, 93.3% with Institution W, and 89.72% with Institution Z.

G. Level of Satisfaction with Graduates in 3 Major Domains

25. A very high percentage of child-care centre and kindergarten principals were satisfied with the teachers' competence in all three major domains: Teaching and Learning (76.1% - 95.3% across items in this domain), Child Development (77.6% - 91.0%), and Work Attitudes (85.1% - 93.9%).
26. A very high percentage of primary school principals were satisfied with the teachers' competence in all three major domains: Teaching and Learning (87.1% - 98.4% across items in this domain), Student Development (87.4% - 98.3%), and Work Attitudes (89.3% - 97.8%).

H. Comparison of Satisfaction Level on Teacher Competence of Graduates from Different Institutions

27. According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on teacher competence of graduates in QKT or equivalent, and CE/HD across different institutions ($p < 0.05$).
28. According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' competence in Teaching and Learning domain, Child Development domain, and Work Attitudes across different institutions ($p < 0.05$).
29. Among those respondents who had experience in appointing graduates with QKT or equivalent, and CE/HD of the 4 programme providers, graduates of Institution A had the highest ratings (mean rating of 3.09 on a 4-point scale for QKT, and 3.24 for CE/HD), followed by The Hong Kong Institute of Education (3.02 and 3.12), and Institution C (2.93 and 3.00).
30. In the Teaching and Learning domain, respondents who had experience in appointing graduates of all the 4 institutions gave the highest ratings to The Hong Kong Institute of Education (mean rating of 3.09 on a 4-point scale), while Institution A obtained the highest score in the Child Development domain (3.08) and Work Attitudes domain (3.16).
31. According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on BEd and PGDE graduates' competence across different institutions.
32. According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' competence in the Teaching and Learning domain, Student Development domain and Work Attitudes domain across different institutions.
33. Among those respondents who had experience in appointing graduates with BEd of all the 5 programme providers, graduates of Institution X had the highest ratings (mean rating of 3.22 on a 4-point scale). For PGDE, The Hong Kong Institute of Education (3.08) obtained the highest rating.

34. Among those respondents who had experience in appointing graduates of the 5 institutions, graduates of Institution X had the highest ratings for all the three domains, i.e. Teaching and Learning (mean rating of 3.20 on a 4-point scale), Student Development (3.12) and Work Attitudes (3.23). Graduates of The Hong Kong Institute of Education was rated second in terms of the Teaching and Learning domain (3.11) and Student Development domain (3.05), while graduates of Institution Y was rated second in terms of Work Attitudes (3.12).

FINDINGS

PART 1: INTRODUCTION

The Quality Evaluation Centre (QEC) of the City University of Hong Kong (CityU) was commissioned by The Hong Kong Institute of Education to conduct an independent survey which involved data collection and data analysis on the key attributes of teachers expected by principals in Hong Kong primary schools, kindergartens and child-care centres, and satisfaction level of teachers they employed from teacher education programmes offered by different providers, including Hong Kong Baptist University (Department of Educational Studies, School of Continuing Education); The Chinese University of Hong Kong (Faculty of Education); The Hong Kong Institute of Education; Hong Kong Polytechnic University (Department of Applied Social Sciences); University of Hong Kong (Faculty of Education); The Hong Kong Institute of Vocational Education; and Open University of Hong Kong (School of Education and Languages).

1.1 Objectives

The aims of this study were to investigate the key attributes of teachers expected by principals in Hong Kong primary schools, kindergartens and child-care centres, and to examine their satisfaction level of teachers they employed from teacher education programmes offered by the aforesaid providers.

1.2 Methodology

1.2.1 Questionnaire Design

Two sets of questionnaires, one for kindergarten and child-care centre principals and another for primary school principals, were designed in Chinese based on the study objectives. The questionnaires¹ were further refined after pilot testing².

¹ Questionnaires were not enclosed in this report. For reference, please address to The Hong Kong Institute of Education.

² A pilot test of sample size 30 was conducted so as to refine the questionnaire. Those involved in the pilot test were excluded in the main survey.

1.2.2 Data Collection

A total of 1,753 questionnaires were mailed to principals of primary schools, kindergartens and child-care centres on 30 September 2005. Follow-up mailings with non-response cases were sent on 25 and 26 October 2005. After eliminating the invalid samples (for example the change in morning/afternoon session to whole day schools; one principal serving in different kindergartens and child-care centres; and closed school), the valid response rate was 39.2% (675 valid responses out of 1,724).

1.2.3 Data Analysis

The computer programme "Statistical Package for the Social Sciences (SPSS)" was used to analyze the survey data, and the report was further written up.

PART 2: DEMOGRAPHIC PROFILE OF THE RESPONDENTS

2.1 School Type

The respondents comprised 260 primary school principals and 415 principals of early childhood institutions. This latter group of principals came from 249 (60.0%) kindergartens, 82 (19.8%) child-care centres, and 76 (18.3%) institutions operating in a combined child-care and kindergarten mode. Eight (1.9%) principals did not indicate which type of early childhood institutions they belonged to. (Please refer to Table 2.1).

Table 2.1: School Type

	Frequency	Percent
Child-care centre	82	19.8
Kindergarten	249	60.0
Child-care centre and Kindergarten	76	18.3
No indication	8	1.9
Total	415	100.00

Most of the primary schools were run on a whole-day basis (n=184, 71.9%) (see Table 2.2). About one-third (n=135, 33.9%) of the child-care centres and kindergartens were run on a whole-day basis, another one-third (n=135, 33.9%) on a half-day basis, and the remaining one-third (n=128, 32.2%) on a combined whole-day and half-day basis.

Table 2.2: Half / Whole-day

	Child-care centre / Kindergarten		Primary School	
	Frequency	Percent	Frequency	Percent
Whole-day	135	33.92	184	71.88
Half-day	135	33.92	54	21.09
Half-day and Whole-day	128	32.16	18	7.03
Total	398	100.00	256	100.00

About half (n=202, 50.5%) of the child-care centres and kindergartens were non-profit making (see Table 2.3), while 19.8% (n=79) of the child-care centres and kindergartens were run in the aided financial mode.

Table 2.3: Financial Mode (Child-care Centre and Kindergarten)

	Frequency	Percent
Aided child-care centre	79	19.75
Private child-care centre	28	7.00
Non-profit making kindergarten	202	50.50
Private and independent kindergarten	42	10.50
Aided child-care centre and Non-profit making kindergarten	26	6.50
Private child-care centre and Non-profit making kindergarten	3	0.75
Private child-care centre and Private and independent kindergarten	18	4.50
Non-profit making kindergarten and Private and independent kindergarten	1	0.25
Private child-care centre, Non-profit making kindergarten and Private and independent kindergarten	1	0.25
Total	400	100.00

The majority (n=227, 88.7%) of the primary schools were run in the subsidized financial mode. (Please refer to Table 2.4).

Table 2.4: Financial Mode (Primary School)

	Frequency	Percent
Private	12	4.69
Direct subsidized	5	1.95
Subsidized	227	88.67
Government	12	4.69
Total	256	100.00

2.2 School Size

On average, each child-care centre and kindergarten in the sample had 11.69 teachers, and each primary school had 33.25 teachers (see Table 2.5).

Table 2.5: Descriptive Statistics of Number of Teachers

	N	Mean	Std. Deviation
Child-care centre / Kindergarten	412	11.69	7.37
Primary school	252	33.25	13.40

2.3 Proportion of Teachers with Professional Training

As shown in Table 2.6, the average proportion of teachers who had professional training in the child-care centres and kindergartens, and the primary schools were 0.96 and 0.97 respectively.

Table 2.6: Descriptive Statistics of Proportion of Teachers having Professional Training

	N	Minimum	Maximum	Mean	Std. Deviation
Child-care centre / Kindergarten	409	0	1	0.96	0.12
Primary school	250	0.17	1	0.97	0.08

The average proportion of teachers having professional qualification in Pre-primary Certificate of Education (CE)/High Diploma (HD) was 0.28 (see Table 2.7).

Table 2.7: Descriptive Statistics of Proportion of Teachers having Professional Qualification (Child-care Centre / Kindergarten)

	N	Minimum	Maximum	Mean	Std. Deviation
CE / High Dip	406	0	1	0.28	0.19

As presented in Table 2.8, the average proportion of teachers having professional qualification in Bachelor of Education (BEd), and Post-graduate Diploma in Education (PGDE) were 0.59 and 0.18 respectively.

Table 2.8: Descriptive Statistics of Proportion of Teachers having Professional Qualification (Primary School)

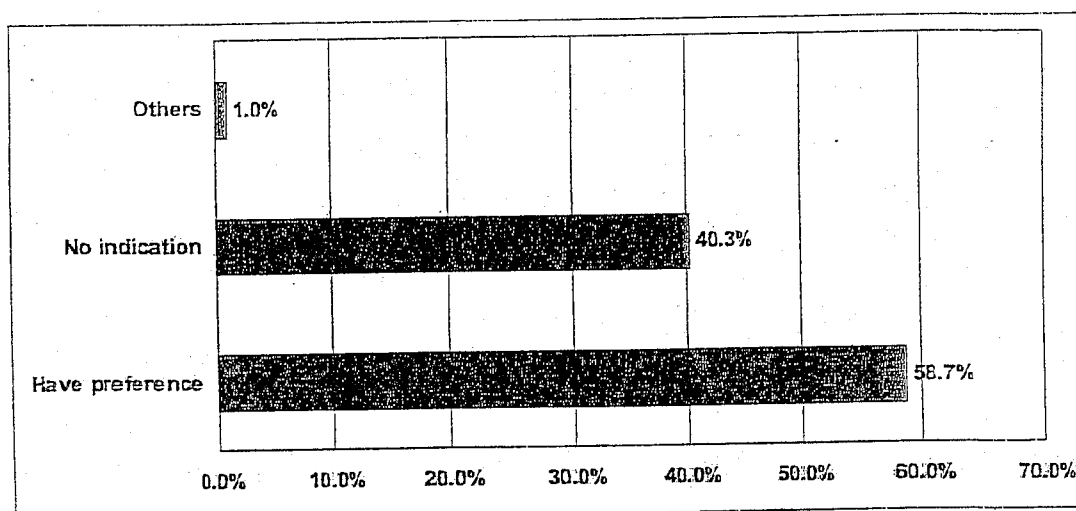
	N	Minimum	Maximum	Mean	Std. Deviation
BEd	251	0	1	0.59	0.21
PGDE	247	0	1	0.18	0.23

PART 3: OVERALL PREFERENCES FOR GRADUATES FROM DIFFERENT INSTITUTIONS

Section 3.1: Child-care Centre and Kindergarten Principals

Figure 3.1 depicted that 239 (58.7%) child-care centre and kindergarten principals expressed their preference; and 164 (40.3%) principals indicated no preference in employing graduates from different teacher education institutions including HKIEd, Institutions A, B and C.

Figure 3.1: Preferences of Child-care Centre and Kindergarten Principals for Graduates from Different Institutions (n= 407)



239 principals expressed 410 preferences, the preferences were: HKIEd (53.2%), Institution A (24.6%), Institution C (12.9%), and Institution B (9.3%) (see Table 3.1).

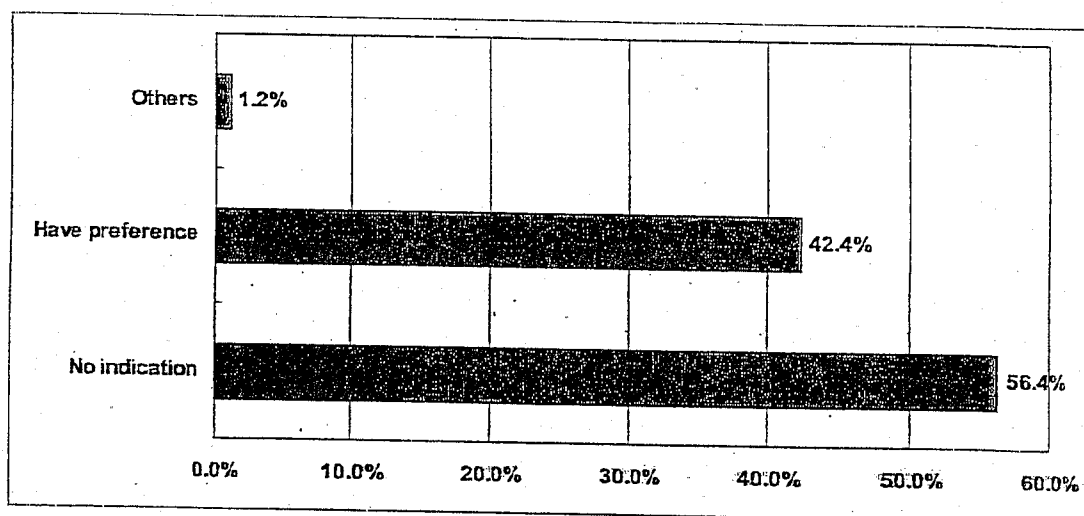
Table 3.1: Preferences of Child-care Centre and Kindergarten Principals for Graduates from Different Institutions

Institution	Have preference in appointment
The Hong Kong Institute of Education	53.17% (n=218)
Institution A	24.63% (n=101)
Institution B	9.27% (n=38)
Institution C	12.93% (n=53)

Section 3.2: Primary School Principals

Figure 3.2 revealed that 141 (56.4%) principals indicated no preference; and 106 (42.4%) principals expressed 226 preferences in employing graduates from different teacher education institutions including HKIEd, Institutions W, X, Y and Z.

Figure 3.2: Preferences of Primary School Principals for Graduates from Different Institutions (n= 250)



Of these expressed preferences, 40.3% showed a preference for HKIEd graduates (n=91), 31.4% showed a preference for Institution X (n=71), 17.7% showed a preference for Institution Y (n=40), 7.5% for Institution W (n=17) and 3.1% for Institution Z (n=7) (see Table 3.2).

Table 3.2: Preferences of Primary School Principals for Graduates from Different Institutions

Institution	Have preference in appointment
Institution W	7.52% (n=17)
Institution X	31.4% (n=71)
The Hong Kong Institute of Education	40.3% (n=91)
Institution Y	17.7% (n=40)
Institution Z	3.09% (n=7)

Note: An open-ended question was asked to solicit the comments on the preferences for graduates from different institutions. The responses were compiled in a separate volume. For reference, please address to The Hong Kong Institute of Education.

PART 4: TRAINED vs. UNTRAINED AND PGDE vs. BEd

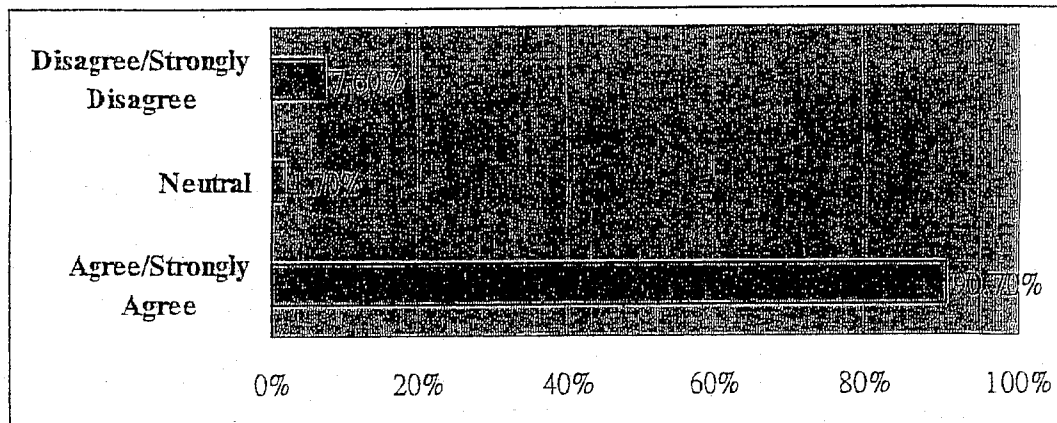
Section 4.1: Child-care Centre and Kindergarten Principals

By using a 5-point response scale, with 1 representing 'strongly disagreed', 3 'no difference', and 5 'strongly agreed', child-care centre and kindergarten principals were asked to indicate their level of agreement with the following two statements:

- "Those teachers who have received professional teacher training are more professionally competent than those who have not"; and
- "Graduates who have received professional training in the recent five years are more professionally competent than those who graduated over five years ago."

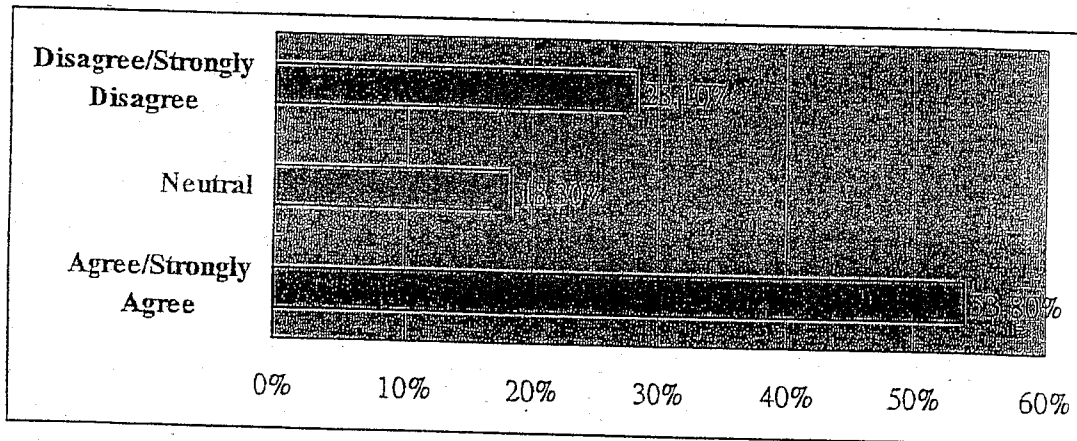
Results showed that majority ($n=369$, 90.7%) of the child-care centre and kindergarten principals agreed that, "Those teachers who have received professional teacher training are more professionally competent than those who have not" (see Figure 4.1). Mean rating of 4.14 on the 5-point scale ($n=407$) was obtained on this statement.

Figure 4.1: Comments on Professional Training vs. No Professional Training



Slightly more than half ($n=215$, 53.8%) of the child-care centre and kindergarten principals agreed that, "Graduates who have received professional training in the recent five years are more professionally competent than those who graduated over five years ago" (see Figure 4.2). Mean rating of 3.30 on the 5-point scale ($n=400$) was obtained on this statement.

Figure 4.2: Comments on Professional Training in Recent Five Years vs. Over Five Years



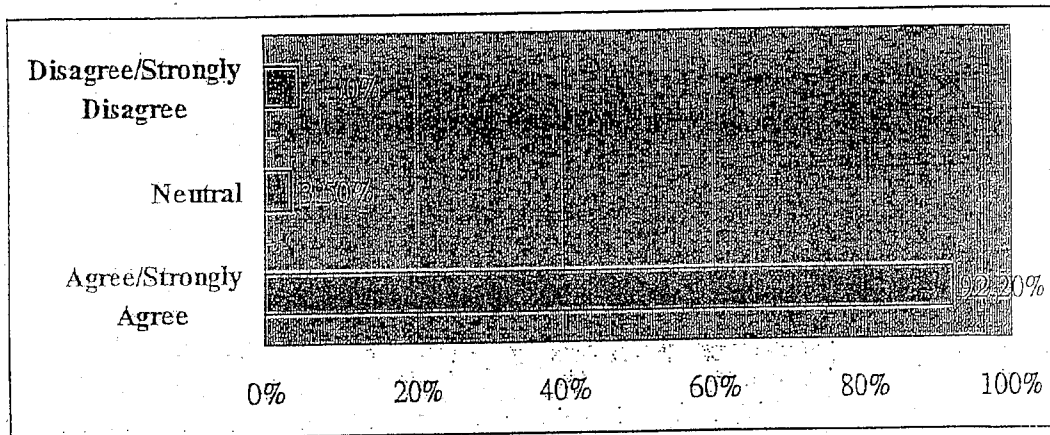
Section 4.2: Primary School Principals

By using a 5-point response scale, with 1 representing 'strongly disagreed', 3 'no difference', and 5 'strongly agreed', primary school principals were asked to indicate their level of agreement with the following three statements:

- "Those teachers who have received professional teacher training are more professionally competent than those who have not";
- "Those teachers who possess a Bachelor of Education qualification are more professionally competent than those who possess a Post-graduate Diploma in Education"; and
- "Graduates who have received professional training in the recent five years are more professionally competent than those who graduated over five years ago."

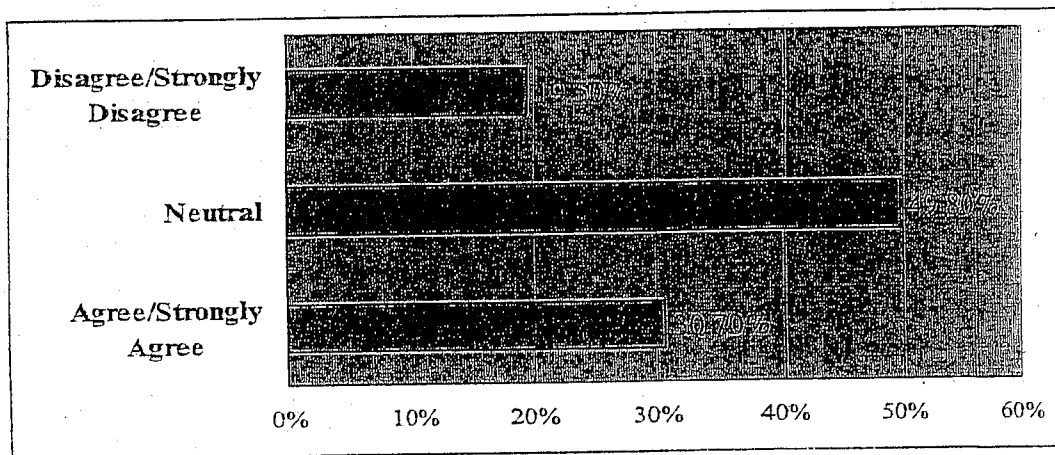
Majority (n=238, 92.2%) of the primary school principals agreed that, "Those teachers who have received professional teacher training are more professionally competent than those who have not". Mean rating of 4.10 on the 5-point scale (n=258) was obtained on this statement (see Figure 4.3).

Figure 4.3: Comments on Professional Training vs. No Professional Training



About half ($n=128$, 49.8%) of the primary school principals indicated that there was no difference in the professional competence between teachers with a BEd Degree and those with a PGDE (see Figure 4.4). About one-third ($n=79$, 30.7%) of the primary school principals agreed that graduates with a BEd Degree were more professionally competent than those with a PGDE. 19.5% ($n=50$) of the primary school principals disagreed. Mean rating of 3.12 on the 5-point scale ($n=257$) was obtained on this statement.

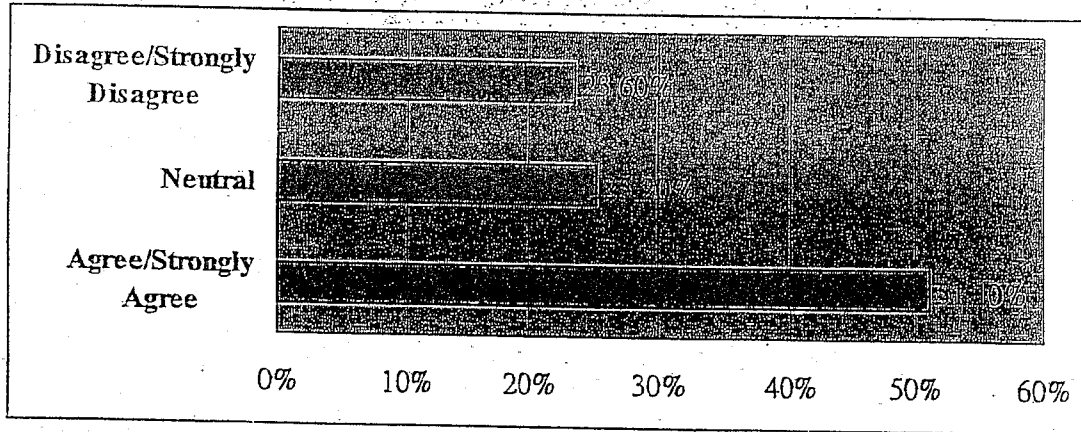
Figure 4.4: Comments on PGDE vs. BEd



Slightly over half ($n=130$, 51.1%) of the primary school principals agreed that “Graduates who have received professional training in the recent five years are more professionally competent than those who graduated over five years ago.” (Please refer

to Figure 4.5). Mean rating of 3.30 on the 5-point scale (n=254) was obtained on this statement.

Figure 4.5: Comments on Professional Training in Recent Five Years vs. Over Five Years



PART 5: LEVEL OF IMPORTANCE OF DIFFERENT ATTRIBUTES OF TEACHER COMPETENCE

In this part, a 5-point response scale, with 1 representing 'extremely unimportant', 3 'important', and 5 'extremely important', was adopted to indicate the level of importance of different attributes of teacher competence.

Section 5.1: Child-care Centre and Kindergarten Principals

Teaching and Learning Domain

In the Teaching and Learning domain, "understands professional knowledge related to children growth and learning" had the highest rating of importance (mean rating = 4.66 on the 5-point scale), followed by "Engages in self-assessment and self-reflection to improve teaching" (4.47), while "Use of teaching language" had the lowest rating (3.96). The overall mean rating of the importance of the Teaching and Learning domain was 4.26 on the 5-point scale (see Table 5.1).

Table 5.1: Mean Scores of the Importance of Attributes in Teaching and Learning
Domain

	N	Mean
Understands professional knowledge related to children growth and learning	415	4.66
Updates professional knowledge related to children education	411	4.14
Improves curricula	411	4.03
Improves teaching strategies and skills	411	4.35
Adapts different teaching methods	412	4.13
Use of teaching language	413	3.96
Assesses learning performance of children	412	4.29
Engages in self-assessment and self-reflection to improve teaching	414	4.47
Establishes conducive learning environment for children	415	4.29
Overall	415	4.26

Child Development Domain

In the Child Development domain, "Attends to physical and psychological development of children" was rated with the highest importance (mean rating = 4.53 on the 5-point scale), followed by "Establishes children's self-confidence and harmonious social relationships" (4.49), and "Understands and supports the diverse needs of children" (4.48). The overall mean rating of the importance of the Child Development domain was 4.50 on the 5-point scale (see Table 5.2).

Table 5.2: Mean Scores of the Importance of Attributes in Child Development Domain

	N	Mean
Understands and supports the diverse needs of children	414	4.48
Establishes children's self-confidence and harmonious social relationships	415	4.49
Attends to physical and psychological development of children	415	4.53
Overall	415	4.50

School Development Domain

In the School Development domain, mean ratings on "Helps create a positive school culture" and "Implements school goals and policies" were 4.29 and 4.26 respectively on the 5-point scale. The overall mean rating of the importance of the School Development domain was 4.24 (see Table 5.3).

Table 5.3: Mean Scores of the Importance of Attributes in School Development Domain

	N	Mean
Understands and actualizes the mission of school	415	4.20
Helps create a positive school culture	414	4.29
Implements school goals and policies	414	4.26
Fosters home-school collaboration	414	4.19
Overall	415	4.24

Professional Relations Domain

Referring to Table 5.4, "Fosters peer collaboration" was rated with the highest score (mean rating = 4.26 on the 5-point scale) in the Professional Relations domain. Comparatively speaking, ratings on "Fosters collaboration with community" (3.71) and "Participates in community and voluntary educational work" (3.47) were lower. The overall mean rating of the importance of the Professional Relations domain was 3.81 on the 5-point scale.

Table 5.4: Mean Scores of the Importance of Attributes in Professional Relations Domain

	N	Mean
Fosters peer collaboration	414	4.26
Fosters collaboration with community	413	3.71
Participates in community and voluntary educational work	407	3.47
Overall	415	3.81

Work Attitudes

“Has a sense of responsibility” was rated the highest (mean rating = 4.79 on the 5-point scale), followed by “Is caring” (4.75) and “Takes the initiative” (4.72). The overall mean rating of the importance of Work Attitudes was 4.57 on the 5-point scale (see Table 5.5).

Table 5.5: Mean Scores of the Importance of Attributes in Work Attitudes

	N	Mean
Takes the initiative	414	4.72
Is enthusiastic	415	4.70
Has a sense of responsibility	414	4.79
Able to manage stress	412	4.42
Responds to educational changes positively	413	4.17
Willing to learn	414	4.46
Is caring	415	4.75
Overall	415	4.57

Language Competence

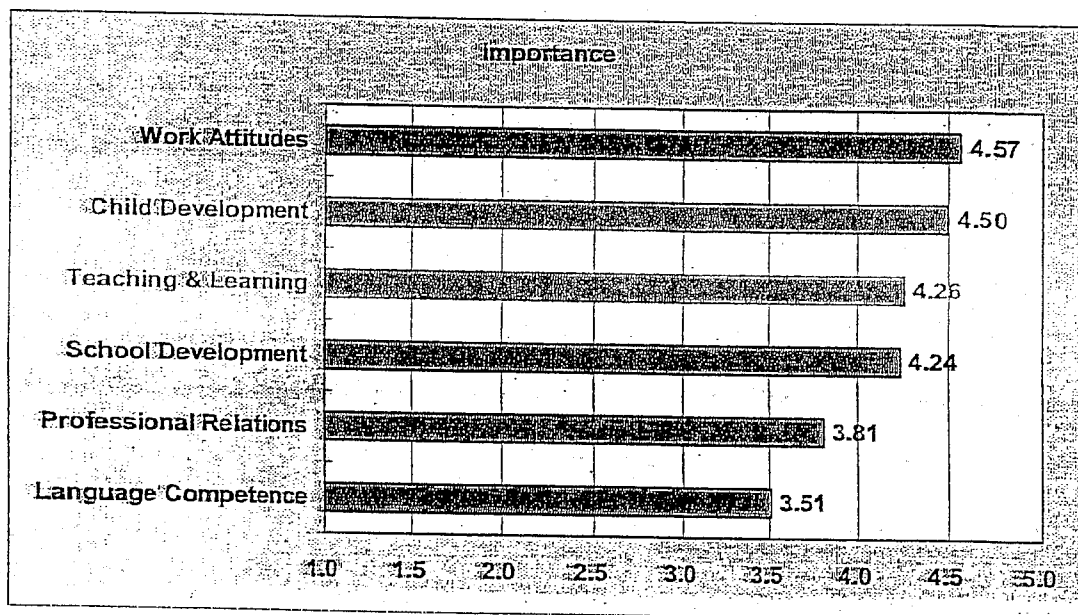
In the Language Competence domain, English was perceived to be more important (mean rating = 3.57 on the 5-point scale), compared to Putonghua (3.46). The overall mean rating of the importance of Language Competence was 3.51 on the 5-point scale (see Table 5.6).

Table 5.6: Mean Scores of the Importance of Attributes in Language Competence

	N	Mean
English	412	3.57
Putonghua	409	3.46
Overall	412	3.51

To sum up, Work Attitudes (mean rating = 4.57 on the 5-point scale) and competence in Child Development (mean rating = 4.50) were the most important professional attributes of teachers according to principals of child-care centres and kindergartens. Also important to the principals were Teaching and Learning (mean rating = 4.26), School Development (mean rating = 4.24), Professional Relations (mean rating = 3.81), and Language Competence (mean rating = 3.51) (see Figure 5.1).

Figure 5.1: Importance of Competence in Different Domains



Section 5.2: Primary School Principals

Teaching and Learning Domain

In the Teaching and Learning domain, “Understands subject knowledge” had the highest rating of importance (mean rating = 4.57 on the 5-point scale), followed by “Improves teaching strategies and skills” (4.47), while “Improves curricula” had the lowest rating (4.06). The overall mean rating of the importance of the Teaching and Learning domain was 4.32 on the 5-point scale (see Table 5.7).

Table 5.7: Mean Scores of the Importance of Attributes in Teaching and Learning Domain

	N	Mean
Understands subject knowledge	258	4.57
Updates subject knowledge	258	4.30
Improves curricula	257	4.06
Improves teaching strategies and skills	258	4.47
Adapts different teaching methods	258	4.37
Use of teaching language	257	4.19
Assesses learning performance of students	256	4.21
Engages in self-assessment and self-reflection to improve teaching	257	4.42
Overall	258	4.32

Student Development Domain

In the Student Development domain, “Establishes self-confidence of students” was rated with the highest importance (mean rating = 4.55 on the 5-point scale), followed by “Understands and support the diverse needs of students” (4.51) and “Establishes

harmonious relationships with students” (4.40). The overall mean rating of the importance of the Student Development domain was 4.43 on the 5-point scale (see Table 5.8).

Table 5.8: Mean Scores of the Importance of Attributes in Student Development Domain

	N	Mean
Understands and support the diverse needs of students	258	4.51
Establishes self-confidence of students	258	4.55
Establishes harmonious relationships with students	258	4.40
Attends to whole person development of students	258	4.27
Overall	258	4.43

School Development Domain

In School Development domain, “Helps create a positive school culture” had the highest importance rating (mean rating = 4.47 on the 5-point scale) from school principals, and “Implements school goals and policies” had the second highest rating (4.34). The overall mean rating of the importance of the School Development domain was 4.20 on the 5-point scale (see Table 5.9).

Table 5.9: Mean Scores of the Importance of Attributes in School Development Domain

	N	Mean
Understands and actualizes the mission of school	258	4.29
Helps create a positive school culture	258	4.47
Implements school goals and policies	258	4.34
Fosters home-school collaboration	258	4.00
Supports extra-curricular activities	257	3.89
Overall	258	4.20

Professional Relations Domain

Referring to Table 5.10, “Fosters peer collaboration” was rated with the highest importance (mean rating = 4.40 on the 5-point scale) in Professional Relationships domain. Comparatively speaking, ratings on “Fosters collaboration with community” (3.57) and “Participates in community and voluntary educational work” (3.32) were lower. The overall mean rating of the importance of the Professional Relations domain was 3.77 on the 5-point scale.

Table 5.10: Mean Scores of the Importance of Attributes in Professional Relations Domain

	N	Mean
Fosters peer collaboration	258	4.40
Fosters collaboration with community	257	3.57
Participates in community and voluntary educational work	250	3.32
Overall	258	3.77

Work Attitudes

In the Work Attitudes domain, "Has a sense of responsibility" was rated the highest (mean rating = 4.76 on the 5-point scale), followed by "Is caring" (mean rating = 4.70) and "Takes the initiative" (mean rating = 4.65). The overall mean rating of the importance of Work Attitudes was 4.48 on the 5-point scale (see Table 5.11).

Table 5.11: Mean Scores of the Importance of Attributes in Work Attitudes

	N	Mean
Takes the initiative	258	4.65
Is enthusiastic	258	4.63
Has a sense of responsibility	258	4.76
Able to manage stress	258	4.27
Responds to educational changes positively	255	3.98
Willing to learn	258	4.35
Is caring	258	4.70
Overall	259	4.48

Language Competence

In the Language Competence domain, English was perceived to be more important (mean rating = 3.96 on the 5-point scale), compared to Putonghua (mean rating = 3.83). The overall mean rating of the importance of Language Competence was 3.90 on the 5-point scale (see Table 5.12).

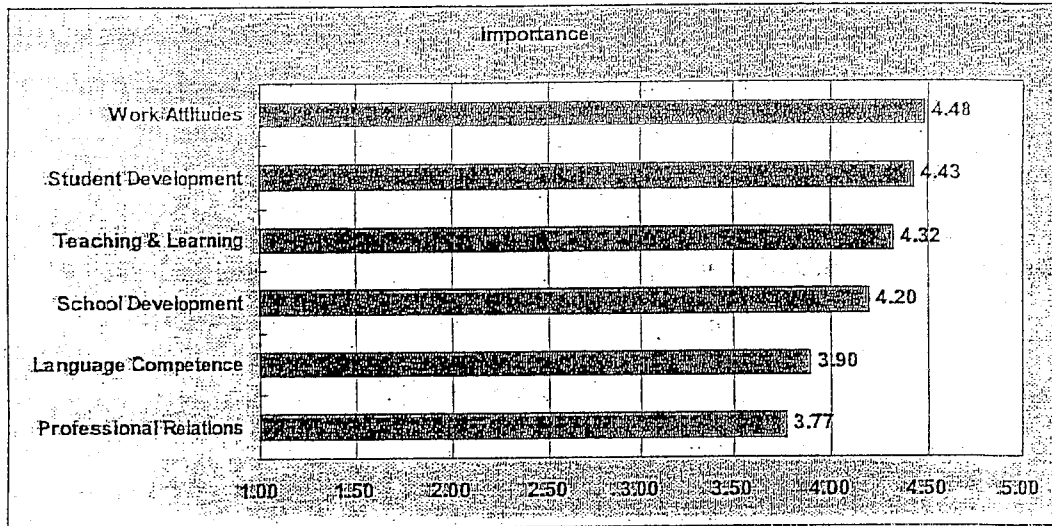
Table 5.12: Mean Scores of the Importance of Attributes in Language Competence

	N	Mean
English	252	3.96
Putonghua	251	3.83
Overall	253	3.90

According to the primary school principals, Work Attitudes was the most important professional attribute of teachers (mean rating = 4.48 on the 5-point scale), followed by Student Development (mean rating = 4.43), Teaching and Learning (mean rating =

4.32), School Development (mean rating = 4.20), Language Competence (mean rating = 3.90), and Professional Relations (mean rating = 3.77) (see Figure 5.2).

Figure 5.2: Importance of Teacher Competence in Different Domains

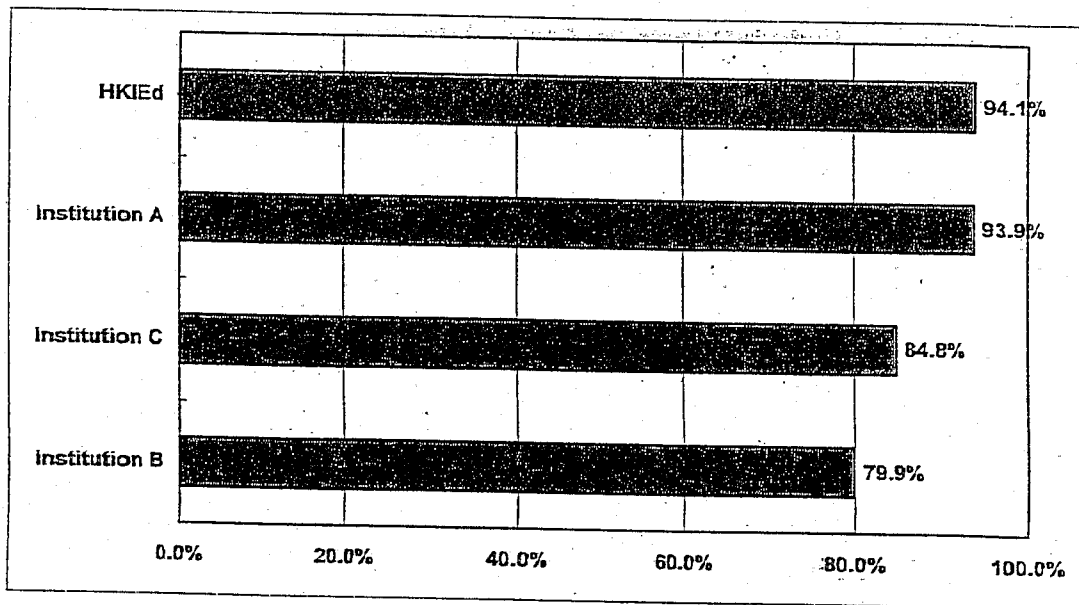


PART 6: LEVEL OF SATISFACTION WITH SPECIFIC PROGRAMMES

Section 6.1: Child-care Centre and Kindergarten Principals

A very high percentage (79.9% to 94.1%) of the principals of child-care centres and kindergartens were satisfied with graduates of Programme on Qualified Kindergarten Teacher (QKT) or equivalent across all teacher education providers including HKIEd, Institutions A, B and C.

