

The Chinese University of Hong Kong



## **INSTITUTIONAL SUBMISSION**

**to the Quality Assurance Council,  
University Grants Committee**

Confidential

This document is restricted to CUHK and QAC

January 2008

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## Table of Contents

Foreword .....	<i>iii</i>
Part A: Main Submission	
A1 Introduction.....	1
A1-app1 Mission and Vision .....	7
A1-app2 Ten-Year Vision Statement .....	9
A1-app3 Strategic Plan .....	13
A1-app4 Role Statement of CUHK as agreed with the UGC .....	15
A1-app5 Management Structure of CUHK .....	17
A1-app6 Faculties and Colleges: Matrix Structure .....	19
A1-app7 List of Faculties, Departments and Schools.....	21
A1-app8 Undergraduate Programmes (by Faculties) with Enrolment Statistics...	23
A1-app9 Postgraduate Programmes (by Faculties) with Enrolment Statistics .....	25
A1-app10 List of Research Institutes and Centres .....	31
A1-app11 List of Administrative/Ancillary Academic/Support Units.....	33
A2 Overview of T&L QA system .....	35
A3 Articulation of appropriate objectives .....	41
A4 Management, planning and approval process .....	45
A5 Programme monitoring and review.....	51
A6 Curriculum design.....	57
A7 Programme delivery and learning environment.....	61
A8 Experiential learning.....	67
A9 Assessment.....	71
A10 Teaching quality and staff development .....	75

A11 Student participation .....	79
A12 General Education.....	81
A13 Language policy and enhancement .....	85
A14 Research degrees.....	89
A15 Measurement of output .....	93
A16 Conclusion and action plan .....	99
List of Supplementary Materials.....	105
Abbreviations.....	107

Notes: The appendices (P.7 – P.34) in the original submission are not attached. Those who are interested in reading these documents can approach the relevant units of the University.

## Foreword

The Chinese University of Hong Kong is pleased to present this Institutional Submission to the Quality Assurance Council (QAC)—as the first UGC-funded institution to do so. Teaching and learning (T&L) is at the core of the University's mission, and the University acknowledges that it has the responsibility to account

- to the public, which accords self-accrediting status to the University,
- to the government which, through the UGC, provides a substantial part of the University's resources, and
- to the community, which places such a high level of trust in the quality of the University's education and the quality of its graduates.

In particular, the privilege of self-accreditation comes with the responsibility of regular self-review and constant vigilance over quality and processes. Over the past decades, the University has grown significantly in size and complexity, and the need for more formal and rigorous processes has become particularly pronounced. As a result, the entire quality assurance framework has evolved rapidly especially in recent years, with visible and positive impact on outcomes.

Against this backdrop, the University welcomes the opportunity for consolidating its self-reflection; the advice of the QAC will provide the external reference points from international best practices to complement the ongoing internal processes.

Consequently, the University does not see this audit as a stand-alone event, but as only one milestone—albeit a very important one—in an iterative and continuous process of improvement. Sector self-reviews (considered and endorsed by 14 committees and boards, and documented in some of the Supplementary Materials) have provided the basis for the institutional self-review documented in Part A of this submission. The institutional self-review, endorsed by the Senate in December 2007 and endorsed by the Council in January 2008, has importantly crystallized the forward planning into a T&L Action Plan for the continuous enhancement of the University's learning environment.

On behalf of the University, I wish to thank the QAC and its Review Panel for the effort they will devote to this task of assisting the University in moving ahead. I also thank our colleagues and our students for their commitment to quality in education.



Lawrence J. Lau  
Vice-Chancellor

January 2008



The Chinese University of Hong Kong



**PART A**

**MAIN SUBMISSION**

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This document is restricted to CUHK and QAC

January 2008





# A1 Introduction

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## *Main references*

- SM1.1 Introduction to CUHK
- SM1.2 Curriculum Structure

## *Other references*

- SM2.1 Senate Committee on Teaching and Learning (SCTL)
  - SM4.1 Academic Management and Approval Process
  - SM6.1 Colleges at CUHK
  - SM7.1 General Education
  - SM7.3 Taught Postgraduate Programmes
  - SM7.4 Non-local Programmes
  - SM8.1 Action Plan
- 

## **A1.1 The institution**

### *History*

The Chinese University of Hong Kong (CUHK) is a self-governing institution incorporated by Ordinance in 1963 by amalgamating three original Colleges: New Asia, Chung Chi and United (founded 1949, 1951, 1956 respectively). With the CUHK Ordinance 1976, the structure became more unitary. Shaw College was added in 1986. Five new and smaller Colleges, approved in 2006 and 2007, will become operational before 2012.

### *Mission, vision, strategy, role*

CUHK is a comprehensive research university and takes pride in its bilingual tradition and a collegiate structure unique in HK. The University's Mission and Vision statements (**A1-app1**), the more specific Ten-Year Vision Statement (2003) (**A1-app2**) and Strategic Plan (2006) (**A1-app3**) set the agenda for a concerted effort for excellence as a leading university in China and the region. The Strategic Plan covers seven main areas including: quality of education, enrichment of student experience and preparation for a four-year curriculum. The expected graduate attributes (**A3**) drive all teaching

and learning (T&L) goals and actions. These broad plans are also guided by a role statement agreed with UGC (**A1-app4**).

## **A1.2 Structure**

The University is governed by the Council and the Vice-Chancellor (VC) is the chief academic and administrative officer (**A1-app5**).

The Senate regulates instruction, education and research, and is advised by the Senate Academic Planning Committee (SAPC) (in effect its executive committee), the Senate Committee on Teaching and Learning (SCTL) (**SM2.1**), the Undergraduate Examinations Board and the Graduate Council (GC) (**SM4.1**). There are 8 Faculties<sup>1</sup> and 4 Colleges (growing to 9 before 2012). Each undergraduate (Ug) and each teacher belongs to both a Faculty<sup>2</sup> and to a College (**A1-app6**). Postgraduate (Pg) students normally do not have college affiliation.

The 62 academic departments<sup>3</sup> under the 8 Faculties (**A1-app7**) offer disciplinary studies: 54 majors, 62 minors and 2 part-time Ug programmes (**A1-app8**); and, reporting to the Graduate School through 62 graduate divisions, 109 research postgraduate (RPg) programmes (including 39 doctoral, 44 master's and 26 articulated MPhil–PhD) and 148 taught postgraduate (TPg) programmes (including 7 outside of HK, all subject to Ministerial supervision) (**A1-app9**). The Colleges (**SM6.1**) provide residential accommodation, pastoral care and informal education, as well as some General Education (GE) courses (**SM7.1**) for Ug's.

Non-degree executive and professional education is offered by several professional units. Sub-degree qualifications are offered through the University Extension Board. No first or higher degrees are offered through the Extension Board (or the continuing education arm and the community college under the Board's supervision); no distance-education degrees are offered by any unit.

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<sup>1</sup> Everywhere this should be understood to include the School of Law, which has Faculty status.

<sup>2</sup> With a few exception of teachers belonging to Research Institutes or Centres.

<sup>3</sup> Including equivalent units such as School of Accountancy and School of Journalism and Communication.

Research is carried out in Departments and 25 Research Institutes (**A1-app10**). In 2006, CUHK staff published over 5,000 articles and books (2,268 ISI) and previous publications attracted 29,613 citations.

Academic functions are supported by a range of administrative and support units (**A1-app11**).

### A1.3 Student numbers

Table 1.1 Student and staff numbers in full-time equivalents (fte's) (31 December 2007)

<i>Student enrolment</i>	
Ug	10,515.00
RPg	1,936.43
TPg (UGC-funded)	869.00
<b>Total UGC-funded</b>	<b>13,320.43</b>
Ug (self-financed)	40.00
TPg (self-financed)	4,281.97
<b>Grand total</b>	<b>17,642.40</b>

Teaching staff <sup>4</sup>	1,387.00
Research staff	1,054.00

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<sup>4</sup> Including Instructors and equivalent grades, but excluding Teaching Assistants.

## A1.4 Sources of revenue

Table 1.2 Consolidated income statement for the years ended 30 June 2006 and 2007 (2007 figures subject to audit; figures may not add up exactly to the total because of rounding)

	2006		2007	
	HK\$ million	%	HK\$ million	%
Government subvention	2,921	50.0	2,981	54.8
Tuition, programme & other fees	999	17.1	1,074	19.8
Interest and investment income	444	7.6	715	13.2
Donations & benefactions <sup>5</sup>	1,110	19.0	248	4.6
Ancillary service income	146	2.5	154	2.8
Other income	220	3.8	265	4.9
<b>Total</b>	<b>5,840</b>		<b>5,435</b>	

## A1.5 Campus

The main campus of 134 hectares is situated in Shatin. There are several subsidiary premises.

Table 1.3 Subsidiary premises

<i>Premises</i>	<i>Location</i>	<i>Purpose/Remark</i>
Clinical Science Buildings	Prince of Wales Hospital <sup>6</sup> (8 km away)	Clinical teaching and research
Town Centre	Central, HK <sup>7</sup>	MBA, Law programmes, School of Continuing and Professional Studies
Teaching Centres	2 locations in Kowloon, HK <sup>8</sup>	School of Continuing and Professional Studies
Research Institute	Shenzhen High-tech Park	Under construction on land provided by Shenzhen Government

<sup>5</sup> Government matching-fund scheme suspended in 2006–07.

<sup>6</sup> Locations in the Prince of Wales Hospital include Clinical Sciences Building, Postgraduate Education Centre, Madam SH Ho Hostel for Medical Students and Li Ka Shing Medical Sciences Building.

<sup>7</sup> 1/F and 2/F, Bank of America Tower, 12 Harcourt Road, Central.

<sup>8</sup> Tsim Sha Tsui Learning Centre in Oriental Centre (13/F, 14/F, 17/F and part of 8/F), 67 Chatham Road South, Tsim Sha Tsui, Kowloon, and East Ocean Learning Centre in Unit 308, East Ocean Centre, 98 Granville Road, Tsim Sha Tsui, Kowloon.

## **A1.6 This submission**

CUHK has taken this opportunity to conduct an in-depth self-review; self-reviews on different sectors of T&L by relevant committees are documented in some of the Supplementary Materials (SMs) and drawn together in this submission for institutional self-reflection. Among taught programmes, the Ug sector is described in greater detail because this core activity is publicly funded and because its quality assurance (QA) measures set the standard. Key differences for TPg programmes are cited in **SM7.3** and for non-local programmes in **SM7.4**. Research programmes are dealt with in **A14**. The self-reflection has allowed the University to crystallize its T&L plan over an intermediate time frame, and the Action Plan is described in **SM8.1**.

All figures refer to the year 2006–07 unless otherwise indicated.

More information may be found at CUHK's website at:

<http://www.cuhk.edu.hk>

Notes: The appendices (P.7 – P.34) in the original submission are not attached. Those who are interested in reading these documents can approach the relevant units of the University.



## A2 Overview of T&L QA system

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### *Main references*

SM2.1	Senate Committee on Teaching and Learning (SCTL)
SM2.2	Centre for Learning Enhancement And Research (CLEAR)
SM2.3	Programme Monitoring and Review
SM3.1	Intake Quality
SM4.2	Recognition of Good Teaching

### *Other references*

SM1.1	Introduction to CUHK
SM3.3	University Outcomes-based Approach (OBA) Plan
SM3.4	Programme-level Learning Objectives
SM4.3	Assessment
SM5.1	Learning Resources: University Library System
SM5.2	Use of Technology in Teaching and Learning
SM5.3	Learning Activities
SM5.4	Planning for 3+3+4
SM6.1	Colleges at CUHK
SM6.2	Broadened Experience
SM7.1	General Education
SM7.2	Language Policy and Enhancement
SM7.3	Taught Postgraduate Programmes
SM7.4	Non-local Programmes
SM7.5	Research Degrees

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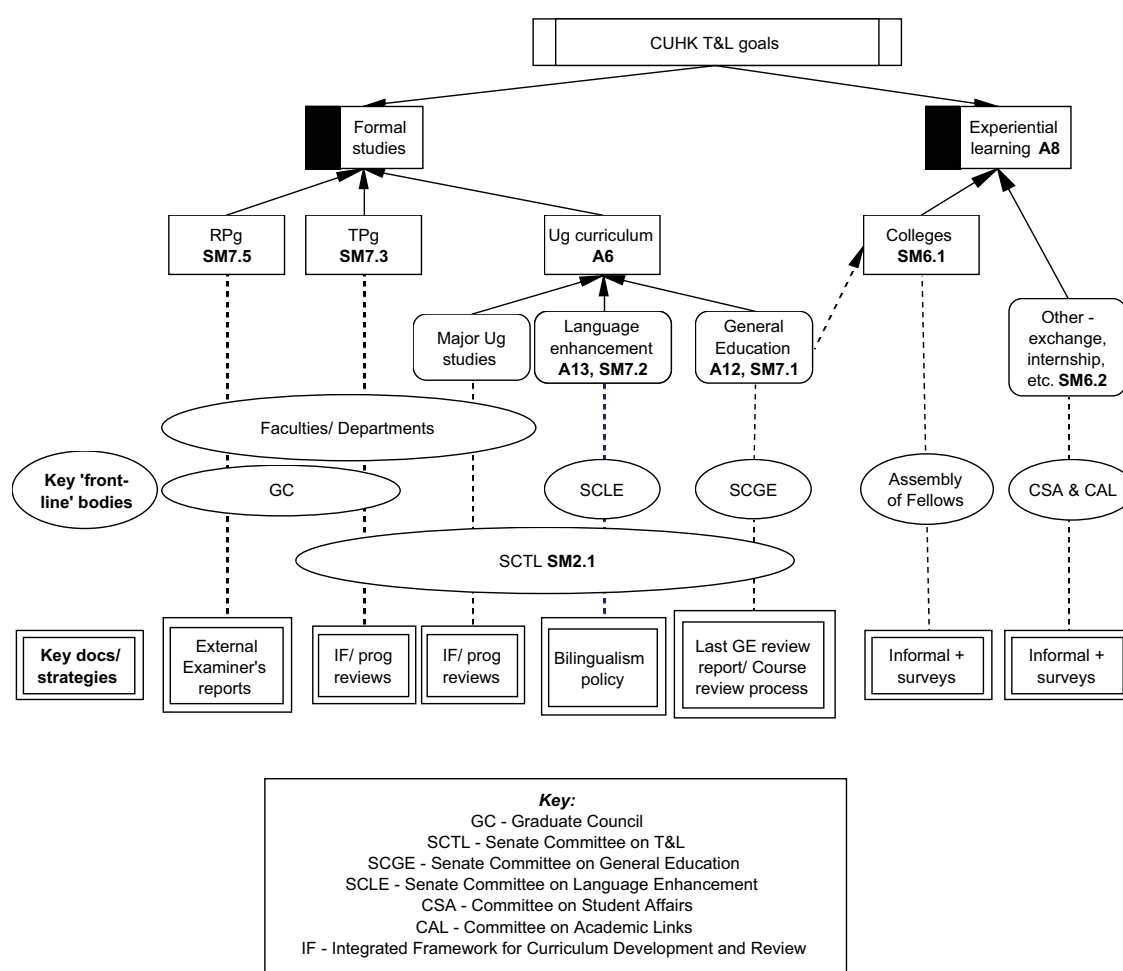
### **A2.1 Background**

CUHK regards T&L as a core function and has developed explicit systems and procedures to ensure and enhance quality—and to assure stakeholders that it is doing so. The QA system supports the main T&L goals articulated in the Strategic Plan (**A1-app3**). The desired graduate outcomes are consistent with CUHK's philosophy and mission to produce well-rounded graduates well-trained in their major subjects and possessing a range of skills and values appropriate to the 21<sup>st</sup> century, including a capacity for lifelong-learning. Bilingual proficiency, an understanding of Chinese

culture and an appreciation of other cultures ensure that graduates can contribute globally as citizens and leaders.

A shared value system and a system of collegial interactions ensured quality when the University was much smaller (for example, Ug enrolment was only ~6,000 twenty years ago). As the University has grown in size and complexity, the QA system has evolved (SM2.3) and, increasingly, responsibilities are articulated and devolved, with formal oversight and documentation. The existing system, overseen by SCTL, is shown in Figure 2.1.

Figure 2.1 Overall QA for T&L system



New programmes and major revisions to programmes are proposed by Department Boards, and are scrutinized by the Faculty Board concerned, the SAPC chaired by a Pro-Vice-Chancellor (PVC) and finally the Senate chaired by the VC. Pg programmes are in addition vetted by GC chaired by the Dean of Graduate School and General Education courses by the Senate Committee on General Education (SCGE). Programmes straddling Faculties are scrutinized by the Senate Committee on Interdisciplinary Programmes. The *Integrated Framework for Curriculum*



*Development and Review* (IF) (**SM2.3**) sets the parameters for the review of both Ug and TPg programmes, which are under the oversight of SCTL chaired by a PVC. For experiential learning, each College is governed by an Assembly of Fellows chaired by the College Head. The Senate Committee on Language Enhancement (SCLE) was recently established to coordinate and promote all language enhancement activities at CUHK. The Committee on Student Affairs, chaired by the University Dean of Students, and the Committee on Academic Links, chaired by a PVC, supervise other student matters such as internship and exchange programmes.

