

PROGRESS REPORT ON QUALITY ASSURANCE IN TEACHING AND LEARNING

March 2010

PREAMBLE

The Chinese University of Hong Kong (CUHK) is grateful to the Quality Assurance Council (QAC) for its audit of the quality of teaching and learning (T&L) at the University, and proud to have been the first University Grants Committee (UGC)-funded institution audited under this system. The process of institutional self-review prior to the audit visit provided a good opportunity for the University to identify issues that need to be addressed for further enhancement of the quality of student learning. Many of these have been confirmed and augmented by the QAC's findings, elicited by the Audit Panel and presented in the *Audit Report* (September 2008) as commendations of good practices, affirmations of improvements already in train, and recommendations for further enhancement. CUHK provided an *Institutional Response* which was appended to the *Audit Report*.

As stated in the *Institutional Response*, the University is gratified by the confirmation that

‘CUHK is providing a high quality student learning experience that reflects its mission and role statement, underpinned by good quality assurance systems’.

The areas for future attention cited in the *Audit Report* in most cases confirmed the University's own assessments and plans. Therefore the present *Progress Report* not only responds specifically to the suggestions of QAC, but forms part of the broader and regular reporting and self-monitoring on the University's own T&L Action Plan already outlined in the *Institutional Submission* (Section 15 & SM8.1) for the Audit and augmented thereafter. The University is making good progress in the direction set by the Action Plan, and is confident that the educational quality and environment for its students will continue to be enhanced.

CUHK has grown in size and complexity, and the institution (with the rest of society) is undergoing rapid changes. It is necessary, in these circumstances, for the quality assurance system to evolve from autonomous and individual good practices based on implicit shared values suited to a relative small and stable community, to more structured, more explicit and more uniform institutional procedures supported by an appropriate degree of documentation and monitoring, in order to provide the input for collective reflections, and for accounting to external stakeholders. Many of the changes that have taken place, and many of the improvements suggested by the QAC, fall into this category.

The advice from an independent audit gives the fresh perspective that adds clarity to the tasks ahead, based on this recognition of the value of building on the good practices in this manner.

This *Progress Report* is divided into the following parts:

- A. Summary table on Affirmations and Recommendations
- B. Detailed report on progress on Affirmations
- C. Detailed report on progress on Recommendations
- D. CUHK T&L Action Plan

A. SUMMARY TABLE ON AFFIRMATIONS AND RECOMMENDATIONS

	Affirmation/ Recommendation	Follow-up Action
A1	To incorporate all components of Ug curriculum into IF	<ul style="list-style-type: none"> • Policy clearly adopted in 2004 • GE externally reviewed • Programme design for the normative four-year curriculum driven by IF, monitored from second cycle of internal programme review • IF extended to TPg and SD as from 2010
A2	‘OBA roadmaps’	<ul style="list-style-type: none"> • OBA being used to drive the normative four-year curriculum design
A3	Appointed Deans	<ul style="list-style-type: none"> • All Faculty Deans appointed as of February 2010
A4	Study of the use of technology in student life and learning; use outcomes to inform course delivery in four-year curriculum	<ul style="list-style-type: none"> • Two completed University-wide studies • eLearning TDGs developed into a cluster • eLearning built into coming programme review of the normative four-year curriculum
A5	Re-examine the role of ILC	<ul style="list-style-type: none"> • Attention broadened beyond languages, towards independent learning in a variety of domains • ILC transferred out of the Faculty of Arts • New mission and Strategic Plan established
A6	Assessment policy (see also R8)	<ul style="list-style-type: none"> • Detailed assessment policy under consultation and committee discussion
A7	Use of Exemplary Teacher Award winners to disseminate good practice	<ul style="list-style-type: none"> • Continuing and extended to programme level in a TDG project
A8	Implementation of Action Plan	<ul style="list-style-type: none"> • Continuing
R1	Graduate attributes at postgraduate level	<ul style="list-style-type: none"> • Formal policy adopted and posted

