香港教育大學
The Education University
of Hong Kong

Staff Handbook
on
Programme Quality
Assurance

June 2025

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Note

This handbook is accurate as of June 2025.

CHAPTER 1 : INTRODUCTION

1. The University is highly committed to assuring the quality of teaching and learning across all its academic programmes. Central to this is the fostering of a culture of quality assurance (QA) and quality enhancement (QE) which suffuses the thinking and practice of all staff involved in the development and delivery of teaching programmes. As this document will show, the University has established coherent, robust and comprehensive policies and mechanisms for assuring academic quality. These are underpinned by the University's structures characterized by clear lines of communication, responsibility and accountability. These processes apply to all award-bearing programmes offered in the name of the University regardless of their funding mode.

2. This Handbook is prepared as a handy reference for staff members on the day to day QA/E mechanisms and procedures relating to programmes, as well as the processes of academic review that are periodically initiated by the University management. It also provides information on the roles of relevant parties in contributing to the effective operation of these structures and processes. The Handbook spells out in detail: (i) QA and QE at the University (Chapter 2); (ii) activities involved in each of the stages of programme planning, development, review and revision (including academic collaboration) (Chapters 3 - 7) and (iii) operational details of the system on departmental review and benchmarking (Chapter 8).

3. The QA/E policies and procedures contained in this Handbook have been scrutinized and endorsed by the University's Learning and Teaching Quality Committee (LTQC), and finally, discussed and approved by the Academic Board (AB), as necessary. These policies and procedures are, therefore, the product of careful deliberation and expert scrutiny. It is, however, also important to stress that a key principle of QE is the need for continuous review and (where appropriate) revision of QA/E policies and processes. This means that staff should be vigilant in their compliance with the contents of the current version of this Handbook and any ongoing amendments that are approved by AB. Furthermore, staff should be active in raising issues that might lead to review or modification of any part of this Handbook. In this way colleagues can make a constructive contribution to ensuring that the University's QA/E policies and practices keep pace with the progressive development of the University.

4. The electronic version of the Handbook can be found at http://www.eduhk.hk/re. Comments and feedback from colleagues with regard to the further refinement of the University's QA/E mechanisms are most welcome and should be forwarded to the Academic Secretariat and Quality Assurance Section of the Registry (email: asqa@eduhk.hk).

CHAPTER 2 : QUALITY ASSURANCE AND QUALITY ENHANCEMENT AT THE UNIVERSITY AND ITS PERTAINING COMMITTEE STRUCTURE

1.   Quality assurance and quality enhancement (QA/E) are essential to guarantee the quality of programmes and to ensure continuous improvement in the promotion of effective teaching and learning.   It is important to emphasize that in the University, quality enhancement (QE) is seen as an integral part of quality assurance (QA). This chapter provides definitions of QA and QE and the principles underpinning QA/E mechanisms at the University, as well as the systems themselves.   Finally an account is given of how QA/E policies and processes work together in contributing to a mature, robust and sustainable QA/E framework which ensures that the highest standards are achieved in EdUHK programmes.

2.   **It is essential to highlight that the QA/E mechanisms apply to all award-bearing programmes offered in the name of the University regardless of their funding mode.**   This means that the processes governing the planning, development, approval, review and monitoring of University Grants Committee (UGC)-funded programmes are essentially the same as those applying to self-financed programmes. Differences in some mechanisms and procedures may apply to programmes at HKQF Level 3 and below according to the principle of "fit-for-purpose".

Definitions of quality assurance and quality enhancement

3.   QA can be defined as the set of policies, structures and processes by which the University monitors, assesses and regulates the quality of its teaching programmes in order to ensure that academic standards are commensurate with those of EdUHK's peer institutions (local and international) and conform to the requirements of relevant standards authorities [such as Quality Assurance Council (QAC)].   QA is also concerned with ensuring consistency between the University's vision, mission and teaching/learning policies and practices. Examples of structures and policies to support QA include: a university's structure with clear lines of communication and accountability, programme planning and development mechanisms, and programme review and revisions mechanisms, etc.

4.   A key component of QA is QE.   QE is defined as the dynamic process integral to QA that fosters enrichment of and improvements to the quality of the student learning experience.   This involves a process of constant scrutiny and critical reflection whereby the University's strengths are identified and built on, and weaknesses are acknowledged, rigorously investigated and remedied.

5.   EdUHK is driven by a holistic vision which is exemplified in its commitment to the 'whole person development' of its students through the University's Strategic Plan. It follows from this that QA/E go beyond a narrow concern with classroom-based teaching and learning in subject departments to embrace academic support services (including library and information services) as well as non-academic domains which contribute to co-curricular and service learning (including hall-life and internship schemes).

Principles of quality assurance and quality enhancement systems

6.   QA/E processes and guidelines are underpinned by the following three principles:

   (a)   Clear and streamlined decision-making and implementation structures linking department, faculty and University levels, with key postholders having unambiguous and distinctive responsibilities in relation to QA/E;

   (b)   Clear lines of communication within and among department, faculty and University levels (Figure 1); and

   (c)   Clearly defined responsibilities and lines of accountability for all staff in relation to QA/E (Figure 2).

Figure 1 – Committee Structure and Flowchart of QA/E Reporting Mechanisms [Note 1]

Academic Board

Major AB Committees

Submission of Annual Reports and Plans/Annual Reports regarding programme offering and learning and teaching matters

APDC
To formulate academic development, monitor of student numbers and consider programme proposals for Postgraduate Diploma in Education (PGDE), undergraduate, professional development programmes and sub-degree programmes

BGS
To formulate policies and regulations for postgraduate programmes (except PGDE) and higher degree programmes and consider programme proposals for these programmes

LTQC
To formulate policies at University level on academic quality assurance and quality enhancement as well as learning and teaching for postgraduate and undergraduate programmes

Major Faculty/Departmental Committees[Note 2&3]

Faculty Boards/ Academic Committee[Note 3]
To plan, develop and monitor the implementation of academics and teaching and learning work of the faculties/ academies [Note 3]

Learning and Teaching Committees
To oversee and enhance the quality of learning and teaching, and assessment of the faculty and departments

Board of Examiners
To assure the academic standards of programmes and assure fairness and consistency in the assessment of students

Programme Committees
To monitor the delivery and quality of the programmes

Submission of Annual Programme Reports

Report on course-related issue e.g. course-related changes

Academic Departments
To monitor the delivery and quality of the courses

programme-related data

course-related data

Programme/course specific data[Note 4]
- Assessment of GILOs and programme learning outcomes
- Feedback from Staff
- Feedback from students, e.g. Student Evaluation of Teaching, Staff-Student Consultative Committee
- External Examiners' reports
- External Reviewers' reports (periodic review)
- Feedback from internship providers and supervisors

University-level and non-programme/course specific data[Note 3]
- QAC audit reports
- Teaching Development Grant reports
- Communities of Practice reports
- Institutional Research on Graduates
- Performance Measures/University Key Performance Indicators/Internal Key Performance Indicators/Internal Performance Indicators
- Student survey on overseas learning experience/internship
- Regular reports on specific domains, e.g. e-learning, languages, General Education, Field Experience and internship experiences from both students and internship providers

→ Lines of Reporting/Accountability

‹–› Lines of Communication

Note 1: This workflow diagram outlines the basic QE process which involves key/core committees and boards at the faculty and departmental levels. Depending on the specific needs and situation, individual faculties may set up additional committees to coordinate discussions and decision making in particular area(s).

Note 2: Cross-faculty postgraduate programmes, i.e. Doctor of Philosophy, Master of Philosophy, Doctor of Education and Master of Education, reside with the Graduate School (GS). In terms of organizational structure, GS is slightly different from the faculties whereby the Dean of the Graduate School takes charge of the quality and delivery of cross-faculty postgraduate programmes. He/she is assisted by the relevant Associate Dean of Graduate School and programme leaders on programme management, both of who work closely with Heads of Departments and their associates on departmental and course-related issues.

Note 3: Academies which operate programmes in a self-financed mode have a different organizational structure from faculties. While Academic Committee oversees academic and learning and teaching matters in the academies, the delivery of programmes and courses is managed by the Programme Committees/Programme Leaders and overseen by the Executive (Co-)Director(s) of academies.

Note 4: This diagram depicts the major data feeding process of "University-level and non-programme/course specific data" and "Programme/course specific data" respectively. Depending on the situation, programme committees and departments/units can make use of "University-level and non-programme/course specific data" to initiate the QE process at the faculty/departmental level, and vice versa.

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Figure 2 – Roles and Responsibilities of Individual Positions in QA/E

President
- chairs the Academic Board

AB committees to submit regular reports to AB

Vice Presidents | **Associate Vice Presidents**

assisted by
- chair the University-level committees, e.g. APDC, BGS, LTQC
- lead the preparation and review of plans and policies at the University level

Registrar & Director/ Executive Co-Director(s) of Centre for Learning, Teaching and Technology
- assist the Senior Management on QA/E matters

(1) Faculties submit Faculty Annual Report and Plan to AB
(2) Faculties report to AB on QA/E of specific programmes if necessary

FBs submit proposals to AB committees on QA/E issues of general nature

Faculty Deans Note
- chair the Faculty Boards
- lead the preparation and review of plans and policies at the faculty level with reference to the University's plans and policies

(assisted by)

Associate Deans
- chair the Faculty Learning and Teaching Committees
- assist in the implementation of plans and policies at the faculty level

report on course-related issues

submit annual programme reports

Heads of Departments
(assisted by Associate Heads)
- assist in the implementation of plans and policies at the departmental/course level

Programme Leaders
(appointed by Faculty Deans)
- chair the Programme Committees
- assist in the implementation of plans and policies at the programme level

↔ Lines of communication
→ Lines of accountability

Notes:
1. Cross-faculty postgraduate programmes, i.e. Doctor of Philosophy, Master of Philosophy, Doctor of Education and Master of Education, reside with the Graduate School (GS). In terms of organizational structure, GS is slightly different from that of the faculties whereby the Dean of the Graduate School takes charge of the quality and delivery of cross-faculty postgraduate programmes. He/she is assisted by the relevant Associate Dean of Graduate School and programme leaders on programme management, both of who work closely with Heads of Departments and their associates on departmental and course-related issues.
2. Academies which operate programmes in a self-financed mode have a different organizational structure from faculties. While Academic Commmittee oversees academic and learning and teaching matters in the academies, the delivery of programmes and courses is managed by the Programme Committees/Programme Leaders and overseen by the Executive (Co-)Director(s) of academies.

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Committee structure at University level

7.   Academic Board (AB) and its committees are responsible for QA/E policy, principles, regulations, plans, and procedures at the University level. The following gives a general description of the major functions and responsibilities of these committees, and their specific roles in programme planning and development in the QA/E workflow. Their terms of reference and membership composition could be found on the respective committee websites on the University's intranet.

(a)   Academic Board
The AB is the chief academic forum of the University. Its main function is to formulate academic policies and oversee all academic matters of the University. To realize this function, an infrastructure of boards and committees is set up to deal with different academic decisions within the University. The Board forms the apex of the QA structure and its various committees assure the quality of programmes, monitor and direct the process from the planning stage to implementation and review.

The major responsibilities of AB in programme planning and development, and programme QA/E include:
- note programme planning approval;
- approve programme implementation; and
- approve major programme-related changes that involve changes of programme/award title, level of award, programme duration and mode of study [except for programme duration and mode of study of professional development programmes (PDPs) of which approval authority rests with Faculty Boards (FBs)/Academic Committee (AC)].

(b)   Academic Planning and Development Committee
The Academic Planning and Development Committee (APDC) formulates and recommends to the AB directions, strategies and policies for the overall academic development of the University including the triennial plans and long term academic development plans.

The major responsibilities of APDC in programme planning and programme QA/E include:
- approve planning proposal of new programmes from FBs/AC for Postgraduate Diploma in Education (PGDE), undergraduate, sub-degree and PDPs, as appropriate; and
- report to AB on programme planning approval.

(c)   Learning and Teaching Quality Committee
Learning and Teaching Quality Committee (LTQC) plays an important role in advising the AB on the formulation of policies at the University level on academic QA/E for postgraduate and undergraduate programmes. It oversees and monitors the implementation of the University's QA/E

frameworks and the associated guidelines, regulations and procedures on admissions and matters relating to academic regulations for PGDE, undergraduate, professional development and sub-degree programmes. LTQC also fosters a culture of QE for learning and teaching in the University.

(d) Board of Graduate Studies
The Board of Graduate Studies (BGS) is responsible for the formulation and review of policies, guidelines and regulations of postgraduate programmes (excluding PGDE).

The major responsibilities of BGS in programme planning and programme QA/E include:
- approve planning proposal of new postgraduate programmes (excluding PGDE) from FBs/AC;
- report to AB on programme planning approval; and
- approve major programme-related changes for Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd) (except those involve changes of programme/award title, level of award, programme duration and mode of study of which approval authority rests with AB).

(e) Faculty Boards/Academic Committee
The FB/AC reports to the AB and makes recommendations on matters, as appropriate, pertaining to the strategic planning, development, implementation and monitoring of the academic, teaching and learning and research work of the faculties/academies.

The major roles of FBs/AC in programme planning and development, and programme QA/E include:

- recommend to APDC on the introduction of new programmes (for PGDE, undergraduate, sub-degree and PDPs, as appropriate) for planning approval;
- recommend to BGS on the introduction of new postgraduate programmes (excluding PGDE) for planning approval;
- consider programme documents and reports from review panels for all new programmes, and make recommendation to AB for implementation approval; and
- approve major programme-related changes for postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate, sub-degree award-bearing programme (except those involve changes of programme/award title, level of award, programme duration and mode of study of which approval authority rests with AB).

Quality assurance at Graduate School/Faculty/Academy, programme and departmental levels

8.　　Apart from the central committees, the effectiveness of programme QA also relies on the contributions of relevant parties/committees at the Graduate School (GS)/faculty/academy, programme and departmental levels. These parties/committees provide valuable input and support at various stages of the QA processes.

9.　　The Faculty/Academy Office and GS support the day-to-day programme operation. In addition, Programme Committees (PCs) comprising Programme Leaders, Subject/Major/Year/Area/Specialization Coordinator(s) and representatives of departments/academies, as appropriate, conduct regular review of respective programmes for assuring quality and ensuring continuous improvement.

10.　　Within departments in faculties, committees on learning and teaching have been set up to review course development and implementation on a regular basis to ensure the standard and quality of the courses.

11.　　The roles and involvements of the above parties/committees in the QA processes for programme planning, development, review and revisions are delineated in details in the following chapters.

Quality enhancement mechanism

12.　　QE is by necessity flexible and continuous so that, as a process, it can be quick to identify issues requiring improvement and be responsive to changing needs and priorities. As part of its commitment to QA/E, the University has been soliciting external expertise, assessment data and feedback data from other sources to assist in programme QE.

Mechanisms to generate data which informs quality enhancement

13.　　Generally speaking, there are two sets of mechanisms which collect data to inform QE. These include mechanisms to collect information on programme/course quality and mechanisms to collect University-level and non-programme/course specific data.

　　(a)　　The sources of data on programme/course quality include assessment data and feedback data as follows:
- Assessment of Generic Intended Learning Outcome (GILOs) and programme learning outcomes;
- Feedback from staff;

- Feedback from students [via Student Evaluation of Teaching (SET); Staff-Student Consultative Committees; annual programme fora with students; ongoing informal contact with students];
- External Examiners' reports;
- External Reviewers' reports (periodic review); and
- Feedback from internship providers and supervisors.

Once programme/course specific data are received, they will be fed through PCs or academic departments for processing, depending on the nature of the data.

(b) In addition to routine feedback at programme/course level, University-level and non-programme/course specific data provide analyses of the quality of the programmes and their delivery from different perspectives. These data are gathered through various means such as surveys, internal/external audits and evaluation reports, etc. including:
- Surveys of employers and graduates (i.e. Institutional Research on Graduates);
- Surveys of students who have engaged in overseas learning experience/internships;
- Progress reports on Learning and Teaching Plans;
- Progress reports on Teaching Development Grant (TDG) and Community of Practice (CoP);
- Performance Measures (PMs)/University Key Performance Indicators (UKPIs)/Internal Key Performance Indicators (IKPIs)/Internal Performance Indicators (IPIs);
- Benchmarking reports;
- QAC audit reports; and
- Regular reports on specific domains, such as e-learning, General Education, language enhancement activities, Field Experience (FE) and internship experiences from both students and internship providers.

These rich sources of evaluative data and evidence are fed through relevant AB committees/coordinators, whose deliberations are communicated to the faculties and academies for follow-up actions as necessary. Depending on the situation, programme committees and departments/units can make use of University-level and non-programme/course specific data to initiate the QE process at the faculty/academy/departmental level, and vice versa.

Procedures in handling feedback data which informs quality enhancement

14. With a view to ensuring that the University is making good use of stakeholders' feedback to inform and improve our programmes and courses, a set of standardized procedures for handling feedback data is in place. The following explains the relevant procedures.

(a)   Use of Feedback Record Sheet

PCs and academic departments are required to make use of a feedback record sheet (<u>Appendix I</u>) to fill in the feedback data and keep track of the handling of the feedback data received through formal channels e.g. Staff-Student Consultative Committees, external examiners, external reviewers etc., and the corresponding follow-up actions.   However, the feedback record sheet will not apply to the feedback data received from the Institutional Research on Graduates (IRG) reports, for which a separate template for processing the IRG results is adopted.

Completed feedback record sheets should be attached with relevant documents for submission to University-level committees for consideration.   For example:
• When a PC submits a response document for external reviewer's report to FB/AC/BGS for approval;
• When a Programme Development Committee submits a response document for external review report on a new programme to FB/AC for consideration and AB for implementation approval; and
• When a PC submits a response document for programme periodic review report to FB/AC/BGS for consideration and AB for approval.

(b)   Annual agenda item on handling feedback data for Faculty Learning and Teaching Committee and Departmental Learning and Teaching Committee

To have a systematic reporting on the handling of feedback data and to ensure that appropriate follow-up actions are taken/completed, the Faculty Learning and Teaching Committees (FLTCs)/Departmental Learning and Teaching Committees (DLTCs)/Associate Dean/Programme Leaders, as appropriate, are invited to schedule a standard agenda item at the relevant meetings to consider the follow-up actions on handling feedback data on an annual basis.

(i)   Programme-related feedback data

In regard to programme-related feedback data, FLTCs/Associate Dean, as appropriate, will schedule a standard agenda item to discuss the follow-up actions on feedback data at its meeting normally around December each year.   PCs will report the feedback data from stakeholders and the relevant follow-up actions taken as evident/supported by the completed feedback record sheets for the previous academic year to relevant FLTCs/Associate Dean, as appropriate, for review and comment.   In preparing for the report to FLTCs/Associate Dean, as appropriate, PCs will be required to update any outstanding follow-up actions as shown in the feedback record sheets (as in some cases, it may take time for action parties to conduct and complete the required actions) and to ensure that the

follow-up actions are properly completed. FLTCs/Associate Dean, as appropriate, will monitor the quality of responses and follow-up actions for the feedback data, and make recommendations to the PCs concerned if necessary.

In the case of cross-faculty postgraduate programmes (i.e.PhD, MPhil, EdD and MEd), the PCs will report the feedback data from stakeholders and the relevant follow-up actions, as evident/supported by the completed feedback record sheets for the previous academic year to Dean (GS) for review and consideration by December each year.

In the case of programmes offered by the academies, the PCs will report the feedback data from stakeholders and the relevant follow-up actions, as evident/supported by the completed feedback record sheets for the previous academic year to the AC for review and consideration by December each year.

(ii) Course-related feedback data

As regards course-related feedback data, DLTCs will schedule a standard agenda item to discuss the follow-up actions on feedback data at its meeting normally in December each year. Academic departments will report the feedback data from stakeholders and the relevant follow-up actions taken as evident/supported by the completed feedback record sheets for the previous academic year to the relevant DLTC for review and comment. In preparing for the report to DLTCs, academic departments will be required to update any outstanding follow-up actions as shown in the feedback record sheets (as in some cases, it may take time for action parties to conduct and complete the required actions) and to ensure that the follow-up actions are properly completed. DLTCs will monitor the quality of responses and follow-up actions for the feedback data, and make recommendations to the academic departments concerned if necessary.

Feedback data for courses under programmes offered by the academies is to be considered by the relevant PCs. Programme Leader will report the feedback data from stakeholders and the relevant follow-up actions taken as evident/supported by the completed feedback record sheets for the previous academic year to the relevant PCs for review and comment.

Where and how does quality enhancement occur?

15. At the hub of the QE process are the PCs. PCs, at faculty, academy and departmental levels, receive data on the quality of programmes and implement and/or recommend changes on the basis of the information received.

16. All PCs are accountable to Deans/Executive (Co-)Director(s) (in case of academies), usually via an Associate Dean/Associate (Co-)Director(s) with particular responsibility for QA/E and related matters. In addition to ongoing and regular reporting throughout the year, annual programme reports are submitted to faculties/GS/academies which are required to include reports on QA/E matters. Faculties/GS/academies are in turn accountable to AB in relation to QA/E, and report to AB either directly or via the AB's committees which are responsible for different aspects of QA/E (i.e. APDC, LTQC and BGS). Faculties/GS/academies report directly to AB on matters relating to QA/E in relation to specific programmes, whilst matters emerging from their review processes which have implications of a more general nature will be reported by relevant AB committees. Such matters might include proposed changes to QA/E policy and regulations (LTQC and/or BGS), matters pertaining to the resourcing and sustainability of programmes in general (APDC), and issues relating to teaching and learning policy (LTQC).

17. In faculties, Heads of Departments (HoDs) are accountable to Deans and are responsible for the oversight of QE at course and departmental levels through DLTCs. QE matters relating to staffing are also under the purview of HoDs. These include financial management, identification and meeting of staffing needs, and maintenance and improvement of staff performance through the system of annual departmental reviews involving staff appraisal and recommendations for promotion. In academies, QE matters at programme and course levels are overseen by the Executive (Co-)Director(s) and Programme Leaders.

18. AB and its committees also initiate QE via a range of activities. These include:

    (a) The provision of TDG and the start-up funding allocated by the UGC for the setting up of CoPs. TDG and CoPs are intended to foster QE in the context of the University's Learning and Teaching Plan. They are administered by LTQC supported by Associate Vice President (Quality Assurance) [AVP(QA)]. LTQC oversees the policy and guidelines governing the TDG and CoP Projects. AVP(QA) ensures that quality criteria set by LTQC are met as a condition of the award of grants and in the evaluation of outcomes from funded projects. Grants can be awarded to individuals and groups of individuals, and can be used for projects at University, faculty and departmental levels. These grants are required specifically to be used for QE purposes, with emphases being placed on the need to demonstrate impact on student learning outcomes, and for positive outcomes to be disseminated as widely as possible across disciplines/departments/faculties as well as beyond the University, and for

improvements to be sustainable.　One of the key conditions of the TDG is that comprehensive dissemination plans are required to be included in bids. Dissemination is made directly to the University's colleagues via presentations and through regular learning and teaching conferences.

(b)　　LTQC reviews the University's Learning and Teaching Plan with reference to the University's Strategic Plan, and monitors the implementation of the plan by scrutinizing annual reports of the faculties' Learning and Teaching Plans.

(c)　　LTQC also contributes to QA/E through the development and promotion of various initiatives including the University-level benchmarking activity and the review of university-wide assessment procedures.　The outcomes of the work are considered by LTQC and fed back into the QA/E systems at faculty/departmental levels via the relevant Associate Deans who are normally members of LTQC.

(d)　　APDC (in relation to programme development issues) and BGS (in relation to QA/E issues of postgraduate programmes) work in a similar way as LTQC, whereby their areas of concern lead to consultations, recommendations and developments that, once approved by AB, are fed back into the QA/E mechanisms via faculty and departmental lines of accountability and communication.

19.　　A flowchart shown in Figure 1 provides a snapshot of how the QE mechanism operates with clear lines of communication and accountability between committees at the University and faculty/departmental levels.

20.　　Besides serving QE functions in itself, the overall QE mechanism as described in this chapter is part of a broader QA system of communication, whereby there are constant communications of QA/E matters among the University, faculties, academies and departments.　Together, the QA/E mechanisms ensure an effective dissemination process which enables all colleagues to be kept informed about QA/E policies and development.　In addition to this mechanism, Vice President (Academic) [VP(AC)] and other colleagues responsible for QA matters, such as AVP(QA), work from time to time to communicate decisions and developments through informal and formal faculty level meetings [such as the FB meetings, VP(AC) Executive Meetings, etc.] to raise colleagues' awareness of QA/E issues. These meetings also create opportunities for staff in faculties to bring issues and concerns relevant to QA/E directly with senior management colleagues.

CHAPTER 3 : PLANNING, DEVELOPMENT AND APPROVAL OF NEW PROGRAMMES

1. This chapter covers the planning, development and approval of new programmes from (I) HKQF Level 4 and above, and (II) HKQF Level 1-3, and non-award bearing programmes/courses and tender/commission projects, as well as Field Experience, General Education courses and other courses which are not affiliated with programmes.

(I) Programmes at HKQF Level 4 and above

2. The approval of programmes at HKQF Level 4 and above involves two stages, namely (A) programme planning, and (B) programme development.

(A) Programme planning

3. Once a programme initiative is identified or upon receipt of suggestions for new programmes (including addition of majors/minors/strands/specializations/areas), relevant parties, for example, academic departments/units, Board of Graduate Studies (BGS), Faculty Boards (FBs), Academic Committee (AC) may set up working group, if necessary, to develop initial planning proposals for these new programmes and majors/minors/strands/specializations/areas.

4. Templates for preparing initial planning proposal for new programmes and majors/minors/strands/specializations/areas are set out in Appendix II and Appendix III respectively. Please refer to BGS's website for template for new Specialized Area in Doctor of Education (EdD) programmes and new Area of Focus in Master of Education (MEd) programmes.

5. In the case of deletion of majors/minors/strands/specializations/areas, BGS and FBs/AC are required to seek approval from Academic Board (AB) for such deletion.

6. For initial programme proposal developed by academic departments/units/academies, the proposal will be submitted through the FBs/AC (in case of programmes developed by academies)/Line Managers (in case of professional development programmes (PDPs) developed by non-academic units/University-level centres) to the Academic Planning and Development Committee (APDC) (for introduction of new PGDE, undergraduate, sub-degree and PDPs) or to the BGS (for introduction of new postgraduate programmes, excluding PGDE) for planning approval. The planning approval as obtained from the APDC/BGS will be reported to the AB for information.

7. Apart from academic departments, the FBs/AC may initiate to put forward initial proposals to seek for planning approval. For University-level or inter-faculty postgraduate programmes (excluding PGDE), the Graduate School (GS) will initiate and submit initial proposal of new programme and new area to the BGS for

consideration.

8. For the planning of programmes in Education which do not lead to Qualified Teacher Status (QTS), the initial programme proposal submitted to the APDC/BGS for planning approval should also include an analysis on the teacher education elements contained in the programme.   In principle, programmes in Education which do not lead to QTS should contain at least 60% of the teacher education elements, of which 40% and 20% are for content knowledge and pedagogical knowledge respectively.

9. As regards PDPs, all newly proposed PDPs are required to undergo consultation with stakeholders, expert involvement and peer review mechanism to ensure they meet the latest market demand and are of high practicality, before going into prescribed quality assurance procedures.   For details of the relevant procedures, please refer to Appendix IV.

10. A flow chart which outlines the programme planning mechanism is given in Figure 3.

Figure 3 - Programme Planning Mechanism
(applies to programmes at HKQF Level 4 and above)

Academic Board

(for information)

Academic Planning and Development Committee		Board of Graduate Studies

(for planning approval)   (for planning approval)

[for Postgraduate Diploma in Education (PGDE), undergraduate, sub-degree award-bearing programmes and professional development programmes]

(for postgraduate programmes excluding PGDE)
via Graduate School [Note 1]

Faculty Board/Academic Committee/Line Manager [Notes 2,3 and 4]

Submission of initial proposal for:
(i) new programme or
(ii) addition/deletion of major/minor/strand/specialization/area [Note 5]

(via Head of Department/Head of Centre/Executive (Co-)Director(s) of Academy)

Department / Unit / Centre / Academy

- − Contextual analyses
- − Advice from University Grants Committee, Government bodies (e.g. Committee on Professional Development of Teachers and Principals, Education Bureau, Standing Committee on Language Education and Research)
- − Graduate/Employer Surveys, etc.
- − Others

Note 1   For University-level or inter-faculty postgraduate programmes (excluding PGDE), the Graduate School will initiate and submit initial proposal of new programmes and new areas to Board of Graduate Studies (BGS) for planning approval.

Note 2   For initial proposals which may not necessarily be originated from academic departments/unit, Faculty Board (FB) / Academic Committee (AC) may initiate to put forward initial proposals to seek planning approval.

Note 3   For professional development programmes (PDPs) developed by University-level centres/non-academic units, the respective Line Managers shall endorse the initial proposal for submission to Academic Planning and Development Committee (APDC) for approval.

Note 4   All newly proposed PDPs are required to undergo consultation with stakeholders, expert involvement and peer review mechanism before going into prescribed quality assurance procedures. For initial planning of PDPs, support from the Advisory Committee on PDPs and Education Bureau should have been obtained before seeking endorsement from FB, AC or Line Manager.

Note 5   Please refer to the flowchart on 'Development, Implementation and Evaluation of General Education Courses' (Appendix V) for procedures on planning and development of new General Education courses.

Programme Development Committee and Programme Committee

11. After obtaining programme planning approval from the APDC/BGS, the Dean/Executive (Co-)Director(s) (in case of programmes developed by academies)/Line Manager (in case of PDPs developed by non-academic units/University-level centres) will normally set up the Programme Development Committee (PDC) or a working group for programme development. The Dean/Executive (Co-)Director(s)/Line Manager will decide the lead department/unit to support the PDC/working group. In cases where there is no lead department/unit, the Dean/Executive (Co-)Director(s)/Line Manager will decide the administrative support for the PDC/working group.

The PDC will consist of a Programme Leader, Field Experience (FE) Coordinator (as appropriate) and other relevant parties. In the case of majors/minors/strands/specializations/areas, Programme Committee (PC) will be the unit involved in the development procedure. The general terms of reference and membership composition of the PC are set out in Appendix VI.

12. The PDC, in general, has the major responsibility for programme development (including curriculum framework) and preparation of the complete programme submission (including courses) for review purpose. The general terms of reference of the PDC are set out in Appendix VII.

Development of proposed curriculum framework

13. The PDC is responsible for developing the preliminary curriculum framework and preparing a proposal paper with the following details:

   (a) Aims and objectives [i.e. Programme Intended Learning Outcomes (PILOs)] of the proposed programme;

   (b) Target group of applicants and entrance requirements;

   (c) A curriculum organization table/chart indicating:

      (i) credit points for the programme and years of study; and

      (ii) the balance of credit points among the key elements, [e.g. Major, Education Studies (ES), General Education, Capstone Project/Honours Project, Electives, Language Enhancement, and FE, as appropriate, in the case of Bachelor of Education (Honours) programmes (BEd)];

   (d) Description of the key features of the programme, e.g.

      (i) subject areas to be included in the Major, supported with evidence of demand;

(ii)   a snapshot of the subject areas to be included in the ES domain.

(B) Programme development process

14.   On the basis of the approved curriculum framework, the PDC/PC (as appropriate) will work out:

(a)   time schedule for the development of the programme/major/minor/strand/specialization/area stipulating the approximate timeline for the completion of major activities in the development process; and

(b)   the guidelines for the preparation of course outlines.

Individual programmes can include any guidelines specific to the requirement of their programmes.   A standard course outline template for programme development is attached in Appendix VIII.

15.   In accordance with the documentation requirement, the programme submission document and full proposal of new majors/minors/strands/specializations/areas will be prepared with reference to the PDC's and PC's decisions respectively and in consultation with key personnel of the programme.   The suggested format of a new programme submission and full proposal for new majors/minors/strands/specializations/areas are shown in Appendix IX and Appendix X respectively.

16.   The PDC/PC (as appropriate) will liaise with relevant parties [e.g. School Partnership and Field Experience Office (SPFEO) on FE courses/arrangements, Centre for Learning, Teaching and Technology (LTTC) on Information Technology Competency in Education requirements, and Library on book acquisition, etc.], if necessary.

Course development and scrutiny process

17.   Development and scrutiny of courses as part of the programme development are mainly supported by the course writers and relevant Programme Leader/Programme Development Committee/working group in consultation with relevant parties. For example, course writers are expected to contact the Library for support in the preparation of bibliographies of relevant readings during the course development process. The elaborated process below mainly refers to course development process in the faculties. GS and academies may vary in the detailed process due to their different organizational and management structures.

18.   The following mechanisms are adopted to ensure the quality of courses:

(a)   Departments/units are expected to set up their development groups to take responsibility for the development of the courses and to serve as an internal vetting body to monitor the standard of the courses.   This process, through

peer review by colleagues with similar subject background, helps to ensure that the courses meet the subject requirements;

(b)   Upon the approval from Heads of Departments (HoDs)/unit heads, departments/units will send copies of the course outline to the Library for review and feedback;

(c)   For courses which are developed through joint efforts of course writers from more than one department/unit, approval from the HoDs/units heads concerned will be needed; and

(d)   It is understood that coordination among the course writers from various subject areas will be needed for better integration of the programme.   For example:

(i)   Course writers need to consult Director of School Partnership and Field Experience [Dir(SPFE)] for drafting FE course(s).   Upon receipt of draft course outline from course writers, the PDC should seek comments and consent from Dir(SPFE) on the course outline of FE course(s) before submitting the programme submission to the FB for consideration.