## **A2.2 Integrated Framework**

Following the second Teaching and Learning Quality Process Review (TLQPR), SCTL was formed in 2003 (**SM2.1**). Its first major task was to develop the IF. The IF and resulting measures, such as the programme reviews, addressed the concerns of the second TLQPR. The IF has become an important component in the QA framework for formal studies, being listed in the Strategic Plan first among the T&L strategies. It was first developed for the Ug major component and later extended to TPg (**SM7.3**) in an adapted form; there is a parallel process for GE (**A12**; **SM7.1**).

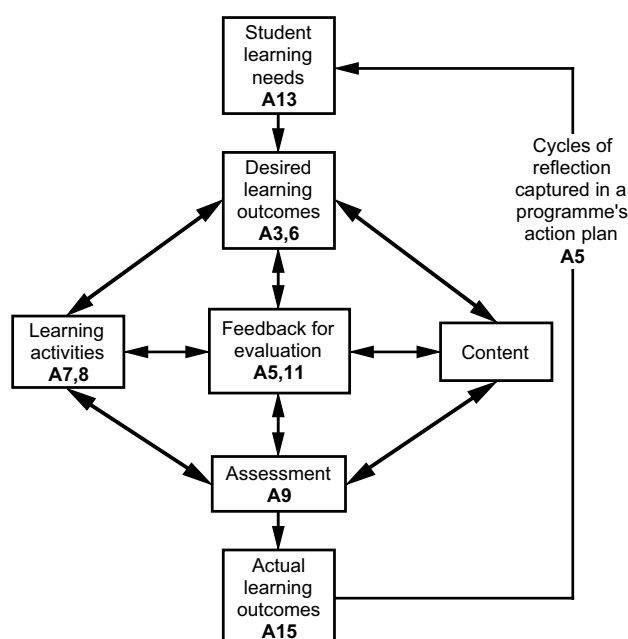
The IF also provides a framework to guide education development and professional development initiatives (**A10**).

### ***Principles***

The principles underlying the IF have an outcomes-based approach (OBA) focus: curriculum elements should align with desired learning outcomes to ensure fitness for purpose. To ensure local adoption and relevance, accepted principles and practices were refined with input from those CUHK academics judged to be the best teachers. Bureaucracy and paperwork are minimized.

These principles lead to a curriculum development model (Figure 2.2). Student learning needs lead to five key interlocking elements: desired learning outcomes, content, learning activities, assessment and feedback, which are incorporated into procedures for course development, course review, programme development and programme review (**A5**; **SM2.3**). Evaluation or feedback is central as it informs reflection upon practice. Review outcomes impact budget allocation, albeit in a gentle way (**A4**).

Figure 2.2 A model of an aligned curriculum



### ***Main elements: undergraduate programmes***

The IF requires courses and programmes to be planned and documented, broadly following a standard template. The ongoing cycles of reflection are captured in action plans which are refined through a series of review and reporting activities, including:

- a brief annual progress report on T&L;
- a three-year cycle of internal course reviews; and
- a major review every six years involving a self-evaluation document and review by a panel (appointed by SCTL) that includes the External/Visiting Examiner.

Assessment of quality assurance and improvement is made by the panel on the basis of firm evidence, provided by diagnostic instruments (A5) at three levels: programme, course and graduate.

### ***Alternative practices: taught postgraduate programmes***

Many TPg programmes, designed to meet societal needs or technological developments, are launched quickly and phased out as demands are satisfied. The framework for TPg programmes is accordingly flexible, avoiding bureaucracy and promoting enterprise.

For all TPg programmes, periodic reviews by External Examiners form the basis for annual reports scrutinized by the Department Boards. External programme reviews are

conducted by the Faculty once every six years; the review panels are approved by the Faculty.

**A5** contains a self-evaluation of the programme review process.

### **A2.3 Other elements of quality framework**

A number of internal changes have been strengthened by initiatives from the UGC, notably the emphasis on an OBA to T&L (**SM3.3**). Moreover, the move to a four-year normative curriculum (3+3+4) in 2012 (**SM5.4**) has focused attention on curriculum renewal. The 2006 Strategic Plan consolidates many initiatives and its articulation of expected graduate outcomes are enacted in several initiatives described in Table 2.1, which serves to link the various sections of this submission.

Table 2.1 Goals of the Strategic Plan with respect to T&L and actions taken

<i>T&amp;L goals</i>	<i>Specific actions</i>	<i>Reference</i>
Learning outcomes to include a broad range of skills and values, including a capacity for lifelong-learning and an appreciation of both Chinese and other cultures	<ul style="list-style-type: none"> <li>• Review GE and implement its QA system</li> <li>• Increase focus on experiential learning: colleges, exchanges and internships</li> </ul>	<b>A12; SM7.1</b>  <b>A8; SM6.2</b>
Learning outcomes in the major subject to focus on intellectual and professional skills and values, as well as on content knowledge	<ul style="list-style-type: none"> <li>• Develop an OBA plan</li> <li>• Implement the IF, including programme reviews which seek evidence of curriculum elements being aligned with outcomes</li> </ul>	<b>SM3.3</b> <b>A5; SM2.3</b>
High language competence (Chinese and English)	<ul style="list-style-type: none"> <li>• Revise language policies and support structures</li> </ul>	<b>A13; SM7.2</b>
Appropriate IT competence	<ul style="list-style-type: none"> <li>• Act on uniform IT competence requirement</li> <li>• Increase use of eLearning</li> <li>• Develop new 1-unit course under 3+3+4</li> </ul>	<b>SM5.2-app7</b>  <b>SM5.2</b> <b>SM5.4</b>
Students to develop global outlook within a university that has international links and campus environment	<ul style="list-style-type: none"> <li>• Broaden student intake</li> <li>• Provide more exchange opportunities</li> <li>• Adopt a clearer bilingual policy to accommodate global intake</li> </ul>	<b>A8; SM6.2</b>  <b>A13; SM7.2</b>
Students to benefit from being at a research university	<ul style="list-style-type: none"> <li>• Check on high-quality research supervision of RPg students</li> <li>• Provide research opportunities for Ug students in 3+3+4</li> </ul>	<b>A14; SM7.5</b>  <b>SM5.4</b>

To support these T&L goals, changes in several other areas have occurred:

- examination of assessment policies (**A9; SM4.3**);
- a policy mandating professional development of teachers (**A10; SM2.2**);
- development of adaptable up-to-date administrative systems (**A4**) including an overhaul of information systems (**SM5.2-app6**);
- further investment in a rich student learning environment, including Library and IT resources (**A7; SM5.1–5.3**); and
- governance reforms devolving more responsibility to Deans (**A4; SM4.1**).

In addition to full-time students on campus, CUHK also serves the broader community in HK and the region. We also offer and assure the quality of TPg programmes (**SM7.3**), mostly self-financed including some offered non-locally (**SM7.4**).

#### **A2.4 Plans for enhancement**

The IF has been a valuable tool. We plan to extend it in a suitably adapted form to minors and electives in the next round of programme reviews, and to language courses (under the new SCLE).

Additional changes, already in train, pertain to assessment policies and a broader role for Visiting Committees in place of External/Visiting Examiners.

## A3 Articulation of appropriate objectives

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### *Focus area*

- |   |  |
|---|--|
| 1 | Articulation of appropriate objectives |
|---|--|

### *Main references*

- |       |   |
|-------|---|
| SM3.3 | University Outcomes-based Approach (OBA) Plan |
| SM3.4 | Programme-level Learning Objectives           |
| SM3.5 | Course-level Objectives and Planning          |

### *Other references*

- |       |  |
|-------|--|
| SM1.2 | Curriculum Structure                                 |
| SM2.2 | Centre for Learning Enhancement And Research (CLEAR) |
| SM2.3 | Programme Monitoring and Review                      |
| SM5.4 | Planning for 3+3+4                                   |
- 

### **A3.1 University level**

While the University has broad objectives related to serving local, regional and global communities, the discussion here will focus on student learning outcomes.

Clear specification of desired learning outcomes underpins the IF and T&L strategy. The outcomes are operationalized as the knowledge, generic skills, professional- or discipline-specific skills, and values needed by graduates. University-level outcomes are specified in the Strategic Plan, and these cascade to influence programme- and course-level outcomes and curriculum design (**A3**; **A6**; **SM3.4**; **SM3.5**). Students are informed about outcomes in a variety of ways. Examples of programme and course information from each Faculty are in **SM3.4**.

### **A3.2 Programme level**

Promotion of OBA has focused on defining and achieving the knowledge, skills and values needed by graduates of each programme. At this stage, the emphasis is on student learning outcomes. Broader programme objectives, e.g., in terms of community service, are often not explicitly articulated.

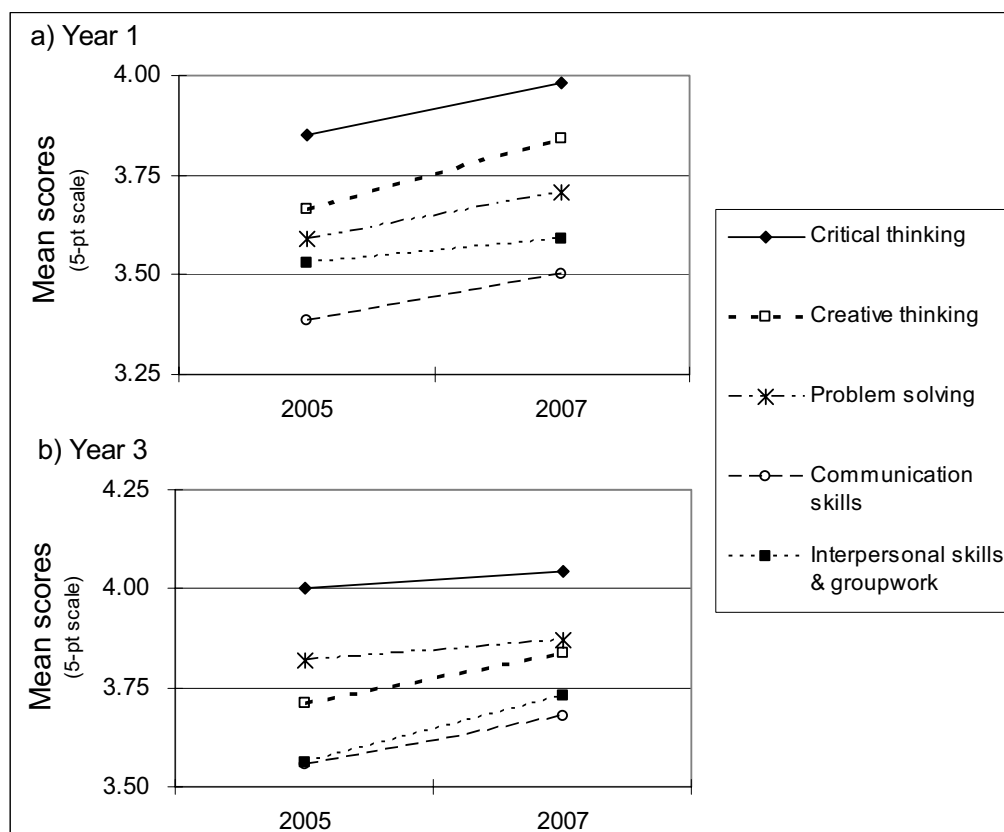
Programme reviews increasingly find that self-evaluation documents include clear specifications of learning outcomes, notably in Business, Engineering, Medicine and Science (examples in **SM3.4**).

### *Attainment of outcomes*

The quality enhancement measures associated with the programme-level questionnaire, the Student Engagement Questionnaire (SEQ) (**A5**; **SM2.3**), assist Ug programmes to configure T&L environments to nurture outcomes; the link between environment and outcomes is supported by a model developed from SEQ data (**SM3.4**), which is persuasive in discussions with programmes. Some examples of good practice in the development of outcomes are described in **SM2.3**.

The SEQ shows that programme-level attainment of outcomes has been rising across the University, by amounts that are substantial by educational standards (Figure 3.1; **SM2.3.5**).

Figure 3.1 Increases in perceptions of outcomes development from 2005 to 2007 by a cohort of approximately half the Ug programmes  
 (a) Year 1 (n = 870 in 2005 and 952 in 2007)  
 (b) Year 3 (n = 662 in 2005 and 805 in 2007)



### **A3.3 Course level**

Programme-level outcomes are commonly mapped against courses through an (outcomes x course) matrix. A standard template for course design and revision includes statements of outcomes. Each Department or Faculty has established a process for course review. A Course Planning and Review Service (**SM2.2**; **SM3.5**) provides detailed feedback on course design and develops customized guidelines for course outlines that emphasize clearly specified learning outcomes linked to the assessment plan. Feedback has been given to ~600 course outlines from 18 Departments; good examples are in **SM3.5**.

### **A3.4 Self-evaluation**

Specification of programme-level outcomes started with professional programmes and has spread through sharing of good practice. Overall, at programme level, the current initiatives are sound and programme reviews are leading to measurable change, as tracked by programmes' annual reports. The more extensive mid-cycle reports commencing in 2008 will enable us to verify this impression. A range of generic output indicators are discussed in **A15**.

The renewal of courses is proceeding, though not in the regular three-year cycle envisaged by the IF (**SM3.5**).

Professional development (**SM2.2**), centrally and in Departments, has an emphasis on an OBA, and needs to be sustained.

### **A3.5 Plans for enhancement**

Enhancements are planned with 3+3+4 curriculum development fully in mind, and include:

- articulating holistic programme objectives, beyond student learning outcomes;
- examining full-cycle sets of programme review data to assess the fitness-for-purpose of curriculum elements against specified outcomes (**SM2.3**);
- ongoing reflection on the SEQ data;

- more student involvement in the articulation of outcomes;
- a careful planning process for the four-year Ug curriculum (**SM5.4**);
- OBA roadmaps (**SM3.3**) to jell a number of initiatives for more efficient and effective curriculum development; and
- strategic alignment of Teaching Development Grants (TDG) funding with OBA initiatives (**SM3.3**).

In the last three points noted above, the University is using TDG, 3+3+4 and OBA funding synergistically for improved specification and realization of student learning outcomes.



## A4 Management, planning and approval process

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### *Focus areas*

- |   |  |
|---|--|
| 2 | Management, planning and accountability      |
| 3 | Programme development and approval processes |

### *Main references*

- |       |  |
|-------|--|
| SM4.1 | Academic Management and Approval Process |
| SM4.2 | Recognition of Good Teaching             |

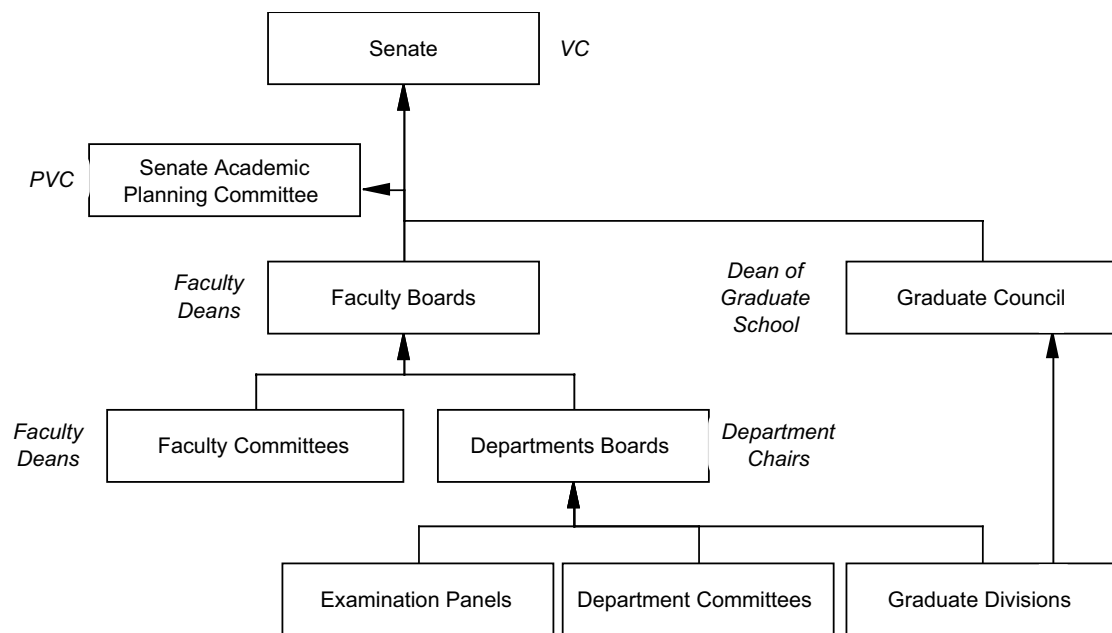
### *Other references*

- |       |                                 |
|-------|---------------------------------|
| SM1.1 | Introduction to CUHK            |
| SM2.3 | Programme Monitoring and Review |
| SM7.3 | Taught Postgraduate Programmes  |
- 

### **A4.1 Organization structure**

As a large comprehensive university, CUHK adopts a devolved structure, so that decisions, including those on T&L, are made at the front line. The 62 Departments are small, focused and coherent, and led by Chairs appointed typically for three-year term(s). Departments report to Faculty Boards (Figure 4.1). Graduate divisions in each discipline report both to the relevant Department/Faculty, and to the Graduate School, which is governed by the GC. Oversight rests with the Senate, especially through SCTL, on matters related to T&L quality.