R2	Mandatory, standard template for course outlines	<ul style="list-style-type: none"> • Standard template now in use
R3	Maximum number of Ug credit units that can contribute towards TPg award	<ul style="list-style-type: none"> • Formal policy adopted (Previously there was no breach of the principle even though the rule was not explicit)
R4	(a) Procedures and accountability for Action Plans	<ul style="list-style-type: none"> • Now stated more explicitly
	(b) Annual programme and course monitoring, time-series data	<ul style="list-style-type: none"> • Annual reporting already required • Strengthening of time-series data
	(c) Align the monitoring and review processes for Ug & TPg	<ul style="list-style-type: none"> • Parallel IF documents for Ug & TPg
R5	Draw on input from employers and professional bodies for curriculum	<ul style="list-style-type: none"> • Already done in professional programmes • Require all programmes to be aware of voices of employers generally • Employer comments are a key factor in the normative four-year curriculum programme design
R6	eLearning strategy for the normative four-year curriculum	<ul style="list-style-type: none"> • eLearning Strategy has been endorsed with clear allocation of responsibilities for all tasks
R7	Clarify the roles and responsibilities of the various academic and pastoral student support units	<ul style="list-style-type: none"> • Better documentation especially for benefit of external stakeholders now provided
R8	Assessment policy (see also A6)	<ul style="list-style-type: none"> • Detailed assessment policy under consultation and committee discussion
R9	Course and Teaching Evaluation	<ul style="list-style-type: none"> • Improved University-wide questionnaire piloted and adopted
R10	University-level processes to monitor and address research student concerns	<ul style="list-style-type: none"> • Improved RPg student progression form to close all feedback loops already adopted
R11	Codify policies and procedures for RPg training, supervision and management	<ul style="list-style-type: none"> • Policies and procedures on research student training reaffirmed and already implemented across the University • A 'Code of Practice' has been approved and will soon be announced

B. PROGRESS ON AFFIRMATIONS

Affirmation 1

The QAC affirms CUHK's plans to incorporate all components of the undergraduate curriculum (including majors, minors, electives, general education and language courses) into the undergraduate Integrated Framework for Curriculum Development and Review. [page 7]

The University had decided in March 2004 that the Integrated Framework (IF), first developed and applied to Major programmes, should in phases be extended to other components of the undergraduate (Ug) curriculum, including Minors, electives, languages and General Education (GE). GE was externally reviewed in November 2008, in a process aligned with the IF. Other elements will be incorporated: (a) in terms of programme design, starting with the new normative four-year curriculum, to ensure alignment with an outcomes-based approach (OBA); and (b) in terms of programme monitoring, starting with the second cycle of Programme Reviews from mid-2010. The specific plan was adopted by the Senate Committee on Teaching and Learning (SCTL) in May 2009 (**Appendix 1**). All offering units have been so informed, and the adoption of the IF is already adding to the clarity of curriculum design for the normative four-year curriculum, in terms of specified outcomes and aligned T&L strategies.

Going beyond this Affirmation, CUHK will further extend the IF to the taught postgraduate (TPg) and sub-degree sectors as well. Draft IF documents have been finalized for adoption in 2010–11. These documents demonstrate a consistent philosophy and strategy in three substantially different contexts.

Affirmation 2

The QAC affirms CUHK's production of 'OBA roadmaps', to consolidate a number of initiatives for more efficient and effective curriculum development and to indicate how an outcomes-based approach (OBA) will be implemented in all programmes. [page 9]

In October 2006, CUHK decided to implement OBA in all Ug programmes for the normative four-year curriculum, and all eight Faculties and G.E. were asked to consolidate their ongoing and planned initiatives into strategic OBA roadmaps, which were developed and accepted in August 2008. Each 'roadmap' was supported by a faculty-wide Teaching Development Grant (TDG) in the 2005–2008 triennium. Outcomes from these projects include: revision of programme-level statements of learning outcomes (one faculty); mechanisms to enhance student reflection on their learning (two faculties); stronger emphasis on professional learning outcomes, including case-based learning (four faculties); and clearer linkage between assessment and learning outcomes (four faculties).

A University-wide workshop on OBA as applied to the normative four-year curriculum design was held in December 2008 to share experience and collate feedback. All Ug Major programmes, as well as the different elements of the University Core requirements (languages, GE, Physical Education and IT) have by now drafted holistic outcomes in their new normative four-year curriculum (**Appendix 2**), and these are now under consideration by the Sub-group on Four-year Curriculum Design.

Affirmation 3

The QAC affirms CUHK's move from elected to appointed Deans and the key role that these, and the Associate Deans (Education), will play in assuring and enhancing the quality of student learning at CUHK. [page 11]

In December 2006, the proposal for a system of full-time appointed Faculty Deans was endorsed by the Senate. Implementation arrangements were presented to the Senate in March 2007 and the legislative process was completed in June 2007. Search Committees were established as the terms of the original elected Deans expired (timing staggered) and global searches were launched. As of February 2010, all Faculty Deans have been appointed and have assumed duty.