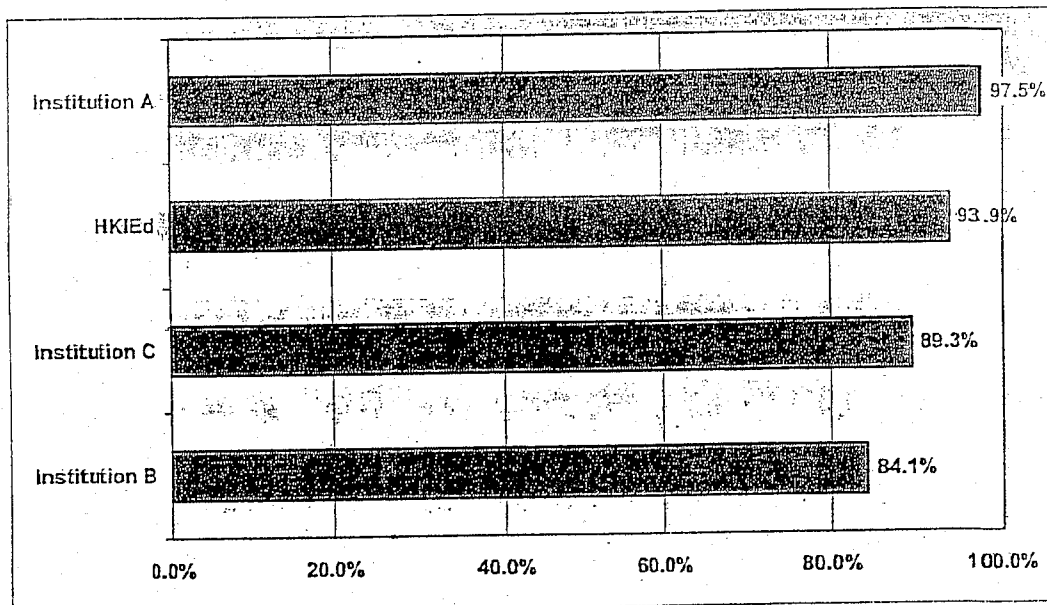
Figure 6.1: Percentage of Satisfaction with Graduates of Programme on Qualified Kindergarten Teacher (QKT) or Equivalent across Different Institutions



Majority (94.1%) of principals of child-care centres and kindergartens were satisfied with QKT graduates from HKIEd (see Figure 6.1). This was followed by QKT graduates from Institution A, with 93.9% of principals satisfied with them. 84.8% of principals were satisfied with QKT graduates from Institution C, and 79.9% with QKT graduates from Institution B.

A very high percentage (84.1% to 97.5%) of the principals of child-care centres and kindergartens were satisfied with graduates with CE or High Dip qualifications.

Figure 6.2: Percentage of Satisfaction with Graduates of CE or High Dip qualifications across Different Institutions

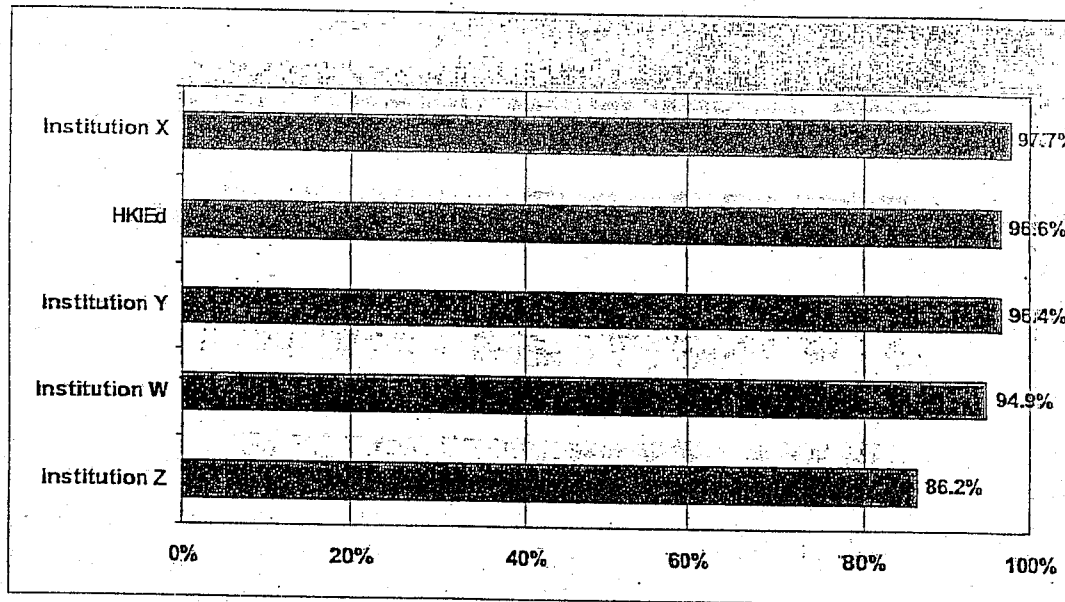


Majority (97.5%) of principals of child-care centres and kindergartens were satisfied with CE/HD graduates of Institution A (see Figure 6.2). This was followed by CE/HD graduates of HKIEd with 93.9% of principals indicating satisfaction. 89.3% of principals were satisfied with CE/HD graduates of Institution C, and 84.1% with CE/HD graduates of Institution B.

Section 6.2: Primary School Principals

A very high percentage (86.2% to 97.7%) of the primary school principals was satisfied with teachers with BEd Degree graduated from different teacher education providers including HKIEd, Institutions W, X, Y and Z.

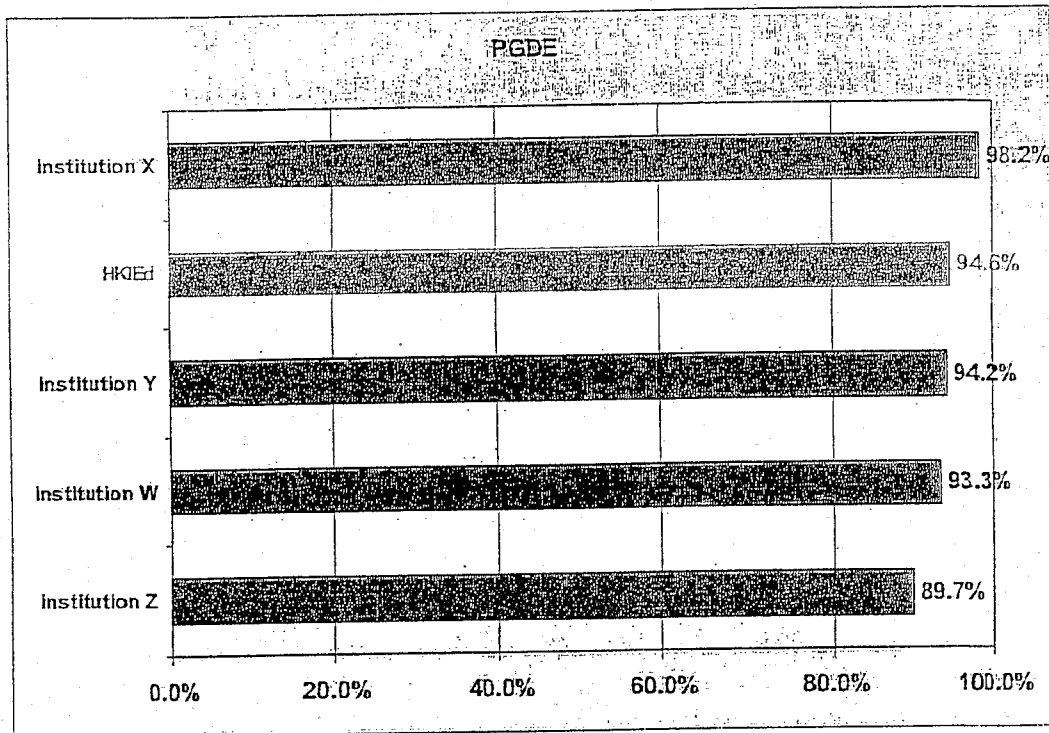
Figure 6.3: Percentage of Satisfaction with Graduates of BEd Degree across Different Institutions



Satisfaction was expressed by 97.7% of the primary school principals on BEd graduates of Institution X. 96.6% of principals were satisfied with BEd graduates of HKIEd. This was followed by BEd graduates of Institution Y, with 96.4% of principals satisfied with them. 94.9% of principals were satisfied with BEd graduates of Institution W, and 86.2% with graduates of Institution Z (see Figure 6.3).

A very high percentage (89.7% to 98.2%) of the primary school principals was satisfied with teachers with PGDE graduated from different teacher education providers.

Figure 6.4: Percentage of Satisfaction with Graduates of PGDE qualifications across Different Institutions



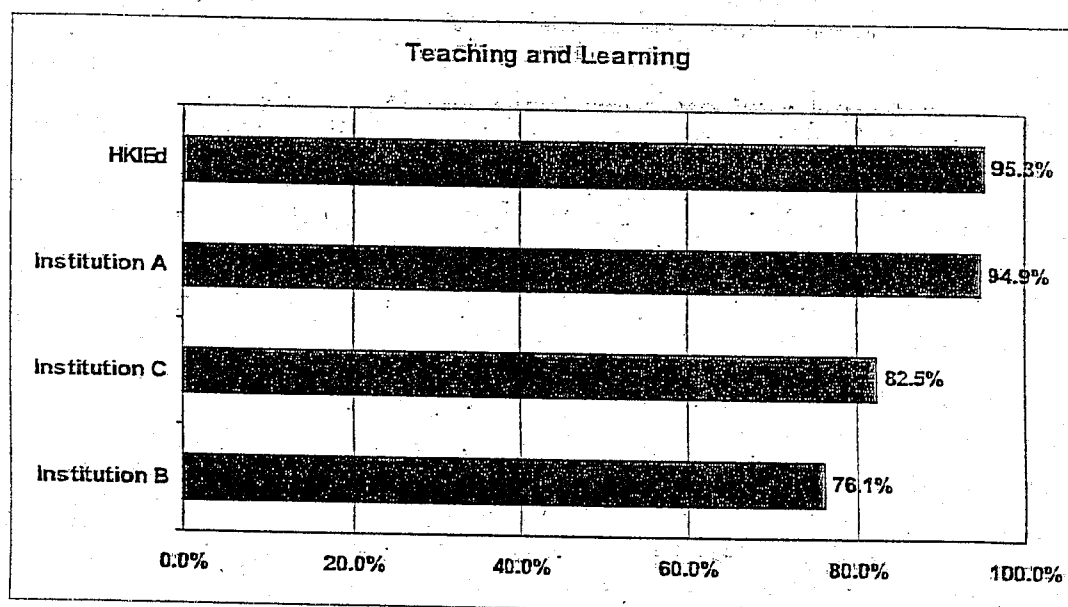
98.2% of the primary school principals were satisfied with PGDE graduates of Institution X. This was followed by PGDE graduates of HKIEd, with 94.6% of principals satisfied with them. 94.2% of the principals were satisfied with PGDE graduates of Institution Y, 93.3% with Institution W, and 89.72% with Institution Z (see Figure 6.4).

PART 7: LEVEL OF SATISFACTION WITH GRADUATES IN 3 MAJOR DOMAINS

Section 7.1: Child-care Centre and Kindergarten Principals

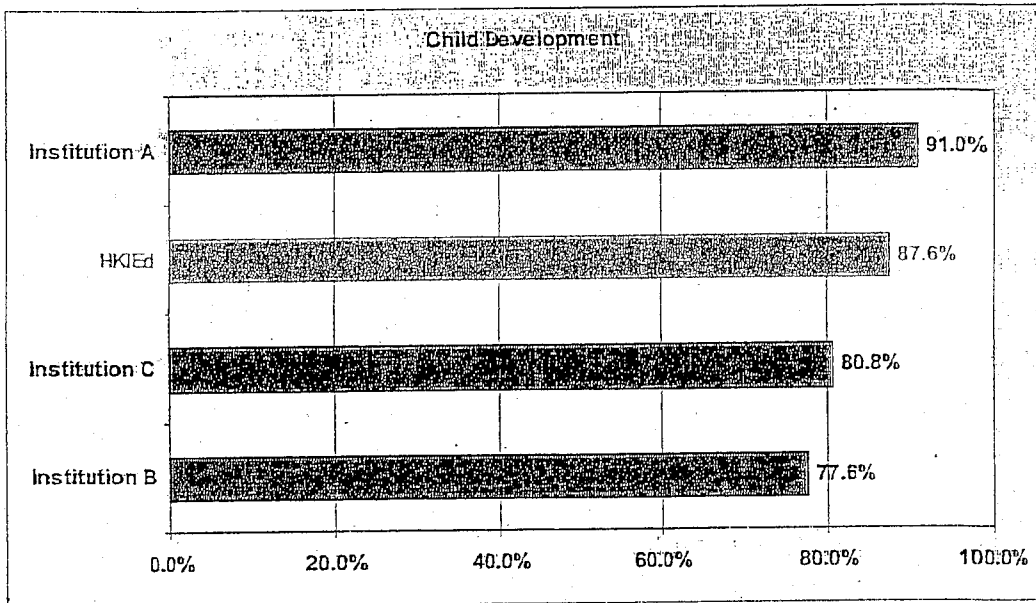
A very high percentage of child-care centre and kindergarten principals were satisfied with the teachers' competence in the major domains: Teaching and Learning (76.1% - 95.3% across the teacher education providers), Child Development (77.6% - 91.0%), and Work Attitudes (85.1% - 93.9%).

Figure 7.1: Percentage of Satisfaction on Teaching and Learning Domain



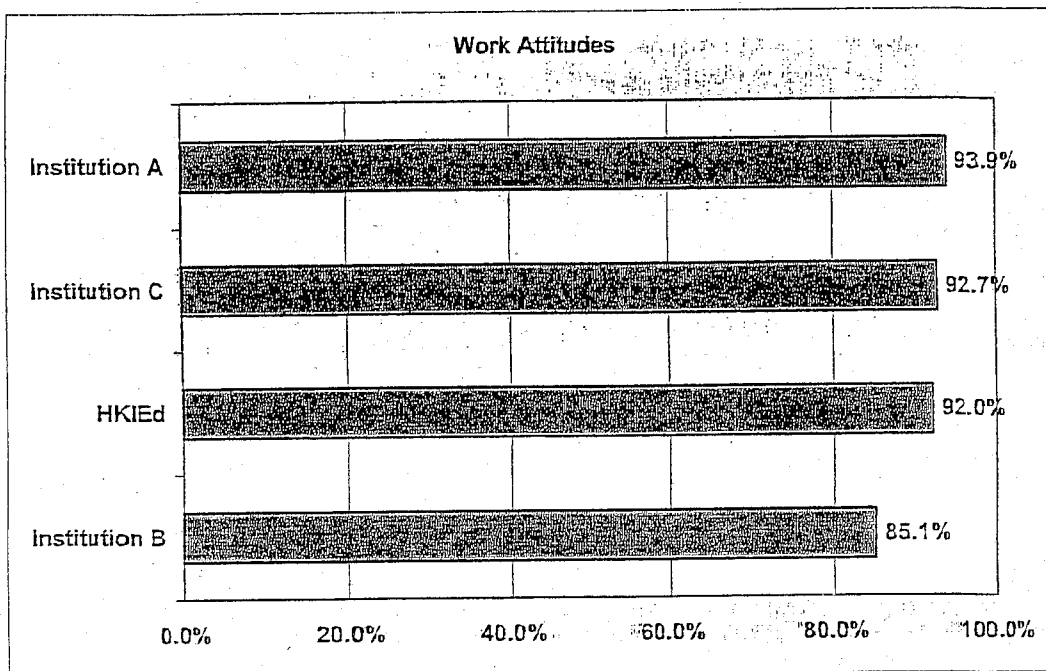
As shown in Figure 7.1, 95.3% (n=341) and 94.9% (n=214) of child-care centre and kindergarten principals were very satisfied/satisfied with teacher graduates of HKIEd and Institution A in their performance in the Teaching and Learning domain. While 76.1% (n=276) and 82.5% (n=247) were very satisfied/satisfied with that of Institution B and Institution C respectively.

Figure 7.2: Percentage of Satisfaction on Child Development



As shown in Figure 7.2, 91.0% (n=212) and 87.6% (n=339) of child-care centre and kindergarten principals were very satisfied/satisfied with teacher graduates of Institution A and HKIEd in their performance in the Child Development domain. While 80.8% (n=244) and 77.6% (n=272) were very satisfied/satisfied with that of Institution C and Institution B respectively.

Figure 7.3: Percentage of Satisfaction on Work Attitudes

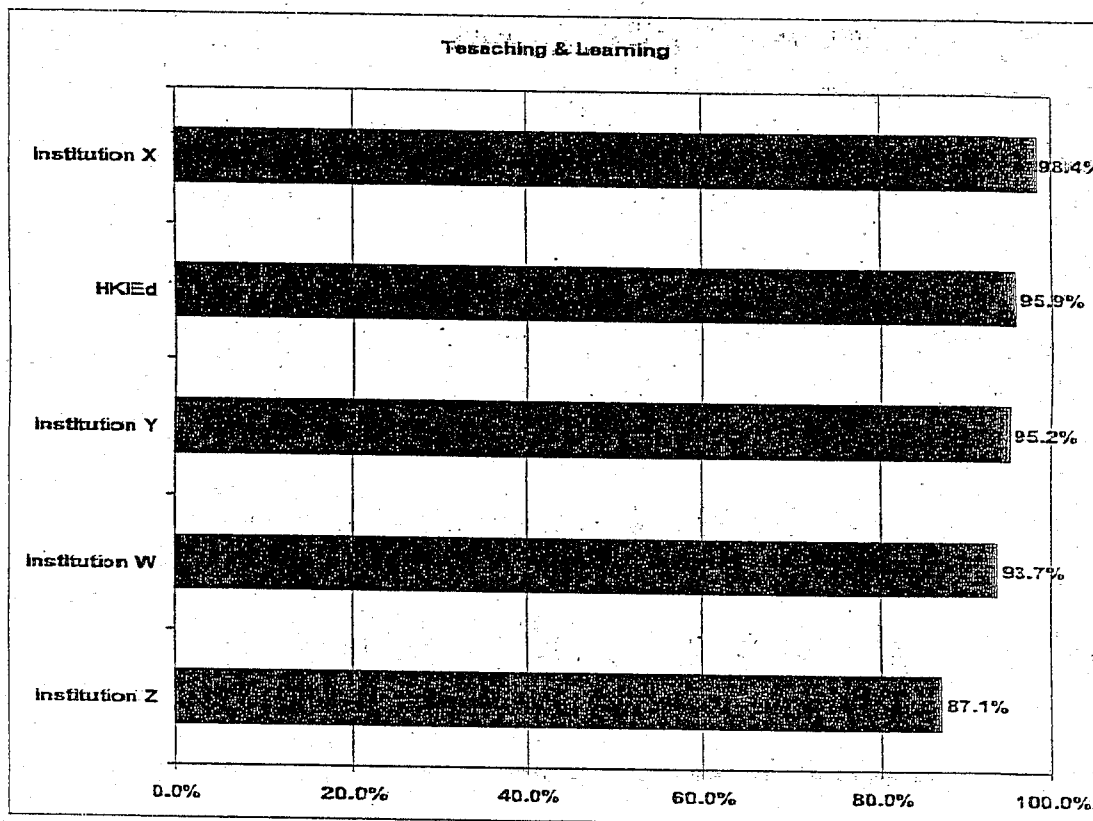


As shown in Figure 7.3, 93.9% (n=213) and 92.7% (n=246) of child-care centre and kindergarten principals were very satisfied/satisfied with the Work Attitudes of teacher graduates from Institution A and Institution C respectively. While 92.0% (n=338) and 85.1% (n=276) of them were very satisfied/satisfied with that of HKIEd and Institution B respectively.

Section 7.2: Primary School Principals

A very high percentage of primary principals were satisfied with the teachers' competence in all three major domains: Teaching and Learning (87.1% - 98.4% across different teacher education providers), Student Development (87.4% - 98.3%), and Work Attitudes (89.3% - 97.8%).

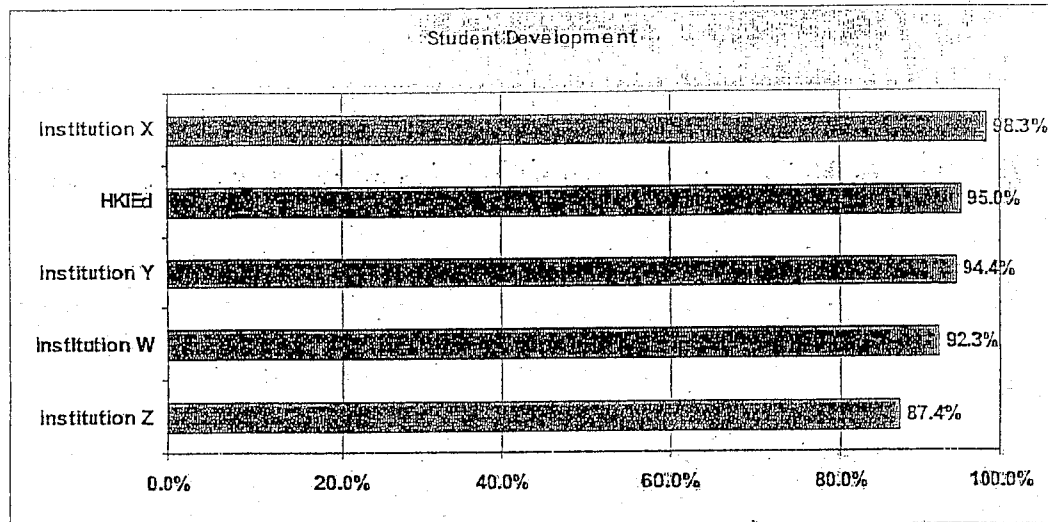
Figure 7.4: Percentage of Satisfaction on Teaching and Learning Domain



98.4% (n=186) of primary school principals were very satisfied/satisfied with the performance of the graduates from Institution X in the Teaching and Learning domain (see Figure 7.4). 95.9% (n=245) and 95.2% (n=125) indicated very satisfied or

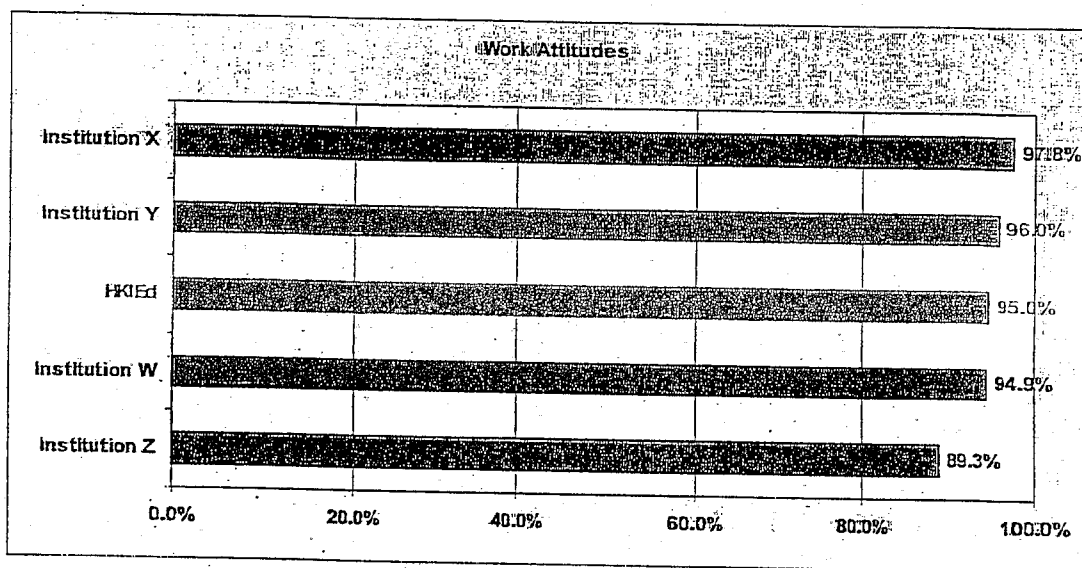
satisfied with that of HKIEd and Institution Y respectively. 93.6% (n=157) and 87.1% (n=155) of primary school principals were very satisfied/satisfied with that of Institution W and Institution Z.

Figure 7.5: Percentage of Satisfaction on Student Development Domain



98.3% (n=183) of primary school principals were very satisfied/satisfied with the performance of graduates from Institution X in the Student Development domain (see Figure 7.5). 95.0% (n=240) and 94.4% (n=125) indicated very satisfied/satisfied with that of HKIEd and Institution Y respectively. 92.3% (n=155) and 87.4% (n=151) of primary school principals were very satisfied/satisfied with that of Institution W and Institution Z.

Figure 7.6: Percentage of Satisfaction on Work Attitudes



97.8% (n=184), 96.0% (n=126) and 95.0% (n=241) of primary school principals were very satisfied/satisfied with the Work Attitudes of teacher graduates from Institution X, Institution Y and HKIEd (see Figure 7.6). 94.9% (n=156) indicated very satisfied/satisfied with that of Institution W, whereas 89.3% (n=150) of primary school principals were very satisfied/satisfied with that of Institution Z.

PART 8: COMPARISON OF SATISFACTION LEVEL ON TEACHER COMPETENCE OF GRADUATES FROM DIFFERENT INSTITUTIONS

This part of the report aimed to identify statistical differences among different teacher education providers in terms of principals' satisfaction level on teacher competence of graduates from different programmes offered by different institutions (as presented earlier). Further, statistical comparisons were undertaken on teacher's competence in terms of the Teaching and Learning domain, Child/Student Development domain and Work Attitudes domain as perceived by the kindergarten and child-care centre/ primary school principals who had experience in appointing graduates of teacher education programmes offered by different providers.

Section 8.1: Child-care Centre and Kindergarten Principals

According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' (QKT or equivalent) teacher competence across different institutions ($p < 0.05$ in Table 8.1 (i)). In addition, statistically significant differences in the level of satisfaction on graduates' (CE / HD) teacher competence were also found across different institutions ($p < 0.05$ in Table 8.1 (ii)).

Table 8.1: Significance of Level of Satisfaction on Graduates' Teacher Competence of Different Qualifications across Institutions

	Qualifications	p-value
(i)	QKT or equivalent	0.000***
(ii)	CE / HD	0.000***

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' competence in all three domains across different institutions ($p < 0.05$ in Table 8.2 (i), (ii) & (iii)).

Table 8.2: Significance of Level of Satisfaction on Graduates' Teacher Competence in Different Domains across Institutions

	Domain	p-value
(i)	Teaching and Learning	0.000***
(ii)	Child Development	0.000***
(iii)	Work Attitudes	0.000***

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

Among those respondents who had experience in appointing graduates with QKT or equivalent and CE/HD of all the 4 institutions, graduates of Institution A had the highest ratings (mean rating = 3.09 on the previously described 4-point scale for QKT or equivalent and mean rating = 3.24 for CE/HD), followed by HKIEd (mean ratings = 3.02 and 3.12) and Institution C (mean ratings = 2.93 and 3.00) (see Table 8.3).

Table 8.3: Satisfaction Level on Teacher's Competence among the Respondents who had Experience in Appointing Graduates of the 4 Institutions

Institution	Programme on Qualified Kindergarten Teacher (QKT) or equivalent	Certificate (CE)/High Diploma in Pre-primary Education (HD)
	Satisfaction level	Satisfaction level
The Hong Kong Institute of Education	3.02 (n=89)	3.12 (n=25)
Institution A	3.09 (n=86)	3.24 (n=25)
Institution B	2.78 (n=87)	2.88 (n=25)
Institution C	2.93 (n=89)	3.00 (n=25)

In terms of the Teaching and Learning domain, respondents who had experience in appointing graduates of Institutions A, B, C and The Hong Kong Institute of Education gave the highest rating to graduates of HKIEd (mean rating = 3.09 on the 4-point scale), while Institution A obtained the highest rating in the Child Development domain (mean rating = 3.08) and Work Attitudes (mean rating = 3.16) (see Table 8.4).

Table 8.4: Satisfaction Level on Graduate's Teacher Competence among the Respondents who had Experience in Appointing Graduates of the 4 Institutions

Institution	Teaching and Learning domain	Child Development domain	Work Attitudes domain
	Satisfaction level	Satisfaction level	Satisfaction level
The Hong Kong Institute of Education	3.09 (n=105)	2.96 (n=104)	2.99 (n=103)
Institution A	3.08 (n=105)	3.08 (n=104)	3.16 (n=104)
Institution B	2.72 (n=104)	2.75 (n=103)	2.96 (n=104)
Institution C	2.87 (n=105)	2.83 (n=103)	3.01 (n=103)

Section 8.2: Primary School Principals

According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' (BEd) teacher competence across different institutions ($p < 0.05$ in Table 8.5 (i)). Further, statistically significant differences in the level of satisfaction on graduates' (PGDE) teacher competence were also found across institutions ($p < 0.05$ in Table 8.5 (ii)).

Table 8.5: Significance of Level of Satisfaction on Graduates' Teacher Competence of Different Qualifications across Institutions

	Qualifications	p-value
(i)	BEd	0.000***
(ii)	PGDE	0.000***

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

According to the results of ANOVA, there were statistically significant differences in the level of satisfaction on graduates' teacher competence in all three domains across different institutions ($p < 0.05$ in Table 8.6 (i), (ii) & (iii)).

Table 8.6: Significance of Level of Satisfaction on Graduates' Competence in Different Domains across Institutions

	Domain	p-value
(i)	Teaching and Learning	0.000***
(ii)	Student Development	0.000***
(iii)	Work Attitudes	0.000***

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

Among those respondents who had experience in appointing graduates with BEd of the 5 institutions, graduates of Institution X had the highest ratings (mean rating = 3.22 on the 4-point scale) (see Table 8.7). For PGDE, HKIEd (mean rating = 3.08) obtained the highest rating.

Table 8.7: Satisfaction Level on Teacher's Competence among the Respondents who had Experience in Appointing Graduates of the 5 Institutions

Institution	Bachelor of Education (BEd)	Post-graduate Diploma in Education (PGDE)
	Satisfaction level	Satisfaction level
Institution W	3.05 (n=63)	3.00 (n=26)
Institution X	3.22 (n=64)	3.04 (n=26)
The Hong Kong Institute of Education	3.03 (n=64)	3.08 (n=26)
Institution Y	3.09 (n=64)	2.96 (n=26)
Institution Z	2.86 (n=64)	3.00 (n=26)

Among those respondents who had experience in appointing graduates of the 5 institutions, graduates of Institution X had the highest ratings for all the three domains, i.e. Teaching and Learning (mean rating = 3.20 on the 4-point scale), Student Development (mean rating = 3.12), and Work Attitudes (mean rating = 3.23) (see Table 8.8). Graduates of HKIEd were rated second in terms of the Teaching and Learning domain (mean rating = 3.11) and Student Development domain (mean rating = 3.05). Graduates of Institution Y were rated second in terms of Work Attitudes (mean rating = 3.12).

Table 8.8: Satisfaction Level on Teacher's Competence among the Respondents who had Experience in Appointing Graduates of the 5 Institutions

Institution	Teaching and Learning domain	Student Development domain	Work Attitudes domain
	Satisfaction level	Satisfaction level	Satisfaction level
Institution W	2.99 (n=76)	3.01 (n=75)	3.07 (n=75)
Institution X	3.20 (n=76)	3.12 (n=75)	3.23 (n=75)
The Hong Kong Institute of Education	3.11 (n=76)	3.05 (n=74)	3.08 (n=75)
Institution Y	3.08 (n=75)	3.01 (n=75)	3.12 (n=75)
Institution Z	2.86 (n=76)	2.88 (n=74)	2.95 (n=74)

(Response to question on Page 27, para. 63)

Academic Qualifications of Academic Staff

Highest Qualification Attained	Education-related Specialisms	No. of Staff	Subject Disciplines	No. of Staff	%
Doctoral Degree	<i>Chinese Language Education</i>	8	<i>Chinese</i>	25	
	<i>Social Sciences Education</i>	5	<i>Humanities and Social Sciences</i>	18	
	<i>Science and Mathematics Education</i>	7	<i>Mathematics, Science and IT</i>	15	
	<i>English Language Education</i>	12	<i>English</i>	14	
	<i>Music Education</i>	3	<i>Creative Arts & Music</i>	10	
	<i>Leadership, Policy, Sociology & Philosophy in Education</i>	21	<i>Business, Management & Finance</i>	3	
	<i>Psychology, Counseling & Special Needs</i>	17			
	<i>Curriculum & Pedagogy</i>	20			
	<i>Sports Science and Physical Education</i>	5			
	<i>Early Childhood Education</i>	21			
	<i>Sub-Total</i>	<i>119</i>	<i>Sub-Total</i>	<i>85</i>	
<i>Doctoral Degree Total</i>				<i>204</i>	<i>85%</i>
Master's Degree	MEd			23	
	MA			5	
	MPhil			3	
	MSc			3	
	MSocSc			1	
	MECh			1	
<i>Master's Degree Total</i>				<i>36</i>	<i>15%</i>
Grand Total				240	

(Response to question about Page 28, para. 65)

Refereed Research Output

	1999-2000	2005-2006
1. Scholarly Books, monographs and chapters	104.73	153.60
2. Journal publications	66.65	145.14
Total of Items 1 and 2	171.38	298.74
Average no. of output per staff (Items 1 and 2 only)	0.42	0.81

External Research Funding

	1999-2000	2005-2006
Total no of current projects	65	38
Total funding of current projects (\$)	58,457,348	86,520,268
Average funding of current projects (\$) per staff	142,928	235,750



The Hong Kong
Institute of Education
香港教育學院

From the President 校長
Professor Anthony B L Cheung *PhD(LSE), BBS, JP*
張炳良教授

6 February 2008

Professor John Niland
Convenor
Review Group on HKIEd's Development Blueprint
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wanchai
Hong Kong

Dear Professor Niland,

Further submission on HKIEd's Development Blueprint

At our meeting during your Review Group's visit to the Hong Kong Institute of Education on 7 January 2008, I undertook to provide further information to the Group regarding the following:

1. Our research capacity (**Attachment A**);
2. Our capacity for discipline diversification and specialization (**Attachment B**);
3. Benchmarking with international institutions in our transformation into a university of education (**Attachment C**); and
4. Our transition plan (**Attachment D**).

Attached please find four separate papers outlining our position and plans. Without replicating what is set out in those papers, it would be useful for me to highlight the key strands of our submissions.

As emphasized during our discussion with the Review Group, the Institute considers itself to be 'a university without university title'. We already offer innovative teacher education programmes at degree and postgraduate levels. We are a preferred provider of teachers particularly for primary and pre-primary education. We have moved towards active education and policy-oriented research. We were given self-accrediting status in 2004. We are subject to the same rigorous assessment in quality assurance, Teaching and Learning Quality Process Review (TLQPR), and the Research Assessment

Exercise (RAE), as applied to all universities funded by UGC. About 86% of our academic staff are doctoral degree holders with research degree supervision capacity. We have begun to offer masters and doctoral degrees in Education (MEd, EdD), though we are still denied research degree places. Gaining University title will enhance our research postgraduate capacity and enable the Institute to play an even more pivotal role in leading education development in Hong Kong and the region. This is not only for the sake of our students and our schools, but also to reinforce Hong Kong's new positioning as a major education hub.

We consider the Institute ready for university title in all respects. Apart from our various degree and postgraduate taught programmes, we are set to embark on postgraduate research degree programmes as indicated in our Academic Development Proposal for 2009-2012 just submitted to UGC. The necessary quality assurance processes are already in place because we currently offer a self-funded Education doctorate with a research-based dissertation component. Of those academic staff having doctoral qualifications, roughly 60% have a PhD in Education, and 40% have a PhD in various subject disciplines like humanities and social sciences, languages, arts, and mathematics and science. Although our staff are not given research degree students to supervise, 27 of them have had direct experience in supervising PhD theses and 5 in EdD dissertations. Of these, 20 staff have directly supervised a total of 99 PhD students previously, and 16 staff are currently supervising a total of 36 PhD students, registered with other universities both in Hong Kong and abroad.

The Institute has also gone a long way in research performance, with RAE rating having tripled from 11% in 1999 to 30.5% in 2006. We ranked third among the 8 UGC-funded institutions in the recent 5th round of the Research Grants Council's Public Policy Research grants application. We have put in place plans to further enhance our research capacity. We have started an international search for a Vice-President (Research & Development) to provide strategic leadership in further developing our research culture and environment (pending which an acting appointment has just been made). We have also launched a global strategic recruitment exercise to appoint new Chair Professors and Professors, to strengthen academic leadership in departments and key research areas.

In terms of discipline diversification and specialization, our plan is to build on the core mission of Education within an '*Education-Plus*' framework, to broaden and deepen certain subject discipline areas where we have proven strength, in addition to our excellence in professional education studies. These areas include Languages (covering linguistics, applied linguistics, literature, communication, and culture); Creative Arts and Music; Social Sciences

(covering psychology, sociology, citizenship studies, and gender studies); and Integrated Science. In our view, a university of education should cater not only to conventional teacher education needs, but also to the needs of non-teaching staff in schools and the community at large, as the importance of lifelong learning is increasingly recognized. A new generation of teachers also needs to be more broadly equipped in terms of education foundations, pedagogy and curriculum studies, as well as communication, social science, arts and culture and integrated science.

In terms of organizational mode as the Hong Kong University of Education (HKUE), we are comparable to universities of education within Asia, especially in developed economies like Japan and South Korea. In our attached paper, we particularly highlight the Tokyo Gakugei University and Korea National University of Education. These two national universities, like our Institute, offer a variety of pre-service and in-service degree programmes at all school levels, and place great emphasis on fostering students' all-round development with formal and non-formal learning experiences. They both have a multi-disciplinary academic structure and play a leading role in the professional development of teachers and curriculum changes, which are in line with our Institute's *'Education-plus'* pursuit. The new HKUE will also draw inspirations from the Institute of Education in the UK, which is recognized as a world-class centre of excellence for research and teaching scholarship in education and education-related areas of social sciences, and has a strong global impact in setting benchmarks and pioneering innovative approaches and practices.

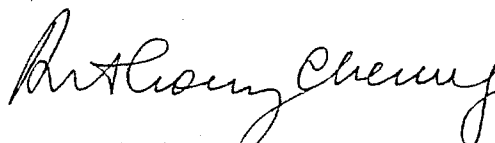
On the matter of transition, the Institute actually began its journey of transformation into a university of education in the mid-1990s. The first phase (1994-2004) focused mainly on general capacity building, in particular staff development, programme development and quality assurance, leading to the achievement of self-accrediting status in 2004. Between 2004 and 2007 (the second phase), greater efforts were made towards consolidating and advancing the Institute's research focus and concentration (with the identification of 5 key research areas), and the introduction of MEd and EdD and a rigorous higher degree infrastructure that can facilitate the launch of research degrees. In the current third phase, we are at full steam with strengthening overall academic capacity by recruiting more Chair Professors and Professors, consolidating and setting up cutting-edge research centres, and reviewing and upgrading our academic structure.