(ii)   There should be requisite coordination among the Programme Leader, FE Coordinator responsible for the school attachment/block practice arrangement, course writers responsible for "methods" courses of the academic subjects and those responsible for the teaching and learning in the ES area.   Such coordination will be initiated by the Programme Leader before the completion of the course writing process.

Course scrutiny groups

19.   Upon receipt of the courses from departments/units, the PDC/PC (as appropriate) may, at its discretion, set up its own course scrutiny groups for each subject area to review the courses after taking into account the need of the courses.   It may decide not to set up the course scrutiny groups on the condition that there are departmental/ unit vetting bodies to advise the HoDs/unit heads on the academic standard of the courses.

20.   If course scrutiny groups are formed, each group will comprise a few members from the PDC/PC (as appropriate) who will be responsible for the scrutiny of the courses in one or two subject areas.   The composition of the scrutiny groups usually includes:

Convenor -   being one of the key personnel in the PDC/PC (as appropriate) (such as Programme Leader, Subject/Major/Year/Area/Specialization Coordinator(s), Associate Programme Leader, FE Coordinator as appropriate);

Members -   two or three members from the PDC/PC (as appropriate) including the departmental/unit representative(s) of the subject(s) being scrutinized.

The PDC/PC course scrutiny groups (as appropriate) will check that the courses are developed in accordance with the PDC/PC guidelines (as appropriate).   Individual groups will meet to discuss the courses and recommend changes if necessary, which will be communicated to the HoDs/unit heads concerned in the form of a report.   In case revisions are recommended, the revised courses will be sent back to the PDC/PC course scrutiny groups for confirmation that they are ready for external consultation, if necessary, as explained below.

External course consultation

21.   HoDs/unit heads, taking into account the actual need of each course, have the discretion to decide if external course consultation is to be conducted to ensure that the new programme/major/strand/specialization/area offered and the courses are of a high academic standard and comparable to that of similar programmes offered by other local and overseas tertiary institutions.   If necessary, course consultants will be invited to comment on the appropriateness of the curriculum, its overall standard, integration among the courses and assessment; and indicate any areas where improvements or revisions will be needed.

22.   As a normal practice, two consultants, one from the local education sector and one from an overseas university will be invited to give advice on the courses of a subject area.   For a subject area, such as ES, within which there may be further divisions of courses under different focuses of studies, additional consultants may be invited to provide comments on the respective areas.   If considered appropriate, the PDC/PC (as appropriate) may invite external consultant(s) to give advice on the whole set of the draft submission document.

23.   Upon receipt of the comments from the external consultants, the departments/units will revise the courses as appropriate and prepare a response document for consideration by the PDC/PC (as appropriate).

Initial screening of programme submission for external review

24.   The programme submission (including courses) will be forwarded to the respective FBs/AC/Line Managers for initial screening.   The FBs/AC/Line Managers may make suggestions for further improvement of the programme submission for the PDC's consideration and necessary revision.   The revised version will be submitted to the external review panel (or external reviewers) for scrutiny in accordance with the procedures for external review as set out in Chapter 4.

25.   Prior to the external review process, the PDC will send a complete set of courses to the Library for making prior preparation for book acquisition, if necessary.   In addition, a copy of the programme submission will be sent to any other relevant parties for information/necessary follow-up action.

26. For PDPs developed by academic units and Faculty-level centres/academies, external review of the full programme proposals will normally not be required, and the full programme proposals will be submitted to the FBs/AC for implementation approval. As regards PDPs developed by non-academic units/University-level centres, external review is required to ensure the academic standard of these programmes, except for those developed in collaboration with academic department(s) of the University, of which the Line Manager could seek the respective FB's/AC's comment on the academic standards of the PDPs. Full proposals of PDPs developed by non-academic units/University-level centres will be submitted to LTQC for implementation approvals. Faculties, AC and LTQC will report to the AB the implementation approval granted on an annual basis in their Annual Reports and Plans, Annual Report regarding programme offering and learning and teaching matters and Annual Report respectively.

27. The programme development processes for award-bearing programmes at HKQF Level 4 and above and the general procedure for preparation of courses in the programme submission are summarized in Figure 4 and Figure 5 respectively.

(II)   Programmes at HKQF Level 1-3, non-award bearing programmes/courses and tender/commission projects

28. The Programme Leaders/academic departments/units will submit programme/course proposals with budget plans (Appendix XI), tender /commission project proposals to AC/FB for approval of programmes at HKQF Level 1-3, non-award bearing programmes/courses and tender/commission projects. External review for these programmes/courses will normally not be required. AC/FB will be responsible to grant approval for implementation of these programmes/courses. Academies and faculties will inform the AB in their Annual Report regarding programme offering and learning and teaching matters/Annual Report and Plan to the AB respectively.

29. Accelerated approval process may apply if necessary, e.g. to meet deadlines for competitive tender/commission project submission. In such cases, the Chairman of AC/FB may endorse the proposals for tender/commission, with retrospective reporting to AC/FB. However, for those planned to be listed on the Qualifications Register (QR) for registering as Continuing Education Fund (CEF) reimbursement courses, proposals need to be submitted to AC/FB for vetting and approval of QR information.

30. After approval of programme proposals, programme teams may contact the Registry for registration in the QR if necessary, and prepare Definitive Programme Documents (except for non-award bearing programmes/courses). Please refer to the Sections on "Qualifications Register" and "Definitive programme document" in Chapter 4 for details.

31.   Executive (Co)-Director(s) of academies has/have the discretion to set up a PC or PCs (Appendix VI) to handle matters related to the implementation, monitoring and review of programmes at HKQF Level 1-3 in the academies. In case where PC(s) is/are absent, Programme Leader(s) will take up the role/functions in handling all programme- and course-related matters.

Planning and development of Field Experience Courses

32.   Field Experience (FE) course(s) which is/are planned and developed in conjunction with a new programme should follow the general procedure on the preparation of courses in programme submission as stipulated in Figure 5. For FE courses which are planned and developed at the University level (normally by the School Partnership and Field Experience Office), the course outlines are to be reviewed/endorsed by the relevant AVP(s)/senior staff prior to submission to the Common Core Curricula Committee (CCCC) for endorsement and to the Academic Planning and Development Committee (APDC) for approval.

Planning and development of General Education Courses

33.   In view that the planning and development of General Education (GE) courses involve inputs and monitoring from offices and committees outside the host faculty/department, a separate approval procedure for the planning and development of these courses (Appendix V) has to be followed.

Planning and development of courses which are not affiliated with programmes and are not FE and GE courses

34.   For courses which are not affiliated with programmes and are not FE and GE courses, the course outlines are to be reviewed/endorsed by the relevant AVP(s)/senior staff and the relevant committees/boards (e.g. AC/FB/CCCC) before submission to the APDC for approval. The APDC has the discretion to delegate the approval of these courses to appropriate committees/boards according to the nature of the courses. The responsible committees/faculties/academies/units may consult the Associate Vice President (Quality Assurance) [AVP(QA)] for advice on the detailed approval route if necessary.

35.   An example of the approval route designed for the advanced-level courses "Exploring Real-Life AI Application Development" and "Exploring Real-Life AI Application Development for Educational Professionals" offered by the Centre for Learning, Teaching, and Technology (LTTC) under the Digital Competency curriculum is given below for reference:

- LTTC → AC to endorse → APDC to approve
  (LTTC may seek views from CCCC if necessary)

Planning and development of Professional Development Programmes offered by University-level centres, Faculty-level centres and non-academic units

36.   For PDPs offered by University-level centres, Faculty-level centres and non-academic units, the relevant set of QA/E procedures is given in <u>Appendix XII</u>.

Figure 4 - Programme Development Mechanism *(applies to programmes at HKQF Level 4 and above)*

(after obtaining programme planning approval)

Academic Board

↑

(for implementation approval)

|

(for postgraduate, undergraduate and sub-degree award-bearing programmes)

|

Faculty Board/ Academic Committee/ Learning and Teaching Quality Committee Notes 1, 2 and 3 → | External Review Notes 4 and 5 |
←

↑

Submission of full proposal for:
(i)   new programme or
(ii) addition of major/minor/strand/specialization/area
Note 6

(via Dean/Executive (Co-)Director(s) /Line Manager)

Lead department/Unit/Centre/Academy

- Dean/Executive (Co-)Director(s)/Line Manager will normally set up Programme Development Committee (PDC)/working group for programme development.
- Dean/Executive (Co-)Director(s)/Line Manager will decide the lead department/unit/centre/institute to support the PDC/working group.   In cases where there is no lead department/unit/centre, Dean/Executive (Co-)Director(s)/Line Manager will decide the administrative support for the PDC/working group.

Note 1   Full proposals of professional development programmes (PDPs) developed by (i) academic departments and Faculty-level centres, (ii) academies and (iii) University-level centres/non-academic units will be approved by (i) Faculty Board (FB), (ii) Academic Committee (AC) and (iii) Learning and Teaching Quality Committee respectively. Before that, PDPs developed by University-level centres/non-academic units should have sought inputs of the programmes' academic standard from the relevant FB/AC (in case of collaborative PDPs) or through external review.   PDPs developed by academic units/faculty-level centres/academies normally do not need to go through external review.

Note 2   Board of Graduate Studies (BGS) will consider the full proposal of new specialized areas and areas of focus in the Doctor of Education (EdD)/Master of Education (MEd) programmes.

Note 3   It is optional for the FB/AC to involve the participation of/or consult member(s) from other faculty during the programme development process on a need basis.

Note 4   External review may be in the form of an external review panel conducting an on-site visit or invitation of written comments from external reviewers, etc.   The review panel membership and list of external reviewers, etc. will require approval from BGS/FB/AC as follows:
(a)   Doctor of Philosophy (PhD), Master of Philosophy (MPhil), EdD and MEd programmes – BGS
(b)   postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate, sub-degree award-bearing programmes and professional development programmes developed by academic departments/Faculty-level centres/academies – FB/AC
(c)   PDPs developed by University-level centres/non-academic units – Line Manager

Note 5   For development of new Minors, it is not mandatory to go through external review at faculty level.

Note 6   Please refer to the flowchart on 'Development, Implementation and Evaluation of General Education Courses'(Appendix V) for planning and development of new General Education courses.

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Figure 5 - General Procedure on the Preparation of Courses in Programme Submission [Note (a)]

Course Writers [Notes (b & c)]

→ Submission of draft courses →

Departmental vetting body
- Departmental course development groups
- Upon Head of Department (HoD)'s approval of courses, to send copies of course outlines to Library for review and feedback

→ Submission of courses →

Programme Development Committee (PDC)/ working group [Note (d)]

⇢ **External course consultation** (if necessary)

- Department's responses to external consultants' comments (if necessary)
- Department's responses to PDC's/working group's comments
- Department's submission of revised courses

Academic Board

← Recommendation for programme implementation ←

Faculty Board

← Programme submission for initial screening ←

PDC/ working group [Note (e)]

Arrange external review and consider review report

External Review (external review panel or external reviewers)

Acknowledgement and feedback

PDC to send whole set of courses to Library for book acquisition [Note (g)]

Library

(2) Feedback ⇡ ⇣ (1) Referral to relevant parties for advice (if necessary)

e.g. Bachelor of Education programmes
- To Director of School Partnership and Field Experience [Dir(SPFE)] for comment, if any, and endorsement of the course outline for Field Experience course(s) and the associated FE arrangements [Note (f)]
- To Centre for Learning, Teaching and Technology on Information Technology Competency in Education requirements

Notes:

(a) The process mainly refers to course development process in the faculties. GS and academies may vary in the detailed process due to their different organisational and management structures.

(b) Course writers are expected to contact the Library for support in the preparation of bibliographies of relevant readings during course development.

(c) Course writers should consult Dir(SPFE) when drafting Field Experience course(s).

(d) PDC/working group has the discretion to decide not to set up course scrutiny groups to review the courses on condition that there are departmental vetting bodies to advise HoD on the academic standard of the courses.

(e) If considered appropriate, the PDC may invite external consultant(s) to give advice on the whole set of the draft submission document.

(f) For FE courses which are planned and developed at the University level (normally by the School Partnership and Field Experience Office), the course outlines are to be reviewed/endorsed by the relevant AVP(s)/senior staff prior to submission to the Common Core Curricula Committee (CCCC) for endorsement and to the Academic Planning and Development Committee (APDC) for approval.

(g) Prior to the external review, a copy of the programme submission may be sent to any other relevant parties for information/necessary follow-up action.

CHAPTER 4 : REVIEW OF NEW AND EXISTING PROGRAMMES

External review

1. This chapter covers the review of new and existing programmes which mainly applies to programmes at HKQF Level 4 and above. Review process for programmes at HKQF Level 3 and below may be initiated by the Programme Development Committees/ Programme Committees, relevant boards and committees by making use of the frameworks, guidelines and templates in this Chapter if necessary, e.g. in case of plans to form a cluster of programmes at higher HKQF levels, etc.

2. Review of new programmes prior to implementation and periodic review of existing programmes are part of the University's quality assurance (QA) processes. Guided by its vision and mission statements, the University has set up a mechanism whereby new and existing programmes are subject to a rigorous external review process.

3. The objectives of the review exercise are:

    (a) to ensure that programmes of quality are developed at an academic standard comparable to similar programmes offered at other local and overseas tertiary institutions;

    (b) to ensure that the programmes are both current and relevant, in keeping with the needs of its stakeholders (e.g. society, schools, employers, parents and students, etc.) and the Government's initiatives in educational development; and

    (c) to help the Programme Development Committee (PDC)/Programme Committee (PC) (as appropriate) to improve the programme, to encourage them to develop new ideas in teaching, learning and curriculum planning and to inform them of good practices and new developments elsewhere.

4. For Professional Development Programmes (PDPs) offered by University-level centres, Faculty-level centres and non-academic units, please refer to Appendix XII for details on relevant external review arrangements.

Review of new programmes

Aims of external review

5. The general aim of the review exercise is to consider the following aspects of a new programme:

(a)   the justification for the demand of the programme and the subject areas (majors/minors) proposed;

(b)   the rationale and academic validity of the aims and objectives, admission requirements, curriculum structure and its content, the teaching and learning activities, field experience arrangement, assessment methods and regulations, employment opportunities for the graduates (if appropriate) and their match with the output;

(c)   the possible articulation with other programmes in the University (if appropriate);

(d)   the academic staffing and resource support, both current and planned;

(e)   the extent to which the teaching team members demonstrate a thorough and common understanding of the purpose and content of the programme; and

(f)   the programme management structure and QA mechanism.

Arrangement for external review

6.   External review may be in the form of:
   -   an external review panel for on-site review; OR
   -   invitation of written comments from external reviewers.

7.   Faculty Boards (FBs)/Academic Committee (AC) will decide whether it is necessary to conduct on-site review or paper reviews for scrutinizing the full proposal for the new programmes/specialized areas/majors/strands/specializations/areas.   If the on-site panel meeting option is not selected, experience has shown that the convening of a "virtual" panel meeting through Zoom, Skype or some other mediums yield considerable value in the panel review process.   It is not currently a requirement to do this, but it is highly recommended.

External review panel for on-site visit

8.   An external review panel will be set up for the review of programmes.   The review of new programmes shall follow the QA flow in <u>Figure 4</u>.

9.   The composition of the review panel will be determined by the needs of the programme and should normally consist of two senior academics from different countries/regions and institutions, and one of them should be the chair of the panel in the case of an on-site review.   Depending on the nature of the programme, the relevant Dean/Executive (Co-)Director(s) of academies may invite a professional/employer as an additional member of the review panel.

Criteria for the nomination of external reviewers

10. The two nominated senior academics should:

    (a) normally be at full Professorial rank or above and internationally recognized in the professional field;

    (b) be from different countries/regions* and institutions (normally at least one from international/regional renowned institutions);

    (c) at least one be from renowned Mainland universities if the programme is a taught postgraduate programme, with Putonghua as the medium of instruction, and admits a majority of Mainland students; and

    (d) be research active in the relevant professional field over the past three years.

    refers to Hong Kong Special Administrative Region (SAR), Macao SAR and Taiwan.

11. All nominated external reviewers should:

    (a) not have been a member of staff at the University during the previous two years;

    (b) not have had any formal relationship with any members of the Programme Team as follows:

        - an honorary professor at EdUHK; external examiner to programmes within the faculty/academy; shared authorship of publications/engaged in joint research with EdUHK staff; …etc., over the previous three years;

        - a visiting scholar of the department/academy/programme in the same academic year during which the review takes place; and

    (c) not have any other conflict of interest in relation to the programme and/or the University.

    In exceptional circumstances, the Board of Graduate Studies (BGS)/FBs/AC may seek relaxation of one or more of these restrictions where there is a strong justification for this. In case of doubt, the faculty/academy/programme may consult the Associate Vice President (Quality Assurance) [AVP(QA)] for advice.

12. The membership of the panel will need the approval of the BGS/FB/AC as follows:

    (a) Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd) programmes – BGS

    (b) postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate and sub-degree award-bearing programmes – FB/AC

13. For seeking approval from the BGS/FB/AC, the following documents are expected to be provided:

    (a) one or two nomination(s) for each external reviewer, with the number of nominations to be advised by the relevant Dean/Executive (Co-)Director(s);

    (b) completed nomination form of which a template is set out in <u>Appendix XIII</u>; and

    (c) the terms of reference of the panel. The template for terms of reference of external review panel is set out in <u>Appendix XIV</u>.

14. BGS/FB/AC will make judgement on whether the nominated external reviewers are academically fit and possess the relevant disciplinary knowledge to review the programmes, as well as to determine if the reviewers are from renowned institutions that have a good reputation in the field.

15. After approval of the nomination of external reviewers by FB and AC, the lists of external reviewers are required to be submitted to the following board/committee for noting/comments by using a template as set out in <u>Appendix XV</u>:

    (a) postgraduate (other than PhD, MPhil, EdD and MEd) programmes – BGS

    (b) undergraduate and sub-degree award-bearing programmes – Learning and Teaching Quality Committee (LTQC)

Preparation for panel review

16. The PDC and PC (as appropriate) are responsible for the preparation of the programme documents for review of new programmes and majors/strands/specializations/areas respectively. The recommended format of the submission documents for new programmes and full proposal for new majors/minors/strands/specializations/areas are attached in <u>Appendix IX</u> and <u>Appendix X</u> respectively.

17. The programme documents will be submitted to the BGS/FB/AC for initial screening and endorsement prior to dispatch to the review panel.

Panel review process

18. Before the panel visit is conducted, the programme documents and details of the panel visit programme will be sent to the panel members. Panel members may be invited to provide their preliminary comments on the programme submission.

19. The panel will adopt a peer group approach in its consideration of the programme documents and discussion with members of the Programme Team. The review process

will be rigorous with a view to obtaining a thorough and objective evaluation of the programme documents.

20. The duration of the panel meeting will be determined by the requirements of the programme. Normally one to two days' review visit will be arranged. If considered appropriate, the panel may meet with prospective students and visit the units providing academic support for the programme and other relevant facilities, workshops and laboratories.

21. There should be sufficient opportunities for the Programme Team to explain various aspects of the programme. If deemed necessary, the panel can be divided into groups to review different aspects of the programme.

Outcome of panel review

22. The review panel may make any recommendations to the BGS/FB/AC for further improvement of the programme.

23. The Panel Chair will prepare a review report outlining the conclusion of the panel for circulation among panel members for comments. The confirmed report will be sent to the BGS/FB/AC normally within two to four weeks after the panel visit for consideration. Upon receipt of the report, the PDC/PC (as appropriate) will prepare a response document and complete the feedback record sheet (Appendix I) for submission to the BGS/FB/AC for consideration and to keep track on the handling of external reviewers' feedback data and the corresponding follow-up actions. The BGS/FB/AC will then make recommendations to the Academic Board (AB) for implementation approval.

External reviewers for written comments

24. For invitation of external reviewers, the list of external reviewers and their scope of work will be drawn up making reference to the membership composition and terms of reference adopted for external review panel.

25. The list of external reviewers to be invited requires approval from the following parties:

(a) PhD, MPhil, EdD and MEd programmes – BGS

(b) postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate and sub-degree award-bearing programmes – FB/AC

26. For seeking approval from the BGS/FB/AC, the following documents are expected to be provided:

(a) one or two nomination(s) for each reviewer, with the number of nominations to be advised by the relevant Dean/Executive (Co-)Director(s) (see paragraph 9) and all nominations must meet the criteria stipulated in paragraphs 10 and 11;

(b) completed nomination form of which a template is set out in Appendix XIII;

(c) indication on how the external reviewers will be informed of each other's comments, and whether a response will be sought from them on the entire set of responses; and

(d) the scope of work of the external reviewers. Reference can be made to the template for terms of reference of external review panel in Appendix XIV.

27. BGS/FB/AC will make judgement on whether the nominated external reviewers are academically fit and possess the relevant disciplinary knowledge to review the programmes, as well as to determine if the reviewers are from renowned institutions that have a good reputation in the field.

28. After approval of the nomination of external reviewers by FB and AC, the lists of external reviewers are required to be submitted to the following board/committee for noting/comments by using a template as set out in Appendix XV:

(a) postgraduate (other than PhD, MPhil, EdD and MEd) programmes – BGS

(b) undergraduate and sub-degree award-bearing programmes – LTQC

29. Upon receipt of the comments and recommendations of external reviewers, the Programme Team will prepare a response document and complete the feedback record sheet (Appendix I) for submission to the BGS/FB/AC for consideration and to keep track on the handling of external reviewers' feedback data and the corresponding follow-up actions. The BGS/FB/AC will make recommendations to the AB for implementation approval.

Approval at Academic Board

30. For review of new programmes/majors/strands/specializations/areas, the programme development mechanism showing the external review process can be found in Figure 4.

Qualifications Register

31. Qualifications Register (QR) is a register established by the Secretary for Education under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) for entering qualifications recognized under the Qualifications Framework. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been specified in the Ordinance as the authority for developing and administering the QR.

32. Besides preparing for admission and implementation of the programme, the programme teams are also required to contact the Academic Secretariat and Quality Assurance Section of the Registry to proceed with registration in the QR after obtaining implementation approval of a new programme by AB, so as to ensure to the public the quality of the University's programmes.

Definitive programme document

33. The Programme Leader, with assistance from the Faculty/Academy Office or respective lead department/centre/institute/unit, will prepare a Definitive Programme Document for each cohort which serves as a ready and accurate reference of the nature of the programme and the regulations governing its operation. This document will incorporate any changes to the programme arising from the comments of the review panel.

34. The Definitive Programme Document will form the background information for making revisions to the programme and for preparing the review of the programme in the next round. The Faculty/Academy Office or respective lead department/centre/institute/unit is the custodian of the document and responsible for updating it.

35. The essential information to be included in the Definitive Programme Document will normally include:

   (a) Title of the programme and the award;

   (b) Faculty/Academy hosting the programme and the contributing departments/units (if applicable);

   (c) Programme duration, mode of attendance and academic calendar;

   (d) Aims and objectives of the programme;

   (e) General programme admission requirements and specific requirements for the majors and minors (if appropriate);

   (f) Regulations governing assessment, graduation and classification of award;

   (g) Curriculum structure and the subject areas;

   (h) Course outlines;

   (i) Teaching and learning methods; and

   (j) A clear statement indicating the cohorts of students to which the document refers.

36.   Additional to the Definitive Programme Document, students will be informed of the names of the key personnel of their programmes, and be provided with an assessment schedule before the commencement of each semester.

Review of existing programmes

Aims of periodic programme review

37.   Periodic review of existing programmes forms an integral part of the University's QA processes.   The review exercise will focus on the standard, implementation and management of the existing programmes.   As such, the programme review is conducted to ascertain:

(a)   whether a programme has been operated successfully;

(b)   whether the comments raised in the annual programme reports, and reports from external examiners (EEs) and previous review panel (if applicable) have been addressed and followed-through, if appropriate, in the actual implementation of the programme;

(c)   whether the standard has been attained and recognized by other parties, such as EEs and schools;

(d)   whether the programme has met its aims, objectives and learning outcomes, and the needs of the schools and the community;

(e)   the extent to which the previously expressed aspirations and ambitions have been met;

(f)   the extent to which the programme is being monitored to upkeep its academic/professional standard on a par with that of similar programmes offered by other local and overseas institutions; and

(g)   the extent to which the University has been able to provide an environment facilitating the on-going development of the programme.

38.   In general, the Initial Periodic Programme Review (IPPR) will focus on student learning outcomes, graduates' destinations and employability, currency and relevance of the programme, identification of areas for improvement, and an assessment of the continuing need for the programme, as applicable.   The Follow-up Periodic Programme Review (FPPR) will focus on the extent, to which the programme is continuously meeting its objectives and learning outcomes, graduate employment, currency and relevance of programme content, and an assessment of the market and continuing need for the programme, as applicable.

Arrangements for periodic programme review

39. Regardless of the funding source, all programmes will be subject to a two-stage process of periodic programme review which includes:

(a) Initial Periodic Programme Review (IPPR)

Postgraduate*, undergraduate and sub-degree award-bearing programmes
An IPPR will normally be conducted in the academic year following the academic year in which a programme produces its first cohort of graduates and obtained employer feedback prior to review. It will normally involve an on-site panel review by an external panel. Virtual panel meetings could be considered with justification if on-site panel review is not feasible and this has to be approved by the relevant Dean/Executive (Co-)Director(s).

* *Self-financed Taught Postgraduate (TPg) programmes could exercise the flexibility to conduct the IPPR in the second academic year following the academic year in which the programme produces its first cohort of graduates, subject to the Dean's/Executive (Co-)Director(s)' approval.*

Professional Development Programmes
An IPPR will normally be conducted when a PDP has been offered in the period of four academic years since its inception, and the review should take place in the fifth year. External review may be in the form of review panel for on-site review, virtual panel meetings, or invitation of written comments from external reviewers.

(b) Follow-up Periodic Programme Review (FPPR)

Postgraduate, undergraduate and sub-degree award-bearing programmes
The FPPR will normally be conducted on a five-year cycle, with the first follow-up review to be arranged in the fifth year after the initial review. It will normally involve an on-site panel review by an external panel. Virtual panel meetings could be considered with justification if on-site panel review is not feasible and this has to be approved by the relevant Dean/Executive (Co-)Director(s).

Professional Development Programmes
The FPPR will normally be conducted on a four-year cycle, with the first follow-up review to be arranged in the fourth year after the initial review. External review may be in the form of review panel for on-site review, virtual panel meetings or invitation of written comments from external reviewers.

40. Further guidelines for conducting the two-stage periodic programme review are provided as follows:

(a) The programme to be reviewed should continue to be offered/be planned for offering in coming years;

(b) Collaborative programmes with EdUHK as the awarding institution will be included for periodic review;

(c) IPPR and FPPR can be conducted for a group of programmes of similar nature [e.g. Postgraduate Diploma in Education (PGDE), PDPs], where appropriate; and

(d) FBs/AC will approve the format in which the periodic programme review for PDPs will be conducted, i.e. on-site panel review, virtual panel meetings or paper reviews, upon the respective Programme Committees' recommendation.

41. BGS , FB and AC should draw up respective annual review schedules for periodic review of all programmes within their remit and submit the review schedules to LTQC for information in September each year.

Arrangement for panel review

42. For periodic review of existing programmes, the responsibility of setting up review panel, including the approval of membership of the panel, shall rest with the BGS/FB/AC as follows:

(a) PhD, MPhil, EdD and MEd programmes – BGS

(b) Postgraduate (other than PhD, MPhil, EdD, and MEd programmes), undergraduate, sub-degree award-bearing programmes and PDPs offered by academic units, Faculty-level centres and academies – FB/AC

43. The composition of the review panel will be determined by the needs of the programme, as outlined below:

(a) Postgraduate, undergraduate and sub-degree award-bearing programmes – should normally consist of two senior academics from different countries/regions* and institutions, and one of them should be the chair of the panel.   Depending on the nature of the programme, the relevant Dean/Executive (Co-)Director(s) may invite a professional/employer as an additional member of the review panel; and

(b) PDPs – should normally consist of one local senior academic or one senior academic from outside the HKSAR who will be the panel's chair, and one local practitioner as the panel's member.   Depending on the nature of the programme, the Dean/Executive (Co-)Director(s) may invite an academic/a practitioner as an additional member of the review panel.

refers to Hong Kong Special Administrative Region (SAR), Macao SAR and Taiwan.

44. For seeking approval from the BGS/FB/AC, the following documents are expected to be provided:

(a)   Postgraduate, undergraduate and sub-degree award-bearing programmes – one   or two nomination(s) for each reviewer (see paragraph 43(a)), with the number of nominations to be advised by the relevant Dean/Executive (Co-)Director(s) and all nominations must meet the criteria stipulated in paragraphs 10 and 11;

(b)   PDPs – one or two nomination(s) for each reviewer (see paragraph 43(b)) , with the number of nominations to be advised by the Dean/Executive (Co-)Director(s); and nominations for all external reviewers must meet the criteria stipulated in paragraph 11, and in particular, nominations for senior academic must meet the criteria stipulated in paragraphs 10(a) and 10(d);

(c)   completed nomination form of which a template is set out in Appendix XIII; and

(d)   the terms of reference of the panel.   The template for terms of reference of the panel is set out in Appendix XIV.

45.   BGS/FB/AC will make judgement on whether the nominated external reviewers are academically fit and possess the relevant disciplinary knowledge to review the programmes, as well as to determine if the reviewers are from renowned institutions that have a good reputation in the field.

46.   After approval of the nomination of external reviewers by FB and AC, the lists of external reviewers are required to be submitted to the following board/committee for noting/comments by using a template as set out in Appendix XV:

(a)   postgraduate (other than PhD, MPhil, EdD and MEd) programmes – BGS

(b)   undergraduate, sub-degree award-bearing programmes and PDPs offered by academic units, Faculty-level centres and academies – LTQC

Preparation for panel review/external review

47.   The PC for existing programme is responsible for the preparation of the programme documents for review.   Programme documents for periodic reviews are suggested as follows:

(a)   For postgraduate, undergraduate and sub-degree award-bearing programmes – The recommended format of the submission documents for these programmes are attached in Appendix XVI; and

(b)   For PDPs – It is recommended that existing documents could be used for review of PDPs, such as annual programme reports, the previous periodic programme review report and External Examiners' reports, etc. To prepare for the periodic reviews, PCs of PDPs should plan ahead by making use of the annual programme report to

capture and conclude the programmes' operations and improvements made for review by the external reviewers.

48. The programme documents will be submitted to the BGS/FB/AC for initial screening and endorsement prior to dispatch to the review panel/external reviewers.

Panel review process

49. Before the panel visit is conducted, the programme documents, details of the panel visit programme and the template for the review report (<u>Appendix XVII</u>) will be sent to the panel members.   Panel members may be invited to provide their preliminary comments on the programme submission.

50. The panel will adopt a peer group approach in its consideration of the programme documents and discussion with members of the Programme Team.   The review process will be rigorous with a view to obtaining a thorough and objective evaluation of the programme documents.

51. The duration of the panel meeting will be determined by the requirements of the programme.   Normally one to two days' review visit will be arranged.   If considered appropriate, the panel may meet with students and visit the units providing academic support for the programme and other relevant facilities, workshops and laboratories.

52. There should be sufficient opportunities for the Programme Team to explain various aspects of the programme.   If deemed necessary, the panel can be divided into groups to review different aspects of the programme.

Outcome of panel review

53. The review panel may make any recommendations to the BGS/FB/AC for further improvement of the programme.

54. The Panel Chair will complete the review report outlining the conclusion of the panel for circulation among panel members for comments.   The confirmed report will be sent to the BGS/FB/AC normally within two to four weeks after the panel visit for consideration.   Upon receipt of the report, the Programme Team, with input from Programme Leader/Programme Coordinator, will prepare a response document and complete the feedback record sheet (<u>Appendix I</u>) for submission to BGS/FB/AC for consideration which will make recommendations on matters at the School/ faculty/academy level to the AB.

External reviewers for written comments (option available to periodic programme review of PDPs only)

55. For invitation of external reviewers, the list of external reviewers and their scope of work will be drawn up making reference to the membership composition and terms of reference adopted for external review panel.

56. The list of external reviewers to be invited requires approval from FB/AC. For seeking approval of the list of external reviewers from the FB/AC, the following documents are expected to be provided:

   (a)   one or two nomination(s) for each reviewer, with the number of nominations to be advised by the Dean/Executive (Co-)Director(s);

   (b)   Nominations for all external reviewers must meet the criteria stipulated in paragraph 11, and in particular, nominations for senior academic must meet the criteria stipulated in paragraphs 10(a) and 10(d);

   (c)   Nominations for local practitioners can be school practitioners or professional practitioners as deemed appropriate;

   (d)   completed nomination form of which a template is set out in Appendix XIII;

   (e)   indication on how the external reviewers will be informed of each other's comments, and whether a response will be sought from them on the entire set of responses; and

   (f)   the scope of work of the external reviewers.   Reference can be made to the template for terms of reference of external review panel in Appendix XIV.

