

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered at the Second Meeting (2020-21) of the Senate Committee on Teaching and Learning held on 3 June 2021

Technical Amendment to the Policy on External Referencing to Hong Kong Qualifications Framework

1. With the adoption of the range of about 480-600 Qualifications Framework (QF) credits for full-time four-year bachelor's degree programmes, in which one QF credit equated to 10 notional learning hours, the ratio would be adjusted to become one classroom contact hour to come with 2 to 2.75 self-study hours. The Committee noted the technical amendment to the *Policy on External Referencing to Hong Kong Qualifications Framework (Policy)* arising from the implementation of indication of QF credit for learning programmes at QF levels 5 to 7 on the Qualifications Register by the Education Bureau with effect from 1 September 2020, and that the revised *Policy* would be submitted to the Senate for noting.

Task Force on Upholding Academic Honesty

2. The Committee noted the establishment of the Task Force on Upholding Academic Honesty (Task Force), which was chaired by the Pro-Vice-Chancellor (Education) to deal with issues of academic dishonesty and copyright infringement arising from online teaching and assessment modes through the formulation of remedial as well as precautionary measures at the University level in order to uphold academic honesty, and the actions taken by the Task Force.

Task Force on eLearning for SEN Students

3. The Committee noted the establishment of the Task Force on eLearning for SEN Students (Task Force), which was chaired by the Pro-Vice-Chancellor (Education) and comprising members from the Office of Student Affairs and other relevant units to ascertain SEN students' learning needs and the difficulties they encountered so as to provide necessary support to these students, and the work done by the Task Force to enhance the eLearning experience of SEN students.

Teaching Development and Language Enhancement Grant 2019-22

4. The Committee noted the Mid-triennium Report for the Teaching Development and Language Enhancement Grant (TDLEG) 2019-22 submitted to the University Grants Committee (UGC) on 30 January 2021, and the funding allocations for new projects approved under various funding schemes supported by the TDLEG 2019-22, including Grant Scheme for Internationalization of Curriculum, Special Funding Scheme to Enhance Student Engagement and Address Student Learning Needs, Funding Scheme for Development of the Credit-bearing Service Learning Programme, and Funding Scheme for Engaging Postgraduate Students in Teaching and Teaching Development.

5. The Committee also heard from the Chairperson that a certain amount of the funding was allocated from the TDLEG 2019-22 to match with the UGC Special Grant for Strategic Development of Virtual Teaching and Learning (Special Grant), which was introduced to

support initiatives and inter-institutional collaborative activities on virtual teaching and learning (VTL) of the UGC-funded universities, so that more projects and initiatives could be supported to maximize and sustain the impact of the VTL development.

Special Grant for Strategic Development of VTL and Funding Scheme for VTL

6. The Committee heard from the Chairperson that the UGC and the Quality Assurance Council (QAC) had in March 2021 introduced the Special Grant to encourage higher education institutions to embrace VTL to a fuller extent and gear up for longer-term and more sustained development. The Committee noted the allocation of the Special Grant for Strategic Development of VTL by the UGC for supporting the University's initiatives and inter-institutional collaborative activities on VTL, and the establishment of the Funding Scheme for VTL under the Special Grant.

Incentive Scheme for Developing Collaborative Programmes and Monitoring System for Collaborative Teaching Programmes/ Arrangements

7. The Committee noted the Incentive Scheme for Developing Collaborative Programmes, which was a funding scheme to provide financial support to cover additional costs arising from the high tuition fees charged by the overseas institutions, and the Monitoring System for Collaborative Teaching Programmes/ Arrangements, which was established to ensure a steady movement of students to safeguard the quality and sound financial operation of the programmes, especially those involving bilateral student movement.

Third Audit Cycle of Quality Assurance Council

8. The Committee noted the indicative timeline and the formation of the Preparatory Group for Quality Assurance Council Third Audit Cycle in preparation of the third audit cycle of the QAC.

Progress of Implementation of the CUHK T&L Action Plans

9. The Committee noted the progress of the implementation of the CUHK T&L Action Plans (Action Plans), noting that all action items of the Action Plans were accomplished or having good progress. Upon the formulation of the new CUHK Strategic Plan 2021-2025, which had been approved by the Senate, a new CUHK T&L Action Plan was drawn up to facilitate the implementation of the education strategies of the CUHK Strategic Plan 2021-2025. The Committee also noted the progress of the implementation of the new CUHK T&L Action Plans 2021-2025.

Summary Reports of Student Experience Questionnaire 2020

10. The Committee noted the summary reports of Parts II and III of the Student Experience Questionnaire (SEQ) 2020, noting that the summary report of Part I of the SEQ 2020 had already been presented to the Committee at its last meeting.

11. Since most of the Law graduates would pursue the one-year Postgraduate Certificate in Laws Programme upon completion of their first degree, the Committee agreed to send out the Graduate Capabilities Questionnaire to Law students two years after their graduation starting from 2021. An analysis conducted by the Centre for Learning Enhancement And Research (CLEAR) on the ratings for the item "Workload" on Part I of the SEQ given by students of professional programmes versus those given by students of non-professional programmes

showed no significant statistical difference, and hence, no revision to the design of the SEQ would be made.

Assessment of Progress Reports for the Third Cycle of Programme Reviews of Undergraduate Programmes (2015-16 to 2018-19)

12. The Committee heard that out of the 69 undergraduate Programmes/ University core requirements that had undergone the third cycle of Programme Reviews of Undergraduate Programmes from 2015-16 to 2018-19, seven Programmes/ core requirement should be given a 0.25 unit of negative adjustment to their one-line budget allocation for three years from 2019-20. Following the recommendation to the Resource Allocation Committee (RAC) to suspend the negative adjustment, these seven Programmes/ core requirement were required to consult CLEAR and submit a progress report to address issues raised in their respective review reports for consideration by the Committee. Upon assessment of the progress reports by the Director of CLEAR, it was found that all of them had addressed most of the issues raised in their respective review reports with proposed actions followed up. As the progress reports were considered satisfactory, the Committee approved the recommendation to lift the suspended negative adjustment for the seven Programmes/ core requirement, for reporting back to the RAC.

Reports from Faculties of Arts, Education and Medicine upon their Self-reflection on Programme Offering

13. The Committee heard the reports from the Associate Deans (Education) of the Faculties of Arts, Education and Medicine, noting that the presentation materials would be circulated to Associate Deans (Education) of other Faculties for sharing.

University Digital Literacy Core Requirement

14. The Committee heard about updates on the development of the new University Digital Literacy Core Requirement, noting that a Task Force on Digital Literacy Core Requirement was established in November 2020 to oversee the development of the syllabus and content of the two versions of the new Information Technology courses. A pilot run with four sessions, targeting at a total of 240 first year students, i.e., 30 students from each Faculty, would be conducted in the academic year 2021-22, and that a TDLEG project, to be led by CLEAR and the course development team, would be designed to analyze the data collected from the pilot run.

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