We have studied cases of transitions into universities in Hong Kong and other jurisdictions like UK and Australia. In both Hong Kong and UK, colleges and polytechnics were given university title in the 1990s upon or after achieving self-accrediting status in degree-level programmes and

demonstrating capacity in academic quality assurance; while in Australia, some colleges with limited experience in higher degree work were placed under the 'sponsorship' of established universities for a short period of time after being given university title. We are of the view that the 'Hong Kong model' is sensible and provides a steady route of transformation. To enhance our contribution to higher education when becoming university, we consider that an International Advisory Panel (IAP) could also be established to provide academic and professional advice on strategic directions and development. Members of the IAP can be retired or serving university leaders who are familiar with higher education in Hong Kong, some preferably with experience in teacher education.

I would like to express, on behalf of the Institute, our great appreciation of the efforts given by you and your Review Group to the consideration of our Development Blueprint and the HKUE concept. I hope you will find this letter and attached papers useful for your deliberations, and am most happy to address any further questions that you may have.

Yours ever,



Professor Anthony B. L. Cheung
President

The Research Capacity of the HKIED

Introduction

1. In the Development Blueprint, we have outlined how the Institute, with its long term commitment and efforts of capacity building since its establishment in 1994, has built up the necessary critical mass of academic experts in research and scholarship, in particular on applied research. We have significantly enhanced our academic staff profile from a very small percentage of doctoral degree holders to 86.5% in 2007 in various disciplinary and subject areas.

2. Enhancing research and development capacity is a key Strategic Priority in our Development Blueprint (pp. 32-33). We aspire to build on our existing strength and further develop our research and development capacity in high priority areas to support education innovation and improvement in Hong Kong schools. In this connection, we plan for a well-paced introduction of research postgraduate (RPg) programmes in the 2009-12 triennium, which will provide the necessary impetus for research and innovation that can keep the future University of Education at the cutting edge of developments in education.

3. The purpose of this paper is to provide further evidence to demonstrate our research capacity as well as our readiness to becoming a University of Education in terms of (1) existing strengths in research capacity; (2) critical mass in research supervision; (3) leadership in educational research; and (4) existing strengths of quality assurance (QA) infra-structure for research education.

Existing Strengths in Research Capacity

(a) Academic Strengths in Research

4. As shown in Table 1, among the 251 academic staff, 217 or 86.5% have doctoral degrees in a wide spectrum of both education-related disciplines and subject disciplines. Among the doctoral holders, 127 staff members (58.5%) possess either a PhD or EdD in over 10 disciplinary areas of education, and 82 (37.8%) hold PhD degrees in other areas. In addition, 8 staff members have other specialized doctorates. In Appendix II of Attachment B of this submission, we have provided a further breakdown of the qualifications of our academic staff in education studies and various subject disciplines.

Table 1 : Academic Profiles of Academic Staff (as at 31 December 2007)

Academic Qualifications	No. of Academic Staff		%
EdD	32		12.7%
PhD in Ed	95		37.8%
<i>Doctorate in Ed related</i>		<i>127</i>	<i>50.6%</i>
DFA	3		1.2%
DLett	1		0.4%
DLit	4		1.6%
PhD in other areas	82		32.7%
<i>Doctorate in other areas</i>		<i>90</i>	<i>35.9%</i>
Total Doctorates		217	86.5%
Total Masters		34	13.5%
Total academic staff		251	100%

(b) Fast Growing in Research Performance

5. In parallel with building up academic strengths of staff members in the past 13 years, the Institute has also successfully developed its research infrastructure and culture and has achieved good progress in research performance.

6. Among the eight UGC-tertiary institutions, the Institute had been allocated the smallest research block grant and no RPg places. Given such limitations, the Institute still has very encouraging progress in research performance. Its Research Assessment Exercise (RAE) index was only 11% in 1999 but it was raised three times to 30.5% in 2006. The aggregate number of staff equivalent to RAE-active researchers is 62. With this momentum, the Institute has strong confidence in its fast growing research capacity.

7. Compared with 2000, the refereed research output and the awarded externally awarded R&D funding in 2006 have nearly doubled. The average number of refereed research output per staff has increased from 0.42 to 0.81. The average amount of externally awarded R&D funding per staff has increased from HK\$ 142,000 to HK\$ 235,000. It is clear that the Institute is in a growing trend in research performance.

8. In the latest 5th round of the Research Grants Council (RGC)'s Public Policy Research (PPR) applications, the Institute submitted 6 proposals with 3 being successful (50%). This amount to 30% of all successful bids by all institutions in a wide range of policy research areas. The achievement was at the top three among the eight UGC-institutions.

(c) Existing Strengths in Five Key Research Areas

9. We encourage applied research (particularly the three scholarships of application, teaching and integration) which aims to advance knowledge for professional improvement, innovation, and policy formulation in education. We have a strong tradition in integration of research with teaching, professional practice and community service, which maximizes the knowledge transfer from research to practice and in turn create more opportunities for the Institute to advance its teaching and research. Great effort has made to develop partnership and collaboration with schools, Non-Government Organizations (NGO), practitioners and policy-makers in R&D activities.
10. In these years, we have accumulated particular strengths and critical mass of research capacity in the five Key Research Areas (KRAs) including "Curriculum, Policy and Leadership", "Citizenship Education", "Teachers and the Teaching Profession", "Learning and Assessment", and "Language Education and Literature", which are identified in our Development Blueprint. They have been developed from:
 - the existing strengths of research capacity as well as the track records of academic staff in R&D projects and outputs in these few years;
 - the strategic areas in ongoing educational reforms in Hong Kong and the Asia-Pacific Region; and
 - the important areas related to the key programmes of teacher education and professional development at the institute.
11. These KRAs provide a clear focus for the Institute to build up a critical mass in research, foster research culture, promote multi-disciplinary research and develop refereed research outputs and internationally competitive projects for external funding. Table 2 below indicates the significant number of refereed research outputs in these five KRAs from 2002-2007.

Table 2 : Number of Refereed Research Outputs in the 5 KRAs from 2002-07

Key Research Area	Learning & Assessment	Citizenship Education	Teachers & the Teaching Profession	Curriculum, Policy & Leadership	Language Education & Literature	Total
Book	18	7	6	6	18	55
Book Chapter	71	29	27	23	66	216
Journal Article	160	45	94	56	90	445
<i>Total</i>	249 (34.8%)	81 (11.3%)	127 (17.7%)	85 (11.9%)	174 (24.3%)	716

12. In addition, it is very encouraging to report that the R&D projects in these areas have attracted resources totaling over \$157 million from the Education Bureau (EDB), Quality Education Fund (QEF) and RGC.

- Curriculum, Policy and Leadership: The Institute was awarded three Competitive Earmarked Research Grant (CERG) projects, eight Public Policy Research (PPR) projects and one Trade Development Council (TDC) commissioned project in this area, focusing on the broad policy contexts that influence schools and of the theoretical foundations that influence curriculum policy and its implementation.
- Citizenship Education: This area was identified by the Institute as an “Area of Excellence” in 1999, and UGC funding was granted to develop this area through the setting up of the Centre for Citizenship Education. This Centre and affiliated members have attracted more than \$15 million in research and project funding, including one CERG project, three QEF projects and three Oxfam commissioned projects.
- Teachers and the Teaching Profession: This research area is closely related to teacher education and development. The Centre for Learning and School Partnership is very active in this area. In recent years, the Institute has won substantial R&D grants of more than \$40 million from the RGC, EDB, and the QEF in this important area.
- Learning and Assessment: This is a crucial area in educational reforms. The Centre for Assessment Research and Development has attracted significant R&D resources from EDB (in excess of \$34 million). The Institute has also won two externally funded research grants in this area.
- Language Education and Literature: The Institute has successfully bid for one CERG project and three major QEF projects (funded at \$0.9million and above) in Chinese Language, and a \$1.7 million project in English Language funded by the EDB. There

is also a strong tradition of published research based on small-scale funding.

(d) Further Enhancement in Research Capacity

13. To meet the emerging needs of the Institute's new developments in the direction of Development Blueprint in the coming ten years, we have already started in this academic year the strategic recruitment of more active researchers at senior academic posts including Chair Professors and Professors to further strengthen our research capacity.
14. A Vice-President (Research and Development) will be appointed soon to provide a strong leadership for research and development of the Institute.

Critical Mass in Research Supervision

15. Among the existing strengths in research capacity of the Institute, there are a number of academic staff members who have rich experience in directly supervising research or higher degree students in local and overseas institutions.
16. As shown in Table 3, there are 27 academic staff members who have experience in directly supervising PhD students; 11 in supervising MPhil students, 5 in supervising EdD students, 54 in supervising MEd students, and 6 staff members in supervising other types of higher degrees respectively. The profiles of these academic staff with direct research supervision experience are listed in Appendices Ia to Ic. Altogether, 20 staff members had directly supervised 99 PhD students previously and 16 staff members are currently supervising 36 PhD students (Table 4). The details of the dissertation areas and the names of institutions of these PhD students are provided in Appendices IIa to IIb.
17. Following the format required by UGC, we have also provided an overview of the higher degree supervision experiences of our academic staff in Appendix III.

Table 3 : Number of Staff with Experience in Directly Supervising Higher Degrees

Staff's Highest Qualification Attained	No. of Staff with Experience in Directly Supervising Higher Degrees of the Following Types:					
	PhD	MPhil	EdD	MEd	Other	Total
1. PhD in Education	13	6	4	32	1	56
2. PhD in Other Disciplines	12	4	1	14	4	35
3. Doctor of Education	1	1	-	4	-	6
4. Other Doctorate Degrees	-	-	-	2	-	2
5. MPhil in Education	-	-	-	-	-	0
6. MPhil in Other Disciplines	-	-	-	-	1	1
7. Other Master Degrees	1*	-	-	2	-	3
Total	27	11	5	54	6	103

*This senior academic staff is a professor with other master degree. (It is quite common in the traditional UK academic system)

Table 4 : Number of PhD Students Directly Supervised by HKIED Staff

Staff Highest Qualification Attained	No. of Staff	No. of PhD Students Directly Supervised <i>Previously</i>	No. of Staff	No. of PhD Students Directly Supervised <i>Now</i>
1. PhD in Education	10	55	7	19
2. PhD in Other Disciplines	8	35	9	17
3. Doctor of Education	1	6	-	-
4. Other Doctorate Degrees	-	-	-	-
5. MPhil in Education	-	-	-	-
6. MPhil in Other Disciplines	-	-	-	-
7. Other Master Degrees	1	3	-	-
Total	20	99	16	36

18. The above staff and student data demonstrate that the Institute has the critical mass of experienced academic staff to support research supervision in RPg programmes or other higher degree programmes.

19. In order to further expand the research supervision capacity among over 200 research active staff, the 27 staff members who are experienced in directly supervising PhD students will play a key leading role in supervision mentoring or act as co-supervisors in the RPg programmes. In fact, our current MEd and EdD programmes include a strong research component, which have created numerous opportunities for building up the research supervision capacity among research-active staff.

Leadership in Educational Research

20. Our vision is “to become a leading tertiary institution in the Asia-Pacific Region, recognized for our excellence in nurturing knowledgeable, caring and responsible educators and for the impact of our scholarship on the quality of education both locally and internationally”. The research readiness of the Institute as a University of Education can be illustrated by the extent to which the Institute and its staff have the capacity and experience to play a leadership role in educational research locally and internationally.
21. A number of experienced research leaders of the Institute have already successfully built up their locally and internationally renowned academic leadership profiles in educational research. Attached in Appendix IV are the profiles of selected researchers. The key features of their leadership in educational research are summarized as follows:

(a) Presidents/Leaders of Educational Research Associations

22. Some of them are the Presidents, Executive Directors, or founding leaders of international educational research associations, including the Australian Curriculum Studies Association, Asia-Pacific Educational Research Association, World Association of Lesson Studies, World Educational Research Association (to be launched in Nov 2008), Research Network of Adult Learning Australia, and Pacific Rim Objective Measurement Symposia.

(b) High-Level Committees in Assuring or Assessing Educational Research

23. A number of them serve as chairmen and members of the RAE Education Panel of the RGC, members of the RGC Humanities, Social Sciences and Business Studies Panels, Public Policy Research Panel, Postgraduate Education Sub-group of UGC, and the Chairman of the Research and Development Committee of the Hong Kong Examinations Assessment Authority (HKEAA). They also serve as education research consultants for international organizations, e.g. the Organization for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), as well as reviewers and assessors of research proposals for the RGC and the Australian Research Council, and members of various advisory committees on research and evaluation.

(c) International Academic Assessors

24. Some of them are international external assessors and reviewers for academic promotion in various research universities, including the University of Malaya, Louisiana State University, Universite de Montreal, University of Cyprus, University of Toledo, University of Western Sydney, University of Canberra, City University of Hong Kong and The Chinese University of Hong Kong. Most of them are external examiners of PhD theses for many research universities in various parts of the world, including Hong Kong, Australia, India, Mainland China, Malaysia and UK.

(d) International Keynote Speakers

25. A few of them are world renowned researchers and scholars who have been frequently invited to give keynote speeches at national and international conferences held in different parts of the world. The conference organizers included the Asia-Pacific Economic Cooperation (APEC), UNESCO, United Nations Children's Fund (UNICEF), International Congress for School Effectiveness and Improvement (ICSEI), International Baccalaureate Organization (IBO), World Bank, SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED) and numerous national organizations.

(e) Editorial Board Members of Educational Research Journals

26. Most of them are serving on the advisory boards of over 40 international educational research journals, including *Evaluation and Research in Education*, *Cambridge Journal of Education*, *Asia-Pacific Journal of Teacher Education*, *School Effectiveness and School Improvement*, *Asia-Pacific Educational Review*, *Educational Research and Evaluation*, *Pacific Asian Education*, *Journal of Curriculum Studies*, *International Journal of Lifelong Education*, *Journal of Applied Measurement*, *Austrian Educational Researcher*, *International Journal of Educational Management*, and the *International Journal for the Scholarship of Teaching & Learning*.

Existing Strengths of QA Infrastructure for Research Education

27. We recognize the importance of offering a rich, quality-assured learning environment to RPg students who will participate fully in our research life and benefit from the growing research culture, multi-disciplinary research expertise, ongoing research projects and scholarly activities in the five KRAs and the R&D centres. In addition, research students will enjoy the academically well-equipped environment and research facilities for their study, including the library that is recognized as one of the best education libraries in Asia.

(a) Existing QA for Higher Degree Programmes

28. The development of RPg programmes or research education will be based on the existing strengths in QA infrastructure for higher degree programmes. In the past years, the Institute has established coherent, robust and comprehensive mechanisms for assuring the academic quality which comprise committee structures at various levels with built-in checks and balances. Each stage of planning, development, review and monitoring of the higher degree programmes is governed by the established QA policies and guidelines, as evident in the development of our Doctor of Education and Master of Education programmes since 2005-06.

29. In gist, all proposals of higher degree programmes are considered by the Higher Degrees Committee (HDC) from the strategic planning perspective. Proposals supported by the HDC will be forwarded to the Academic Planning and Development Committee (APDC) for endorsement before submitting to the Academic Board (AB) for formal planning approval. The Academic Quality Assurance Committee (AQAC), being the prime committee responsible for QA, will set up a specific Programme Development Committee to develop the programme proposal. An external review panel will be invited to assess the programme standard so as to ensure its compatibility with the internationally recognized standard. The Panel's recommendations will be considered by the AQAC which then makes recommendations to AB which is the final approval authority for programme implementation. Ongoing QA processes include the submission of annual programme reports and appointment of external examiners. The flow charts which outline the programme planning and programme development processes, as extracted from the Staff Handbook on Programme Quality Assurance, are shown in Appendices V and VI respectively.

(b) Preparations for Developing RPg Programmes

30. Following the above QA infrastructure, International Review Panels in collaboration with world-renowned research universities (such as Institute of Education of the University of London, the Ontario Institute of Education of the University of Toronto) will be established at the Institute level to support and advise on the QA of all RPg programmes and their development.

31. The Institute will set up a Thesis Committee for each research student, comprising the thesis supervisor, two other internal staff members and one international/external examiner. The selection and appointment of the supervisor and Committee members as well as the research supervision and thesis assessment processes will follow internationally benchmarked academic criteria, procedures and guidelines with the advice and supervision from the International Review Panels. The Institute will assure

that the appointed members will be active researchers with internationally recognized research profiles in the research students' chosen research areas.

32. To ensure the quality of research supervision and thesis, the Vice-President (Research and Development) and the HDC will represent the AB to be responsible for monitoring and evaluating the development and outcomes of all RPg programmes, formulating and reviewing related policies, content, regulations and procedures of the RPg programmes with taking into consideration the advice from the International Review Panels.

Appendix Ia

List of Academic Staff with Experience in Directly Supervising PhD Students

Staff with PhD in Education

	<i>Name of Staff</i>	<i>Department</i>	<i>Post</i>
1.	ADAMSON Robert Damian	Curriculum & Instruction	Associate Professor
2.	LAW Hau Fai Edmond	Curriculum & Instruction	Associate Professor
3.	CHEN Shihui	Creative Arts & Physical Education	Associate Professor
4.	WILKINSON John George	Creative Arts & Physical Education	Associate Professor
5.	BODYCOTT Peter Thomas	Centre for International Education	Principal Lecturer
6.	BAGNALL Richard Gordon	Educational Policy and Administration	Professor
7.	MAK Chiu Ling Grace	Educational Policy and Administration	Principal Lecturer
	BOND Trevor Grahame	Educational Psychology, Counselling and Learning Needs	Professor
9.	CHUNG Kevin Kien Hoa	Educational Psychology, Counselling and Learning Needs	Associate Professor
10.	MOK Magdalena Mo Ching	Educational Psychology, Counselling and Learning Needs	Professor
11.	KENNEDY Kerry John	Faculty of Professional and Early Childhood Education	Professor
12.	SO Wing Mui Winnie	Mathematics, Science, Social Sciences and Technology	Associate Professor
13.	LEE Wing On	Vice President (Academic)	Professor

Staff with PhD in Other Disciplines

1.	LEONG Samuel	Creative Arts & Physical Education	Associate Professor
2.	SMITH Andrew Ward	Creative Arts & Physical Education	Associate Professor
3.	WU Rosalind Jane	Chinese	Principal Lecturer
4.	LEUNG Cheung Shing Sam	Early Childhood Education	Associate Professor
5.	BENSON Philip	English	Professor
	KIRKPATRICK Thomas Andrew	English	Professor
7.	WANG Lixun	English	Associate Professor
8.	LEUNG Man Cynthia	Educational Psychology, Counselling and Learning Needs	Associate Professor
9.	CHENG May Hung May	Mathematics, Science, Social Sciences and Technology	Associate Professor
10.	NG Mee Wah Eugenia	Mathematics, Science, Social Sciences and Technology	Associate Professor
11.	TSANG Po Keung Eric	Mathematics, Science, Social Sciences and Technology	Associate Professor
12.	YEUNG Yau Yuen	Mathematics, Science, Social Sciences and Technology	Associate Professor

Staff with Doctor of Education (Research)

1.	CHENG Yin Cheong	Centre for Institutional Research & Development	Professor
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Staff with Master Degrees

1.	LITTLEWOOD William Thomas	English	Senior Lecturer
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Appendix Ib

List of Academic Staff with Experience in Directly Supervising MPhil Students

Staff with PhD in Education

	<i>Name of Staff</i>	<i>Department.</i>	<i>Post</i>
1.	WILKINSON John George	Creative Arts & Physical Education	Associate Professor
2.	LEE I Fang	Early Childhood Education	Assistant Professor
3.	BAGNALL Richard Gordon	Educational Policy and Administration	Professor
4.	MAK Chiu Ling Grace	Educational Policy and Administration	Principal Lecturer
5.	BOND Trevor Grahame	Educational Psychology, Counselling and Learning Needs	Professor
6.	LEE Wing On	Vice President (Academic)	Professor

Staff with PhD in Other Disciplines

1.	SMITH Andrew Ward	Creative Arts & Physical Education	Associate Professor
2.	LEUNG Cheung Shing Sam	Early Childhood Education	Associate Professor
3.	TSANG Po Keung Eric	Mathematics, Science, Social Sciences and Technology	Associate Professor
4.	YEUNG Yau Yuen	Mathematics, Science, Social Sciences and Technology	Associate Professor

Staff with Doctor of Education (Research)

1.	CHENG Yin Cheong	Centre for Institutional Research & Development	Professor
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Appendix Ic

List of Academic Staff with Experience in Directly Supervising EdD Students

Staff with PhD in Education

	<i>Name of Staff</i>	<i>Department.</i>	<i>Post</i>
1.	BAGNALL Richard Gordon	Educational Policy and Administration	Professor
2.	MAK Chiu Ling Grace	Educational Policy and Administration	PL
3.	KENNEDY Kerry John	Faculty of Professional and Early Childhood Education	Professor
4.	MOK Magdalena Mo Ching	Educational Psychology, Counselling and Learning Needs	Professor

Staff with PhD in Other Disciplines

1.	LEONG Samuel	Creative Arts & Physical Education	Associate Professor
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Appendix IIa

Number of PhD Students Supervised by Academic Staff *Previously*

Name of Staff		Dissertation Areas	Name of Institution	No. of PhD Students Supervised
<i>Staff with PhD in Education</i>				
1	ADAMSON Robert Damian	Curriculum; Comparative Education; English	University of Hong Kong; Queensland University of Technology	5
2	BAGNALL Richard Gordon	Needs Assessment; Professional and Vocational Education; School-based Programmes; Professional Development	University of New England; Griffith University; Teachers College, Columbia University	22
3	BOND Trevor Grahame	Education	James Cook University	3
4	CHEN Shihui	PE	Fujian Normal University	1
5	KENNEDY Kerry John	Curriculum	University of Canberra	2
6	LAW Hau Fai	Curriculum	East China	2
7	LEE Wing On	Civic Education	Durham University	1
		Death Education	University of Hong Kong	1
		Moral Education	Durham University	1
		Values Education	Durham University	1
8	MAK Chiu Ling	Comparative Education; Sociology of Education; Educational Administration	Chinese University of Hong Kong	8
9	MOK Magdalena Mo Ching	Education & Work	Macquarie University	1
		Education	Macquarie University	3
		Special Education	Macquarie University	1
			University of South Australia	1
10	WILKINSON John George	Sport Science & Zoology	Simon Fraser University; University of Wyoming	2
Total =				55

<i>Staff with PhD in Other Disciplines</i>				
1	BENSON Philip	Language	University of Hong Kong	4
2	KIRKPATRICK Thomas Andrew	Language	Curtin University	8
3	LEONG Samuel	Music; Music Education	University of Western Australia	10
4	LEUNG Cheung Shing	Child Language Development	University of Hong Kong	2
5	LEUNG Man Cynthia	Psychology	Victoria University	4
6	SMITH Andrew Ward	Biomechanics; Physiotherapy	Hong Kong Polytechnic University, University of Brighton, University of Auckland	5
7	WANG Lixun	Language	University of Birmingham	1
8	WU Rosalind Jane	Curriculum & Instruction	National Taiwan Normal University	1
Total =				35

Name of Staff	Dissertation Areas	Names of Institutions	Number of PhD Students Supervised
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Staff with Doctor of Education (Research)

1	CHENG Yin Cheong	Educational Management and Policy	Chinese University of Hong Kong	6
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Total = 6

Staff with Master Degree

1	LITTLEWOOD William Thomas	Language	Hong Kong Baptist University	1
			Hong Kong Polytechnic University	2

Total = 3

Appendix IIb

Number of PhD Students Supervised by Academic Staff Now

Name of Staff	Dissertation Area	Name of Institution	Number of PhD Students Supervised	
<i>PhD in Education</i>				
1	ADAMSON Robert Damian	Curriculum	Hong Kong Polytechnic University	2
2	BAGNALL Richard Gordon	Needs Assessment; Professional and Vocational Education; School-Based Programmes; Professional Development	Griffith University	8
3	BODYCOTT Peter Thomas	Second Language Teaching; Curriculum Reform	University of Wollongong	1
4	BOND Trevor Grahame	Development of Rasch Indicators	James Cook University	1
		Education	James Cook University	2
5	CHUNG Kevin Kien Hoa	Education Psychology	University of Hong Kong	1
6	LEE Wing On	Lifelong Education	Sydney University	1
		Migration & Education	Sydney University	1
		Cultural Studies in Education	Sydney University	1
7	SO Wing Mui	Science Education	South China Normal University	1

Total = 19

<i>PhD in Other Disciplines</i>				
1	BENSON Philip	Language	University of Hong Kong	3
2	CHENG May Hung	Science Education	East China Normal University	2
3	KIRKPATRICK Thomas Andrew	Language	Curtin University	1
4	LEONG Samuel	Music Education	University of New England	1
5	LEUNG Cheung Shing	Child Language Development	University of Hong Kong	1
6	NG Mee Wah	Education (Computer supported collaborative learning)	University of Queensland	1
7	SMITH Andrew Ward	Biomechanics	University of Auckland	5
8	TSANG Po Keung	Environmental Science	South China Normal University	1
9	YEUNG Yau Yuen	Physics education	East China Normal University	2

Total = 17

Research Environment at HKIEd

Table A

	Highest Qualification Attained	Experience	Number of staff
Doctoral			
1.	PhD in Education		95
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	13
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	6
		who had experience in directly supervising EdD students or who are directly supervising EdD students now	4
		who had experience in directly supervising MEd students or who are directly supervising MEd students now	32
		who had experience in supervising other higher degrees	1
2.	PhD in Other Disciplines		82
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	12
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	4
		who had experience in directly supervising EdD students or who are directly supervising EdD students now	1
		who had experience in directly supervising MEd students or who are directly supervising MEd students now	14
		who had experience in supervising other higher degrees	4
3.	Doctor of Education		32
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	1
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	1
		who had experience in directly supervising MEd students or who are directly supervising MEd students now	4
4.	Other Doctorate Degrees (e.g. DBA, LL.D, M.D.)		8
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	-
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	-
		who had experience in directly supervising MEd students or who are directly supervising MEd students now	2
Master			
5.	MPhil in Education		-

	Highest Qualification Attained	Experience	Number of staff
6.	MPhil in Other Disciplines		3
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	-
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	-
		who had experience in supervising other higher degrees	1
7	Other Master Degrees		31
		who had experience in directly supervising PhD students or who are directly supervising PhD students now	1
		who had experience in directly supervising MPhil students or who are directly supervising MPhil students now	-
		who had experience in directly supervising MEd students or who are directly supervising MEd students now	2

Table B

Number of Staff who has PhD in Education (1)	Number of Staff who has PhD in other disciplines (2)	Out of (1), number of staff who is directly supervising any PhD student now, and the number of students	Out of (2), number of staff who is directly supervising any PhD student now, and the number of students
95	82	No of Staff: 7 No of Students: 19	No of Staff: 9 No of Students: 17

Table C

Number of Staff who has PhD in Education (1)	Number of Staff who has PhD in other disciplines (2)	Number of Staff who has EdD (3)	Out of (1), number of staff who is doing teaching in 2006/07	Out of (2), number of staff who is doing teaching in 2006/07	Out of (3), number of staff who is doing teaching in 2006/07
95 ^a	82 ^b	32 ^c	No of Staff: 82 For staff who teach, average number of hours spent on teaching per week: 9.6	No of Staff: 76 For staff who teach, average number of hours spent on teaching per week: 9.4	No of Staff: 28 For staff who teach, average number of hours spent on teaching per week: 9.6

Notes:

- This figure is based on information as at 31 December 2007, of which 10 staff had not joined the Institute in 2006/07.
- This figure is based on information as at 31 December 2007, of which 5 staff had not joined the Institute in 2006/07.
- This figure is based on information as at 31 December 2007, of which 1 staff had not joined the Institute in 2006/07.

Wing On LEE**Professor, Vice President (Academic) and Deputy to the President****Members of High Level Committees in Assuring Research Quality and Research Education**

External Assessor, Hong Kong Research Grants Council, since 1992.

Member, Social Sciences & Education Panel, Research Assessment Exercise, University Grants Committee, Hong Kong, 1999-2000.

Convenor, Education Panel, Research Assessment Exercise 2006, University Grants Committee, Hong Kong, since March 2005.

Appointed committee member of the Research Assessment Exercise 2006 in Hong Kong, and Convenor of the Education Panel.

Research Associates, Institute for Educational Research and Development, Chinese University of Hong Kong, since 1993.

Chairman, Panel for the Selection of Schools for Allocation of PSM(CD) Post, Curriculum Development Institute, Education and Manpower Bureau, 2002, 2003, 2004.

Chairman, Ad hoc Committee on Moral and Civic Education, Curriculum Development Council, Educational Manpower Bureau, 2003.

Chairman, Assessment Sub-committee of the Quality Education Fund, Hong Kong Government, 7 December 2000 – 15 January 2003.

Chairman, Sub-Panel on Students' Attainment, Adjudication Panel of the inaugural Outstanding School Awards, Quality Education Fund, Hong Kong Government, May 1999 – July 2000.

Chairman, Working Group on Reviewing the Monitoring and Dissemination Mechanism of the Quality Education Fund, Hong Kong Government, 2002.

Chairman, Sub-committee on Dissemination and Promotion of the Steering Committee, Quality Education Fund, Hong Kong Government, 2003-2005.

Member, K.P. Tin School Moral Education Research and Development Project Steering Committee, National Institute of Educational Research, Beijing, since March 2005.

Advisory Editorial Board Members of Educational Research Journals

Member, Editorial Board, *Evaluation and Research in Education*, (Multilingual Mattes) UK, since May 1996.

Member, Editorial Board, *Journal of Educational Research* (Taiwan and Mainland editions), since 2004.

Member, Editorial Board, *Chinese Journal of Moral Education*, since 2006.

Member, Editorial Board, *Cambridge Journal of Education*, since January 2008.

Keynote Speakers

Keynote Paper: "Ethical Leadership: Implications for Educational Leadership", presented at the Symposium on Ethical Leadership in School Education, 12 March 2004, British Council, Hong Kong, organized by the British Council (Hong Kong) and Education and Manpower Bureau.

Discussant at an international forum on citizenship education, fully funded by the Hong Kong Institute of Education, 9-10 June 2006

Honorary Guest Lecture on Global Citizenship at Beijing Normal University, 30 March 2006

Keynote paper on youth values in Hong Kong, presented at an international conference on moral education in Beijing, 28 May 2006, fully funded by the Beijing Academy of Educational Research

Keynote speech on citizenship education, at Oriel College, University of Oxford, July 2006 (partially funded to cover accommodation, conference registration and meals)

Presentation on the Australia's Values Education Framework at a forum of the University of Sydney (25 May 2006) and University of New South Wales (6 September 2006) on behalf of Federal DEST, Australia.

Keynote paper presentation entitled "Quality Higher Education from International Perspectives: Reflection from

- the Expanding Visions for the University”, at the 3rd International Symposium on Quality Education in Macau, organized by the Faculty of Education, University of Macau, 14 November 2007.
- Keynote speech on "Internet Ethics for the Youths in an Information Age", organized by the Modern Education Research Association, sponsored by Hong Kong Institute of Education on 10 November 2007.
- Keynote speech on "The Construct of School-based Education Reform: Wisdom of the Frontliners", organized by the Subsidized Primary Schools Council on 9 November 2007.
- Keynote speech on “How teachers should equip themselves for educating a new generation of Hongkongers – national education, citizenship education and global perspectives”, organized by the Taipo School Development Unit of the Education Bureau, Principals’ Association of Taipo and Pre-primary Principal Association of Taipo, 7 December 2007.
- Keynote speech on Lifelong Learning in Asia, at University of Hong Kong, CESA/CESHK Conference, January 2007
- Keynote speech on moral education in Asia, at Zhongshan University, May 2007
- Paper presentation on “Citizenship education in post-1997 Hong Kong: Tensions between globalization and localization”, in a workshop on Public Governance in Hong Kong and Guangzhou” at Sun Yat Sen University, organized by the Governance in Asia Research Centre, City University of Hong Kong, 15-16 December 2007.
- Presentation on National Education in the Workshop on 'Promotion of National Education in Schools' organized by the Task Group on National Education of the Government's Commission on Strategic Development, 27 November 2007.
- Speech on Teaching Practice and Teacher induction, at Forum on Teacher Induction, organized by the Advisory Committee on Teacher Education and Qualifications, Hong Kong Government, 28 August 2007.
- Speech representing all Higher Institutions in Hong Kong, in the Beijing Olympic 2008 300 Days Countdown Ceremony, organized by the People’s Liberation Army Barrack for university students in Hong Kong, 13 October 2007.
- Guest Lecture on "International Trends of Higher Education Development", organized by National Taiwan Normal University, 18 December 2008.
- Keynote speech on “The Repositioning of University: From Lifelong Learning to Entrepreneurial and Integrated University” at the Senior Executive Programme for Presidents/Vice-Presidents of China Radio and Television Universities, organized by the School of Professional and Continuing Education of the University of Hong Kong, 17 January 2008.

wards Obtained

- Bronze Medal Educator Award, The Chinese Association of Educational Art and the Committee of Chinese Educational Development Forum, Beijing, 2003.
- Education Innovation Award, The Chinese Association of Educational Art and the Committee of Chinese Educational Development Forum, Beijing, 2003.
- Medal of Honour, Hong Kong Government, 2003, recognizing contribution towards citizenship education.

Yin Cheong CHENG
Professor, Acting Vice President (Research and Development)
Centre Director, Centre for Institutional Research and Development

President/ Founding Leaders of International Educational Research Associations

- President, Asia-Pacific Educational Research Association (2005-2008)
- Founding Vice President, Asia-Pacific Educational Research Association (2001-2004)
- One of Founding Leaders, World Educational Research Association (to be launched in Nov. 2008, including AERA, APERA, EERA, and other international/national organizations) (Chairman of two founding groups (Rationale, Programme Activities))

Members of High Level Committee in Assuring Research Quality and Research Education

- Consultant, the Brain Korea 21 Project at the Department of Education, Pusan National University, Korea. (since December, 2006)
- Advisory Expert of the OCED-PISA consortium (The Netherlands, CITO) for the development of the questionnaires for the OCED-PISA Programme for International Student Assessment 2009. (since 2006)
- Full Member, University Grants Committee (UGC) of Hong Kong (1998 - 2002)
- Member, Humanities, Social Sciences & Business Studies Panel, Research Grants Council, UGC (1997-2002)
- Member, Research Assessment Exercise 2006-Education Panel, UGC
- Member, Postgraduate Education Sub-Group (PESG), UGC (April 1998-June 2000)
- Member, Quality Sub-Committee (QSC), UGC (1998-2002)
- Chairman, Teaching Development Sub-group of UGC (2001-2002)
- Chairman, Interface between Tertiary and School Sectors Project Selection Sub-Group (IFSG), UGC (1999-2002)
- Chairman, Teaching Development Grant Sub-Group, UGC (2000-2001)
- Member, Teacher Education Sub-Committee (TESC), UGC (1998-2002)
- External assessor of research proposals for RGC, UGC (1995-now)
- Monitor of Competitive Earmarked Research Grants (CERG) projects, RGC, UGC (1997-now)
- Chairman, the Promotion and Monitoring Sub-committee of Quality Education Fund Steering Committee of Education and Manpower Bureau (EMB) of Hong Kong Government (1998 to 2000)
- Member, Advisory Committee on Quality Assurance Inspection (2002 to 2004)
- Member, Educational Research Section Policy Committee of the Education Department of the Hong Kong Government (1997-1998)
- Member, Steering Committee on “the Study on the Effectiveness of Public Sector Secondary Schools” of Education Department (1996-2000).
- Consultant, Educational Research Establishment of Education Department of the Hong Kong Government (1990 -1993)
- Associate Director, Hong Kong Institute of Educational Research, CUHK (1993-95)
- Member, President’s Advisory Committee on Research and Development of the Open University of Hong Kong (1998-2002)

Advisory Editorial Board Members of International Educational Research Journal

1. Associate Editor, *International Journal of Educational Management* (since 2006)
2. Board Member, *Open Education Journal* (since 2007)
3. Board Member, *Educational Policy Study Journal* (since 2007).
4. Board Member, *Education, Knowledge and Economy* (since 2006)
5. Board Member, *International Journal of Blended Learning* (since 2006)

6. Advisory editor, *Asia Pacific Educational Review* (since 2006)
7. Board Member, *Journal of Education and Social Enterprise* (since 2005)
8. Board Member, *Educational Research for Policy and Practice* (since 2002).
9. Board Member, *the Global Distance Education Network* (since 2001)
10. Editorial Consultant, *Asia Pacific Journal of Teacher Education* (since 2000)
11. Advisory Editor, *the International Studies in Educational Administration: Journal of the Commonwealth Council for Educational Administration and Management* (since 1998)
12. Board Member, *the International Journal of Educational Management* (1994-2006)
13. Board Member, *School Effectiveness and School Improvement: International Journal of Research, Policy, and Practice* (1994-now)
14. Board Member, *Educational Research and Evaluation*. (1995-now)
15. Board Member, *Handbook of Curriculum and Instruction* (new edition) (2004-2008) published by SAGE Publications.

International External Assessors for Academic Promotion in Research Universities

- External assessor for academic staff promotion for Faculty of Education, University of Malaya (2002 to 2008)
- External assessor for academic staff promotion for the Department of Educational Administration and Policy of the Chinese University of Hong Kong (since 2005)
- External assessor for academic staff promotion for City University of Hong Kong (2007)
- External assessor for academic staff promotion for the University of Cyprus (2007)

Keystone Speakers at International Conferences

In these few years, he had been invited to give over 50 keynote keynotes at international conferences by national and international organizations such as APEC, UNESCO, UNICEF, ICER, ICSEI (Australia, Hong Kong, Canada, & China), International Baccalaureate Organization (IBO), Ford Foundation (US, Africa), World Bank, SEAMEO RIHED (with Chulalongkorn University), NIEPA and NCERT (India), ONEC/OEC (Thailand), ACEA (Australia), NIER (Japan), Ministry of Education of Israel, Ministry of Education of Malaysia (with University of Malaya), iAPED (Korea), Scandinavian-Pacific Conference (Sweden), International Seminar (Erfurt, Germany), ICTED (Philippine), International Society of Teacher Education, Singapore Educational Research Association, Japanese Society for the Studies on Teacher Education, Chinese Educational Research Association (Taiwan), and Multi-disciplinary International Conference on Qualitative Research (University of Karachi, Pakistan)

International Awards for Excellence

His academic journal articles has won him a number of international awards including the Awards for Excellence (3 outstanding paper awards and 4 highly commended paper awards) from the Literati Club in UK in 1994, 1996-98, 2001, 2004 and 2005.

Competitive Earmarked Research Grants (CERG)

Since 1991, he had been awarded 7 CERG projects (5 projects as principal investigator and 2 projects as co-investigator) from Research Grants Council. The success rate was 100%.