57. FB/AC will make judgement on whether the nominated external reviewers are academically fit and possess the relevant disciplinary knowledge to review the programmes, as well as to determine if the reviewers are from renowned institutions that have a good reputation in the field.

58. After approval of the nomination of external reviewers by FB and AC, the lists of external reviewers are required to be submitted to LTQC for noting/comments by using a template as set out in Appendix XV.

59. The external reviewers will complete the review reports (Appendix XVII) and send them to the FB/AC for consideration.   Upon receipt of the comments and recommendations of external reviewers, the Programme Team will prepare a response document and complete the feedback record sheet (Appendix I) for submission to the FB/AC for consideration and to keep track on the handling of external reviewers' feedback data and the corresponding follow-up actions.   The FB/AC will make recommendations on matters at the faculty/academy level to the AB.

60. Upon FB's/AC's submission to AB, AVP(QA) will be required to review the reviewers' comments and recommendations, response document and the completed feedback record sheets and provide any observation or comment for AB's consideration. The task of AVP(QA) is to ensure consistency across faculties, identify University-level issues that would require further deliberation at University-level committees, and comment on any follow-up action or response.

Approval at Academic Board

61. For review of existing programmes, the recommendations from the BGS/FB/AC/AVP(QA), the reports of the external review, the programme documents, Programme Team's responses and the completed feedback record sheets will be presented to the AB for consideration.

Feedback loop for review panel/external reviewers

62. After taking proper actions to address the review panel's/external reviewers' comments and keeping record by completing the feedback record sheet, it is necessary to close the feedback loop for the review panel/external reviewers. This feedback loop could be operated in 2 stages:

    (a) Feedback to review panel/external reviewers within 6 months after completion of the review
        This can serve as a timely feedback aiming to inform the review panel/external reviewers of the follow-up actions taken or the follow-up actions planned (as in some cases, action parties will need time to conduct/complete an action).

    (b) Report to new review panel/external reviewers for the next round of periodic review
        By the time of the next cycle of periodic review, the Programme Team should have followed through all the follow-up actions required in relation to the previous periodic review. The Programme Team will be required to report to the new review panel/external reviewers the follow-up actions taken in response to the comments received from the previous periodic review.

63. Figure 6 summarizes the approval mechanism for periodic programme review and the feedback loop to the external review panel/external reviewers.

Figure 6 - Flowchart on Feedback Loop and Approval Mechanism for Periodic Review Reports
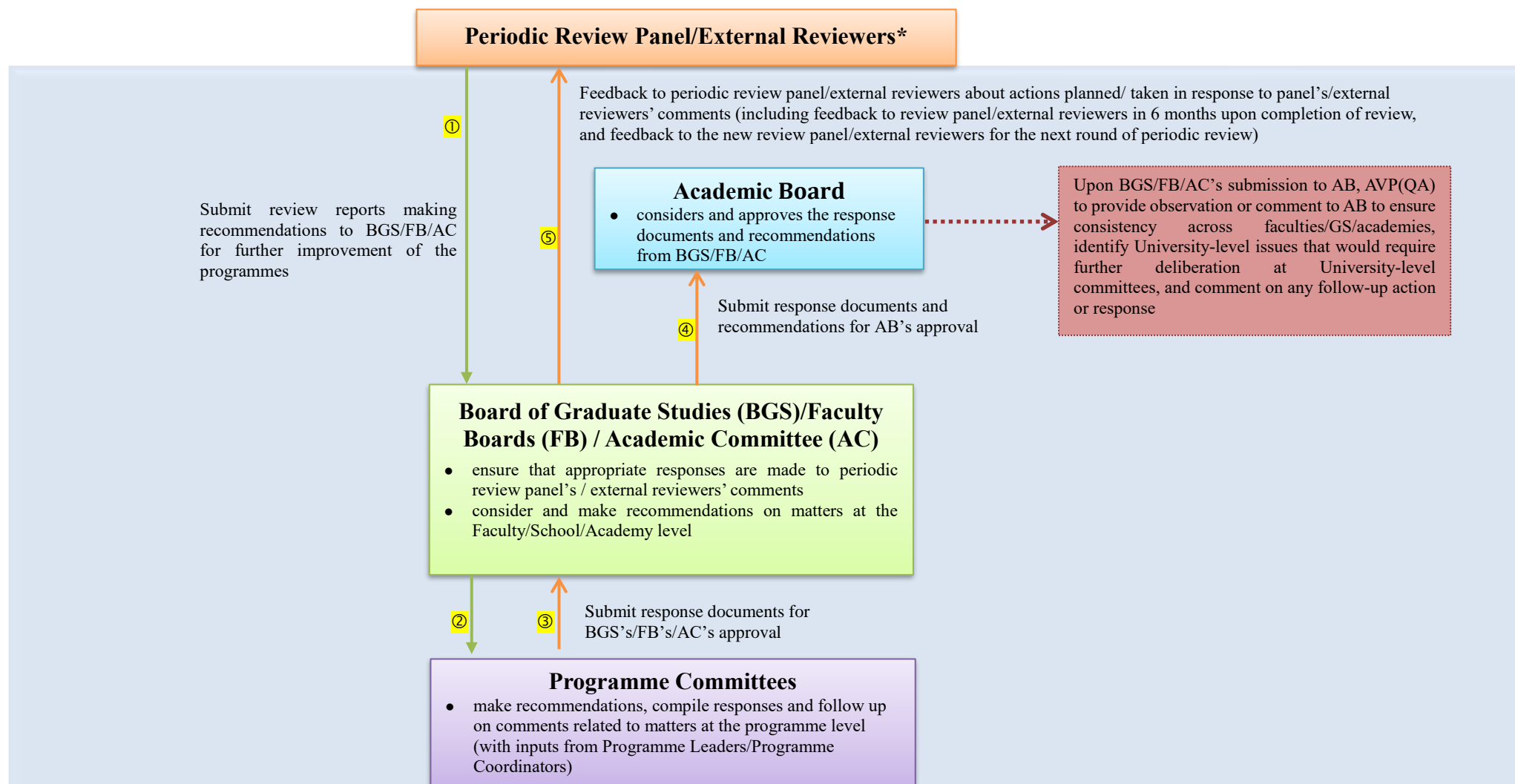
* Professional Development Programmes (PDPs) are provided with the option of inviting written comments from external reviewers instead of conducting on-site panel review for periodic review of the programmes.

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Review of Specialized Areas and Areas of Focus

64. Besides periodic programme review, MEd and EdD programmes are subject to a 3-year cycle review of Areas of Focus/Specialized Areas. A number of areas will be chosen for external review every year. Two external reviewers will be appointed to review each area and they are expected to examine the coherence and consistency of the design, implementation, assessment and evaluation of the areas concerned, conduct benchmarking, and make recommendations as appropriate. The operational flow and relevant templates for external review of MEd Areas of Focus and EdD Specialized Areas are available on Graduate School's website as follows:

    For external review of MEd Areas of Focus: http://www.eduhk.hk/gradsch/→About Us→For Staff→By Programme→Master of Education→External Review for MEd Areas of Focus

    For external review of EdD Specialized Areas: http://www.eduhk.hk/gradsch/→About Us→For Staff→By Programme→Doctor of Education→External Review System for EdD Specialized Areas

Definitive programme document

65. After review, the Programme Leader, with the assistance from the Faculty/Academy Office/respective lead department/centre/institute/unit, will revise the Definitive Programme Document, or programme handbook as appropriate, to reflect the approved changes to the programme. The PC will ensure that the revised document is an accurate reference of the programme. The revised document will indicate clearly to which cohorts of students it will be applicable.

CHAPTER 5 : ACADEMIC COLLABORATION FOR AWARD-BEARING PROGRAMMES

Academic collaboration

1. Guided by the *University's Strategic Plan*, the University is committed to engage in collaboration with other educational institutions and scholarly associations locally, regionally and internationally. It is expected that more and more collaborations with local and non-local institutions and organizations will take place following the University's development as steered by the Strategic Plan. Strategically the University works to enhance its partnerships through the development of sustainable and mutually beneficial academic collaboration with highly regarded higher educational institutions and organizations that share common aims and interests.

2. Collaborative activities in higher education institutions can take a variety of forms for different purposes, such as research, programme offering, student exchange, staff development, etc. <u>This set of guidelines focuses on academic collaboration that refers to the partnership or joint endeavor with external partners in the development, management and/or delivery of award-bearing programmes (referred as 'academic collaboration' below)</u>. The nature and arrangement of each academic collaboration may vary depending on the need and negotiation of individual case. Meanwhile there are other kinds of collaboration, for example, student exchange, etc. which are overseen or coordinated by the Global Affairs Office (GAO). Departments/centres/institutes/units are advised to refer to relevant guidelines on how to proceed with the other kinds of collaboration.

3. For academic collaboration, potential partners can be:

    (a) Local and non-local higher education and academic institutions;

    (b) Local and non-local professional bodies; and

    (c) Other local and non-local organizations.

Approval procedure for academic collaboration

4. The approval procedure on academic collaboration for award-bearing programmes will involve three steps, namely approval of initial proposal, development of full programme proposal and signing of collaborative agreement. The approval procedure on academic collaboration for award-bearing programmes should be comparable with the University's existing programme quality assurance (QA) procedures given that award-bearing programmes are of a high stake nature. Currently, the University's programme QA procedures entail two major cycles: (i) submission of initial proposal to seek

planning approval, and (ii) upon receipt of planning approval, development of full programme proposal to seek implementation approval.

Step 1: Approval of initial proposal by Academic Planning and Development Committee/Board of Graduate Studies after President's approval of partner institution

5. The University is committed to provide quality programmes.   A prime consideration for setting up a partnership is the clear commitment of both partners to maintain the high quality and academic standard of the collaborative programme.

6. In identifying a partner and a programme for collaboration, the lead department/centre/institute/unit should gather all relevant information and carefully examine pertaining issues including the following:

    (a)   whether the academic collaboration is in line with the strategic development of the University;

    (b)   whether the potential partner shares similar values and aims of the University;

    (c)   the potential partner's academic/professional standing;

    (d)   financial sustainability of the potential programme;

    (e)   staffing issues; and

    (f)   Others.

7. If and when necessary, the lead department/centre/institute/unit should consult other relevant departments/centres/institutes/units of the University for views and inputs.   If the academic collaboration is considered favourable, the lead department/ centre/institute/unit will go through the following procedures to seek the University's approval on the academic collaboration.

8. As the first step, the Line Manager or Dean of the lead department or unit, or the Executive (Co-)Director(s) of the lead centre/institute/unit will be requested to make an oral presentation or present a brief paper of around one page at the Senior Management Committee (SMC) to introduce the partner institution proposed for collaboration.   The SMC will make recommendation to the President if to approve the partner institution. It is important that the potential partner has a high academic or professional standing in the relevant subject/area of the academic collaboration.   The potential partner should be committed to QA in its procedures and practices.

9. Upon the President's approval of the partner institution, the lead department/centre/institute/unit should prepare an **initial proposal**[Note] on the academic collaboration including the following analysis:

    (a)   Rationale for the academic collaboration

There should be details on the rationale and justification for the academic collaboration.   It is important to see that the academic collaboration goes with the mission and vision, as well as the strategic development of the University and brings add-on value to the University's academic programme profile.   Besides, there should be good justification to support the academic collaboration such as the market demand of the proposed programme, relevant strength and academic/professional standing of the potential partner, networking, etc.

(b)   Financial sustainability

The proposal should include information on the funding model and financial viability of the proposed collaborative programme.   The programme should be financially viable, self-sustainable, and preferably capable of generating additional income for the University and clear of any issue of cross-subsidization from University Grants Committee funds if it is a self-financed programme.   The lead department/centre/institute/unit should consult the Finance Office in this regard.

(c)   Staffing arrangement

In terms of staffing, there should be initial plan about the respective contribution of academic and administrative support between the University and the potential partner for operating the potential programme.   The lead department/centre/institute/unit should take into consideration the norm teaching load of academic/teaching staff as appropriate.

(d)   Teaching and learning resources

It is important to ensure adequate provision of teaching and learning resources and campus facilities to students of the collaborative programme, including but not limited to information technology, library, laboratory, student support services, classrooms, transportation and catering services, as appropriate.   On the other hand, the offer of the collaborative programme should not incur any undue strain on campus facilities for the existing programmes.

Note: For academic collaboration on new dual degree programmes (at master or doctoral level), if the structure of the new programme is the same as that of the programmes already approved by the Academic Board (AB) previously, upon the President's approval of partner institution, the lead department/centre/institute/unit is not required to submit an initial proposal to the Board of Graduate Studies (BGS) for approval and can proceed directly to Step 2 in developing a full programme proposal.   For those collaborative programmes managed by the faculties/academies that have skipped Step 1 and proceeded directly to Step 2, the full programme proposals are required to be submitted to the BGS for comments after the Faculty Board (FB)'s/Academic Committee (AC)'s endorsement.   In case of doubt, please consult the BGS.

10. There can be different forms of academic collaboration and each case may take a unique format.   To facilitate the approving authority to consider each case and to reflect the circumstances of each case, the lead department/centre/institute/unit should make explicit in the initial proposal if the collaborative programme will involve the development of a new programme or modification/collaboration of an existing programme.   The respective approval procedures governing the development of new programme and modification/collaboration of existing programme are set out in paragraphs 15 – 19 below.   In gist, the AB will grant the final approval.

11. Upon completion of the initial proposal for academic collaboration, the lead department /centre/institute/unit is required to submit the initial proposal to relevant FB/AC/Line Manager (where FB is not applicable) for comment.   Upon comment by FB/AC/Line Manager, the initial proposal will be submitted to the Academic Planning and Development Committee (APDC) [for Postgraduate Diploma in Education (PGDE), and programmes at undergraduate level and below)] or BGS (for postgraduate programmes except PGDE) for approval.   Upon approval, APDC or BGS will report the academic collaboration to the AB for information.

12. For an existing institution that has already entered into academic collaboration with the University, any new collaborative proposal involving award-bearing programmes with the partner institution will also need to go through the required procedure to seek the President's approval of the partner institution and APDC's or BGS's approval of the initial proposal.

13. A template for preparing the initial proposal is attached in Appendix XVIII for reference. Some sample questions for departments/centres/institutes/units to consider when they are exploring possibilities on academic collaboration are also set out for reference.

Step 2: Development of collaborative programme after approval of initial proposal by Academic Planning and Development Committee or Board of Graduate Studies and approval of full programme proposal by Academic Board via Learning and Teaching Quality Committee

14. The programme to be collaborated can involve a new programme or a modification or collaboration of an existing programme.   In both cases, the AB will be the final approving authority.   The QA procedures for development of collaborative programme are set out below.

New collaborative programme

15. After obtaining approval from APDC or BGS on the initial proposal for academic collaboration, for a new collaborative programme, the relevant Dean/Executive (Co-)Director(s)/Line Manager of the lead department/centre/institute/unit will set up a Programme Development Committee (PDC) or a working group for development of the proposed programme.   Similar to the current practice on development of new programmes, the PDC or working group will prepare a full programme proposal for endorsement by the FB/AC.   The relevant FB/AC will be responsible to conduct the

external review of the new programme. The procedures and requirements on the formation of the PDC, the external review and the preparation of the full programme proposal, etc. are given in chapters on "Planning and Development of New Programmes" and "Review of New and Existing Programmes".

16. To ensure programme quality, upon endorsement of the FB/AC, the programme proposal will be submitted to the Learning and Teaching Quality Committee (LTQC) for endorsement. LTQC will make recommendation to the AB for implementation approval.

17. On top of the information required for full programme proposal (see Appendix IX), the full proposal of the collaborative programme should contain summary information on the partner as well as the division of work between the University and the partner institution. The PDC or working group should also observe the University's academic policies and regulations when designing the curriculum of the collaborative programme.

Modification/Collaboration of existing programme

18. An existing programme refers to a programme that is currently in offer at the University or at the partner institution. If the programme to be collaborated relates to an existing programme, the relevant Programme Committee (PC) will be responsible to work out the details of the proposed collaborative programme with the partner institution.

19. The full programme proposal will be submitted to the FB/AC and/or BGS (for Doctor of Philosophy, Master of Philosophy, Doctor of Education and Master of Education), as appropriate, for consideration. For collaborative master's programmes managed by the faculties/academies that have skipped Step 1 and proceeded directly to Step 2, the full programme proposals are required to be submitted to the BGS for comments after the FB's/AC's endorsement. Upon endorsement of the FB/AC and/or BGS, the proposal will be submitted to LTQC for endorsement which will make recommendation to the AB for final approval.

20. There may be a need to comply with relevant legal requirements, locally or overseas, for operating collaborative programmes in some circumstances. The PDC or the working group or the PC, in consultation with the Registry, Graduate School (GS) and GAO, if deemed necessary, shall work to comply with relevant procedures and ensure that appropriate registration procedures are completed before offering the programme.

Step 3: Signing of collaborative agreement after programme development

21. When implementation approval of the collaborative programme is obtained and all pertaining issues such as academic, legal, financial, etc. have been cleared, the relevant faculty/academy/unit will proceed to work with the partner institution to enter into formal academic collaboration by signing a Memorandum of Understanding and a Schedule. The draft Memorandum and Schedule should be submitted to the President, via the Vice President (Academic) VP(AC) (for PGDE, and programmes at undergraduate level and below) or Vice President (Research and Development)

[VP(RD)] (for postgraduate programmes except PGDE), for approval. The President will be the authorized person representing the University to sign the Memorandum and Schedule for academic collaboration for award-bearing programmes. A copy of the signed Memorandum and Schedule on academic collaboration will be submitted to the President's Office for record.

22. A template for a sample Memorandum of Understanding for academic collaboration for award-bearing programme is provided in Appendix XIX for reference. The operation details and/or the terms and conditions of the collaboration will be mutually agreed by both parties and written in a Schedule. Any item relating to financial matters should be sent to the Director of Finance for comment and any item relating to academic regulations should be sent to the Registrar for comment.

23. The relevant operation details, financial commitments and collaboration terms to be written in the Schedule are worked out by relevant faculty/academy/unit with the partner institution. The Schedule will be reviewed by legal advisers as appropriate. The Schedule will be approved and signed by the President upon recommendation of VP(AC) or VP(RD) and/or relevant offices such as the GS, Finance Office, Registry, etc.

24. The details to be included in the Schedule will be determined according to the nature of each academic collaboration. The following areas are to be covered as appropriate:

(a) Definitions;

(b) Collaboration Scope/Extent;

(c) Obligations of EdUHK;

(d) Obligations of the other party;

(e) Intellectual Property;

(f) Confidentiality;

(g) Fees, Charges and Payment;

(h) Personal Data Protection;

(i) Relationship among EdUHK, the other party and students in respect of the collaboration;

(j) Dispute Resolution;

(k) Termination Procedure;

(l)   Force Majeure;

(m)   Warranties and Indemnities;

(n)   Governing Law and Jurisdiction; and

(o)   Miscellaneous.

25.   In sum, the procedures for setting up an academic collaboration are as follows:

Step 1:	Approval of partner institution by President (major point for consideration: review of potential partner, etc.) • Line Manager/Dean/Executive (Co-)Director(s) of lead department/ centre/institute/unit to make an oral presentation or present a brief paper of around one page at SMC to introduce the proposed partner institution • SMC to provide advice to the President • President to approve the partner institution Approval of initial proposal by APDC or BGS[Note] (major points for consideration: mode of collaboration, consistency with the University's Strategic Plan, financial implication, teaching and learning resource, etc.) • Lead department/centre/institute/unit to prepare initial proposal • FB/Line Manager/AC to endorse initial proposal • APDC or BGS to approve initial proposal • APDC or BGS to report to AB for information

Step 2:	Development of collaborative programme after APDC's/BGS's approval of initial proposal and approval of full programme proposal by AB via LTQC (major point for consideration: review of programme quality, etc.) • Faculty/Executive (Co-)Director(s)/Line Manager to set up PDC/working group to develop collaborative programme (for new programme) or PC to work out details (for modification/collaboration of existing programme) • FB/AC* or BGS to endorse programme proposal • LTQC to endorse programme proposal and to recommend to AB • AB for final approval * For collaborative master's programmes managed by the faculties/academies that have skipped Step 1 and proceeded directly to

	Step 2, the full programme proposals are required to be submitted to the BGS for comments after the FB's/AC's endorsement.

⬇

Step 3:	Signing of collaborative agreement after programme development • Relevant faculty/unit to work with partner on the agreement • VP(AC) or VP(RD) to endorse collaborative agreement • President to approve and sign agreement

* Note: For academic collaboration on new dual degree programmes (at master or doctoral level), if the structure of the new programme is the same as that of the programmes already approved by the AB previously, upon the President's approval of partner institution, the lead department/centre/institute/unit is not required to submit an initial proposal to the BGS for approval and can proceed directly to Step 2 in developing a full programme proposal. For those collaborative programmes managed by the faculties/academies that have skipped Step 1 and proceeded directly to Step 2, the full programme proposals are required to be submitted to the BGS for comments after the FB's/AC's endorsement. In case of doubt, please consult the BGS.

Implementation and monitoring of collaborative programmes

Collaborative programmes with EdUHK as the awarding institution

26. For collaborative programmes with EdUHK as the awarding institution, the prevailing policy and mechanisms governing programme implementation, monitoring and review shall apply. Reference can be made to chapters on "Review of New and Existing Programmes", "Annual Programme Review" and "Programme Revisions", etc.

Collaborative programmes where EdUHK is not the awarding institution

27. For collaborative programmes where EdUHK is not the awarding institution, the relevant faculty/academy/unit will be required to prepare a proposal informing how the collaborative programme will be monitored. The proposal on proper QA procedure will be included in the full programme proposal to be submitted to LTQC for endorsement.

Risk management

28. Academic collaboration may expose the University to a variety of risks, such as financial risk, image risk, management risk, etc. Before entering into an academic collaboration,

it is crucial that the initiating faculty/academy/department/centre/institute/unit will consider and work to clear any potential risk associated with the collaboration such as damage to the University's reputation if academic standard is not assured, unclear responsibilities between partner institutions, etc.   If the collaborative programme is to be delivered in the University's campus, the risk on space and capacity should also be assessed.

CHAPTER 6 : ANNUAL PROGRAMME REVIEW

Annual programme review

1. The Academic Board (AB) has a duty to assure the quality of the academic programmes of the University. In discharging this duty, it relies on the Learning and Teaching Quality Committee (LTQC), the Board of Graduate Studies (BGS), the Faculty Boards (FBs), Academic Committee (AC), Programme Committees (PCs), departments, centres, institutes, units and individual staff members. Through this formal mechanism, the programmes are closely monitored and reviewed on a regular basis.

2. This chapter introduces the annual programme review procedures for (I) programmes at HKQF Level 4 and above; and (II) programmes at HKQF Level 1-3.

(I)   Annual programme review for programmes at HKQF Level 4 and above

3. All programmes of the University are subject to annual review by their PCs. It is a continuous programme evaluation process consisting of the following steps:

    (a)   collection of qualitative data and descriptive information necessary for programme appraisal;

    (b)   identification of the issues and problems which arise; and

    (c)   programme improvement plan with recommendations for follow-up action.

    The coordination of the programme evaluation process is the responsibility of the Programme Leader.

4. The above programme review process provides an opportunity for the Programme Leader/PC to analyze the data related to the operation and progress of the programme systematically and make necessary revisions. It also helps ascertain the satisfactory operation of the programme on a yearly basis.

5. An annual programme report is required for each programme after the annual programme review process. Upon receipt of the annual programme reports, the relevant Associate Dean/Executive (Co-)Director(s) (in case of academies) will consider and submit them to the BGS/FB/AC respectively.

6. For Professional Development Programmes (PDPs) offered by University-level centres, Faculty-level centres and non-academic units, please refer to Appendix XII for details on relevant annual programme review arrangements.

Programme review procedures

Departments

7. Departments are responsible for the effective delivery of courses and conducting regular review of the courses concerned. All courses are evaluated near the end of the teaching. Standard questionnaire, which combines the evaluation of courses and teaching, is used. Academic and teaching staff are encouraged to supplement this with other feedback collection strategies for the formative evaluation of teaching.

8. Heads of Departments (HoDs) are responsible for monitoring and ensuring the quality of teaching by academic staff of their departments, and should take the necessary action with the staff concerned should problems of quality be identified. If necessary, Programme Leaders can also take up matters of concern directly with the academic and teaching staff, or with the relevant HoDs or Deans.

Academies

9. The Programme Leaders and Executive (Co-)Director(s) are responsible for monitoring the delivery of programmes and courses; and quality of teaching by academic staff respectively. Mechanisms on course evaluation and follow-up on teaching quality in faculties apply to the academies as well.

Programme Committee

10. The PC receives information on feedback from graduates of the programme and employer groups, e.g. through the Institutional Research on Graduates, and takes into account such information to enhance and assure the quality of the programme.

11. In the beginning of an academic year, normally in September, each PC will conduct a meeting/meetings, to critically review and assess the operation of the programme during the previous academic year. The PC should:

    (a) examine the programme statistics [including Performance Measures (PMs), University-specific Key Performance Indicators (UKPIs), Internal Key Performance Indicators (IKPIs) and Internal Performance Indicators (IPIs) and other forms of data and evidence such as the Programme Outcomes Assessment (POA) Portfolio, if applicable];

    (b) identify the strengths and weaknesses of the programme;

    (c) review the action taken on issues identified in the previous review; and

(d)   consider strategies to capitalize on the strengths, address the problems and weaknesses.

12.   The outcome of this process of annual programme review is a written report for each programme.   Programme Leaders will submit the annual programme reports to the relevant Associate Dean/Executive (Co-)Director(s) through the PC.   Programmes should also attach their POA Portfolios in alternate years to the annual programme reports, except for PDPs which are not required to conduct POA.   The relevant Associate Dean/Executive (Co-)Director(s) will then consider and submit the report to the BGS/FB/AC respectively.

Board of Graduate Studies/Faculty Boards/Academic Committee

13.   BGS/FBs/AC will consider and approve the annual programme reports as follows:

(a)   Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd) programmes – BGS

(b)   Postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate, sub-degree award-bearing programmes and PDPs – FB/AC

(Note: For postgraduate programmes (excluding Postgraduate Diploma in Education (PGDE)), the FB and AC should submit a two-page summary on programme implementation to the BGS for information and comments.)

14.   A flow chart outlining the processing procedure for annual programme reports can be found in Figure 7.

15.   Faculties and academies report their approval of annual programme reports in their Annual Reports and Plans (Appendix XX)/Annual Report regarding programme offering and learning and teaching matters to the AB respectively, while BGS reports its approval of annual programme reports in its Annual Report to the AB normally in September every year.   For consistency across programmes, upon submission of Annual Reports and Plans/Annual Reports to the AB, Vice President (Academic) VP(AC)/Vice President (Research and Development) [VP(RD)] will review the annual programme reports for Postgraduate Diploma in Education (PGDE)/undergraduate/sub-degree/professional development programmes (PDPs) and postgraduate programmes respectively.   All the annual programme reports can be accessed under a common platform under LTQC's website.   VP(AC)/VP(RD) will subsequently make recommendation or bring up any issue for discussion at the AB or relevant committee where necessary.

Review procedures for General Education Courses

16. Responsible units and faculties should follow a separate procedure for evaluation of General Education courses (<u>Appendix V</u>).   LTQC oversees the overall evaluation of these courses and reports to the AB.

Content of annual programme report

17. The recommended formats of the annual programme report for (1) Postgraduate Diploma in Education (PGDE), undergraduate, sub-degree and PDPs and (2) postgraduate programmes (except PGDE), are shown in <u>Appendices XXI</u> and <u>XXII</u> respectively.   Addressing all the required issues, the report format may be modified to meet the specific needs of individual faculties/academies and programmes.

18. The report should be precise and include all the necessary and relevant details for consideration by the relevant Associate Dean/Executive (Co-)Director(s).   It should present a focused, succinct and analytical report which highlights major issues after a critical evaluation of programme implementation during the previous year and identify the necessary changes to be made, including:

(a) measures to improve programme performance in the relevant PM/UKPI/IKPI/IPI areas such as admission and student attrition rates, etc.;

(b) the appropriateness and achievement of the programme aims, objectives and learning outcomes; and

(c) suggestions for the improvement of the curriculum, teaching and learning methods and assessment methods.

<u>Figure 7 - Processing Procedure for Annual Programme Reports</u> *(applies to programmes at HKQF Level 4 and above)*

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┌──────────────────┐                              ┌─────────────────────────────────┐
│ Board of         │   • To approve annual        │ Faculty Board Notes 3&4 /       │  • To approve annual
│ Graduate         │     programme reports        │ Academic Committee Notes 3&4 /  │    programme
│ Studies Note 4   │                              │ Line Manager Notes 2&4          │    reports
└──────────────────┘                              └─────────────────────────────────┘
         ▲                                                          ▲
┌ ─ ─ ─ ─│─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─│─ ─ ─ ─ ─ ─ ─┐
│                     Submission of annual programme reports                       │
└ ─ ─ ─ ─│─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─│─ ─ ─ ─ ─ ─ ─┘
         ▲                                                          ▲
┌──────────────────┐                              ┌─────────────────────────────────┐
│ Relevant         │                              │ Relevant Associate Dean of      │
│ Associate        │                              │ Faculties/Executive             │
│ Dean of          │                              │ (Co-)Director(s) of Academies/  │
│ Graduate School  │                              │ Line Manager Note 2             │
└──────────────────┘                              └─────────────────────────────────┘
         ▲                                                          ▲
[For Doctor of Philosophy (PhD),                   [For postgraduate programmes (except PhD,
Master of Philosophy (MPhil),                      MPhil, EdD and MEd programmes),
Doctor of Education (EdD) and                      undergraduate, sub-degree and professional
Master of Education (MEd)                          development programmes]
programmes]
         │                                                          │
         └──────────────────────────┬───────────────────────────────┘
                          ┌───────────────────────────────────────────────┐
                          │ Programme Leader and Programme Committee        │
                          │                                                 │
                          │ • Annual programme report Note 1 for each       │
                          │   programme prepared by Programme Leader, via   │
                          │   Programme Committee (if any)                  │
                          └───────────────────────────────────────────────┘
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Note 1: While programmes (except PDPs) are required to incorporate improvement plans based on analysis of the POA results in their annual programme reports, they are only required to attach their POA Portfolios to the annual programme reports once every two years.

Note 2: For Professional Development Programmes offered by University-level centres and non-academic units, the respective Line Managers shall consider and approve the annual programme reports.

Note 3: For postgraduate programmes (excluding Postgraduate Diploma in Education), the Faculty Board (FB)/Academic Committee (AC) should submit a two-page summary on programme implementation to the BGS for information and comments.

Note 4: Faculties and academies report their approval of annual programme reports in their Annual Reports and Plans/Annual Report regarding programme offering and learning and teaching matters to the AB respectively, while BGS and Line Manager report their approval of annual programme reports in their Annual Reports respectively to the AB normally in September every year. For consistency across programmes, upon submission of Annual Reports and Plans/Annual Reports to the AB, Vice President (Academic)/Vice President (Research and Development) will review the annual programme reports for Postgraduate Diploma in Education (PGDE)/undergraduate/sub-degree/professional development programmes (PDPs) and postgraduate programmes respectively.

September 2024

Suggested aspects for Programme Leader/Programme Committee to consider in preparing the report

19. The suggestions below are by no means exhaustive or prescriptive, but are intended to indicate some of the aspects that should normally be considered and included in the report. The aspects should be reviewed with relevant indicators/ data, which are provided in the templates in <u>Appendices XXI and XXII.</u> When analysing the relevant indicators/data, programmes should compare their scores with the University mean, where applicable, and identify trends to review the operation and progress of the programme over time. For programmes which admit students of senior-year entry (SYE), review of related aspects with available data for this group of students should be conducted separately from first-year entry students, so that specific improvement plans for senior-year entry students could be devised as necessary.

   (a) Applications and admissions (i.e. Admission policies and recruitment processes)

       Which of the policies or arrangements need to be reviewed or improved? Are the admission requirements appropriate? What problems have emerged in selecting applicants? How may these problems be addressed?

       How many applications are received through different admission routes? What is the proportion of non-local students in the programme? Are there any anomalies or problems revealed by the admission statistics? What are the admission scores of students, and how do they compare to previous years? Is the quality of admittees satisfactory? What steps can be taken to improve any unsatisfactory situation revealed by the statistics?

   (b) Programme structure and curriculum

       How far have the programme aims, objectives and learning outcomes of the programme and individual programmes been met (give examples)? What observations can be drawn from the evaluation of Generic Intended Learning Outcomes (GILOs) and Programme Intended Learning Outcomes (PILOs), and the results of POA?

       What are the proposed changes to the programme structure, if any and why? What additions or deletions to the programme will be necessary and beneficial? What changes to the programme syllabuses will be required? What are the views or suggestions from academic and teaching staff, external examiners (EEs), external reviewers, students and other relevant parties? If changes were made in the previous year, what are the outcomes?

(c)   Quality and effectiveness of the learning and teaching methods

Are students satisfied with their learning experience? What major issues are highlighted in the course and teaching evaluations, such as the Student Evaluation of Teaching (SET), Student Evaluation of Field Experience (SEFE) and PEQ?

Are the teaching strategies effective and consistent with the programme aims, objectives and learning outcomes? What are the views or suggestions from EEs, external reviewers and other relevant parties regarding the quality and effectiveness of learning and teaching? What new teaching methods, if any, will be introduced and why?

