

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered on 13 May 2009 by the Senate Committee on Teaching and Learning

Composition of the Committee

1. The Committee proposed for the Senate's approval (subsequently so approved on 10 June 2009) that two student representatives be formally appointed as members of the Committee with effect from 2009-10.

Course and Teaching Evaluation (CTE)

2. The CTE Expert Group has redesigned the CTE Questionnaire with 25 common items developed for Part A intended to be common across the University. A pilot study was conducted in late March 2009 to enhance the design and to examine the psychometric properties. Questionnaires had been collected from undergraduate, postgraduate and sub-degree courses across faculties. The results will be analyzed in summer 2009 and the Questionnaire will be refined and finalized for University-wide implementation by the end of Term 1, 2009-10.

Follow-up to the QAC Audit (the Action Plan)

3. The Committee noted the update on the follow-up to the QAC Audit as tabulated in the Action Plan. Various initiatives had been undertaken to address the issues raised in the QAC Audit Report. The Committee would continue monitoring the follow-up actions, for report to the QAC by March 2010.

Courses with Shared Learning Activities

4. The Senate has approved the proposal on course sharing between undergraduates and postgraduates and the guidelines for assignment of level of course code. Where there is a genuine need, two similar but not identical courses can share some learning activities but should be different in other aspects such as assessment. The courses will also have separate codes and therefore should not be regarded as double coding of *one* course. Courses with shared learning activities will be flagged in CUSIS for checking and records.

Expected Attributes for Graduates of Postgraduate Programmes

5. The Committee approved a draft statement on expected attributes for graduates of postgraduate programmes. The statements delineated a common set of educational ideals expected for CUHK postgraduates in general, and should be viewed in parallel with those for undergraduates as outlined in the University's Strategic Plan. Individual postgraduate programmes will be asked to formulate their own specific attribute statements.

Integrated Framework

6. The first round of undergraduate programme reviews will be completed in mid-2010. The next round will be “light reviews” from the second half of 2010 to 2011, with focus on the design of the normative four-year curriculum. These “light reviews” will provide collegial feedback on the overall curriculum planning of individual programmes and will also include languages, Physical Education, and IT. The taught postgraduate programme reviews should also have implemented one full round by 2012. By 2012, there will be three revised versions of the Integrated Framework for sub-degree, undergraduate and taught postgraduate sectors.

7. The post-2012 undergraduate programme reviews will include minors and elective courses and will be coordinated with the Visiting Committees.

Sets of Suggested Questions to Support Programme Review Process

8. The Committee agreed to adopt the sets of suggested questions to support the programme review process. These had evolved from the experience of programme review panels, and might help: new reviewers and external examiners understand the focus of programme reviews; programmes prepare for the reviews; and as guidance for review panels when considering the scope and coverage of the review. They will also help to ensure that undergraduate and taught postgraduate programmes address similar curriculum matters and have the same rigour, and thus partially address the issues of consistency raised by the QAC.

Ratings of Programmes Reviewed in 2008

9. A rating panel has been formed under the Committee to assess the performance of 11 undergraduate programmes, including ten reviewed in 2008 and one in 2007. The Committee was pleased to note that the programmes have performed well in the review. The Committee supported the rating panel’s recommendations for 5 programmes to be awarded positive adjustments, 4 without any adjustments and 2 to be subjected to negative adjustments, but suspended for the time being, subject to the submission of an interim report and a more detailed action plan respectively. The Committee also considered the report and the revised action plan from two programmes reviewed and given negative adjustment in 2006 and 2007 respectively satisfactory and agreed to lift the negative adjustments.

Visiting Committees

10. The Committee noted the proposed guidelines on the operations of the Visiting Committee and its relationship with other quality assurance processes in the University, in particular the internal programme review. Each department (or cluster of departments) will start with a self-review covering all aspects of its work, including both research and T&L. The self-evaluation document for teaching and learning shall be prepared some months ahead of time according to the requirements of the programme review, and presented to the programme review panel. The programme review outcome (in the form of a formal report) will then be presented to the Visiting Committee for scrutiny.

11. For those programmes that have retained External/Visiting Examiners, they will have their programme reviews as currently run, and their review reports will also be submitted to the Visiting Committee of the department concerned if there is one.

12. For professional programmes subject to accreditation, the departments concerned shall take into account all these processes and propose a schedule that will best suits the interest of the department, by ensuring that the advice and inputs received from various review processes will be able to inform each other so as to achieve the optimal benefits.