Figure 4.1 Faculty Boards and Department Boards  
(Chairs of key committees indicated)



## A4.2 Academic programmes

### *Programme management*

Most Ug major programmes involve single disciplines and are managed by Departments and their curriculum committees. Integrated programmes (e.g., Business, Medicine) are managed by the respective Faculties and their programme boards. Interdisciplinary programme boards report to the relevant Departments (e.g., Food Science reporting to Biology and Biochemistry).

TPg programmes are managed by graduate divisions, usually under single Departments.

### *Planning, development and approval*

Programmes are developed only if they are within our role and meet community needs. Publicly funded programmes are planned in triennia (next one 2009–2012), in two prongs:

- Departments and Faculties can put up new initiatives, typically building on existing activities (e.g., Risk Management Science developed from Statistics in 2000); and

- major strategic initiatives (e.g., LLB in 2006) are planned centrally with a long lead-time, by dedicated planning committees.

Proposals (containing justifications, curriculum design, study scheme and learning outcomes) are scrutinized by:

- the Senate to consider academic standards and quality (**SM4.1**); and
- the Resource Allocation Committee (RAC) to consider competitive resource issues in the light of University's strategic goals.

The resulting Academic Development Proposal is endorsed by the Senate before submission to UGC. Since 2004–05, six new Ug programmes have been introduced (Figure 6.2).

Self-financed TPg programmes must meet market needs (**SM7.3**) and are checked for financial viability by the Committee on Self-financed TPg Programmes, before consideration by the GC and the Senate.

### ***Programme revision***

Within the framework approved by the Senate, Faculty Boards approve revisions to existing programmes (**SM4.1**), including the addition and deletion of individual courses.

## **A4.3 Resource allocation**

Resource is allocated via Faculties to Departments as one-line budgets for maximum flexibility. The allocation is determined principally (90%, changing to 80% from 2008–09) by the teaching load: a weighted sum of major, elective and publicly funded Pg students, multiplied by a disciplinary unit cost. Therefore, student numbers are important, and the RAC fine-tunes Ug intake annually, with larger adjustments across triennia, based on intake quality, perceived long-term societal needs and UGC advice.

Ad hoc allocations by RAC cater for special needs, e.g., major equipment.

#### **A4.4 Accountability**

Departments/Faculties are responsible for the programmes they operate: ultimately to the Senate. Activities and achievements in teaching, research and community services are documented in Annual Departmental Records most importantly for scrutiny by the Department Board itself, and also by the Faculty and University administration as appropriate.

SCTL's assessment of T&L quality can affect one-line budgets: of 10 programmes reviewed in 2005 and 2006, 2 (3) received positive (negative) adjustments of 1–2%.

The University in turn accounts to the UGC, and to accreditation bodies for its professional programmes.

#### **A4.5 Self-evaluation and plans for improvement**

##### ***Governance***

The devolved management structure allows front-line units to be responsive to student needs. T&L reputation directly affects intake quality, and the resource model further links intake standard and assessed T&L quality to budgets—providing strong incentives for attention to T&L excellence.

Communication and governance issues for interdisciplinary programmes or programmes with significant service teaching from other Departments will need to be strengthened; proposals have been made by a working group.

Incumbent Deans are elected and concurrent with their academic positions, but amended Statutes provide for search and appointment of full-time Deans; the change, to be completed by 2010, will permit further devolution of authority and intra-Faculty cohesion.

Senior management structure and the composition and size of the Senate will next be reviewed.

##### ***Programme planning***

The IF (A2; SM2.3) has been instrumental in quality enhancement. Its Guidelines on Course and Programme Planning emphasize feedback for evaluation and tools for

gathering such programme-level feedback. At the course level, specifications of the learning outcomes, learning activities, the assessment scheme and intended channels for feedback are progressively being made explicit. Diversity in learning activities, stressing interactive activities (e.g., tutorials, discussions, projects, experiential learning), is encouraged. Assessment needs are adapted to suit departmental practice. As the first cycle of reviews is completed, the quality culture will be more deeply embedded into the management process.

### ***External benchmarking***

External Examiners' assessment (**SM4.3**) and the programme reviews (**A5**; **SM2.3**) ensure both standards and processes that drive continuous improvement. For some professional programmes, the professions and/or accreditation bodies are consulted during programme development. These will remain important tools in programme management.



## A5 Programme monitoring and review

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### *Focus area*

- 4            Programme monitoring and review

### *Main references*

- SM2.3      Programme Monitoring and Review

### *Other references*

- SM2.2      Centre for Learning Enhancement And Research (CLEAR)  
SM7.3      Taught Postgraduate Programmes
- 

The IF guides programme monitoring and review (**A2**), the most significant component being the six-year cycle of programme reviews. Ug programme reviews are well in train; TPg reviews have begun.

### **A5.1      Sources of feedback**

Evaluation feedback is central to curriculum development, monitoring and review. Evaluation data are gathered systematically through a multiple-level multi-method approach (Table 5.1). Questionnaires are described in **SM2.3**.

Table 5.1    Methods used in evaluation (Optional elements are in *italics*)

	<i>University level</i>	<i>Programme level</i>	<i>Course level</i>
Questionnaire	<ul style="list-style-type: none"><li>• Graduate Capabilities Questionnaire</li><li>• Tailored graduate questionnaires</li></ul>	<ul style="list-style-type: none"><li>• SEQ</li></ul>	<ul style="list-style-type: none"><li>• Course questionnaires</li></ul>
Interactive	<ul style="list-style-type: none"><li>• <i>Alumni forums</i></li></ul>	<ul style="list-style-type: none"><li>• Visiting Examiner reports</li><li>• Student panels/ forums/ internet forums</li><li>• <i>Reports from professional accreditation</i></li><li>• <i>Alumni forums</i></li></ul>	<ul style="list-style-type: none"><li>• Student panels/ forums/ internet forums</li></ul>

### ***Graduate surveys***

Based on a 2006 pilot scheme, the Graduate Capabilities Questionnaire (GCQ) was streamlined and augmented by some scales from the SEQ. This questionnaire, which monitors graduates' perceptions of the development of generic capabilities needed in the workplace, will be administered to all fresh graduates starting in 2007.

A growing number of programmes (15 Ug programmes in 2007) have developed discipline-specific outcomes-based graduate questionnaires, administered in conjunction with the GCQ. Such diagnostic feedback has resulted in curriculum refinement (**SM2.3-app8**).

### ***Programme-level surveys***

The SEQ (**SM2.3-app9**) surveys Ug programmes (about half in alternate years) and results have been used for five years for quality enhancement. The questionnaire was revised after two years; so comparative data are given only for 2005–2007.

Feedback is supplied via graphic profiles and complete responses to the two open-ended questions, separately for Year 1 and Year 3 respondents. An educational professional then meets Department members to discuss feedback profiles and the qualitative comments, all interpreted in the particular context of the programme. The meetings, therefore, take the form of interactive dialogues to identify strengths which can be built upon and challenges for which action plans can be suggested. A case study is in **SM2.3-app10**.

Some Departments now seek additional information, including annual surveys, data for years other than Years 1 and 3 (**SM2.2-app6**), and additional scales relating to discipline-specific capabilities.

### ***Course evaluation***

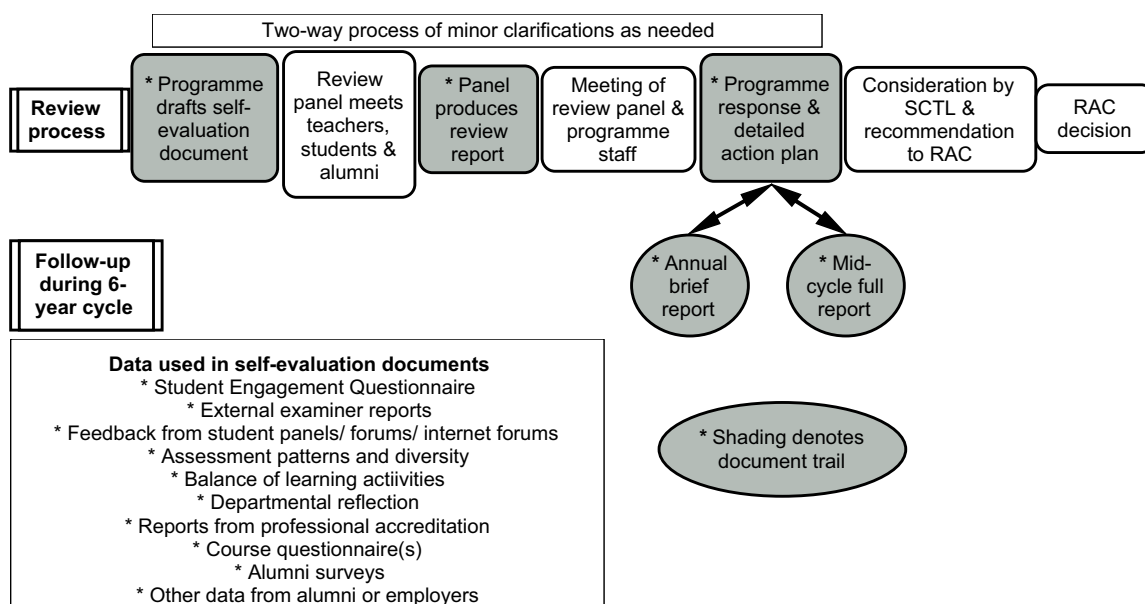
Course and teaching evaluation (CTE) is devolved to Faculties or Departments in order to develop a sense of ownership and to cater to different disciplinary conventions in teaching. There has been discussion of a common set of underlying constructs and there are two common summary questions. Importantly, CTE data are taken into consideration (but not mechanically) in personnel decisions (**SM4.2**).



## A5.2 Programme reviews

The process is shown in Figure 5.1. Documents are lodged with and reviewed by the Registry and SCTL.

Figure 5.1 Programme review process



Departments conduct and document programme self-evaluation at least once every six years. The SCTL appoints a panel, including the External/Visiting Examiner, to conduct a programme review that involves meetings with teachers, students and alumni. The review panel then produces a report and a debriefing is held with programme staff to explain recommendations and discuss the formulation of an action plan, for which the programme team is responsible. Implementation of this action plan is monitored through the annual reports.

Panel reports together with responses by the programme team are considered by SCTL. Judgements are made about quality and the adequacy of action plans. Consequently, recommendations about budget adjustments of up to  $\pm 5\%$  can be made to RAC. A few programmes initially judged inadequate have subsequently improved markedly.

### **A5.3 Self-evaluation**

For evaluation of graduate outcomes there is steady change and enhancement as programme-specific instruments are developed. It will be a challenge to tailor an instrument for every programme and to administer, process, analyse and provide consultative feedback on such a diverse range of instruments. However, the benefits would seem to make the effort worthwhile.

Programme reviews were initially viewed with some concern because of the perceived extra workload and bureaucratic imposition. Programmes were therefore allowed to volunteer in the first year (2005), with seven doing so. Although reactions were mixed, the majority found the process of value. Through their own reflections and the suggestions of the review panel, each programme developed an action plan for improvement, with implementation monitored through the annual reports. By January 2008, a total of 24 Ug programmes will have been reviewed.

Amongst academic staff, the climate towards programme reviews has become more positive and the review process itself closely intertwined with other quality enhancement activities. In the most recent round of reviews, nearly all of the programmes took advantage of the following preparation:

- an initial individual briefing about the review process;
- participation in workshops about good practice with respect to the curriculum elements considered in the reviews; and
- detailed consultations with the Centre for Learning Enhancement And Research (CLEAR) about drafting the evidence for the self-evaluation document.

External benchmarking is provided through the External/Visiting Examiner, typically a senior academic from a university with similar standing; an unavoidable difficulty is that examiners sometimes focus mainly on the standards in the major subject.

As in most universities, there is a tension between the formative use of CTE data to improve T&L, and the summative use in personnel decision-making. Department Chairs are expected to monitor evaluation data and counsel teachers with low ratings. This is effective in some cases, but is in other cases constrained by the limited diagnostic power of locally developed instruments—a difficult trade-off for the sense of ownership in having unit-specific instruments.

The experience of Ug reviews has been invaluable in defining a rigorous and flexible process for TPg programmes that is accepted as useful. TPg reviews (SM7.3.5) are administered by Faculties with oversight by GC and SCTL.

#### **A5.4 Plans for enhancement**

In order to delegate monitoring of the follow-up, Associate Deans (Education) will be tasked with initial review of External Examiners' reports and departmental responses.

An additional alumni survey is planned five years after graduation in order to track graduates' changing perceptions.

At the programme level, the challenge will be handling the growing demands for customized SEQs. CLEAR's Evaluation Services is being developed with this in mind (SM2.2).

Course-level instruments need to be refined to provide more diagnostic feedback, while retaining a sense of local ownership. Locally developed course questionnaires need more rigorous psychometric testing.

As expected, the processes used for programme reviews are evolving—becoming more outcomes-focused. SCTL plans a meta-review of the whole process after one cycle (~2010), based on an analysis of the annual reports submitted by programmes and interviews with a cross-section of Department Chairs/Programme Directors. The meta-review will examine, inter alia, the need for formal scrutiny of compliance with IF requirements at the time of programme proposal, and tightening of follow-up action after programme reviews. External input is planned and feedback from the QAC will be timely and will feed into this reflective process.

For the second round of reviews Ug minors and electives will also be included.

As with Ug programmes, the TPg process will be reviewed after one cycle.



## A6 Curriculum design

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### *Focus area*

5 Curriculum design

### *Main references*

SM1.2 Curriculum Structure  
SM5.4 Planning for 3+3+4

### *Other references*

SM2.3 Programme Monitoring and Review  
SM5.2 Use of Technology in Teaching and Learning  
SM7.1 General Education  
SM7.2 Language Policy and Enhancement  
SM7.3 Taught Postgraduate Programmes  
SM7.6 Medical Curriculum  
SM7.7 School of Law

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### A6.1 Overall curriculum

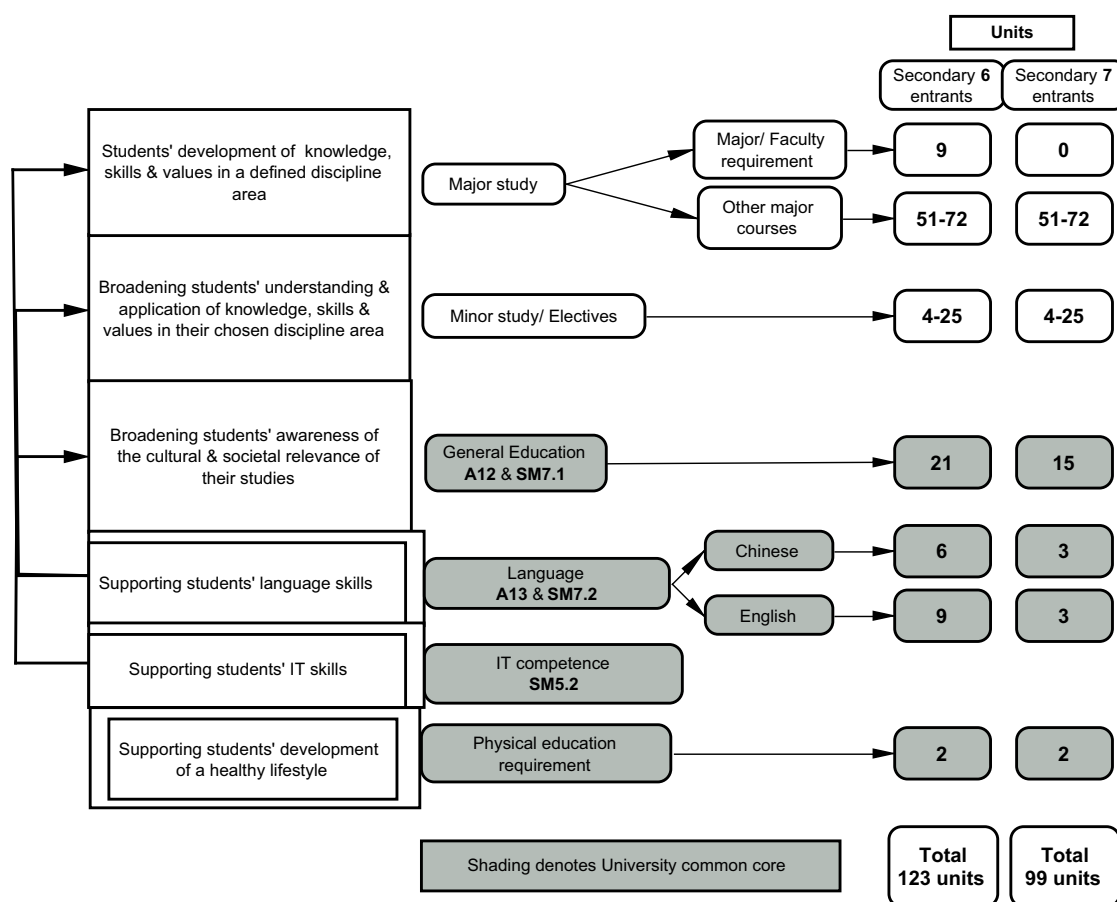
#### *Undergraduates*

The credit unit system for Ug's (Figure 6.1) ensures that students are provided with a balanced education consistent with the development of holistic outcomes (A3; SM3.4). Secondary 7 entrants (the vast majority) take 99 units.<sup>9</sup> Importantly, there is a common University core of 23 units, including GE, languages, IT and physical education. Double majors were introduced in 2004–05 and double degrees in 2006–07 (SM5.4).