Is Academic Advising conducted successfully in the programme? Could the advisors perform their roles successfully? What can be improved to provide better advising to the students?

Are students actively participating in experiential learning? How have students been encouraged to take up the responsibility for learning? What areas need further improvement and how may this be achieved?

If online or blended learning and teaching is adopted extensively, how would the programme maintain its quality of learning and teaching? What evidence and data have been used for monitoring effectiveness regarding the delivery of the programme's major/core courses?

(d)   Student academic performance and graduation

Are the attrition rates acceptable?   Is the cohort success rate satisfactory?   How do they compare with those of previous years?   What are the reasons for the higher/lower rates?   What steps can be taken to improve the situation? Do students have any difficulty with their major or with specific courses?

How is student performance in terms of English Language competency, such as IELTS scores? How many students have attempted IELTS before graduation, and any proposed measures to improve IELTS scores and student participation?

Is there any difference in academic performance between students from different background? Is there any pattern for successful and at-risk cases observed from GPA analysis? [refer to Paragraph 20(g) for details] What are the views or suggestions from EEs and external reviewers on student performance and achievement, graduation requirement and career development?

What is the employment status of graduates from recent cohorts, including the employment success rate, job nature and salary level? What strategies are in place for alumni engagement and network building to foster connections with graduates? Are there success stories among graduates of recent cohorts?

(e)   Assessment

Are the assessment methods employed on the programme effective (including alternative assessment for online learning and teaching if applicable)? What feedback have students given about the assessment arrangements? What difficulties/problems have emerged in assessing students? What innovative assessment methods have been introduced? Are there any anomalies shown in statistics on examination results, honours classifications, failure rates, etc.?

Are the academic standards of students satisfactory, e.g. knowledge of the subject and pedagogical content, intellectual skills, practical skills, communication skills? How have the comments of the EEs/external reviewers/Boards of Examiners/employers/academic and teaching staff been addressed? What follow-up or improvement may be necessary?

(f)   Operation and management of the programme

How was the programme managed? Has the Programme Team operated effectively as a team? What action has the team taken in respect of the quality of the programme in the year under review?

(g)   Other non-local/outside classroom learning experience

What non-local/outside classroom learning opportunities/activities are provided to students? To what extent are students engaged in and satisfied with these experiences and any demonstrated outcomes on student learning? Are there any barriers or challenges preventing students from participating in or benefiting from these experiences? How may these issues be addressed? What are the improvements that could be made?

How has the programme encouraged participation in outbound student exchange (e.g. what are the identified institutions? How are senior year students encouraged to participate during the summer between the two academic years)? Are there supportive measures in place to facilitate students to go on exchange?

(h)   Action plans and strategies to achieve stated goals arising from the review

It highlights any proposed changes in response to the feedback from the various sources including data from the relevant PMs, UKPIs, IKPIs and IPIs, and action plans with a timescale for future action to be taken. These action plans will then form a basis for evaluation for the next annual programme report.

Sources of data which contribute to the evaluation information

20.   A variety of sources of data can contribute to the evaluation information in the programme review process, e.g.

    (a)   Programme Outcomes Assessment (POA) (if applicable)

        POA is an important process to (i) assess the extent to which students are able to attain programme learning outcomes (including learning outcomes related to generic skills as well as disciplinary knowledge and skills), and (ii) enable programmes to make improvements in response to the assessment data with an aim to enhancing student achievement of these learning outcomes.

        With POA, the programmes are able to examine their strengths and weaknesses in terms of student achievement of learning outcomes, and come up with strategic improvement plans.   Programmes can also conduct longitudinal study to assess how effective their strategies have been in enhancing student achievement in their programme learning outcomes.   A set of guidelines on POA is available on website (www.eduhk.hk/poa) for staff reference on the principles and procedures of POA, and the suggested annual timeframe for POA activities.

    (b)   Formal and informal meetings with students, e.g. Staff-Student Consultative Committee meetings

        Through the formal programme quality assurance (QA) mechanisms at the programme level, students are expected to react responsibly to requests for feedback on aspects of the quality of the programme they are engaged in, and means of enhancing the quality of their own learning experiences through the programme. Currently feedback data from students are collected through Staff-Student Consultative Committees,   PEQ, SET, surveys and focus group study conducted by programmes and departments/units, *(e.g. IPI 1.2 Students' Evaluation of GILOs, IPI 1.5 SEFE, Survey on Online Learning Experience)* etc. Informal meetings with students to obtain feedback are also encouraged.

        After taking proper actions to address students' comments and keeping record by completing the feedback record sheet, it is necessary to close the feedback loop by disseminating the follow-up actions to students through various channels including: (i) reporting at the meeting of the Staff-Student Consultative Committee and sending relevant minutes or follow-up actions to students of the programme through email, and (ii) announcement at Programme Assembly, etc.   Programmes and departments can arrange other dissemination channels as appropriate. The flowchart on feedback loop of students' feedback is given in Appendix XXIII.

    (c)   Student evaluations of programmes and teaching effectiveness

        Statistical analysis and report of the findings of SET are currently compiled by the Registry and those of the PEQ are prepared by the Faculty/School/Academy Office.

Relevant parties are requested to perform the suggested follow-up actions provided in Appendix XXIV as appropriate.

(d) Employers (e.g. school principals)

Feedback from employers on the relevance and other aspects of the programmes can be obtained through various channels, e.g. field experience visits, informal meetings, campus visits and IPI 1.3 Employer Evaluation of Graduates GILOs.

(e) External Examiners

EEs are expected to assist in enhancing the quality of teaching and learning of the programme, assist in ensuring the standard of the award, advise on the programme scheme and content and the assessment processes, etc. The EEs report would become an integral part of the documentation for periodic programme review. The policy on the EE system is set out in Appendix XXV.

(f) External reviewers

External reviewers are invited to review the standard, implementation and management of the existing programmes in periodic programme reviews. The reports from external reviewers provide valuable feedback and insights regarding programmes' academic standards, curriculum structure and design, learning and teaching, assessment design and practice, academic staffing and development, and the quality assurance mechanism.

(g) Programme/Major/Course Mean Grade Point Average (GPA)

Analysis on the programme/major/course mean GPA can be conducted in the following ways:
- comparing major GPA with programme GPA to identify if students have difficulty with their major;
- comparing GPA at course level to see if students struggle with specific courses within the major or if there are any sequencing issues, or if some fundamental courses need to be introduced before engaging students in more advanced courses;
- comparing programme or major GPA against students from different subject backgrounds at admissions; and
- identifying if there are any patterns for successful and at-risk cases; etc.

(h) Programme management information and statistics *(including relevant PM, UKPI, IKPI and IPI data)*

The statistics on student admissions and academic performance are the basic minimum requirement for the annual programme review. The report format of the

statistics will vary according to the entrance requirements, structure and level of the programme. The statistics that provide the factual basis for the annual programme review may include the following as appropriate:

- take-up rate;
- admission ratio;
- qualifications of admittees;
- admission score of students (i.e. IKPI 1.1);
- data on the achievement of learning outcomes (e.g. POA data, relevant PEQ results)
- number of non-local students (i.e. PM 4.1(a and b);
- number of students admitted to UGC-funded undergraduate programmes on the basis of non-academic talents through direct admission schemes (i.e. PM 5.4);
- data on online learning and teaching;
- distribution of assessment grades;
- undergraduate students' English Language competency (i.e. UKPI 1.3);
- IELTS scores (i.e. IPI 1.1);
- honours classification;
- student yearly progression, retention and attrition rates (i.e. IKPI 1.2); and
- cohort success rate.

(i) Graduates (if appropriate)

GES provides important sources of employment statistics for programme evaluation (i.e. PM 1.2 /IKPI 1.3, job nature and salary level of the graduates of recent cohort(s)).

(j) Information on non-local/outside classroom learning experience (if appropriate)
Statistics on students' participation in various types of non-local/outside classroom opportunities and their evaluations of these experiences are useful data sources for understanding student participation and assessing the effectiveness of the non-local/outside classroom activities. Relevant statistics/survey for the annual programme review may include the following as appropriate:

- student participation in outside classroom learning experiences (i.e. PM 1.3);
- student engagement in start-ups and entrepreneurship (i.e. PM 3.4);
- student participation in outbound exchange or other non-local learning experiences (i.e. PM 4.2, PM 4.3 (a-b), IPI 4.4);
- student satisfaction with non-local learning experiences (i.e. PM4.3 (c));
- Survey Questionnaire on Non-local (Overseas/Mainland) Learning Experience

Suggested timeframe

21. The suggested timeframe for the preparation and processing of the annual programme reports and annual summary reports is as follows:

Activities	Suggested timeframe
Programme Leader to draft the annual programme report and PC to meet and review the programme and consider the draft annual programme report*	September – November
Programme Leader to revise and submit the report to the relevant Associate Dean/Executive (Co-)Director(s), via PC, for consideration	December
Relevant Associate Dean/Executive (Co-)Director(s) to consider the report, and submit it to BGS/FB/AC	January - March/April
BGS/FB/AC to meet and consider approval of the report	May/June
FB/AC to submit a two-page summary on implementation of postgraduate programmes (excluding PGDE) to the BGS for information and comments	June

(*While programmes (except PDPs) are required to incorporate improvement plans based on analysis of the POA results in their annual programme reports, they are only required to attach their POA Portfolios to the annual programme reports once every two years.)

Follow-up action

22. The relevant Associate Dean/Executive (Co-)Director(s), Programme Leader and Subject/Major/Year/Area/Specialization Coordinator(s) should take follow-up action where appropriate to effect the changes to programme arising from the annual programme review. The suggested changes or improvements may need wider consultation or detailed consideration by PC and relevant parties. Any suggested changes in the report do not constitute a formal proposal for changes to programme. Such revision should separately be submitted as a formal proposal according to the procedures for the submission and processing of programme revision proposals.

(II) Annual programme review for programmes at HKQF Level 1-3

23. Programmes at HKQF Level 1-3 are required to submit their annual programme reports to AC/FB for approval. The following is a list of suggested information to be included in the programme review report:

    (a) Statistical information and analyses;
    (b) Summaries and analyses of student feedback;
    (c) Summaries and analyses of teacher feedback;
    (d) Reflection from the programme team; and
    (e) Action plan for quality enhancement and development of the programme.

    AC/FB may require these programmes to adopt a more comprehensive annual programme review, or advise on additional information to be in included in the programme review report, as deemed necessary.

24. The academies will report their approval of annual programme reports in their Annual Reports regarding programme offering and learning and teaching matters to AB. For consistency across programmes, upon submission of Annual Reports to AB, VP(AC) will review the annual programmes reports for programmes at HKQF Level 1-3, and subsequently make recommendation or bring up any issue for discussion at the AB or relevant committee where appropriate.

25. Programmes are suggested to make reference to the suggested timeframe as stipulated in Paragraph 21 for preparation and submission of their annual programme reports.

CHAPTER 7 : PROGRAMME REVISIONS

Changes to programmes

1. Programme development is an on-going process. The approval of a programme based on detailed documentation should not be taken to mean that the programme must be operated in precisely the way defined in those documents until it is next reviewed. Indeed, programme approval carries with it the responsibility to develop the programme over a period in response to the following:

    (a) programme and course evaluations;

    (b) recommendations from external review panels and bodies;

    (c) feedback from students;

    (d) views from External Examiners (EEs);

    (e) developments in the teacher education discipline (if appropriate); and

    (f) changes or forecast of change in community needs, etc.

2. Programme Committees (PCs) are therefore encouraged to review their programmes and introduce modifications in a coordinated manner. To facilitate the progressive programme development, the Academic Board (AB) has set up a University-wide mechanism to process proposals for programme changes.

3. For Professional Development Programmes (PDPs) offered by University-level centres, Faculty-level centres and non-academic units, please refer to Appendix XII for details on relevant programme revisions arrangements. Programme revision procedures are not applicable to tender projects/commission projects.

4. For changes of General Education Courses, please refer to the flowchart on 'Development, Implementation and Evaluation of General Education Courses' (Appendix V) for approval procedures.

5. For changes of admission requirements, please refer to Appendix XXVI for the approval procedures.

Channels for making changes to programmes

6. Proposals for changes to programmes may arise during the following processes:

(a) ***Annual programme review***

The annual programme review provides an opportunity for Programme Leader/PC to review the operation of their programmes.

(b) ***Programme review exercise***

Major changes to programmes can be considered as part of the review exercise conducted by external review panel.

(c) ***Changes at other times***

Proposed changes to programmes which do not fit into the schedule of the annual programme review should be submitted to relevant parties for consideration according to the suggested timeframe in paragraph 16 below.

7. The approval mechanism for the programme-related and course-related changes as approved by the AB is delineated in paragraph 10 below.

8. In addition, academic and teaching staff are responsible for the regular updating of the course outlines, which does not affect the course objectives [i.e. Course Intended Learning Outcomes (CILOs)] and title of a course nor involve changes in resources.   These are normally processed as minor course changes.

Classification of changes to programmes and courses

9. The following classification of major and minor changes is a reference guide only. Relevant Associate Deans/Heads/Directors of departments, centres and units/Line Managers; relevant Associate Vice President/Director of School Partnership and Field Experience [Dir(SPFE)] (in case of field experience (FE) courses); Executive (Co-)Director(s)/Programme Leaders (in case of programmes and courses offered under academies), have the discretion to determine whether a proposed change is a major or minor one with reference to these guidelines, the nature of the programme/course revision and its importance and implications on the programme as a whole.

(a) ***Major course-related changes***

Major course revisions which will affect the course objectives (i.e. CILOs) or title of the course or involve changes in resources.   It may include the following:

- changes of the department responsible for delivering the course

- reduction/addition of courses

- combining existing courses to form new courses

(b) *Major programme-related changes*

Major programme revisions are related to the programme structure and the programme as a whole.   The revised programme will differ significantly from the format in which it was first approved, e.g.

- changes to the programme/award title, level of award, programme duration, mode of study

- changes to the programme aims and objectives [i.e. Programme Intended Learning Outcomes (PILOs)]

- addition/deletion of subject area within the electives/domain

- removal of a domain

- re-organization of domains/courses

- introduction of a significant change to the overall structure

- changes in the credit points of courses

- changes to the overall assessment strategy

(c) *Minor course-related changes*

Minor course revisions that will not affect the course objectives (i.e. CILOs) or title of a course nor involve changes in resources, e.g.

- changes in course content

- changes to reading guides

- changes to assessment items

- changes in teaching and learning activities

- changes of formatting to adopt the standard course outline template

- changes to established sequence of courses of the same subject which do not affect the credit points in a semester

(d) *Minor programme-related changes*

Minor programme revisions that will not incur significant changes to the programme nor involve changes in resources, e.g.

- changes to established sequence of courses (except for the sequence changes on courses of the same subject which do not affect the credit points in a semester)

Procedure to approve changes to programmes and courses

10. Any programme revision proposals arising from the programme review process will be processed according to the following approval procedure[Notes 1 and 2].

<div align="center">Approval authority</div>

(a)	Minor course-related changes [Note 3]	• Head/Director of Department, Centre and Unit • Director of School Partnership and Field Experience [Dir(SPFE)] (for FE courses) • Programme Leader (for courses of award-bearing programmes offered under academies) • Head of Centre/Institute (for courses of non-award bearing programmes offered under academies)
(b)	Minor programme-related changes	• Relevant Associate Dean [Note 4] • Executive (Co-)Director(s) (for programmes offered under academies) [Note 4] • Line Manager (for PDPs offered by University-level centres and non-academic units)
(c)	Major course-related changes [Note 3]	• Relevant Associate Dean [Note 4] • Executive (Co-)Director(s) (for courses offered under academies) [Note 4] • Relevant Associate Vice President in consultation with Dir(SFPE) and relevant faculties (for FE courses) • Line Manager (for PDPs offered by University-level centres and non-academic units)
(d)	Major programme-related changes that do not involve changes of programme/award title, level of award, programme duration and mode of study	• Faculty Board (FB) [Notes 4, 5 and 6] • Academic Committee (AC) (for programmes offered under the academies) [Notes 4 and 6] • Board of Graduate Studies (BGS) [Notes 4 and 6] • Line Manager (for PDPs offered by University-level centres and non-academic units) [Note 5]
(e)	Major programme-related changes that involve changes of programme/award title, level of award, programme duration and mode of study	• Academic Board (AB) [Notes 5 and 7] • Academic Committee (AC) (for programmes at HKQF level 1-3 offered under academies)

Note 1   This set of approval procedure is also applicable for changes in Second Majors and Minors. Changes that involve titles of Second Majors and Minors should be reported back to the Academic Planning and Development Committee for noting.

Note 2   Programme revision procedures are not applicable to tender projects/commission projects.

Note 3   For changes of General Education Courses, please refer to the flowchart on 'Development, Implementation and Evaluation of General Education Courses' (Appendix V) for approval procedures.

Note 4   (i)   BGS/relevant Associate Dean of Graduate School approves relevant programme/course-related changes for Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd) programmes.
          (ii)   FB/relevant Associate Dean of Faculties approves relevant programme/course-related changes for postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate, sub-degree award-bearing programmes and PDPs offered by academic units and Faculty-level centres. Relevant Associate Dean of faculties usually refers to the Faculty Associate Dean of the programme-/course-hosting unit for the programme-/course-related changes respectively.
          (iii) AC/relevant Executive (Co-)Director(s) of academies approve relevant programme/course-related changes for programmes/courses offered by academies.

Note 5   Exceptionally, the approving authority of changing programme duration and mode of study of professional development programmes (PDPs) offered by Faculty-level centres/academic units, academies and University-level centres/non-academic units shall rest with FBs, AC and Line Managers respectively.

Note 6   For programme-related changes which require planning approval from Academic Planning and Development Committee (APDC)/BGS (e.g. introduction of new major/minor/strand/specialization/area), the standard guidelines on the programme planning mechanism and programme development mechanism will be followed.

Note 7   For Master's programmes managed by the faculties/academies, any major programme-related change that require AB's approval (i.e. changes of programme/award title, level of award, programme duration and mode of study) should be submitted to the BGS for comment before submitting to the relevant FBs/AC for consideration.

11.   Where the major changes have resource implications, relevant parties, as appropriate, will be consulted for views on the resource implications of the programme proposals.

12.   A flow chart showing the approval procedure of programme revision proposals can be found in Figure 8.

Figure 8 - Approval Procedure for Programme Revisions [Notes 1 and 2]

- To approve major programme-related changes that involve changes of programme/award title, level of award, programme duration and mode of study

Academic Board [Notes 3 and 4]/
Academic Committee (for programmes at HKQF Level 1-3 offered under academies)

↑

- To approve major programme-related changes that do not involve changes of programme / award title, level of award, programme duration and mode of study

Faculty Board/Academic Committee [Notes 4, 5 and 6]/
Board of Graduate Studies [Notes 5 and 6]/
Line Manager [Notes 4 and 7]

↑
Submission of proposals for major programme-related changes

- To approve (i) minor programme-related changes and (ii) major course-related changes

- Head/Director of Department, Centre and Unit/Programme Leader (for courses of award-bearing programmes offered under academies)/Head of Centre/Institute (for courses of non-award bearing programmes offered under academies)
  - (i) to approve minor course-related changes and
  - (ii) to submit report of approved minor course-related changes to relevant Associate Dean / Line Manager / Executive (Co-) Director(s)

- Director of School Partnership and Field Experience [Dir(SPFE)]
  - (i) to approve minor field experience course-related changes and
  - (ii) to submit report of approved minor field experience course-related changes to relevant Associate Dean of Faculties for information

Relevant Associate Dean/Executive (Co-)Director(s) [Note 6]/
Relevant Associate Vice President [Note 8]/
Line Manager [Note 7]

↑
Submission of proposals for
(i) programme-related changes and
(ii) major course-related changes

Departments/Unit/Centre/Institute Programme Leaders

Note 1   For changes of General Education Courses, please refer to the flowchart on 'Development, Implementation and Evaluation of General Education Courses' (Appendix V) for approval procedures.

Note 2   This set of approval procedure is also applicable for changes in Second Majors and Minors. Changes that involves titles of Second Majors and Minors should be reported back to the Academic Planning and Development Committee for noting.

Note 3   For Master's programmes managed by the faculties/academies, any major programme-related change that require Academic Board (AB)'s approval (i.e. changes of programme/award title, level of award, programme duration and mode of study) should be submitted to the Board of Graduate Studies (BGS) for comment before submitting to the relevant Faculty Boards (FBs)/Academic Committee (AC) for consideration.

Note 4   Exceptionally, the approving authority of changing programme duration and mode of study of professional development programmes (PDPs) offered by Faculty-level centres/academic units, academies and University-level centres/non-academic units shall rest with FBs, AC and Line Managers respectively.

Note 5   For programme-related changes which require planning approval from Academic Planning and Development Committee (APDC)/ BGS (e.g. introduction of new major/minor/strand/specialization/area), the standard guidelines on the programme planning mechanism and programme development mechanism will be followed.

Note 6   (i) BGS/relevant Associate Dean of Graduate School approves relevant programme/course-related changes for Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and Master of Education (MEd).
           (ii) FB/ relevant Associate Dean of Faculties approves relevant programmes/course-related changes for postgraduate (other than PhD, MPhil, EdD and MEd programmes), undergraduate, sub-degree award-bearing programmes and PDPs offered by academic units and Faculty-level centres. Relevant Associate Dean of faculties usually refers to the Faculty Associate Dean of the programme-/course-hosting unit for the programme-/course-related changes respectively.
           (iii) AC/relevant Executive (Co-)Director(s) of academies approve relevant programme/course-related changes for programmes/courses offered by academies.

Note 7   The Line Manager shall approve the relevant programme-/course-related changes for PDPs offered by University-level centres and non-academic units (except major programme-related changes that involve changes of programme/award title and level of award which should be approved by AB).

Note 8   Relevant AVP to approve major field experience course-related changes in consultation with Dir (SPFE) and relevant faculties, and submit report of approved major field experience course-related changes to relevant Associate Dean of Faculties for information.

January 2024

Programme revision proposals

13. In preparing the proposals for major programme-related changes, the proposals should be accompanied by justifications.   The supporting document must include:

    (a) a brief report of the programme review process including a summary of comments/views from PC, EEs as appropriate;

    (b) full description of the proposed revision(s);

    (c) rationale and/or reason(s) for the proposed revision(s);

    (d) a comparison between the existing programme and the revised programme with proposed revision(s);

    (e) resource implications of the proposed revision(s), if any;

    (f) other implications of the proposed revision(s), if any; and

    (g) date and/or action for the implementation of the proposed revision(s), including student cohort(s) affected by such change and details of transitional arrangements, where appropriate.

Suggested timeframe

14. It is highly desirable for major changes involving resource implications to be processed as early as possible so that they can be incorporated in the annual budgeting and the admission exercise.

15. In view of the need to complete the necessary approval procedure for programme revisions before implementation, and to facilitate manpower planning for the following academic year, attention should be paid to observe the deadline for submission of proposals for change preceding the academic year in which the changes are to take effect.

16. Processing of changes for implementation in the following academic year/semester to programmes arising from the annual programme review process will normally follow the following suggested timeframe:

Submission dates	Activities
Mid-February	(a) Proposals for **programme-related changes** or **major course-related changes** to reach relevant Associate Dean/Executive (Co-)Director(s)/Line Manager/relevant Associate Vice President (AVP)
Mid-March	(b) Relevant Associate Dean/Executive (Co-)Director(s) to approve the **minor programme-related changes** and **major course-related changes** (c) Line Manager to approve the **programme-related changes and major course-related changes** [Note 1] (d) Relevant AVP to approve the **major field experience course-related changes** in consultation with Dir (SPFE) and relevant faculties
Mid-April	(e) Relevant Associate Dean/Executive (Co-)Director(s) to submit proposals for **major programme-related changes** [Note 2] to the BGS/FB/AC for approval (Major programme-related changes that involve changes of programme/award title, level of award, programme duration and mode of study require AB's/AC's (in case of programmes at QF Level 1-3) approval [Note 3])
At least three weeks before the start of the semester	(f) Head/Director of Department, Centre and Unit/Programme Leader (in case of courses of award-bearing programmes offered under academies)/Head of Center/Institute (in case of courses of non-award bearing programmes offered under academies) to submit reports of approved **minor course-related changes** to relevant Associate Dean/Line Manager/Executive (Co-)Director(s) for information (g) Dir(SPFE) to submit reports of approved minor field experience course-related changes to relevant Associate Dean of Faculties for information (h) Relevant AVP to submit reports of approved major field experience course-related changes to relevant Associate Dean of Faculties for information

Note 1   The Line Manager shall approve the relevant programme-/course-related changes for PDPs offered by University-level centres and non-academic units (except major programme-related changes that involve changes of programme/award title and level of award which should be approved by AB).

Note 2   For programme-related changes which require planning approval from APDC/BGS (e.g. introduction of new major/minor/strand/specialization/area), the standard guidelines on the programme planning mechanism and programme development mechanism will be followed.

Note 3   Exceptionally, the approving authority of changing programme duration and mode of study of professional development programmes offered by Faculty-level centres/academic units and academies shall rest with FBs and AC respectively.

17. Submission of proposals for major programme changes to the BGS/FBs/AC/Line Manager after the above specified deadline can only be considered if fully justified, and may cause a delay in implementation.

18. The Graduate School (GS)/Faculty/Academy Office/departments/units/centres are expected to complete the updating work of the course outlines on the intranet in respect of all the approved changes for students' reference prior to the start of the semester.

Update of definitive programme document

19. Upon approval of the changes to the programme, the Programme Leader, with the assistance from the GS/Faculty/Academy Office/departments/units/centres, will revise the Definitive Programme Document to reflect the approved changes to the programme. It is important to ensure that the revised Definitive Programme Document is an accurate reference of the programme. The revised document will indicate clearly to which cohorts of students it will be applicable.

CHAPTER 8 : DEPARTMENTAL REVIEW AND BENCHMARKING

Objectives of the Departmental Review and Benchmarking

1. The objectives of the departmental review and benchmarking are:

    (a) to assure the mission of the departmental development plans align with the University's goals and strategic thrusts, and the relevant Faculty's strategies and priorities;

    (b) to assure our departments deliver high quality teaching and research, and that they are working effectively in terms of staffing and financial matters;

    (c) to assist the University and Faculties in identifying and reviewing key areas in:

        (i) Learning and teaching;

        (ii) Community services;

        (iii) Research, public engagement and knowledge transfer;

        (iv) Planning, resource management (including space) and administrative support (including IT systems); and

        (v) Strategic Development;

        (Details of issues that should be covered in these five key areas are given in Appendix XXVII)

    (d) to be part of the robust academic quality assurance (QA) and quality enhancement mechanism acceptable to internal QA and external audit requirements, to assure that all courses/academic programmes operated under the department/relevant Faculty are current and relevant; and

    (e) to identify examples of good practice for improvement and, where necessary, to recommend that departments are given appropriate support to make changes through the benchmarking process.   The objectives of benchmarking include:
        - to inform the department of its comparative activities and performance;
        - to identify areas of good practices;
        - to encourage a learning culture which is open to new ideas; and
        - to identify areas for improvement and implement changes.

Main Features of the Departmental Review and Benchmarking

2.   Departmental review and benchmarking is designed to benchmark with overseas universities and fulfil the quality enhancement process.   The departmental review and benchmarking process has three distinctive features:

(a)   It involves a process of self-evaluation carried out by the department itself;

(b)   The use of external reviewers to ensure objectivity; and

(c)   It evaluates and benchmarks the full range of departmental activities as far as possible such as learning and teaching, research, engagement and administrative activities.

Arrangements for Departmental Review and Benchmarking

3.   Departments are given the flexibility to conduct departmental review and departmental benchmarking in a combined exercise or as two separate exercises. Departmental review and benchmarking can be taken in the form of:

(a)   a combined exercise with an external review panel for on-site review for departmental review and benchmarking; or

(b)   two separate exercises with an external review panel for on-site review for departmental review, and alternative means as deemed fit by the department for departmental benchmarking.

4.   The Academic Planning and Development Committee (APDC) oversees departmental review and benchmarking including the responses and follow-up actions by responsible parties to address findings in the departmental review and benchmarking reports, with details as follows:

-    Approximately 24 months before the start of each review cycle, APDC will invite faculties to propose the (i) schedule for departmental review and departmental benchmarking and (ii) format of alternative means of departmental benchmarking for department, if any, for APDC's consideration and approval.   Faculties will provide the required information to APDC 18 months before the start of each review cycle.

-    Upon completion of each departmental review and/or benchmarking exercise, APDC will consider and endorse the Departmental Review and/or Benchmarking Report and Action Plan submitted by the department under review via the relevant faculty, before consideration and approval by the Academic Board (AB).

Procedures for Departmental Review and Benchmarking/Departmental Review and Departmental Benchmarking

Departmental Review and Benchmarking (one combined exercise to be conducted by a panel consisting of at least two external reviewers)

5.   The procedures for conducting combined departmental review and benchmarking are given below:

(a)   **Identification of a Department for Departmental Review and Benchmarking** – Each Faculty should nominate departments to complete the departmental review and benchmarking within a six-year cycle;

(b)   **Exact Date(s) for Departmental Review and Benchmarking** – The exact date(s) shall be decided by Vice President (Academic) (VP(AC)/the Chair of APDC on the recommendation of the Faculty Dean.   The relevant Faculty would be responsible for monitoring the whole departmental review and benchmarking process;

(c)   **Roles of External Reviewers** – Appointment of external reviewers who take on two key responsibilities : (i) to participate in the departmental review; and (ii) to be responsible for benchmarking;

(d)   **Appointment of other panel members**;

(e)   **Production of a Self-evaluation Document** – The department under review will be requested to prepare a self-evaluation document of around 30 pages (excluding appendices), taking into account data from relevant Performance Measures (PMs), University-specific Key Performance Indicators (UKPIs), Internal Key Performance Indicators (IKPIs) and Internal Performance Indicators (IPIs), as appropriate.   Each department should draw on the findings of at least two programme reviews (for programmes most relevant to the department).   As a guiding principle, one programme at undergraduate level and another at postgraduate should be selected.   For departments that do not offer undergraduate programmes, flexibility will be given to select only postgraduate programmes.   A suggested format of the self-evaluation document is given in Appendix XXVIII.   The document will be submitted to the relevant Faculty Board (FB) for initial screening and, upon endorsement, then to the panel for consideration.   Panel members are invited to give their preliminary comments;

(f)   **Panel Review** – Panel review, including visit by the external reviewers, normally takes 2 – 3 working days.   After completion of the panel review, the panel produces the panel report which should contain observations and recommendations after the review and the benchmarking results.

Regarding the panel's reporting format for departmental benchmarking, departments will be allowed the flexibility of adopting (i) the Benchmarking

Report provided in the template for Departmental Review and Benchmarking Report and Action Plan (<u>Attachment I in Appendix XXIX</u>) or (ii) an alternative format as suggested in the template for Departmental Benchmarking Report and Action Plan (<u>Section 2 in Appendix XXXII</u>). Both reporting formats require the same contents on benchmarking covering the five key areas, namely, (1) learning and teaching, (2) community services, (3) research, public engagement and knowledge transfer, (4) planning, resource management and administrative support, and (5) strategic development;

(g) **Production and Submission of the Departmental Review and Benchmarking Report and Action Plan –** After receipt of the panel report, the department under review will produce its Departmental Review and Benchmarking Report and Action Plan which consists of: (1) introduction (membership composition and terms of reference of the panel, and the visit programme/schedule), (2) panel reports on departmental review and benchmarking, and (3) responses and action plan corresponding to the recommendations and comments in the panel reports (<u>Appendix XXIX</u>);

Comments and recommendations received from the review panel may involve areas beyond the remit of the department under review and require follow-up actions by other units. The department under review will be entrusted to coordinate and collect responses and action plans from all relevant action parties and be responsible to consolidate all the responses and action plans for the compilation of Section 4 "Responses and Action Plan" of the Departmental Review and Benchmarking Report and Action Plan. The department under review should submit its Departmental Review and Benchmarking Report and Action Plan to FB for input and endorsement, and then to APDC and further to AB for consideration and approval within 6 months after the issue of the panel reports;

(h) **Follow up on the Action Plan –** Relevant departments and units are expected to continue reviewing the progress of the Action Plan on an annual basis to ensure recommended actions are in good progress or completed. This will be incorporated as part of the Development Plan of the departments/units. The Development Plan will be submitted to the FB/Line Manager, as appropriate, for monitoring the progress; and

(i) **Administrative Support –** Administrative staff of the department under review will provide administrative support for the entire departmental review and benchmarking process.

(A flowchart showing the procedures of departmental review and benchmarking is given in <u>Appendix XXX</u>.)

<u>Departmental Review and Departmental Benchmarking (two exercises to be conducted separately)</u>

6. Apart from conducting two activities of departmental review and benchmarking in one combined exercise carried out by a panel consisting of at least two external reviewers, departments are also allowed the flexibility to conduct departmental review and benchmarking in two separate exercises. To allow departments to make the best use of the benchmarking exercise to suit their strategic needs, and to cater for the uniqueness of individual department to approach the data collection for benchmarking, departments can choose alternative means to conduct departmental benchmarking. Below sets out the respective guidelines/procedures for departmental review and departmental benchmarking as two separate exercises.

Departmental Review

7. The procedures of departmental review will follow the procedures for conducting combined departmental review and benchmarking as set out in paragraph 5, except that the benchmarking component will be taken out. A separate template for Departmental Review Report and Action Plan is given in <u>Appendix XXXI</u>.