Kerry J KENNEDY
Professor, Associate Vice President (Academic) and Dean
Faculty of Professional and Early Childhood Education

Members of High Level Committee and International Research Organization in Assuring Research Quality and Research Education

Reviewer of research proposal for the Research Grants Council of Hong Kong and the Australian Research Council

President of International Educational Research Association

President, Australian Curriculum Studies Association 1996 - 2000

Research Postgraduate Supervisors, Programme Leaders, and External Examiners

Pro Vice-Chancellor (Academic), University of Canberra 1999-2001 with responsibility for research management and research policy (including being Chair of the Research Committee and the Higher Degrees Committee and with responsibility for the Research Office).

Principal PhD/EdD Supervisor at the University of Southern Queensland and the University of Canberra; Associate Supervisor at the University of Technology, Sydney and the University of Sydney

External PhD/EdD Examiner for Australian universities (Curtin, Sydney, Australian Catholic, Queensland, Western Sydney, James Cook, Monash, Tasmania) and Hong Kong universities (HKU, CU)

International External Assessors for Academic Promotion in Research Universities

External Assessor for University of Western Sydney

External Assessor for University of Canberra

Keynote Speakers and Active Researchers at International Frontiers of Research

Reframing Civic Education for New Citizenships: The Civic Needs of "One Country, Two Systems". Keynote Address, International Seminar, *New Schooling and Citizenship Practice*, University of Granada, May, 2006

Conceptions of Freedom in the Neo-Conservative State: Challenges for Political Socialization and Civic Education. Key Note Address, Annual Conference of the Pacific Circle Consortium, Sydney, 19-23 July 2005

Building Civic Capacity In Times Of Uncertainty: The Role Of Social Education In The New Century. Key Note Address, "*Establishing New Frontiers: Social Studies in the 21st Century*", Social Studies Symposium, National Institute of Education, Singapore, 17-18 March 2003.

University Governance in the 21st Century. Key Note Address, International Conference on Higher Education in the 21st Century, Miri, Sarawak, 24-26 September 2002

Developing a 'Democracy of the Mind': Lessons for Australian Schools from the IEA Civic Education Study. Key Note Address, Discovering Democracy Conference, National Museum, Canberra, 9-10 May, 2002.

Reconstructing the School Curriculum for the Post Millennial Generation. Key Note Address, Annual Conference of the Pacific Circle Consortium, Hiroshima, 18-20 October, 2000.

Building Civic Capacity for a New Century: Engaging Young People in Civic Institutions and Civil Society. Key Note Address, The 1st IAPED International Conference on Education Research. Seoul National University, Seoul 9-10 November, 2000.

Constructing the School Curriculum for the Twenty First Century : Searching for Boundaries in a Global Society. Invited Expert Paper, *6th OECD /Japan Education Seminar, "Schooling for Tomorrow"*, Hiroshima, 5-7 November, 1997

Australian Education Reform : Implementing Life Long Education as a Policy Priority for the Twenty First Century. Megatrends in Education Reform : *International Conference on Education Reform : OECD Member Countries*, Seoul, 12-13 November, 1997. (also published in Korean)

Professional education and the teaching profession in Australia : Towards the establishment of professional standards. *International Conference on Teacher Education held as part of the Annual Conference of the Japan-US Teacher Education Consortium*, Naruto University of Education, Naruto City, Tokushima Prefecture in Shikoku Island, Japan 15-18 July, 1996.

Advisory Editorial Board Members of Educational Research Journals

Editorial Board, *Asia-Pacific Educational Researcher*, 2006-current

Editorial Board, *Pacific Asian Education*, 2003-current

Consulting Editor, *Journal of Curriculum Studies*, 2003-2007

Other Related Important Research Information

Winner of external research grants in Australia (2 Australian Research Council Grants) and Hong Kong (1CERG, 2 PPRs & 1 QEF)

Richard Gordon BAGNALL,
Professor, Department of Educational Policy and Administration
BSc(Hons) (Well), MA (BrCol), PhD (Flor)

Members of High Level Committees in Assuring Research Quality and Research Education

Australian Vocational Education and Training Research Association (AVETRA).
Member of the Doctor of Education planning committees at the University of New England, Griffith University and the Hong Kong Institute of Education.
Australian Association for Research in Education AARE).
The American Philosophy of Education Society (PES) (Fellow from 1993).
Asian- South Pacific Bureau of Adult Education (ASPBAE).
Philosophy of Education Society of Australasia (PESA).
Adult Learning Australia (ALA) (formerly the Australian Association of Adult and Community Education) and former member of the Executive Committee of its New South Wales Branch.
The Australian and New Zealand Fulbright Associations.

International Founding Leader of International Educational Research Association

Research Network of Adult Learning Australia (ALA RN) (and its Foundation Chairman, Current Convenor, and Chair of the 1996, 1994, 1991 and 1982 Conference Planning Committees).

Research Postgraduate Supervisors and External Examiners

Principal Supervisor of 20 doctoral (PhD & EdD) theses through graduation: 8 through the University of New England; 12 through Griffith University).
Associate Supervisor of 4 doctoral (PhD & EdD) theses through graduation: 3 through Griffith University; 1 through Teachers College, Columbia University).
Principal Supervisor of 1 doctoral (PhD) candidate whose thesis is currently under examination.
Principal Supervisor of 20 research masters theses through graduation: 18 through the University of New England; 2 through Griffith University.
Associate Supervisor of 4 research masters theses through graduation: 2 each through the University of New England and Griffith University).
Currently Principal Supervisor of 4 doctoral (PhD) candidates (through Griffith University).
Currently Associate Supervisor of 3 doctoral (PhD) candidates (through Griffith University).
Currently Associate Supervisor of 1 research masters candidate through Griffith University.
Doctoral thesis examiner for 11 universities.

International External Assessor

Assessor for the Australian Research Council Research Grants Committee.

Advisory Editorial Board Members of Educational Research Journals

Manuscript reviewer for 13 scholarly journals.
Editorial Board member, *International Journal of Lifelong Education* and *Vocational and Learning: Studies in Vocational and Professional Education*.
Editorial consultant: various scholarly journals.
Research consultancies and manuscript reviews for publishing houses: numerous.

Other Related Important Research Information

Beyond those funds received from my employing departments or through awards, grants have been received from:

- The Hong Kong Research Grants Council.

- The Australian Research Council (both Large – individual ‘Discovery’ – Grants and Small Grants programs).
- The Australian National Training Authority.
- The Research Consortium, TAFE Queensland.
- The Retail and Wholesale Industry Training Advisory Board.
- The Fitness, Sport and Recreation Industry Training Advisory Board.
- SEAMEO INNOTECH (The Centre for Educational Innovation & Technology of the Southeast Asian Ministers of Education Organisation).
- ASPBAE (The Asian-South Pacific Bureau of Adult Education).
- The University of New England Research Grants Committee.
- The Department of Lands and Survey (New Zealand).
- The Tongariro National Park Board (New Zealand).
- The Wellington Regional Planning Authority (New Zealand).
- Mobil Oil New Zealand Limited.

Trevor Grahame BOND
Professor and Head of Department
Department of Educational Psychology, Counselling and Learning Needs

Members of High Level Committees in Assuring Research Quality and Research Education

Members:

Research Grants Council, Hong Kong, China:
Humanities, Social Sciences and Business Studies Panel (H)
PPR sub-panel/France/Germany sub-panels.

Expert externe:

Fonds québécois de la recherche sur la société et la culture
Social Sciences and Humanities Research Council of Canada

International Founding Leader of International Educational Research Association

Pacific Rim Objective Measurement Symposia

Research Postgraduate Supervisors and External Examiners

Postgraduate supervisors:

James Cook University; International Islamic University of Malaysia, University of Toledo.

PhD Examiners:

University of Sydney, University of Toledo, University of New South Wales
University of Queensland, University of Western Sydney, University of Melbourne
James Cook University, University of Western Australia

International External Assessors for Academic Promotion in Research Universities

Professorial Appointment / Promotion Committees

Louisiana State University, Université de Montréal
University of Cyprus, University of Toledo

Keynote Speakers and Active Researchers at International Frontiers of Research

Invited keynote speakers:

2007

“The central role of measurement in the progress of the human sciences”, Lettura Magistrale, *The Rasch model applied: Developing fundamental measurement for the human sciences*, Research methods workshops, Nova Universitas, Milano Italy, June.

“La Soddisfazione del Paziente nell’Ospedale s.Orsola-Malpighi di Bologna” with dott.ssa Elisa Caretta, Alma Mater Studiorum, University of the University of Bologna, Italy, July.

“Personalities are multi-dimensional – Measurement must be unidimensional: The challenge of the Rasch model for Personality Assessment.” Invited presentation, *Pacific Rim Objective Measurement Symposium*, Taiwan, July.

2006

“From a traditional past to a scientific future: The role of Rasch measurement in the human sciences”, Invited Keynote Speaker, *Pacific Rim Objective Measurement Symposium*, 2006, Hong Kong.

“Improving QoL indicators: Applications of Rasch Measurement”, Invited Address to the Conference on Quality of Life Research in Asia, Hong Kong, May.

“The central role of Rasch model invariance for educational accountability systems”, Invited Keynote Speaker, *Methodological tools for accountability systems in education*, International Symposium of the European Commission Joint Research Centre, Ispra, Italy.

2005

“Achieving the impossible: Solving real measurement problems with the Rasch model”, Invited Keynote Speaker, *Pacific Rim Objective Measurement Symposium*, 2005, Kuala Lumpur.

2004

“Have psychologists been measuring anything at all? Rasch measurement and the science of psychology.” Invited

Address to the *Quantitative Methods in the Social Sciences Colloquium*, University of California at Santa Barbara, April.

“Choosing the right tools: the Rasch model and item banks.” Invited Keynote Address to *Institutional Models In Education: Legal Framework of New Governance in Education & Methodological Aspects*, jointly organized by ELA - CRISP - INVALSI and Ministry of Education Italy, Frascati, Italy, May.

“Constructs and latent traits: Scale development in educational research.” Invited Address, Alma Mater Studiorum, Università di Bologna, Italy, May.

2003

“Multiple roles for testing: International examples of educational evaluation.” Invited keynote address, Educational Evaluation 2003 Conference, University of Szeged, Hungary.

“The Rasch model and the progress of science.” Invited address: *Journée thématique d'épistémologie des sciences sociales: Epistémologie de la mesure dans les sciences sociales: Perspectives contemporaines*. Institut d'Histoire et de Philosophie des Sciences et des Techniques CNRS - Université Paris 1.

“Rasch analysis as a tool for the scientific assessment of education.” Lettura Magistrale: L'analisi di Rasch nella misura dell'apprendimento e dell'efficacia della formazione; Incontro con Trevor Bond. Centro Studi Maugeri, Fondazione Salvatore Maugeri (Pavia).

“The Rasch model: Towards scientific measurement in psychology.” Invited Address, Dipartimento di Psicologia Generale, Università Degli Studi di Padova.

Advisory Editorial Board Members of Educational Research Journals

Editorial Board members:

Journal of Applied Measurement

Australian Educational Researcher

Other Related Important Research Information

Author (with Christine Fox) of the *standard reference text* in the field:

Bond, T.G. & Fox, C. M. (2007) *Applying the Rasch model: Fundamental measurement in the human sciences*. (2nd ed.) Mahwah, N.J.: Erlbaum.

(with over 400 citations since 2001; more than one citation a week for 7 years)

Research Methodology Workshops Conducted (Rasch Measurement)

University of California (Berkeley) Jean Piaget Society. Harvard University Graduate School of Education. Queensland University of Technology Griffith University.

University of Toledo Curriculum, Evaluation and Management Centre, University of Durham.

University of Belgrade University of Oslo International Islamic University Malaysia

Divisione di Recupero e Rieducazione Funzionale, IRCCS Fondazione Salvatore Maugeri (Pavia).

Department of Statistics, University Milano-Bicocca.

AARE-NZARE, Auckland University of New England Hong Kong Institute of Education

Temple University, Japan Nova Universitas, Milano

Specialist Reviewers for major journals incl.:

Australian Educational Researcher Australian Journal of Education

British Journal of Developmental Psychology British Journal of Educational Psychology

British Journal of Psychology Cognitive Development Cognitive Psychology

Health and Quality of Life Outcomes Quality of Life Research

International Journal of Testing Journal of Applied Measurement.

Mathematical Thinking & Learning: An International Journal La Revue de Mesure et Évaluation

Journal of Child Psychology and Psychiatry Journal of Experimental Child Psychology

Journal of Neurology, Neurosurgery & Psychiatry Journal of Personality Assessment

Optometry and Vision Science Psychological Reports Perceptual and Motor Skills

Psychological Methods Addiction

Magdalena, Mo Ching MOK
Professor, Department of Educational Psychology, Counselling and Learning Needs
Centre Director, Centre for Assessment Research and Development

Members of High Level Committees in Assuring Research Quality and Research Education

- 2006 – Current Humanities, Social Sciences and Business Studies Panel (Panel H) of the Research Grants Committee (RGC).
- 2007 – current RGC Public Policy Research Review (PPR) Panel Member
- 2007 – current RGC Public Policy Research Review (PPR) Working Group on Future Operation of PPR Funding Scheme
- 2007 – current RGC Public Policy Research Review (PPR) Editorial Board Member
- 2001 – 2007 Council Member, Hong Kong Examinations and Assessment Authority
- 2005 – 2007 Chair, Research and Development Committee, Hong Kong Examinations and Assessment Authority
- 2005 – 2006 Research Assessment Exercise Education Panel members of the RGC.
- 2002 – 2003 Member of the Focus Group on Teacher Competencies & In-service Professional Development and the Task Force on Teachers' Continuous Professional Development, ACTEQ (Advisory Committee on Teacher Education and Qualifications, EMB), (February 2002 to November 2003). The report entitled '*Towards A Learning Profession: The Teacher Competencies Framework and The Continuing Professional Development of Teachers*' was published by ACTEQ in November 2003.
- 2001 – 2007 Member, the Basic Competencies Assessment Main Committee, Hong Kong Examinations and Assessment Authority
- 2001 – 2003 Chairperson on the Basic Competencies Assessment Technical Advisory Committee, Hong Kong Examinations and Assessment Authority
- 1999 – 2000 Member on the Research, Evaluation & Projects Section, Curriculum Development Institute, HKSAR

Reviewers of High Level Committees in Assuring Research Quality and Research Education

- 2001 – 2005 Independent reviewer of RGC CERG Grant
- 2002 External reviewer of SCOLAR research projects
- 1996 Independent reviewer of competitive grants of the Australia Research Council
- 1997 – 1998 Member, Advisory Committee on externally funded project "An Evaluation of MULTILIT (Making Up Lost Time In Literacy)" of Macquarie University
- 1996 Independent reviewer of competitive grants of the NHMRC

Executive Director of International Educational Research Association

1/2005 - 12/2008 Executive Director, Asia Pacific Educational Research Association (APERA)

External Appointments:

- 2003 – 2005 Appointed as Honorary Principal Fellow, Assessment Research Centre,, The University of Melbourne, from November 2003 (1998 – 2003, Appointed as Fellow, Assessment Research Centre, The University of Melbourne, since 1998)
- 2003 – 2005 Member, Honourable Advisory Committee in the Panel of School Advisors, Po Leung Kuk Tseung Kwan O Direct Schools Subsidy College

Keynote/Invited Speakers at International Conferences

- Mok, M. M. C. (2007, Nov). Quality Education via Quality Assessment: Assessment Project of CARD. Invited paper presented to International Quality Education Symposium, 14-15 November 2007, University of Macau, Macau.
- Mok, M. M. C. (2007, Nov). The application of multilevel modeling for educational quality assurance: Opportunities and challenges. Invited paper Presented to 2007 International Conference on Entrance Examination and Admission Policy, 10-11 November 2007, National Taiwan Normal University, Taipei, Taiwan (presentation via Video-conference).

- Mok, M. M. C. (2007, Oct). Challenges and Opportunities Offered by Self-directed Learning Oriented Assessment for A New Education. Keynote Presentation to the Challenge for a New Education Conference, Pusan National University, Korea, 11-12 October 2007, Pusan National University, Pusan, South Korea.
- Mok, M. M. C. (2007, July). The application of Rasch modeling to the prediction of school closure in a region of declining birth rate. Invited paper presentation to Pacific Rim Objective Measurement Symposium (PROMS TW), 17-19 July 2007, Graduate Institute of Sports Training Science, National College of Physical Education and Sports (國立體育學院運動技術研究所), Tao Yuan, Taiwan.
- Mok, M. M. C. (2006, Oct). Assessment reform and self-directed learning: theory and practice. Keynote presentation to Assessment Theory and Practice Conference, 14 October 2006, Macau: DSEJ. (In Chinese: 莫慕貞(2006年10月), “評估改革及自我主動學習：理論與實踐”, 研討會主講者「學生評核的理論與實踐」研討會主講者。2006年10月14日澳門特別行政區：教育暨青年局。)
- Mok, M. M. C., Cheng, Y. C., Moore, P. J., & Kennedy, K. J. (2006, September). Self-directed Learning: Challenging secondary students for excellence in education. Invited Paper presented to Ting Ka Ping Principals Conference, 17-21 September 2006, Canton South China Normal University. (In Chinese: 莫慕貞, 鄭燕祥, 莫雅立, 甘國臻 (2006年9月). 自我主導學習：激發中學生追求卓越, 全國田家炳中學校長論壇 2006, 2006年9月17日至21日, 廣東省廣州市：華南師範大學。)
- Mok, M. M. C. (2006, Feb). Multitillevel Modelling for Accountability Systems in Education. Keynote Address presented to International Symposium “Methodological Tools for Accountability Systems in Education” held by the Center for Research on Lifelong Learning (CRELL), Ispra, 6-9 February, 2006.
- Mok, M. M. C. (2005, Dec). A Conceptual Framework for the Design of Web-based Self-directed Learning Curriculum. Keynote Address Presented to 2005 International Conference on Education and Information Technology, 9 - 10 December 2005, National Ocean University, Keelung City, Taiwan.
- Mok, M. M. C. (2005, June). The application of Rasch modelling for educational research. Invited presentation to Pacific RIM Objective Measurement Symposium (PROMS) & International Symposium on Measurement and Evaluation (ISME)2005, International Islamic University Malaysia, Pan Pacific Hotel, 21-23 June 2005, Kuala Lumpur, Malaysia.
- Mok, M. M. C. (2004, July). The Management of Borderless Teacher Education for Knowledge Excellence: Challenges and Strategies. Invited Panel Discussion at The International Conference on Managing Teacher Education for Excellence, with the Theme: “Borderless Management in Teacher Education”, Faculty of Education, Chulalongkorn University, July 11 – 14, 2004.

Advisory Editorial Board Members of Educational Research Journals

- | | |
|----------------|---|
| 2007 – present | Member, Editorial Advisory Board, <i>International Journal of Educational Management</i> |
| 2007 – present | Member, Review Board, <i>International Journal for the Scholarship of Teaching & Learning</i> |
| 2007 | Guest Editor, <i>Educational Research for Policy and Planning</i> |
| 2006 | Guest Editor, <i>Special Issue on Affective and Social Outcomes of Schooling for Educational Psychology</i> , 2006, Volume 26 (2), April 2006 |
| 2005 – present | Member, Editorial Board, <i>International Journal of Self-directed Learning</i> |
| 2003 – present | Member, Editorial Board, <i>Educational psychology</i> |
| 1999 – 2003 | Executive Editor, <i>Asia-Pacific Journal of Teacher Education & Development</i> |
| 1995 – present | Adviser, <i>New Horizons in Education: Journal of Education HK Teachers' Association</i> |

Other Related Important Research Information

Completed 23 Competitive Research Consultancy for such prestigious government and non-government bodies as the Council for Australian Government (COAG), British Council, Education Bureau of Hong Kong SAR, New South Wales Government, New South Wales Catholic Education Board.

- Won the 2002 Best Article Award for the Learning Environments (SIG) American Educational Research Association (AERA).

Thomas Andrew KIRKPATRICK
Professor and Head of Department
Department of English

Professional Positions / Activities

Recently invited (and contract signed) to edit Routledge's *Handbook of World Englishes*

Reviewer for Hong Kong's Research Grants Commission.

Reviewer for the Australian Research Council Discovery grants

Editor, *English Australia Journal* (1999-2004).

Member of the *Asian Englishes* editorial board.

Member of *Asian Linguistics and Language Teaching* (e-j) editorial board

Member of the *East Asian Learner* editorial board

Member of *Journal of Second Language Writing* editorial board

Member of the *New English Teacher* editorial board

Member of the *New Zealand Studies in Applied Linguistics (NZSAL)* editorial board

Member of *Profile* editorial board

Manuscript reviewer/reader for Cambridge University Press, Hong Kong University Press, Norton and SUNY Press.

Consultant editor for series of ELT texts published in 2000 for Chinese universities by Higher Education Press, Beijing.

Consultant editor for *Culture-based English for College Students*. Jakarta: PT Grasindo (2003)

External Examiner of the Department of English Language and Applied Linguistics, University of Brunei (1997-1999)

External Validator, Hong Kong Baptist University, BA TESOL Programme (2006)

External Examiner, City University, Hong Kong, BA TESL Programme (2007)

Representative (Division of Humanities), Research and Creative production Committee, Curtin University (2003-2004).

Co-ordinator, Research and Postgraduate Studies, Department of Languages and Intercultural Education, Curtin University (2000-2001)

PhD Supervisions (through Curtin University, Perth, Australia 1999-present)

Glenn Toh, 'Primary School English Textbooks in Singapore: an examination of their cultural and ideological content' (1999)

David Prescott, 'A Model for the evaluation of English Language Teacher Training Courses: the Diploma in English for Speakers of Asian Languages' (2001)

Rusdi Taib, 'Information Sequencing in Seminar Discussions: a comparative study of Australian and Indonesian Students' (2003)

Kyu Shin, 'Characteristics of the Relative Clause in Korean: problems second language learners experience in acquiring the relative clause.' (2003)

Helen Singleton, 'Frameworks for the Management of Cross-Cultural Communication and Business Performance in the Globalising Economy: a professional service TNC case study in Indonesia' (2004)

Xu Zhichang, 'Chinese English: what is it and is it to become a regional variety of English?' (2005)

James McClellan, 'Malay-English Language Alternation in Internet Discussion Forums' (2006)

Zi Adnam, 'Rhetorical Patterns in Indonesian Academic Writing in the Humanities' (2006)

Xu Heng, 'Hierarchy and Facework in Contemporary China: linguistic evidence of change' (under examination).

Conference Keynote/ Plenary Presentations

Invited 2008

'Language Teaching in a Multilingual World' Regional Language Centre (RELC) Conference, Singapore April 21-23

Linguistic Society of the Philippines, Manila, 28-30 April

2006-2007

(2007a) *Variation in World Englishes: Implications for ELT*. Korean Association of Teachers of English, Seoul, 6-7 July.

(2007b). *If the goal is being trilingual, then use successful trilinguals as models: the Case for Hong Kong Language Classrooms*. The 2nd Pearl River Delta English Studies Postgraduate Conference, Shenzhen University 15-18 June

(2007c). *What do Cicero, the Ars Dictamen of Medieval Europe and Chinese Letters of Request have in common?* The Fuzhou 2007 Forum on Rhetoric Chinese and Western (Fujian Normal University, May 25-27.

(2007d) *Variation and Intelligibility in World Englishes: Implications for ELT*. International Association of teachers of English as a Foreign Language (IATEFL) conference, Aberdeen, 18-22 April.

(2007e) *English as the academic lingua franca: implications for the dissemination of 'local' knowledge*. British Association of Lecturers in English for Academic Purposes British Association of Lecturers in English for Academic Purposes (BALEAP) conference, Durham, UK, April 16-17.

(2006a) *Asian Englishes: implications for English language teaching*. The 19th National Meeting of the Japanese Association of Asian Englishes, Aoyama Gakuin University, Tokyo, July 1.

(2006b) *Setting Attainable and Appropriate Language Targets in Multilingual Settings*. The 7th International Symposium of Applied Linguistics and Language Teaching Conference, Bei Hang University, Beijing 7-9 August and Hong Polytechnic University, 12-13 August.

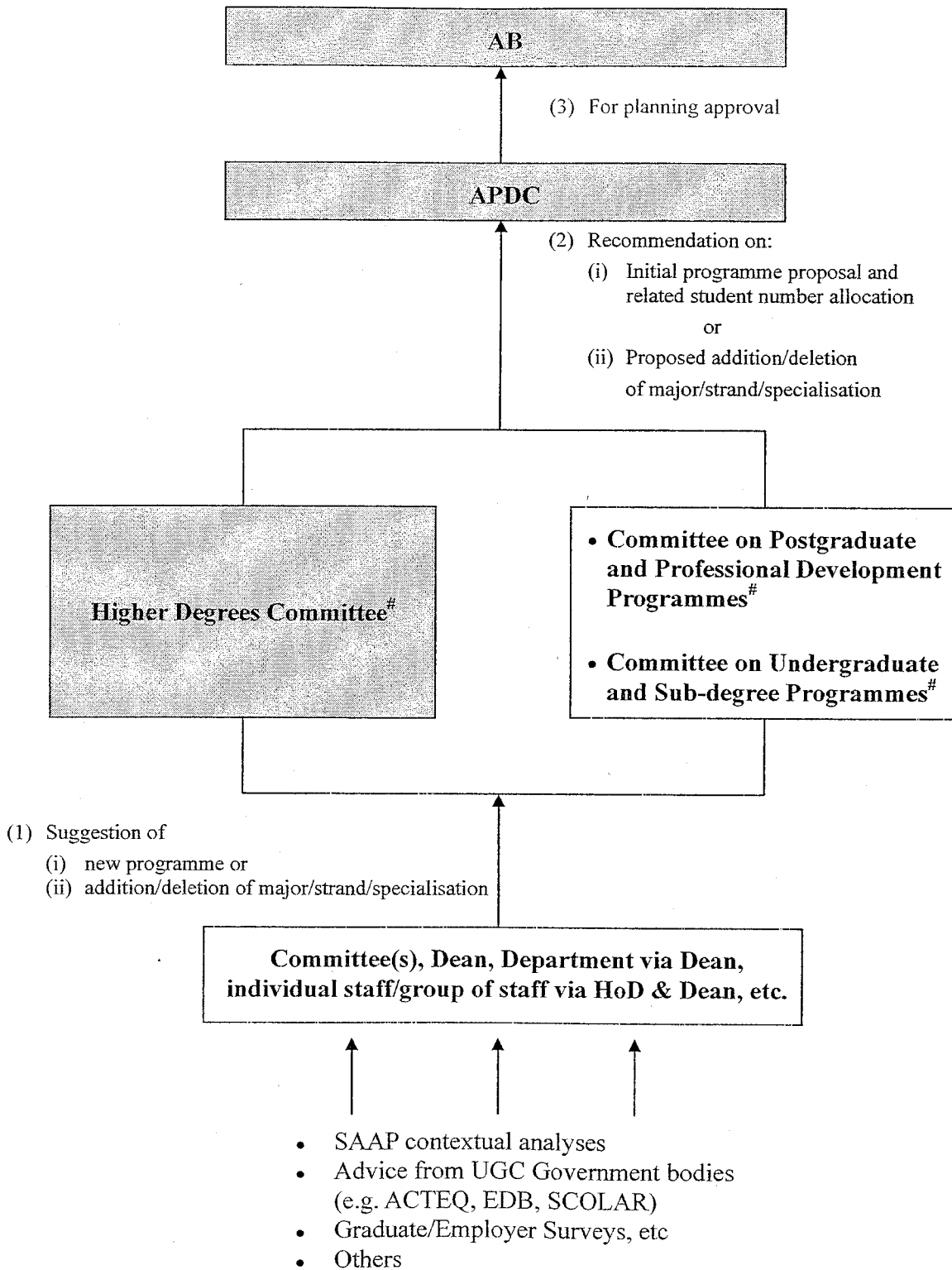
(2006c) *Teaching English Across Cultures. What do English language teachers need to know to know how to teach English*. The English Australia Conference, Perth 14-16 September.

(2006d) *The Teacher Supply Question: where will English teachers come from and what do they need to know?* The 'Future Perfect: English Language Policy in Transition' British Council – Thai Ministry of Education Workshop-Seminar, Bangkok. 25-26 September 2006

Current Externally-funded Research

Holder of ARC Discovery Grant "English as a spoken lingua franca in ASEAN: a study of its linguistic and socio-cultural features". Publication for 2009 in preparation through Hong Kong University Press (contract signed) '*English as a Lingua Franca in ASEAN: Roles, Features and the Multilingual Model of Language Teaching*.'

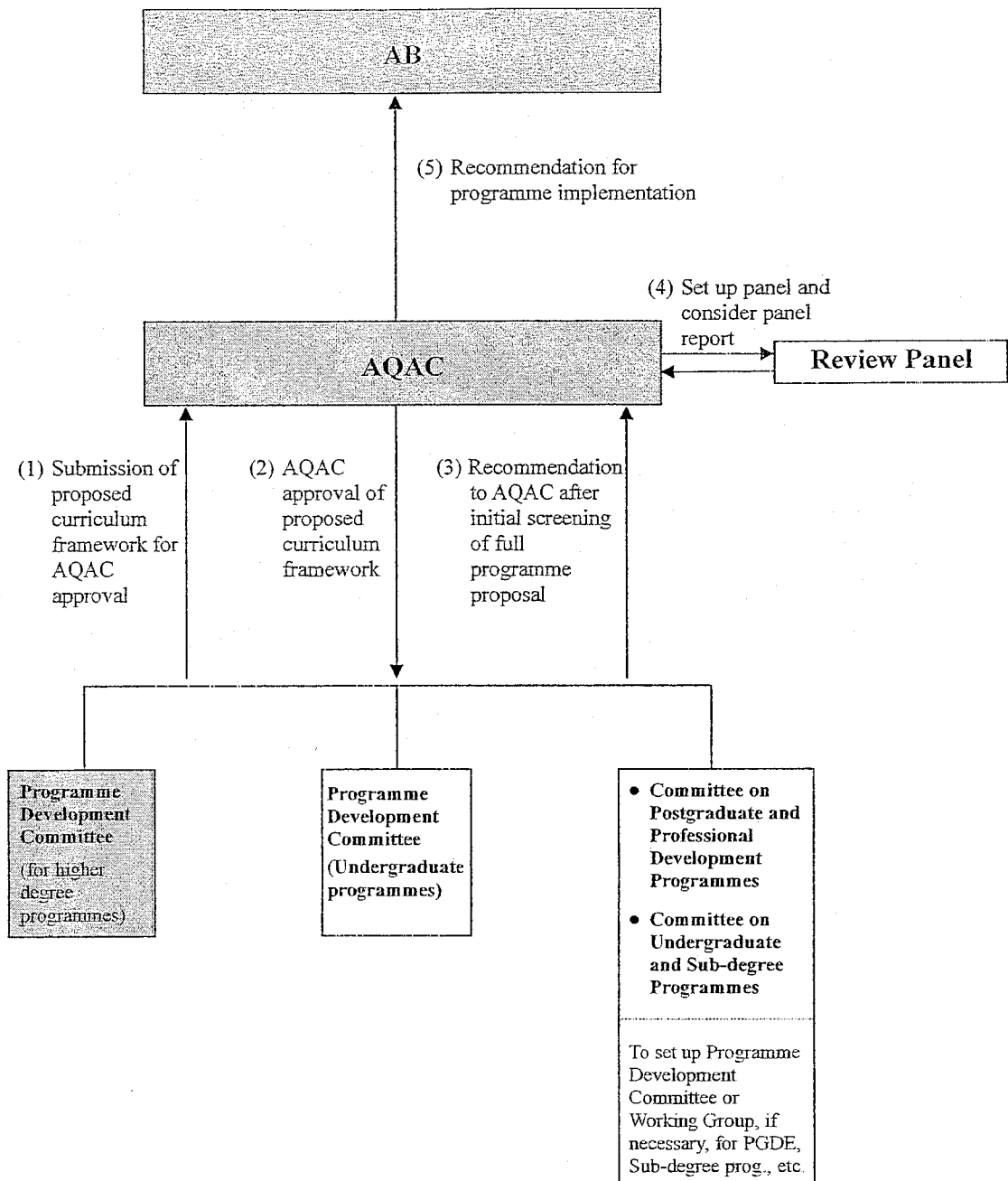
Programme planning mechanism



[#] The Committee:

- (i) may set up working group, if necessary, supported by Programme Office of relevant Faculty/Graduate Programmes Office.
- (ii) will consider initial programme proposal (with demand analysis) from working group (via Dean).

Development of new programmes and panel review mechanism
(after obtaining programme planning approval from AB)



Note:

- Programme Development Committee or working group will normally develop curriculum framework and full programme proposal in consultation with Dean/Head of Department/Director of Programmes/Director of Graduate Programmes as and when necessary.

HKIED's Capacity for Discipline Diversification and Specialization

Background

1. A Strategic Priority of the Institute's Development Blueprint (pp. 35-40) is the diversification of our programme offerings to meet Hong Kong's needs, including the development of double degrees in education and subject disciplines and double degrees in education and cognate disciplines. The purpose of this paper is to further elaborate on the multidisciplinary nature of teacher education programmes currently offered in the HKIED and how this has laid the solid foundation for the future University of Education to diversify its programme offerings.

Discipline Studies in Teacher Education: An Overview

2. There is agreement internationally that teacher education is "multidisciplinary"¹. This is an issue that has been explored at length in the literature and continues to be so². Teachers across nations are expected to be proficient in:
 - their grasp of the discipline they will teach; and
 - their understanding of child growth and development, learning theories, classroom management and discipline, curriculum development processes and the social and cultural contexts of schools.
3. Discipline studies, in the context of teacher education, are directly related to subjects taught in the school curriculum. Appendix I shows the disciplines that are required to prepare teachers as subject specialists for both primary and secondary schools in Hong Kong.³

¹ This point is highlighted explicitly in the European Commission's *Common European Principles for Teacher Competences and Qualifications* (p.2); it is also explicit in the various sets of standards that have been developed to guide the preparation of teachers (e.g. in the Council of Chief State School Officers' *Model Standards for Beginning Teacher Licensing, Assessment and Development* (p.3) and in OfSTED's *Framework of the Inspection of Initial Teacher Training* (p.7)).

² Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4-14; Burn, K. (2007). Professional knowledge and identity in a contested discipline: challenges for student teachers and teacher educators. *Oxford Review of Education*, 33 (4), 445 - 467.

³ Unlike many other jurisdictions, primary school teachers in Hong Kong tend to be regarded as specialists rather than generalists, especially in relation to language teaching.

4. Maintaining a balance between discipline studies and education studies is one of the key issues confronting all teacher education providers in programme design. Our bachelor's degree programmes examine generic issues for professional education and integrate them with the discipline specialisation needs of students. Their purposes are to meet the professional needs of Hong Kong teachers at both pre-service and in-service levels to support the current educational reform agenda. Given that the Institute's strength in education studies is well recognized with almost 61.3% of staff with doctorates specializing in this area. They provide a critical mass that would make the proposed Hong Kong University of Education a local and regional leader in this area. The remainder of this paper will focus on the academic disciplines.

Current Status of Discipline Studies at the HKIED

(a) Programmes

5. To ensure that the balance between discipline studies and education studies is maintained, a common curriculum framework has been developed for all undergraduate programmes, including early childhood, primary and secondary. Students will spend between 32-50% of their programmes on discipline studies. The lower end of this proportion applies to primary school teachers and early childhood teachers, who are required to have two discipline areas, and the upper end applies to secondary teachers who are required to specialize in a single area.
6. In addition to specific discipline studies based on the school subjects that students will teach, all students are required to spend 15% of their programmes on general education (GE). GE maybe interdisciplinary, multidisciplinary or single disciplinary and it is designed to broaden students' undergraduate experience in areas of knowledge outside their specific professional concerns.

(b) Staff

7. Over time, staff recruitment and staff development have sought to ensure that there is a balance of expertise across the two areas of discipline and education studies. Given the history of the Institute, achieving the right balance continues to be a priority. Appendix II, which is an update of Annex 2 in our response to UGC questions submitted on 9 November 2007, shows the current distribution of staff qualifications across specific subject disciplines and education studies.

8. Overall, 86.5 % of HKIEd's academic staff hold doctoral qualifications⁴. Among them, 38.7% have qualifications in a specific discipline. This balance is under constant scrutiny so that the Institute is able to meet its obligations to prepare students in both their discipline specialization as well as to ensure their professional competence.

Disciplinary Profiles and Strengths

(a) Languages

9. English

The Department of English currently comprises thirty academic staff and twelve Teaching Fellows. There are three Professors and nine Associate Professors. Our staff members are currently engaged in funded research projects in a wide range of areas, including construction grammar, the linguistic features of English in the Association of Southeast Asian Nations (ASEAN) and the development of new varieties of English (linguistics), gender representation, sexist language, language testing (applied linguistics), images of self (popular culture), teaching across borders (intercultural communication), and web-based bibliographic sources (general).

10. Programmes are offered at undergraduate (BEd) and postgraduate (PGDE, MEd, EdD) levels. In our Academic Development Proposal (ADP) for 2009-12, we propose to offer a double degree in BA and BEd. They provide in-depth investigation of contemporary English studies and offer students the opportunity to explore the role(s) and development of English in Asian contexts. The range of sub-disciplines includes Linguistics, Applied Linguistics, Literature (English Literature and Literature in English) and Popular Culture.

11. Chinese

More than half of the full-time staff in the Department of Chinese have doctoral qualifications in Chinese Language and Literature from distinguished local and overseas universities. There are departmental research teams in the areas of Linguistics, Literature and Culture, Language Education. Teaching teams have also developed expertise by integrating subject knowledge with language teaching.

⁴ The remainders hold master's degree qualifications.

12. Programmes are offered at undergraduate (BEd) and postgraduate (PGDE, MEd) levels. In our ADP for 2009-12, we propose to offer a double degree in BA and BEd. They aim to cultivate students with a balanced development of linguistic knowledge, literature and culture. Language is viewed as the integration of literature and culture which has multiple functions including aesthetics, creativity and exploration, rather than a pure instrument of communication. In addition to the traditional approaches for developing the subject content of Chinese Studies, the programme puts special emphasis on constructing pedagogical content knowledge related to language education.

(b) Creative Arts⁵

13. Eighty per cent of full-time staff in the Music and the Visual Arts Divisions have earned doctoral qualifications while the rest are PhD candidates and practising musicians and artists with master's qualifications from distinguished universities. The teaching team has expertise in a wide variety of art forms and cultural theories and are experienced in teaching different media, including Chinese and Western paintings, printmaking, ceramics, sculpture, installations, media and digital art, integrative arts, and photography in Visual Arts and theory and composition, performance skills, Western and Chinese music history and Information and Communications Technology in music. They are also active researchers in the study of Music and Musicianship, Choral Leadership, Music Creativity, Music Technology, Visual Arts and Culture in global and local contexts.
14. Programmes are offered at undergraduate (BEd) and postgraduate levels (PGDE, MEd), including a special cohort of Master's students from the Mainland. In our ADP for 2009-12, we propose to offer a double degree in BA and BEd. They offer a comprehensive approach to learning in and through the creative arts, and are designed to enable graduates to keep abreast of current trends in contemporary arts education and practices. There is considerable potential for this area of expertise within the Institute to support broader community arts education needed for the West Kowloon Cultural District project.

⁵ The Institute provides excellent facilities to support teaching and research in the Creative Arts. The seven purpose-built studios, the Performance Studio Theatre, the Computer Music Studio, three purpose-built music classrooms, ten piano practice rooms, two Learning Resource Centres, the Art Gallery and the Pengximing Chinese Arts and Culture Research Studio provide the necessary support and space to students and staff. In addition, this programme is supported by an extensive network of professional colleagues from local, regional and international tertiary institutions and arts organisations.