In August 2009, the Administrative and Planning Committee (AAPC) approved a new set of roles and responsibilities of Faculty Deans (**Appendix 3**), which highlights their strategic and leadership roles, and explicitly cites their responsibility over T&L, quality assurance, and external benchmarking through the advice of Visiting Committees.

Associate Deans (Education) of all Faculties are members of the SCTL, which is a high-level committee overseeing all T&L initiatives of the University.

Affirmation 4

The QAC affirms CUHK's continued study of the use of technology in student life and learning, with a view to using the outcomes to inform course delivery in the four-year normative curriculum. [page 17]

A number of initiatives have contributed to planning in this area. The 'Digital Natives' project, developed under the auspices of the Academic IT Steering Committee (AITSC), was completed in December 2008 and the results were published in two papers (**Appendix 4**). A TDG project surveyed over 1400 students on their perceived needs and requests about eLearning, and was completed in 2009 (**Appendix 5**). The students were in favour of eLearning and expect better learning outcomes if certain eLearning strategies are used. They also provided feedback on strategies they consider useful, such as a range of communication strategies and directed searching of the web for information. A number of TDG projects in the 2009–2012 triennium have been funded in this area, with an 'eLearning cluster' set up to ensure best use of resources and the sharing of good practice. In the Programme Review cycle planned for 2010–2011, the normative four-year curriculum proposals for all programmes will be examined to see if optimal use of eLearning is planned. See also Recommendation 6.

Affirmation 5

The QAC affirms CUHK's plans to re-examine the role of the Independent Learning Centre as part of its Action Plan. [page 19]

The original name of the Independent Learning Centre (ILC) in Chinese, 'Independent Language Learning Centre' (語文自學中心), was rectified with effect from the academic year 2009–10, to remove specific reference to 'language', becoming simply 自學中心, to reflect its wider remit in supporting independent learning across all fronts – one thrust of the

strategy especially in the move to the normative four-year curriculum. Moreover, ILC has been transferred from the Faculty of Arts (where it was placed because of the language element) to be a unit attached to the Centre for Learning Enhancement And Research (CLEAR) with effect from 2009–10. In this new role, a new mission statement and strategic plan were developed (**Appendix 6**), with increased emphasis on support of independent learning.

Affirmation 6

The QAC affirms CUHK's decision to implement the recommendations of the Senate Committee on Teaching and Learning Working Party on Assessment. [page 23]

See report under Recommendation 8.

Affirmation 7

The QAC affirms the use of Exemplary Teacher Award winners to disseminate good practice within their Departments and invites CUHK to consider how they could also be used for systematic dissemination of non-discipline-specific good practice across the institution. [page 26]

The Vice-Chancellor's Exemplary Teaching Award is presented each year to one teacher from each Faculty. Some awardees later assume positions of responsibility, e.g. as Associate Deans (Education) who are SCTL members. A set of principles for excellent teaching has also been derived from the experience of these exemplary teachers.

A TDG project developed in 2008–09 involves filmed seminars, panel discussions with exemplary teachers and classroom practices. A CD of good practice will be completed in 2009–10.

To systematize dissemination of good practice, a University-wide workshop on curriculum design and OBA was held in December 2008, with a total of 132 attendees. Several awardees were invited to speak.

More importantly, the identification of good practice is now being elevated from the level of individual teachers (often a matter of good *delivery*) to the level of programmes (involving alignment in *design*). A recently funded (2009) TDG project *Excellence in teaching and learning: A framework for CUHK undergraduate programmes* will synthesize insights drawn from the completed Programme Reviews, views of stakeholders and relevant higher-education literature. The findings will be presented as a book and disseminated within CUHK and to sister institutions.

Affirmation 8

The QAC affirms CUHK's intent to implement the Action Plan that stemmed from its self-review as a means of continuing to assure and enhance the quality of student learning. [page 34]

The T&L Action Plan developed from the University's self-review has been augmented and updated in the light of the *Audit Report*. A consolidated progress report on the Action Plan is in Section D.