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<sup>9</sup> One unit corresponds to 3–4 hours of workload per week over a 14-week term, with typically one hour in lecture; most courses are 3 units or 2 units.

Figure 6.1 Interrelationships among components of the curriculum



### ***Taught postgraduates***

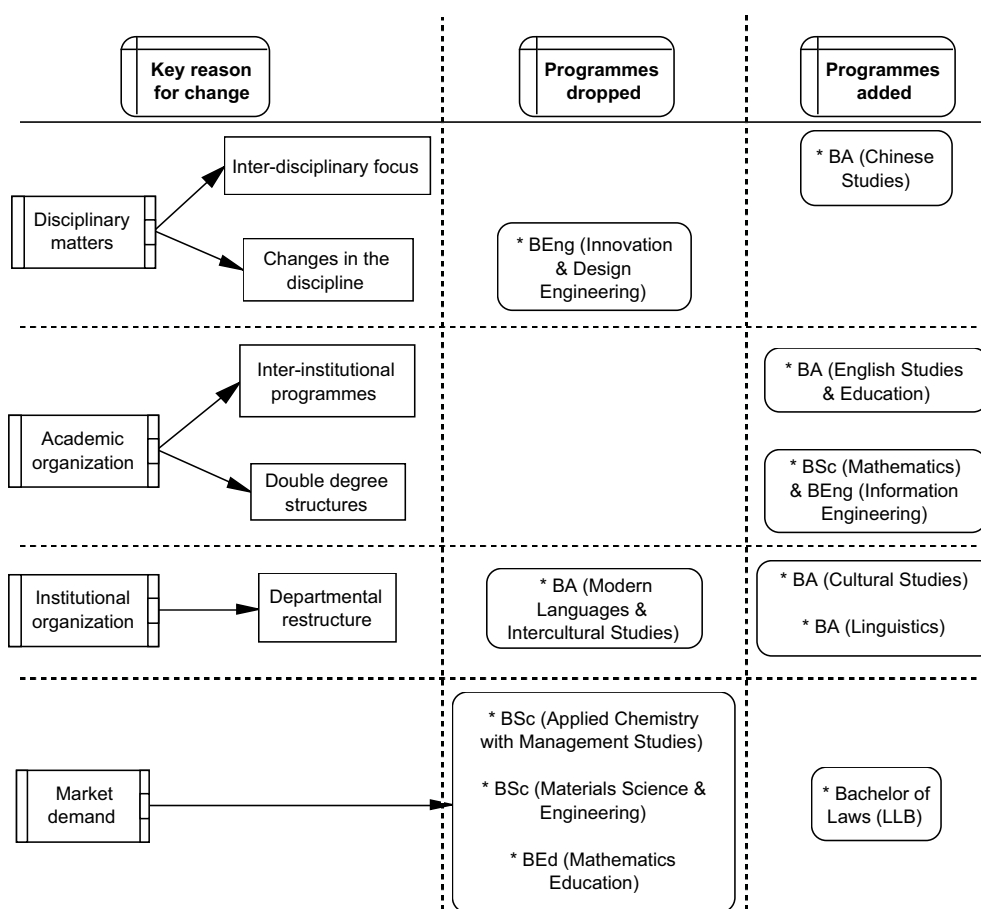
Courses in TPg curricula focus on the discipline area of a programme, with at least 24 (15) units for a master's degree (Pg diploma).

### **A6.2 Major programmes**

The list of Ug majors (currently 54) has been reasonably stable (recent changes in Figure 6.2). TPg programmes change more frequently (SM7.3).

The only recent example of Ug curricula designed ab initio is LLB (SM7.7); the corresponding JD programme (SM7.7) also illustrates curriculum design in the TPg sector.

Figure 6.2 Changes in the Ug programme offerings since 2002–03



The Curriculum Committee of each major programme monitors the balance between mandatory and elective courses, and ensures their integrity. Professional programmes have Advisory Committees with external expertise. External/Visiting Examiners' comments (SM2.3-app2–app3) are taken into consideration.

In addition to procedures for programme approval and design, CUHK cultivates a climate of continual monitoring, reflection and refinement, with updates of programme and course content considered every year, and these are crystallized and formalized through the reports and reflections required by the IF (A5). Most programmes accomplish this well in terms of content being attuned to student needs, technological advances, societal development, disciplinary advancements, trends in industry and modifications to the educational system, as evidenced in most self-evaluation documents (SM2.3). These also show broader changes in attitudes in programme management, learning outcomes, content, learning activities and assessment—each of which is discussed in the review and addressed in the review reports.

Several redesigns of curricula, including Sociology, Pharmacy, Medicine, and Mechanical and Automation Engineering (**SM2.3**), have been based on evaluations and validated by subsequent evidence of effectiveness, and this importantly encourages other programmes to follow a similar path.

### **A6.3 Self-evaluation**

There is a lingering perception that curriculum equals subject content, with less attention to other elements of the curriculum (Figure 2.2). Awareness has been promoted through the programme-level SEQ and programme reviews; consultation with educational professionals has served to widen perspectives.

To avoid over-emphasis on major-subject content, CUHK has recently restructured internal funding arrangements for the teaching of major students, from a system based on (student numbers) x (units taught) to one that is based on student numbers only—removing financial incentives to increase the major requirement.

### **A6.4 Plans for enhancement**

The next major round of curriculum design is for 3+3+4 (**SM5.4**), for which OBA is a core design principle. Plans include:

- a largely common Faculty package for Year 1;
- an increase in interdisciplinary programmes;
- more options for minors and electives;
- increased flexibility for double majors and double degrees;
- more opportunities for integrating professional work (related to both job training and research) into Ug studies; and
- strong encouragement of exchange experiences.



## A7 Programme delivery and learning environment

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### *Focus area*

- |   |  |
|---|--|
| 6 | Programme delivery, including resources, teaching mode, and the student learning environment |
|---|--|

### *Main references*

- |       |   |
|-------|---|
| SM5.1 | Learning Resources: University Library System |
| SM5.2 | Use of Technology in Teaching and Learning    |
| SM5.3 | Learning Activities                           |
| SM7.3 | Taught Postgraduate Programmes                |
| SM7.4 | Non-local Programmes                          |

### *Other references*

- |       |                                 |
|-------|---------------------------------|
| SM6.1 | Colleges at CUHK                |
| SM6.2 | Broadened Experience            |
| SM7.2 | Language Policy and Enhancement |
- 

### **A7.1 Delivery model**

The University places great importance on the provision of a sound learning environment. The main delivery model focuses on face-to-face classes supplemented by resources for independent and group study. The infrastructure is largely managed centrally though some resources are devolved to Faculty level where this is appropriate.

A good teacher–student ratio (1,283 teachers for 10,197 Ug’s) allows direct and interactive face-to-face T&L, on which the University places great importance. Interactive and student-centred forms of T&L include group projects, tutorials and case-based learning. This face-to-face T&L is supplemented by eLearning (**SM5.2**) and numerous experiential learning opportunities (**A8**; **SM6.2**).

Centrally provided resources include: the University Library System (ULS) (>2 million volumes and a network of liaison librarians to ensure appropriate holdings: **SM5.1**), technology to support T&L (**SM5.2**) and language enhancement activities and services (**A13**; **SM7.2**). In line with contemporary student needs, there is an increasing focus on developing a range of literacies—information literacy, IT literacy and bilingual capacities.

## **A7.2 Student learning environment**

### ***Face-to-face learning environment***

Studies of good practice within the University have identified the characteristics of a T&L environment which nurtures the learning outcomes identified in **A3 (SM2.3)**. Programmes receive feedback on the T&L environment through the SEQ. This information is monitored in programme reviews. In 44 Ug programmes in a sample of 54, there are over 100 hours of tutorials or small-group teaching throughout the normative period. In these classes, 60.5% have a class size  $\leq 20$ .

### ***IT systems for delivery and administration***

Rich digital learning resources are provided through the Library. Student access course materials and participate in activities through a range of eLearning platforms.

Information about the use of technology, both generally and academically, was sought by the Academic IT Steering Committee (AITSC) in 2007–08, in a survey of all first-year Ug's and teachers of first-year courses; the information will guide the planning of the IT learning environment (**SM5.2-app4**).

The administrative systems supporting T&L are being streamlined through the development of an integrated student-oriented system. Targeted for production before 2012, the system will help teachers, advisors and administrators to monitor the progress, performance and achievements of their students (**SM5.2-app6**).

Students can access computers centrally at the Information Technology Services Centre (250 stations) and ULS (300 stations), and also at the Colleges, Faculties and Departments (~1,650 stations). Students can purchase notebook computers at 25–30% discount. In 32 Ug programmes in a sample of 54, a dedicated PC lab is provided; in another 10 programmes, a Faculty PC lab is made available.

### ***Investment in physical infrastructure***

Information about Library spaces and holdings is provided in **SM5.1**. CUHK resources laboratory-based programmes at a higher rate (by about 50%), enabling good facilities to be acquired with decisions made at the front line.

### ***Feedback from External/Visiting Examiners***

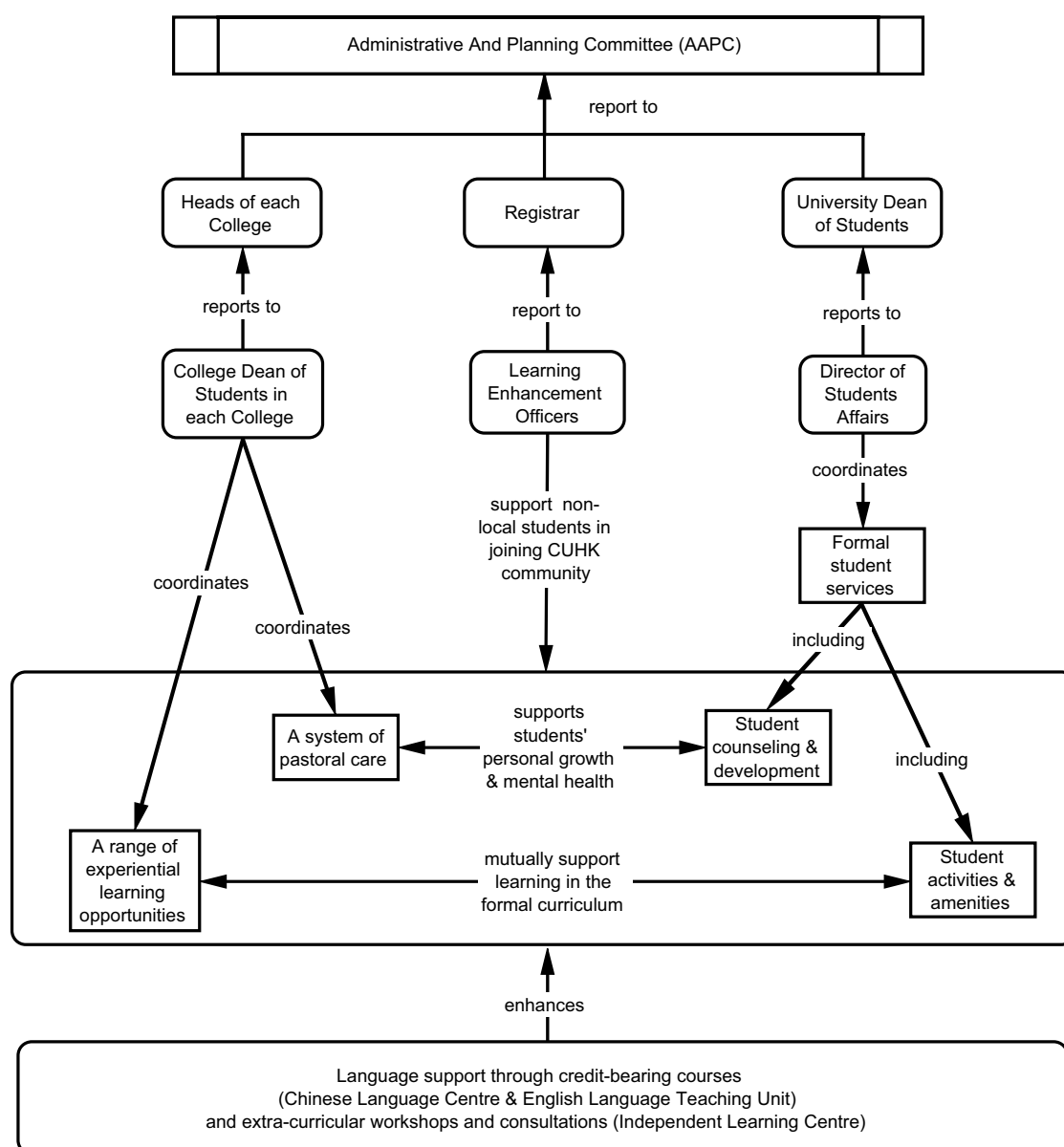
Specific feedback is collected by units responsible for particular services. In addition, valuable external feedback is obtained at both Ug and TPg levels from External/Visiting Examiners (**SM5.3-app5–app6**).

## **A7.3 Student support**

General student-support services (Figure 7.1) are provided by the Colleges (**SM6.1**) and the Office of Student Affairs (OSA). Associate Deans (Student Affairs) of the Faculties coordinate matters relating to students. Learning Enhancement Officers provide support for non-local students. Language support services are described in **A13** and **SM7.2**.

Academic student-support services, apart from language enhancement, are largely devolved to the Departments. Most Ug programmes operate orientation programmes for new students (**SM4.4**). The Graduate School organizes an orientation programme for new RPg students. In addition, CUHK has an academic advising system, whereby Year 1 students receive personalized support and advice. In 47 Ug programmes in a sample of 54, an advisor is assigned to each Year 1 student.

Figure 7.1 General student support services



## A7.4 Self-evaluation

Programme reviews include a requirement to identify types of T&L activities in an (activity x course) matrix to demonstrate consistency between learning activities and desired outcomes. There can be a tension between teachers viewing themselves as experts passing on knowledge and as facilitators of student learning.

Active learning is not always embraced by students accustomed to passive and examination-driven learning in school. At least three programme reviews in 2007

found the school–university transition to be an issue. Many students find the first year confusing in this regard; nevertheless most do make the transition, and become critical thinkers with plural perspectives. Academic skills courses in some Departments are helpful, but the ideal format needs further investigations.

In the use of technology, diversity needs to be balanced against the economy and efficiency afforded by a centralized system. At present, a number of eLearning systems are in use, some centralized and some Faculty-based. A new system of log data will assist in important decision-making about the optimum degree of centralization.

The 3+3+4 planning has added impetus to the renewal of CUHK's information systems established many years ago—a major and challenging exercise.

The devolution of academic support services has served the University community well and suits its collegial style. However, with the increasing size and diversity of the student body, a more streamlined service is needed.

#### **A7.5 Plans for enhancement**

CUHK is moving on a number of related matters:

- provision of high-quality interactive learning experiences will continue to be promoted through the SEQ and programme reviews;
- examination of good practices to ease the school–university transition;
- enhancing learning support services through the Independent Learning Centre (ILC) and possibly linked to the Library;
- upgrading classrooms for more interactive teaching;
- longitudinal monitoring and evaluation of existing eLearning platforms with a view to streamlining;
- continued monitoring of the investment in digital learning resources, begun with a TDG;
- establishing clearer links between SCTL and AITSC to maximize the potential of the IT infrastructure;

- continuing the impetus of the integrated student-oriented system which will support system interoperability and provide tools such as ePortfolios; and
- expanding OSA initiatives (e.g., Global Internship, Management Leadership Training) to strengthen personal growth/skills development.