(c) Humanities and Social Sciences

15. Academic staff in the humanities and social sciences have backgrounds in the social science disciplines (History, Sociology, Anthropology and Politics) as well as interdisciplinary studies (China Studies, Citizenship Studies, Gender Studies). The Institute's newly created Centre for Research in Interdisciplinary and Liberal Studies provides the focus for research and development in the humanities and social sciences.
16. Programmes are offered at undergraduate (BEd) and postgraduate (PGDE, MEd) levels. In our ADP for 2009-12, we propose to offer a double degree in BA and BEd. These programmes are designed to address the central issues of social sciences and humanities especially as they apply to interdisciplinary and/or multidisciplinary perspectives that infuse school subjects such as General Studies and Liberal Studies.

Discipline Studies and the Future for the Hong Kong University of Education

(a) Using the Disciplines for Community Service

17. The current discipline base in HKIEd provides a platform for expansion in an 'Education-Plus' context. What is more, such an expansion can meet the merging needs of the Hong Kong community. Some of the possibilities have already been outlined in the Development Blueprint. The point to stress here, however, is that our current disciplinary strengths enable us to build for the future. Some of the possibilities are set out in Appendix III.
18. Given that these extension programmes would be designed to meet community needs we would not expect funding to come from the UGC. Rather, we would design courses to meet genuine needs and identify sources of funding to meet the costs of the design. Subsequently, we would rely on self-financed arrangements to fund the costs of course implementation. In this context, university title would place us on a level playing field with other providers, enhance the attractiveness of these courses and provide us with the much needed image that would facilitate our expansion on the Mainland and in the region.

(b) Looking Beyond School Education

19. A significant number of young people currently enter vocational education programmes and the '334' reforms will accelerate this trend with the introduction of Applied Learning in the new senior secondary curriculum. We are currently pioneering vocational teacher education programmes for providers in both the public and private sectors. We have established a research programme that has already attracted two Public Policy Research Grants. Yet we are hampered from further expansion on the Mainland and in the region because of our perceived status. We are also negotiating with the Chinese National Commission on United Nations Educational, Scientific and Cultural Organization (UNESCO) for the establishment of a UNIVOC Research Centre at the Institute but again our current status does not make these negotiations easy.

20. Our pioneer work in developing professional and vocational education as a field of study in Hong Kong has the potential to open up more specific opportunities in the corporate training sector. The nurturing of talent in companies, government departments and non-government organizations will be the key to Hong Kong's maintaining its competitive edge in the global economy. As a University of Education is distinct from a teacher education institute, we would have the potential to develop strategic alliances with the corporate sector. We would prepare trainers who can design and implement staff development programmes that will expand companies' talent and skills base. This would represent a significant community contribution for the future development of Hong Kong.

(c) Meeting the Educational Needs of the Community

21. It is now well recognized that 'learning' is the key to the future whether for young people or the elderly. A University of Education in Hong Kong can draw on its strengths in both discipline studies and education studies to serve the community in a variety of ways. We have already held talks with the Elderly Commission to see if there are ways we can provide access for elderly people who could benefit from the courses we are offering. We are aware of the training needs of non-teaching staff in schools and can see how a University of Education can meet those needs. We are aware of leadership training needs in many Mainland tertiary institutions and how we could tap into these as a University of Education. Our focus in all these cases is on serving the community, the nation and the region by utilizing our knowledge and skills in both our discipline specializations and education studies.

Conclusion

22. We have done a great deal as an Institute of Education; but we can do more as a University of Education. Our discipline strengths give us the foundations to be such a University and our educational strengths will allow us to contribute to strategic developments related to Hong Kong's future. A University of Education can characterize Hong Kong as an 'education hub' and it can lead the region in preparing, supporting and developing educators of all kinds – in schools, in companies, in non-government organizations and in the community. Education is the key to the future and a University of Education will be a clear demonstration of Hong Kong's commitment to that future.

School Subjects and their Discipline

Sector	School Subjects	Discipline
Primary	English Language Chinese Language Putonghua Mathematics	English Language and Literature Chinese Language and Literature Putonghua Mathematics
	General Studies Religious Education Moral/ Civic Education	Integrated Science Integrated Social Science Information Technology
	Music Visual Arts Physical Education	Music Visual Arts Sports Science
Secondary	English Language Literature in English	English Language and Literature
	Chinese Language Chinese Literature	Chinese Language and Literature
	Mathematics	Mathematics*
	Integrated Humanities Science: Integrated Science, Combined Science (S1-3) Liberal Studies	Integrated Social Science Integrated Science
	Physics Chemistry Biology	Physics* Chemistry* Biology*
	Chinese History History Economics Geography Ethics and Religious Studies	Chinese History* History* Economics* Geography* Religious Studies*
	Information & Communication Technology Business, Accounting and Financial Studies Design and Technology Technology and Living Applied Learning	Information Technology* Business Studies, Finance, Accounting and Management Applied Technology
	Visual Arts Music Physical Education	Visual Arts Music Sports Science

* The Institute does not offer disciplinary majors for these secondary subjects.

Appendix II

Academic Qualifications of Academic Staff (as at 31 December 2007)

Highest Qualification Attained	Education-related Specialisms	No. of Staff	Subject Disciplines	No. of Staff	%
Doctoral Degree	<i>Chinese Language Education</i>	8	<i>Chinese</i>	25	
	<i>Social Sciences Education</i>	5	<i>Humanities and Social Sciences</i>	18	
	<i>Science and Mathematics Education</i>	7	<i>Mathematics, Science and IT</i>	15	
	<i>English Language Education</i>	14	<i>English</i>	14	
	<i>Music Education</i> <i>Arts Education</i>	3 1	<i>Creative Arts & Music</i>	9	
	<i>Leadership, Policy, Sociology & Philosophy in Education</i>	24	<i>Business, Management & Finance</i>	3	
	<i>Psychology, Counselling & Special Needs</i>	18			
	<i>Curriculum & Pedagogy</i>	21			
	<i>Sports Science and Physical Education</i>	6			
	<i>Early Childhood Education</i>	26			
	<i>Sub-Total</i>	133	<i>Sub-Total</i>	84	
<i>Doctoral Degree Total</i>				217	86.5%
Master's Degree	MEd			21	
	MA			5	
	MPhil			3	
	MSc			3	
	MSocSc			1	
	MECh			1	
<i>Master's Degree Total</i>				34	13.5%
Grand Total				251	

Building on Disciplinary Strengths in an 'Education Plus' Context

Current Disciplinary Strength	Current Function	Future Possibility
Languages	Serve undergraduate and postgraduate programmes in primary and secondary teacher education	The community needs for a trilingual and biliterate society means that language studies will be of ever increasing importance. This is especially so in light of the growing importance of Putonghua.
Creative Arts	Serve undergraduate programmes in preparing music and integrated arts teachers for primary schools and specialists for secondary schools	The West Kowloon Culture District will require community arts education.
Humanities and Social Sciences (Psychology/Sociology Anthropology/Gender Studies)	Serve undergraduate programmes in Human Development, Child Studies, General Studies and Liberal Studies	These disciplines could be utilized to focus on Family Studies at a time when there is a need to understand better families and their roles in modern society.
Integrated Science	Serve undergraduate programmes in General Studies and Liberal Studies	Environmental issues will remain of key concern to the community and programmes in Environmental Education will be of increasing importance.

Benchmarking with International Institutions in the Transformation into a University of Education

Background

1. In the Development Blueprint submitted to the Government in June 2007, we expressed the view that the creation of a Hong Kong University of Education (HKUE) is consistent with international practice in higher education, as universities with a distinct focus on teacher education and educational development complement comprehensive universities in many parts of the world.
2. In November and December 2007, at the requests of the UGC, we provided an analysis and a literature review of the development of teacher education institutions in various countries of the world. We pointed out that there is a significant diversity in the location of teacher education in the higher education system, and varied degrees of autonomy of teacher education institutions. We also provided many examples of universities with a focused mission on teacher education as well as comprehensive universities with an emphasis on teacher education. Among the former group, there are many well-established universities of education in Asian and European countries.
3. In this paper, we examine how the future HKUE may benchmark with the major teacher education institutions in the world. From the outset, we are aware that the establishment of different types of teacher education institutions in a country or region is highly related to its contextual and cultural background, and there is no single model that fits all.
4. Based on our networking and collaboration with other teacher education institutions, we are particularly interested in the work of three teacher education institutions, all of which have made a distinctive contribution to teacher education and educational development in their respective countries and, for some, having engaged in research and scholarship of international significance. These institutions are as follows:
 - a. Korea National University of Education
 - b. Tokyo Gakuai University
 - c. Institute of Education, University of London

Korea National University of Education (KNUE)

5. The KNUE was established in 1984 by the Korean government. It experienced a quick pace of development in last two decades, with the first inception of Master's programmes in 1986 and then founding of the Graduate School offering doctoral programmes in 1997. KNUE also has four affiliated schools, i.e. a kindergarten, an elementary school, a middle school and a high school. It has also set up a Museum of Education.
6. The KNUE aspires to become a "unique university of education" and, with its concentration on education, "a revolutionary university". Currently KNUE enrolls 3,001 undergraduate students and 3,059 graduate students, in which 2,145 of them are doing in-service teacher training leading to masters' degrees upon completion.
7. As a leading university of teacher education in South Korea, KNUE provides teacher education for kindergarten, primary school, and secondary school teachers, which is supported by a multi-disciplinary structure. The four colleges in KNUE are the First College consisting of the Department of Early Childhood Education and the Department of Elementary Education, the Second College covering the humanities and social science subjects, the Third College in charge of basic and applied secondary school science education, and the Fourth College consisting of Music, Fine Arts, and Physical Education.
8. In addition to a Graduate School which provides regular master and doctoral programmes, KNUE has a Graduate School of Education which offers master's courses for in-service teachers and a Graduate School of Education Policy and Administration which offers course for educational administrators and civil servants.
9. KNUE is a model of a teacher education university which plays a major role in the educational development of a country. It aims at achieving various educational plans set by the Korean government, strengthening the ties with educational institutes and the National Education Museum, and establishing an "education valley" in and around the campus.

Tokyo Gakuai University

10. The Tokyo Gakuai University (TGU) was founded in May 1949 from the unifying of four former normal schools in the Tokyo area. It was the largest of the eleven National Universities of Education in Japan. The term "Gakuai" means "liberal arts", which demonstrates the traditional emphasis of liberal studies education for prospective teachers.
11. In addition to the existing Teacher Training Course, a new Liberal Arts Course was added in 1988, providing tertiary education to a wide range of students who wish to work in professions outside the field of education. In 2000, the Liberal Arts Course was rearranged to focus on producing "educators" who participate in a variety of educational activities in a lifelong learning society, and to produce able educators for our future society. They include courses in lifelong education, human science and welfare, education for international understanding, environmental sciences and education, information education and art and culture.
12. In 1966, the TGU established a Graduate School offering master's programmes. In 1996, it opened a new United Graduate School of Education, in collaboration with three other universities in the Tokyo-Yokohama region, to offer the doctoral degree in the field of school education. The university has established its reputation as a leading University of Education in Japan.
13. In 2006, TGU enrolled 6,343 students in total, in which 5,067 were undergraduate students and 904 were Master's or doctoral students. The proportion of undergraduate students enrolled in the Teacher Training Course and the Liberal Arts Course was around 55:45.
14. The TGU plays a major role in supporting the continuing professional development of teachers. In 1997, the Comprehensive Educational Development program was added to the Graduate Course (MEd). This program offers both daytime and night classes for serving teachers in highly needed areas as Multilingual-Multicultural Education, Environmental Education, Educational Counseling, and Informatics Education. In 2001, a one-year Short-term Special Course was opened for teachers who enter the graduate school (master's course) on study leave.
15. In 2005, there were 372 academic staff. These staff home in two Graduate

Schools, research centres and four schools, namely Comprehensive Educational Science, Humanities and Social Sciences, Natural Science and Art and Sports Science.

16. The TGU emphasizes applied education research to advance and support teaching and learning, and is playing a national role in the development of educational policy and innovations in teacher education. It houses a number of national research centres, including the Curriculum Centre for Teachers which provides opportunities for research into the structure of school education, curriculum development and educational modeling, and the Center for Research in International Education which engages in research on the education of overseas, returnee, and foreign students.
17. The TGU has been increasingly active in recruiting international students and developing international collaborations with other teacher education institutions and international organizations. In 1998, the International Student Exchange Center was established to promote the international student exchange programme. TGU now has academic cooperation and student exchange agreements with 44 universities around the world, including the top normal universities in China Mainland and Taiwan and Universities of Education in Korea and Indonesia.
18. Apart from this university based structure, there are 13 affiliated schools serving about 6,200 students that give university staff and students a platform in connection with school education.

Institute of Education, University of London

19. The Institute of Education (IoE), is currently a member of the federated University of London. It was founded first as a teacher training college in 1902 and was renamed the IoE in 1932. The structure of the University of London is currently under some pressure with Imperial College having withdrawn to become an independent university in 2007. Constituent colleges such as IoE, the London School of Economics and University College London will award their own degrees from 2007/08 onwards. The future of the IoE is therefore under discussion and its creation as an independent university cannot be ruled out.
20. The IoE is a world class centre of excellence for research, teacher training, higher degrees and consultancy in education and education-related areas of social science.

It also provides a forum for educational debate involving leading figures in the world of education from U.K. and abroad.

21. The IoE positions herself as a major national and international centre of education research. This organization mission leads to a larger concentration of senior academics working at IoE, with over 80 senior academics ranked as professors and readers in the year of 2006. At any one time IoE hosts over 100 research projects funded by research councils, government departments and other agencies.
22. The IoE offers courses leading to higher degrees in all areas of education and related aspects of professional practice and the social sciences. Its innovative role in education research and development is demonstrated in the programmes that it has recently offered. For instance, in addition to the traditional EdD and Ph.D., it has launched the Doctor in Professional Educational, Child and Adolescent Psychology programme, which enables graduates to be chartered by the British Psychological Society as educational psychologist. At the Master's level, it offers innovative programmes, such as the MSc in Evidence for Public Policy and Practice and the MBA in School Leadership.
23. The IoE has contributed to the development of London as an education hub of the European Union and the world. The scale and excellence of its research attract large numbers of students from all over the world keen to work with scholars at the forefront of education. Its student population consists of over 1,200 international students from 80 countries. International links are also fostered through active participation in European Union-sponsored programmes and through collaborative projects with overseas institutions. IoE staff is always in great demand as speakers and consultants throughout the world.

The HKIED in Comparison

24. As was the case in higher education, the field of teacher education in Hong Kong got a rather late start, compared with Korea, Japan and England. It was only in 1997 that the first Chief Executive of the HKSAR had announced the policy objective of achieving an "all graduate, all trained" requirement for new teachers. This was followed by the rapid upgrading of the HKIED from an institution providing sub-degree courses to mostly degree and postgraduate courses. Comparatively speaking, the development and upgrading of teacher education at degree levels in Korea, Japan and England had started much earlier.

25. The three institutions and the HKIEd are now university-level institutions with a distinctive mission in teacher education and supporting the education development of their respective countries and cities. The TGU and the IoE have a similar background compared to the HKIEd since they were reconstituted from the former normal colleges into autonomous higher education institutions. The KNUE, on the other hand, is a university purposely built by the Korean government. A summary comparison of these three institutions and HKIEd is provided in Appendix I.
26. In terms of programme provision, the HKIEd is similar to the KNUE and TGU as they offer a variety of pre-service and in-service bachelor's degree programmes for preparation of teachers at all school levels. The majority (60%) of HKIEd's students (in FTEs) are studying undergraduate programmes, which is broadly similar to KNUE and TGU (80%). This focus on undergraduate teacher education is also reflected in the institute culture as they all emphasize on fostering students' all round development, providing formal and nonformal learning experiences and the inclusion of a substantial field experience component in the curriculum.
27. To support the teaching of subject disciplines, the three institutions have a multi-disciplinary academic structure. Besides the Faculty of Professional and Early Childhood Education, the HKIEd has a Faculty of Languages, Arts and Sciences which offer 15 academic subjects. Similarly, both KNUE and TGU have faculties in Humanities and Social Science, Science and Art and Sports Science.
28. The KNUE, TGU and the HKIEd play a major role in supporting the professional development of teachers in their respective countries or cities, as all three societies are involved in major educational and curriculum changes. The HKIEd offers a wide range of professional development courses, and more recently, the Master of Education and Doctor of Education programmes. The KNUE and TGU established graduate schools to offer master's degrees for serving principals and teachers in a wide variety of specializations. The graduate programme offerings of the IoE are more diversified, which are also targeted at school leaders and community workers.
29. Compared with TGU and KNUE, the HKIEd has a stronger leverage in

establishing international connections with institutions in the English-speaking countries, such as Australia, U.S. and U.K. The geographical positioning and cultural background of the HKIED also facilitates its networking with institutions in the Mainland, Taiwan and the Macau SAR.

The Model of the Hong Kong University of Education

30. In our Development Blueprint, we set a milestone in 2017 to “have been recognized as a leading teacher education university in the Asia-Pacific Region for its excellence in preparing professional educators and quality of research in education and teacher education” (p.45). We will be offering a range of programmes at the undergraduate and postgraduate levels to prepare teachers at all school levels, with over half of our students being enrolled in bachelor’s degree programmes. In this regard, the HKUE will be one of the leading teacher education universities renowned for fostering students’ professional excellence as knowledgeable, caring and responsible educators.
31. Similar to other Universities of Education in the region, the HKUE will play a key role in facilitating teachers’ lifelong learning by providing access to master’s degrees study and pathways to other levels of study. To meet the wider needs of the community, we will diversify our programme offerings to interdisciplinary areas or education-related disciplines.
32. In our Development Blueprint, we aim to build on our existing strength and further develop our research and development capacity in high priority areas to support education innovation and school improvement. To this end, we hope our application for RPg places in the ADP for 2009-12 will be favourably considered by the UGC. We will continue to strengthen our collaborations with IoE and other prestigious institutions to further develop our research capacity in identified priority areas.
33. The HKUE will support the development of the HKSAR as an education hub of teacher education and educational services on the Mainland and the region. While the IoE is exemplary in having expanded its geographical influence to the European Union, Commonwealth countries and beyond, we believe that the HKUE in the longer term will make a distinctive contribution to educational development in the Mainland and the region.

Comparison among Selected Teacher Education Institutions in Asia and Europe

	Korea National University of Education (KNUE)	Tokyo Gakugei University (TGU)	Institute of Education, University of London (IoE)	The Hong Kong Institute of Education (HKIED)
<i>History</i>	1985: Established 1986: First inception of Master's programmes 1988: Doctoral programme established	1949: Established 1966: Graduate School of Education (Master's courses) formed 1988: Offering a new Liberal Arts Course 1996: United Graduate School of Education (Doctoral course) formed	1902: Established 1932: Renamed as IoE	1994: Established 2005: Offering MEd programmes 2007: Offering EdD programmes
<i>Student Number (in headcounts)</i>	Total: 6,060 (2005) Undergraduate (UG): 3,001 Postgraduate (PG): 3,059 (2,145: in-service Masters' programmes)	Total: 6,343 (2006) UG: 5,067 (80%) • Teacher Training: 55% • Liberal Arts: 45% PG: 904 (14.3%) International students: 2002: 428 (92 UG, 336 Graduate) (60% from PRC, 25% from Korea)	Total: 7,215 (2005/06) UG: 210 (mostly part-time) PG: 7,000 • 1,950 FT (28%) • 5,050 PT (72%) International students: 1,230 from 80 countries (European Union: 31%)	Total: 7,425 (2007) UG: 3,135 PG Diploma: 934 MEd and EdD: 477 Sub-degree: 2,879 Non-local and international students: 226
<i>Academic Staff Number</i>	331 (2005)	372 (2005)	More than 80 full professors and readers (2006)	420 (2007) (academic & teaching staff)
<i>Faculties/Colleges</i>	Four Colleges (22 departments): • Pedagogical Disciplines (2 depts) • Humanities and Social Sciences (8 depts) • Science Education (9 depts) • Art and Sports Science (3 depts)	Faculty of Education: Teacher Training Course (3 sections) Liberal Arts Course (6 sections) Four Academic Divisions: • Comprehensive Educational Science	Three faculties: • Children and Health (4 dept.) • Culture and Pedagogy (4 dept.) • Policy and Society (8 dept.) The Doctoral School	Two Faculties: Faculty of Languages, Arts and Sciences (4 departments) • Chinese • Creative Arts and Physical Education • English • Mathematics, Science, Social

	Korea National University of Education (KNUE)	Tokyo Gakugei University (TGU)	Institute of Education, University of London (IoE)	The Hong Kong Institute of Education (HKIEd)
	<p>Graduate School</p> <p>Graduate School of Education (targeting in-service teachers)</p> <p>Graduate School of Education Policy and Administration (targeting civil servants and educational administrators)</p> <p>Centre for In-service Education</p>	<ul style="list-style-type: none"> • Natural Science • Humanities and Social Sciences • Art and Sports Science <p>Graduate School of Education (Master's courses)</p> <p>Postgraduate Course in Special Education</p> <p>United Graduate School of Education (Doctoral course)</p>		<p>Sciences and Technology</p> <p>Faculty of Professional and Early Childhood Education (4 depts)</p> <ul style="list-style-type: none"> • Curriculum and Instruction • Early Childhood Education • Educational Policy and Administration • Educational Psychology, Counselling and Learning Needs
Programme Offered	<p>Bachelors</p> <p>Masters</p> <p>Doctoral</p>	<p>Bachelor's degree (four year FT)</p> <p>Master's degree</p> <p>Postgraduate Course in Special Education (one-year FT)</p> <p>Graduate Courses for Teachers</p> <p>Currently Employed</p> <p>Doctoral Course</p>	<p>Foundation degree for primary school assistants</p> <p>BEd for serving teachers</p> <p>PGCE</p> <p>Advanced Dip.</p> <p><i>Taught Masters</i>: MA, MA/MSc, MBA for leaders and managers, MTeach</p> <p><i>Research degrees</i>: MRes, MSc, MPhil, EdD, DEdPsy, Ph.D</p>	<p>Certificate (ECE)</p> <p>Bachelor's degree (four-year F/T)</p> <p>PGDE</p> <p>Masters (MEd)</p> <p>Doctoral (EdD)</p>
Research Centres	<p>Centre for Educational Research</p> <p>Four affiliated Research Institutes with 20 research centres:</p> <ul style="list-style-type: none"> - The Institute of Educational Science - The Institute of Humanities and Social Science Education - The Institute of Natural Science Education - The Institute of Arts and 	<p>Six Research Institutes or Centres:</p> <ul style="list-style-type: none"> - Centre for the Research and Support of Education Practice - Field Studies Institute for Environmental Education - Centre for Research in International Education - Curriculum Center for Teachers 	<p>Main Research Centres:</p> <ul style="list-style-type: none"> - Social Science Research Unit - Thomas Coram Research Unit - Centre for Evidence-informed Policy and Practice in Education - Centre for Longitudinal Studies - Centre for Research on the Wider Benefits of Learning - The Centre for Critical Education Policy Studies 	<p>Main Research Centres:</p> <ul style="list-style-type: none"> - Centre for Citizenship Education - Centre for Learning-study and School Partnership - Asia-Pacific Centre for Educational Leadership - Centre for Special Needs and Studies in Inclusive Education

	Korea National University of Education (KNUE)	Tokyo Gakugei University (TGU)	Institute of Education, University of London (IoE)	The Hong Kong Institute of Education (HKIED)
<i>International Collaboration</i>	Physical Education KNUE has set up a sisterhood relationship with the universities in USA, England, China, Mongolia, Japan and Russia to promote student exchanges and scholastic exchanges.	International Student Exchange Center Academic cooperation and student exchange agreements with 44 universities around the world	- National Research and Development Centre for Adult Literacy and Numeracy - Centre for Higher Education Studies International Development Unit Collaboration with overseas universities in programme offerings and consultancies Strong alumni network: former students act as point of contact for prospective students, alumni and others within their respective countries.	- Centre for Assessment Research and Development - Research Centre into Language Education in Multilingual Societies Centre for International Education Collaboration agreements with 38 overseas and 25 PRC partners (2007) International and Mainland Activities: - Language Immersion Programmes - Student Exchange Programmes - Study Abroad Programmes - International Study Tours
<i>Library</i>	390,000 volumes Established a Museum of Education	Over 844,200 volumes and 12,300 serial titles (2006)	Over 300,000 volumes and over 2,000 journal titles (2006) Curriculum Resources Collection.	636,044 volumes and 3,246 journals titles (2007) Education Resource Centre
<i>Affiliated Schools</i>	Four affiliated schools, i.e. a kindergarten, an elementary school, a middle school and a high school.	Thirteen affiliated schools with 6,200 students		An Early Childhood Learning Centre and a primary school
<i>Campus Size</i>	781,715 sq. m.	Main Campus: 304,000 sq. m. Building: 180,639 sq. m.	Not available	Campus: 177,000 sq. m. Building: 83,783 sq. m.

Transition towards the Hong Kong University of Education

Introduction

1. Since its establishment in 1994, the Hong Kong Institute of Education has developed towards a university-level institution, in terms of both programmes and the Institute's operations. The submission of the Development Blueprint to the Government in June 2007 for re-titling as a University of Education was a milestone in the Institute's development. This paper reviews the major phases of our development since 1994 and highlights the transitional phase of development that will lead to the Institute becoming the Hong Kong University of Education.

Phase One: Capacity Building (1994-2004)

2. This phase is characterized by two major emphases: staff development and programme development. In terms of staff development, the Institute has introduced staff development funds and conference support funds to facilitate academic staff to pursue doctoral studies and be engaged in international academic exchanges. In addition, the Institute hosts international conferences annually to enhance academic linkage and collaborations. As a result, starting from a very small percentage of academic staff holding doctoral degrees, we had achieved to have 46% academic staff holding doctoral degrees when we applied for the Institutional Review in 2003. This accomplishment has enhanced our capacity in developing a critical mass in various discipline areas that formed the basis for offering programmes at higher levels of study, and laid a good foundation for enhancing our research and scholarship. The existence of the critical mass has also laid the foundation for the Institute to become a university in time.
3. In terms of programme development, we have successfully upgraded all our sub-degree teacher education programmes in primary and secondary education to B.Ed. and postgraduate programmes since 1998. In addition, we have introduced the first BEd programme in Early Childhood Education in Hong Kong, which has now been known as a major contribution to the upgrading of qualifications and professional

knowledge and skills for the early childhood education sector. The outcome of our programme development is that we have gone through a very successful **Teaching and Learning Quality Process Review (TLQPR)** in 2002 and a full-scale **Institutional Review** exercise in 2003, out of which we were granted self-accrediting status in 2004.

Phase Two: Enhancing Research Capacity (2004-2007)

4. Grounded on our capacity building phase over ten years, we moved on to a second phase of enhancing our research capacity, including consolidating and advancing our research focus and concentration. The major emphasis in this phase was to identify priority research areas and develop a research infrastructure to support research postgraduate (RPg) programmes. (Please refer to Attachment A for details.)
5. This was a way to strategically deploy resources and efforts, paving the way for the Institute to develop into a centre of excellence in educational research that would strengthen Hong Kong's education research at large, and provide research and evidenced based support for education reforms in Hong Kong and the professionalization of teachers through evidence-based research.
6. Since then, the Institute has made further strides in programme development, by launching the self-financed MEd and EdD programmes in 2005 and 2007 respectively. In terms of programme development, the Institute has been fully prepared to become a University of Education offering programmes at all levels.
7. Our distinct mission and the development of research capacity among HKIEd staff were also acknowledged by the Research Grants Council after its visit to the Institute in 2006. Our research and scholarship outputs have made marked advancement, achieving a 30.5% research index in the **2006 Research Assessment Exercise (RAE)**, compared with 11% in the first RAE in 1999, while the aggregate number of staff equivalent to RAE-active researchers was 62.
8. Key developments in this phase included:
 - Further improvement of staff qualifications : the percentage of academic staff with doctoral degrees increased to 86.5% by the end of 2007;

- Identification of five Key Research Areas (KRAs), namely *curriculum, policy and leadership, citizenship education, teachers and the teaching profession, learning and assessment, and language education and literature*;
- Recruitment of staff with international research expertise;
- Appointment of postdoctoral fellows to KRAs;
- Introduction of doctoral programmes in two KRAs;
- The establishment of the Higher Degrees Committee;
- Appointment of advisory professors and visiting scholars to develop research projects and enhance research outputs;
- Establishment of the position of Vice President (Research and Development) to further strengthen research development and its infrastructure in the Institute in November 2007; and
- Expansion of the EdD programme to other KRAs.

Phase Three: Becoming a University of Education (Current)

9. The previous two phases of development have laid a solid ground for the Institute to move into a university. In the quest for the award of the University Title, the Institute is of the view that this is more than a re-titling exercise. The Institute has been well prepared for its staff and students to reflect on past changes, to broaden the understanding, to share thoughts and insights, to pull together advice and experiences and to chart a direction for the future. The Institute perceives itself to be able to make greater contribution to Hong Kong in supporting the government's wish to develop Hong Kong into an education hub, through a much strengthened institution that specializes in education.

(a) Developing Research Postgraduate Programmes

10. In addition to some of the concurrent efforts as outlined in Phase Two - such as the establishment of the Vice President (Research and Development) and expansion of the EdD programme – we have also launched the strategic recruitment of Chair Professors in various fields in education and social sciences in early 2008. In Attachment A to this submission, we have illustrated the wealth of research supervision experience already available among present HKIEd staff. We will continue to enhance our partnership with local and international universities, including opportunities for co-supervision of PhD theses and dual/joint masters and doctoral programmes.

(b) Academic Structure

11. The present academic structure of the Institute comprises two Faculties, offering both education studies and a range of subject disciplines (please refer to Attachment B for types of disciplines). In order to better reflect our multidisciplinary features, we are planning to re-organize our academic structure in line with our multidisciplinary strengths, which may facilitate an education-plus development direction in our scholarship development. In particular, the new academic structure is envisaged to reflect major academic clusters namely Languages, Humanities and Social Sciences, Education Studies, and Early Childhood Education. Some academic departments may also be streamlined in the process to consolidate and strengthen their academic disciplines. The re-organized academic structure will also facilitate more open and collegial decision making.

(c) Preparations for transition

12. In the paragraphs below, we will further discuss our transition plans in response to questions raised during our meeting with the Review Group on 7 January 2008.
13. We have studied cases in the UK, Australia and Hong Kong. For the UK, we have particularly looked at those cases where polytechnics (e.g. Manchester Metropolitan, Leeds Metropolitan, Middlesex, Napier, Lincoln, and Oxford Brookes) and six university colleges (i.e. Bath Spa, Canterbury Christchurch, Southampton Institute, Liverpool Hope, Chester and Winchester) were converted into universities in the early 1990s and recently in 2005 respectively. We have also studied the process of re-titling of Institutes of Technology and Colleges of Advanced Education (e.g. Ballarat, Canberra and Southern Queensland in Australia) into universities. While we have identified cases of institutional sponsorship by more established universities for the initial stage of retitling in Australia, this was not the case in either the UK or Hong Kong. In these latter jurisdictions, colleges and polytechnics were given university title when they attained self-accrediting status which was a demonstration of their capacity readiness in academic quality assurance. The transitional arrangements were mainly about legislative amendments.
14. Thus in terms of cultural context, there could be different practices in different countries for transitional arrangements. This being the case, we would like to propose that HKIED's transition should follow the pathway by those other UGC-funded institutions when they became universities in the 1990s.

15. In order to enhance our competitiveness in areas where we are strong, as well as to support the development of the Institute into a leading university of education in the region, we propose to establish an International Advisory Panel (IAP) initially for a period of two years, from which the new university will seek advice for strategic development.
16. Establishing an International Advisory Panel is a common practice of many organizations and companies, and even some governments nowadays to sharpen their strength and weakness analysis and capacitate strategic development. Having an advisory panel as such will benefit the further development of the new University of Education, and set a model for institutional development in the context of internationalization – soliciting international advice on the one hand, and having a channel for making the new university more visible on the international academic map on the other hand.
17. Panel members will come from major universities that have close collaborations with Hong Kong. For membership of this panel, the Institute has in mind university leaders like: Professor Glyn Davis (Vice Chancellor, University of Melbourne), Professor Jane Gaskell (Dean, Ontario Institute for Studies in Education, University of Toronto), Professor Geoff Whitty (Director, London Institute of Education), Professor Lord Stewart Sutherland (former Principal and Vice Chancellor, University of Edinburgh), Professor John Niland (former Vice Chancellor, University of New South Wales), and Professor Min Weifang (Chair of University Council, Peking University). They are all familiar with higher education in Hong Kong.
18. The new university of education will meet with the IAP and exchange views with the panel in the following major areas:
 - programme development,
 - research and scholarship,
 - collaborations with other universities in the Mainland and overseas, and
 - responsiveness to community needs.

19. This will ensure that the new University will be developed in good course, and under good advice.

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From the President 校長
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張炳良教授

11 April 2008

Mr. Michael Stone
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University Grants Committee
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Dear Michael,

HKIED Review Group: Benchmarking Institutions

Thank you very much for your letter of 28 March 2008 seeking further information on the benchmarking of the proposed Hong Kong University of Education (HKUE) with three international institutions, namely the Korea National University of Education (KNUE), the Tokyo Gakugei University (TGU) and the Institute of Education (IoE), University of London, cited in my letter of 8 February 2008.

Benchmarking with other institutions

KNUE and TGU as universities of education complementing comprehensive universities

We are aware that the establishment of different types of teacher education institutions in a country is highly related to its contextual and cultural background; so there is no single model that fits all. Thus when we talk about benchmarking, we do not intend to rigidly emulate other institutions in terms of structures and disciplines configuration. However, we think the new HKUE will benefit from the experiences of the upgrading of former teacher training colleges to universities or institutions with a distinct focus on education (in the case of TGU and IoE) as well as universities of education which are specially established to lead the educational development of a country (as in the case of KNUE).

Both the KNUE and TGU provide fine examples of how universities of education complement the work of comprehensive universities. They have made a distinctive contribution to the preparation and continuing professional development of kindergarten, primary school, and secondary school teachers, and to research in support of the educational development. For instance, KNUE considers itself a unique university in Korea that focuses on cultivating well-rounded teachers for all school levels. Similarly, TGU aspires to “bring up competent educators who are rich in creativity and practical experience, and who are intellectually equipped with knowledge and cultural understanding” (*Tokyo Gakugei University Information 2007*, p.2). Besides teacher education, both KNUE and TGU have played a leading role in the educational development of their respective countries. KNUE was established by the Korean government and aims at achieving various educational plans set by the government, strengthening the ties with educational institutes and the National Education Museum, and establishing an “education valley” in and around the campus. TGU emphasizes applied education research to advance and support teaching and learning. With the largest student enrolment (about 6,000 students) and the largest number of academic staff with doctoral degrees (over 360 full-time staff) among the 11 universities of education in Japan, it has been playing a pivotal role in the development of educational policy and innovations. It now has about 500 international students and has entered into international exchange agreements with 45 overseas universities. The main office of the Japan Association of Universities of Education (JAUE) is located in the TGU Campus and the TGU President is also the President of JAUE.

We envisage the proposed HKUE to share a similar philosophy and mission to those of these two universities, in aspiring to become a leading education university in the Asia-Pacific Region recognized for its excellence in preparing professional educators and leadership in quality education in Hong Kong, China and the Region. We seek to foster our students’ professional excellence as knowledgeable, caring and responsible educators.

Whereas TGU provides a broader range of “liberal arts” courses and less than half of its undergraduates will become teachers, KNUE is primarily focused on teacher education and related subject specializations. We envisage the future HKUE to keep “education” as its core mission. Nevertheless, our new “Education-plus” concept drives us towards broadening and deepening key subject discipline areas where we have proven strength, in addition to our excellence in professional education studies. These areas include: Languages; Creative Arts and Music; Psychology and Counselling; Environment and Heritage; Information Technology; Mathematics and Integrated Science; as well as some new areas to be launched such as Health Studies. The diversification of our programme offerings to cover a wider multi-disciplinary knowledge base will not only enrich the educational experience of our students, but will also meet the changing professional development needs of the new generation of teachers and community education workers.

Though we are not comparable to the KNUE in terms of the size of postgraduate programmes (KNUE has enrolled 3,059 students in graduate studies, representing some 50% of the total student population), our plan is to gradually expand our MEd/EdD programmes, and to introduce research degree programmes if given places by UGC, so that there is a more prominent postgraduate sector.

Inspirations from IoE

Research is at once the most significant contribution HKUE can make to the future but is currently the area in which HKIEd is most disadvantaged compared to other UGC-funded institutions. Research fuels innovation in both the sciences and social sciences. Yet without research postgraduate students and the recognition of research capacity that will come with university title, HKIEd is prevented from making the local, national and international contributions of which it could be capable. It is in this context that IoE can provide HKUE with a model since IoE is recognized as a world-class centre of excellence for research and teaching scholarship in education and education-related areas of social sciences, and has a strong global impact in setting benchmarks and pioneering innovative approaches and practices. Such research orientation is essential to the future for Hong Kong and the Region yet it is impossible to achieve it within the constraints currently imposed on HKIEd. The new HKUE can be inspired by IoE in several ways:

- IoE's work as a research-oriented institution has informed the local, national and regional communities in their decision- and policy-making in education and social development. In our Development Blueprint, one of the strategic priorities is to enhance our research and development capacity so as to contribute to the improvement of practice in schools and policy development.
- The critical mass of educational researchers in IoE has attracted graduate students from all over the world, and fostered the internationalization of its programmes and research collaborations. For the new HKUE, we envisage a positioning that goes beyond the concern with local issues and priorities, to embrace an increasingly regional, national and global agenda.
- The adoption of broad perspectives in education has successfully attracted academics from various disciplines to join the IoE. This concurs with our "Education-plus" concept which seeks to develop a critical mass not only in education studies but also in related humanities, arts and social science disciplines.
- The IoE's emphasis on lifelong learning also concurs with our Development Blueprint's aspiration to expand students' perspectives beyond school education, and to foster a closer link between schools and the community at large. The future HKUE will aim beyond the traditional teacher sector, to cater to the educational needs of a wider spectrum of educators and learners within the context of a learning society.

The broadening of mission of IoE from a national teacher training centre into a world-class centre for educational research had gradually taken place in the second half of the 20th century, in parallel with the development of London into an education hub of the Commonwealth countries and the world. We are aware that the current stage of development of the IoE is more advanced than that of the HKIEd. However, we firmly believe that we have the potential and critical mass to grow into a similar outfit in Asia. Inasmuch as the IoE is exemplary in having expanded its pedagogical and intellectual influence to the European Union, Commonwealth countries and beyond, so should the future HKUE make a pivotal contribution to education and subject discipline pedagogies in the Region. Such a prospect is underscored by the milestone set in our Development Blueprint that by 2017 the HKUE will "have been recognized as a leading teacher education university in the Asia-Pacific Region for its excellence in preparing professional educators and quality of research in education and teacher education" (p. 45).