C. PROGRESS ON RECOMMENDATIONS

Recommendation 1

The QAC recommends that CUHK's graduate attributes at postgraduate level are more clearly and concisely articulated, particularly those relating to bilingual proficiency and whole-person development. [page 8]

The graduate attributes cited in the Strategic Plan (2006) and the *Institutional Submission* referred to first-degree programmes, in which the University has a duty to help students develop a broad set of desirable skills and attributes. Within the University, it is understood that these statements are not meant for postgraduate (Pg) students, for whom these attributes should either be part of the profile at intake, or should be developed through lifelong learning, without specific reference to the Pg programme pursued at CUHK. However, CUHK does recognize that these assumptions had not been made explicit, and is in the process of clarifying the policy, especially to external parties including prospective students, in two steps.

First, a statement on 'Expected Attributes for Graduates of Postgraduate Programmes' including the University's official policy on bilingual proficiency and whole-person development as they relate to Pg students was prepared by the Graduate School and endorsed by the Executive Committee of the Graduate Council in February 2009, and by SCTL in May 2009; this statement was noted by the Senate in September 2009, and is now posted on the Graduate School website (**Appendix 7**).

Second, when the Strategic Plan is revised, suitable qualifiers will be added to make it clear that the broad statement refers to Ug education, with a pointer to the Graduate School website for the Pg version.

Recommendation 2

The QAC recommends that CUHK considers introducing a mandatory, standard template for course outlines across the University that contains sufficient information for students to make informed decisions about course selection; and that this information is published well before the date of enrolment for a course. [page 10]

A number of aspects of the normative four-year curriculum planning have been aligned. Course outline templates have been standardized at CUHK for some years. The latest template with supporting guidelines is available on the web, and is integrated into a Course Outline Warehouse (COW), which will in turn be part of the Chinese University Student Information System (CUSIS) to be launched in mid-2010.

CUSIS includes a new portal for staff, students and alumni, through which users can access COW to find curriculum options, and enter the eLibrary, eLearning platform, ePortfolio system and other community websites. The integrated virtual campus is reinforced by a pervasive wireless LAN across CUHK's spread-out campus.

Recommendation 3

The QAC recommends that CUHK reviews its policy in regard to undergraduate and postgraduate students being taught together and specifies the maximum number of undergraduate course credit units that can contribute towards a taught postgraduate award.

[page 12]

Although previously there was no overall University-wide statement on the maximum number of Ug courses within a Pg programme, the following were noticed. (a) There was only one case of a large percentage of Ug courses; but in this programme, the absolute amount of Pg courses was still adequate, and was supplemented by many Ug courses as make-up for those whose first degree was in a different subject; the make-up nature will be more clearly stated. (b) Excessive (in the sense of >15%) amount of Ug courses in fact does not occur, through programme-level regulations and advising.

Nevertheless, the Senate in March 2009 approved a more explicit policy (**Appendix 8**), in particular specifying that as part of the programme requirement, Ug courses should not exceed 15%, and should be limited to 4000 level courses. So far, 17 postgraduate programmes have revised their study schemes for explicit compliance, for implementation in 2010–11. For the specific programme mentioned above, its study scheme has also been revised to comply with the rule. However, since formal approval from the respective external professional board is required, the new study scheme will be effective from 2011–12. It is emphasized that previously these programmes did not in actual practice breach the rule now in force.

The opportunity was also taken to agree on descriptors for courses coded at different levels.

Recommendation 4

The QAC recommends that CUHK (a) identifies clear procedures, including lines of responsibility and accountability, for implementing the Action Plans arising from six-yearly Programme Reviews; (b) considers implementing annual programme and course monitoring driven by standard data sets presented in time series; and (c) more closely aligns the monitoring and review processes for undergraduate and taught postgraduate provision. *[page 14]*

- (a) Each Action Plan in response to a Programme Review is endorsed by the Faculty Board (chaired by the Faculty Dean) before submission to SCTL. The Action Plan is then considered in the programme rating, which may result in an adjustment of the one-line budget of the department (for UGC-funded programmes). Furthermore, the Action Plan is reviewed during an annual consultation between each programme and CLEAR. Actual implementation is to be scrutinized in the next round of Programme Reviews.

Importantly, in several instances where the Action Plans were considered inadequate, the Resource Allocation Committee (RAC) decreased the relevant departmental budget (by typically 0.5%). The decrease could be suspended for one to two years, pending improved response and evidence of action taken. This mechanism has been effective in ensuring forceful action.

