

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered on 26 March 2014 by the Senate Committee on Teaching and Learning

Final Report on OBA Funding

1. The Committee received and noted the University's final report on the use of funding for promoting outcomes-based approaches (OBA) in student learning submitted to the University Grants Committee (UGC) on 31 January 2013 and the UGC's reply letter of 27 May 2013.

VeriGuide Reports for 2012-13

2. The Committee received and noted the VeriGuide reports for Term 1 and Term 2 of 2012-13. The VeriGuide would continue to operate and implement value-added features for CUHK staff.

Sharing Sessions of Academic Advisory System

3. As a means to monitor the progress of the implementation of the Academic Advisory System for reporting back to the SCTL, two sharing sessions were held in 2013 with the Chairman and/or representative(s) from each Faculty Committee on Academic Advising, and all Faculties confirmed that the enhanced system was well in place. Future sharing sessions would be held annually. Noting that there would be an increase in the number of postgraduate students, Faculties would be requested to submit a Faculty plan on their implementation of the academic advisory system for their postgraduate students.

Teaching Development Grants (TDGs)

Allocation of TDGs 2012-15 to Two Projects of the University Education Award 2013 Recipients

4. Two projects of the recipients of the University Education Award (UEA) in 2013 were allocated HK\$200,000 each.

TDGs Final Report for 2009-12 and First Report for 2012-15

5. The Committee received and noted the letter from the UGC on CUHK's TDGs final report for 2009-12 and first report for 2012-15.

Mid-triennium Seminar in May 2014

6. Similar to the last triennium, the UGC's Teaching Development Group (TD Group) would organize an experience-sharing mid-triennium seminar for all UGC-funded institutions in May 2014.

Visit of External Consultant

7. An External Consultant of the UGC TD Group had visited CUHK on 25 February 2014. Eight selected TDG projects were presented to the Consultant during the visit, followed by a poster session showcasing 23 projects.

Reports on Programme Reviews

Report of 'An Analysis of the 1st Cycle TPg Programme Reviews (2nd Batch)'

8. An analysis of the 1st cycle TPg programme reviews was conducted. The Committee agreed that the analysis provided very useful information on the performance of programmes in the review, and recommended that the recommendations be followed up by the programmes and Faculties concerned.

Report of 'An Analysis of the 2nd Cycle Ug 'Light' Programme Reviews'

9. An analysis of the 2nd cycle Ug 'light' programme review was also conducted, with a methodology similar to that of the analysis of the TPg programmes.

Report of 'Instances of Good Practices in Teaching and Learning'

10. Good practices were identified in the 'light' reviews for sharing with various programmes at the University to help programmes further enhance their teaching and learning quality.

Synchronization of Reviews for Taught Programmes

11. The Committee endorsed the recommendations for the synchronization/compatibility of the Visiting Committee and programme reviews and the proposed amendment concerning the External Examiners for TPg programmes.

Key Dates of the QAC Second Round Audit

12. The Quality Assurance Council (QAC) would conduct the second round audit on the UGC-funded institutions over a two-year period in 2015 and 2016. CUHK would be the second institution to be audited, and the audit visit would last for about 3 days in the week starting 23 March 2015.

Report from the Independent Learning Centre

13. The Committee noted the report from the Independent Learning Centre (ILC).

Evaluation of Students' First-Year Experience and Reflection on New Curriculum

14. The Committee noted the summary and recommendations on the study 'Evaluation of students' first-year experience and reflection on new curriculum', which presented key findings on a qualitative study that aimed to understand students' first-year experience under the new curriculum.

Entry Class Questionnaire

15. A further comprehensive set of Entry Class Questionnaire (ECQ) for newly admitted students was designed with reference to several sets of existing questionnaires. The results derived from ECQ would provide teachers and staff of CUHK with detailed and comprehensive information to facilitate their understanding of students' characteristics and expectation on university study. The administration of ECQ had become an annual exercise that could produce time series data to monitor the changes of students in the long run.

Central Depository for Course and Teaching Evaluation (CTE)

16. A central archive of CTE results had been established to facilitate retrieval of CTE results and summary reports for teaching and learning improvement and administration. Two common CTE questionnaires, one for evaluating courses taught solely by one teacher (i.e. individual teacher form) and another for courses co-taught by more than one teacher (i.e. multiple teacher form), were adopted for the majority of courses. In addition to the common items listed in Part A (18+2) on the CTE questionnaires, specific questions could be devised by individual programmes.

Access to Research Data on Teaching and Learning

17. The Committee endorsed the proposed policy for access to the research data on teaching and learning. These data primarily comprised CTE and four questionnaires namely the ECQ, the Student Experience Questionnaire (SEQ), the Graduate Capabilities Questionnaire (GCQ) and the Alumni Questionnaire (AQ), which rendered a rich evidence-based source for research on programme enhancement and pedagogical development.