HKUE to take lead in developing new scholarship in Learning

The above benchmarking should be understood within the context of a gradual but steady transformation of HKIEd in several aspects:

- A broadening multi-disciplinary base sustained by our “Education-plus” concept;
- A paradigm shift beyond the traditional “education”/schools sector towards a richer mission of an institution promoting learning at large;
- Growing emphasis on research and knowledge transfer, which informs and supports learning and teaching activities; and
- The internationalization of studies especially at the postgraduate level, to enhance the future HKUE’s regional and global impact.

While we envisage HKIEd to continue meeting the society’s demands for teacher preparation and development, and serving the needs of the schools sector, it should also look beyond the traditional contexts and boundaries. We think that continuing what we have been doing is not good enough. Becoming a university of education will enable us to play a more pivotal role in leading education development in Hong Kong and the Region, to reinforce Hong Kong’s role as a major education hub. We will strengthen our research capacity by reconstituting some existing centres and establishing new ones, to become cutting-edge research centres in areas such as Assessment, Learning Studies, Comparative Education, Leadership, Governance and Citizenship; by recruiting new chair professors; and by undertaking research degree programmes up to PhD level.

The future university of education should take the lead in developing new scholarship in “Learning”, supported by new innovative teaching and research approaches within an integrated and multi-disciplinary context. This calls for a paradigm change that transcends the conventional school education mission, to respond to the needs of learning of the community at large, to help nurture a ‘learning society’ in the new knowledge era. It also calls for bringing together scholars and researchers from a wider range of discipline specializations – such as sociologists, psychologists, economists, historians, mathematicians, geographers, artists, and health scientists – to strengthen the capacity for diversification of programme offerings and for knowledge creation and transfer, to develop into a centre of excellence in the scholarship of learning and education, and the related areas in the arts, science, and social sciences.

Recent developments in capacity building and internationalization

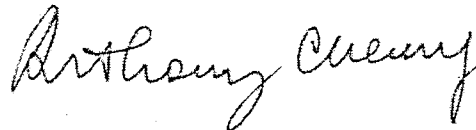
Before I end, let me take this opportunity to update the Review Group on some latest developments of the Institute in capacity building since our submission of additional information two months ago. The Council of the HKIEd has approved the creation of a new post of a Vice President (Research & Development) to help spearhead a vigorous research infrastructure and culture - an Acting Vice-President has been appointed, pending a global recruitment. In February 2008, we have appointed two renowned professors as the Director of General Education and the Director of the Centre for Religious and Spirituality Education. A global strategic recruitment exercise is underway to search for new Chair Professors and Professors to strengthen academic leadership and promote scholarship in research and teaching. We are also considering reorganizing the existing two Faculties into three Faculties –

namely the Faculty of Languages, the Faculty of Arts and Sciences, and the Faculty of Education Studies (which will also embrace a School of Early Childhood Education).

In terms of internationalization, we have plans to introduce international MEd and EdD degree programmes in collaboration with British and North American universities and Mainland/Asian partners, as well as joint PhD degree programmes. During visits by the President and Vice Presidents to the UK and US in February and March 2008, we have had very useful discussions with IoE and Cambridge University, as well as the Teachers College Columbia in New York, to explore possibilities of collaboration in doctoral degree education and MEd programmes. Meanwhile, we have developed partnerships with 33 universities in Mainland China and 35 institutions from 17 other countries. We are making preparation for the establishment of a Mainland Development Office to coordinate and enhance Mainland educational services. In addition, steps are being taken to further strengthen our academic links with major teacher education institutions in Japan, Korea and Singapore. The Institute has also dedicated additional resources to support staff and student exchanges. All these efforts will make our campus more cosmopolitan and cross-cultural.

I hope the above elaborations help to set out a clearer picture of our future outlook and vision as a university of education.

Yours ever,



Professor Anthony B. L. Cheung
President

From the President 校長
Professor Anthony B L Cheung *PhD(LSE), BBS, JP*
張炳良教授

20 June 2008

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Dear Michael,

HKIED Review Group : Follow up

Thank you very much for your letter dated 20 May 2008 stating your concerns, as well as seeking further information and clarification on the Institute's proposal of offering double degrees and its research readiness to take on research postgraduate (RPg) students.

In our Development Blueprint (DB) and the previous submissions, we have already explained our rationale for diversification of our programme offering and enhancement of research and development capacity, as well as the philosophy for the advocacy of an 'Education-plus' concept that would underpin a more broad-based multidisciplinary approach to Education. In response to the concerns of the Review Group on HKIED (Review Group) raised in your letter, we would like to provide more concrete evidence and elaboration to reassure the Review Group of our determination and proactive strategies behind the proposed offering of 'double degrees' and the request for RPg places, as detailed in the two attachments:

1. On Double Degrees (Attachment A);
2. On Readiness for Research Supervision (Attachment B);

Without replicating the particulars provided in these two papers, it would be useful for me to highlight some of the key strands of our submissions.

Double Degrees

Our Development Blueprint has set out a 10-year roadmap of development. Hence, we have never intended to introduce in one go 10-12

double degrees within a short time span. The plan for developing of double degrees over a decade is well paced, to be roughly divided into three phases. For the 2009-12 triennium, we had aimed to obtain UGC's approval to launch a small number of concurrent double degrees in Education and one 'subject' discipline in our recognized areas of strength. From 2012 onwards, using the opportunities provided by the new undergraduate degree structure, we intend to further diversify our programme offerings by launching concurrent double degrees in collaboration with other universities. These will be restricted to "specialized subject areas in senior secondary education, e.g. in mathematics, information technology, science and social science subjects." (DB, p. 36). The third phase of development will hinge on the progress of establishing the Hong Kong University of Education, we intend to offer a limited number of interdisciplinary specialist course or cognate disciplines.

According to our Academic Development Proposal (ADP) for the 2009-12 triennium, only the top 15-20% students enrolled in our undergraduate teacher education programmes will be eligible for the double degree option. Four-year concurrent double degrees in education and a single subject discipline are not new to Hong Kong. In its Start Letter for the roll-over year for the 2008-09, the UGC reiterated the Administration's advice that "2+2" and double degrees would be the general direction in the near future¹. In fact, by 2008/09, teacher education institutions (TEIs) other than HKIEd will all be offering double degrees. Therefore, our proposal for double degrees does not deviate from one of the current trends in undergraduate teacher education in Hong Kong.

Having said that, the BEd programme is and will continue to be the mainstream undergraduate teacher education programme in the Institute. However, we do feel the pressure from the proliferation of double degrees in other TEIs, which might render prospective entrants to gain an impression that the BEd degree is no longer good enough preparation for teachers. Hence we will need to revamp and strengthen our BEd curriculum, especially in view of the transition to the new '334' academic structure in 2012.

Regarding our staffing capacity to offer a small number of double degrees, on the basis of existing expertise and the addition of 8 newly recruited Chair Professors and 4 Professors across a range of disciplines in 2008-09, we believe that we are well-positioned to provide single subject degrees in English Language & Literature and in Chinese Language & Literature in the 2009-12 triennium. We also have a core group of staff in Visual Arts, Psychology and Child Studies, which we can build on to support the offering of subject degree in these three areas from 2012 onwards.

Creative education is critical to the next phase of Hong Kong's

¹ UGC Start Letter for the ADP for the 2008/09 Roll-over Year, 16 June 2006.

development in the new knowledge economy. Teacher education is no doubt critical to the quality of education in schools. We envisage teacher education to be increasingly broad-based and multidisciplinary in the years ahead. It is also important to maintain the availability of a variety of routes, including double degrees, to attract talents of diverse backgrounds to join the teaching profession and to undertake education-related work within the context of lifelong learning in a society.

Research postgraduate programme

The Institute recognises the importance of a rich, quality-assured research environment in which RPg students can fully develop their research and academic abilities. A sound research environment conducive to nurturing RPg students' talent and equipping them with the necessary competence and expertise as researchers should be a comprehensive and holistic one, comprising some key elements - active research culture, strong research areas, active researchers, internationally benchmarked RPg programmes, international research activities, and an all-round learning environment.

We believe that the Institute is ready to move into research in the way envisaged in the DB. We are continuing to enhance our research capacity and performance through comprehensive strategies at different levels of the Institute. The successful recruitment of 12 renowned senior academic leaders as new Chair Professors and Professors from different parts of the world will give us a total of 13 Chair Professors and 14 Professors in 2008-09, providing a much stronger research leadership to support our proposed RPg programme, not to mention that currently 86.5% of our 251 academic staff already possess doctoral qualification in a wide spectrum of both education-related disciplines and subject disciplines. With the strengthened capacity, the Institute is geared towards a major leap in research outputs and impact in the coming years.

The present 5 established Key Research Areas (KRAs) (i.e. Learning and Assessment; Citizenship Education; Teachers and the Teaching Profession; Curriculum, Policy and Leadership; Language Education and Literature) have provided clear focuses for the Institute. The newly recruited Chair Professors and Professors will add to the existing strengths. Under the new '*Education Plus*' concept, new KRAs will be developed such as Health Education, Governance, and Creative Arts in the coming years. Such prospect will benefit RPg education further.

The Institute is also in the process of developing new Institute-level Research Centres, by consolidating and reconstituting existing centres into several Areas of Excellence (AoE). In line with the KRAs, these centres will include: The Centre for Assessment Research and Development; Asia-Pacific Centre for Leadership and Change; Research Centre for Language Education in Multilingual Societies; Centre for Governance and Citizenship; Centre for

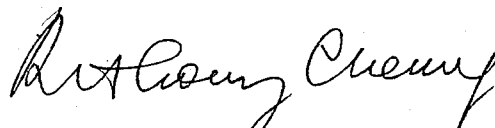
Learning Study; and Centre for Research in Diversity and Social Inclusion. They will be led by Chair Professors, Professors and teams of active researchers, and form the new focuses of cutting-edge research, to generate long and lasting impact within the region and globally in the next decade.

The 27 Chair Professors/Professors, plus 17 other academic staff with experience in supervising PhD students, will increase the total number of potential RPg supervisors to 44. This is clearly a critical mass for research supervision. Such capacity is much greater than that required for the modest numbers of RPg students requested in our 2009-12 ADP - namely 15, 35 and 60 FTE places respectively for the three years of the triennium.

Conclusion

I hope our elaboration and further evidence can help to clarify the concerns of the Review Group, and present a clearer picture of how we gear the Institute towards becoming a University of Education. I would also like to express our appreciation of your invitation to our senior management team to meet and discuss further with the Review Group on 14 July 2008 at the UGC office. My Vice Presidents and the Director of Strategic and Academic Planning will accompany me to the meeting. We look forward to this meeting and are happy to address any other questions that you and the Members may have.

Yours ever,



Professor Anthony B. L. Cheung
President

Response to UGC Review Panel on HKIED's Proposal of Offering Double Degrees

Timeframe for Development of Double Degrees in HKIED

Our Development Blueprint (DB) has set out a ten-year roadmap of development. Hence, we have never intended to introduce 10-12 double degrees within a short time span. In addition, a number of these degrees will be offered in collaboration with other universities (DB, p. 36). Roughly speaking, the development of double degrees will take place in three phases:

1. In the 2009-12 triennium, we have aimed to obtain UGC's approval to "launch a small number of concurrent double degrees in education and one subject discipline in recognized areas of strength" (DB, p. 42). In our Academic Development Proposal submitted to UGC in January 2008, we had proposed double degrees in 'Education' and a subject discipline, i.e., English, Chinese, Visual Arts, Music, and Integrated/Liberal Studies for a small number of students.
2. From 2012 onwards, using the opportunities provided by the new undergraduate degree structure, we intend to further diversify our programme offerings by launching concurrent double degrees in collaboration with other universities. These will be restricted to "specialized subject areas in senior secondary education, e.g. in mathematics, information technology, science and social science subjects." (DB, p. 36).
3. The third phase of development will hinge on the progress of establishing the Hong Kong University of Education (HKUE). Built upon the "Education-plus" vision of the future University of Education, we intend to offer a limited number of interdisciplinary specialist courses or cognate disciplines, e.g. special education, counselling, etc., to meet the ongoing professional needs of teachers and community education workers (DB, p. 37), as the future University of Education further diversifies in subject discipline expertise. We envisage that these degrees will be gradually phased in from 2012 onwards, and the majority will take place in the 2015-18 triennium or beyond.

We believe the above plan for development of double degrees over a decade is well paced. Nevertheless, with the UGC's recent comments on our double degree proposals, we have re-considered our timeframe for the development of double degrees and will start with a small number of degrees in our established areas of strength. Our current plan is to obtain UGC's approval to offer initially two double degrees in Education and Chinese Language and English Language respectively in the later part of the 2009-12 triennium, and subsequently three more double degrees in Education and Visual Arts, Psychology and Child Studies respectively, from 2012 onwards.

Our Readiness for Offering Single Subject Degrees

The Institute already has relevant expertise and proven experience in teaching 'subject majors' at the degree level. Its current four-year Bachelor of Education programmes have a strong component in discipline studies ranging from 39-60 credit points, which is level with the subject major requirements for a Bachelor's degree plus a one-year Postgraduate Diploma in Education (DB, p. 25). Our current academic staffing, library resources and academic support facilities in the Institute have already been resourced to support the teaching of subject majors. In the sections below, we will provide more details on our staffing capacity and other supporting measures for the teaching of the above five subject majors. Our study indicates that they are comparable with those of corresponding subject departments of other HEIs which are offering single subject degrees.

Staffing Capacity

We believe that we are well-positioned to offer single subject degrees in the following disciplines in the 2009-12 triennium:

- *English Language and Literature*
Our Department of English currently has 29 academic staff, including three Professors and 7 Associate Professors, with 27 of them possessing a doctoral degree. The design of our current BEd (English Language) is heavily weighted towards the content subjects. Our staff expertise covers a wide range of specializations in linguistics, applied linguistics, literature and intercultural communication. Our staffing strength will be further strengthened with the arrival of a new Professor in September. In Appendix I, we have listed the specializations of 15 staff core to the teaching of a BA degree.
- *Chinese Language and Literature*
Our Department of Chinese consists of 43 academic staff, with 39 of them possessing a doctoral degree. Similar to the Department of English, our staffing expertise covers a wide range of specializations in language, literature and culture. Our staffing strength will be further strengthened with the expected arrival of two newly appointed Chair Professors in the 2008/09 academic year (now pending the finalization of employment details). In Appendix II, we have listed the specializations of over 20 staff core to the teaching of a BA degree.

The above information indicates that our staffing capacity in these two subject disciplines is at least on a par with that of other institutions offering a BA degree in the related disciplines.

In addition, we have a core group of staff in the following disciplines which we can build on to offer single subject degrees in the year 2012 and beyond:

- *Visual Arts* (Appendix III)
- *Psychology* (Appendix IV)
- *Child Studies* (Appendix V)

In our President's letter to the Chairman of the UGC Review Group on 6 February 2008, we reported that we had launched a global strategic recruitment of Chair Professors and Professors to strengthen academic leadership in departments and key research areas. We are

glad to report that our global search has been very successful. So far, we have appointed seven new Chair Professors/Professors (including two Chair Professors now pending finalization of employment details) in the above five areas, who will be joining us in the coming academic year. With the appointment of these additional senior academics, we are confident that our academic capacity in the above areas of strength will be further enhanced. In addition, within the 10-year timeframe of the Development Blueprint, we will continue to extend our collaborations with other institutions (both local and overseas), and build up our staffing strength in cognate disciplines in which we plan to offer double degrees.

Other Supporting Measures

As mentioned above, our library and academic support facilities have already been equipped to support the teaching of a number of subject majors in our existing BEd degrees. In Appendix VI, we report the number of books and serials of the abovementioned five subject majors in the existing collections of our Library. We believe they are on a par with the library collections of other universities supporting the delivery of the corresponding B.A. degrees. In addition, in line with the practice in other UGC-funded institutions, we have always made continuous investment to further enhance our facilities and library acquisitions. In terms of infrastructure, the 'subject' degrees that we plan to offer in the near future are mainly in the humanities area and do not require large-scale investment in equipment or laboratories. For the Psychology subject area, we will examine the need for additional laboratories and instruments, and we expect them to be ready by the time the proposed BA is implemented in a few years' time.

Double Degrees in Teacher Education in the Hong Kong Context

Four-year concurrent double degrees in Education and a single subject discipline are not new to Hong Kong. The EMB/UGC had strongly encouraged teacher education institutions (TEIs) to offer double degrees particularly in English Language back in the Start Letter for the 2005-08 triennium. In its Start Letter for the roll over year of 2008/09, the UGC reiterated the Administration's advice that "2+2" and double degrees will be the general direction in the near future¹. In this regard, double degrees have gradually become one of the professional benchmarks in undergraduate teacher education in Hong Kong. In 2008/09, TEIs other than HKIEd will be offering double degrees with the approval of the UGC (Appendix VII).

The design of the double degrees in other TEIs allows the students to complete two full inter-related curricula in education and a subject discipline, and to graduate with two degree awards in four years. In our design template of double degrees that we have provided in our ADP for 2009/12, we have made reference to the designs of the double degrees in other TEIs. Our design is similar to that of the CUHK double degree programme, in which we will require our students to take an additional 18 cps (equivalent to 6 subject modules) to the existing 136 cps required of a BEd degree programme (Appendix VIII). In this regard, graduates from our proposed double degrees would be recognized as possessing two stand-alone single degrees in BA and BEd.

¹ UGC Start Letter for the ADP for the 2008/09 Roll-over Year, 16 June 2006.

The students may choose to spread out the additional load evenly in the six of the eight semesters during their four years of study, i.e., taking one additional module of 3 cps in each semester. As indicated in our ADP, only the top 15-20% of our students will be allowed to take the double degrees. Hence, we do not anticipate that they would have any major problem in taking up the extra workload. In any case, we are prepared to give further thought to this proposed template to address any concerns that UGC may have.

The Relationship between Double Degrees and BEds

Our proposal to develop double degrees has been a response to the strong encouragement by the EDB/UGC in the past few years. As indicated in our ADP for 2009/12, the introduction of double degree programmes will deepen discipline knowledge in specialist areas and encourage students to develop expertise that will equip them as future knowledge leaders in their schools (ADP, p. 18 para 2.19). This is to meet the high expectation from school principals in Hong Kong and SCOLAR on teachers' subject knowledge. Another consideration is the need to offer similar programmes when all other TEIs have converted their BEd degrees into double degrees with the approval of the UGC.

Nevertheless, we hold that the BEd programmes will continue to be the mainstream undergraduate teacher education programme in the Institute. As stated in our DB, "our four-year Bachelor of Education programme is at the forefront of international standards of best practice in teacher education. Student teachers are equipped with professional and subject knowledge relevant to their future roles as highly educated and cultured citizens of Hong Kong. The academic rigour of the BEd programme in discipline studies is level with that of other routes to teacher preparation: a three-year Bachelor's degree plus a one-year PGDE, a "2+2" education degree or a four-year double degree in education and a discipline." (DB, p. 25)

According to our ADP, only the top 15-20 % students enrolled in our undergraduate teacher education programmes will be eligible for choosing the double degree option. Because of the relatively small numbers, we do not believe that it will have any significant impact on the perceived worth of BEds in the Institute.

The biggest threat to our BEds, however, is probably the proliferation of double degrees in teacher education in other TEIs in the past few years. Prospective entrants might gain an impression that the BEd degree is no longer good enough for preparing teachers. Hence we will continue to strengthen our BEd curriculum, especially in view of the transition to the new '334' academic structure in 2012.

Impact of double degrees on the supply of new graduates into the profession

This will be an issue for all TEIs. Naturally, double degree graduates will enjoy a greater choice of careers than BEd graduates as they possess both the subject degree and the education degree. However, as the graduates are obtaining a concurrent degree, rather than two single degrees obtained in different courses of time, they will have a strong identity with the teaching profession. It will be natural for the majority of these students to choose a teaching career.

Nevertheless, we hope that the government and the community will take a broader view of the purpose of undergraduate education, including teacher education, in the new knowledge-based economy:

- (a) university is not just a place for vocational training, and university education should be broad enough to provide whole person development for an individual to develop his/her potentials to the fullest extent, in order to become a valued intellectual and professional in the society;
- (b) teacher education has provided an individual not only with the knowledge base and the professional skills to become a good school teacher, but should also be giving them greater exposure to the humanities and social sciences in general and equipping them with the breadth of knowledge and skills in the related human services areas; and
- (c) it is increasingly irrelevant to classify any teacher education graduate who does not join the school teaching force as “wastage”. Amidst a knowledge-based society which advocates lifelong learning, an increasing number of teacher education graduates will likely contribute to the society by taking up education-related employment in non-school sectors, e.g. teaching of Associate degrees and adult education, and joining other people-related occupations.

We believe that supply of new blood to the teaching profession requires the availability of multiple entry routes to attract talents of diverse background and experiences, as people may identify teaching as their career at different stages of life. We have been a major provider in initial teacher education programmes such as BEds and PGDEs and a pioneer in the development of collaborative teacher education programmes with other HEIs. We will further work towards widening the study opportunities for prospective entrants of different backgrounds, including quality mid-career changers and Associate Degree graduates.

Other alternatives to double degrees to enhance teacher quality

Teaching is by far the largest social service occupation in Hong Kong. On average, about 2,000 new primary and secondary school teachers enter the teaching profession every year. Because of the large numbers, it is important to maintain the availability of multiple routes to teaching, including double degrees, to attract students of different backgrounds to join the teaching profession.

On a broader sense, the attractiveness of all types of teacher education programmes to quality entrants will depend on a number of contextual factors which include:

- (a) the status/perceived status of the teacher profession in the society, including the entrance requirements to the profession; and
- (b) the attractiveness of the teaching career, including the remuneration package, working conditions of teachers and professional development opportunities, as compared with other career choices in the society.

In our development of the new undergraduate curriculum under “334”, we plan to increase the attractiveness of our BEd programmes through building in the flexibility of allowing students to take a second major in a specialist area and to undertake overseas exchange in the Mainland and abroad. Last but not least, we believe that the attractiveness to quality entrants will be enhanced with the awarding of a university title to the HKIEd, the largest teacher education provider in Hong Kong.

**Selected Staff Expertise in Discipline Teaching
English Language and Literature**

Professor Andy Kirkpatrick (Professor, Chair Professor of English designate)

PhD ANU

(Varieties of English, Chinese-English contrastive analysis, Discourse and Pragmatics)

Professor Philip Benson (Professor)

PhD Exeter

(Lexicography and Morphology, Research Methods, Autonomy)

Professor David Li Chor Shing (Professor designate)

PhD Cologne

(Sociolinguistics, Syntax, Chinese-English Code-mixing, Varieties of English)

Professor Bill Littlewood (Professor)

MA Essex

(Language Acquisition, Psycholinguistics)

Dr. Randal Holme (Associate Professor)

PhD Durham

(Cognitive Linguistics, Metaphor)

Dr. Jackie Lee Fung King (Associate Professor)

PhD UNSW

(Language and Gender, Linguistic Systems)

Dr. Liz Walker (Associate Professor)

PhD HKU

(Corpus Linguistics, Language and Content)

Dr. Matthew Decoursey (Assistant Professor)

PhD Toronto

(English Literature (Renaissance Studies), World Literature, History of Rhetoric, Applied Theatre Studies)

Dr. Aaron Koh (Assistant Professor)

PhD Queensland

(Globalisation, Asia-Pacific Cultural Studies, New Literacy Studies)

Dr. Lai Mee Ling (Assistant Professor)

Edd Durham

(Language, Society and Culture, Linguistic Prejudice)

Dr. Wang Lixun (Assistant Professor)

PhD Birmingham

(Corpus Linguistics, English-Chinese Translation Studies, On-line Learning, Comparative Literature)

Dr Bidisha Banerjee (Assistant Professor)

PhD Ohio

(Anglophone Literature, Postcolonial Studies, Diaspora Studies)

Dr Andy Gao (Assistant Professor)

PhD HKU

(Sociocultural Theory, Higher Education, Learning Strategies)

Dr John Trent (Assistant Professor)

PhD HKU

(Sociocultural Theory, Discourse Analysis)

Dr. Xu Zhichang (Assistant Professor)

PhD Curtin

(Varieties of English, Chinese-English Contrastive Analysis)

**Selected Staff Expertise in Discipline Teaching
Chinese Language and Literature**

Professor Chan Kwok Kou, Leonard (offered appointment as Chair Professor of Chinese, pending finalization of employment details)

PhD HKU

(Chinese Literary Criticism, Literary Historiography, Chinese Poetry, Chinese Fiction, Hong Kong Literature)

Professor Zhu Qingzhi (offered appointment as Chair Professor of Chinese, pending finalization of employment details)

PhD Sichuan

(Historical Chinese Linguistics, Chinese Buddhist Texts, Cultural Exchange between Ancient China and India)

Dr. Tong Ho Kin (Associate Professor)

PhD Sydney

(Chinese Classical Literature)

Dr. Tse Ka Ho (Associate Professor)

PhD Soochow

(Classical Literature, Electronic Literature)

Dr. Cheung Wing Tak (Associate Professor)

PhD Beijing Normal

(Children's Literature)

Dr. Fok Yuk Ying (Associate Professor)

PhD CUHK

(Chinese Modern and Contemporary Literature, Children's Literature)

Dr. Fung Shu Fun (Associate Professor)

PhD CUHK

(Chinese Philosophy and Culture)

Dr. Lee Kwai Sang (Associate Professor)

PhD CUHK

(Literary Criticism, Chinese Intellectual History, Classical Literature)

Dr. Leung Man Yee (Associate Professor)

D. Litt. KyotoU

(Literary Theory, Chinese Modern and Contemporary Literature, Chinese Culture, Children's Literature)

Dr. Pak Wan Hoi, Anthony (Associate Professor)

PhD Toronto

(Chinese Modern and Contemporary Literature, Literary Criticism)

Dr. She Jianguo (Associate Professor)

PhD Ohio State

(Phonetics, Phonology, Dialectology)

Dr. Wong Leung Wo (Associate Professor)

PhD HKBU

(Chinese Modern and Contemporary Literature, Children's Literature, Hong Kong Literature, Creative Writing)

Dr Zhang Bennan (Associate Professor)

PhD Beijing Normal

(Literary Criticism, Applied Literature, Applied Linguistics, Aesthetics)

Dr. Tong Shau Ling (Principal Lecturer)

PhD Shanghai Normal

(Modern Chinese Grammar, Modern Chinese Lexis, Children's Literature)

Dr. Kwok Wai Ting (Assistant Professor)

PhD Sun Yat-Sen

(Chinese Classical Literature, Hong Kong Classical Literature)

Dr. Kwong Yiu Keung (Assistant Professor)

PhD Beijing Normal

(Comparative Literature)

Dr. Lau Hing Wah (Assistant Professor)

PhD CUHK

(Chinese Classical Literature, Children's Literature)

Dr. Liu Pui Lee (Assistant Professor)

EdD OUHK

(Children's Literature)

Dr. Man Ying Ling (Assistant Professor)

PhD HKU

(Chinese Culture)

Dr. Tang Shing Fung (Assistant Professor)

PhD East China Normal

(Chinese Classical Literature, Chinese Culture)

Dr. Yu Yuen Yee, (Assistant Professor)

PhD HKU

(Contemporary Chinese Literature, Children's Literature)

Dr. Chung Kam Chun (Lecturer)

PhD Xiamen

(Grammar, Lexis, Chinese Rhetoric)

Dr. Lo Hing Kiu (Lecturer)

PhD Xiamen

(Lexis)

**Selected Staff Expertise in Discipline Teaching
Visual Arts**

Professor Anne Bamford (Chair Professor of Visual Arts designate)

PhD UTS

(Creative Arts, Arts and Cultural Education)

Dr. Lai Ming Hoi, Victor (Associate Professor)

PhD Lancaster

(Cultural and Visual Art Research, Art Appreciation and Criticism, Painting and Drawing in Western Media)

Dr. Fung Siu Han, Anissa (Assistant Professor)

DFA RMIT

(Ceramics, Sculpture, 3-dimensional Design, Chinese Ritual Art and Culture)

Dr. Tam Cheung On (Assistant Professor)

PhD IoE London

(Studio Ceramics and Sculpture)

Dr. Do Josephine Kitty (Lecturer)

DFA Auckland

(Art and Culture, Printing, Painting)

Ms. Ma So Mui (Lecturer)

MA Wolverhampton

(Ceramics, 3-dimensional Art, Hong Kong Art)

Dr. Ma Kwai Shun (Adjunct Associate Professor)

DFA RMIT

(Chinese Art (Painting), Art History)

**Selected Staff Expertise in Discipline Teaching
Psychology**

Professor Wang Wan Chung (Chair Professor of Educational and Psychological Measurement designate)

PhD Berkeley

(Educational and Psychological Measurement, Psychometrics, Computerized Adaptive Testing, Multilevel Modeling, Bayesian Statistics)

Professor Dennis Michael McInerney (Chair Professor of Education Psychology designate)

PhD Sydney

(Educational and Developmental Psychology, Indigenous and Multicultural Learning)

Professor Mok Mo Ching, Magdalena (Professor)

PhD HKU

(Educational Assessment and Measurement, Research Methodology)

Dr. Leung Man, Cynthia (Associate Professor)

PhD Monash; Associate Fellow, HKPS; Member, Division of Ed Psy, HKPS; MAPS; Reg. Psychol.(HK); Reg. Psychol. (Victoria)

(Educational Psychology, Cross-cultural Psychology, Psychological Assessment)

Dr. Chung Kien Hoa, Kevin (Associate Professor)

PhD UNSW; Member, APS; Member, International Academy for Research in Learning Disabilities

(Developmental Dyslexia, Reading Acquisition, Inclusive Education)

Dr. Lai Po Yin (Associate Professor)

PhD HKU; Member, BPS

(Child and Adolescent Development; Motivation, Cognitive and Affective Characteristics of the Learners)

Dr Phillipson Norman Shane (Associate Professor)

PhD Flinders

Member, American Psychological Association (pending)

(Cultural Conceptions of Giftedness, Gifted Education, Special Education, Cognitive Modeling)

Dr Cheng Wing Yi, Rebecca (Assistant Professor)

PhD HKU; Member, HKPS

(Educational Psychology, Social Psychology, Counselling and Therapeutic Psychology, Psychology of Personality)

Dr. Chong Suk Ching, Stella (Assistant Professor)

Ed.D OISE Toronto

(Special Education, Inclusive Education, Multicultural Education)

Dr Wong, Kit Yi, Angel (Assistant Professor)

PhD Heidelberg; Member, The International Association of Cross-Cultural Psychology

(Developmental Psychology, Educational Psychology, Cross-cultural Psychology)

**Selected Staff Expertise in Discipline Teaching
Child Studies**

Professor Wong Ngai Chun, Margaret (Professor)

PhD HKU
(Education Policy, Children's Cognition)

Professor Nicola Jill Yelland (Professor designate)

PhD Queensland
(Information and Communications Technologies, Early Childhood Education,
Pedagogical Innovation)

Dr. Leung, Cheung Shing, Samuel (Associate Professor)

PhD Hawaii
(Child Language Acquisition; Literacy Development in Children; Language Disorders
in Chinese Children; Clinical Linguistics)

Dr. Chak Wing Sum, Amy (Assistant Professor)

PhD Chicago
(Children's Curiosity and Exploration, Adult-child Interaction)

Dr. Lam Yan, Grace (Assistant Professor)

PhD HKU
(Neuropsychology and psychiatric medicine)

Dr. Wang Zhenlin (Assistant Professor)

PhD Chinese Academy of Sciences
Member, Society of Research in Child Development
Member, Jean Piaget Society (JPS) Cognitive Development
(Early Childhood Education, Theory of Mind)

Dr. Wong Kwok Shing, Richard (Assistant Professor)

PhD HKU
(First Language Acquisition, Bilingual Acquisition, Grammaticalization, Sentence
Processing)

Dr. Wong Mun, Amanda (Assistant Professor)

PhD Oxford Brookes
(Child Development, Moral Development, Young Children's Emotion Development)

Dr. Wu Hong Yan, Echo (Assistant Professor)

PhD Virginia
(Gifted Education, Parenting and Family Environment of Learning, Social-emotional
Development of Children, Culture Related Issues on Talent Development)

HKIED Library Collections in Selected Subject Disciplines

Subject Discipline	Books	Serial Titles	Multimedia	E-book	Total
English Language and Literature	20,224	213	1,961	115	22,513
Chinese Language & Literature	21,519	307	857	202	22,885
Visual Arts	22,621	217	1,829	52	24,719
Psychology	19,527	350	1,476	389	21,742
Child Studies	31,627	472	4,178	149	36,426

List of Double Degrees in Teacher Education Offered by UGC-funded Institutions

- HKU
Since 2005-06, HKU has converted its Bachelor of Education in Language Education degree into a Bachelor of Arts and Bachelor of Education in Language Education (English)¹

- HKBU
During the 2005-08 triennium, the HKBU has offered double degrees² in
 - BEd(Hons) in English Language Teaching and BA (Hons) in English Language and Literature;
 - BSc (Hons) in Mathematical Science and BEd (Hons) in Mathematics Teaching;
 - BA (Hons) in History and BEd (Hons) in Liberal Studies Teaching;
 - BSocSc (Hons) in Geography and BEd (Hons) in Liberal Studies Teaching;
 - BSocSc (Hons) in Sociology and BEd (Hons) in Liberal Studies Teaching.

- CUHK
In 2008/09, CUHK will convert its Bachelor of Education (Language Education) programme into two “co-terminal” double degree programmes:
 - Bachelor of Arts (English Studies) and Bachelor of Education (English Language Education)³; and
 - Bachelor of Arts (Chinese Language and Literature) and Bachelor of Education (Chinese Language Education)⁴.

¹ <http://web.edu.hku.hk/programme/babed/>

² <http://educ.hkbu.edu.hk/programme/double.asp>

³ <http://www.fed.cuhk.edu.hk/~jed/4343-eng.pdf>

⁴ <http://www.fed.cuhk.edu.hk/~jed/4331-chi.pdf>

TEMPLATE FOR DOUBLE DEGREE: BACHELOR OF ARTS/BACHELOR OF EDUCATION
(in cps)

Bachelor of Arts (3-year)		Bachelor of Education (4-year)		Bachelor of Arts/Bachelor of Education (4-year)	
Major	45-66	Major	39-60	Major	45-66
Minor	0-18	Minor	0-18	Minor	0-18
Honours' Project	6	Honours' Project	6	Honours' Project	6
Language Enhancement	6	Language Enhancement	6	Language Enhancement	6
General Education	18-39	General Education	18-39	General Education	18-39
Electives	0-12	Electives	0-12	Electives	0-12
TOTAL	90	TOTAL	120	TOTAL	138
		Field Experience	16	Field Experience	16

Response to UGC Review Panel on HKIED's Readiness for Research Supervision

The responses to the six key questions (a to f) and two additional questions (g to h) raised by the UGC Review Panel on 20 May 2008 as listed below.

Question (a) What makes for a sound research environment for RPg students?

The Institute recognises the importance of a rich, quality-assured research environment in which research postgraduate (RPg) students can participate fully in the research life of the Institute. They can benefit not only from the formal RPg programme but also from the growing research culture, multi-disciplinary research expertise, ongoing research projects and active scholarly activities in the Key Research Areas (KRAs), Research and Development (R&D) Centres, and various academic departments of the Institute.

We believe a sound research environment conducive to nurturing RPg students' talent and equipping them with the necessary competence and expertise as researchers should be a comprehensive and holistic one, comprising six key elements namely (1) active research culture, (2) strong research areas, (3) active researchers, (4) internationally benchmarked RPg programmes, (5) international research activities, and (6) an all-round learning environment. These are explained below.

1. **Active Research Culture.** We believe there should be active research culture, concomitant with an explicit philosophy and clear directions and strategies of R&D activities, to ensure the core values are in place for research education and grooming RPg students.

Given the context of fast development of education in Hong Kong, the Mainland and the Asia-Pacific Region, our Institute adopts a R&D philosophy that defines excellence as encompassing scholarship, professionalism, and services (through knowledge transfer) to the community and the profession locally and internationally. The Institute is committed to advancing knowledge for educational development and improvement through research. A concept of 'Education-plus' is applied to broaden the scope of research and promote multi-disciplinary research for development and innovation of education and beyond. In line with this philosophy, the Institute has developed key directions and implemented a series of strategies at the individual, department and Institute levels to promote active research culture and overall development of R&D activities across the Institute (see our response to Question (e) below).

2. **Strong Research Areas.** We believe that strong and active research areas are necessary conditions for a quality research environment conducive to RPg students' development.

In these few years, the Institute has successfully developed five *Key Research Areas* which are prominent in recent educational reforms in Hong Kong and the Asia-Pacific Region. Projects in these areas have attracted resources from diverse funding bodies including EDB, QEF, RGC, NGOs and other sources (see Appendix I). To further expand its critical mass

of expertise in R&D, the Institute has recently adopted a 2-stage process of developing new *Institute R&D centres*, by consolidating existing R&D centres into a few Areas of Excellence (AoE) (see our response to Question (d)-3).

The local and international research activities such as research projects, seminars, conferences and publications in these R&D centres, KRAs and academic departments, would provide an important research-rich environment and culture for research education and create valuable opportunities for RPg students to participate in and learn directly from the frontier research scholarship.

3. **Active Researchers.** High quality research supervision by active researchers with established research track records and experience in supervising research students is crucial to nurturing a favourable platform for the grooming of quality RPg students.

In addition to our existing strengths of research and supervision capacity, the Institute has, over the past few months, successfully recruited 8 new Chair Professors and 4 Professors with strong research track records of international standing from different parts of the world. With their expected arrival in the coming academic year 2008/09, the total number of Chair Professors and Professors of the Institute will be increased to 27 (13 Chair Professors, 14 Professors). To RPg students, these Chair Professors and Professors are their role models and excellent supervisors to their research learning and academic development.

4. **Internationally Benchmarked RPg Programme.** We believe that a quality RPg programme should be capable of being benchmarked against international good practice. Its objectives, structure, content, processes, approaches, evaluation and quality assurance of research training and supervision will substantially determine the outcome quality of RPg students.

The organization and arrangements of the Institute's proposed RPg programme will be based on the existing strengths of the Institute's research expertise in the KRAs and R&D Centres, and be internationally benchmarked with some established international and local universities notably Institute of Education, University of London, and the University of Hong Kong. The programme will encourage applied research with academic rigor, conceptual originality and strong relevance to *advancing knowledge* for the development, improvement, and innovation of education at large, whether locally or regionally. In addition to the academic merit, it will also emphasize the professional impact and social impact of research.

The programme structure will typically include: (i) taught methodological and subject discipline modules; (ii) international research exposure and practical research experiences; (iii) yearly research student seminars; (iv) qualifying examination/paper; and (v) thesis/oral examination. (For supervisory arrangements and quality assurance, see Appendix III).

5. **International Research Activities.** We believe that international exposure is necessary for RPg education, by exposing students to broader international research horizon and cutting-edge scholarly perspectives, and facilitating their connections to diverse academic communities worldwide. These experiences will become important intellectual assets to their future growth as full-fledged researchers, scholars, academic leaders, and high-level professionals.

At the Institute, we involve all postgraduate students, as well as future RPg students, in international research and scholarly activities with the support of Research Student Conference Grant, Research Student Exchange Programme, Institute R&D Centres and KRA functions and projects. In particular, we envisage that every RPg student will be invited to affiliate with one Institute R&D centre appropriate to his/her research area, so as to fully participate in the research projects, seminars, conferences, consultancy services, and development training programmes organized by the centres both locally and internationally in conjunction with overseas partners. The Institute sees RPg students as part of the wider research community within the campus.

