

INSTITUTIONAL RESPONSE TO THE AUDIT FINDINGS

The Chinese University of Hong Kong (CUHK) welcomes this Audit Report from the QAC. This report of an independent Panel confirms that CUHK is providing a high-quality student learning experience that reflects its mission and role, underpinned by good quality assurance systems; the Panel report also highlights CUHK's overall commitment to assuring and enhancing the quality of its taught programmes.

The University is particularly pleased with Commendations 1 to 4 on CUHK's QA mechanism for formal studies as embodied in the development and implementation of the *Integrated Framework for Curriculum Development and Review* ('Integrated Framework'). This framework also guides educational development and professional development activities, the implementation of which has also been commended in the Report, including the recognition, reward and support for good teaching at individual and programme levels (Commendations 3, 8 & 9). The variety and extent of experiential learning opportunities is recognized (Commendation 7), as is the level of academic support and pastoral care provided (Commendation 6). CUHK is pleased to see endorsement of its bilingual policy (Commendation 10). Employers find CUHK graduates not only knowledgeable in their disciplinary areas, but also well-trained in generic skills, and the IT Proficiency graduation requirement is one means to achieve this; the University is pleased to see this recognized (Commendation 5). As a research-intensive university, CUHK is gratified with the commendation of having a sound system for ensuring the quality of our research postgraduate programmes (Commendation 11).

CUHK believes that quality enhancement is a continuous process, and the opportunity to conduct an institutional self-review some 6-9 months before the audit visit, in accordance with the audit process as specified in the Audit Manual and culminating in the Institutional Submission to the QAC, provided the opportunity to identify areas or issues that have to be addressed in the light of changing circumstances. The University is pleased that the Panel, through the affirmations, recognizes the improvement measures already in train. At the heart of the continuous process of improvement is the Action Plan (Affirmation 8), and the Panel has also commented on other measures already in progress, including the incorporation of all undergraduate curriculum components into the Integrated Framework, the OBA roadmaps and specifications of outcomes for all programmes (Affirmations 1 & 2), internal organizational issues such as the roles of Associate Deans (Education) in T&L, of the Independent Learning Centre and of winners of the Vice-Chancellor's Exemplary Teaching Award (Affirmations 3, 5 & 7), use of technology and assessment (Affirmations 4 & 6).

The University is grateful for the identification of a number of areas for future attention, in most cases confirming the University's own assessments and plans. These will be addressed and a Progress Report will be submitted in March 2010. These recommendations will enable the University to focus effort in targeted areas and ensure that many of the items noted in the Action Plan (Affirmation 8) will have high priority. The recommendations cover natural extensions to the Integrated Framework (Recommendations 2 & 4), and enhancements of assessment (Recommendation 8) and mechanisms for course evaluation (Recommendation 9), in many cases for greater uniformity of practice. The University echoes the recommendations to streamline and better coordinate areas where there has been substantial work in recent years – e-Learning (Recommendation 6) and student support (Recommendation 7). The approaching 3+3+4 system naturally prompts further strengthening of external input to its programme advisory bodies (Recommendation 5). At the postgraduate level, in addition to articulating broader graduate attributes clearly (Recommendation 1), a number of procedural

enhancements will also be made, clarifying course credits that may straddle undergraduate and postgraduate offerings (Recommendation 3), and formalizing and strengthening some processes for research postgraduates (Recommendations 10 & 11). Overall, these recommendations will add to the rigour of quality processes in ways that will directly enhance student learning experience.

In sum, the University is grateful to the Audit Panel for its advice, and proud to have been the first UGC-funded institution to be audited by the QAC under this system. This report will reinforce the continuous enhancement of educational quality and environment for all CUHK students, and the University is pleased to share this QAC Audit Report and this response with all stakeholders including prospective students.

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