## A8 Experiential learning

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### *Focus area*

- |   |  |
|---|--|
| 7 | Experiential and other ‘out-of-classroom’ learning |
|---|--|

### *Main references*

- |       |                      |
|-------|----------------------|
| SM6.1 | Colleges at CUHK     |
| SM6.2 | Broadened Experience |

### *Other references*

- |       |                             |
|-------|-----------------------------|
| SM1.1 | Introduction to CUHK        |
| SM3.2 | Output Statistics           |
| SM7.1 | General Education           |
| SM7.8 | International Summer School |
- 

### **A8.1 What we are trying to do**

CUHK’s educational philosophy stresses the all-round graduate. The broad range of desired learning outcomes (**A1**) rely on curricular components such as GE (**A12**; **SM7.1**) and also on rich experiential learning opportunities, characterized by diversity, choice and voluntary participation, with the Colleges playing an important role.

### **A8.2 Colleges**

#### ***Organization and programmes***

Every Ug and every teacher belongs to one of the four Colleges, each with ~300 teachers and ~2,600 Ug’s, across nearly all disciplines (**A1-app6**). Academic departments nurture disciplinary teaching outcomes and generic attributes, which is reinforced by the Colleges’ initiatives for the support of whole-person development. Such collaboration is important in helping students achieve the outcomes specified in the Strategic Plan.

In College hostels (accommodating ~50% of Ug's), students meet peers across disciplines and cultures (non-local and exchange students room with local students). Sports, cultural and other facilities are provided.

In addition to GE (**A12; SM7.1**), each College offers co-curricular activities for ethical, intellectual, physical, social and aesthetic development. Statistics and examples (including staff and student exchanges, informal education and alumni networks) are in **SM6.1-app4–app7**. Counselling and scholarships are provided in coordination with University units.

High annual participation (e.g., language programmes: 4,887; overseas study: 547; college-initiated development programmes: 16,798; college-supported development programmes: 19,987) testifies to student perception of value, confirmed by formal post-activity evaluations for major activities (**SM6.1-app8**) and echoed by external views, e.g., the 1999 UGC Management Review Report.

### ***International benchmarking***

In 2006, a University Task Force studied three models of college systems (Cambridge, Oxford; Princeton, Yale; Claremont) and noted that these relatively small colleges (typically several hundred students) were fully residential and shared communal dining. The Task Force's recommendation of new Colleges in that mode to cater for the extra numbers in the four-year curriculum was accepted by the Council.

### ***Enhancements***

With enthusiastic support from benefactors in the community, five new Colleges will be established before 2012, all relatively small (300/300/600/1,200/1,200 students) and three being fully residential with communal dining. Meanwhile, the existing Colleges, on the basis of feedback, plan to enhance art and cultural activities, exchange opportunities and study tours.

## **A8.3 Exchanges**

CUHK augments the student experience through exchange. In the medium term, every student who desires it should be provided with exchange experience—with corresponding numbers of incoming students enriching the campus.



In 2007–08, 638 students will participate in regular term-time exchange (22% of the cohort, above the 16–18% target for 2005–08). Together with ~2,000 short-term opportunities, 93% of the cohort will be accommodated. Destinations are well balanced (39% North America, 28% Europe and South Africa, 32% Asia-Pacific) and partners are selected rigorously. Travel grants (~\$5 million annually) are provided from donations.

Surveys of outgoing and incoming exchange students are supplemented with focus groups. Information collected is used to improve operations. CUHK students often report exchange as life-changing.

CUHK is actively developing new partnerships, including destinations in Africa, Eastern Europe and Latin America. Synergy will be sought with internship, summer schools and joint programmes with partners (e.g., Global Business Studies). As activities grow, CUHK will seek further donations for financial support.

#### **A8.4 Internship**

Thousands of internships are organized (3,600 formally reported, with about 14% outside HK including 7% overseas). Competition to enrol is intense, even though these are not credit-bearing.

Sample feedback by students via mandatory learning journals and by hosting organizations are in **SM6.2**. The diversity of internship varieties as well as locations is welcome; experience with prestigious employers stretches visions and provides career advantage.

#### **A8.5 Mentorship**

In mentorship programmes (1,232 students), the mentor shares work experience, advice on careers and arranges social interactions. Effectiveness is evaluated annually (**SM6.2.4**).

#### **A8.6 Summer activities**

The summer period is put to good use (**SM6.2**); in addition to many informal activities (e.g., lab experience, supervised independent reading), 72 formal programmes drew 1,717 participations. Examples include cultural exposure, leadership development,

service learning, summer study abroad (e.g., at Cambridge, Harvard, McGill, Tsinghua, UC Berkeley, UCLA, Yale), language immersion, internship (see above), research in CUHK and abroad.

Enrolment in a new summer session is growing (3,116 students in 2007). In the International Summer School (**SM7.8**), 31 classes taught by CUHK and international faculty (from, e.g., Carnegie-Mellon, Harvard, Illinois, NYU, Texas at Austin) enrol ~500 students (half CUHK, half international) for a unique learning experience.

### **A8.7 Other examples**

Students participate in national and international competitions, debates, student clubs (258 registered) and University affairs (e.g., Senate membership).

### **A8.8 Evaluation and plan for improvement**

CUHK believes that experiential learning contributes to the superior performance of its graduates (**A15**; **SM3.2**) and these opportunities will be expanded in the four-year curriculum. The range and diversity of programmes rely on initiatives from many units, but more systematic data collection (e.g., through a learning portfolio) and evaluation are under planning, and these will drive improvements and the optimal allocation of resources. While the University believes experiential learning promotes desired outcomes, careful research establishing the link would be useful.

## A9 Assessment

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### *Focus area*

8            Assessment

### *Main reference*

SM4.3      Assessment

### *Other reference*

SM2.3      Programme Monitoring and Review

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Student assessment (**SM4.3**) serves to certify standards, signal relative performance, monitor progression and provide incentives for excellence. The system in place is robust, but could benefit from more diversity in assessment modes to align with broad learning outcomes, and by wider use of assessment as a learning opportunity.

### **A9.1 Existing policies and practices for ensuring standards**

Assessment schemes are specified in course proposals for approval and review and disseminated through course outlines. Significant changes need to be approved by Faculty Boards. For professional programmes, assessment is monitored through accreditation.

Grades are approved by examination panels subject to distribution guidelines approved by Senate. Grade point averages (GPAs) determine degree honours, where Senate guidelines ensure consistency and prevent inflation.

Benchmarking is provided through External/Visiting Examiners who review a sample of scripts; reports are monitored by the Registry and then a PVC. A compilation of this valuable feedback on assessment and standards is in **SM4.3-app10–app13**. Established procedures ensure that recommendations are addressed; the few problem cases are followed up vigorously.

Plagiarism is not tolerated and supportive guidelines<sup>10</sup> are given and used for development purposes. A proprietary bilingual software<sup>11</sup> checks for plagiarism on

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<sup>10</sup> Honesty in Academic Work: A Guide for Students and Teachers:

<http://www.cuhk.edu.hk/policy/academichonesty>

<sup>11</sup> Chinese University Plagiarism Identification Engine (CUPIDE): <http://cupide.cse.cuhk.edu.hk/portal>

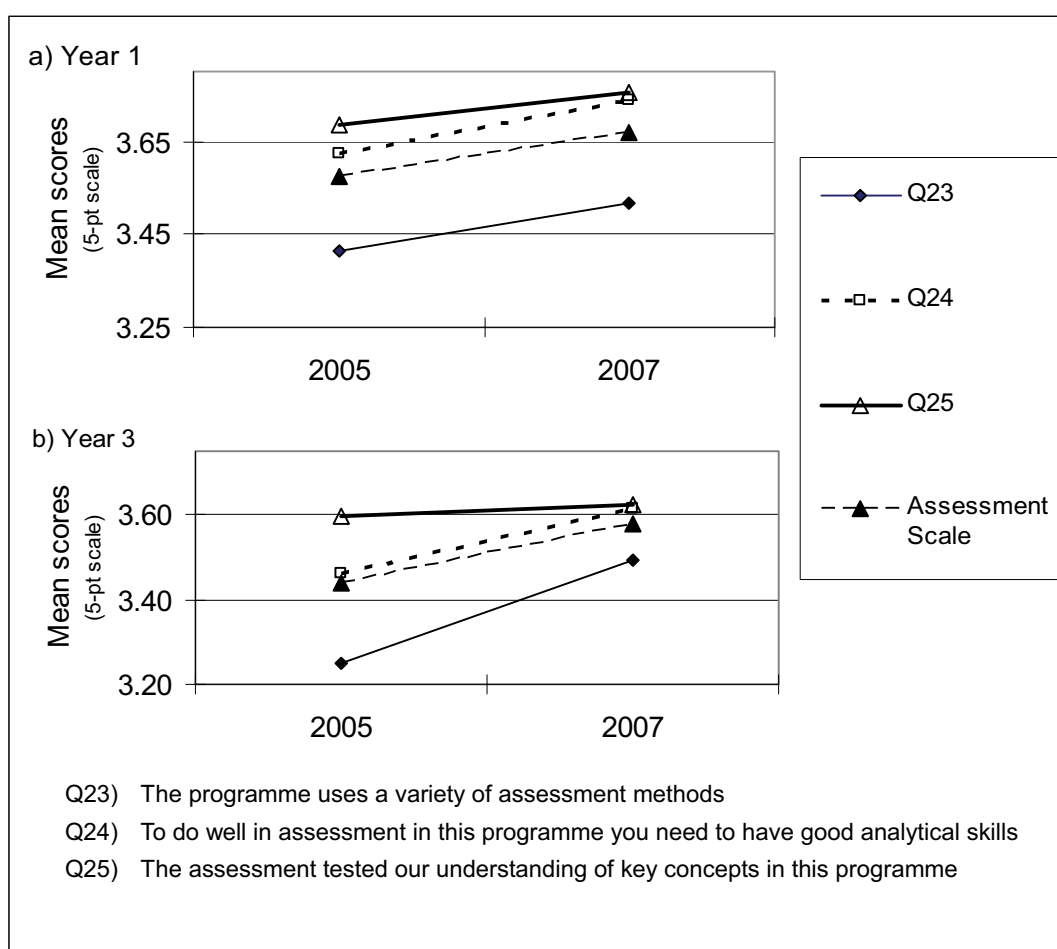
submitted work. Since 2005, all plagiarism cases must be dealt with by the Senate Committee on Student Discipline (SCSD) rather than by individual teachers.

## A9.2 Self-evaluation

The system works well in ensuring standards, which are found to be satisfactory by External Examiners and in accreditations.

Nevertheless, in some programme reviews, the pattern of assessment modes captured by a (course x assessment) matrix reveals over-reliance on examinations and tests focusing on subject knowledge, which may align less well with broader learning outcomes (e.g., in the professional, skills and values domains). This is pointed out in programme reviews, and four out of eight programmes reviewed in May–June 2007 now plan to diversify assessment for better alignment with outcomes. Softer skills tend to be marked in tight ranges resulting in low effective weights; normalization of standard deviations would need to be set as good practice. Programme reviews are also promoting a growing awareness of assessment as a learning activity in itself.

Figure 9.1 Longitudinal SEQ assessment data from 2005 to 2007  
 (a) Year 1 (n = 870 in 2005 and 952 in 2007)  
 (b) Year 3 (n = 662 in 2005 and 805 in 2007)



The SEQ demonstrates progress. Overall University mean scores on three items related to assessment (diversity of assessment, promotion of analytic skills and emphasis on concepts) have improved from 2005 to 2007 (Figure 9.1).

### **A9.3 Plans for enhancement**

An SCTL working group has made recommendations on both policy and implementation. To ensure that subject knowledge is not compromised as assessment is broadened, programmes will be encouraged to mandate minimum passing marks for each component of assessment. As the cycle of programme reviews continues, assessments will be steered towards better alignment with desired learning outcomes. A formal assessment policy codifying existing practice will be put to Senate.

Good practice in assessment is compiled and disseminated (**SM2.3**). Several TDG projects address assessment issues.

Faculty Board oversight of assessment schemes is uneven, and needs to be systematized, for example, with respect to grievance policies.

In the longer term and subject to statutory amendment, External/Visiting Examiners will be replaced with Visiting Committees with a more holistic brief (which will, however, retain the review of examination and course standards), in line with practice in many other institutions.



## A10 Teaching quality and staff development

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### *Focus area*

- 9 Teaching quality and staff development

### *Main references*

- SM2.2 Centre for Learning Enhancement And Research (CLEAR)  
SM4.2 Recognition of Good Teaching

### *Other references*

- SM2.1 Senate Committee on Teaching and Learning (SCTL)  
SM3.3 University Outcomes-based Approach (OBA) Plan
- 

### A10.1 Existing policies and practices

#### ***Emphasis on teaching quality***

As a research-intensive university, CUHK seeks academic staff who have a reputation in their discipline areas. However, the ability to teach well is an important criterion for appointment, evidenced in the *curricula vitae* of applicants and through seminars to their peers. Academic staff processes<sup>12</sup> at CUHK, including biennial salary reviews, emphasize teaching (SM4.2) and, moreover, recognize that good teaching is informed by research and professional activities—that teaching is a scholarly activity.

Each year a number of CUHK teachers receive exemplary teaching awards from the VC—one from each Faculty. Some awardees assume positions of responsibility, e.g., as Associate Deans (Education) who are SCTL members. Further, a set of principles for excellent teaching has been derived from the experience of these exemplary teachers (SM4.2).

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<sup>12</sup> All staff processes start at departmental level and are then vetted at the Faculty level. Decisions are made by the Administration and Planning Committee upon the advice of the Academic Staff Review Committee chaired by a PVC (for junior cases) and the Committee on Senior Staff Matters chaired by the VC (for senior staff); these decisions are then ratified by the Council.

## ***CLEAR***

CLEAR (SM2.2) supports QA in T&L by providing professional development, working on SCTL initiatives including programme reviews, and providing the University with an evidence base through its research. It is staffed by professionals with full academic status who have considerable experience in the field of educational development. A professor in CLEAR has direct liaison with each Department/Ug programme. This network provides a conduit for two-way dissemination of ideas and information about staff development needs and opportunities.

### ***Professional development***

The principles for excellent teaching underpin the IF and the associated professional development courses (PDCs), mandatory for all new junior teachers and teaching assistants (TAs). The PDCs (SM2.2) are designed along OBA lines. Since 2003 there have been 23 12-hour PDCs for teachers (455 teachers) and 133 PDCs for TAs (2,363 TAs), the latter in collaboration with and customized for each Department. PDCs are run in small interactive groups and focus on problems and outcomes—thus also serving a paradigmatic role.

### ***Course and teaching evaluation***

Following the first TLQPR visit, CUHK adopted a system of rigorous CTEs which, beyond their formative function, also inform academic staff reviews for substantiation, promotion, extension beyond normal retirement, etc., though not in a mechanistic fashion. An SCTL working group in 2004 affirmed the principle that CTE is best devolved to the Faculties, but should share common constructs. Variation occurs because of disciplinary differences.

## **A10.2 Evidence of teaching quality improvement**

SEQ data (Figure 10.1) show that student perception of the T&L environment has risen—an indicator of satisfaction with the overall teaching quality.

Overall, the CTE scores at the University remain relatively constant and satisfactorily high (Figure 10.2).



Figure 10.1 Student perceptions of the T&L environment from 2005 to 2007  
(a) Year 1 (n = 870 in 2005 and 952 in 2007)  
(b) Year 3 (n = 662 in 2005 and 805 in 2007)

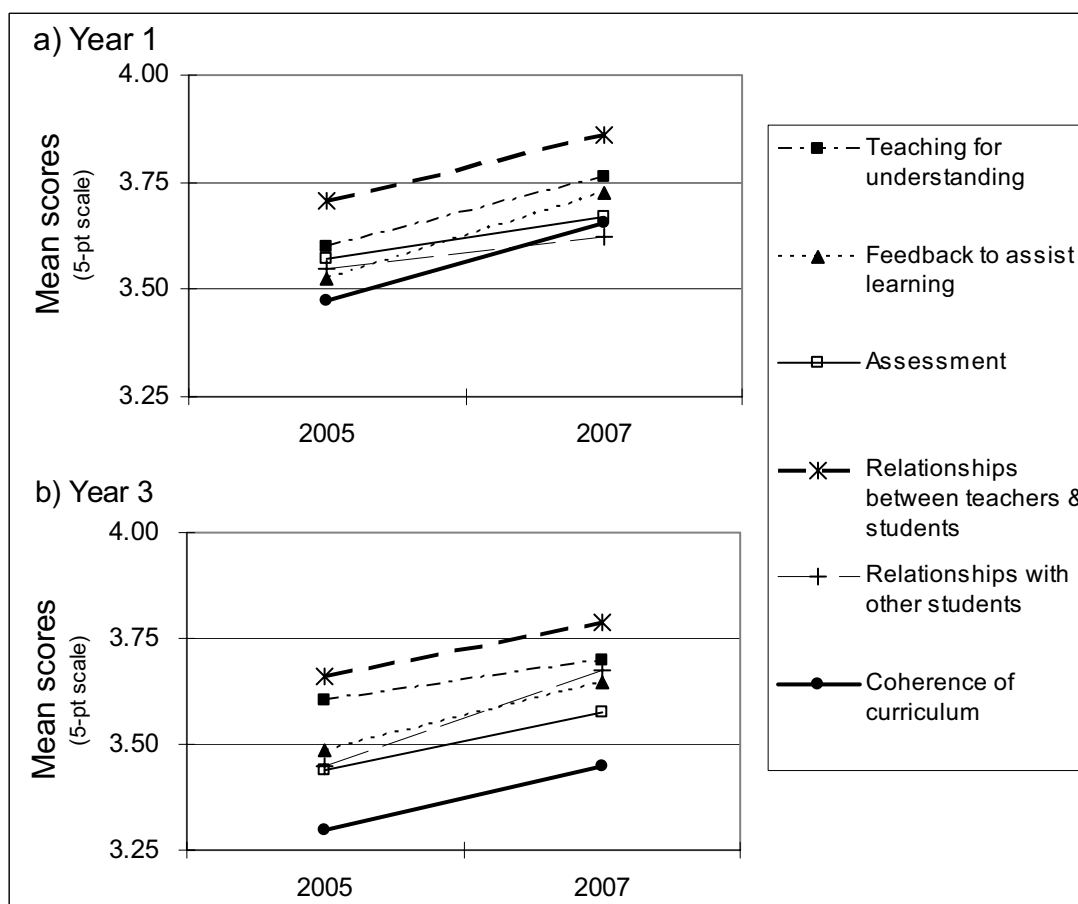


Figure 10.2 Average CTE scores across the University 2001–2006



### **A10.3 Self-evaluation**

Despite increased uptake and interest in professional development for T&L across the University, the general feeling is that research counts more both for promotion and for career mobility—a universal challenge in higher education.

