

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered at the First Meeting (2018-19) of the Senate Committee on Teaching and Learning held on 5 November 2018

Annual Report 2017-18

1. The Committee approved its annual report 2017-18 for submission to the Senate at its Second Meeting (2018-19).

Quality Audit of Sub-degree Operations of CUHK

2. The Committee noted the *Report of a Quality Audit of Sub-degree Operations of The Chinese University of Hong Kong* (Audit Report) and the University's Institutional Response contained therein, issued in June 2018 by the Quality Assurance Council (QAC), and that the University was commended by the University Grants Committee (UGC) in the QAC Quality Audit. The Action Plan had been approved by the Senate Committee on Sub-degree, Professional and Continuing Education Programmes and submitted to the QAC in September 2018. A progress report would be submitted to the QAC in about 18 months' time i.e., December 2019.

Risk Management

3. The Committee noted the commencement of the University's risk management review cycle and risk register compliance review, and approved the proposed Risk Register for 2018-19 for submission to the University's Risk Management Committee.

Teaching Development and Language Enhancement Grant (TDLEG) in the 2016-19 Triennium

4. The Committee noted the comments of the Review Report on TDLEG Mid-triennium Reports from the UGC, and that the University's report was considered "exemplary" by the external reviewer. Principal Supervisors of all TDLEG projects would be required to submit the project-end final reports in April 2019 in order to facilitate the submission of the University's triennium-end final report to the UGC by 30 June 2019.

Early Feedback Collection System

5. The Committee noted the summary of major findings of the evaluation of the Early Feedback Collection System (EFCS). The Committee agreed that while the Associate Deans would help encourage teachers of their Faculties to review and respond to students' feedback, the Centre for Learning Enhancement And Research (CLEAR) would design posters with more detailed information for dissemination to students, and that students would be invited to provide feedback in week 4 of the term. The Committee also agreed that since the EFCS was still under review and refinement, the implementation would not be extended to cover postgraduate courses at this stage, noting that most of the taught postgraduate programmes were one year in duration and that postgraduate students were able to voice their concerns through existing feedback channels.

Brainstorming Session on Teaching and Learning Initiatives

6. The Committee noted that the Chairperson and two members of the Committee had represented the University to attend a brainstorming session organized by the UGC on 9 October 2018, and that inputs on the following issues had been solicited from major stakeholders of the University in order to provide feedback to the UGC:

- (a) Support provided by UGC and universities;
- (b) Funding schemes for teaching and learning related proposals;
- (c) TDLEG; and
- (d) UGC Teaching Award.

The Committee also noted the summary of feedback from universities shared by the UGC at the Brainstorming Session on Teaching and Learning Initiatives.

Qualifications Framework (QF) Credit for Learning Programmes at QF Levels 5 to 7

7. The Committee noted the consultation on the Use of QF Credit for Learning Programmes at QF Levels 5 to 7 conducted by the Education Bureau (EDB) and the key dates of the proposed implementation, noting that the EDB had proposed extending the mandatory indication of QF credit on the Qualification Register to learning programmes at QF Levels 5 to 7, except for research-based programmes, with a suggested ratio of 1 university credit to 4 to 5 QF credits for all UGC-funded universities.

Assessment Policy

8. The Committee noted the progress on the implementation of the University's revised Policy on Assessment of Student Learning in Taught Programmes, on the understanding that full adoption of grade descriptors at both course and programme levels would be expected with effect from the next cycle of Programme Reviews.

Faculty of Education Task Force to Support Liberal Studies Students

9. The Faculty of Education had decided to suspend the admission of the Bachelor of Education Programme in Liberal Studies (LSED) with effect from 2019-20 since the Programme was only allocated six student quota by the UGC in the 2019-22 triennium, and set up a Task Force on suspension of admission of the LSED Programme to provide necessary support to all current students of the Programme. The Committee noted the action plan of the Task Force, and that progress reports would be submitted by the Task Force to the Committee to ensure the teaching and learning quality of the Programme.

Summary Reports of Surveys

10. The Committee noted the Summary Reports of the following surveys:

- (a) Student Experience Questionnaire (SEQ) 2017-18; and
- (b) First Year Experience Questionnaire (FYEQ) 2017-18.

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