In preparation for the normative four-year curriculum, the next (second) cycle of Programme Reviews will be a ‘light’ review starting in mid-2010, focusing on curriculum design as well as follow-up on the Action Plan (**Appendix 9**).

- (b) SCTL has approved in November 2008 a policy on ‘Data on the Student Learning Experience at CUHK’ (**Appendix 10**). CLEAR’s reorganized Evaluation Services will now deliver Ug programme-level data at the end of Year 1, the end of programme, and one year and five years post-graduation. Discussions are occurring with the Graduate School about exit surveys for all TPg programmes. See also comments for Recommendation 9.

Separately, as part of the process to place more responsibility on Faculty Deans for strategic leadership, faculty-level data are collated annually as KPIs and presented as time-series for Deans and Faculties; these include elements related to T&L. (**Appendix 11**).

- (c) At present both Ug and TPg programmes have to go through Programme Reviews as stipulated in the respective IF documents. The principles are the same, though the details are adapted to the different circumstances. The IF documents for Ug and TPg programmes have been recently reviewed and brought into closer alignment with each other. See also the comments for Affirmation 1.

Recommendation 5

The QAC recommends that CUHK considers ways to draw on its links with local employers and professional bodies, to gain more external input into curriculum development and to obtain external evaluation of the effectiveness of curricula in imparting desired graduate attributes. [page 16]

Existing practice

As a comprehensive university, CUHK offers programmes across a broad front: professional programmes targeting specific careers (e.g. doctors, lawyers, teachers), as well as programmes in the mode of liberal education (e.g. philosophy) not tied to any particular profession – but which in fact provide access to *many* careers. Professional and employer input is more important for the former category. For this reason, the practice across the University is necessarily varied, and the University-level *Institutional Submission* may not have given an adequate impression of the long-existing practice of seeking professional and employer input, especially within professional programmes. The use of employer and professional input by Ug programmes of a professional nature is summarized in **Appendix 12**.

At the University level, a reliable source of feedback is through large-scale employers’ surveys conducted every three years by the Education Bureau (EDB), previously the Education and Manpower Bureau (EMB). The latest survey conducted in 2006, *Survey on Opinions of Employers on Major Aspects of Performance of Publicly-funded First Degree Graduates in Year 2003*, covered all the eight UGC-funded institutions in HK. Key results are summarized in Section A15 ‘Measurement of output’ of the *Institutional Submission* (IS) and SM3.2 ‘Output Statistics’ of the *Supplementary Material* submitted to the QAC in January 2008. The University looks forward to the results of the next survey soon.

More explicit future policy

The University will be more *explicit* in its policy in this regard, in terms of both programme design and implementation.

In Programme Reviews, the actual use of feedback from employers will be one element for monitoring. This of course applies to professional programmes, but other programmes, for example in the arts and sciences, will still be expected to demonstrate awareness of the voices of employers in those sectors that are in practice major career destinations of its graduates – even if the programmes are not necessarily designed with those sectors in mind.

Programme design for the normative four-year curriculum

There is ample evidence that employers in Hong Kong place a high value on generic skills (including languages) and good working attitudes, whereas specialist knowledge is seldom cited as an area of serious concern. This view is taken as a key factor in driving the design of the normative four-year curriculum, in which much of the extra year is devoted to general skills and knowledge.

In making these decisions, the University is aware that career preparation is only *one* purpose of higher education, and employer views only *one* factor that influences curriculum design. Views of other stakeholders such as alumni (who are often themselves employers) are also taken into consideration.

Recommendation 6

The QAC recommends that CUHK develops and implements an institutional e-Learning strategy as part of its preparation for the four-year normative curriculum. [page 18]

The adoption of a formal eLearning Strategy at CUHK is timely and echoes the comments made in Section A on ‘Overall Reflections’. This is an exciting time in Hong Kong and at CUHK because the growth in student numbers and the development of the normative four-year curriculum coincide with a growing maturity of many technologies and systems that can support eLearning. Hence, there is the need for a clear conceptual framework about how information and communication technologies (ICTs) can be used in eLearning that can be clearly linked to the curriculum elements in the IF. The eLearning Strategy, endorsed by the AITSC in January 2010, aims to: clarify the role of eLearning in supporting OBAs, especially for the normative four-year curriculum; continue research needed in order to plan investments in infrastructure for CUHK; enhance and monitor staff training, support and collaboration strategies, as well as student induction to eLearning and student IT competence training; and benchmark eLearning at CUHK against other comparable universities.