- 6. All-round Conducive Learning Environment.** An all-round conducive learning environment is an important condition for RPg students to enjoy their personal and academic development as junior scholars or researchers in a university culture. It covers a wide range of activities, services, and supporting facilities such as peer group support, team work, research assistance opportunities, campus life, pastoral services, social activities, personal support, sports facilities, learning facilities, regular scholarly activities, etc.

The Institute has an ideal physical environment with active campus life for RPg education. Its Library System is well equipped for education and humanities research (see Appendix IV). RPg students can make use of a wide range of support services, counselling services, personal and professional development programmes, social functions, language enhancement programmes, and research resources (including specialized software) provided by the Student Affairs Office, Centre for Learning, Teaching and Technology, Centre for Language in Education, and Office of Information Technology and Services throughout the period of their studies.

Question (b) What are your plans for the taught elements necessary to prepare RPg students for their research and later careers?

In our plan, taught modules will be designed to facilitate RPg students to develop (i) research abilities in quantitative and qualitative methods, and multi-disciplinary perspectives; (ii) proper research attitudes and ethics for pursuing academic merit; as well as (iii) professional and social relevance in research. These modules will be divided into the core modules and elective modules as follows:

- 1. Core Modules:** The aims of core modules are to equip RPg students with the fundamental research abilities and attitudes in using quantitative and qualitative methods and research designs with ethical awareness. RPg students are required to take all the core modules; exemption may only be granted if equivalent modules had been taken before. These module will be delivered by a team of Chair Professors/Professors and experienced methodologists, including, for example, Prof. Dennis McInerney, Professor Philip Hallinger, Prof. Wen Chung Wang, and Prof. Magdalena M.C. Mok.

- Perspectives in Research Methodology
- Statistical Methods in Research
- Quantitative Methods, Designs and Ethical Issues in Research
- Qualitative Methods, Designs, and Ethical Issues in Research
- Thesis Seminars

2. **Elective Modules:** RPg students are required to take any 2-3 elective modules with advice from their supervisors. There are two types of elective modules:

Discipline/Subject-Based Modules: These modules aim to facilitate RPg students to develop multi-disciplinary/subject perspectives in their research. They will be taught by teams of Chair Professors and other senior academics, including Prof Anthony B.L. Cheung, Prof. Wing On Lee, Prof. Yin Cheong Cheng, Prof. Anne Bamford, Prof. Dennis McInerney, Prof. Andy Kirpatrick and the two newly recruited Chinese/cultural studies Chair Professors (whose appointments are now being finalized)

- Policy Research and Analysis
- Sociological Perspectives in Research
- Psychological Perspectives in Research
- Comparative Perspectives in Research
- Cultural and Historical Contexts of Research
- Research in Languages and Literature

Methodology-Based Modules: These modules aim to facilitate RPg students to develop their abilities in some advanced or special methodologies. They will be conducted by senior academics such as Prof. Dennis McInerney, Prof. Wen Chung Wang, Prof. Magdalena M.C. Mok, Prof. Mun Ling Lo, and others

- Advanced Research Methods in Educational Research
- Advanced Statistics in Educational Research
- Qualitative Data Reduction & Analysis
- Action Research in Education and Professional Studies

Please note that the above modules are listed here mainly for illustrative purpose and will be further refined and subject to vigorous academic design and validation under the quality assurance process of the Institute.

Question (c) What are your plans for collaboration with other institutions as regards research?

Our plan for collaboration with other institutions in research and research education can be divided in the following four aspects:

1. **Establishing Institutional Policies, Strategies and Resources on promoting Collaboration with International and Local Institutions:** There have been some existing institutional policies and strategies to encourage collaboration with other institutions in research and other academic activities. We are going to strengthen them and ensure their effective implementation with *designated resources support* at the individual, department and institute levels, with aims at maximizing opportunities, creating value, building up synergy and increasing mutually benefit for research, RPg education, and capacity building as a whole.

Specifically,

- i). The Vice-President (R&D) is responsible for steering the overall institutional policies and strategies on local, regional and international networking and

collaboration for R&D;

- ii). The Institute's Committee on Research and Development (CRD) (with VP(R&D) as Chairman) is the main institutional platform to formulate explicit policies and guidelines and allocate designated resources to encourage research teams, departments, faculties and R&D centres to collaborate with international and local research institutions in developing joint research projects, joint research publications (e.g. special issues for journals and academic books), and to support the exchange of research staff and students, and researcher development programmes. The academic departments and R&D centres will be requested to submit their two-year action plans of international and local collaboration together with specific objectives and deliverables in research;
 - iii). CRD will take a proactive role to facilitate research teams to identify partners and apply for the RGC's joint research schemes such as the "Economic & Social Research Council/ Research Grants Council (ESRC/RGC) Joint Research Scheme", "Germany / Hong Kong Joint Research Scheme", "France / Hong Kong Joint Research Scheme", etc.;
 - iv). CRD will also proactively develop and, if necessary, coordinate focused international collaboration with some established research institutions to develop General Research Grant (GRF) proposals. For example, the Institute is now working with Institute of Education of the University of London to develop joint GRF proposals in selected areas in which researchers of both institutions are interested.
2. **Expanding Research Network and Collaboration.** Based on the past efforts of networking, the Institute will further expand its research networks and international collaborations with research institutions, universities and centres, specifically through:
- i). Institute-level R&D Centres: After consolidation, these centres aspiring to be cutting edge research centres regionally or internationally will formulate *specific plans* of actions to extend their international networking and collaboration with key research teams and organizations for their research projects and scholarly activities in their own fields;
 - ii). New Senior Academics: The newly recruited 12 Chair Professors and Professors will together bring in enormous research energy and synergy, coupled with extensive international academic networks;
 - iii). Centre for International Education (CIE): CIE (to be soon renamed International Education Office and be strengthened in its role and range of functions, in parallel with a new Mainland Development Office to develop academic liaison and student recruitment on the Mainland) will provide database backup to support research teams, departments and research centres in developing the collaboration in research projects and other scholarly activities with the Institute's partner institutions on the Mainland and in other countries.
3. **Expanding Scope of Collaboration.** The Institute is planning to expand the scope of collaboration with strategic international partners (e.g. Institute of Education (IOE) of the University of London, Faculty of Education of Cambridge University, OISE (Ontario Institute for Studies in Education) of the University of Toronto, Hong Kong America Centre, etc.) not only in research projects and research centres but also academic staff exchange and visiting scholar programmes in the focused areas. For example, the Institute is working with the Hong Kong America Centre to develop a HKIEd-Fulbright

Scholars Programme to support the attachment of outstanding young HKIEd scholars to US universities.

- 4. Developing Collaboration Specifically for RPg Programmes.** The Institute is now working with some local and international research institutions to develop collaboration in areas such as joint-supervision of RPg students, mutual recognition of RPg taught modules, sharing RPg taught modules, research student exchange, etc. For example, it is exploring with IOE of the University of London on joint-supervision of RPg as one of the major collaboration initiatives. The development of research students exchange schemes is being discussed with other universities like University of Melbourne and Beijing Normal University.

Question (d) What are your views on the overall readiness and state of development of academic staff to move significantly into research in the way envisaged in the Blueprint. Do you believe that (a) programme(s) of professional development would be useful/necessary for (some) staff? If so, it would be helpful if you could outline what might be entailed.

The Institute holds that it is overall ready to move into research in the way as envisaged in the Blueprint. At the same time, we are continuing to enhance our research performance and capacity through comprehensive strategies at different levels of the Institute. We elaborate on our readiness in research and research supervision as below:

- 1. Enhanced Strengths in Research: Chair Professors and Professors**

As mentioned above, the Institute has successfully recruited 12 renowned senior academic leaders as new Chair Professors and Professors from different parts of the world. All together, a total of 13 Chair Professors and 14 Professors in the Institute will provide a much stronger research leadership to support our academic staff to move into wider, and more in-depth and multidisciplinary research activities (See Appendix II for the name list).

In addition to the 12 new senior academics, currently there are 217 or 86.5% out of the 251 academic staff having doctoral degree in a wide spectrum of both education-related disciplines and subject disciplines. Among the doctoral holders, 127 staff members (58.5%) possess either a PhD or EdD together covering over 10 disciplinary areas of education, and 82 (37.8%) hold PhD degrees in other discipline areas. In addition, 8 staff members have other specialized doctorates.

Among the eight UGC-tertiary institutions, the Institute has been allocated the smallest research block grant and no research postgraduate places. Despite such limitations, the Institute, over the years, has still made encouraging progress in research performance. With the strengthened research leadership of 27 Chair Professors and Professors from 2008/09 onwards, supported by new proactive strategies of R&D (see our responses to Question (e)), the Institute is geared towards a major leap in research outputs and impact in coming years. It has already built up a strong critical mass with extensive academic strengths in research expected of a University of Education.

2. Strengths in Key Research Areas (KRAs)

The five established KRAs (i.e. Learning and Assessment; Citizenship Education; Teachers and the Teaching Profession; Curriculum, Policy and Leadership; Language Education and Literature) have provided clear focuses for the Institute and academic staff to grow a critical mass in research, foster research culture, promote multi-disciplinary research and develop refereed research outputs and internationally competitive research projects for external funding. Projects in these areas have attracted resources totalling over \$157 million from EDB, QEF, and RGC, with 716 refereed research outputs in the 5-year period 2002-2007 (see Appendix I).

It is clear that the 12 newly recruited Chair Professors and Professors will add to the existing strengths. Under the new Institute concept of 'Education-plus', and supported by the new coming senior academics, new KRAs will be developed such as Health Studies, Governance, and Creative Arts in coming five years. All RPg students will be involved in the research and scholarly activities of the existing and new potential KRAs.

3. New Institute R&D Centres: Competitive Cutting-edge Research

To expand its critical mass of expertise in R&D, the Institute has recently adopted a 2-stage process of developing new Institute-level R&D centres, by consolidating and reconstituting existing R&D centres into a few Areas of Excellence (AoE). In line with the KRAs, these centres will include: The Centre for Assessment Research and Development; Asia-Pacific Centre for Leadership and Change; Research Centre for Language Education in Multilingual Societies; Centre for Governance and Citizenship; Centre for Learning Study; and Centre for Research in Diversity and Social Inclusion. They will be led by Chair Professors, Professors and groups of active researchers.

They will become the new foci of competitive cutting-edge research and will generate long and lasting impacts – leading research, innovation and development in strategic areas within the region and globally in the coming years. As mentioned above, in future each RPg student will be required to affiliate with one R&D centre in which he/she will benefit directly from the various research and scholarly activities and frontier research experiences of the centre.

4. Development of Research Capacity: Staff Development Programmes

In the past several years the Institute had implemented some specific staff development programmes to support transferred staff and junior academic staff to pursue and complete their doctoral studies (e.g. *Towards Doctoral Degree Programme*, *Financial Support Programme for Doctoral Degree Studies*, etc.) At present over 86% of the Institute's academic staff already possess a doctoral qualification. Since 2007-08, the Institute has adopted a series of more comprehensive strategies for research development and capacity building at individual, departmental, and Institute levels to promote research culture and facilitate academic staff moving in research. There is evident that the research environment and research culture within the Institute are gradually enhanced and the responses from academic staff to these strategies and initiatives are very encouraging. (See our response to Question (e))

Among these strategies, the Institute has specially initiated some programmes to support and develop some junior academic staff or less experienced researchers. These include: (1) the planned HKIEd-Fulbright Scholars Programme (i.e. staff exchange with US

universities for one year); (2) One-Year Affiliation with R&D Centre for Junior Academic Staff (i.e. two selected assistant professors are affiliated with one Institute-level R&D centre for one year on full-time research, so that in total, around 10-12 academic staff will benefit from such scheme each year); (3) Special Allocation of Resources to Team Research (i.e. for Chair Professors and Professors to work with less experienced researchers or junior academic staff on specific research projects); and (4) Sabbatical Leave Programme for Research (an existing programme applicable to all academic staff)

5. Capacity in Research Supervision

After the recent recruitment, we will have 13 Chair Professors, 14 Professors and 17 other academic staff experienced in supervising PhD students in 2008-09, increasing the total number of potential RPg supervisors to 44 (see Appendix II). This is a critical mass of research supervisors for the RPg programmes. The 27 Chair Professors and Professors will play a key role in supervision mentoring in the research postgraduate programmes. Through systematic staff development programmes and further strategic recruitment, the total number of experienced and developed research supervisors will be increased steadily from 44 (2008-09) to 60 (2009-2010), 75 (2010-11) and 90 (2011-12).

The Institute has already acquired considerable experience in running a specially designed professional development programme for academic staff who wish to become registered research supervisors since early 2007 for the present EdD programme. Such experience earned can be transferred to the RPg programme¹.

Question (e) What is the overall strategy and vision on how to enhance the research environment?

We have a clear positioning in research for the Institute's future development and use a holistic approach to enhancing our research performance and capacity at different levels. In the direction of Development Blueprint, we have already set out the key directions and overall strategy on how to enhance the research environment of the Institute in the coming 5 to 10 years.

1. Key Directions in R&D

There are five key directions for R&D policies, strategies and activities of the Institute:

- i) *Promoting applied research* (particularly the scholarship of application, scholarship of teaching and scholarship of integration) with strong relevance to *advancing knowledge* for professional improvement, practical innovation, and policy formulation in school education, teacher education and life-long learning both locally and internationally;
- ii) *Fostering multi-disciplinary research* with a concept of '*Education-plus*', to broaden the disciplinary scope, enhance the research capacity, and provide a more comprehensive and sophisticated approach to studying the complexity of development issues in education and beyond;

¹ The said professional development programme for EdD thesis supervisors is designed to foster a culture of collegiality and mentorship in three areas: pedagogy of research supervision; subject-specific substantive and methodological expertise; and development of candidate competencies.

- iii) *Optimizing integration* of research with teaching and professional services in order to maximize the synergy and mutual benefits from scholarly and professional activities;
- iv) *Emphasizing local and international networking*, partnership and collaboration with schools, NGOs, professional organizations, research institutions, pioneer researchers and innovators, frontline practitioners, and policy-makers in R&D activities; and
- v) *Building up competitive research capacity* at individual, department, and centre levels, in particular *developing critical mass* of active researchers in selected areas through the KRAs and Institute-level R&D centres and various research teams, to enhance the research performance of the Institute in terms of quality refereed publications, professional and social impact, and competitive external funding.

2. Roles of Academic Staff and Academic Departments in R&D

To enhance the research culture, we have redefined the role expectations of academic staff and academic departments in R&D as below:

- i). Every academic staff is expected to play an active role in R&D including *knowledge creation* (research), *knowledge transfer* and *knowledge application* (teaching and services).
- ii). The expected weighting for each academic staff's teaching and research will be comparable, normally both at around 40% and that for services not more than 20%.
- iii). Each academic staff is expected to produce at least *one item* of internationally/quality refereed research output *per year*, while senior academics like Professors and Chair Professors are expected to have higher level outputs in terms of quality and quantity.
- iv). Chair Professors and Professors are expected to play a leadership role in research and development at different levels, foster collaborative research culture, mentor and support junior academic staff in research and publication, and build up research teams for competitive external funding.
- v). Every academic department/centre is expected to foster an active research environment and culture that can facilitate its academic staff in building up individual and collective research capacity and output profiles.

3. Comprehensive Strategies for Enhancing Research Environment

With the support of Institute's Committee on Research and Development (CRD), Senior Management Committee (SMC), academic departments, and Blueprint Initiatives Funding Scheme, a holistic approach including comprehensive strategies has been initiated and implemented at the individual, department and Institute levels to enhance the research environment of the Institute as a whole. The response from academic staff and departments to these initiatives have been very positive and encouraging. Some of these strategies include:

At Individual Level:

- i). Introducing a "Teaching and Research Support Fund" to support each academic staff in research and teaching activities;
- ii). Increasing the allocation of resources to support academic staff specifically in the development of competitive research proposals for external funding (e.g. GRF, PPRF) and publication of high-quality refereed journal articles; and
- iii). Initiating some development programmes for junior academic staff in research (e.g. the HKIEd-Fulbright Scholars Exchange Programme, One-Year Affiliation

with R&D Centre, Special Allocation of Resources to Team Research, etc.)

At Departmental Level:

- i). Building up academic departments and Institute-level research centres as the core centres of research capacity, promoting research culture and enhancing research outputs;
- ii). Helping departments to enhance research performance through the formulation and implementation of two-year action plan;
- iii). Encouraging team research of well-established researchers working with less experienced academic colleagues within the department;
- iv). Protecting research time and keeping a balance among teaching, research and services in academic staff's workload assignment;
- v). Making the best use of the expertise of advisory professors and visiting scholars; and
- vi). Rewarding departments with better research performance through special research funding.

At Institute Level:

- i). Strengthening the critical mass of expertise in R&D through consolidating existing centres and establishing new centres as a few Areas of Excellence (AoE) of the Institute.
- ii). Providing matching grant to support faculty-level R&D centres and departmental R&D groups for their growth and development in Areas of Strengths (AoS) and supporting Post-Doctoral Researcher Schemes;
- iii). Global strategic recruitment of new senior academics including Chair Professors and Professors, to provide strong research leadership for capacity building and performance enhancement at departments and R&D centres; and
- iv). Developing research postgraduate education as a crucial part of fostering research culture and building sustainable research teams for the Institute and the community.

Question (f) What are the resource requirements for introducing RPg places?

1. To prepare for the implementation of the various initiatives in the Development Blueprint, the Institute has allocated a substantial budget (in the range of \$200 million) from its General Development Reserve Fund (GDRF) in 2007/08, designated for the implementation of the important and challenging changes. Strengthening academic capacity and building research culture and infrastructure are the two major areas in terms of budget allocation, apart from the area for enhancing student learning. Recruitment of Chair Professors and Professors, building up research databases and library materials, establishment of Institute R&D centres, setting up the "Teaching and Research Support Fund" for academic staff etc., are all funded by this designated budget. The Institute is determined to invest in further enhancing the research environment and capacity.
2. As we have already committed a very substantial level of funding from our GDRF, the additional resource requirements may not be significant. We are also given to understand that the funding provision for a RPg student is much more than an undergraduate student in the UGC's recurrent grant assessment. With this understanding, plus the fact the we

are only asking for a small number of RPg students, the additional resource requirement will not be significant.

Question (g) What do you view as the minimum number of RPg places needed?

1. Based on the current developments in the research environment and the academic staff's supervision capacity, the Institute has earlier indicated (in the Academic Development Proposal for 2009/12) that it would like to request for a very modest phasing in of RPg places at 15, 35 and 60 FTE places respectively, in the next triennium.
2. With a total of 27 Chair Professor and Professors in 2008-09, it is expected that the total number of potential RPg supervisors in the Institute will be 44 (2008-09), 60 (2009-2010), 75(2010-11) and 90 (2011-12) respectively. Hence our research supervision capacity is much greater than that required for the modest numbers of RPg students requested. Each of these Chair Professors and Professors can supervise 1-3 RPg students, and can be assisted by other academic staff as co-supervisors or thesis committee members.
3. The areas to be offered will initially be focused on the five KRAs (namely, Learning and Assessment; Citizenship Education; Teachers and the Teaching Profession; Curriculum, Policy and Leadership; and Language Education and Literature), as well as newly developed areas namely Governance, Creative Arts, Health Education.

Question (h) Why any RPg students are necessary to achieve the research goals set out on page 33 of the Blueprint. Could not such be developed by using research assistants or by your academic staff themselves?

1. In the direction of *Development Blueprint*, the Institute has a strong mission to support educational development in Hong Kong, the Mainland and the Asia-Pacific Region through knowledge advancement comprising the direct contribution of our own research as well our efforts in nurturing new researchers and scholars to sustain research development for the future of the community. This is the major reason why we believe that our contribution to the RPg programmes will have a long term impact on the development of our society and the profession. Our own research work on itself is unable to replace our role in nurturing sustainable research forces for the community and profession.
2. In fact, public investment in research education or RPg programmes is crucial to the development of research capacity in the Hong Kong, which will contribute to knowledge advancement for the improvement of the quality and effectiveness of education in general and school education in particular. Such investment has symbolized the government's commitment to support the building of sustainable research capacity in higher education institutions. In 2006/2007, UGC allocates in total 5,466 RPg places (in FTEs), but of these only 165 (or 3%) are allocated to the area of Education (in the other TEIs). It is clear from these figures that Hong Kong is not being well served with the allocation of RPg places that can meet the needs of a rapidly changing educational landscape. More research initiatives as well as sustainable R&D forces are needed in education if the Administration's educational reforms are to be adequately supported.

3. Nearly all active researchers including Chair Professors and Professors are eager to groom research students as junior partners in their research activities. Many renowned scholars have expressed their concern as to whether they can take RPg students at the Institute when considering our offer of appointment. It is clear that the availability of RPg places is one of the crucial factors in the recruitment and retention of high-quality senior academic staff and active researchers and in sustaining the research culture and capacity of our Institute.

The Summary of Key Features of Five KRAs

1. *Curriculum, Policy and Leadership*: HKIEd has been awarded three CERG projects, 8 Public Policy Research (PPR) projects and one Trade Development Council (TDC) commissioned large-scale international research project in this area, focusing on the leadership issues and broad policy contexts that influence school management, educational effectiveness, curriculum development and reform implementation. In 2002-2007, the number of refereed research outputs in this area was around 85;
2. *Citizenship Education*: This area was identified by HKIEd as an “Area of Excellence” in 1999, and UGC funding was granted to develop this area through the setting up of Centre for Citizenship Education. The Centre and affiliated members have attracted more than \$15 million in research and project funding, including one CERG project, three QEF projects and three Oxfam commissioned projects. In 2002-2007, there were 81 items of refereed research outputs in this area;
3. *Teachers and the Teaching Profession*: This research area is closely related to teacher study, teacher education and professional development. The Centre for Learning Study and School Partnership is very active in this area. In recent years, HKIEd has won substantial research and development grants more than \$40 million from the RGC, EDB, and the QEF in this important area. The refereed research outputs in this area were 127 items in 2002-2007;
4. *Learning and Assessment*: This is a crucial area in educational reforms, in which a lot of research opportunities can be provided to researchers. The Centre for Assessment Research and Development has attracted significant resources from EDB (in excess of \$34 million). In addition, the researchers and scholars in this area have also won two externally funded large scale research projects. There were 249 items of refereed research outputs in this area in 2002-2007; and
5. *Language Education and Literature*: HKIEd has successfully bid for one CERG project and three major QEF projects (funded at HK\$900,000 and above) in Chinese Language, and a HK\$1.7 million project in English Language funded by the EDB. There is also a strong tradition of published research based on small-scale or minimal funding. The total number of refereed research outputs in this was 174 in 2002-2007.

List of Potential Research Postgraduate Supervisors

No.	Name	Post	Area of Specialization	Doctoral Degree Awarded	Name of Awarding Institution
1	*BAMFORD Anne	Chair Professor	Visual Arts	PhD	University of Technology, Sydney, Australia
2	CHENG Yin Cheong	Chair Professor	Leadership & Change	EdD	Harvard University, USA
3	CHEUNG Bing Leung Anthony	Chair Professor	Public Administration	PhD	The London School of Economics and Political Science, University of London, UK
4	*HALLINGER Philip	Chair Professor	Leadership and Organisation	EdD	Stanford University, USA
5	KENNEDY Kerry John	Chair Professor	Curriculum Studies	PhD	Stanford University, USA
6	KIRKPATRICK Andy	Chair Professor	Applied Linguistics	PhD	Australian National University, Australia
7	LEE Wing On	Chair Professor	Comparative Education	PhD	Durham University, UK
8	*MCINERNEY Dennis	Chair Professor	Learning Motivation	PhD	University of Sydney, Australia
9	*WANG Wen Chung	Chair Professor	Quantitative Methods and Evaluation	PhD	University of California, USA
10	*WONG Thomas	Chair Professor	Health Studies	PhD	Glasgow Caledonian University, UK
11	*Appointee to be announced pending finalization of employment details	Chair Professor	Chinese Literature	PhD	The University of Hong Kong
12	*Appointee to be announced pending finalization of employment details	Chair Professor	Curriculum Studies	PhD	University of Illinois, USA
13	*Appointee to be announced pending finalization of employment details	Chair Professor	History of Chinese Language	PhD	Sichuan University, Chengdu
14	ADAMSON Robert Damian	Professor	Curriculum in China	PhD	The University of Hong Kong
15	BAGNALL Richard Gordon	Professor	Professional & Vocational Education	PhD	Florida State University
16	BENSON Philip	Professor	English Studies	PhD	University of Exeter, UK
17	BOND Trevor Grahame	Professor	Psychological Measurement	PhD	James Cook University, Australia
18	LAM Chi Chung	Professor	Curriculum Studies	PhD	University of London Institute of Education, UK
19	*LI David	Professor	Linguistics	PhD	Cologne University, Germany

20	LITTLEWOOD William Thomas	Professor	Applied Linguistics	MA	University of Essex, UK
21	LO Mun Ling	Professor	Lesson Study and Professional Development	PhD	The University of Hong Kong
22	*to be announced	Professor	Comparative Education	EdD	University of Columbia
23	MOK Magdalena Mo Ching	Professor	Assessment & Measurement	PhD	The University of Hong Kong
24	NG Tze Ming, Peter	Professor	Religious and Spiritual Education	PhD	University of London Institute of Education, UK
25	*to be announced	Professor	Critical Thinking & Children Philosophy	PhD	University of Oxford, UK
26	WONG Ngai Chun, Margaret	Professor	Early Childhood Education	PhD	The University of Hong Kong
27	*YELLAND Nicola	Professor	Early Childhood Education	PhD	The University of Queensland, Australia
28	BODYCOTT Peter Thomas	Associate Professor	English language Education	PhD	University of Wollongong, Australia
29	CHEN Shihui	Associate Professor	Adapted Physical Education	PhD	University of New Mexico, USA
30	CHENG May Hung May	Associate Professor	Science Education & Teacher Education	PhD	University of Waikato, New Zealand
31	CHUNG Kevin Kien Hoa	Associate Professor	Educational Psychology	PhD	University of New South Wales, Sydney, Australia
32	LAW Hau Fai Edmond	Associate Professor	Language in Education	PhD	The University of Hong Kong
33	LAW Kam Yee	Associate Professor	Sociology	PhD	City University of Hong Kong
34	LEONG Samuel	Associate Professor	Music Education	PhD	University of Western Australia, Australia
35	LEUNG Cheung Shing Sam	Associate Professor	Linguistics (Child Language Acquisition)	PhD	University of Hawaii, USA
36	LEUNG Man Cynthia	Associate Professor	Psychology	PhD	Monash University, Australia
37	NG Mee Wah Eugenia	Associate Professor	Information Technology In Education	PhD	University of Warwick, UK
38	SMITH Andrew Ward	Associate Professor	Sports Science & Health Education	PhD	The University of Waterloo, Canada
39	SO Wing Mui Winnie	Associate Professor	Science Education	PhD	The University of Hong Kong
40	WILKINSON John George	Associate Professor	Exercise Physiology, Sport Science	PhD	University of Alberta (Edmonton), Canada
41	YEUNG Yau Yuen	Associate Professor	Physics	PhD	The University of Hong Kong
42	MAK Chiu Ling Grace	Principal Lecturer	Comparative Education	PhD	The State University of New York at Buffalo, USA
43	TSANG Po Keung Eric	Assistant Professor	Environmental Chemistry	PhD	Queen's University of Belfast, UK
44	WANG Lixun	Assistant Professor	Applied Linguistics	PhD	University of Birmingham, UK

*Newly appointed Chair Professor or Professor

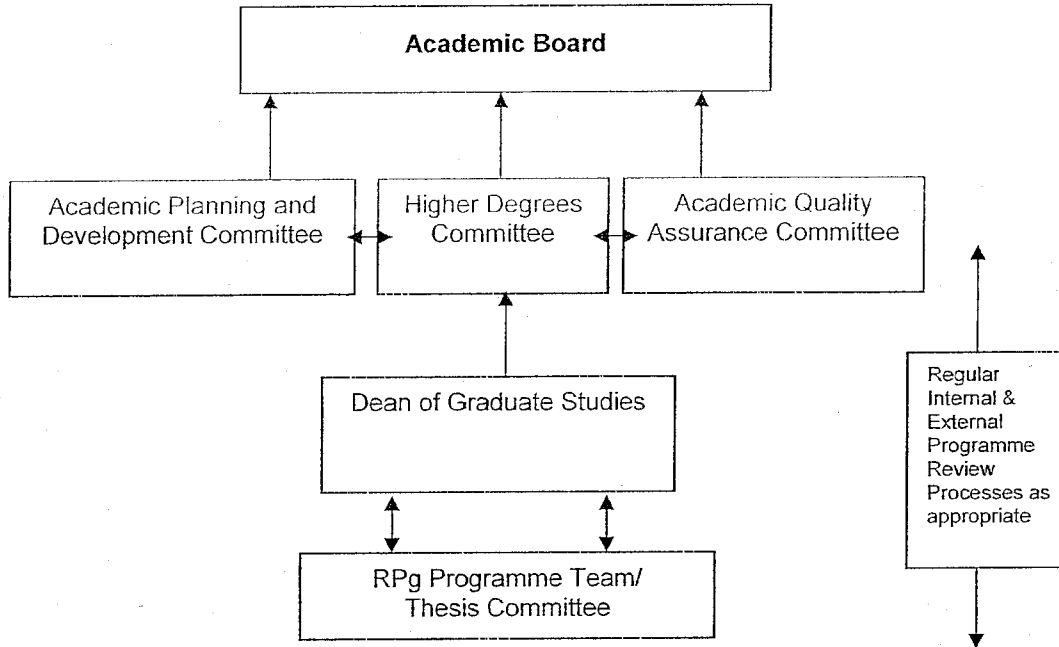
**Supervisory Arrangements and Quality Assurance Mechanism
for the RPg Programme**

Supervisory Arrangements. A Thesis Supervisor with relevant expertise will be appointed at the beginning of each RPg student's studies. He/She will act as a personal and academic tutor and will normally be responsible for monitoring and supporting the RPg student through to graduation. A Thesis Committee will be established for each recruited research student, comprising the thesis supervisor and two other internal staff members. The selection and appointment of the supervisor and committee members as well as the research supervision and thesis assessment will follow the internationally benchmarked academic criteria, procedures and guidelines. It is assured that the appointed members will be active researchers with established research profiles in the research students' chosen research areas.

Quality Assurance Mechanism. As a UGC-funded institution, there are established academic management structures and quality assurance procedures and mechanisms to ensure the academic quality of the RPg programmes in the Institute, including the Academic Board (AB), Academic Planning and Development Committee (APDC), Academic Quality Assurance Committee (AQAC), Higher Degrees Committee (HDC), Graduate Programmes Office (GPO), Programme Team, and Regular Internal and External Programme Review Processes (See Figure 1). In particular,

1. The AQAC under the AB has the major responsibility for the maintenance of academic standards and coherence of all academic programmes (including RPg programmes) as well as high standards of teaching and learning;
2. To ensure the quality of research supervision and thesis, the Higher Degrees Committee will be responsible for monitoring and evaluating the development and outcomes of all research postgraduate programmes, formulating and reviewing related policies, infra-structure, content, regulations and procedures of the RPg programmes, taking into consideration the inputs and advices from the supervisors, thesis committees, RPg students and advisory professors;
3. A Dean of Graduate Studies will be appointed to oversee the operation of the RPg programme in accordance with the Institute's academic policies and programme curriculum. The Dean of Graduate Studies will report regularly to the Higher Degrees Committee;
4. The Thesis Committee will monitor the quality of the thesis, and offer support to the RPg student concerned; and
5. The Staff-RPg Students Consultative Meeting normally will meet twice a year to review the research students' comments on the programme. Major issues will be brought to the attention of the Higher Degrees Committee and relevant issues will be conveyed to the staff concerned for consideration and follow-up.

Figure 1: RPg Programme Management



Introduction to The Institute's Library System for RPg Programme

The Institute's Library System is very well equipped for research education. It comprises the Mong Man Wai Library and the Town Centre Library, offering a full range of resources and services of a modern academic library which address the needs of higher degree programmes at master and doctoral levels. Future acquisitions will continue to address the needs of higher degree programmes. The Library has the reputation of being one of the best education libraries in Asia, with a total collection of 760,000 items. It provides an ideal studying environment for over 1,300 readers. State-of-the-art facilities including integrated library system, four e-Learning Centres and some 200 public PCs, complete wireless LAN coverage, notebook computers for loan, viewing rooms, multimedia and AV equipment, self-served photocopying and printing equipment, single study rooms, study carrels and group discussion rooms are easily accessible to all library users.

Apart from the collections of academic publications, the Central Teaching Resources Collection and the Media Resources Collection at the Mong Man Wai Library are two unique collections of curriculum and teaching support materials. More than 240,000 items of AV materials, multimedia items, computer software, school textbooks from local, China, Taiwan and Singapore, teaching kits, posters, wall charts, models, large picture books, etc. are housed in these two collections. In addition to the printed materials and media materials, candidates will have full access to a wide range of web-based electronic resources, including over 160 bibliographic and full-text databases, 21,000 e-journals, 18,000 e-books and video-on-demand of local TV and HKIEd productions. Latest research and information on virtually all subject areas is readily available to HKIEd library patrons. To further support the research activities of HKIEd members and students (including M.Phil and Ph.D candidates), the Library's Document Delivery Service will supply journal articles not found locally from overseas sources. Staff and students can also request and borrow books from the libraries of the other seven UGC-funded institutions through the HKALL (Hong Kong Academic Library Link) service.

As a "Borderless Library", the Library has taken initiatives to develop its own digital resources. The Library's *Digital Repository* is a collection set up for long-term preservation and effective dissemination of HKIEd-related materials in digital formats. Included in the Digital Repository are publications and works of the Institute, its staff and its students in multimedia formats, past examination papers, and historical news clippings on education. *EdVideo*, a video-on-demand system, is also set up to provide online access to thousands of TV programmes on education and current affairs produced by local TV stations via the Campus Network.

The Library is a member of the Joint University Libraries Advisory Committee. As such, RPg students and staff members can enjoy different levels of resources and services provided by libraries of all UGC funded institutions, including access to on-line databases, inter-library loans, as well as access and borrowing privileges.

28 July 2008

Mr. David Leung
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wan Chai
Hong Kong



Dear David,

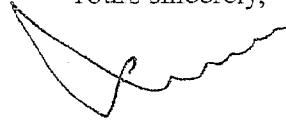
Additional Information from HKIEd

Thank you for arranging the meeting with the UGC Review Group on 14 July 2008. I agree with you that we had a very useful discussion with the Review Group on a range of topics related to our Development Blueprint.

With regard to your subsequent email dated 21 July 2008 to Dr. K.C. Lai requesting our comments on selected topics, we would like to provide the additional information in the attachment.

Should there be any follow up questions, please feel free to contact Dr. K.C. Lai, Director of Strategic & Academic Planning who can be reached at Tel: 2948 7280.

Yours sincerely,



Wing On LEE
Acting President

Additional Information from HKIEd

- **The Administration has advised that HKIEd lacks the authority under the existing self-accrediting authority to award degrees in subjects other than teacher education. It is clear from your letter dated 20 June that HKIEd still intends to pursue double degrees on your own. How do you intend to address the issue?**

We hope that our application for university titling and the diversification of programme offerings as stipulated in the Development Blueprint will receive the support of the Administration, pending the advice of the UGC. We will be glad to discuss with the Administration the necessary procedures to broaden our self-accrediting authority to subjects other than teacher education. We are not seeking to extend double degrees to a wide range of subject areas, but to focus on the broadening of our programme offerings to a few subject areas of recognized strength and education-related disciplines, such as Languages.

- **You said in your letter that you intend to introduce double degrees over a period of 10 years. Why did you include all the double degree programmes in your 2009-12 ADP?**

As explained in our letter of 20 June 2008, we have never intended to introduce all the double degrees listed in our Development Blueprint in one go. We did have a milestone in mind, introducing new initiatives one step at a time, and with a phasing in approach. Hence, we started with a restrictive proposal in the 2009-12 ADP to offer only a few double degrees in education and a subject discipline in our recognized areas of strength, i.e. English Language, Chinese Language, Creative Arts, Integrated Studies and Liberal Studies. Subsequent to UGC's letter dated 20 May 2008, we have revisited our plan and replied in our letter of 20 June 2008 that we intend to offer double degree in the areas of English Language & Literature and Chinese Language & Literature during 2009-12. From 2012 onwards, we will consider offering subject degrees in Visual Arts, Psychology and Child Studies; other subject degrees will be introduced as appropriate in the 2015-18 triennium and beyond.

In any case we will move in a gradual pace with full regard to the subject discipline capacities of our academic staff, as well as the strategic priorities of the Institute as determined by our present and future mission statements.

- **You say that only the top 15-20% will be allowed to take double degrees. Does this also apply to the secondary stream? In your ADP, it seems that all secondary students could/would take double degrees.**

In our Development Blueprint and the ADP, we have always planned that only a small proportion of our current BEd places will be converted into four-year concurrent double degrees. We have estimated that the number of undergraduate students taking double degrees will comprise 15%-20% of our undergraduate student population as we will only admit top students who have demonstrated their academic competence to the double degree programmes.

In our ADP, we had proposed to offer double degrees for all entrants to the secondary stream on the consideration that based on past data; the entrants to the secondary programmes generally had better academic achievements as compared to the primary cohorts. In light of the small number of places proposed for the secondary stream in the ADP (i.e. 15 students for each of the four secondary subjects); we were confident of admitting high quality students. In addition, we were aware of a stronger demand for double degree training by secondary schools.

Now, subsequent to UGC's recent comments on our double degree proposals, we have reconsidered our timeframe for the development of double degrees and propose to start with only two double degrees in Education and Chinese Language & Literature and English Language & Literature respectively in 2009-12 (please see our letter dated 20 June 2008).

- **For double degrees in other disciplines, they usually involve one more year of study on top of the normal duration. Your letter suggests that you are simply following other TEIs in the small number of extra credits needed. Putting this argument aside, assume that you are starting on a clean slate, would it be more reasonable to have a double degree in education only with one more year of study?**

The B.Ed. programme is an integrated degree which combines subject studies and professional studies, and the double degree proposal seeks ways to strengthen the students' subject foundation in discipline study. Hence, our design of the double degree is built on a concurrent model and not an end-on one. We expect that graduates from concurrent double degrees will have a better integration of professional and subject training as well as integration of theory and practice in their undergraduate studies. This concurrent model in double degrees in teacher education is commonly adopted by TEIs in Hong Kong and in overseas countries such as Canada and Australia.

- **Do you have existing policies for research students on conflict of interest, intellectual property, concurrent employment and appeals processes? If so, grateful if you would provide copies of such policies to us for reference.**

In our *Student Handbook*, we have stipulated the general guidelines, policies and the expected levels of professional and personal conduct. The students are expected to observe the regulations on student conduct and academic honesty. These are clearly spelt out in the *Code of Student Conduct*, the *Copyright Policy of the Institute* and *Guidance Notes on Academic Honesty*. A set of these documents is attached in Appendix 1.

In addition, our Academic Policies and Regulations for Doctor of Education (EdD) students have also clearly stipulated the regulations on Academic Honesty and Appeal Mechanism. All EdD candidates and our academic staff are required to uphold the *Code of Practice* which sets out the standards and

responsibilities of learning and teaching, quality assurance, appeals and grievances procedures and intellectual property rights. A copy of the relevant academic Policies and Regulations is attached as Appendix 2 for reference.