Departmental Benchmarking

8. Departments could choose to conduct their benchmarking exercises in the format as deemed fit. Examples of alternative means for departmental benchmarking are:

    -   inviting representatives/reviewers from benchmarking partner institutions to visit the department and engage in discussions;
    -   visiting benchmarking partner institutions and meeting relevant representatives for discussions; and
    -   collecting documents/information from/about partner institutions to conduct paper benchmarking exercise and analysis.

9. Departments will be responsible to arrange for the benchmarking exercise as deemed fit. Departments will be required to follow the guidelines and procedures below for departmental benchmarking:

    (a) For each review cycle, departmental benchmarking exercise should be conducted in the same academic year in which departmental review is conducted;

    (b) Similar to a combined departmental review and benchmarking exercise, a separate benchmarking exercise should also cover the five key areas, namely, (1) learning and teaching, (2) community services, (3) research, public engagement and knowledge transfer, (4) planning, resource management and administrative support, and (5) strategic development;

    (c) At least two universities located outside Hong Kong and from different countries should be engaged as benchmarking partners (normally at least one from international renowned universities);

(d) Departments will be required to provide the following information about departmental benchmarking for consideration and approval by VP(AC)/the Chair of APDC on the recommendation of the Faculty Dean before commencement of the departmental benchmarking exercise:

- exact date(s) to conduct the departmental benchmarking
- benchmarking partners
  (Departments are required to provide information to support whether the benchmarking partners are from renowned universities)

The relevant Faculty would be responsible for monitoring the whole departmental benchmarking process;

(e) After completion of the departmental benchmarking exercise, the department will produce its Departmental Benchmarking Report and Action Plan which normally consists of: (1) Introduction (e.g. format/means of conducting the departmental benchmarking, visit programme/schedule, etc.), (2) Departmental Benchmarking Report, which should consist of observations/comments about the department's performance in the five key areas, good practices identified, and areas of enhancement, and (3) Responses and Action Plan to follow up on observations/comments in the departmental benchmarking (Appendix XXXII). The contents on benchmarking to be covered in either the Departmental Benchmarking Report or Departmental Review and Benchmarking Report should be the same.

Observations and comments from the benchmarking exercise may involve areas beyond the remit of the department under review and require follow-up actions by other units. The department under review will be entrusted to coordinate and collect responses and action plans from all relevant action parties and be responsible to consolidate all the responses and action plans for the compilation of Section 3 "Responses and Action Plan" of the Departmental Benchmarking Report and Action Plan. The department should submit its Departmental Benchmarking Report and Action Plan to FB for input and endorsement, and then to APDC and further to AB for consideration and approval within 6 months after the completion of the departmental benchmarking exercise; and

(f) Follow up on the Action Plan – Relevant departments and units are expected to continue reviewing the progress of the Action Plan on an annual basis to ensure recommended actions are in good progress or completed. This will be incorporated as part of the Development Plan of the departments/units. The Development Plan will be submitted to the FB/Line Manager, as appropriate, for monitoring the progress.

(A flowchart showing the procedures of departmental review and departmental benchmarking is given in Appendix XXXIII.)

Composition of the Departmental Review and Benchmarking Panel/Departmental Review Panel

10. The relevant department will suggest the composition of the Departmental Review and Benchmarking Panel/Departmental Review Panel, which has to be approved by VP(AC) as being the Chair of APDC on the recommendation of the Faculty Dean. The composition of the Departmental Review and Benchmarking Panel/Departmental Review Panel is given below:

Composition

Chairperson:
- An external reviewer who will also help compile the Panel Report

Members:
- An academic staff of the home department as resource person *(The department under review should nominate a list of two academic staff in order of preference)*;
- An academic staff of another department from other Faculty (a Head of Department or an Associate Head of Department) *(The department under review should nominate a list of two academic staff in order of preference)*;
- External reviewer(s) (The panel will have two or more external reviewers, one of whom will be the Chairperson) *(The department under review should nominate a list of at least four external reviewers in order of preference. Please refer to paragraphs 12-13 for details on the criteria for nominations of external reviewers)*;
- A school practitioner or professional practitioner *(The department under review should nominate a list of two school practitioners or professional practitioners in order of preference)*.

Secretary:
Executive staff of the home department

External Reviewers under the Departmental Review and Benchmarking Panel/Departmental Review Panel

11. External Reviewers are expected to look holistically at the activities of the department, and to comment on all aspects of the review and if applicable, to benchmark the activities of their own departments with the department of EdUHK.

12. The department will need to nominate a list of **at least four** external members in order of preference via Faculty Dean to VP(AC)/the Chair of APDC for selection. A template of the nomination form is set out in Appendix XXXIV. Selection criteria are:

(a) normally at full Professorial rank or above and internationally recognized in the professional field; and

(b) from different universities located outside Hong Kong and from different countries (normally at least one from international renowned universities).

13. All nominated external reviewers should:

(a) not have been a member of staff at the University during the previous two years;

(b) not have had any formal relationship with any members of the relevant department as follows:

- an honorary professor at EdUHK; external examiner to programmes within the department; engaged in current joint research projects with the staff members of the home department; …etc., over the previous three years;

- a visiting scholar of the home department/programme of the home department in the same academic year during which the departmental review and benchmarking takes place; and

(c) not have any other conflict of interest in relation to the department under review.

Terms of Reference of the Departmental Review and Benchmarking Panel/Departmental Review Panel

14. The Terms of Reference of the Departmental Review and Benchmarking Panel/Departmental Review Panel are given in Appendix XXXV and Appendix XXXVI respectively.

Review of Other Academic Units

15. Review of academic units is part of the University's quality assurance process. Besides regular departmental review and benchmarking for academic departments, review on other academic units will be management-initiated by the Senior Management or the Faculty Dean/Unit Head/Line Manager when need arises. Where applicable, these units could make use of the framework, guidelines and templates adopted for Departmental Review and Benchmarking to conduct their own review.

Appendices

THE EDUCATION UNIVERSITY OF HONG KONG

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Record Sheet for Follow-up Actions on the Use of Feedback Data

</div>

Programme / Course Title (Code): _____ (   )

Stakeholder: _____   Feedback channel: _____

(For example: students, external examiner, external reviewer, staff, internship providers and supervisors, etc.)   *(For example: Staff-Student Consultative Committee Meeting, Dean's Forum, periodic review, external examiner review, etc.)*

Feedback / Comments	Follow-up action proposed/completed, if not, reasons for not taking follow-up actions [Notes]	Action party for the follow-up action, if applicable	(Expected) completion date, if applicable	Way(s) to close the feedback loop

(Please attach additional sheets if necessary)

Prepared by: _____   Signature: _____

           Name of Programme Leader / Course Coordinator

Date: _____

Notes:

1. *Programme Committee / department concerned will (i) address the programme / course-related comments and (ii) send non-programme / course-related comments to unit concerned to provide responses, including plans for follow-up actions if applicable.*
2. *In case that relevant units need time to address the comments and there is a tight timeline for processing the pertinent document, the Programme Committees / departments could add a remark under the item concerned to indicate that comments have been sent to the relevant unit and will be followed up in due course.*
3. *Under normal circumstances, it is expected that all comments and feedback should have been addressed properly by the time of annual review by the Faculty / Departmental Learning and Teaching Committees/Academic Committee.*
4. *For the preparation of programme reviews, departmental reviews and audit exercises, Programme Committees and departments concerned could make use of the completed feedback record sheet to demonstrate that comments from stakeholders have been properly addressed and followed through.*
5. *The feedback record sheet does not apply to the feedback data received from the Institutional Research on Graduates (IRG) reports, noting that the Learning and Teaching Quality Committee has developed a separate template for processing the IRG results.*
6. *Two examples adapted from previous reports are provided below for reference on how to complete the template. These are for illustrative purpose only. Colleagues are expected to provide appropriate and sufficient evidence to demonstrate the follow-up actions taken to address the feedback / comments received.*

<u>*Example 1*</u>

Stakeholder: Students   Feedback channel: Staff-Student Consultative Committee Meeting

(For example: students, external examiner, external reviewer, staff, internship providers and supervisors, etc.)   *(For example: Staff-Student Consultative Committee Meeting, Dean's Forum, periodic review, external examiner review, etc.)*

Feedback / Comments	Follow-up action proposed/completed, if not, reasons for not taking follow-up actions [Notes]	Action party for the follow-up action, if applicable	(Expected) completion date, if applicable	Way(s) to close the feedback loop
1. Student pointed out in the Staff-Student Consultative Committee Meeting the following concerns: (i) Can the existing programme be divided into two classes, one for junior form and the other for senior form? (ii) Can the same secondary mathematical topics be used for the two different course assignments of the programme?	Responses to students were given during the Staff-Student Consultative Committee Meeting and in class. (i) The programme will be divided into two classes, one for junior form and one for senior form when there are enough students to do so. That was what had been done in the past. On the other hand, teaching staff of the programme pointed out to students that in a class with mathematics teachers from both junior and senior forms, participants could actively exchange their ideas on the how to make effective linkages between the junior and senior secondary mathematics teaching. (ii) Teaching staff of the programme pointed out to students that they were allowed to choose the same topic for the two assignments if different approaches were used.	Teaching staff of the programme	Not applicable	Teaching staff and students in-class discussion, and Staff-Student Consultative Committee Meeting

Example 2

Stakeholder: <u>External Examiner</u>   Feedback channel: <u>External Examiner's report</u>

(For example: students, external examiner, external reviewer, staff, internship providers and supervisors, etc.)   *(For example: Staff-Student Consultative Committee Meeting, Dean's Forum, periodic review, external examiner review, etc.)*

Feedback / Comments	Follow-up action proposed/completed, if not, reasons for not taking follow-up actions Notes	Action party for the follow-up action, if applicable	(Expected) completion date, if applicable	Way(s) to close the feedback loop
1. EE pointed out that students couldn't clearly write up their ideas and supporting their arguments.	The programme team agreed the EE's comments. Students were required to submit the draft abstracts to the course lecturer for advice in earlier stage. Consultation and feedback sessions were set up for follow-up discussion with students.	Course Lecturer	When the course to be delivered again in the forthcoming semesters	Course Lecturer will inform the students verbally at class and a reminder note will be included in the assignment brief.

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

> ***Template for initial planning proposal of new programmes***
> ***(applicable to programmes at HKQF Level 4 and above)***
> *(not more than 5 pages excluding appendix, and use point form if appropriate)*

Section 1   **Programme summary**

- Proposed award title ^{Note 1}:   *(in both English and Chinese)*
- Programme Level: sub-degree / undergraduate / taught postgraduate / professional doctorate / research postgraduate / professional development programme
- Programme QF Level ^{Note 2}:
- Mode of delivery:
- Duration of study:
- Admission requirements:
- Planned intake quota:
- Number of Full-time Students: Local / Non-local:
- Number of Part-time Students: Local / Non-local:
- Number of Senior Year Entry Students: _____(Year of Entry: ___) (applicable to undergraduate programmes only)
- Offering Unit(s):

Section 2   **Programme aims and objectives [i.e. Programme Intended Learning Outcomes (PILOs)]**
- *To include a mapping table of the proposed courses to PILOs [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]*^{Note 3}

Section 3   **Rationale for the programme**
- *Analysis on how the programme complements to other existing programmes and how the programme is beneficial to the University as a whole, programme's contribution to the University's Strategic Plan, etc.*

Section 4   **Structure and Curriculum of the Programme**
- *Description of the academic structure of the programme including an overview of the structure, the organization of the curriculum, major subject areas, and rationale of the key features*
- *To include the following:*
  - *(i)   a complete course list;*
  - *(ii) a summary table of course synopsis; and*
  - *(iii) a summary table of course assessment [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]* ^{Note 3}

Section 5   **Market**   *[including a market survey]*
- *Realistic assessment of the market demand of the proposed programme*
- *With market analysis and survey to show the demand for the programme [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]* Note 3

Section 6   **Business plan** (for self-financed programmes)
- *Work with the Finance Office (FO) to provide the detailed breakeven point for financial viability and analysis*
- *The proposed budget must be endorsed by the FO prior to submission*
- *Proposed tuition fee*

Section 7   **Marketing Strategies**
- *Detailed marketing plan in promotion of the proposed programme [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]* Note 3

Section 8   **Teaching Team**
- *Staff to be involved in the teaching team*
- *Need to be specific about staff expertise and the course(s) they teach*

Section 9   **Workload Implications**
- *Expected workload of academic staff and administrative staff in delivering the proposed programme [For taught postgraduate progrmmes - optional to be advised by line manager or relevant committee]* Note 3

Section 10   **Resource implications**
- *Analysis to show how the arrangements for physical resources including teaching venues, accommodation, transportation, catering services and campus facilities would be able to accommodate the new intakes arising from the proposed programme.*
- *Please include statements from the relevant units such as the Registry, Library, and OCIO if necessary [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]* Note 3
- *For postgraduate programmes:*
  - ✧ *if non-local students will be recruited in the proposed postgraduate programme, the programme team has to state clearly how to arrange accommodation for these students as well as how the costs involved could be absorbed by the respective programme/Department/Faculty [For taught postgraduate programmes - optional to be advised by line manager or relevant committee]* Note 3

Section 11   **Proposed implementation date**

Note 1: According to the Award Titles Scheme (ATS) launched by the Education Bureau (EDB) since 2013, all programmes have to conform to the ATS for registration at the Qualifications Register (QR). Please refer to the Annex for the "Choice of Award Titles for Different Levels". Further details are available on the website: https://www.hkqf.gov.hk/en/KeyFeatures/ats/index.html.

Note 2: Programme QF Level reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the EDB. The HKQF is a 7-level hierarchy. The level of a qualification is determined in accordance with a set of Generic Level Descriptors (https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html).

For sub-degree programmes pitching at HKQF Level 4, ie. Associate Degree and Higher Diploma, please refer to the Common Descriptors for Associate Degree and Higher Diploma Programmes for planning and development of these programmes. (available at: https://gia.info.gov.hk/general/202307/04/P2023070400464_424252_1_1688462685898.pdf)

Note 3: Taught postgraduate programmes may seek advice from BGS on the optional items.

June 2025

QF Level
資歷級別

Choice of Award Titles for Different Levels
各 級 別 可 選 用 的 資 歷 名 銜

QF Level						
7	Doctor 博士					
6	Master 碩士	Postgraduate Diploma 深造文憑 / Postgraduate Certificate 深造證書				
5	Bachelor 學士		Professional Diploma 專業文憑 / Professional Certificate 專業證書	Advanced Diploma 高等文憑 / Advanced Certificate 高等證書	Diploma 文憑	Certificate 證書
4	Associate 副學士	Higher Diploma 高級文憑 / Higher Certificate 高級證書				
3						
2						Foundation Certificate 基礎證書
1						
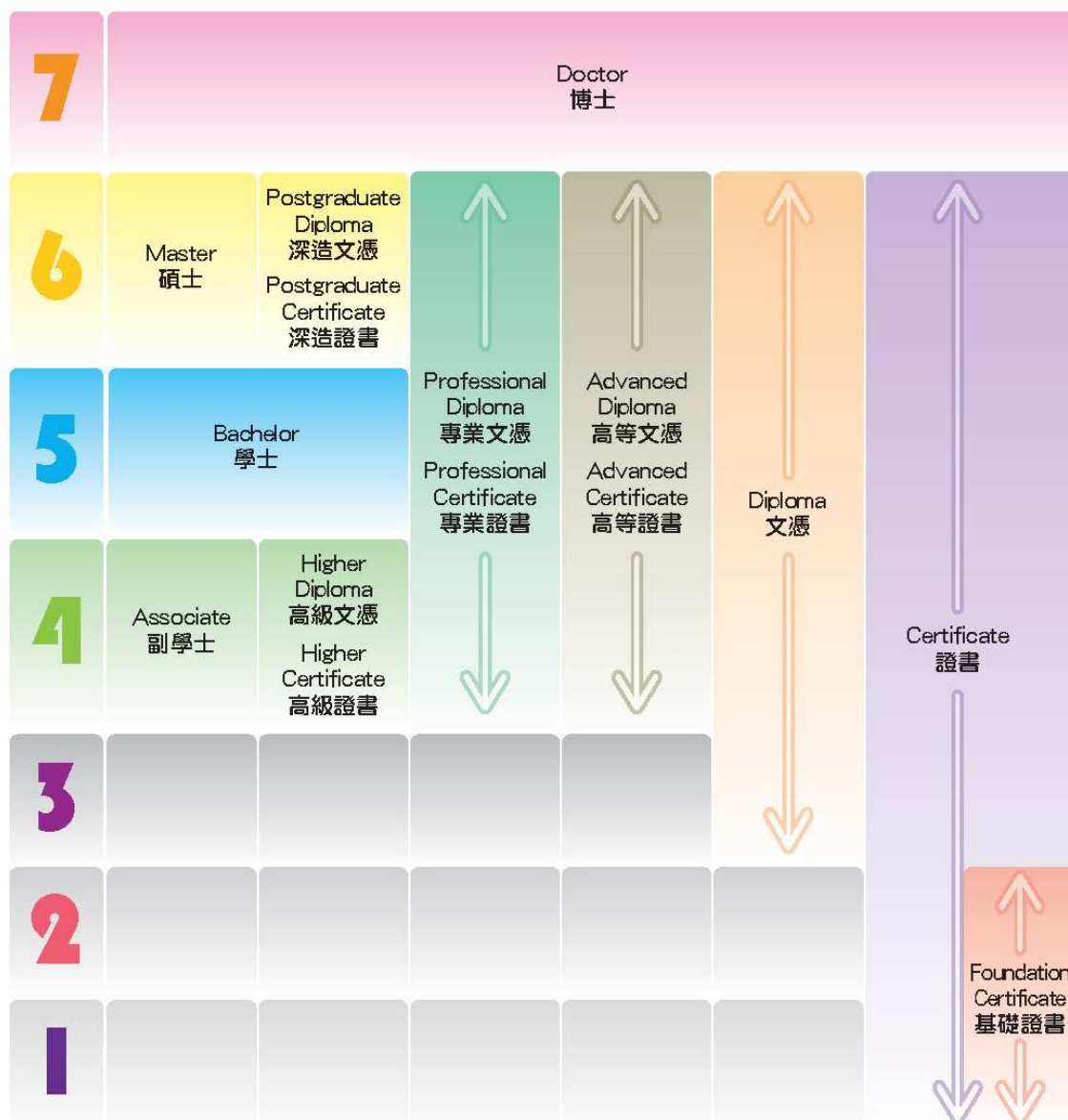
THE EDUCATION UNIVERSITY OF HONG KONG

> *Template for Initial Planning Proposal of New*
> *Majors/Minors/Strands/Specializations/Areas*
> *(not more than 5 pages excluding appendix)*

1. **Summary**

    Proposed title: *(in both English and Chinese)*

    Major / Second Major / Minor / Strand /   *(please delete as appropriate)*

    Specialization / Area:

    Affiliated Faculty:

    Offering Department(s)/Unit(s):   *(if more than one department/unit,*
                                                        please indicate the hosting
                                                        department/unit)

    Admission requirements / Prerequisites:

    Credit points:

    Expected total number of students:

2. **Target students** (for all or specific programmes)

3. **Rationale and Justification, such as**
    ➢ To explain how and why faculty / department suggests the standalone major/minor;
    ➢ How it differs from the existing majors/minors on benefit to undergraduate students;
    ➢ Learning outcomes, etc.

4. **List of course titles**

5. **Resource implications**

6. **Proposed implementation date**

May 2016

Appendix IV

THE EDUCATION UNIVERSITY OF HONG KONG

Procedures on Planning of Professional Development Programmes

Aim of the Review Procedures

1. To ensure the University's professional development programmes (PDPs) are able to meet the latest market demand and of high practicality, all newly proposed PDPs should be developed in consultation with stakeholders and undergone a peer review mechanism before going into the prescribed quality assurance procedures for PDPs.

Consultation

2. Before initiating of a new PDP, the hosting department/unit should consult frontline practitioners and the Education Bureau (EDB) about the need to offer a PDP on the particular topic. Support from EDB and practitioners would be the base for development. The scope of the programme, the coverage of course content, and the target participants of the proposed PDP etc. should be well-defined to facilitate further development of the PDP.

Expert Involvement

3. Once it is confirmed that the newly proposed PDP has a market need and is supported by EDB and frontline practitioners, the hosting department/unit should engage experienced principals, senior teachers and/or expert in the field to involve in teaching activities which can be in the form of sharing session/seminar/workshop etc. on relevant topic(s) of the proposed PDP. Proposed names of the experts/frontline practitioners should be included in the initial programme proposal.

Peer Review

4. When an initial programme proposal has been drawn up, an internal peer review will follow. Staff members from different departments/faculties/academies would be invited to review the proposal of the newly developed PDP. To ensure the review is conducted in a fair and neutral manner, a blind peer review is suggested.

5. Only proposals that have gone through the peer review mechanism could be forwarded to the Advisory Committee on Professional Development Programmes for comment/ consideration.

6. Further consideration of the PDP programme, depending on intake and feedback, will be first considered by the Advisory Committee on Professional Development

1

Programmes and/or the Academic Planning and Development Committee as appropriate.

Expectation

7. With a more comprehensive internal scrutiny mechanism, support from stakeholders, and involvement of the practitioners, it is expected that the University's PDPs would be enhanced in terms of practicality and popularity.

January 2024

Appendix V

Flowchart of Development, Implementation and Evaluation of General Education Courses

GE Foundation Course (GEFC), Breadth Learning Strands 1-3 (GELS), Positive and Values Education (PAVE), Interdisciplinary Course (GEIC), Co-curricular and Service Learning Course (CSLC), Experiential Learning Course (ELC) and University ePortfolio (UE)

(for 2023/24 cohort)

Overall Curriculum

- **APDC** to oversee the structure, guidelines and policy aspects of the curriculum
- **LTQC** to consider QA related issues
- **SAC** to oversee the development of non-formal learning

Development of new courses [1]
(Endorsement / Approval)

- **Courses offered by GEO** (GEFC/UE) → **Relevant Senior Staff[6] to endorse**
- **Courses offered by SAO** (ELC/CSLC) → **DGE to comment**
- **ELC on E&I [3] developed by Departments and CEIE** (CEIE component / Hosting unit) → **Core teams of GEIC/ELC on E&I to review and advise**
- **Courses offered by Departments** (GEIC) → **Core teams of GEIC/ELC on E&I to review and advise**
- **Courses offered by Departments** (GELS, PAVE, ELC[4], CSLC[4], UE[5]) → **Faculty Boards / Academic Committee to endorse**

CCCC to endorse → **APDC to approve**

Subsequent revision of courses [1 & 2]

Courses developed by CEIE/SAO/GEO
Relevant Senior Staff/Executive (Co-)Director to endorse *(cleared by DGE if applicable)*
CCCC to approve

Courses offered / developed by Departments/ Faculties [4][5]
Faculty Associate Dean to endorse *(cleared by respective core team if applicable)*
CCCC to approve

Coordination

LS/PA/IC/ELC/CSLC
- **GEO** to coordinate and provide overview of offering pattern
- **GEO/ offering units** to be responsible for the implementation and promotion

GEFC/UE
- **GEO** to provide overview of offering pattern
- **GEO** to coordinate timetabling, briefing, promotion, etc.
- **GEO/ offering units** to be responsible for the implementation

ELC on E&I
- **CEIE** to be responsible for the implementation
- **Offering units** to be responsible for the delivery & promotion

Self-evaluation

- **GEO** to coordinate the self-evaluation of GE implementation with the inputs on course evaluation provided by offering units
- **CEIE** to be responsible for the self-evaluation of ELC on E&I

Submission to LTQC via CCCC for review

Remarks:
(1) Course converted from one GE domain/strand to another will be considered as new course and should be submitted to CCCC for endorsement and APDC for approval.
(2) CCCC to report the revision to APDC for noting. Hosting department/ unit should inform GEO after the course revision is approved.
(3) ELC on E&I is a 3-cp course with 1-cp component coordinated by CEIE and 2-cp component developed by the offering units in the Faculty.
(4) New proposal/revision of ELC and CSLC should be cleared by DGE and Dean(S) before onward submission.
(5) New proposal/revision of UE should be cleared by DGE before onward submission.
(6) Senior Staff refers to AVPs, Registrar or nominee, Dean of Students, etc.

(Latest version as at Oct 2023)

Flowchart of Development, Implementation and Evaluation of General Education Courses

GE Foundation Course (GEFC), Breadth Course (New Six Arts), Positive and Values Education (PAVE), Interdisciplinary Course (GEIC), Co-curricular and Service Learning Course (CSLC), Experiential Learning Course (ELC) and University ePortfolio (UE)

(for 2024/25 cohort)

Overall Curriculum

- **APDC** to oversee the structure, guidelines and policy aspects of the curriculum
- **LTQC** to consider QA related issues
- **SAC** to oversee the development of non-formal learning

Development of new courses (1)
(Endorsement / Approval)

- Courses offered by GEO (GEFC/UE)
- Courses offered by SAO (ELC/CSLC)
- ELC on E&I (3) developed by Departments and CEIE [CEIE component / Hosting unit]
- Courses offered by Departments (GEIC)
- Courses offered by Departments/Centres (New Six Arts, PAVE, ELC(4), CSLC(4), UE(5))

- Relevant Senior Staff(6) to endorse
- DGE to comment
- Core teams of GEIC/ELC on E&I to review and advise
- Faculty Board / Academic Committee to endorse
- CCCC to endorse → APDC to approve

Subsequent revision of courses (1 & 2)

- **Courses developed by SAO/GEO**
  Relevant Senior Staff to endorse *(cleared by DGE if applicable)* → CCCC to approve

- **Courses offered / developed by Departments/Faculties/CEIE/Centres (4)(5)**
  Faculty Associate Dean/Executive (Co-)Director to endorse *(cleared by respective core team if applicable)* → CCCC to approve

Coordination

New Six Arts/PA/IC/ELC/CSLC
- **GEO** to coordinate and provide overview of offering pattern
- **GEO/ offering units** to be responsible for the implementation and promotion

GEFC/UE
- **GEO** to provide overview of offering pattern
- **GEO** to coordinate timetabling, briefing, promotion, etc.
- **GEO/ offering units** to be responsible for the implementation

ELC on E&I
- **CEIE** to be responsible for the implementation
- **Offering units** to be responsible for the delivery & promotion

Self-evaluation

- **GEO** to coordinate the self-evaluation of GE implementation with the inputs on course evaluation provided by offering units
- **CEIE** to be responsible for the self-evaluation of ELC on E&I

Submission to LTQC via CCCC for review

Remarks:
(1) Course converted from one GE domain to another will be considered as new course and should be submitted to CCCC for endorsement and APDC for approval.
(2) CCCC to report the revision to APDC for noting. Hosting department/ unit should inform GEO after the course revision is approved.
(3) ELC on E&I is a 3-cp course with 1-cp component coordinated by CEIE and 2-cp component developed by the offering units in the Faculty.
(4) New proposal/revision of ELC and CSLC should be cleared by DGE and Dean(S) before onward submission.
(5) New proposal/revision of UE should be cleared by DGE before onward submission.
(6) Senior Staff refers to AVPs, Registrar or nominee, Dean of Students, etc.

(Latest version as at Oct 2023)

Flowchart of Development, Implementation and Evaluation of General Education Courses
GE Foundation Course (GEFC), Breadth Courses*, Experiential and Service Learning (ESL) and University ePortfolio (UE)
(starting from 2025/26 cohort)

Overall Curriculum

- **APDC** to oversee the structure, guidelines and policy aspects of the curriculum
- **LTQC** to consider QA related issues
- **SAC** to oversee the development of non-formal learning

Development of new courses [1]
(Endorsement / Approval)

- **GEFC / UE Courses** *offered by GEO* → **Relevant Senior Staff[6]** to endorse

- **ESL /CSLC Courses** *offered by SAO* → **DGE** to comment

- **E&I [3]/ ELC on E&I** (CEIE / Hosting Unit) → **E&I / ELC on E&I Core team** to review and advise

- **New Six Arts/ PAVE/ ESL/CSLC [4]/ UE[5] Courses** *offered by Departments/Centres* → **Faculty Boards/ Academic Committee** to endorse[3]

- **GE Courses** *offered by other units* [7] → **Academic Committee** to endorse

→ **CCCC** to endorse → **APDC** to approve

Subsequent revision of courses [1 & 2]

Courses developed by GEO/ SAO or other Centres/ units
Relevant **Senior Staff / Executive (Co-)Director** to endorse *(cleared by DGE if applicable)* → **CCCC** to approve

Courses offered / developed by Departments/ Faculties [4](5]
Faculty Associate Deans to endorse *(cleared by respective core team if applicable)* → **CCCC** to approve

Coordination

New Six Arts/PAVE/ESL/CSLC
- **GEO** to coordinate and provide overview of offering pattern
- **GEO/ offering Centres/units** to be responsible for the implementation and promotion

GEFC/UE
- **GEO** to provide overview of offering pattern, coordinate timetabling, briefing, promotion, etc.
- **GEO/ offering units** to be responsible for the implementation

E&I / ELC on E&I
- **CEIE** to be responsible for the implementation
- **Offering units** to be responsible for the delivery & promotion

GE Courses offered by other units
- **Offering units** to be responsible for the implementation, delivery & promotion

Self-evaluation

- **GEO** to coordinate the self-evaluation of GE implementation with the inputs on course evaluation provided by offering units
- **CEIE** to be responsible for the self-evaluation of E&I / ELC on E&I

→ Submission to LTQC via CCCC for review

Remarks:
* GE Breadth Courses (GEBC) consist of (i) New Six Arts, (ii) Positive and Values Education (PAVE), (iii) Entrepreneurship and Innovation (E&I), (iv) Digital Competency and (v) Legal Knowledge and National and National Security Education (NNSE) courses (for non-BEd programmes only).
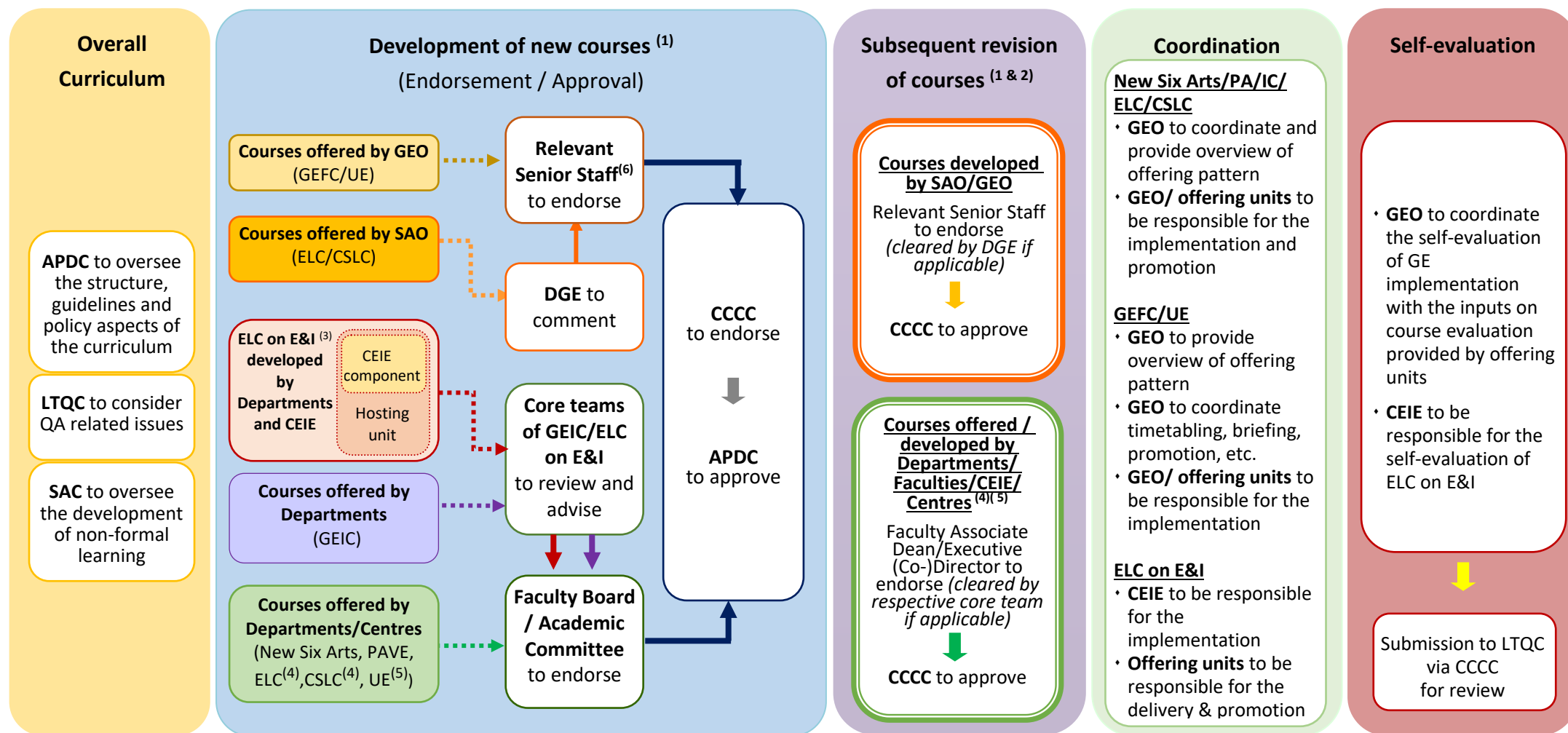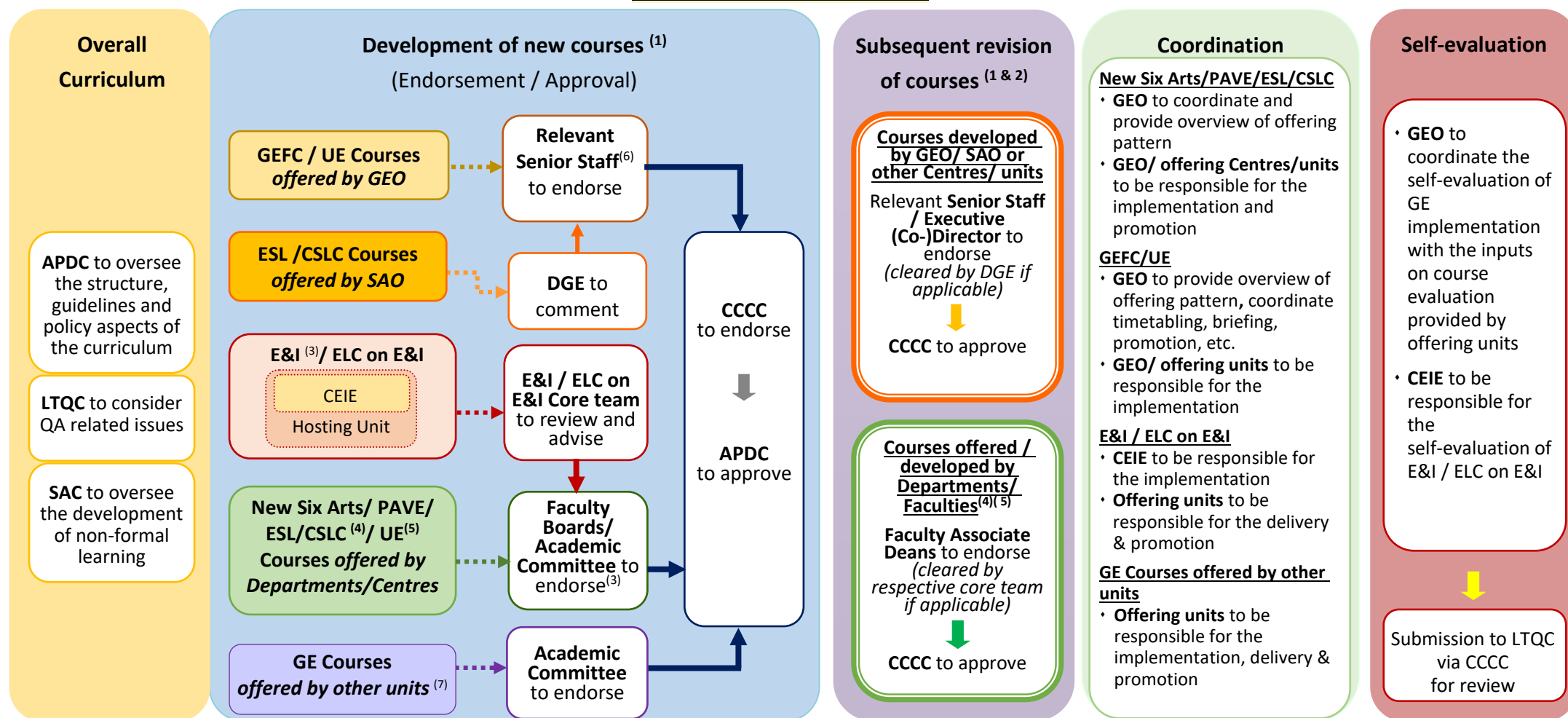(1) Course converted from one GE domain to another will be considered as new course and should be submitted to CCCC for endorsement and APDC for approval.
(2) CCCC to report the revision to APDC for noting. Hosting department/ unit should inform GEO after the course revision is approved.
(3) Entrepreneurship and Innovation (E&I) is under GE Breadth Course domain and consists of two courses: (i) Persuasive Communication and Presentation in the Workplace and (ii) Entrepreneur Essentials. The course proposals should be endorsed by Academic Committee **AND** relevant Faculty Board before submitting to CCCC for endorsement.
(4) New proposal/revision of Experiential and Service Learning (ESL) courses, including Experiential Learning Courses (ELC) and CSLC (Co-curricular and Service Learning Course), should be cleared by DGE and Dean(S) before onward submission.
(5) New proposal/revision of UE should be cleared by DGE before onward submission.
(6) Senior Staff refers to AVPs, Registrar or nominee, Dean of Students, etc.
(7) These GE courses include Legal Knowledge and NNSE courses offered by Centre for National Security and Legal Education; Digital Competency courses offered by Centre for Learning, Teaching and Technology (LTTC).