Each of the areas above has agreed parties who are responsible for undertaking appropriate work. The AITSC has oversight of the eLearning Strategy and will arrange regular reporting to the IT Policy Committee and SCTL (**Appendix 13**).

A number of eLearning projects were proposed for funding as TDGs for 2009–12; and were recommended by SCTL in July 2009 (Minutes 4-2, – **Appendix 14**). These projects have been clustered together and provide a core group for testing ideas, e.g. on platforms and

systems. There will be discussions on the coordination of the various projects in view of establishing a University-wide eLearning platform. See also Affirmation 4.

Recommendation 7

The QAC recommends that CUHK clarifies the roles and responsibilities of the various academic and pastoral student support units including how they inter-relate, how they are accessed and how overall provision, as well as each component of provision, is evaluated.
[page 19]

The different student-support units have distinct roles and responsibilities:

Unit	Responsibility
Faculties & Departments	<ul style="list-style-type: none"> • Academic student-support services • Academic advisory system in each Faculty/ Department to provide academic-advice services • Information on student-support activities offered by various other units, and referral of students to these units where appropriate
Colleges	General pastoral student-support services
Office of Student Affairs (OSA)	<p>A wide range of services and programmes to all students in the four functional areas:</p> <ul style="list-style-type: none"> • Student activities and amenities • Services for incoming students • Student counseling and development • Career planning and development
Office of Academic Links (OAL)	Development of international relations, coordination and administration of student exchange programmes, and support for incoming exchange students and outgoing students prior to exchange
OAL (China)	Promotion of students' exposure in Mainland China
Office of Admissions and Financial Aid (OAFA)	<ul style="list-style-type: none"> • Award of scholarships, prizes and other academic awards • Award of bursaries and loans to students in genuine needs
University Health Service	<ul style="list-style-type: none"> • Administration of various health-education programmes for both physical and mental well-being of students • Health services for students

All the key student-support units are represented on the University's Committee on Student Affairs for coordination.

All student services and activities are subject to evaluation both by the units concerned and by students involved in the activities. Evaluation is conducted by various means. There are also external and indirect sources of evidence that illustrate the effectiveness of the University's student-development activities and student-support programmes.

Details of these arrangements were adopted by SCTL in December 2009 (**Appendix 15**).

Recommendation 8

The QAC recommends that CUHK implements an assessment policy for all taught programmes, to be applied across all Faculties and Departments, at both undergraduate and postgraduate levels. [page 23]

Most elements of an assessment policy had been in place, though these were not unified into a single document and there was some degree of variation. A consolidated policy is now under formal consideration (**Appendix 16**). This document articulates the principles of a good assessment policy in the OBA framework, the code of good practice that flows from these principles, and the process of departmental/ faculty and University-level monitoring that ensures compliance.

Recommendation 9

The QAC recommends that CUHK considers (a) revising Course and Teaching Evaluation (CTE) to elicit student feedback on a broader range of institution-wide elements of teaching and (b) adopting University-wide procedures, informed by best practice, for administering the CTE. [page 27]

SCTL decided in September 2008 to revise its CTE processes, and to develop a new version of CTE instrument incorporating these features.

An Expert Group was tasked to improve and systematize CTE. The new CTE consists of (a) common items, uniform across the University with key results archived centrally, and (b) additional items to take into account disciplinary differences. A pilot on the validity and reliability (in parallel with the existing questionnaire on a small sample of students) was conducted at the end of Term 2, 2008–09. Analysis was conducted in summer 2009 and reported to SCTL in October 2009. The new questionnaire (**Appendix 17**) was adopted university-wide from the academic year 2009–10.

University-wide procedures are in place for the administration of the CTE which ensures its proper conduct and confidentiality, with minor adaptations approved by each faculty to suit its particular circumstances.

Recommendation 10

In affirming CUHK's adaptation of the annual progression form to allow research students to record any views and concerns about supervision, resources or other relevant matters, the QAC recommends that University-level processes are put in place to monitor and address any research student concerns. [page 33]

The Graduate School has revised the research postgraduate (RPg) student progression form (**Appendix 18**) to close all the feedback loops for comments received via the form. Students are requested to make comments on the form, and supervisors/ division heads will provide a response where necessary. Students will be able to see supervisors' responses and give further feedback if they wish.