In most research-intensive universities, teaching is an isolated activity with each teacher engaging in assigned courses. The need to prepare for programme reviews is bringing about a welcome change to this fragmented approach.

CUHK values the input of External/Visiting Examiners (and in future, Visiting Committees). The small and collegial Departments with devolved responsibility have strong ownership of teaching quality. SCTL itself (**SM2.1**) constitutes a University-wide network for developing sustained expertise in T&L.

### **A10.4 Plans for enhancement**

Three main areas will be the focus of ongoing attention.

- While teaching quality has always been valued, a strong and sustained focus is needed to embed evaluation and reflection on T&L as an integral part of normal academic process.
- The role of Associate Deans (Education) in their respective Faculties is still in a formative phase. Developing an integrated OBA ‘roadmap’ (**SM3.3**) for each Faculty and implementing it in the lead-up to 2012 will consolidate this role. Their front-line work will feed into QA policies and processes through SCTL.
- CLEAR needs to continually evolve towards a broader range of services including classroom skills and use of eLearning.

## A11 Student participation

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### *Focus area*

10 Student participation

### *Main reference*

SM4.4 Student Participation

### *Other reference*

SM1.1 Introduction to CUHK

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Student feedback on courses and programmes, via formal surveys and interactive methods such as student panels, forums and internet forums (Table 5.1), forms an integral component of the curriculum development cycle (A6). Teachers normally find student feedback constructive and informative.

Student representatives in the Senate (the Students Union President; one student from each Faculty and each College) contribute student perspective to academic planning.

Students are represented on Faculty Boards. Department Boards either have full student members or seek student input on course planning and T&L matters in other ways (as observers, or through Staff–Student Consultative Committees). **SM4.4** describes the importance attached to establishing good teacher–student relationships, which facilitate gathering informative feedback on T&L through both formal and informal channels.

The Senate Staff–Student Consultative Committee includes one representative of each Faculty and College, for exchange on the overall T&L environment in the University. SCTL includes two student representatives from the Senate. Students also sit on the SCSD and the discipline panels. The composition of these committees is in **SM1.1**.

Departmental orientation activities for new students are organized by senior students from the programme concerned, the first step to forming coherent cohorts of students with strong loyalty to their Departments, as evidenced, for example, by their enthusiastic participation in activities promoting the Department to school students. Programme student societies are often very active.

Students are also highly active within their Colleges and participate actively in the management of activities.



## A12 General Education

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### *Main reference*

SM7.1 General Education

### *Other reference*

SM5.4 Planning for 3+3+4

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GE (**SM7.1**) is a University-wide Ug requirement (15 units out of 99) with a coherent curriculum. GE courses are graded in the usual way and are counted in the GPA. A similar and robust QA mechanism parallel to the IF was adopted after a major review in 2003, and has led to a much greater degree of coherence with well-articulated objectives.

### **A12.1 What are we trying to do?**

The University mission is to nurture graduates for the modern world with the intellectual ability to appreciate broad issues of concern to humanity and society. Targeting students as whole persons rather than as specialists, GE is not adjunct to the major subject. Outcomes are clearly defined.

### **A12.2 How does GE achieve its purpose?**

#### ***Structure***

The GE Programme comprises two components, both compulsory:

- University GE (9–12 units) consists of at least one course in each of four areas (Our Own Heritage; Nature, Technology and the Environment; Society and Culture; Self and Humanities) chosen out of >200 courses. These are proposed by Departments, and quality-assured first by Department/Faculty Boards on academic quality in the discipline.

- College GE (4–6 units) introduces students to university education and promotes interaction across disciplines through formal and informal activities, including required attendance at College Assemblies with distinguished speakers from different walks of life. These are proposed and quality-assured first by College GE Offices responsible to the Assemblies of Fellows.

### ***Quality assurance***

In addition to Department/Faculty and College scrutiny, overall policy and QA rest with SCGE with the Office of University GE as the executive arm. Courses are scrutinized on declared objectives and implementation plans. Final approval by SCGE is rigorous: ~30% are not approved and ~50% require revision.

Triennial course reviews lead to recommendations for improvements: ~50% are required to revise; ~10% have to be withdrawn. The revisions follow dialogue with offering Departments, adding to quality. Good practice is noted and disseminated, whereas concerns (e.g., teaching support, inadequate reading, light workload, lack of coordination in team-taught courses) are brought up and remedied.

College GE courses are reviewed by the respective College Committees involving external members and making reference to student feedback, which indicates satisfaction with the opportunity of broadening and the intellectual stimulus.

### **A12.3 How do we know we are effective?**

Evidence comes from periodic internal reviews based on archived material, mandatory course evaluation by students, feedback from focus groups, an overall survey and a forthcoming external review.

### **A12.4 Self-evaluation**

Well-articulated principles and desired outcomes drive curriculum and pedagogy in a consistent fashion, and a clear management structure formulates policy, monitors implementation and recommends (even mandates) improvements.

Nevertheless, as in many research-intensive universities, the goals of liberal education are not universally understood. Therefore, some GE courses were ‘easy’, designed for

interest rather than intellectual challenge, or factual with inadequate integration with broad issues of human concern.

The rigorous GE course reviews have dealt with these problems. As a result, GE courses have now largely achieved their objectives: student evaluations consistently acknowledge gaining new knowledge beyond the major discipline (>5.0/6.0), and broadening of intellectual perspectives (>4.8/6.0). Repeat reviews are seeing improved quality.

### **A12.5 Plans for enhancement**

Continuous improvement relies on a robust feedback loop. In addition to course evaluations and University-wide surveys, workshops and seminars foster exchanges on T&L. A lunch-time seminar series has been effective in team-building and will be expanded. The mission of the GE programme is introduced early, in new student orientation; this has been found to be effective, and will be strengthened.

An Exemplary Teaching Award celebrates good teaching. As awards are made, instances of good practice will be drawn out.

Research on GE is encouraged (e.g., a project on learning outcomes in GE) and leads to publications and, importantly, also changed policies and practices.

An external review will provide fresh perspectives and international benchmarking.

A new Foundation Course in GE (6 units) in the four-year curriculum is planned (**SM5.4**). The focus, coherence and intellectual rigour will set benchmarks for even higher standards in the years to come.

A more structured management will be put into place for College GE, either by co-opting external experts into the GE Committee, or setting up an Advisory Board mainly with external members.





## A13 Language policy and enhancement

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### *Main reference*

SM7.2 Language Policy and Enhancement

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### A13.1 What are we trying to do?

#### *Language policy*

CUHK's language policy is bilingualism in Chinese (Cantonese and Putonghua) and English: in the language of instruction, in student proficiency and in the T&L environment supporting these objectives. The aim is to turn the multilingual societal environment—seen as a challenge through all levels of education—to advantage: the global language for access to knowledge and careers, the mother tongue for cultural heritage and active learning. As Pg degrees are either research-oriented or professional-oriented, their language requirements are allowed to vary in order to fit the objective of the programmes.

In practice, lecturing in Medicine and Law is exclusively in English; in Science, Engineering, and most of Business Administration substantially in English. In the culture-bound subjects of Arts, Education and Social Science, there is much more use of Chinese in lectures. In all Faculties, Chinese is used much more in active-learning modes such as discussions, student teamwork and hands-on laboratory or fieldwork.

#### *Language enhancement*

All local Ug's pass AS English and AS Chinese and have the proficiency to benefit from a bilingual education; 53% attain C or above in English and 64% in Chinese (up from 46% and 58% respectively in 2005) (SM7.2). Nevertheless, further enhancements are needed (especially in English) to meet expectations for eventual senior-level appointments in HK and beyond.

## **A13.2 How are we doing it?**

### ***Language policy***

Each programme makes its own collective decision on the language to be used in any course, having regard to the subject and the learning environment. Programmes that choose to admit non-local students must offer enough courses in a suitable language for these students to satisfy programme requirement. The medium of instruction (for lectures) has to be made known before course selection.

### ***Language enhancement***

CUHK operates a four-tier language enhancement framework (**SM7.2-app1**):

- a compulsory non-credit foundation language course for all first-year Ug's;
- compulsory language enhancement courses;
- elective language enhancement courses; and
- informal and non-credit language enhancement activities and opportunities provided by the Colleges and the ILC.

## **A13.3 How do we know we are effective?**

### ***Language policy***

The bilingual policy is implemented by Department Boards. Delivery is monitored from student feedback including CTE, and from External/Visiting Examiners' reports.

### ***Language enhancement***

Language enhancement courses (except oral and elementary Chinese) are offered under the Faculty of Arts, with QA supervised by the Dean (**SM7.2-app5–app6**).

Exit standards in both languages, as revealed by two large-scale employer surveys (EMB and private-sector polls), are satisfactory on an absolute scale and highest in HK (**A15**). Average score in the IELTS is 6.86 (6 = 'competent user'; 7 = 'good user'), second highest in HK (**A15**).

### **A13.4 How can we improve?**

#### ***Language policy***

The past decade has seen an increased use of English in lectures because of:

- professional requirements (e.g., MB ChB, LLB, Global Business);
- the nature of the disciplines (e.g., engineering, science);
- the student mix;
- student needs in a globalized world; and
- CUHK's increasing international links.

This development—carefully balanced against the need to nurture the indigenous language especially in culture-bound subjects—has allowed CUHK to transform from a locally oriented institution first to a national one and then to one with a clear international character with a presence of international students including significant numbers of exchange students.

#### ***Our challenges***

CUHK graduates have the language competence for work, but only a fraction have the near-native competence in English necessary for sophisticated discourse or multinational executive careers. Some students still find difficulties in interactive learning and communication through English as a second language. Some teachers find it unnatural to communicate with students in a language foreign to both. There is enthusiasm and even a sense of duty to preserve and cultivate Chinese as an academic language, resulting in concern when the use of English as an academic language appears to be on the rise. Therefore, the choice of the language of instruction can at times be a sensitive issue among some teachers and students, also entwined with and brought to the surface by the increasing diversity of the student body. The University sees student diversity, cultural heritage and global connections all as strategic goals, but at the same time recognizes that the path to these goals must be managed with care. The University has therefore taken an incremental, consultative and adaptive approach that has narrowed differences in views.

The Committee on Bilingualism (**SM7.2**) has recommended that:

- language for lectures should be decided by Department Boards according to the needs of the programmes and disciplines;
- programmes that admit non-local students should offer enough courses in Putonghua or English for these students to complete programme requirements; and
- the SCLE should be set up to coordinate, review, improve and promote the policy on bilingual education at CUHK and to undertake efforts to care for the Chinese language.

SCLE has co-opted language experts from Linguistics and Education to improve language courses. It will also develop a coherent outcomes-driven QA framework for language enhancement.

## A14 Research degrees

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### *Focus area*

11 Activities specific to research degrees

### *Main reference*

SM7.5 Research Degrees

### *Other reference*

SM3.1 Intake Quality

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### A14.1 Overall organization

Research degrees are supervised by the GC headed by the Dean of the Graduate School, with subject-specific academic matters reported to the Faculty concerned. Departments are resourced for RPg supervision and in turn are obliged to provide office, laboratory and equipment where needed, as well as computer facilities. All full-time RPg students receive studentships at uniform rates.

A total of 109 RPg programmes are offered (39 PhD, 44 MPhil, 26 articulated MPhil–PhD) via 62 graduate divisions (A4). Both MPhil and MPhil–PhD require an honours bachelor's degree for admission, while PhD requires a master's. As at September 2007, the RPg students number was 2,020 (1,175 doctoral, 845 MPhil). Doctoral students have increased in recent years (SM7.5) by conscious policy to enhance research, as have outside-quota students funded by competitive grants.

### A14.2 Curriculum

#### *Programme structure*

The curriculum has evolved beyond a thesis requirement (with oral defense) at the end-point to a model that incorporates course work (6–12 units for all MPhil's and most PhDs), doctoral candidacy examinations and broadening courses, as well as term grades for research as a monitoring tool. A thesis based on original and innovative research is the key graduation assessment element.

Articulated MPhil–PhD programmes were introduced in 2004–05, with voluntary conversion by existing programmes (26 so far). The new scheme (**SM7.5**) ensures greater uniformity to enhance QA, allows flexibility in entry to PhD programmes, mandates course requirements (at least 12 units of taught courses), promotes uniformly structured candidacy requirements to weed out underperformers, and permits a longer horizon for larger research projects.

### ***Enhancement measures***

To broaden experience and exposure, students can do part of their research in another institution, supported by studentships and overseas academic grants (**SM7.5**). Joint RPg programmes or supervision agreements with partners (e.g., US NIH, Peking University, Microsoft Research Asia) leverage on resources and expertise. Presentation at conferences is encouraged and supported by grants.

The UGC-funded institutions allow RPg students to cross-register for courses, and joint RPg courses with HKU and HKUST are offered under a Joint Centre for Advanced Studies (**SM7.5**).

The *Improving Postgraduate Learning* programme (**SM7.5**) prepares students for Pg studies, imparts generic skills and enriches the learning experience beyond departmental boundaries. Attendance is mandatory on intellectual property and on safety (for those in laboratory work). Other modules include research methodology, thesis writing and presentation skills. The 47 modules attracted 2,302 student participations, with positive feedback (e.g., 4.7/6 on ‘well-prepared session’). In the light of feedback, some modules have been revised in content (e.g., thesis writing) or in duration and scheduling (**SM7.5**).

A best thesis award promotes excellence. The OSA provides career workshops and counselling, talks on interviewing and presentation skills, and on-campus interviews. Individual counselling is available for students in need.

## **A14.3 Input and output**

### ***Entrance standards***

A minimum admission standard is controlled by the Graduate School, which vets and centrally makes all admission offers. Exceptions are individually approved by the GC.

Divisional entrance qualifications are monitored and taken as one performance indicator affecting quota allocation (**SM3.1**; **SM7.5**). As a result, the entrance standard has improved, e.g., the percentage of local entrants holding IIA honours or above (or equivalent) has increased from about 50% to about 70% over the last decade (**SM3.1**; **SM7.5**).

### ***Completion and attrition***

The completion and attrition rates are satisfactory and improving, partly because figures at the divisional level (**SM7.5**) are monitored and may impact future quota allocation. For the University as a whole, completion and attrition rates are satisfactory (see Table 15.1).

## **A14.4 Quality assurance**

The eligibility of supervisors, internal examiners and External Examiners are controlled by GC policy, with exceptions individually considered; a central registry of supervisors is kept. The number of students supervised is capped to ensure adequate attention. Supervisors close to retirement or end of contract must appoint co-supervisors to ensure continuity. Clear rules govern requests to change supervisors; the current supervisor cannot bar transfers.

At the beginning of the academic year, each student and the supervisor discuss, agree on and record the expected milestones, against which progress is reviewed at year end with a record (**SM7.5**) filed at the Graduate School. Problematic cases are brought up at the GC; follow-up can vary from advice or warning to discontinuation.

The thesis committee comprises the supervisor, the division head (or representative), other internal examiner(s) from within or outside the division, plus at least one External Examiner, each submitting an independent report. Where there is one or more failure grades, or if the grades are significantly discrepant, the case is decided at the GC with input from the division and in some cases external expert advice. Cases with a C grade given by the External Examiner(s) are also considered by the GC. These procedures uphold standards and ensure equity. The distribution of thesis grades (**SM7.5**) is satisfactory.

The Dean of Graduate School also reads a sample of theses together with the examiners' reports, to gain (and record) a first-hand impression of divisional performance (**SM7.5**).