(Latest version as at Oct 2023)

General Terms of Reference and
Membership Composition of Programme Committee

<u>Terms of Reference</u>

- To monitor the delivery and quality of programmes;

- To deliberate on and initiate plans for further development and improvement of programmes including major course-related or programme-related changes;

- To review and make recommendations to the Dean of facukties and Graduate School /Executive (Co-)Director(s) of Academies on admission policies including the entry requirements, intake quotas and criteria for the selection of students to the programme;

- To review and coordinate student assessment strategies and timelines;

- To consider and endorse programme annual report for submission to the Faculty Board/Board of Graduate Studies/Academic Committee; and

- To monitor the implementation of recommendations from the programme annual report and to report these to Faculty Board/Board of Graduate Studies/Academic Committee.

<u>Membership (for Programme Committee(s) managed by Faculties)</u>

Chair:	An Associate Dean/Programme Leader appointed by the Faculty Dean

Members:
- Programme Leader
- Associate Programme Leader, if applicable
- Subject/Major/Year/Specialization Coordinator(s)
- Field Experience Coordinators, if applicable
- Immersion Coordinators, if applicable
- Internship coordinators, if applicable

Co-opted Members#:
- Representatives from subject departments/centres concerned
- Student representative(s) as deemed appropriate by the Dean

Ex-officio: An Associate Dean and/or faculty member(s) appointed by the Faculty Dean

 # Co-opted members are responsible for providing input on their subjects/courses to the Programme Committee, and they are invited to the Programme Committee meetings on a need basis.

Membership (for Programme Committee(s) managed by Graduate School)

Chair: Dean of Graduate School or nominee

Members:
- A maximum of six Specialized Area Coordinators (up to two from each Faculty)
- Student representative(s) as deemed appropriate by the Dean of Graduate School

The Committee has the discretion to co-opt additional members as may be required.

Membership (for Programme Committee(s) managed by the Academies)

Chair: Executive (Co-)Director(s) or nominee

Members:
- Programme Leader(s)
- Associate Programme Leader, if applicable
- Major/Subject/Year/Area/Specialization Coordinators, if applicable
- Immersion Coordinators, if applicable
- Internship Coordiators, if applicable

The Committee has the discretion to co-opt additional members as may be required.

June 2023

Programme Development Committee

General terms of reference

1. Based on the University's prevailing curriculum framework and taking into account the programme structures of relevant programmes, to plan and develop the programme in full detail, including admission requirements, aims and objectives [i.e. Programme Intended Learning Outcomes (PILOs)], programme content and structure, teaching and learning activities, assessment and programme regulations;

2. To identify and recommend staffing and other resource requirements for mounting the programme;

3. To identify and recommend suitable staff for writing the programme courses in consultation with heads of relevant academic departments/centres/institutes, and to liaise with them for developing the courses;

4. To prepare a full submission for programme review purposes;

5. To set up any sub-groups or working groups as necessary; and

6. To co-opt any additional members as necessary.

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

<div style="border:1px solid black">

Course Outline Template

(Please refer to "A Guide to the Course Outline Template" for reference)

</div>

(for programme development)

Programme Title	:	
Programme QF Level	:	
Course Title	:	

(Maximum length including space: English – 100 characters; Chinese – 30 characters)

Course Code	:	
Department/Unit	:	
Credit Points	:	
Contact Hours	:	
Pre-requisite(s)	:	*(If applicable)*
Medium of Instruction	:	
Course Level	:	

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$

$CILO_2$

$CILO_3$

$CILO_4$

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
	$CILO_{1,3}$	
	$CILO_{2,4}$	
	$CILO_{3,4}$	
	$CILO_1$ (etc.)	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a)		$CILO_{1,2}$
(b)		$CILO_{1,4}$
(c)		*etc.*

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☐ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any

restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

7. Recommended Readings

8. Related Web Resources

9. Related Journals

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Others

TPg and PD Courses with other Study Modes

Programme Title	**:**	
Course Title	**:**	
Course Code	**:**	
Offering Unit	**:**	
Credit Points	**:**	

Delivery mode:

☐ **Online learning as the primary delivery mode**

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of Contact Hours
		39

☐ **Directed study mode**

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of Contact Hours
		39

Supplementary Information on the Contact Hours for Taught Postgraduate (TPg) Courses [Except Postgraduate Diploma of Education (PGDE)] and Professional Doctorate (PD) Courses

Section 1 – Guidelines on the Number of Contact Hours for TPg Courses [Except PGDE] and PD Courses

Type I – TPg and PD courses with face-to-face contact as the primary delivery mode:

Range of classroom-based contact hours	Range of non-classroom-based contact hours	Total No. of Contact Hours
27 – 36	3 - 12 (0 – 3 for online learning; 3 – 12 for other learning activities)	39

- "Non-classroom-based contact hours": a sub-category of contact hours which involves the direct engagement of teaching staff and associates outside classrooms or non-university-based educators on a face-to-face basis (e.g. fieldwork, group work, experiential learning activities, outreach learning activities, online lessons, internship and placement).
- To maintain consistency with the Undergraduate(UG) policy on contact hours, the maximum number of online components (including both synchronous and asynchronous) for one course replacing face-to-face contact hours shall not exceed one lesson (i.e., 3 hours for a 39-hour course).
- Both "synchronous online learning" and "asynchronous online learning" falls into this category:
  - "synchronous online learning": involves the direct engagement of teaching staff and associates in guiding and supervising students on a virtual basis.
  - "asynchronous online learning": involves contribution from but the indirect engagement of teaching staff and associates on a virtual basis, such as the provision of electronic and/or online materials.
- Practicum / Field Attachment and Field Study courses are grouped under "Type I". If any of these courses cannot fulfill the breakdown between the classroom-based and non-classroom-based contact hours of "Type I", the relevant programme should submit an application with full justifications to the Board of Graduate Studies (via the Faculty Board/Academic Committee) for special approval.

Type II – TPg and PD courses with other study modes

(i) Online learning as the primary delivery mode:

Range of classroom-based contact hours	Range of hours for online learning	Total No. of Contact Hours
0 – 15	24 – 39	39

- o Online learning includes "synchronous online learning" and "asynchronous online learning".
- o No extra approval is needed from the BGS if a course's contact hours fall within this range.
- o Examples of this category: courses offered by a programme approved for online delivery

(ii)   Directed study mode:

Range of classroom-based contact hours	Range of guided independent learning hours	Total No. of Contact Hours
4 – 15	24 – 35	39

- o "Guided independent learning hours": a sub-category of contact hours in which students learn without the direct involvement of teaching staff and associates, but they can seek assistance from teaching staff and associates if necessary.
- o No extra approval is needed from the BGS if a course's contact hours fall within this range.
- o Examples of this category: research-based courses, project-based courses
- o Existing taught courses of doctoral programmes mostly fall within this category.

Section 2 – Template for Type II Courses (TPg and PD Courses with other Study Modes)

For Type I courses (which are TPg and PD courses with face-to-face contact as the primary delivery mode), the course coordinator can continue to use the current course outline template provided in the "Staff Handbook on Programme Quality Assurance".

For Type II courses (which are TPg and PD courses with other study modes: (i) Online learning as the primary delivery modes; and (ii) Directed study mode), the course coordinator should fill in the tables provided in **Annex 1**, to be attached to the course outline template.

香港教育大學

科目大綱

課程名稱	**：**	
課程 QF 程度	**：**	
科目名稱	**：**	(字數限制(含空格):英文不超過 100 字符，中文不超過 30 字)
		(請附科目英文名稱)

科目編號	**：**	
負責學系/單位	**：**	
學分	**：**	
教學課時	**：**	
先修科目	**：**	(如適用)
授課語言	**：**	
程度	**：**	

香港教育大學（教大）的畢業生素質(Graduate Attributes)及七個共通學習成果(Seven Generic Intended Learning Outcomes, 7 GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

副學位學生、本科生、修課式研究生、專業博士研究生以及研究式研究生的畢業生素質包含以下三個範疇 「英文簡稱 "PEER & I"」：
- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水平。

七個共通學習成果(7 GILOs)分別是：
1. 解決問題能力 (Problem Solving Skills)
2. 明辨性思維能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
4a. 口頭溝通能力 (Oral Communication Skills)
4b. 書面溝通能力 (Written Communication Skills)

5. 社交能力 (Social Interaction Skills)
6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

2. 科目預期學習成果

成果一：

成果二：

成果三：

3. 科目內容、預期學習成果及教與學活動

教授內容	科目預期學習成果 (CILOs)	教與學活動
	成果一 成果三	
	成果二 成果四	
	成果三 成果四	
	成果一（等）	

4. 評核

評核課業	所佔比重	科目預期學習成果 (CILOs)
(a)		成果一 成果二
(b)		成果一 成果四
(c)		成果二 成果四（等）

5. 生成式人工智能於科目評核的使用
請僅選擇一項適用於本科目的選項：

☐ *不允許使用*：本科目中的所有評核項目均不得使用生成式人工智能工具。

☐ *允許使用*：本科目允許學生在部分或全部評核項目中使用生成式人工智能工具。教師將於第一堂課及相關評核說明中提供具體指引，包括任何使用限制或額外要求（例如：適當標註、撰寫反思報告等）。

6. 指定教科書

7. 推薦書目

8. 相關網絡資源

9. 相關期刊

10. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (https://www.eduhk.hk/re/student_handbook/tc/Academic-Honesty-And-Copyright.html)。 同學應熟悉有關政策。

11. 其他資料

課程名稱　　　　　　**：**
科目名稱　　　　　　**：**
科目編號　　　　　　**：**
負責學系　　　　　　**：**
學分　　　　　　　　**：**

授課/學習模式：

□　　以線上學習為主要授課模式

課堂面授課時 **(0-15)**	線上學習課時 **(24-39)**	教學課時總計
		39

□　　指導學習模式

課堂面授課時 **(4-15)**	指導自習課時 **(24-35)**	教學課時總計
		39

Supplementary Information on the Contact Hours for Taught Postgraduate (TPg) Courses [Except Postgraduate Diploma of Education (PGDE)] and Professional Doctorate (PD) Courses

Section 1 – Guidelines on the Number of Contact Hours for TPg Courses [Except PGDE] and PD Courses

Type I – TPg and PD courses with face-to-face contact as the primary delivery mode:

Range of classroom-based contact hours	Range of non-classroom-based contact hours	Total No. of Contact Hours
27 – 36	3 - 12 (0 – 3 for online learning; 3 – 12 for other learning activities)	39

- "Non-classroom-based contact hours": a sub-category of contact hours which involves the direct engagement of teaching staff and associates outside classrooms or non-university-based educators on a face-to-face basis (e.g. fieldwork, group work, experiential learning activities, outreach learning activities, online lessons, internship and placement).
- To maintain consistency with the Undergraduate(UG) policy on contact hours, the maximum number of online components (including both synchronous and asynchronous) for one course replacing face-to-face contact hours shall not exceed one lesson (i.e., 3 hours for a 39-hour course).
- Both "synchronous online learning" and "asynchronous online learning" falls into this category:
  - "synchronous online learning": involves the direct engagement of teaching staff and associates in guiding and supervising students on a virtual basis.
  - "asynchronous online learning": involves contribution from but the indirect engagement of teaching staff and associates on a virtual basis, such as the provision of electronic and/or online materials.
- Practicum / Field Attachment and Field Study courses are grouped under "Type I". If any of these courses cannot fulfill the breakdown between the classroom-based and non-classroom-based contact hours of "Type I", the relevant programme should submit an application with full justifications to the Board of Graduate Studies (via the Faculty Board/Academic Committee) for special approval.

Type II – TPg and PD courses with other study modes

(i) Online learning as the primary delivery mode:

Range of classroom-based contact hours	Range of hours for online learning	Total No. of Contact Hours
0 – 15	24 – 39	39

- o Online learning includes "synchronous online learning" and "asynchronous online learning".
- o No extra approval is needed from the BGS if a course's contact hours fall within this range.
- o Examples of this category: courses offered by a programme approved for online delivery

(ii)   Directed study mode:

Range of classroom-based contact hours	Range of guided independent learning hours	Total No. of Contact Hours
4 – 15	24 – 35	39

- o "Guided independent learning hours": a sub-category of contact hours in which students learn without the direct involvement of teaching staff and associates, but they can seek assistance from teaching staff and associates if necessary.
- o No extra approval is needed from the BGS if a course's contact hours fall within this range.
- o Examples of this category: research-based courses, project-based courses
- o Existing taught courses of doctoral programmes mostly fall within this category.

Section 2 – Template for Type II Courses (TPg and PD Courses with other Study Modes)

For Type I courses (which are TPg and PD courses with face-to-face contact as the primary delivery mode), the course coordinator can continue to use the current course outline template provided in the "Staff Handbook on Programme Quality Assurance".

For Type II courses (which are TPg and PD courses with other study modes: (i) Online learning as the primary delivery modes; and (ii) Directed study mode), the course coordinator should fill in the tables provided in **Annex 1**, to be attached to the course outline template.

A Guide to the Course Outline Template

Course developers and lecturers: This template and its accompanying guide are designed to assist in developing outlines for specific courses. They are also designed to guide lecturers in constructing their individual teaching plans. The Education University of Hong Kong (EdUHK) respects the professional freedom of course developers to design courses to meet unique disciplinary and programme needs, as well as the individual lecturer's freedom to design a learning and teaching plan according to their professional strengths and well-informed judgments.

Coupled with this freedom is a professional responsibility to serve our learners' educational interests using best practices. The design of the Outcome-based learning (OBL) template and guide have been informed by research into best practices in planning, teaching, learning, and assessment in a higher education context as well as those practices specific to an OBL context. It is expected that course developers and lecturers will pay careful attention to the guidelines in this document. This attention should be evident in the resulting course-specific syllabi and learning and teaching plans.

In designing or redesigning a course, some decisions may constitute "minor revisions" while other changes may constitute major revisions. When revising courses, course designers are encouraged to consult the University policy on major and minor course revisions as well as their department's procedures for making and approving changes.

Administrators: The template is designed to promote transparency and quality in your courses. It is essential that you discuss this template and the related departmental expectations with lecturers. This template is not designed to substitute for the well-informed professional judgment of an accomplished lecturer; rather, it is designed to enhance, inform, and expedite course planning in an OBL context.

Part I

Programme Title: The programme to which the course contributes.

Programme QF Level: Level which reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the Education Bureau (EDB).   The HKQF is a 7-level hierarchy.   The level of a qualification is determined in accordance with a set of Generic Level Descriptors (https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html).

For sub-degree programmes pitching at HKQF Level 4, ie. Associate Degree and Higher Diploma, please refer to the Common Descriptors for Associate Degree and Higher Diploma Programmes for planning and development of these programmes. (available at: https://gia.info.gov.hk/general/202307/04/P2023070400464_424252_1_1688462685898.pdf)

Course Title: The full English title of the course.   The maximum length including punctuation marks and space is 100 characters, and abbreviation shall not be used.   The full Chinese title is optional.   It shall be in traditional Chinese characters with maximum 30 characters including punctuation marks and space.

Course code: An alphanumeric code assigned to a course.   The course code (CC) normally uses the subject code as a prefix, followed by four digits, where the first digit indicates the level of the course.

Department/Unit: The academic unit(s) responsible for administering the course.   If the course is interdisciplinary, this may be indicated, here.

Credit Points: The number of credit points assigned for the course.

Contact Hours: The number of hours that learners are expected to spend under the guidance of the lecturer in structured course activities.   This includes but is not limited to time spent inside a classroom according to pre-arranged hours.

[Remarks:
For Taught Postgradate (TPg) and Professional Doctorate (PD) courses, the types of delivery mode are as follows:
- Type I – TPg and PD courses with face-to-face contact as the primary delivery mode

- Type II – TPg and PD courses with other study modes
  - (i) Online learning as the primary delivery mode
  - (ii) Directed study mode

For Type II courses, the course coordinator should fill in the information and complete the tables in **Annex 1** to be attached to this template. Please refer to **Annex 2** for more details.]

Pre-requisite(s): *(If applicable)* Learners must pass these courses before they are allowed to take the current course. Please state the course titles and codes (if any).

Medium of Instruction: The language(s) in which teaching, learning, and assessment takes place.

Course Level: EdUHK's internal classification of courses, which is distinct from the HKQF Levels adopted by EDB.   Courses within a degree programme present different degrees of challenge and complexity.   A higher-level indicates a higher degree of complexity and challenge.   Courses with higher levels are generally taken by more experienced learners and may require satisfaction of pre-requisites.   Course level may have a significant impact on course intended outcomes, course content, materials, instructional strategies, and assessment.   The existing levels of courses are listed below:

Course Level	Description
0	Sub-degree level
1-4	Undergraduate level *Level 1: Foundation* *Level 2: Intermediate* *Level 3: Upper-intermediate* *Level 4: Advanced*
5	Postgraduate certificate/diploma, professional development programme level
6	Master level
7-8	Doctoral level

Part II

A. Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate Students and Seven Generic

Intended Learning Outcomes

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "**PEER & I**"):

● **P**rofessional **E**xcellence;

● **E**thical **R**esponsibility; **&**

● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

Graduate Attributes for Sub-degree Students

Professional Excellence

- Acquisition of the knowledge and skills in their study, successful application in their profession, and eagerness to continually improve and develop;
- Key competencies in critical thinking, communication, problem solving and collaboration skills; ability to integrate theory and practice; positive and professional attitude; and
- Contribution to their professional field through practice in the local context.

Ethical Responsibility

- Awareness of being a caring, socially and ethically responsible citizen;
- Upholding of professional ethics and integrity; and
- Core ability to think critically and independently to make moral judgements.

Innovation

- Possession of global awareness and information technology competency with aspirations;
- Readiness to engage in lifelong learning; and
- Ability to generate creative approaches and ideas.

Graduate Attributes for Undergraduate Students

Professional Excellence

- Articulation of the knowledge and skills acquired in their study and successful application in their profession, and aspiration to continuous improvement and development;
- Competencies in critical thinking, communication, problem solving and collaboration

skills, integrating theory and practice; positive and professional attitude; and

- Contribution to sustainable social and economic development in Hong Kong and beyond.

Ethical Responsibility

- Awareness of and commitment to being a caring, socially and ethically responsible citizen;
- Upholding moral values and integrity; and
- Ability to think critically and independently to make moral judgements.

Innovation

- Possession of a global mindset, technological literacy and entrepreneurship with drive and aspirations;
- Readiness to learn and engage in lifelong learning; and
- Ability to generate creative, innovative and effective approaches and ideas.

In line with the University's integrative approach to whole person development through both formal and non-formal learning, the three attributes are integrated and are of equal importance to ensure students achieve a meaningful development, as presented in the diagram below:
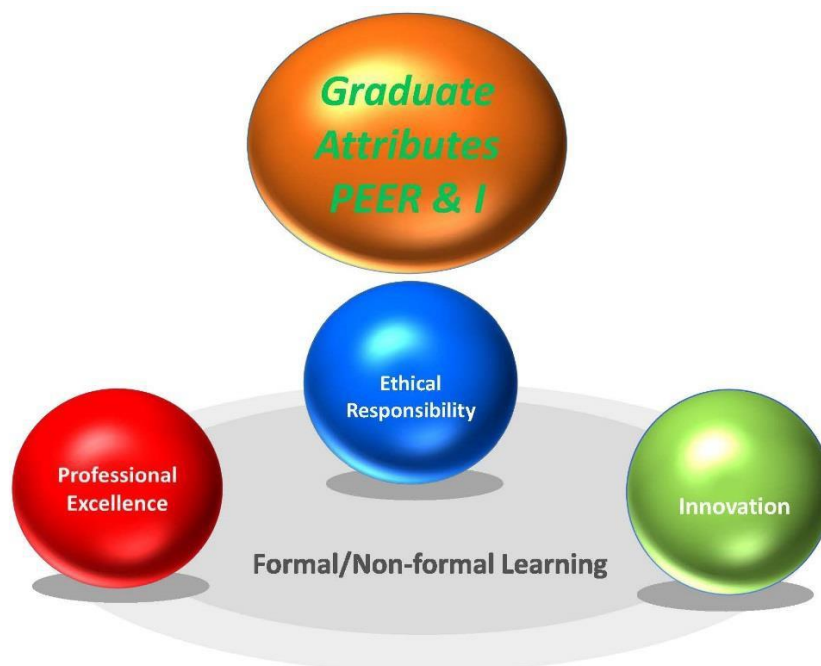
Graduate Attributes for Taught Postgraduate Students

Professional Excellence

- Demonstrate an advanced and up-to-date knowledge, understanding and competence in a specialty;
- Apply theoretical and professional knowledge and strategies into practice and promote evidence-based practices through the application of rigorous methodology;
- Understand research, and / or advanced technology or professional activity; and
- Prepare to make contribution to a field either through practice or research.

Ethical Responsibility

- Uphold ethics in academic inquiry of a chosen field;
- Possess the professional ethics and social responsibility in a profession; and
- Be sensitive to multiple contexts and value diversity and differences.

Innovation

- Be able to critically review, differentiate and synthesize knowledge in a discipline and apply diagnostic and creative skills in a range of situations;
- Be capable of locating problems/gaps in established literature / contexts; and
- Enable change and innovation by encouraging new ways of knowing and doing.

Graduate Attributes for Research Postgraduate and Professional Doctorate Students

Professional Excellence

- Is at the international forefront of respective subject area, and demonstrate a comprehensive understanding of the theories and /or policies as applied to a specialty area;
- Able to evaluate the appropriateness and usefulness of various perspectives and processes in research;
- Discover and define emerging questions in a specialty and contribute to the development of new knowledge / theories / methods / interpretations / forms of documentation within the specialty; and
- Apply advanced skills in research design as well as methods for data collection and analysis for the areas of study.

Ethical Responsibility

- Demonstrate an understanding of and full commitment to the underlying values and ethics of the scientific inquiry of the chosen field;
- Possess professional ethics and develop a pro-active sense of social responsibility in a field as an academician or researcher; and
- Maintain a high level of ethical integrity by always prioritizing ethical values over

self-interest.

Innovation

- Appraise the literature, ideas, and other information critically from local, regional and international sources;

- Conduct original research via appropriate and creative methodologies and analyze data with flexibility and novelty, which contribute to the fields or society; and

- Extend or transform a novel or unique idea, question, format or create new or boundary-crossing knowledge

Seven Generic Intended Learning Outcomes

The seven Generic Intended Learning Outcomes (GILOs) represent the qualities that will be required of citizens in the 21st century, and are based on the assumption that the challenges of the 21st century requiring such skills and knowledge. They are increasingly demanded by employers and key stakeholders as necessary employment skills and competencies for knowledge-based economy, which are also outcomes required of active and responsible citizens. The following table provides a brief description to each of the seven GILOs:

Generic Intended Learning Outcomes (GILOs)	Operational Criteria	
1. Problem Solving Skills	1.1	Identify the problem
	1.2	Formulate a plan to solve the problem
	1.3	Implement a solution and monitor the process
	1.4	Reflect upon and evaluate the process and outcomes
2. Critical Thinking Skills	2.1	Identify the issue
	2.2	Examine the influence of the context and assumptions
	2.3	Analyse and evaluate the issue
	2.4	Formulate a conclusion/position (perspective/thesis/hypothesis)
3. Creative Thinking Skills	3.1	Sensitivity
	3.2	Flexibility
	3.3	Innovative thinking
	3.4	Connecting, synthesising, transforming
	3.5	Elaboration
4a. Oral Communication Skills	4a.1	Convey a central message with context and purpose
	4a.2	Use supporting evidence
	4a.3	Display organisation
	4a.4	Use proper language and engage the audience
4b. Written Communication Skills	4b.1	Consider context and purpose
	4b.2	Use supporting evidence

Generic Intended Learning Outcomes (GILOs)	Operational Criteria	
	4b.3	Display organisation/ structure
	4b.4	Use proper language/ grammar and format
5. Social Interaction Skills	5.1	Initiate and maintain relationships
	5.2	Interact with others appropriately in specific contexts
	5.3	Practise negative assertions
	5.4	Manage conflicts
6. Ethical Decision Making	6.1	Recognise ethical issues
	6.2	Evaluate different ethical perspectives/concepts
	6.3	Establish ethical intention
	6.4	Apply ethical perspectives/concepts
7. Global Perspectives	7.1	Aware of one's own culture
	7.2	Recognise global issues and interconnection
	7.3	Initiate interactions with other cultures
	7.4	Make long-term decisions for the benefit of future generations

B. Course Synopsis: This summarizes the scope of the course content and activities. Depending on the nature of the course, the designer or lecturer may wish to include a philosophy and orientation to teaching and learning.   This statement should articulate the lecturer's role in facilitating the learning process.

C. Course Intended Learning Outcomes:

Definition
CILOs are statements that identify how learners may demonstrate achievement by the end of the course, according to predetermined standards of performance and content.

Criteria
CILOs should be made explicit to learners and they must guide the teaching, learning, and assessment activities of the course.

A well-written CILO should contain the following components:

- A verb that indicates what the learner is expected to be able to do by the end of the period of learning
- The content area in which the learner is acting or with which the learning is interacting
- An indication of context and standards (if relevant)

Please note: Many desirable results of teaching, learning, and assessment may not be directly assessable within the context of the course.   There may also be unintended but highly useful outcomes of a learning experience. Lecturers are encouraged to aim for such results.   However, in the context of this document, these are not CILOs.   CILOs describe those results that meet the following criteria:

- Intended
- Learner-centered
- Demonstrable through learner-generated evidence

Examples of useful and less useful outcomes, using criteria

Intended

- Useful: Upon successful completion of this course, learners should be able to apply child development theory to their analysis of case studies.
- Why: This outcome clearly focuses on what is expected of the learner.   At the same time, possibilities remain open for learners to demonstrate achievement in different ways.   This outcome could be assessed using different methods, allowing flexibility for the lecturer in designing their course.

- Not useful: Learners will review case studies illustrating child development theory.
- Why not: The expectation for learners to "review" is too broad to give a clear sense of intention.   The intended learning is not evident from this statement.

Learner-Centered

- Useful: Upon successful completion of this course, learners should be able to analyze educational settings using neuroscience theory.
- Why: The focus is on what the learners must do with the knowledge.   While this is learner-centered, the outcome still clearly conveys a specific discipline-informed focus that informs the teaching, learning and assessment.

- Not-useful: The course will cover elements of the neuroscience of learning in educational settings.
- Why not: While the content is specific, there is no indication of what the learner is to do with this knowledge or of how the lecturer might determine if learning has taken place.   This is a content coverage statement, not a learner-centered statement.

<u>Demonstrable through learner-generated evidence</u>

- Useful: Learners successfully completing the course should be able to evaluate the impact of international environmental research on Chinese environmental policies.
- Why: This outcome statement gives clear guidance to the lecturer as to the learning to be assessed and how criteria might be constructed by which learners' work is evaluated.

- Not useful: Learners successfully completing the course should become enthusiastic about the environment.
- Why not: While this is a desirable objective, it is not something that the lecturer may determine as a CILO with any degree of accuracy.   Moreover, the lecturer may not hold learners accountable for their enthusiasm, or even evaluate them on this, reliably.

Some Course Intended Learning Outcome Design Guidelines

- Ask yourself, "What do I want my learners to know and be able to do by the end of the course?"
- Assure that CILOs are appropriate and achievable for the level and intent of the course.
- A typical useful number of CILOs is four to six per course.   This is a matter of professional judgment, though.
- Address the relevant learning without becoming atomistic.   Too much detail and the course loses flexibility and liveliness. Not enough detail results in a CILO that cannot guide teaching, learning, and assessment.

D.   Course Content: These are carefully selected and organized topics covered through the course. Content should meet at least two criteria:

- Align with the intended learning outcomes of the course
- Facilitate the intended scope, depth, and level of the course

E.   Suggested Teaching & Learning Activities:

Definition

The teaching and learning activities (TLAs) are the planned opportunities for learners to achieve mastery of the course content and skills. TLAs assume various forms such as lectures, tutorials, debates, small-group work, practicums, rehearsals, problem-based learning activities, etc.

Criteria

There is no one "right" way to approach pedagogical/andragogical engagement. Rather, it is a matter of aligning the TLAs to achieve:

- Desired outcome(s)
- An appropriate scope, depth, and level of the desired engagement
- The specific population of learners
- Intended demonstrations of achievement (assessment)

Examples

There are many robust, well-researched and validated approaches to teaching and learning in a higher education context. Some of these approaches include:

- Lecture
- Lecturer-led Questions and Answers (Q&A)
- Problem-Based Learning Activities
- Cooperative Group Work
- Collaborative Group Work
- Guided Research Activities
- Lab Work
- Simulation and Role-Play
- Restricted/Unrestricted Performance Activities

Research into teaching and learning in higher education suggests courses that employ a variety of well-designed and innovative teaching and learning techniques tend to result in deeper and more complex learning.