Recommendation 11

The QAC recommends that CUHK draws on international best practice to codify its policies and procedures in regard to research student training, supervision and management, and mandates their implementation across the University. *[page 33]*

In 2008, the Executive Committee of the Graduate Council (GCEXCo) formed a Task Force on Management of RPg Students to review the existing practices. The Task Force and the subsequent GCEXCo discussion has reviewed, revised and affirmed the set of policies and procedures in regard to research student training. These updated policies and procedures are implemented across the University.

To make the guidelines/ regulations on postgraduate studies easily accessible, the Task Force also agreed to follow international practice to put them into a 'Code of Practice' (CoP) for the general reference of various stakeholders, including division heads, supervisors, teaching staff, administrative staff and students. A framework of the CoP (**Appendix 19**) has been approved by the Task Force, and will soon be announced.

Supervisor training will be a topic offered in conjunction with the existing Professional Development Course run by CLEAR. Completion is a requirement for first-time supervisors to be incorporated in the supervisor register.

D. CUHK T&L ACTION PLAN

SCTL adopted a T&L Action Plan in its self-review in September 2008, and this is regularly updated, both as a plan and as a periodic update of progress. A major update was undertaken after the QAC Audit, to incorporate QAC's recommendations and to integrate these within the broader context of the overall plan. The latest version is in **Appendix 20**.

APPENDICES

App	Ref	
1	A1	Future scope of programme reviews under the Integrated Framework for Curriculum Development and Review
2	A2	Examples of specification of outcomes in the draft normative four-year curriculum
3	A3	Delegation of authority and responsibility to Faculty Deans
4	A4	Digital Natives – Abstracts of two published papers
5	A4	Summary of TDG project ‘A survey of students’ perceived needs and requests about eLearning’
6	A5	ILC Strategic Plan
7	R1	Expected attributes for graduates of postgraduate programmes
8	R3	Course sharing between undergraduates and postgraduates and guidelines for assignment of level of course code
9	R4	‘Light’ reviews of the plans for the four-year normative curriculum
10	R4	Data on the student learning experience at CUHK
11	R4	Time-series data for Faculties – a fictitious sample
12	R5	Use of employer and professional input by undergraduate programmes of professional nature
13	R6	An eLearning Strategy for The Chinese University of Hong Kong: 2009–12
14	R6	eLearning projects funded by Teaching Development Grants (TDGs) (2009–12)
15	R7	Student-support services and activities at CUHK
16	R8	Assessment of student learning in taught programmes
17	R9	New course and teaching evaluation questionnaire
18	R10	Study plan and progress report for research postgraduate students
19	R11	‘Code of Practice’ for research postgraduate studies
20		CUHK T&L Action Plan

Notes: The appendices in the original submission are not attached. Those who are interested in reading these documents can approach the relevant units of the University.

ABBREVIATIONS

AAPC	Administrative and Planning Committee (of CUHK)
AITSC	Academic IT Steering Committee (of CUHK)
CLEAR	The Centre for Learning Enhancement And Research (of CUHK)
CoP	Code of Practice (for RPg training, supervision and management in CUHK)
COW	Course Outline Warehouse
CTE	Course and teaching evaluation
CUHK	The Chinese University of Hong Kong
CUSIS	Chinese University Student Information System
EDB	Education Bureau of the HKSAR Government
EMB	Education and Manpower Bureau of the HKSAR Government. Re-organized to the Education Bureau (EDB, op.cit.) in July 2007
GCExCo	Executive Committee of the Graduate Council (of CUHK)
GE	General Education
ICTs	Information and communication technologies
IF	Integrated Framework for Curriculum Development and Review
ILC	Independent Learning Centre (of CUHK)
IS	Institutional submission
IT	Information technology
OAFA	Office of Admissions and Financial Aid (of CUHK)
OAL	Office of Academic Links (of CUHK)
OBA	Outcomes-based approach
OSA	Office of Student Affairs (of CUHK)
Pg	Postgraduate
QAC	Quality Assurance Council
RAC	Resource Allocation Committee (of CUHK)
RPg	Research postgraduate

SCTL	Senate Committee on Teaching and Learning (of CUHK)
SD	Sub-degree
SMs	Supplementary Materials
T&L	Teaching and learning
TDG	Teaching Development Grants
TPg	Taught postgraduate
Ug	Undergraduate
UGC	University Grants Committee