An annual exit survey (SM7.5) identifies areas for improvement. Survey results are presented to the GC, and recommendations are then made to the Faculties and other supporting units.

#### **A14.5 Self-evaluation and plans for improvement**

The processes are well defined. The programmes in general are of good quality and reputation, evidenced by the high demand.

Funded RPg numbers (~1.5 per academic staff) are inadequate for a research university. The Graduate School therefore has encouraged those with research grants or private funds to support additional students, within UGC guidelines.

There is a potential tension between learning and serving as research assistants or in other duty roles. CUHK therefore caps the number of service hours that an RPg student might provide the Department.

A requirement for journal publications (Engineering, Medicine and Science only) is being considered.

Collaboration with top universities will be expanded through cooperative programmes cited above, as well as other joint supervision or student exchange opportunities.

Three policy enhancements will soon be put forward:

- an addition to the annual progression form to allow students to record their views and concerns, if any;
- although implicitly understood, an explicit requirement that supervisors mentor the *writing* of the thesis, a particular challenge in a second-language environment; and
- more systematic tracking of graduate destinations.



## A15 Measurement of output

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### *Main references*

- SM3.1 Intake Quality
- SM3.2 Output Statistics

### *Other reference*

- SM4.3 Assessment
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### A15.1 Introduction

CUHK attracts highly qualified students (input: **SM3.1**)—e.g., half of the top 1,000 JUPAS students enrol at CUHK; the education is also designed to add value (throughput); thus the graduates are well placed for further study or employment (output: **SM3.2**). Output measures are collected, benchmarked and analysed as feedback.

### A15.2 Completion and attrition

Table 15.1 Completion and attrition rates for cohorts admitted in 2002–03; further details in **SM3.2**

<i>Programmes</i>	<i>Attrition (%)</i>	<i>Pending (%)</i>	<i>Completion (%)</i>	
			<i>total</i>	<i>beyond normative period</i>
Ug	1.86	1.86	98.14	14.35
Full-time RPg (MPhil)	7.00	0.20	92.70	20.00
Part-time RPg (MPhil)	16.70	0.00	83.30	33.30
Full-time RPg (PhD)	10.10	15.20	74.70	32.60
Part-time RPg (PhD)	36.40	36.40	27.30	9.10
Full-time UGC-funded TPg	8.70	0.00	91.30	0.90
Part-time UGC-funded TPg	4.60	0.00	95.40	3.00
Full-time Self-financed TPg	6.00	0.00	94.00	2.60
Part-time Self-financed TPg	10.80	0.00	89.20	4.40

The completion rate is high, due to student quality and cultural emphasis on education. The flexible credit-unit system in Ug programmes allows weaker students to progress at an appropriate pace and/or repeat courses, often resulting in completion beyond normative period rather than wastage—a gain for the community.

The high completion rate is achieved even though standards are stringent, as benchmarked by External/Visiting Examiners (sample comments in **SM4.3**).

About 18% of first-degree graduates go on to further studies; the rest are nearly all employed.

Table 15.2 Destination of first-degree graduates for those graduating in 2006–07

	<i>% of total</i>	<i>as % of those not in further studies</i>
Further studies	17.8	–
Other than further studies	82.2	100.0
Employed	80.1	97.5
Not employed <sup>13</sup>	<u>2.1</u>	<u>2.5</u>

*(Details of salary amount in the original submission are deleted.)*

### **A15.3 Employer satisfaction**

Every three years, EMB conducts a large-scale employers' survey on publicly-funded graduates' performance under 9 aspects and 45 attributes (**SM3.2**). CUHK graduates are ranked highest overall and in 7 of 9 attributes in the latest survey (2006), confirming the result in the previous one (2003).

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<sup>13</sup> Including those who were seeking employment and those who had emigrated/returned to their home countries or those who were not seeking employment.

*(Tables 15.3, 15.4 and 15.5 about 2006 EMB employer survey results and 2007 Hong Kong Economic Journal (HKEJ) survey findings in the original submission are deleted.)*

#### **A15.4 Language ability**

The community places great importance on language competence; CUHK graduates generally do well.

*(Table 15.6 about CUHK scores in languages in the original submission is deleted.)*

#### **A15.5 Other student achievements**

Output quality is attested by a variety of indicators and examples (**SM3.2**), e.g.,

- business students won The International Business Challenge 2006;
- champions of Intervarsity Debate 2007;
- winners of First Prize and Intel Cup in 2006 Intel Cup Undergraduate Electronic Design Contest;
- overall winner of the Hong Kong and Macau Cup as well as 6 individual awards in the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> National Challenge Cup;
- winners of 8 out of 10 Rhodes Scholarships awarded to HK students since 1998;
- securing over 50% of Big-4 offers (six accounting schools in HK); and
- student publication is impressive, e.g., Pg and Ug students in the Faculty of Science co-authored more than 300 publications in refereed journals in 2006–07, 60% of the total Faculty output.

### **A15.6 Self-evaluation and plans for enhancement**

The output indicators from the EMB survey are in general satisfactory. English ability is still uneven, especially for speaking and writing. IT competence, especially among students in non-technical subjects, will be enhanced with more eLearning. Technical skills for the job is ranked second among all institutions, already pleasing since CUHK is decidedly not a vocational-oriented institution.

There is the need to collect more longitudinal data tracking career progression, especially for professional programmes. Both input and output data by programme are examined and affect Ug quota allocations (**SM3.2**).



## A16 Conclusion and action plan

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### *Main references*

SM8.1      Action Plan

### *Other references*

SM3.1      Intake Quality

SM3.2      Output Statistics

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### **A16.1   Changing contexts**

The attention to T&L quality is part of the cherished tradition of CUHK, leading to superior intake (**SM3.1**) and output (**SM3.2**). Nevertheless, there is the need to continuously reflect, evaluate, adapt and improve. Even where processes have led to favourable outcomes, changing external circumstances require that we revisit our visions, strategies and goals, and develop corresponding implementation plans. In this connection, several themes deserve attention.

- The growing size and complexity of the institution has made it necessary for CUHK to become more formal and explicit in QA. The establishment of SCTL and the launch of programme reviews have promoted change—in not only procedures but also attitudes.
- Globalization and the explosion of knowledge have altered the landscape for graduates, and much broader learning outcomes are needed. International exposure for students takes on heightened importance.
- The 3+3+4 transition provides the opportunity to engineer changes in curriculum and pedagogy.

The present self-review has provided the opportunity to take stock in the light of these factors that shape future strategy. Driven by the Strategic Plan and drawing upon the concluding parts of the preceding sections, this section outlines a coherent plan for future action, presented in terms of the goals that CUHK intends to pursue (cf. Table 2.1). Concrete action items and timelines are in the Action Plan in **SM8.1**.

## **A16.2 Management structure**

Action depends on strong leadership. Various administrative reforms, especially the change to a system of appointed Deans and the accompanying devolution of authority will lead to a fundamental change that will focus action on quality improvement across all fronts including T&L, and specifically in carrying out T&L plans.

## **A16.3 Evolution of QA processes**

The processes for reviewing Ug programmes now integrate well with other learning enhancement initiatives. There is now greater recognition that self-evaluation supported by peer review can be a worthwhile process leading to the identification of good practice and issues for attention and action. As a result, programmes are taking greater responsibility for QA rather than seeing it as an external imposition.

External Examiners on the review panels have injected their expertise beyond their original role of monitoring examination scripts; they also provide an element of external benchmarking with best international practice. The intended change of the External Examiner system towards periodic reviews by a Visiting Committee is consistent with this wider goal.

Upon completion of one cycle of Ug reviews, a meta-review will be conducted with external input. The reflection will prepare the way for adaptations in the second cycle and especially for the four-year curriculum. The latter, more flexible and with more common elements across different majors, will require a process better suited to less structured programmes.

GE will also undergo an external review.

QA processes associated with TPg programmes will be further developed, through devolved local responsibility coupled with central oversight. Faculties will need to evolve processes which suit the types of programmes they offer, which are marked by great diversity.

Increased attention to aspects of supervision and tracking will add value to RPg experience.



#### **A16.4 Continuing curriculum alignment**

The curriculum alignment model (Figure 2.2) provides a coherent framework for the QA processes, and has helped to broaden the perspective of teachers beyond content to more student-centred forms of teaching, though more progress in this direction is desirable. Plans for the four-year curriculum include enhancing the levels of interactive T&L.

The assessment component is particularly important as students are assessment-driven. A working group on assessment has made recommendations, to be incorporated into formal policy, which should lead to greater consistency with desired outcomes.

Central to the curriculum model is the provision of diagnostic feedback to programmes. Considerable progress has been made in diversifying the sources of feedback and ensuring that it is acted upon. A challenge for the future will be increasing student participation.

#### ***Clearer OBA focus***

The curriculum development model is prefaced by the identification of desired learning outcomes, a focus sharpened by the UGC's encouragement of an OBA. Continuing effort is needed to encourage teachers to embrace outcomes beyond content knowledge. Most professional programmes have now specified desired outcomes, with benefits for better potential alignment. The challenge is to extend the impetus across the University.

#### **A16.5 T&L environment**

Inclusion of learning activities within the curriculum alignment model encourages diversified approaches to teaching, driven by evidence that a high-quality T&L environment nurtures generic capabilities. Increasingly, action plans shift towards more student-centred forms of teaching.

There has been wide acceptance of eLearning. It will be an ongoing challenge to go beyond dissemination of information, towards more interactive eLearning.

### ***Quality of teaching***

The plans outlined here have to be supported by extensive professional development. The existing collaborative arrangements between CLEAR and the Faculties will continue with the Faculties taking increasing local responsibility.

#### **A16.6 Four-year curriculum**

The additional Ug year provides an opportunity to pursue a number of the University's goals. Students should experience a rich T&L environment especially in their first year. Plans are already in place for developing the necessary infrastructure, importantly the enhancement of the College system.

Students need more options in choosing their programmes; so greater flexibility will be introduced. It will be possible to study combinations of majors and minors, and double majors. The research mission of the University will be enhanced as even more Ug programmes incorporate research projects or theses.

Holistic education will be enhanced through expanding GE to include a common foundation course. Faculty-wide first-year courses will also contribute to a more broadly-based curriculum.

#### **A16.7 Language enhancement**

CUHK's policy of bilingualism will be strengthened within the four-year curriculum. The new SCLE will be the instrument to implement policies, articulate outcomes, and organize reviews and reflections.

#### **A16.8 Broadening of student experience**

CUHK has put considerable effort into ensuring that students enjoy a diverse range of broadening experiences. The Colleges contribute to a stimulating campus environment. The number of Colleges will be increased to cater for the increased enrolment under the four-year curriculum.

High priority is given to other broadening experiences such as exchanges, internships and summer activities. An ePortfolio system will document experiences—illustrating how IT systems can meet T&L needs.

Through these experiences, the University aims to produce graduates for the 21<sup>st</sup> century who have a broad base of knowledge, skills and value which will be supported by a high level of IT and communication skills. These skills areas will receive more attention to complement the traditional academic focus.

### **A16.9 Internationalizing the University**

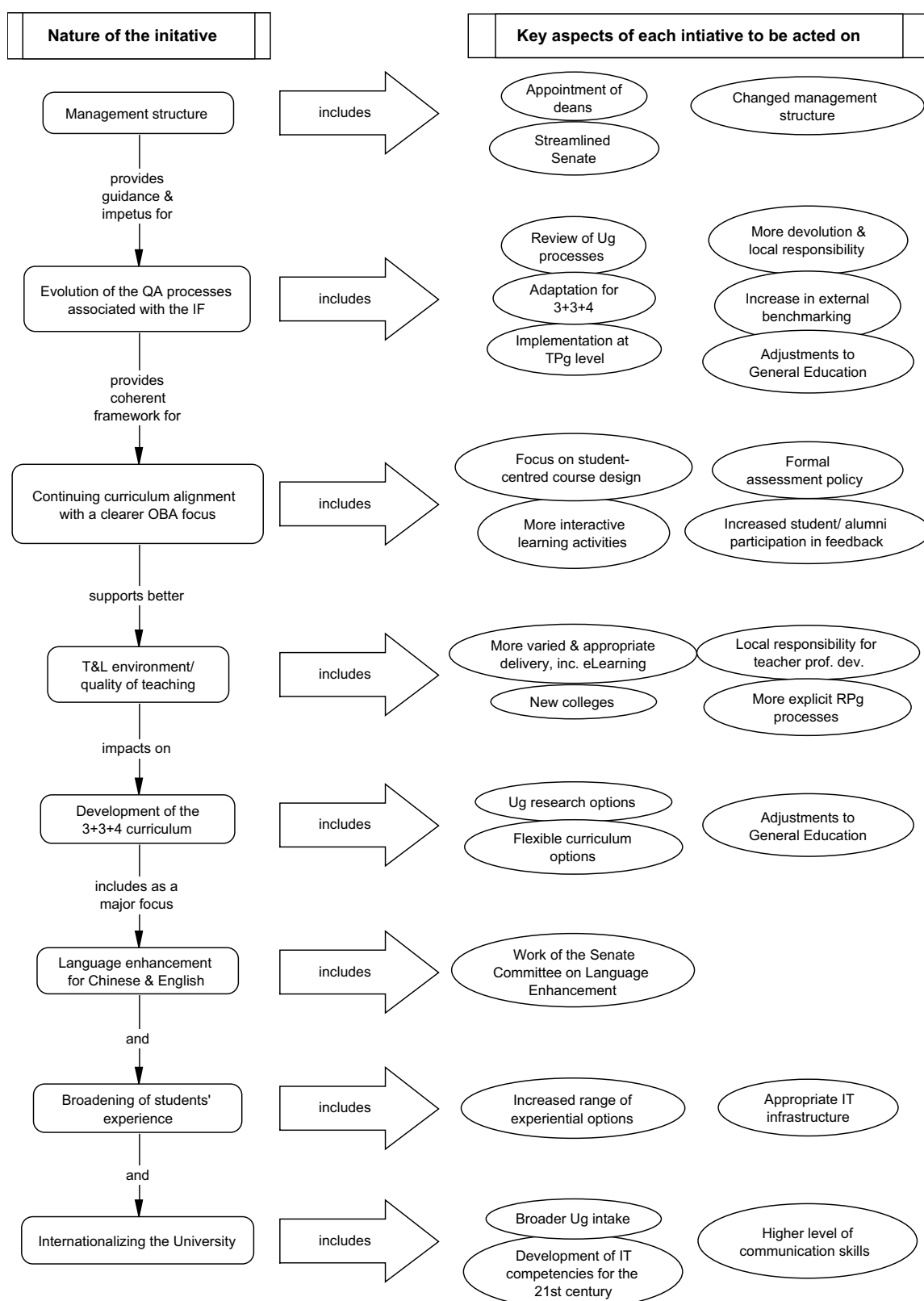
Broader student experience requires an international focus for the University. The intention is to allow every Ug student to enjoy an overseas exchange. International students have increased, but numbers are still low. Overseas partnerships and the use of donations are key strategies for globalization.

### **A16.10 Action plan**

CUHK's action plan is summarized in Figure 16.1 and is shown in greater detail in **SM8.1** as a formal T&L Action Plan. A number of initiatives will occupy energy in the next few years. It is therefore important to systematize a number of review processes in order to ensure rigorous QA in existing processes and systems. The Action Plan itself will be subject to rolling reviews and adaptations annually, as part of the regular SCTL activities.

We aim high and look forward to the coming years of innovation as well as consolidation of current successes.

Figure 16.1 Key elements in CUHK's T&L Action Plan



# List of Supplementary Materials

## Part B: Supplementary Material

### Background material

- SM1.1 Introduction to CUHK
- SM1.2 Curriculum Structure

### Teaching and learning strategy

- SM2.1 Senate Committee on Teaching and Learning (SCTL)
- SM2.2 Centre for Learning Enhancement And Research (CLEAR)
- SM2.3 Programme Monitoring and Review

### Input, output, learning objectives

- SM3.1 Intake Quality
- SM3.2 Output Statistics
- SM3.3 University Outcomes-based Approach (OBA) Plan
- SM3.4 Programme-level Learning Objectives
- SM3.5 Course-level Objectives and Planning

### Management and assurance of standards

- SM4.1 Academic Management and Approval Process
- SM4.2 Recognition of Good Teaching
- SM4.3 Assessment
- SM4.4 Student Participation

### Planning and support for teaching and learning

- SM 5.1 Learning Resources: University Library System
- SM5.2 Use of Technology in Teaching and Learning
- SM5.3 Learning Activities
- SM5.4 Planning for 3+3+4

### Broadening

- SM6.1 Colleges at CUHK
- SM6.2 Broadened Experience

### Particular aspects of curriculum

- SM7.1 General Education
- SM7.2 Language Policy and Enhancement
- SM7.3 Taught Postgraduate Programmes
- SM7.4 Non-local Programmes
- SM7.5 Research Degrees
- SM7.6 Medical Curriculum
- SM7.7 School of Law
- SM7.8 International Summer School

### Self-review and action

- SM8.1 Action Plan

Notes: These are internal documents and are not attached, with the exception of SM8.1 Action Plan. Those who are interested in reading these documents can approach the relevant units of the University.