Hence, the Institute has already developed rigorous policies on intellectual property and appeals process in its current academic regulations. In preparation for the offering of RPg programmes in the future, we will make reference to the good practice of other institutions in the related policies for RPg students.

- **If HKIEd does more research, does it mean that your existing staff will have to reduce their time commitment to teaching? Could you explain how matters will work?**

The Institute, similar to other UGC-funded institutions, is funded for both teaching and research. Every academic staff is expected to play an active role in both teaching and research. In the Development Blueprint, we have envisaged a change in the nature and quality of scholarly life in the Institute as it advances towards the goal of being a leading university of education in the Region. This will be accomplished through the enhancement of academic staff's research capacity, development of research culture and infrastructure, and building up of critical mass of expertise in key research areas. To achieve this goal, we have already implemented a series of initiatives to support our academic staff, which we have reported in our previous responses to UGC.

The upgrading of our research activities does not mean that the Institute and its academic staff will have to reduce their time commitment to teaching. We emphasize keeping a balance among teaching, research and services in academic staff's workload assignment with reference to the general norm in other universities (around 40%: 40%: 20%). As we promote applied research, their research activities will directly benefit teaching and professional services, which will in turn create more opportunities for research.

- **Do you envisage HKIEd will confer RPg in non-education areas such as psychology, English, biology...etc? If yes, why do you think that it is necessary? If not, does it mean that HKIEd professors will be committed to conducting research only in teacher education?**

Enhancing research in teacher education and education in general is one of the core missions of the Institute. In terms of key research areas in RPg, Our Development Blueprint and subsequent responses to UGC have identified five key research areas (KRAs), namely *learning and assessment; curriculum, policy and leadership; citizenship education; language education and literature; and teacher and the teaching profession*. Within the concept of "Education Plus" new research areas may be developed or subsumed within existing KRAs in the longer run, such as Health Education, Creative Arts, Psychology and Child Studies, to add to our education-related areas of our strength.

We have no intention to offer RPg in non-education areas such as biological or physical sciences.

- **Can we have your explanation of whether or not RPg students are required for research in teacher education? There are some disciplines that the sole purpose of taking on RPg is for education of the next generation of researchers, whereas in other cases, RPg students take an active role in various research projects. What is your view?**

As stated in our Development Blueprint and subsequent responses to UGC, the Institute has to respond to the increasingly strong demands for research-based knowledge in order to support the educational reforms and developments in Hong Kong, the Mainland and the Region. As an institution of higher learning, we believe the purpose of training RPg students is twofold: to educate the next generation of researchers (in our case in the area of education and related disciplines); and to engage RPg students as junior researchers in some research projects in education so as to groom them into sustainable research forces. The two goals are complementary, not dichotomous to each other.

- **Many of these new professors are used to teach in an all English classroom environment. Do you envisage any problems with regard to the medium of teaching at HKIED?**

We do not envisage any problem with regard to the new professors in using English as medium of teaching in the Institute. The Institute's current language policy requires all our Bachelor of Education students to develop and demonstrate the ability to communicate effectively in Chinese (Cantonese and Putonghua) and English. We require all students of the four-year Bachelor of Education programmes to satisfactorily complete a proportion of their programme studies through the medium of English. For the English major students, they are expected take Discipline Studies, Professional Studies, and Complementary Studies modules through the medium of English. For the non-language major students, they are required to take at least one 3-credit EMI (English medium instruction) module in their Discipline Studies domain each year from Years 2 to 4. In addition, students may also opt for other EMI modules available in the Disciplines Studies, Complementary Studies and Professional Studies domains.

To assist our students in meeting this goal, the Centre for Language in Education provides a comprehensive package of credit-bearing and mandatory non-credit bearing language enhancement courses over the four years of the programme. All students are required to take 120 hours of English during their four years of study. Additional opportunities for small group and individual support in language learning are available in the Arthur Samy Language Learning Centre and the new International Language Corner.

- **It is mentioned on page 10 of Attachment B to the 20 June reply that HKIED has set aside around \$200 million from its General Development Reserve Fund (GDRF) in 2007/08 for building up its research capacity and preparation for RPg students. Please elaborate on how you see this working. Over what period will these funds be spent?**

The \$200 million funding from the General & Development Reserve Fund is allocated for implementing the strategies for the enhancement of research environment of the Institute as a whole, as mentioned on page 9 and 10 of Attachment B to our 20 June 2008 reply. A majority of this \$200 million are allocated for three to five years, for the strategic recruitment of Chair Professors and Professors, who will provide strong academic leadership for capacity building at departments and R&D Centres, mentor and support junior academic staff in research and publication, as well as in developing research postgraduate education for the Institute. Academic leadership from Chair Professors and Professors would be important for capacity building of the Institute in respect of both research and teaching work, as research outcomes would lead to enhanced teaching materials and practices which in turn might inform further research.

The rest of the funding allocated are short-term or one-off boosters to push and persuade staff to adapt to the new research culture and standard, such as the Teaching and Research Support Fund, financial assistance to departments/centres for consolidating their expertise into Areas of Excellence of the Institute, Post-Doctoral Researcher Schemes, etc. These funding or budgets are normally allocated for two years. These seed money to enhance research infrastructure and to support the start-up of new, or consolidation of existing research centres, would facilitate the acquisition of more external research funding such as PPR and GRF, as evidenced by the recent much improved results in these exercises.

- **Could you comment on your current efforts and past success stories about marketing HKIEd courses (1) on the mainland and (2) elsewhere (e.g. South East Asia)?**

In the past few years, we have gained a significant visibility on the Mainland and elsewhere as a result of the ongoing direct and indirect marketing strategies led by the Centre for International Education (CIE) with the support of the Registry, such as print and web-based advertising, the development of media relations, participation in promotional and recruitment fairs, the conduct of online chats, blogs and interviews, as well as seminars and talks in high schools and universities. Besides, we have also consolidated our academic collaborations, study abroad, language immersion and student exchange programmes with Mainland and overseas universities/institutions. In the past two years, the number of incoming exchange students has annual increases of over 40% while those of HKIEd outgoing exchange students has increased over one-third annually. In 2007-08, the total numbers of incoming and outgoing exchange students are 38 and 66 respectively.

On the Mainland, we have participated in 38 education fairs in over 10 provinces and cities, presented 42 individual talks to schools, parent groups and university students as well as participated in invitational press interviews/press conferences and online recruitment hotlines. Over the last three years, we have successfully attracted an annual average of 473 undergraduate and 140 postgraduate applications. From this pool of applications, we have successfully recruited an annual average of 64 and 50 students to the undergraduate and postgraduate programmes respectively. In addition, the EdD programmes, which has been

launched since 2007, has attracted 11 applications in the past two years, and a total of 6 students have been recruited. The promotional activities have been able to attract high quality Mainland students from across a wide spectrum of academic disciplines. Our collaboration with the Mainland partners has also expanded. The number of new and active partners has increased from 10 to 32 over the last 3 years.

Internationally, we have participated in 6 education conferences: e.g. APAIE (Japan), EAIE (Norway) and NAFSA (USA), for the purposes of research sharing, institutional promotion and exploration of collaborative partners. In Asia, we have participated in 11 education exhibitions, e.g. in Malaysia, Korea, Indonesia, Dubai, Thailand and Vietnam. These were also accompanied by visits to local high schools to promote the Institute's programmes directly to the potential interested students. For example, we organized a meeting with the United Chinese School Committees' Association of Malaysia and the United Chinese School Teacher Association of Malaysia, which was an influential organization looking after all Chinese high schools in Malaysia. Overall speaking, we have increased our international partners from 10 to 48 institutions over the past 3 years. To date, we have successfully attracted a small number of talented international students into our undergraduate and postgraduate programmes. Currently, we have student exchange partnership with 15 overseas universities. With university title, a more extensive international programme base and associated scholarships, we are confident that we are attracting more high calibre international students from a broader part of the world.

- **The media has mentioned that HKIEd plans soon to launch a proposed double degree in health science/ education but is not set out in the ADP and the Development Blueprint. The reply of 20 June 2008 also did not specifically mention any concrete plan. Grateful for your clarification.**

We have taken a review of recent media reports. To our best knowledge, the media only reported that the Institute plans to offer courses in health education in our teacher education programmes, but not a double degree in health science/education. Health education is an integral part of our General Education curriculum and a significant component in the teacher education curriculum for preparing Physical Education, General Studies and Liberal Studies teachers. The Institute currently has a few staff members with background in health education. With the successful recruitment of a Chair professor in this field, we envisage to further strengthen the teaching and research in this important area. However, we do not envisage launching a double degree in health science/education in the coming triennium.

Extracted from the HKIEd Student Handbook 2007-2008

Code of Student Conduct & Professional Suitability Warning

You are expected to observe the **Code of Student Conduct** (Appendix II) which spells out the expectation of students in terms of professional and personal conduct. A **Professional Suitability Warning** will be issued to students whose behaviour deviates from the Code and who violate the rules and regulations of the Institute.

Students on receiving the Warning should try to improve themselves in order to meet the expectation. If persistent misconduct is observed after the issuance of the Warning, the case will be referred to the Institute's **Student Disciplinary & Professional Suitability Committee** for consideration, which may lead to discontinuation of studies.

Academic Dishonesty

The Institute upholds honesty in all areas of academic work. Any acts of academic dishonesty such as plagiarism, impersonation, cheating in examinations are strictly prohibited by the Institute. You should also note that in general, copyright exists in literary, dramatic, musical and artistic works, sound recordings, films, television, broadcast and cable programmes. Works made available on the Internet environment also have copyright. Any unauthorized copying in any way of any materials or data constitutes infringements of intellectual property rights.

You are expected to display and practise academic honesty in all your submitted assignments and assessments, individual or group, throughout your studies in the Institute by making a full and proper acknowledgement of the sources of your work and of their intellectual property through using appropriate citations or observing the **Copyright Ordinance and Copyright Policy of the Institute**. You can refer to Appendix IX for the Chinese and English Citation Systems adopted by the Institute. A copy of the Copyright Ordinance is available at the Information Counter of the Mong Man Wai Library and the Counter of the Town Centre Library for reference. The Extract of Copyright Policy of the Institute is appended to Appendix X.

With a view to enabling you to follow good practice, you are required to read carefully the **Guidance Notes on Academic Honesty** (Appendix XII) and to sign a declaration to indicate your acceptance of upholding academic honesty throughout your studies upon your admission to the Institute. Any substantiated acts of academic

misconduct including plagiarism and violations of copyright will be brought to the Student Disciplinary & Professional Suitability Committee for consideration, which may recommend disciplinary actions including discontinuation of studies. In case of borderline situations where you are not sure whether you will have committed academic dishonesty, please consult academic staff for guidance and assistance.

Student Discipline

It is very important to note that, being a student under preparation as a professional teacher, you should exhibit high standards of personal and professional behaviour in addition to satisfactory academic performance. The Institute places great emphasis on students' professional and personal development. Cheating in examinations, plagiarism, collusion, falsification of documents or records, impersonation, theft and any other offensive activities are strictly prohibited.

Any student who has committed a serious offence (including a conviction in the court of law) or any proven acts of academic dishonesty (such as plagiarism) even without any prior warning, will be subject to dismissal from the Institute, as determined by the Student Disciplinary & Professional Suitability Committee. Please refer to the **Policy and Guidelines for Handling Student Disciplinary/Professional Suitability Matters** in Appendix VI and the **Procedures for Appealing against the Decisions of Board of Examiners for Discontinuation of Studies or the Decisions of Student Disciplinary & Professional Suitability Committee** in Appendix VII.

Appendix II

Code of Student Conduct

Vision/Objectives

This Code of Student Conduct is formulated to provide guidance to students during their preparation to become competent teaching professionals. Students are expected to demonstrate a sound moral character in addition to satisfactory academic performance. They should be well behaved and show responsibility to the Institute and the community. As modern citizens, students should respect the concepts of human rights, freedom, peace, equality and rationality; show an interest in and concern for current affairs and participate actively in community service. They should make every effort to uphold the honour, dignity and ethics of the education profession and to contribute to a harmonious learning environment. As lifelong learners, students should also strive to improve themselves to achieve personal growth and development and keep abreast of the latest learning and educational developments.

The Code

Students are expected to

- 1 uphold the image of the teaching profession and the reputation of the Institute by conducting themselves in a disciplined and responsible manner;
- 2 present their own work, give proper acknowledgement of others' work and honestly report findings obtained;
- 3 refrain from behaviour which may pose a health/safety hazard to themselves/others;
- 4 when undertaking block practice, attachments, school visits or other external activities, respect the traditions of the schools or organizations concerned, participate willingly in activities and functions, and follow rules and specified safety precautions of the respective organizations; and
- 5 observe all other academic policies and regulations stipulated by the Institute.

As future teaching professionals, students should observe this Code. Evidence of persistent failures in meeting the above expectations may result in the student concerned being issued with a Professional Suitability Warning and/or referral of the case to the Student Disciplinary Committee.

Appendix X

Extract of Copyright Policy of the Institute

1. Introduction

The following is extracted from the Copyright Policy of the Institute which is applicable to students of the Institute. Full version of the Policy can be found at (<http://www.ied.edu.hk/reg>).

2. Definition

- 2.1 According to its legal definition, copyright concerns the exclusive rights to copy or otherwise exploit certain specific copyright works and to authorize others to do the said acts. In a simplified sense, provided the work is original, i.e. not copied from another and is created by the author using certain degree of skill, labour and judgment, the work can be property.
- 2.2 Copyright protection in Hong Kong arises automatically upon the creation of a copyright work by its author. No registration of formal notification is required.

3. Scope

- 3.1 Copyright may exist in the following:
- Books, journal articles, text, glossaries, bibliographies, study guides, laboratory manuals, syllabuses, tests, and proposals
 - Lectures, musical and dramatic compositions, and unpublished scripts
 - Programmed instruction material
 - Computer programme documentation
 - Film, film strips, charts, transparencies, and other related film aspects
 - Live video or audio broadcasts
- 3.2 In general copyright exists in literary, dramatic, musical and artistic works, in sound recordings, films, television, broadcasts, and cable programmes. Copyright works made available on the Internet environment are also included.

4. Applicability

The copyright policy of the Institute applies to all full-time staff members and students of the Institute.

(Section 5 of the Copyright Policy is applicable to academic staff only.)

6. Determination of Copyrights (for students)

6.4 Works of students

The Institute will have a right to use the works presented by students for assessment purposes, for educational uses.

6.7 Publications of Students' Union

The Students' Union shall own the copyright of its publications, whether by the Union or by its sub-committees.

7. Use of Materials on an Internal Network and on the Internet

7.1 The Institute plans to establish a database comprising the materials in paragraph 6 above for access via an internal network and for the Internet. The Institute will use as it sees fit any materials in which it owns the copyright on an internal network or on the Internet. In other cases, the Institute will seek an appropriate licence from the copyright owner. The Institute has installed an EdIS (Education Imaging System), a digital library system which will be used to store and retrieve the materials mentioned, the processes to be administered by the Library.

7.2 The use of copyright materials in the database will be governed by a set of terms and conditions that have to be accepted by users prior to accessing materials. These conditions include acknowledging copyright ownership where appropriate, and specifying terms of use, such as prohibiting the mis-use of such materials and the infringement of copyright in the materials.

8. Hardcopies of Publications

The Institute will deposit hardcopies of those publications in which it owns the copyright in the Library, for circulation, photocopying for inter-library loans and photocopying by library users for educational and research purposes.

Appendix XII

Guidance Notes on Academic Honesty

1. What is academic honesty?

Congratulations on becoming a student of The Hong Kong Institute of Education. We expect our students to carry out all academic activities honestly and with good faith. This means that you:

- take full responsibility for all your submitted work
- must ensure that all submitted work is your own
- must make a full and proper acknowledgment of the sources of your work and of their intellectual property.

You should always approach your work in a spirit of integrity and honesty, avoiding any actions which might call into question your present or future academic reputation, or that of the Institute and your fellow students. The following document will tell you why these matters are so important. It will help you to benefit from your studies both from the perspective of your personal academic development and your future career. Please read it carefully. In case of doubts and queries, contact academic staff for guidance and assistance.

2. The significance of academic honesty

The objective of university education is not only to further knowledge and academic excellence, but also to nurture human beings with high moral standards, who will be responsible citizens. One of the ways through which you can acquire these highly-valued qualities is by making sure that you keep to the following guidelines:

2.1 You practise academic honesty by

- Submitting original work in all areas of your study including Field Experience
- Presenting genuine (i.e. not falsified or fabricated) information and data
- Properly acknowledging all uses of works of other persons, which may include their words, ideas, artistic products, inventions, lesson plans and

research findings, etc

- Correctly applying the citation system accepted by the Institute (refer to Appendix IX) in referencing the works used

2.2 You breach academic honesty by

- Plagiarism: this is not just confined to copying another's words, sentences and/or paragraphs, but also means borrowing other's idea or argument without proper acknowledgment. Plagiarism is a serious offence in the intellectual world as it stifles creativity and originality, whilst denying you the opportunity of learning from your work. You should avoid it at all costs.
- Cheating: this mainly concerns cheating at examinations and tests/quizzes. It could be copying from notes (with the exception of openbook examination), giving or receiving assistance, altering an examination answer for re-grading, and/or getting the examination paper in advance.
- Multiple Submissions: you are not allowed to submit one paper for two or more modules. You are also prohibited from re-submitting any already assessed paper for another module, or using any part of the same without a proper system of acknowledgement.
- Impersonation / Surrogate: You must not engage anyone to take an examination or to complete a paper on your behalf. Neither should you sit an examination for others or submit a paper in another's name.
- Fabrication / Falsification: You must not fabricate data for research or provide falsified information or facts.

2.3 You safeguard yourself against possible breaches of academic honesty by:

- Taking the actions recommended in 2.1
- Consulting your lecturer/instructor/supervisor when you are in doubt about any of the items in 2.2
- Seeking the approval of your lecturer/instructor/supervisor when you wish to use your previous work as a foundation or a part of your present work

3. Breaches of academic honesty may result in:

Ignorance of the meaning or scope of academic misconduct is not an excuse under any circumstances. Any alleged cases of academic dishonesty will be reported to the Director of Programmes for thorough investigation and substantiated cases will be referred to the Student Disciplinary & Professional Suitability Committee for further consideration. Any proven acts of academic dishonesty may result in discontinuation of your study in the Institute.

4. Suggestions

In order to avoid falling into the trap of academic misconduct, you should:

- Plan your work in advance and know what you have to do when.
- Keep a reasonable balance between study and life.
- Give yourself enough time for research or field work.
- Strive for originality, creativity and independence.
- Know what plagiarism and copyright violation mean and what you have to do to avoid them. This will help you avoid such misconduct.
- Deal with personal and health problems, so as to prevent unfavorable factors from affecting academic progress.
- Seek assistance in case of uncertainties or difficulties.

5. Further advice

You have been studying hard to become a student of higher education. Following these guidelines will help you to thrive academically and get the most from your time at HKIEd.

EdD Programme's Academic Policies and Regulations

1. Period of Study

- 1.1 Candidates should complete the programme in a minimum of three and a maximum of five years (full-time) and a minimum of four and a maximum of seven years (part-time), calculated from the date of commencement of study. Any approved long leave of absence, including deferment of study, shall not be counted towards the period of study.

2. Exemption Policy

- 2.1 Exemption or credit transfer for modules in the Foundation Stage is considered on a case-by-case basis. Applications must be made within the first two weeks in each academic year.

3. Assessment

- 3.1 If candidates fail to submit their work within the time limits, (unless an extension has been granted) they will fail the module. Module lecturers may approve an application for extension of the deadline for submission of assignments based on valid cause provided by the candidate. Approved applications shall be copied to the EdD Programme Coordinator for information. Following approval from the module lecturers, the grading of all late assignments may be lowered, on a case by case basis, up to one full grade.
- 3.2 The length, format and timing of assessment tasks depend on the stage. An assignment for the EdD Programme in the form of an academic paper is similar in length and style to that of a journal article. Typically, for a 3-credit taught module, the length is 4,000-5,000 words. The length of the Small-scale Project is normally between 8,000 and 10,000 words, and the Thesis is normally between 40,000 and 50,000 words.
- 3.3 Assessment serves a summative and formative function and is designed to take account of the aims of the programme in a developmental manner, with reference to the expected learning outcomes. Candidates are expected to demonstrate the requisite learning outcomes before they are permitted to proceed to the next stage of the programme. The assessment mechanism for each of the three thresholds is:

Threshold	Expected learning outcomes	Assessment mechanism
Threshold 3	The candidate demonstrates an expert knowledge and understanding of the chosen Area of Study, and the larger educational context in which their Area of Study operates, including the ability to contribute to the professional literature in that field.	1) Thesis 2) Viva voce 3) Evaluation and reflection on participation in professional forums
Threshold 2	The candidate demonstrates the ability to select/generate and apply theoretical concepts to address, analyze and propose solutions to a broad range of educational issues.	1) Small scale project 2) Confirmation of thesis proposal 3) Literature Review
Threshold 1	The candidate demonstrates the ability to understand and critically analyze educational concepts, policies, processes and practices from different perspectives	Integrative papers across the three strands (Educational Issues Strand, Research Skills Strand and Area of Study Strand) that reflect the learning outcomes.

- 3.4 All modules are assessed on the basis of 'Pass' or 'Fail'. Candidates are required to achieve a 'Pass' in all modules to complete the programme successfully. No maximum grade is imposed for repeated modules.
- 3.5 In order to provide structured feedback on candidates' learning, essay-style assignments are assessed using three pass grades ('A', 'B' and 'C') and a fail grade ('F') (see Appendix I). These grades are shown on the Transcript.
- 3.6 The written thesis is assessed by two external examiners and one internal examiner (who shall not be a member of the Thesis Committee). The thesis is marked and a recommended grade submitted by the examiners using the following four categories:
- Pass
 - Pass, pending stipulated revisions being carried out within a set timeframe
 - Re-submit for re-examination, following stipulated revisions within a set timeframe
 - Fail

Grade descriptors for the thesis are shown in Appendix I.

- 3.7 The assessment includes a viva voce examination. The purpose of the viva voce examination is to confirm the candidate's ownership of the thesis and ability to defend the findings and other contents therein. The examination panel comprises:
- A Chairperson, and
 - The internal and external examiners (or their proxies)

The candidate's Thesis Supervisor may attend as an observer.

- 3.8 The examination panel considers the individual examiners' reports and the candidate's performance in the viva voce examination, and then presents a report, including a single recommended grade to the Higher Degrees Committee.
- 3.9 In the event of the failure of the examination panel members to agree on a recommended grade for a thesis, a report of dissenting opinions is submitted to the Higher Degrees Committee for consideration and further action as deemed necessary.
- 3.10 The assessment results are classified as 'Pass', 'Pending' or 'Fail' on the official Transcript. If candidates fail the Thesis module, no repeat of the module is permitted.
- 3.11 Assessments results promulgated to candidates should be identified as provisional until approved by the Higher Degrees Committee.

4. Conditions for progression and confirmation of EdD candidature

- 4.1 A Thesis Committee of three staff members (the Thesis Supervisor plus two others) is set up during the Applied Stage. The Thesis Committee advises the candidate on the preparation of the thesis proposal and of the confirmation seminar, and also makes a recommendation to the Higher Degrees Committee concerning the acceptability of the confirmation seminar for the candidate's progression to the Autonomous Stage.
- 4.2 During the Autonomous Stage, an Annual Progress Report is submitted to the

Higher Degrees Committee by the candidate and the Thesis Supervisor. In the case of unsatisfactory progress or other problems, the Higher Degrees Committee may put remedial measures in place.

5. Leave of absence

- 5.1 Class participation is an important element of learning in a programme. Candidates are therefore expected to attend all scheduled classes and activities.
- 5.2 In exceptional circumstances where candidates need to take a leave of absence for two consecutive sessions or more, they should inform and seek agreement from their module lecturers.

6. Discontinuation of EdD candidature

- 6.1 Candidates shall normally be required to discontinue their candidature at the Institute if they:
- fail a repeated module; or
 - fail the Thesis module; or
 - fail to meet the graduation requirement as prescribed by the programme; or
 - have received Professional Suitability Warning(s) but fail to improve to meet the expectations of the Institute with respect to professional behaviour.
- 6.2 Normally candidates who are required to discontinue their studies at the Institute shall not be considered for re-admission to the same programme in the following three years.

7. Award of Qualification

- 7.1 To be recommended for the award of the degree of Doctor of Education, candidates shall have:
- achieved the minimum credit points (72 cps) and passed the modules as required by the programme within the stipulated timeframe;
 - participated in any supplementary programmes prescribed by the Institute if it is a requirement for his/her entry into the programme or for continuation of studies.
 - satisfied all other programme requirements.

8. Deferment, Withdrawal and Dismissal

- 8.1 Under special circumstances, candidates can apply for the deferment of their study. The minimum period of deferment in each application is one semester

and the maximum duration for deferment within a programme is normally one academic year. A continuation fee per semester is required upon approval of the application.

- 8.2 Candidates who fail to return to the Institute to resume their studies at the end of the approved period of deferment shall be considered as having withdrawn from the programme, effective on the day following the deferment period.
- 8.3 Candidates who wish to apply for withdrawal shall complete the prescribed procedure.
- 8.4 Candidates who, upon verification, are found to have committed serious violation of the Institute's regulations or Hong Kong Law, will be subject to dismissal by the Institute immediately after the findings have been substantiated.

9. Academic Dishonesty

- 9.1 Acts of academic dishonesty such as plagiarism, impersonation, cheating in examinations, and collusion are strictly prohibited by the Institute.
- 9.2 Any alleged cases of academic dishonesty will be reported to the Higher Degrees Committee, who shall conduct a thorough investigation. Established cases should be reported to the Student Disciplinary Committee for further consideration. Any proven acts of academic dishonesty may result in dismissal from the Institute.

10. Role of External Examiner

An External Examiner is responsible for appraising the assessment methods and standards of the programme and the area of study concerned with reference to the structure, aims and objectives, and academic policies and regulations of the programme.

11. Appeal Mechanisms

- 11.1 Candidates may request for a review of the decision of the Higher Degrees Committee regarding their assessment results, for the following reasons:
 - the assessment result has been affected by a material error or irregularity in marking;
 - the assessment was not conducted in accordance with the Institute or the Programme Academic Policies and Regulations and the assessment scheme

for the module concerned;

- there have been extenuating circumstances which the student has not been able to present to the Higher Degrees Committee prior to the decision being made.

11.2 The request for a review of the decision of the Higher Degrees Committee should be made by the candidate to the Registrar in writing within 7 calendar days after the announcement of the assessment results approved by the Higher Degrees Committee. The request should include the following information:

- name of the candidate
- candidate number
- name of the programme
- year of study
- name and code of the module, and result for review
- reason(s) for review
- contact telephone number and address

12. Supervision

12.1 The Graduate Programme Office will appoint for each candidate an Academic Advisor at the beginning of the Foundation Stage, a Project Supervisor at the beginning of the Applied Stage and a Thesis Supervisor during the Applied Stage once the candidate has identified a potential thesis topic.

12.2 The Academic Advisor is normally drawn from staff in the Area of Study. The Academic Advisor acts as a personal and academic tutor for the candidate, and is normally responsible for monitoring and supporting the candidate through to graduation. The Academic Advisor will meet the candidate on a regular basis to ensure that the candidate makes the requisite progress towards successful completion of the programme and to identify problems at an early stage so they can be resolved in a timely manner.

12.3 The Project Supervisor supervises the completion of the small-scale project in the Applied Stage.

12.4 The Thesis Supervisor serves on the candidate's Thesis Committee, and also supervises the candidate's thesis.

12.5 The supervisors appointed will not be changed except under special circumstances. The EdD Programme Coordinator will have the final discretion regarding the appointment of supervisors.

13. Specifications on submission of thesis

13.1 Candidates are required to submit a declaration of the originality and non-submission of the thesis elsewhere on submission of their thesis for examination.

13.2 Four copies of the thesis are required to be submitted for examination. Each copy of the thesis shall be bound in one or more volumes in a temporary heat-sealed “Perfect” binding. The title, name of author, degree, date and the words “Temporary Binding for Examination Purposes” will be printed on the front cover (or, if a transparent cover is used, on the first page so that the words may be read through the cover), in the language of the thesis. The thesis shall be printed (or typewritten) on both sides of A4 paper (297mm x 210mm) with a margin of not less than 40 mm on the left-hand edge of each page. The font shall be Times New Roman. Candidates may choose font size 11 or 12 and double-spaced or 1.5 line spacing, justified or non-justified, but the format should remain consistent. There are no restrictions on the format of tables, drawings or similar illustrations.

13.3 The thesis will include an abstract preceding the title page. The abstract will be written in English and, if the thesis is written in Chinese, in Chinese as well. It will comprise between 200 and 500 words. The format shall be the same as that of the thesis. The abstract shall contain the following heading:

Abstract of thesis entitled “.....”

Submitted by

for the degree of Doctor of Education

at the Hong Kong Institute of Education in (month and year).

13.4 After receiving formal notification that the thesis meets the required standard (including the incorporation of any amendments deemed necessary by the examiners), the successful candidate shall submit (normally within four weeks) to the Graduate Programmes Office:

(a) four hard copies of the finalized bound thesis and one extra unbound copy of the finalized abstract. The thesis shall be bound between boards faced with

blue cloth with the title, name of author, degree, and date to be lettered in gilt on the front cover and spine in accordance with the standard layout approved by the Librarian. The Librarian may require larger theses (e.g. with copious appendices) to be bound in more than one volume. The titles of theses written in Chinese shall be lettered on the cover in Chinese and in English. One copy of the thesis shall be lodged in the Institute Library. The remaining thesis copies shall be kept by the Graduate Programme Office and the supervisor(s). The finalized abstract may be used in Institute publications.

- (b) one soft copy of the thesis for digitization and storage in the Institute's on-line database of HKIED theses, which is open to general access and consultation. Detailed specifications regarding the format of electronic theses will be issued by the Librarian periodically.

14. Code of Practice

The Code of Practice for the programme is in Appendix II. It is the responsibility of individual members of staff and candidates to uphold the Code of Practice.

Updated on 17.10.2007

Appendix I

Generic Grade Descriptors

1. Essay-style written work

A	An excellent piece of writing demonstrating complete understanding of underlying theoretical and conceptual issues developed from independent reading around the topic; the relevant literature is consistently analysed critically and the issues synthesised, evaluated and interpreted to develop arguments; citation and referencing are complete and accurate. Each argument is developed fully and supported by relevant discussion in a balanced, coherent and well organised presentation showing good use of language.
B	A good piece of writing demonstrating good understanding of underlying theoretical and conceptual issues developed from reading the essential texts and other sources; the relevant literature is in most instances analysed critically and most of the issues are synthesised, evaluated and interpreted to develop arguments; citation and referencing are largely complete and accurate. Each argument is developed and supported by relevant discussion in a well organised presentation showing good use of language.
C	A satisfactory piece of writing demonstrating understanding of some of the underlying theoretical and conceptual issues developed from reading the essential texts and other sources; the relevant literature is in places analysed critically and some of the issues are synthesised, evaluated and interpreted to develop arguments; citation and referencing are generally complete and accurate. Arguments are to some extent developed and supported by relevant discussion in a presentation showing satisfactory use of language.
F	Does not demonstrate adequate understanding of the topics and underlying theories being discussed. There is little or no evidence of familiarity with the essential texts and no evidence of critical analysis; citation and referencing may be largely inaccurate and partial. Arguments are often undeveloped and unsupported. The material is poorly organised. There are major and frequent mistakes in written expression.

2. Thesis

<p>Pass</p>	<p>Through the thesis, the candidate demonstrates an expert knowledge and understanding of the chosen Area of Study, and the larger educational context in which their Area of Study operates, including the ability to contribute to the professional literature in that field.</p> <p>The thesis is an excellent piece of writing demonstrating the selection of an appropriate and justified topic; there is complete understanding of underlying theoretical and conceptual issues developed from independent reading around the topic; the relevant literature is consistently analyzed critically and the issues synthesized, evaluated and interpreted to develop arguments; citation and referencing are complete and accurate. The research is well designed, relevant data are collected and arguments and/or findings are developed fully and supported by relevant evidence.</p> <p>The thesis is balanced, coherent and well organized, showing good use of language.</p>
<p>Pass, pending stipulated revisions being carried out within a set timeframe</p>	<p>Generally, the thesis meets the standards set out for a Pass. However, there are small aspects of the thesis that do not measure up to these standards, such as (but not limited to):</p> <ul style="list-style-type: none"> ➤ typographical and linguistic errors that occasionally hamper communication ➤ incomplete or inconsistent citation and referencing ➤ minor weaknesses in the research design or data collection ➤ some arguments/ findings lacking development or support ➤ small gaps in the literature review <p>Overall, these aspects would require minor revisions and could normally be revised within three months.</p>
<p>Re-submit for re-examination, following stipulated revisions within a set timeframe</p>	<p>Generally, the thesis has potential to meet the standards set out for a Pass. However, there are significant aspects of the thesis that do not measure up to these standards, such as (but not limited to):</p> <ul style="list-style-type: none"> ➤ typographical and linguistic errors that regularly hamper communication ➤ incomplete or inconsistent citation and referencing ➤ significant weaknesses in the research design or data collection ➤ arguments/ findings lacking coherence or cogency ➤ major gaps in the literature review <p>Overall, these aspects would require major revisions and could normally be revised within three to twelve months.</p>
<p>Fail</p>	<p>The thesis falls well below the standards set out for a pass and the deficiencies are so significant that the requisite major revisions could not normally be completed within twelve months.</p>

Code of Practice for the EdD

The Institute undertakes to develop, implement and monitor policies relating to the EdD programme to ensure that the standards set out in the following Code of Practice are maintained. It is also the responsibility of individual members of staff and candidates to uphold the Code of Practice.

Prior to Enrolment

1. Adequate and accurate information is provided to potential candidates prior to enrolment.
2. There is adherence to the Institute's standards for admission. The applicant is qualified for admission to candidature and appears to have the capacity required to undertake the course successfully and in a reasonable time.

Provision of Facilities, Resources and Training

3. Candidates receive an informative orientation process.
4. Appropriate facilities and resources are available. A "home room" for candidates is provided, including seating areas, a table and other facilities.
5. Where required, candidates are provided with appropriate tuition in English language, study skills and using library facilities.

Learning and Teaching

6. Full and timely information is provided about the nature of modules and the standard of performance expected; about the choice of topics for assignments (including the thesis); about submission dates of assignments; about literature and sources; about attendance at taught classes where appropriate; and about requisite methodologies, skills and techniques.
7. A positive learning culture is promoted for the benefit of candidates, who are perceived as members of the academic community of the Institute.
8. Candidates meet with other researchers in the relevant Area of Study, and attend conferences and/or public forums, as appropriate.
9. Candidates utilise the resources, facilities and opportunities available to facilitate progress in their study, and where any additional resource or facility is required, discuss these requirements with the lecturers.
10. Candidates apply themselves diligently to their study and make every effort to make satisfactory academic progress. They are encouraged to show initiative and self-motivation so that they will be able to benefit from the programme with

confidence, particularly in the Autonomous stage of candidature.

11. Lecturers return candidate's work, including drafts of the thesis, with appropriate criticism and feedback ordinarily within one month of receipt.
12. Lecturers strongly encourage, wherever appropriate, the publication of the results of the candidate's studies.
13. The candidate is made aware of inadequate progress by feedback that specifies the problems and suggests ways of addressing them.
14. There are regular evaluation procedures which enable the views of both staff and candidates regarding learning and teaching to be adequately represented.

Candidate Welfare

15. A staff member is appointed as Academic Advisor to monitor the general progress and welfare of a candidate.
16. Candidates take the initiative in raising problems or difficulties relating to candidature and seek to resolve those problems.
17. The candidate's study is not unduly influenced or redirected by political or commercial or industrial factors.
18. All parties are sensitive to the need to ensure appropriate and productive use of the candidate's time.
19. The candidate is adequately trained in safe working practices relevant to the particular Area of Study and encouraged to adhere to the health and safety guidelines established by the Institute.

Quality Assurance Processes

20. There is adherence to the Institute's standards for requirements for progress in the EdD.
21. Staff and candidates are aware of and follow the ethics practices and procedures in the Institute.
22. Staff and candidates are aware of and follow the Institute's policy on plagiarism.
23. There are clear guidelines for internal and external examiners on the institution's expectations for the EdD degree.
24. The Institute's administrative procedures assist candidates to complete their degrees as expeditiously as possible within the regulations.

25. Provision is made for candidate representation on the Higher Degrees Committee.
26. Provision is made for staff development of EdD lecturers and potential lecturers.

Appeals and Grievance Procedures

27. There are grievance procedures by which either the candidate or a member of staff may make representations as appropriate (and if necessary in confidence) if significant difficulties arise.
28. There are appeals procedures setting out the grounds on which, and means whereby, candidates may appeal against evaluation of their candidature, and the conduct and outcome of assessment procedures.

Small-scale Project and Thesis

29. The proposed topic of the project/ thesis is appropriate in level and scope for the degree.
30. The interests, needs and ability of the candidate are taken into consideration in determining the topic of the project/ thesis.
31. Candidates are informed about the academic interests, experience and expertise of Area of Study staff involved in the EdD programme. Candidates play an informed part in the process of the selection and appointment of their supervisors.
32. Appropriate supervision is available to the candidate at all times. Supervisors advise the candidate of any expected absence and the alternative arrangements to be implemented for supervision during that absence. If the principal or co-supervisor leaves the Institute, the Higher Degrees Committee will nominate a replacement. If a change in research direction occurs, appropriate supervisory adjustments are negotiated.
33. The candidate has two supervisors—a principal supervisor and a co-supervisor. The principal supervisor has attained a higher degree at a level equivalent to or higher than EdD, is an active researcher, and has experience in supervising higher degree candidates to completion. The co-supervisor has attained a higher degree at a level equivalent to or higher than EdD, and is an active researcher.
34. The number of candidates assigned to a supervisor is strictly monitored by the Higher Degrees Committee and never exceeds six candidates, without the approval of the Higher Degrees Committee.

35. Workload allocation for supervisors allows sufficient time for the adequate supervision of the candidate.
36. The intellectual property rights of all parties are clearly set out. Agreement is reached concerning authorship of publications and acknowledgment of relative contributions during and after candidature. There should be open and mutual recognition of the candidate's and supervisor's contributions on all published work arising from the project and/or thesis.
37. Candidates are aware of the mechanisms that exist for resolving supervisor-candidate difficulties and take advantage of them if necessary.
38. The supervisors consult the candidate before advising the Higher Degrees Committee of the names of possible appropriately qualified examiners for the thesis. Such advice must be received by the Higher Degrees Committee at least three months prior to the submission of the thesis.
39. The candidate ensures that original data are recorded in a retrievable, durable and appropriately referenced form and stored safely for a period appropriate to the Area of Study, but in any case not less than five years.
40. Candidates prepare the thesis for examination, including arrangements for its typing, proof-reading and binding after consulting with the supervisors, as appropriate, regarding matters of style and presentation as defined by the Institute, and advise the Higher Degrees Committee through the supervisor two months before the pending submission date.
41. Candidates make any required amendments to the thesis after examination within the specified timeframe.