F. Assessment:

Lecturers, administrators and course designers are strongly encouraged to familiarize themselves with the University's Policy on Student Assessment.

Definition

At the course level, assessment is the process of collecting, analyzing, interpreting, reporting,

and using evidence of learner achievement.

Criteria

Four essential characteristics of course assessments are that they:

- Are used in accordance with valid, reliable, and ethical practice
- Provide for evaluation of learners' achievement through criteria aligned with CILOs
- Employ a defensible set of criteria with reliable discrimination among levels of achievement
- Yield a useful indicator of learner performance

Purpose

Course assessment is typically performed to satisfy four purposes:

- Formative: provide rapid feedback to increase learning and guide immediate instruction
- Summative: evaluate degree of outcomes achievement and provide marks, scores, and grades
- Developmental: improve the quality of the course and of instruction
- University-wide: provide evidence that may inform quality initiatives at subject, programme, and university levels

A particular assessment may satisfy one or more of these purposes. Also, research into best assessment practices suggests that providing an assessment early in a course helps students understand achievement expectations and contributes to better course achievement, overall.

Types of Assessment Tasks

There are many types of assessment. Here are several categories with examples:

- Paper and Pencil
  - Essays, examinations, term papers, research papers, reports, case studies, portfolios
- Participation
  - Online discussion, in class discussion, peer sharing, group work contribution, presentation of assignment and answering questions from peers and lecturers, consultation and meeting with lecturer on assignment
- Authentic/Performance
  - Role play, simulation, presentation

Lecturers are encouraged to extend and refresh their professional assessment knowledge through participating in professional development opportunities and conducting

independent research.

Number and Weighting of Assessment Tasks

Courses should offer diverse opportunities for learners to demonstrate achievement. Offering diverse assessment opportunities to learners is also a tenet of the University's Policy on Student Assessment.

The types of assessment tasks to be used should fit the nature of the course, its expected outcomes and the learners. It is suggested that the number of assessment tasks for a course should be in the range of two and three, whereas the weighting for each assessment task should be in the range of 10% and 70%. The assessment tasks should include at least one individual assignment/assessment in a course. Furthermore, if group work is a component of assessment, it is suggested that its weighting should not contribute to more than 50% of the overall assessment in a course. Course designers and lecturers may consider the appropriate number and weighting of assessment tasks/sub-tasks and the type of assessment to be used, according to the nature of the course, time-factor, learner population, and well-informed, professional judgment. The number of assessment tasks and weighting for each assessment task suggested above are normally applicable to a course with 3 credit points, and flexibility should be given to courses of Professional Development Programmes (PDPs) or those carrying less credit points.

Word Length Ratio

The overall summative assessment load will be commensurate with the credit points and nature of the assessment task(s) of a course. For example, students are normally expected to complete a written assignment of about 3,000 English words (or 4,800 Chinese characters) for a 3-credit point course, subject to the nature and level of studies.

G. Required Text(s): The text(s) associated with the course. Lecturers should regularly check for new additions or updates to a text and discuss their choice of text(s) with the appropriate colleagues. In selecting a new text or reviewing what is currently used, reflect on how well the text:
- Supports the aims of the course
- Enables the achievement of the CILOs

H. Recommended Readings: Specific supplementary material that may enhance learners' mastery of outcomes or extend their knowledge and skills.

I.   Related Web Resources: Websites, newsgroups, and other net resources that have strong relevance to the course and may serve to enhance the teaching, learning and assessment therein.

Two cautions on web resources:

- Web resources are often neither edited nor subject to peer-review; course designers and lecturers must take <u>great care and responsibility</u> in reviewing and selecting appropriate web-resources.
- The addresses [uniform resource locators (URLs)] of web resources sometimes change. Lecturers should periodically check to see that the addresses provided to learners are still valid.

J.   Related Journals: Peer-reviewed and other professional publications that are resources for current research relevant to the course.

K.   Academic Honesty: The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith as clearly spelt out in the *Policy on Academic Honesty, Responsibility and Integrity*.   References to the Policy should be included in the course outlines so as to raise student awareness of the University's policy on academic honesty at the beginning of each course.

L.   Others: Any additional elements of the course outside the defined categories that should be made explicit.

June 2024

THE EDUCATION UNIVERSITY OF HONG KONG

**Suggested format of submission document for review of new programmes
(applicable to programmes at HKQF Level 4 and above)**

<u>**Programme document**</u>

(a)   **Part I: General Information**

Total no. of pages : 20 (maximum limit) (excluding course outlines)

Section   1   Introduction
- General background, purpose and structure of the submission.

Section   2   Demand for the programme
- Evidence in support of the demand for the programme and academic subjects to be offered, employment prospects of the graduates and the pool of possible students.

Section   3   Mode of study and intake projection
- Mode of study, projected target intake for the programme and the academic subjects to be offered.

Section   4   Programme aims and objectives
- Programme aims and objectives [i.e. Programme Intended Learning Outcomes (PILOs)] and background reference materials as appropriate.
- Mapping tables showing the alignments of Generic Intended Learning Outcomes (GILOs)-PILOs-Course Intended Learning Outcomes (CILOs).
- Programme QF Level [Note 1] and mapping tables showing the alignments of Generic Level Descriptors (GLDs) with Programme Intended Learning Outcomes and courses

Section   5   Admission requirements
- Minimum qualifications for admission to the programme, specific requirements for the academic subjects; special conditions for advanced study if applicable; and the entry and exit tests if required.

Section   6
- Programme's contribution to the University's Strategic Plan and its articulation to relationship and complementarity with other programmes of the University.
- For Education-related programmes, please provide analysis to demonstrate that there is at least 60% of teacher education

elements with 40% and 20% for content knowledge and pedagogical knowledge respectively.

Section 7   Programme structure and curriculum
- Detailed description of the academic structure of the programme including an overview of the programme structure, the organization of the curriculum, major subject areas, field experience (FE)/practicum, rationale of the key programme features, integration of the various programme elements, mechanism to achieve the Government's required information technology (IT) or language competence standards (if applicable), and medium of instruction.
- A complete list of the courses and a summary table of course synopsis and assessment.
- Credit Points [Note 2]
- QF Credits [Note 3] (only mandatory for programmes at QF Levels 1-4)

Section 8   Methods of teaching and learning
- Description of the teaching and learning methods to be adopted and the rationale in the taught courses, project and FE, wherever applicable.

Section 9   Assessment and graduation requirements
- Description of the assessment policy and procedures, and graduation requirements.
- Please specify if there is any deviation from the University's existing policies and regulations.

Section 10   Programme quality assurance procedures and mechanisms
- A summary of programme quality assurance mechanisms at the University, faculty, academy, programme and course levels.
- A concise description of programme development process, programme review process and programme revision mechanism.
- Please attach terms of reference and operation of the Programme Committee and coordination of the teaching team.

Section 11   Staff and resource support for the programme

(b) Part II: Course outlines

Note 1: Programme QF Level reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the Education Bureau (EDB). The HKQF is a 7-level hierarchy. The level of a qualification is determined in accordance with a set of Generic Level Descriptors. (https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html)

For sub-degree programmes pitching at HKQF Level 4, ie. Associate Degree and Higher Diploma, please refer to the Common Descriptors for Associate Degree and Higher Diploma Programmes for planning and development of these programmes. (available at: https://gia.info.gov.hk/general/202307/04/P2023070400464_424252_1_1688462685898.pdf)

Note 2: Credit point is the basic unit of study common across courses in the University to indicate the number of hours of student effort. For details on the University's Credit Point, please refer to the Chapter on Study Load in the General Academic Regulations (https://www.eduhk.hk/re/student_handbook/text_en4_1-b.html#7).

Note 3: QF credit is a common currency under HKQF, expressed in notional learning time (One QF credit consists of 10 notional learning hours).   According to the Use of Credit under the QF introduced by the EDB, new programmes at HKQF Level 1-4 have to indicate QF credit values on the Qualifications Register (QR) starting from 2014.   As regards programmes at HKQF Level 5-7, indication of QF credit is voluntary; and for programmes without indication of QF credit, a remark indicating a range of QF credit will be displayed on the QR for full-time four-year bachelor's degree programmes and full-time one-year taught master's degree programmes with effect from September 2020.

For details on the QF credit, please refer to the HKQF website (https://www.hkqf.gov.hk/en/KeyFeatures/credit/index.html).

June 2025

THE EDUCATION UNIVERSITY OF HONG KONG

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Suggested Format of Full Proposal
for New Majors / Minors / Strands / Specializations / Areas
(Maximum 15 pages excluding appendices)

</div>

1. Summary

Proposed title:	*(in both English and Chinese)*
Major / Second Major / Minor / Strand / Specialization / Area:	*(please delete as appropriate)*
Affiliated Faculty:	
Offering Department(s)/Unit(s):	*(if more than one department/unit, please indicate the hosting department/unit)*
Admission requirements / Prerequisites:	
Credit points:	
Projected number of students:	
Maximum number of students:	*(if any)*

2. Aims and objectives

3. Learning Outcomes

4. Describe the student population to be served and market to be targeted.

5. Describe how this new Major / Minor / Strand / Specialization / Area complements the programme(s) to achieve programme learning outcomes and generic learning outcomes *(if applicable)*.

6. Prerequisite of the Major / Minor / Strand / Specialization /Area *(if any)*

7. Structure of Major / Minor / Strand / Specialization /Area and courses involved *(please include course outline of each course as appendix, indicate whether it is new or existing course and specify if course-related changes are required to accommodate the needs of the new major/ minor/ strand/ specialization / area)*

8. Methods of teaching and learning *(description of the teaching and learning methods to be adopted and the rationale in the taught courses, projects, practicum, attachments and field experience, wherever applicable)*

9. Assessment requirements

10. List out the sources and implication of resources involved such as financial and personnel, etc.

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

Template for Proposal of New Programmes at HKQF Level 1-3 and
Non-award Bearing Programmes/Courses
(not more than 5 pages excluding appendix, and use point form if appropriate)

---

1. **General information**

   Programme award/title *Note 1*
                OR
   Course title (non-award bearing): _____
                                  (in both English and Chinese)

   HKQF Level *Note 2*:   Non-award bearing/ HKQF 1/ HKQF 2/ HKQF 3*

   QF credits, if applicable *Note 3*: _____

   Credit points, if applicable *Note 4*: _____

   Mode of delivery: Full-time / Part-time / others (please specify) *

   Offering unit(s): _____

   Admission requirement(s), if any: _____

   Planned intake quota: _____

   Implementation date/duration: _____
   *delete as appropriate.

2. **Intended Learning Outcomes** *Note 5*

   Upon completion of the programme/course, students will be able to:
   (1)
   (2)
   (3)
   (4)

3. **Course list** *(for programmes with more than one courses)*

Course title	QF Credits, if any *Note 3*	Credit Points, if any *Note 4*

4. **Assessment and graduation/completion requirements, if any**

    Please provide brief description on assessment policy and procedures, and graduation/completion requirements of the programme/course, as applicable.

5. **Resource support for the programme/course**

    Please provide relevant resource support for the programme/ course, e.g. budget plan, and staffing, etc.

6. **Supporting documents**

    Please attach the following documents if applicable:
    -   Course outline(s) *(for programmes at HKQF Level 1 – 3)* [Note 6];
    -   A mapping table showing the alignments of Generic Level Descriptors (GLDs) with PILOs and courses/CILOs *(for programmes at HKQF Level 1 – 3)*;
    -   A summary table on the calculation of QF credits, if applicable;
    -   Budget plan; and
    -   Details on recognition of prior learning (RPL), if any.

    Note 1: According to the Award Titles Scheme (ATS) launched by the Education Bureau (EDB) since 2013, all programmes have to conform to the ATS for registration at the Qualifications Register (QR).   Please refer to the Annex for the "Choice of Award Titles for Different Levels".   Further details are available on the website: https://www.hkqf.gov.hk/en/KeyFeatures/ats/index.html.

    Note 2: Programme QF Level reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the EDB.   The HKQF is a 7-level hierarchy.   The level of a qualification is determined in accordance with a set of Generic Level Descriptors. (https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html)

    Note 3: QF credit is a common currency under HKQF, expressed in notional learning time (One QF credit consists of 10 notional learning hours).   According to the Use of Credit under the QF introduced

by the EDB, new programmes at HKQF Level 1-4 have to indicate QF credit values on the QR starting from 2014. As regards programmes at HKQF Level 5-7, indication of QF credit is voluntary; and for programmes without indication of QF credit, a remark indicating a range of QF credit will be displayed on the QR for full-time four-year bachelor's degree programmes and full-time one-year taught master's degree programmes with effect from September 2020.

For details on the QF credit, please refer to the HKQF website (https://www.hkqf.gov.hk/en/KeyFeatures/credit/index.html).

Note 4: Credit point is the basic unit of study common across courses in the University to indicate the number of hours of student effort. For details on the University's Credit Point, please refer to the Chapter on Study Load in the General Academic Regulations (https://www.eduhk.hk/re/student_handbook/text_en4_1-b.html#7).

Note 5: Optional for non-award bearing programmes/courses not seeking for Continuing Education Fund (CEF) registration.

Note 6: Programmes may use the course outline template for programme development (Appendix VIII), if applicable; and make reference to "Course development and scrutiny process" in Chapter 3 for course development.

July 2023

Annex

1
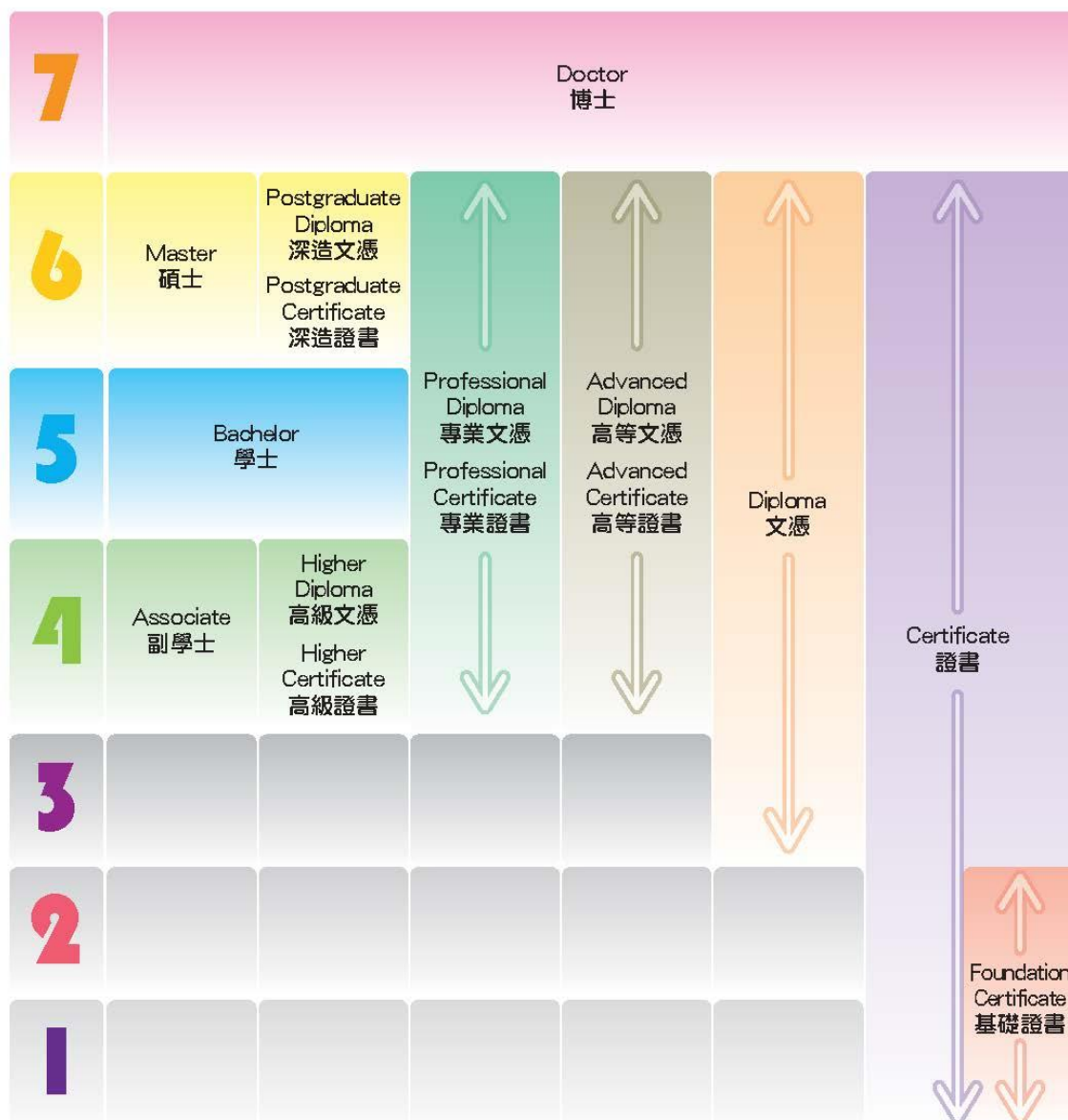
THE EDUCATION UNIVERSITY OF HONG KONG

**Quality Assurance and Enhancement Procedures for
Professional Development Programmes Offered by University-level Centres,
Faculty-level Centres and Non-Academic Units**

Quality Assurance/Enhancement (QA/E) Procedures for Professional Development Programmes (PDPs) Offered by University-level Centres

1. The QA/E procedures for PDPs offered by University-level centres are set out below:

    (a) For <u>programme planning</u>, initial programme proposals of PDPs developed and hosted by University-level centres should be submitted to their Line Manager, i.e. Vice President (Research and Development) [VP(RD)] for endorsement after seeking support from the Advisory Committee on PDPs and Education Bureau. After endorsement by the Line Manager, Academic Planning and Development Committee (APDC) will approve the initial programme proposal and report to Academic Board (AB) for information.

    (b) For <u>programme development</u>, VP(RD) as the Line Manager will set up a Programme Development Committee (PDC) or working group. The PDC needs to arrange an external review for the full programme proposal. After ensuring inputs of academic standard of new PDPs through external review, the full programme proposals of PDPs will be submitted to Learning and Teaching Quality Committee (LTQC) via VP(RD) for approval. LTQC will report the implementation approval to AB for information in annual report.

    (c) There are other programme review and revision procedures for continuous QA/E including <u>periodic programme review, annual programme report, programme revisions and external examiner system</u>. The proposed parties for action/endorsement/approval for respective action items in the stages of programme planning, development, review, revision, etc. are set out in **Annex.**

    (d) For <u>programme management</u> and related QA/E mechanisms, as a guiding principle, a University-level centre will perform like an academic department and provide its own administrative support for programme management and QA/E for each PDP it offers. These will include the setting up of Programme Committee and Board of Examiners (BoE), administering Student Evaluation of Teaching (SET), organising staff-student consultative meeting, etc. If necessary, a University-level centre can discuss with an academic department or faculty the possibility of arranging programme administrative support upon mutually-agreed

terms. Furthermore, where appropriate, a University-level centre may discuss with relevant academic department or faculty to jointly arrange for BoE meetings. BoE report of the PDP offered by University-level centre will be submitted to the Line Manager for endorsement.

(e) University-level centres which offer PDPs are subject to <u>departmental review and benchmarking</u> as decided by the Senior Management when need arises.   Where applicable, they could make use of the framework, guidelines and templates adopted for departmental review and benchmarking to conduct their own review.

2. To provide support to VP(RD) if he/she is the Line Manager of the University-level centres, it is proposed that VP(RD) can decide if to delegate relevant action items to a senior staff, e.g. an Associate Vice President (AVP), for implementation, where appropriate.

3. In the case where the Line Manager and the centre head are the same person, to avoid conflict of interest in QA/E, it is proposed that for action items that require approval by the Line Manager, i.e. the column "For approval" in **Annex** refers, such action items will be submitted to Vice President (Academic) VP(AC) for approval after endorsement by the centre head.

QA/E Procedures for PDPs Offered by Faculty-level Centres

4. As a guiding principle, in terms of QA/E for PDPs offered by Faculty-level centres, the Faculty-level centres will be taken like an academic department. The QA/E procedures to be adopted shall follow the current procedures for PDPs offered by academic departments. The QA/E flows for programme planning, development, review, revision, etc. are set out in **Annex**.

QA/E Procedures for PDPs Offered by Non-Academic Units

5. The QA/E procedures for PDPs offered by University-level Centres are applicable to PDPs offered by non-academic units.

June 2023

QA/E Procedures for PDPs offered by University-level and Faculty-level Centres

Action Items	PDPs by faculty-level centres Note 1			PDPs by university-level centres Notes 2 & 3		
	For action	For endorsement	For approval	For action	For endorsement	For approval
1. Programme Planning						
(a) Approval of Initial Proposal	-	FB	APDC	-	Line Manager	APDC
2. Programme Development						
(a) Setting up Programme Development Committee or Working Group	Dean	-	-	Line Manager	-	-
(b) Appointment of external reviewers for programme development (panel or paper review)	External review is not required; the faculty is responsible to ensure the academic standard of the PDP			-	-	Line Manager
(c) Initial screening of programme submission before external review				-	Line Manager	-
(d) Endorsement of programme documents for external review				-	Line Manager	-
(e) Receipt of external reviewers' report				Line Manager	-	-
(f) Consideration of response document and feedback record sheet from PDC				Line Manager	-	-
(g) Implementation approval	-	-	FB (report to AB for information)	-	-	LTQC (report to AB for information)
3. Periodic Programme Review						
(a) Draw up annual review schedule for periodic review for submission to LTQC in September each year	FB	-	-	Line Manager	-	-
(b) Approve the format of the periodic review (on site, virtual panel meetings or paper review)	-	-	FB	-	-	Line Manager
(c) Appointment of external reviewers for periodic programme review (on site, virtual panel meetings or paper review)	-	-	FB (report to LTQC for noting/ comments)	-	-	Line Manager
(d) Initial screening of programme submission before external review	-	FB	-	-	Line Manager	-
(e) Endorsement of programme documents for external review	-	FB	-	-	Line Manager	-
(f) Receipt of review panel's / external reviewers' report	FB	-	-	Line Manager	-	-
(g) Consideration of response document and feedback record sheet from Programme Team	FB	-	-	Line Manager	-	-
(h) Submit response documents and recommendations for AB's approval	FB	-	-	Line Manager	-	-
(i) Sending feedback to review panel / external reviewers	FB	-	-	Line Manager	-	-

Action Items	PDPs by faculty-level centres Note 1			PDPs by university-level centres Notes 2 & 3		
	For action	For endorsement	For approval	For action	For endorsement	For approval
4. Annual Programme Review						
(a) Consideration of annual programme reports submitted by PCs and submission of annual programme reports to FB/LTQC	Associate Dean	-	-	Line Manager	-	-
(b) Approval of annual programme reports	-	-	FB	-	-	Line Manager
(c) Report approval of annual programme reports to Academic Board	FB	-	-	Line Manager	-	-
(d) Review of annual programme reports	VP(AC)	-	-	VP(AC)	-	-
5. Programme- / Course-related changes Note 4						
(a) Minor Course-related changes	-	-	HoD (report to Associate Dean for information)	-	-	Centre Head (report to Line Manager for information)
(b) Major Course-related changes / Minor Programme-related changes	-	-	Associate Dean	-	-	Line Manager
(c) Major Programme-related changes **other than** changes of programme/ award title and level of award	-	-	FB (submitted by Associate Dean)	-	-	Line Manager (submitted by Centre Head)
(d) Major Programme-related changes that **involve** changes of programme/ award title and level of award	-	-	AB	-	-	AB
6. External Examiner						
(a) To decide appointment of one EE to review a cluster of PDPs/ a PDP	Dean	-	-	Line Manager	-	-
(b) Approval of appointment of EE	-	-	FB (report to AB for information)	-	-	Line Manager (report to AB for information)
(c) Approval of EE visit plan	Visit not required					
(d) Oversee of package of EE	Programme Leader	-	-	Programme Leader	-	-
(e) Receipt of EE report	Chair of PC	-	-	Chair of PC	-	-
(f) Consideration of the responses to EE's report	-	-	FB (submitted by Dean)	-	-	Line Manager (submitted by Centre Head)
(g) Submission of overview report to LTQC	FB	-	-	Line Manager	-	-
(h) Sending feedback to EE	Dean	-	-	Line Manager	-	-

Note 1: The procedures are in line with the current procedures for PDPs offered by academic departments.

Note 2: The procedures are also applicable to PDPs offered by non-academic units.

Note 3: The Line Manager can decide if to delegate relevant action items to a senior staff, e.g. an AVP, for implementation, where appropriate. In the case where the Line Manager and the centre head are the same person, to avoid conflict of interest in QA/E, for action items that require approval by the Line Manager, such action items will be submitted to VP(AC) for approval after endorsement by the centre head.

Note 4: Please refer to Appendix XXVI for approval procedures for changes of admission requirements.

January 2025

THE EDUCATION UNIVERSITY OF HONG KONG

**Nomination of External Reviewer for External Review of New Programmes/
Periodic Review of Existing Programmes**

(a) *Programme Title:*

(b) *Nominee:*

(c) *Area of Study:*

(d) *Background:*
  i. *Current Position*
  ii. *Academic Qualifications*
  iii. *Serving Institution*

Please provide the following information about the serving institution of the nominee.
• QS World University Rankings:
• QS World University Rankings by Subject:
• Times Higher Education World University Rankings:
• Academic Ranking of World Universities *(also known as the Shanghai Ranking):*
• Project 985 University *(applicable to Mainland universities):* ☐ Yes ☐ No
• Other relevant information (e.g. academic reputation in the field):

(e) *Research Interests (if applicable):*

(f) *Teaching Areas (if applicable):*

(g) *Declaration of relationship with the Programme Team according to Note(1)(ii) & (iii) below:*

(h) *Website about the Nominee (if applicable):*

(i) *Attach a copy of brief CV (including email address) of the nominee demonstrating his/her expertise relevant to the programme (around 3 pages):*

(j) *Any foreseeable conflict of interest in relation to the programme or the University:*

(k) Please provide justifications if the nominee does not meet the criteria for nomination of external reviewers:

Notes:

1. All nominated external reviewers should:
    i)   not have been a member of staff at the University during the previous two years;
    ii)   not have had any formal relationship with any members of the Programme Team as follows:
        -   an honorary professor at EdUHK; external examiner to programmes within the faculty/academy; shared authorship of publications/engaged in joint research with EdUHK staff; …etc., over the previous three years;
        -   a visiting scholar of the department/academy/programme in the same academic year during which the review takes place; and
    iii) not have any other conflict of interest in relation to the programme and/or the University.

2. Please refer to the following paragraphs in Chapter 4 "Review of New and Existing Programmes" for details on the criteria for nominations of external reviewers:

    -   Criteria for nomination of external reviewers for review of new programmes: paragraphs 10 – 15
    -   Criteria for nomination of external reviewers for review of existing programmes: paragraphs 43 – 46 (panel review) and paragraphs 55 – 58 (paper review for Professional Development Programmes)

_____

May 2025

Template for Terms of Reference of External Review Panel

1. To advise the University on the merits of the proposed programme in relation to:

    i.   the coherence of the proposed programme with consideration of:
- rationale and community benefits
- potential student demand
- admission requirements
- aims, objectives and programme learning outcomes
- curriculum structure and content
- teaching and learning activities
- assessment methods and regulations

    ii.   the academic staffing and resource support, both current and planned; and

    iii.   the quality assurance (QA) mechanism.

2. To submit a report on the review of the proposed programme and to make any recommendations to the Board of Graduate Studies (BGS)/ Faculty Board (FB)/ Academic Committee (AC).

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

<table>
<tr><td>

List of External Reviewers for External Review of New Programmes/ Periodic Review of Existing Programmes approved by Faculty Board/ Academic Committee

(for submission to the Board of Graduate Studies/ Learning and Teaching Quality Committee)

</td></tr>
</table>

The following list of External Reviewers was approved by the <u>Faculty Board/Academic Committee</u>* on _____ (date).

Programme Title: _____

Form of Review: On-site review/ Written comments*

*delete as appropriate

<u>List of External Reviewers</u>

Priority	Name	Current Position	Serving Institution	In case of a panel review, please indicate the **Panel Chair** by putting a '√' in the box
				☐
				☐
				☐
				☐

<u>Note:</u>

This approved list of external reviewers should be submitted to the Board of Graduate Studies /Learning and Teaching Quality Committee for noting/comments, with the following documents:

- the completed nomination form of External Reviewer for External Review of New Programmes/ Periodic Review of Existing Programmes (Appendix XIII); and
- a copy of brief CV of the external reviewer demonstrating his/her expertise relevant to the programme.

January 2025

THE EDUCATION UNIVERSITY OF HONG KONG

**Suggested format of submission document
for review of existing programmes**

<u>**Programme document**</u>

Volume I - **Report and evaluation on programme implementation**
(max. no. of pages: 20)

Section 1 - Introduction

➢ Purpose of this submission

➢ Background of the programme
   • Key features and strength of the programme, etc.
   • Quality assurance (QA) of the programme

Section 2 - Critical appraisal of the programme

➢ Critical appraisal *(evidence-based)*

   • Methodology and parameters of the review
     (Course and programme evaluation, review of Performance Measures (PMs)/ University Key Performance Indicators (UKPIs)/ Internal Key Performance Indicators (IKPIs)/ Internal Performance Indicators (IPIs) data, graduate employment rate, student admission quality, report data of Institutional Research on Graduates (IRG), questionnaire surveys to school principals, external examiners' reports, meetings with students, etc.)

   • To what extent have the programme aims, objectives and learning outcomes been achieved?
     (Analysis of the Programme Outcomes Assessment (POA) results in the POA Portfolio, feedback collected from the students, teaching staff, schools, graduates and the Advisory Committee, etc.)

   • To what extent has the programme achieved the expected academic and professional standards?
     (Analysis of reports from the external examiners, comments from the schools, and statistics on applications and admission, and academic performance of students)

   • Have the teaching and learning methods been effective and consistent with the programme aims, objectives and learning outcomes?

(Analysis of the programme, course and teaching evaluation)

- How have the quality and experience of teaching staff contributed towards the development of the programme?
  (Recent activities and initiatives that underpin the development of the programme, e.g. research, scholarly and professional activities)

- Has the programme been operated and managed effectively?
  (Analysis of the overall operation and management of the programme with reference to the annual programme reports, etc.; Has the programme been provided with adequate resource support?   Has there been any additional resources required that are significantly different from the level of resources allocated for the first implementation of the programme?)

- Summary of constraints on programme implementation

➢ Summary of on-going adjustments and improvements to the programme
  (Action taken in response to feedback received from relevant parties and PMs/UKPIs/IKPIs/IPIs data)

Section 3 - Proposed changes and improvements to the programme

➢ Proposed changes and rationale including a summary or table highlighting the major revisions or changes made
  [e.g. Programme aims, objectives and learning outcomes, admission requirements, etc.]

Section 4 - Possible future developments
  (including challenges ahead)

Volume II - **General information of the programme** (max. no. of pages: 20)

Section 1 - Main features and strength of the programme

Section 2 - Demand for the programme

Section 3 - Mode of study and intake projection

Section 4 - Programme aims, objectives and learning outcomes

Section 5 - Admission requirements

Section 6 - Articulation/relationships to other programmes in the University

Section 7 - **Programme structure and curriculum**
- **Curriculum framework**
- **Main features**
- **A complete list of the courses and a summary table of course synopsis and assessment**

Section 8 - Methods of teaching and learning

Section 9 - Assessment and graduation requirements

Section 10 - University-school partnership

Section 11 - Programme management

Section 12 - QA procedures and mechanisms

Section 13 - Staff and resource support for the programme

Volume III **- Course syllabuses of the programme**

June 2020

Faculty of XXX / Graduate School / Academy for XXX

香港教育大學
The Education University
of Hong Kong

**Review Panel's / External Reviewer's Report for
Programme Periodic Reviews**

Please return the completed report to:

Faculty of XXXX / Graduate School / Academy for XXX
The Education University of Hong Kong
10 Lo Ping Road, Tai Po, New Territories
Hong Kong

Section 1: General Information

Programme(s) being reviewed:

Date(s) of panel visit (if applicable):

Name and post of members in the external review panel / external reviewers (as applicable):

_____

(Name and Post of the Chair) / Reviewer 1

_____

(Name and Post of the Panel Member) / Reviewer 2

_____

(Name and Post of the Panel Member) / Reviewer 3

Note: Programme Teams could include other items/questions in this report if necessary.

Section 2: Report

Please provide comprehensive comments on the respective areas below, and make recommendations for further improvements.