## Abbreviations

3+3+4	The educational system with 3 years of junior secondary, 3 years of senior secondary, 4 years of undergraduate study; also generally used in Hong Kong to mean the transition to this new framework with the first cohort entering universities in 2012
AITSC	Academic IT Steering Committee (of CUHK)
AS Chinese	“Chinese” in the Advanced Supplementary Level of the Hong Kong Advanced Level Examination conducted by the Hong Kong Examinations and Assessment Authority, normally taken by senior secondary students at the end of Secondary 7
AS English	“Use of English” in the Advanced Supplementary Level of the Hong Kong Advanced Level Examination conducted by the Hong Kong Examinations and Assessment Authority, normally taken by senior secondary students at the end of Secondary 7
BA	The degree of Bachelor of Arts or a programme leading to that degree
BEng	The degree of Bachelor of Engineering or a programme leading to that degree
Big-4	The group of the largest international accountancy and professional service firms, namely: PricewaterhouseCoopers, Deloitte Touche Tohmatsu, Ernst & Young, and KPMG
BSc	The degree of Bachelor of Science or a programme leading to that degree
CEPAS	The Common English Proficiency Assessment Scheme introduced by the UGC in 2002–03. Under the scheme, final-year students of first-degree programmes offered by UGC-funded institutions are encouraged to take the academic module of IELTS, to assess students’ ability in using English language in four communication skills (listening, reading, writing and speaking)
CLEAR	The Centre for Learning Enhancement And Research (of CUHK)
CTE	Course and teaching evaluation
CUHK	The Chinese University of Hong Kong
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
fte	Full-time equivalent
GC	Graduate Council (of CUHK)

GCQ	Graduate Capabilities Questionnaire
GE	General Education
GPA	Grade point average
HK	Hong Kong
HKEJ	<i>The Hong Kong Economic Journal</i>
HKU	The University of Hong Kong
HKUST	The Hong Kong University of Science and Technology
IELTS	International English Language Testing System
IF	<i>Integrated Framework for Curriculum Development and Review</i>
ILC	Independent Learning Centre (of CUHK)
ISI	Institute for Scientific Information
IT	Information technology
JD	The degree of Juris Doctor or the programme leading to that degree
JUPAS	The Joint University Programmes Admissions System
LLB	The degree of Bachelor of Laws or a programme leading to that degree
MBA	The degree of Master of Business Administration or the programme leading to that degree
MB ChB	The degrees of Bachelor of Medicine and Bachelor of Surgery, or the programme leading to those degrees
MPhil	The degree of Master of Philosophy or a programme leading to that degree
OBA	Outcomes-based approach
OSA	Office of Student Affairs (of CUHK)
PC	Personal computer
PDCs	Professional development courses
Pg	Postgraduate
PhD	The degree of Doctor of Philosophy or a programme leading to that degree
PVC	Pro-Vice-Chancellor
QA	Quality assurance
RAC	Resource Allocation Committee (of CUHK)



RPg	Research postgraduate
SAPC	Senate Academic Planning Committee (of CUHK)
SCGE	Senate Committee on General Education (of CUHK)
SCLE	Senate Committee on Language Enhancement (of CUHK)
SCSD	Senate Committee on Student Discipline (of CUHK)
SCTL	Senate Committee on Teaching and Learning (of CUHK)
SEQ	Student Engagement Questionnaire
SMs	Supplementary Materials
T&L	Teaching and learning
TAs	Teaching Assistants
TDG	Teaching Development Grants
TLQPR	Teaching and Learning Quality Process Review, a series of reviews conducted by the UGC on the T&L process of UGC-funded institutions
TPg	Taught postgraduate
Ug	Undergraduate
UGC	University Grants Committee
ULS	The University Library System
US NIH	The National Institutes of Health in the United States
VC	Vice-Chancellor



The Chinese University of Hong Kong



**PART B**

**SUPPLEMENTARY MATERIAL**

**for submission to QAC**

**8.1 Action Plan**

(This self-review was considered and approved  
by the Senate Committee on Teaching and Learning on 3.12.2007  
and the Senate on 12.12.2007)

Confidential

This document is restricted to CUHK and QAC

January 2008



## Contents

**Part A**      New initiatives and/or one-off measures

**Part B**      Regular reviews



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## SM8.1 Action Plan

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The work of the Senate Committee on Teaching and Learning (SCTL) (**SM2.1**) since it was formed in late 2003 has focused largely on quality assurance (QA) and curriculum matters. Now that the *Integrated Framework for Curriculum Development and Review* is established for both Ug and TPg sectors, it is opportune to seek a closer alignment between the University's Strategic Plan, and the work of the SCTL and other parties responsible for aspects of teaching and learning (T&L).

This Action Plan was approved by the SCTL in its Second Meeting (2007–08) held on 3 December 2007, and noted by the Senate in its Second Meeting (2007–08) held on 12 December 2007.

The Action Plan consists of two parts:

- A. Actions which are new initiatives and/or one-off measures
- B. Actions involving regular reviews that are embedded into existing T&L QA processes

This Action Plan itself will be subject to rolling reviews and adaptations annually, as part of the regular SCTL activities.

### **Part A. New initiatives and/or one-off measures**

The items in this part of the Action Plan are grouped according to the priority areas in the University's Strategic Plan (**SM3.4**). The groupings chosen (which match those in **A16**) are:

1. Management structure;
2. Evolution of QA processes;
3. Continuing curriculum alignment, including an increased focus on an outcomes-based approach (OBA);
4. T&L environment, including quality of teaching;
5. Normative four-year curriculum;
6. Language enhancement;
7. Broadening of student experience; and
8. Internationalizing the University.

Dates in the approximate timeline refer to middle of the year in question (i.e., 2009 means the middle of the 2009 calendar year, i.e., end of academic year 2008–09).

Table SM8.1.1 Key actions in CUHK's T&L Plan:  
New initiatives and/or one-off measures

Item	Approximate timeline												Remarks	Coordinating parties
	0	0	0	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7			
<b>Priority area 1 – Management structure</b>														
1.1 All deans become appointed	✓	✓	✓										Process approved by Council in its First (2007) Meeting held on 30 January 2007. A4.5	Council
1.2 Institution of a new senior management structure	✓	✓	✓	✓									This will allow CUHK's structure to be aligned with the structures used in leading universities. A4.5	Council
1.3 Senate size, composition, terms of reference		✓	✓	✓									A4.5	Senate, Council
<b>Priority area 2 – Evolution of QA processes</b>														
<i>Ug Integrated framework</i>														
2.1 Meta-review of the Ug programme review process				✓	✓								After one Ug cycle this will take place through a document analysis and a number of interviews, with strong external input and benchmarking. Formal scrutiny of compliance with IF requirements at the time of programme proposal, and tightening of follow-up action after programme reviews will be considered. A5.4	Senate Committee on Teaching and Learning (SCTL)



	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7								
2.2 Extend the Integrated Framework (IF) to Ug minors and electives in the next cycle			✓	✓	✓	✓	✓	✓	✓	✓	✓							Notice about this extension will be given in 2009. The implementation will occur during the second cycle of Ug reviews. A5.4	SCTL
2.3 Extend the IF to language courses		✓	✓															To occur after establishment of SCLE. The process is to be devised and led by SCLE, but coordinated by SCTL. A13.4	Senate Committee on Language Enhancement (SCLE), SCTL
2.4 Implement IF with respect to the Faculty Packages developed for the normative four-year curriculum			✓	✓	✓	✓	✓	✓	✓	✓	✓							Preparation will begin in 2009. Implementation will take place during the second cycle of Ug programme reviews. SM5.4.4	SCTL
2.5 Implement IF procedures for the approval of all new programmes		✓																This will emphasize that the IF is a planning as well as a review document	SCTL
2.6 Operational Visiting Committees to replace existing scheme of Visiting/External Examiners	✓	✓	✓	✓														Approved by Senate in its Fourth Meeting (2004-05) held on 8 June 2005. This change will impact on the second cycle of Ug programme reviews. A4.5	Vice-Chancellor, Deans
<i>Ug General Education</i>																			
2.7 GE external review		✓	✓															This review covers both University GE and College GE, and will be conducted in November/December 2008. A12.5	Office of University General Education (OUGE), SCTL
2.8 More structured management for College General Education (GE)			✓	✓														This should ensure that QA processes for College GE are equivalent to those for other GE courses so that all GE courses are outcomes-based in design. A12.5	Senate Committee on General Education

	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7							
<i>Monitoring Ug curriculum matters</i>																		
2.9 Development of a centralized database of all course outlines	✓	✓	✓	✓	✓												Course outlines will be stored in a central database, starting with revised course outlines which result from course reviews. A4	SCTL, Registry
2.10 Development and implementation of service teaching policy for interdisciplinary Ug programmes	✓	✓															An SCTL working group drafted recommendations in late 2007. A4.5	SCTL
2.11 Institute university-wide alumni surveys for Ug programmes	✓	✓															Alumni will be surveyed at ~ 6 months and ~ 5 years post-graduation using the Graduate Capabilities Questionnaire (GCQ). Full longitudinal tracking from the Student Engagement Questionnaire (SEQ) data (Years 1 and 3) will be possible after 2012. A5.4, SM2.3.4	Centre for Learning Enhancement And Research (CLEAR), SCTL
2.12 Fifty percent of Ug programmes to have a tailored graduate survey	✓	✓	✓														It is anticipated that close to 100% of Ug programmes will have a tailored graduate survey by 2012. SM2.3.4	CLEAR

	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7							
<i>RPg QA matters</i>																		
2.13	RPg policy to include student voice in annual progression reports																	Graduate Council (GC)
	✓	✓																
2.14	Explicit requirement on supervisors being responsible for mentoring of thesis writing																	GC
	✓	✓																
2.15	More systematic tracking of graduate destinations for RPg students																	Departments, GC
	✓	✓																
<i>TPg matters</i>																		
2.16	Require a benchmarking plan as part of the approval processes for all new TPg programmes																	GC, SCTL
				✓														
2.17	Adjust IF for TPg to include benchmarking data in the second round of TPg programme reviews																	GC, SCTL
							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7							
<i>Institutional strategic planning</i>																		
2.18 Development of a comprehensive risk management strategy for T&L	✓	✓	✓														This will bring together a number of current initiatives and will cover a number of diverse potential risks. A2.4	Internal Audit Office, SCTL, Senate
2.19 Development of institutional research capacity with respect to T&L	✓	✓	✓	✓													The research outputs and data from a number of units will be effectively coalesced, analyzed and disseminated to inform strategic planning for T&L. A2.4	CLEAR, Registry
<b>Priority area 3 – Continuing curriculum alignment, including an increased focus on an OBA</b>																		
3.1 Development and implementation of assessment policy	✓	✓	✓	✓													An SCTL working group has begun the process. A9.3	SCTL
3.2 Development and implementation of grievance policy with respect to assessment grades		✓	✓														Existing policies under Faculties and Departments will be systematized as University policy. A9.3	SCTL
3.3 All Ug programmes to specify holistic outcomes framed at programme level	✓	✓	✓	✓	✓	✓											Clear articulation will be expected for the second cycle of Ug programme reviews. A3.5	SCTL



	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	1	1	2	3	4	5	6	7								
4.2 Target 80% of junior teachers having satisfied the requirement to do a professional development courses (PDC)	✓																			At the end of 2007, over 70% of junior teachers have satisfied the requirement to do a PDC. A10.1	CLEAR
4.3 Re-examine the role of the Independent Learning Centre (ILC)			✓																	The current role of the ILC focuses on language enhancement. The ILC may provide more comprehensive learning support for students. A7.5	Pro-Vice-Chancellor
4.4 Investigation of the school-university transition in study approaches to identify its nature and ways of helping students make the transition.	✓	✓	✓	✓	✓	✓	✓	✓	✓											Focus-group interviews with students in programmes in which the transition is an issue will inform 3 + 3 + 4 planning. A7.4	CLEAR
4.5 Upgrading classrooms for more interactive teaching			✓	✓	✓	✓	✓	✓	✓											This will support the character of the 3 + 3 + 4 curriculum. A7.5	
4.6 New IT academic management system	✓	✓	✓	✓	✓	✓	✓													This project is called the Integrated Student Oriented System (ISOS). SM5.2	ISOS Steering Committee
4.7 Learning portfolios	✓	✓	✓	✓	✓	✓	✓													This will occur as part of ISOS. SM5.2	ISOS Steering Committee
4.8 Move to unified eLearning platform	✓	✓	✓	✓	✓	✓	✓													This is to be done in conjunction with ISOS. SM5.2	Information Technology Services Centre

	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1			
	7	8	9	0	1	2	3	4	5	6	7								
4.9 Five new colleges launched	✓	✓	✓	✓	✓	✓											A1		Council, Planning Committees
<b>Priority area 5 – Normative four-year curriculum (Note that Actions 2.4 and 2.5 are also relevant to this area)</b>																			
5.1 Four-year curriculum design available in a form consistent with IF	✓	✓	✓	✓	✓	✓											SM5.4.4		3 + 3 + 4 Task Force
5.2 Pilot for new GE Foundation course			✓	✓													SM5.4.4		OUGE
5.3 Pilot for 3 + 3 + 4 Faculty Package			✓	✓													SM5.4.4		Faculties
5.4 Evaluation of pilot programmes for the normative four-year curriculum			✓	✓													Evaluation plans will be required for each Ug programme. SM5.4.4		Faculties, SCTL, CLEAR
5.5 Integrate professional work and research into Ug studies								✓	✓	✓	✓	✓	✓	✓	✓	✓	SM5.4.4		Faculties
<b>Priority area 6 – Language enhancement (Note that Action 2.3 is also relevant to this area)</b>																			
6.1 Development of a comprehensive plan for supporting and tracking language performance	✓	✓	✓	✓	✓	✓											A13.4		SCLE, SCTL
6.2 Tracking of language performance			✓	✓	✓	✓											A13.4		SCLE

	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
	7	8	9	0	1	2	3	4	5	6	7							
<b>Priority area 7 – Broadening of student experience</b>																		
7.1 Systematic collection of outcomes-based data on experiential learning	✓	✓	✓	✓	✓	✓											To be implemented through the learning portfolio system. Required post-activity evaluations will be included in the data. A8.8	Office of Student Affairs (OSA)
7.2 Research to assess impact of experiential learning		✓	✓	✓	✓	✓											A8.8	CLEAR, OSA
<b>Priority area 8 – Internationalizing the University</b>																		
8.1 One-term or one-year exchange to reach the equivalent of 30% of Ug cohort										✓							2012 is cited because this dates coincides with hostels being available. A8.3	Office of Academic Links (OAL)
8.2 Exchange and other non-local learning opportunities, including short-term exchange, to reach the equivalent of 100% of Ug cohort										✓							A8.3	OAL
8.3 Benchmark GPAs of different groups of Ug intake	✓	✓	✓	✓	✓	✓											This is needed because the intake qualification through other channels is not easily benchmarked against the JUPAS stream. SM3.1.7	Office of Admissions and Financial Aid
8.4 Increase non-local Ug intake towards 25%										✓	✓	✓	✓	✓	✓	✓	SM3.1.7	OSA, Planning Committees



## Part B. Regular reviews

The self-review conducted in 2007 has been found to be most useful, in bringing together data that would otherwise be dispersed, and allowing the responsible bodies to undertake serious reflection and plan for realistic enhancements—in many cases documented as Supplementary Materials (SMs) pertaining to particular areas of T&L. An important decision emanating from these reviews is a plan to regularize these self-reviews of each of these sectors. This plan is outlined in Table SM8.1.2.

Most sectors will be reviewed once every 4 years, to synchronize with QAC external reviews. Areas in flux are to be reviewed more frequently, say, once every 2 years. Programme reviews will span a 6-year cycle.

Many sectors already produce Annual Reports, e.g., on Ug student admissions. In the past, these have tended to be factual. The plan is to augment these factual reports with reflection and planning. The relevant SMs in the current submission will be useful references on which to build.

Table SM8.1.2 Regular reviews of T&L quality

<i>Sector</i>	<i>Party responsible</i>	<i>Document relating to current review</i>	<i>Future cycle (years)</i>
Ug education – programme reviews	SCTL	SM2.3	6
Ug intake	OAFa	SM3.1	2
Pg intake	GC	SM3.1	2
Experiential learning	OSA	SM6.2	4
Internationalization and exchange	OAL	SM6.2	2
Library provision	Library	SM5.1	4
Technology support	Academic IT Steering Committee	SM5.2	2
Ug GE	SCGE	SM7.1	4
Language enhancement	SCLE	SM7.2	2
Output	Registry	SM3.2	4
TPg education – programme reviews (including non-local programmes)	GC	SM7.3, 7.4	4
RPg education	GC	SM7.5	4
International Summer School	Advisory Committee on Summer Programmes	SM7.8	2
Action Plan	SCTL	SM8.1	1

