

# THE CHINESE UNIVERSITY OF HONG KONG

## Briefing Note

### Summary of matters considered on 21 January 2009 by the Senate Committee on Teaching and Learning

#### *Course Sharing Between Undergraduates and Postgraduates*

1. The Quality Assurance Council (QAC) had drawn attention to the sharing of courses between Undergraduate (Ug) students and Postgraduate (Pg) students. The Committee acknowledged that there were different situations of enrolment across levels that would warrant different policies, and the Senate will be asked to consider a policy for the Ug courses taken to satisfy programme requirement for an advanced degree programme to be limited to 15% of the unit requirement for the Pg degree, and unless specifically approved with good justification, should be limited to 4000 level courses. However, such a limit is not applicable to Pg programmes not leading to an advanced degree. The Committee agreed that (a) individual programmes could always impose additional conditions on course enrolment but these should be clearly spelt out in advance; (b) for postgraduate diplomas (PgDips), the rules governing enrolment across levels would apply to PgDips which formed the first part of a master degree programme; (c) students in the same course should be graded the same way irrespective of their Ug or Pg status, and programmes should have the authority to apply the percentage guidelines on grade distribution to the appropriate subset of students and then adopt the resultant mark boundaries to all students; (d) the mix of Ug and Pg students in the same course should be kept to a minimum as far as possible, and that teachers concerned should be alerted to the possible need for special attention in student support.

2. It was acknowledged that the level of a course should be defined by course design rather than enrolment, with the first digit of the course code to be used for denoting the course level. The CUSIS steering group would consider the need for allowing one more digit for labeling other attributes.

#### *Course and Teaching Evaluation (CTE)*

3. The CTE Expert Group formed under the Committee has developed two versions of 20 and 30 common items for Part A (the uniform part) of the CTE Questionnaire. Further comments would be collected from Faculties for consideration by the Expert group, after which a pilot on the validity and reliability of the proposed items would be conducted.

#### *Joint Quality Review Committee (JQRC)*

4. The Committee noted the review report from JQRC on the sub-degree programmes offered by the University, and the proposed timeline and follow-up actions to be led by the University Extension Board (UExB) in response to the report.

#### *Postgraduate Studies*

5. The Committee noted the proposed follow-up actions on postgraduate studies in response to the University's Action Plan, in relation to the articulation of overall Pg outcomes parallel to that of Ug outcomes in the University's Strategic Plan; review of Research Postgraduate (RPg) policies and procedures; enhancement of RPg progression plan;

demonstration of aligned curriculum in TPg programme reviews; systematic collection of TPg programme feedback; clarification of bilingual policy for Pg level; increase in Pg representation at committees across the University; follow-up of time-series data; and compilation of a code of practice for research student education, training and supervision. The Committee also noted that the policy on the maximum number of Ug courses that can be taken by students of TPg programmes were dealt with separately in the same meeting (item 1 of briefing note); and sunset clauses for TPg programmes were already developed and approved by the Senate.

### ***Independent Learning Centre (ILC)***

6. As suggested by the QAC panel, the role of ILC should not only be language-oriented and a strategic plan on how to revamp the ILC towards the direction of supporting student learning should be devised. The Committee considered that the review of the reporting line of ILC would involve broader issues relating to its scope of service and should be referred to the University for consideration. An initial plan for ILC itself was noted but no decision was taken.

### ***Language Related Tasks***

7. The Committee noted the proposal on various language related tasks in response to the University's Action Plan and the proposed timeline for the tasks to be undertaken. An overall framework for undergraduate language learning for the four-year curriculum and the University's bilingual policy at postgraduate level would be developed.

### ***Whole-Person Development for CUHK Students***

8. A Subgroup on Student Support and Development has been formed under the Committee on Student Affairs chaired by the University Dean of Students to examine the wide range of existing student support facilities/services offered for undergraduate students by various units in the University. A framework for better integration among the units was needed, which should also be linked up with CUSIS as a tool for capturing and archiving information.

### ***Academic and Pastoral Support for Students***

9. The roles and functions of the Academic Advice Coordinators in the context of the entire student support system were considered. Although lots of activities were being carried on by Academic Advice Coordinators of different faculties, the current *modus operandi* was rather loose, and there was a need for a formal system of evaluation and feedback. The Committee recommended that a small group be formed to come up with a proposal on the guide for students on the support services provided by various units of the University, including pastoral support.

### ***Student Grievance and Appeals Policy***

10. The Committee resolved that a working group be formed to codify the student appeal and grievance systems for both academic and non-academic matters.