Programme Aims, Objectives and Learning Outcomes

Programme Structure and Curriculum
[Note: for double degree programmes, please comment on whether the balance of both majors (e.g. Education major and discipline major) were effectively achieved]

Learning and Teaching

Student Assessment and Graduation Requirements (if applicable)

Quality Assurance Mechanism of the Programme

Internship and School Partnership (if applicable)

Programme Benchmarking (if applicable)
[Note: in particular please comment on the academic standard of the Programme and students' performance as compared to those in other local or overseas institutions]

Academic Staffing and Staff Development

Resource Support to Students

Graduates' Career Development (if applicable)

Good Practice Identified

Recommendation / Suggested Area(s) for Improvement

Additional Comments

Signature:

_____   _____
(Name: Chairperson) / Reviewer 1   Date

_____   _____
(Name: Panel Member 1) / Reviewer 2   Date

_____   _____
(Name: Panel Member 2) / Reviewer 3   Date

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

Template for Preparing the Initial Proposal on Academic Collaboration for
Award-bearing Programme

Part I: Proposal of Academic Collaboration

1. Summary of the proposed academic collaboration

2. Rationale for the academic collaboration

3. Expected benefits of the proposed academic collaboration

Part II: Overview of Proposed Collaborative Programme

Please tick as appropriate and provide information to Items 4 – 9 as appropriate.

☐ *Development of new collaborative programme*
   The proposed collaborative programme will be a new award-bearing programme.

   or

☐ *Modification/Collaboration of existing programme*
   The proposed collaborative programme will be a modification/collaboration to an existing programme.

4. Programme summary
    (For modification/collaboration of existing programme, please indicate the modification(s) made in respect of the sub-categories of Item 4, as appropriate.)

    4.1 Proposed award title [Note 1]:
    4.2 Programme Level: sub-degree / undergraduate / taught postgraduate / professional doctorate / research postgraduate / professional development programme
    4.3 Programme QF Level [Note 2]:
    4.4 Awarding institution(s);
    4.5 Mode of delivery:
    4.6 Duration of study:
    4.7 Admission requirements:
    4.8 Planned intake quota:

5. Financial sustainability
    (including breakeven point for financial viability and analysis)

6. Staffing arrangement

7. Teaching and learning resources

8. Proposed implementation date

9. Legal issues/considerations, if any

Some sample questions to consider when exploring possibilities on academic collaboration are set out below for reference.

Sample Questions for Considering Academic Collaboration for Award-bearing Programmes

(a) Academic aspects
Sample questions may include
- Does the potential partner share similar mission and vision of the University?
- Does the collaboration bring add-on value to the University's current programme portfolio?
- Any past/current records related to the offering of similar programmes by the potential partner?
- Are the partner staff appropriately qualified and experienced? For example, is the partner institution on the registration list of the Hong Kong Education Bureau or NARIC (National Recognition Information Centre) in UK? What is the ranking of the partner institution in its own country?
- Are the awards granted by the potential partner locally and internationally recognized?
- Are there any indications about the market demand of the potential programme?

(b) Quality Assurance
Sample questions may include
- Does the potential partner possess a robust internal quality assurance and quality enhancement policies, procedures and practices aligned with those set up by the University? (e.g. external examiner system, assessment system, self-evaluation/review process in place, etc.)
- What are the proper procedures to establish the collaboration? (including procedures required by the University and the potential partner)

(c) Legal Issues
Sample questions may include
- Are there any legal requirements that need to be met? (including laws of partner-country and Hong Kong SAR)
- Is the proposed academic collaboration recognized in the partner-country? Are there any issues of intellectual property?

(d) Teaching and Learning Resources
Sample questions may include
- Will the learning environment enable students to achieve the learning outcomes?
- Is there adequate provision of teaching and learning resources and campus facilities to students such as information technology, library, classrooms, student support services, etc.?

(e) Financial Standing
Sample questions may include
- Is the partner financially stable?
- Is the programme financially sustainable and clear of any issues of cross-subsidization from UGC funds (in the case of self-financed programmes)?

Note 1: According to the Award Titles Scheme (ATS) launched by the Education Bureau (EDB) since 2013, all programmes have to conform to the ATS for registration at the Qualifications Register (QR). Please refer to the Annex for the "Choice of Award Titles for Different Levels". Further details are available on the website: https://www.hkqf.gov.hk/en/KeyFeatures/ats/index.html.

Note 2: Programme QF Level reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the EDB. The HKQF is a 7-level hierarchy. The level of a qualification is determined in accordance with a set of Generic Level Descriptors. (https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html)

For sub-degree programmes pitching at HKQF Level 4, ie. Associate Degree and Higher Diploma, please refer to the Common Descriptors for Associate Degree and Higher Diploma Programmes for planning and development of these programmes. (available at: https://gia.info.gov.hk/general/202307/04/P2023070400464_424252_1_1688462685898.pdf)

July 2023

QF Level
資歷級別

Choice of Award Titles for Different Levels
各 級 別 可 選 用 的 資 歷 名 銜
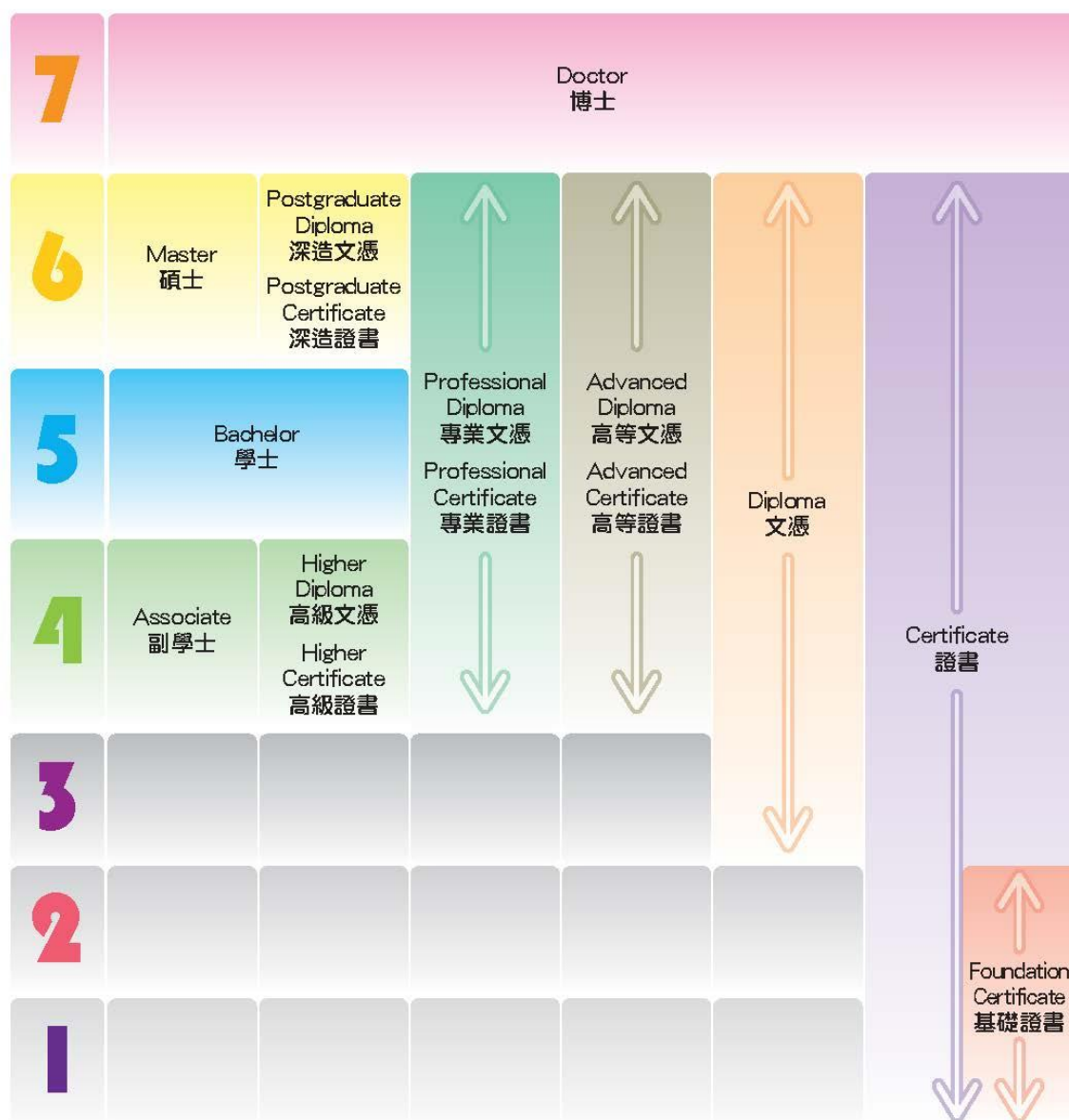
QF Level						
7	Doctor 博士					
6	Master 碩士	Postgraduate Diploma 深造文憑 / Postgraduate Certificate 深造證書	Professional Diploma 專業文憑 / Professional Certificate 專業證書	Advanced Diploma 高等文憑 / Advanced Certificate 高等證書	Diploma 文憑	Certificate 證書
5	Bachelor 學士					
4	Associate 副學士	Higher Diploma 高級文憑 / Higher Certificate 高級證書				
3						
2						Foundation Certificate 基礎證書
1						

1

Logo of Partner Institution

香港教育大學
The Education University
of Hong Kong

MEMORANDUM OF UNDERSTANDING
FOR ACADEMIC COLLABORATION

_____

BETWEEN

(NAME OF UNIVERSITY)

AND

THE EDUCATION UNIVERSITY OF HONG KONG

1. In the pursuit of excellence in scholarship and academic development, (Name of University) and The Education University of Hong Kong (EdUHK) hereby agree, subject to the vision and mission and the regulations applying to each party, to collaborate in the development, management and/or delivery of award-bearing programmes; and/or exchange of students and/or organization of joint conferences and seminars* in the following ways:

2. <u>For cases where the financial and operational details, and each institution's responsibilities are not yet known at the time of signing this Memorandum</u>, the operational details of mounting the collaboration activities and academic programmes as well as the responsibilities and financial commitments of the parties shall be further discussed and mutually agreed upon in writing by the two institutions prior to the actual implementation of the initiatives.

3. <u>For cases where the financial and operational details, and each institution's responsibilities are known at the time of signing this Memorandum</u>, the two institutions agree to adopt the Schedule to this Memorandum, which provides the operational details of mounting the collaboration activities and academic programmes as well as the responsibilities and financial commitments of the parties.   Any amendment of and/or modification to the Schedule will require written approval from the two institutions.

4. This Memorandum will remain in force for (*number of*) years. Any amendment of and/or modification to the Memorandum will require written approval from the two institutions. After the initial (*number of*) year period, this Memorandum may be renewed by mutual consent.

5. Save for students already enrolled in the award-bearing programme concerned and other activities organized in pursuance of the same as mentioned in the first paragraph herein

but not fully completed, each institution reserves the right to terminate this Memorandum upon twelve months' notice in writing to the other institution.

(* Please delete as appropriate)

The Memorandum shall take effect from the date when it has been signed by the two institutions:

For and on behalf of the
(Name of University)

For and on behalf of
The Education University of Hong Kong

(Signature)
(Title and Name)
(Post)

(Signature)
(Title and Name)
President

Date

Date

May 2016

香港教育大學
The Education University
of Hong Kong

Faculty / Graduate School Annual Report and Plan

Graduate School / Faculty of _____

[Report Date]

Table of Content

(Note: Content and format of this Annual Report is also applicable to the Graduate School (GS) with modifications as deemed appropriate.)

1. Mission and Vision Statements

This section should include the Mission and Vision statements of the Faculty. Should there be any changes to the statements from the past year, please highlight these changes.

2. Executive Summary

This Section should provide a summary of major achievements made over the past academic year and a general strategic planning in the next academic year.

3. Management Structure

This Section should present the management structure of the Faculty including Faculty Dean, Associate Deans, academic departments, teaching units, and various Faculty-level committees, preferably using an organization chart.

4. Highlights of Major Programmes / Projects / Tasks / Activities, and of Achievements and Progress on the Initiatives and Strategies in the Reporting Year and Planning for the Next Academic Year

This Section should highlight

(a) major programmes/ projects/ tasks / activities undertaken by the Faculty as well as its affiliated academic departments and teaching units in the past academic year covering three domains, namely Academic Development; Research and Knowledge Transfer; and Management and Infrastructure (also the three domains in our Strategic Plan 2016-2025); and

(b) the achievements and progress on the initiatives and strategies in the three domains by inserting and matching the sector-wide performance measures (PMs) specified by the UGC, and university-specific key performance indicators (UKPIs) contained in the "University Accountability Agreement" (UAA), plus a set of internal KPIs and PIs (IKPIs and IPIs) *(Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System).*

Domain 1: Academic Development

Reporting of major programmes / projects / tasks / activities

The following gives some examples to be included in this Section, as deemed appropriate. **They can be presented in point form or sentence/paragraph writing, or can be inserted in the following tables where appropriate.**

- measures to enhance quality of the student experience of learning and teaching
- measures to enhance research postgraduate student experience
- measures to enhance the ability of postgraduate students to create and interpret new knowledge that matches international norms and standard
- measures to enhance internationalization, such as opportunities given to students with exposure

> outside Hong Kong enabling them to acquire a greater international perspective
- academic collaboration
- measures to enhance e-learning and innovative teaching
- measures to enhance quality assurance
- development/implementation of new programmes and new majors/minors
- implementation approvals granted for Professional Development Programmes and non-award bearing sub-degree programmes/courses
- programme reviews, including periodic programme reviews
- approval of annual programme reports
- departmental review and benchmarking
- measures to attract quality students
- Faculty-based awards in teaching
- Others, deemed appropriate

Achievements and progress updates against the set targets with relevant PMs/UKPIs/IKPIs/IPIs

1. Please review and report the achievements and progress on the initiatives and strategies in the domain of "Academic Development" by inserting and matching the relevant PMs/UKPIs/IKPIs/IPIs during the past academic year, if applicable (*Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System*).   Expand and format the table as desired.

Major achievements and progress	Progress to date (facts/evidence)	PMs/UKPIs/IKPIs /IPIs	Status		
			Achieved *	In progress *	Remarks

* Please "√" where appropriate

Planning for the Next Academic Year

2. Please propose strategies/initiatives and related achievement timeline for each PM/UKPI/IKPI/IPI, if applicable (*Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System).*

Strategies/initiatives	PMs/UKPIs/IKPIs/IPIs	Achievement timeline

3. Please attach the Faculty/GS Learning and Teaching Report/Plan which serves to (a) review and report the achievements and progress; and (b) plan for learning and teaching activities in the next academic year.

Domain 2: Research and Knowledge Transfer

Reporting of major projects / tasks / activities

The following gives some examples to be included in this Section, as deemed appropriate. **They can be presented in point form or sentence/paragraph writing, or can be inserted in the following tables.**

- ⬥ measures to enhance quality of research performance
    - ➢ how the research activities support teaching
    - ➢ measures to encourage researchers to include research impact in a Hong Kong context
- ⬥ measures to enhance knowledge transfer and wider engagement
    - ➢ how wider engagement programmes and knowledge transfer activities have formed part of students' learning experience
- ⬥ Knowledge transfer grants
- ⬥ Research Grants Council (RGC) funded projects
- ⬥ Faculty-based awards in research
- ⬥ Others, deemed appropriate

Achievements and progress updates against the set targets with relevant PMs/UKPIs/IKPIs/IPIs

4. Please review and report the achievements and progress on the initiatives and strategies in the domain of "Research and Knowledge Transfer" by inserting and matching the PMs/UKPIs/IKPIs/IPIs, if applicable during the past academic year (*Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System).*   Expand and format the table as desired.

Major achievements and progress	Progress to date (facts/evidence)	PMs/UKPIs/IKPIs /IPIs	Status		Remarks
			Achieved *	In progress *	

* Please "√" where appropriate

Planning for the Next Academic Year

5. Please propose strategies/initiatives and related achievement timeline for each *PM/UKPI/IKPI/IPI, if applicable* (*Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System*).

Strategies/initiatives	PMs/UKPIs/IKPIs/IPIs	Achievement timeline

Domain 3: Management and Infrastructure

Achievements and progress updates

The following gives some examples to be included in this Section, as deemed appropriate. **They can be presented in point form or sentence/paragraph writing, or can be inserted in the following table.**

*   measures to enhance management efficiency in the Faculty
*   appointment/re-appointment of programme external examiners, honorary / adjunct / visiting professors and artists-in-residence (please attach information on names of external examiners/professors, institutions/universities of the external examiners/professors, appointment period, and programme title where appropriate)
*   Others, deemed appropriate

Major achievements and progress	Progress to date (facts and evidence)	Status		
		Achieved *	In progress *	Remarks

Planning for the Next Academic Year

6.   Please propose strategies/initiatives and related achievement timeline, if applicable.

Strategies/initiatives	PMs/UKPIs/IKPIs/IPIs	Achievement timeline

July 2022

THE EDUCATION UNIVERSITY OF HONG KONG

> *Template for annual programme report for Postgraduate Diploma in Education,*
> *undergraduate, sub-degree and professional development programmes*

Annual Programme Report and Programme Improvement Plan
(20_____/_____) on _____

1. **Programme summary**

   The summary should include the following general information of the programme:
   (i)   Responsible unit for programme implementation
   (ii)   Start date of programme implementation
   (iii)   Major(s) offered

2. **Critical review of actions taken arising from previous year's programme report /**
   programme improvement plan
   (one to two pages, including relevant reference to feedback of the Learning and Teaching Quality
   Committee/Board of Graduate Studies/Faculty Board/Academic Committee)

   (Highlight any major issues/problems after a <u>critical review</u> of the actions taken.)

3. **Critical review of current year's programme implementation and programme**
   improvement plan

   - **A list of possible Performance Measures (PMs), University-specific KPIs (UKPIs),**
     Internal Key Performance Indicators (IKPIs), Internal Performance Indicators (IPIs)
     is given in the template for easy adoption. Programme Committees are required to
     analyse data for these measures and indicators, and/or data of similar nature if they are
     relevant and available to the programmes.

   - Please highlight any major issues/problems and actions taken which may include but
     are not limited to the aspects below (refer to Chapter 6 for details). Relevant
     indicators and data are listed under each aspect for reference and consideration of
     inclusion in the report, if applicable. Some aspects include data from PMs, UKPIs,
     IKPIs, IPIs, while some are supported by other forms of data and evidence (e.g.
     external examiner/reviewer reports; feedback/surveys from students, graduates,
     school principals, employers; survey on students' online learning experience, report
     on the survey on non-local learning experience; results of programme evaluation
     questionnaire (PEQ), results of Graduate Employment Survey (GES), results on
     programme outcomes assessment (POA), data on online learning and teaching,
     reports on GPA analysis and honours classification, scholarships and awards,
     academic advising, etc.)

   - When analysing the relevant indicators/data, please compare programme's scores
     with the University mean (where applicable) and identify trends to review the
     operation and progress of the programme over time.

   - For programmes which admit students of senior-year entry (SYE programmes),
     review of related aspects with available data for this group of students should be
     conducted separately from first-year entry students.

Suggested aspects and relevant indicators/ data for inclusion in the annual programme report as appropriate:
(The suggestions below are by no means exhaustive or prescriptive, but are intended to indicate some aspects and relevant indicators/data that should normally be included in the report. Programmes may include other indicators/data that deem useful and relevant to the programme review process.)

(i) *Applications and admissions*
- IKPI 1.1 Admission Scores of Students
- PM 4.1(a) Non-local students (in each of: undergraduate; taught postgraduate; research postgraduate) and its equivalent ratio relative to UGC-funded student places
- PM 4.1(b) Non-local students (in each of: undergraduate; taught postgraduate; research postgraduate) broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others) and study levels
- PM 5.4 Number of students admitted to UGC-funded programmes at undergraduate level (in respect of the academic year covered in the report) on the basis of non-academic talents through direct admission schemes
- Other admission figures such as number of local and non-local applications and enrolments, data on different admission routes

(ii) *Programme structure and curriculum*
- IPI 1.2 Students' Evaluation of GILOs
- IPI 1.3 Employer Evaluation of Graduates GILOs
- Relevant PEQ results (e.g. questions on generic skills and attributes, programme curriculum and Programme Intended Learning Outcomes (PILOs))
- POA results
- Relevant feedback from the external examiner/external reviewer reports (e.g. on programme aims, objectives and learning outcomes, programme structure and curriculum, and academic standards)

(iii) *Quality and effectiveness of learning and teaching methods*
- PM 1.1(a) Undergraduate satisfaction with the quality and value gained from their teaching and learning experience
- PM 1.1(b) Undergraduate satisfaction with their overall learning environment
- UKPI 1.1 Participation percentage of undergraduate students joining experiential learning activities
- UKPI 1.2 Undergraduate Students' Evaluation of Teaching / IPI 1.4 Students' Evaluation of Teaching (SET) Score
- IPI 1.5 Student Evaluation of Field Experience (SEFE)
- IPI 1.6 Credit Units Taken by Faculty's Students in Other Faculties
- IPI 1.7 Percentage of graduating students in teacher education programmes achieving reflective learning on 4 out of the 7 GILOs in their ePortfolios built for Field Experience and General Education
- Relevant PEQ results (e.g. questions on learning and teaching, learning support and undergraduate satisfaction)
- Relevant feedback from the external examiner/external reviewer reports (e.g. on learning and teaching, resource support to students)
- Relevant results from the Survey on Online Learning Experience (e.g. questions on online learning experience)
- Different course delivery modes such as online learning and teaching
- Academic Advising

(iv) ***Student academic performance and graduation***
- IKPI 1.2 Student Yearly Progression, Retention and Attrition Rates
- PM 1.2 Undergraduate employment success rate / IKPI 1.3 Graduate Employment Rate
- Relevant GES results (including job nature and salary level of graduates of recent cohort(s))
- UKPI 1.3 Undergraduate Students' English Language Competency
- IPI 1.1 IELTS Scores, number of students attempted IELTS before graduation, participation rate and proposed measures to improve the IELTS scores and student participation
- Analysis of programme/major/course mean GPA
- Distribution of honours classification (percentage of students awarded in each honours class)
- Scholarships and awards received by students
- Relevant feedback from the external examiner/external reviewer reports (e.g. on students' performance and achievement, graduation requirement, and graduates' career development)
- Alumni engagement and network building, including success stories among graduates of recent cohort(s)

(v) ***Assessment***
- Alternative assessment for online learning and teaching
- Relevant PEQ results (e.g. questions on assessment)
- Relevant results from the Survey on Online Learning Experience (e.g. questions on online assessment)
- Relevant feedback from the external examiner/external reviewer reports (e.g. on marking of scripts, assessment design and practice)

(vi) ***Operation and management of the programme***
- Relevant feedback from the external examiner/external reviewer reports (e.g. on quality assurance mechanism of the programme, academic staffing and staff development, and internship and partnership)

(vii) ***Other non-local/ outside classroom learning experience***
- PM 1.3 Learning experience outside the classroom - (a) Service learning activities and (b) Internships experience
- PM 3.4 Student engagement in start-ups and entrepreneurship
- PM 4.2 Outgoing and incoming exchange students broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others)
- PM 4.3 (a) Percentage of local undergraduate students with non-local university-approved formal or experiential learning experience
- PM 4.3 (b) Percentage of local undergraduate students with university-approved formal or experiential learning in the Guangdong-Hong Kong-Macao-Greater Bay Area
- PM 4.3 (c) Undergraduate satisfaction with non-local learning experiences
- IPI 4.4 Number of EdUHK students participating in off-shore learning programmes (Student Exchange Programmes/ Short-term Programmes/ Summer Programmes/ International Summer School/ Regional Summer Institute/ Internship/ Immersion, etc.)
- Outbound student exchange, including student participation and how programmes have encouraged participation (e.g. identified partner institutions; for SYE programmes, how students are encouraged to participate in exchange opportunities during the summer between the two academic years)
- Report on the Survey Questionnaire on Non-local (Overseas/Mainland)

Learning Experience, including the overseas/mainland learning activities offered by the programme and student participation
- Relevant PEQ results (e.g. questions on non-local (overseas/mainland) learning experience))

- In response to the relevant PMs / UKPIs / IKPIs / IPIs and feedback/data received from other sources, the Programme Committee is required to come up with a programme improvement plan setting out what the Programme Committee will do to improve the quality and standards of the programme in the relevant columns.

- The table below provides a quick reference of the relevant PMs, UKPIs, IKPIs, and IPIs which the programmes could include in their analysis of relevant aspects in the annual programme reports. Programmes are expected to provide (I) data which the programme has taken into consideration, (II) observations (including comparison with the University mean, if applicable)/findings/trends identified, (III) strategies to be adopted for further improvement, (IV) timeline, and (V) action party, for the indicators, as applicable.
- It is not necessary to repeat the full table at the end of the annual programme report if the same information has been presented under the relevant aspects (see paragraph 3 above).

Activity Domain 1: Quality of student experience of teaching and learning						
Part I: ***PMs/UKPIs/IKPIs/IPIs*** *(please fill in information for relevant indicators)*	***Relevant aspects***	*(I)* *Data which the programme has taken into consideration in this round of reporting*	*(II)* *Observations (including comparison with the University mean, if applicable)/ findings/ trends identified*	*(III)* *Strategies to be adopted for further improvement*	*(IV)* *Timeline*	*(V)* *Action party*
First-year / Senior-year entry students (please conduct separate review of related aspects with available data on these two groups of students)						
PM 1.1(a) Undergraduate satisfaction with the quality and value gained from their teaching and learning experience	(iii) Quality and effectiveness of learning and teaching methods					
PM 1.1(b) Undergraduate satisfaction with their overall learning environment	(iii) Quality and effectiveness of learning and teaching methods					
PM 1.2 Undergraduate employment success rate/ IKPI 1.3 Graduate Employment Rate	(iv) Student academic performance and graduation					
PM 1.3 (a) Learning experience outside the classroom – Service learning activities	(vii) Other non-local/outside classroom learning experience					
PM 1.3 (b) Learning experience outside the classroom – Internships experience	(vii) Other non-local/outside classroom learning experience					

UKPI 1.1 Participation % of undergraduate students joining experiential learning activities	(iii) Quality and effectiveness of learning and teaching methods				
UKPI 1.2 Undergraduate Students' Evaluation of Teaching/ IPI 1.4 Students' Evaluation of Teaching (SET) Score	(iii) Quality and effectiveness of learning and teaching methods				
UKPI 1.3 Undergraduate Students' English Language Competency	(iv) Student academic performance and graduation				
IKPI 1.1 Admission Scores of Students	(i) Applications and Admissions				
IKPI 1.2 Student Yearly Progression, Retention and Attrition Rates	(iv) Student academic performance and graduation				
IPI 1.1 IELTS Scores (including the number of students attempted IELTS before graduation and the participation rate)	(iv) Student academic performance and graduation				
IPI 1.2 Students' Evaluation of GILOs	(ii) Programme structure and curriculum				
IPI 1.3 Employer Evaluation of Graduates GILOs	(ii) Programme structure and curriculum				
IPI 1.5 Student Evaluation of Field Experience (SEFE)	(iii) Quality and effectiveness of learning and teaching methods				
IPI 1.6 Credit Units Taken by Faculty's Students in Other Faculties	(iii) Quality and effectiveness of learning and teaching methods				
IPI 1.7 Percentage of graduating students in teacher	(iii) Quality and effectiveness of learning and teaching methods				

education programmes achieving reflective learning on 4 out of the 7 GILOs in their ePortfolios built for Field Experience and General Education					
Activity Domain 3: Sharing and transfer of knowledge and community engagement					
PM 3.4 Student engagement in start-ups and entrepreneurship	(vii) Other non-local/outside classroom learning experience				
Activity Domain 4: Enhanced internationalisation and engagement with the Mainland					
PM 4.1(a) Non-local students (in each of: undergraduate; taught postgraduate; research postgraduate) and its equivalent ratio relative to UGC-funded student places	(i) Applications and Admissions				
PM 4.1(b) Non-local students (in each of: undergraduate; taught postgraduate; research postgraduate) broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others) and study levels	(i) Applications and Admissions				
PM 4.2 Outgoing and incoming exchange students broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others)	(vii) Other non-local/outside classroom learning experience				
PM 4.3 (a) Percentage of local undergraduate students with non-local university-approved formal or experiential learning experience	(vii) Other non-local/outside classroom learning experience				

PM 4.3 (b) Percentage of local undergraduate students with university-approved formal or experiential learning in the Guangdong-Hong Kong-Macao-Greater Bay Area	(vii) Other non-local/outside classroom learning experience					
PM 4.3 (c) Undergraduate satisfaction with their non-local learning experiences	(vii) Other non-local/outside classroom learning experience					
IPI 4.4 Number of EdUHK students participating in off-shore learning programmes (Student Exchange Programmes/ Short term Programmes/ Summer Programmes/ International Summer School/ Regional Summer Institute/ Internship/ Immersion, etc.)	(vii) Other non-local/outside classroom learning experience					
Activity Domain 5: Financial health, institutional social responsibilities and sustainability						
PM 5.4 Number of students admitted to UGC-funded programmes at undergraduate level (in respect of the academic year covered in the report) on the basis of non-academic talents through direct admission schemes	(i) Applications and Admissions					
Part II: *Items on Programme specific areas not related to PMs/UKPIs/IKPIs/IPIs* *(refer to Para 3(i) to (vii) for suggested aspects to be included)*		*Issue(s) identified*		*Strategies to be adopted for further improvement*	*Timeline*	*Action party*
First-year / Senior-year entry students (please conduct separate review of related aspects with available data on these two groups of students)						

1.			
2.			
3.			

4.   Other issues and remarks (if any)

First-year / Senior-year entry students (please present the information separately, if applicable)

5.   Challenges

(Highlight any future action plans to be completed in the following academic year.)

Signature: _____   Date: _____

Name: _____
                    (Programme Leader)

<u>Appendices</u>

Notes:
1.   While programmes (except PDPs) are required to incorporate improvement plans based on analysis of the POA results in their annual programme reports, they are only required to attach their POA Portfolios to the annual programme reports once every two years.
2.   Other than the POA Portfolio as mentioned in Note 1 above, it is not necessary to attach appendices to the annual programme report.   Where appropriate, a list of appendices showing the supporting documents involved can be prepared for easy reference.   All the relevant supporting documents should be made available in case there are any queries or requests for documentary proof.

June 2025

THE EDUCATION UNIVERSITY OF HONG KONG

Template for annual programme report for postgraduate programmes
(except for Postgraduate Diploma in Education Programmes)

Annual Programme Report and Programme Improvement Plan
(20_____/_____) on _____

1. **Programme summary**

   The summary should include the following general information of the programme:

   (i)   Responsible unit for programme implementation
   (ii)   Start date of programme implementation
   (iii)   Academic subjects offered

2. **Critical review of actions taken arising from previous year's programme report / programme improvement plan**
   (one to two pages, including relevant reference to feedback of the Learning and Teaching Quality Committee/Board of Graduate Studies/Faculty Board)

   (Highlight any major issues/problems after a <u>critical review</u> of the action taken.)

3. **Critical review of current year's programme implementation and programme improvement plan**

   - **A list of possible Performance Measures (PMs), University-specific KPIs (UKPIs), Internal Key Performance Indicators (IKPIs), Internal Performance Indicators (IPIs) is given in the template for easy adoption. Programme Committees are required to analyse data for these measures and indicators, and/or data of similar nature if they are relevant and available to the programmes.**

   - Please highlight any major issues/problems and action taken which may include but are not limited to the six aspects below. Some aspects include data from PMs, UKPIs, IKPIs, IPIs, while some are supported by other forms of data and evidence (e.g. external examiner/reviewer reports; feedback/surveys from students, graduates, employers; survey on students' online learning experience; programme outcomes assessment; data on online learning and teaching, etc.)
     (i)   Applications and admissions
     (ii)   Programme structure and curriculum (including programme learning outcomes)
     (iii)   Quality and effectiveness of learning and teaching methods (including IPI 1.4 SET Score, different course delivery modes such as online learning and teaching if applicable, etc.)
     (iv)   Student academic performance and graduation (including IKPI 1.2 Student Yearly Progression, Retention and Attrition Rates, IKPI 1.3 Graduate Employment Rate, if applicable)
     (v)   Assessment (including alternative assessment for online learning and teaching if applicable)
     (vi)   Operation and management of the programme

-   In response to the relevant PMs / UKPIs / IKPI / IPIs and feedback/data received from other sources, the Programme Committee is required to come up with a programme improvement plan setting out what the Programme Committee will do to improve the quality and standards of the programme in the relevant columns.

Activity Domain 1: The quality of the student experience of teaching and learning								
Part I: **PMs/UKPIs/IKPIs/IPIs** *(please fill in information for relevant indicators)*	**(I)** **Data which the programme has taken into consideration in this round of reporting**	**(II)** **Observations/ findings/ trend identified**	**(III)** **Other issues/ findings**	**(IV)** **Strategies to be adopted for further improvement**	**(V)** **Timeline**	**(VI)** **Action party**	**(VII)** **Other planned actions or improvements**	**(VIII)** **Remarks (if any)**
IKPI 1.2 Student Yearly Progression, Retention and Attrition Rates								
IKPI 1.3 Graduate Employment Rate								
IPI 1.4 Students' Evaluation of Teaching (SET) Score								
IPI 1.5 Student Evaluation of Field Experience (if applicable)								
IPI 1.6 Credit Units Taken by Faculty's Students in Other Faculties (if applicable)								
Activity Domain 4: Enhanced Internationalisation								
PMs/UKPIs/KPIs/PIs *(please fill in information for relevant indicators)*	**(I)** **Data which the programme has taken into consideration in this round of reporting**	**(II)** **Observations/ findings/ trend identified**	**(III)** **Other issues/ findings**	**(IV)** **Strategies to be adopted for further improvement**	**(V)** **Timeline**	**(VI)** **Action party**	**(VII)** **Other planned actions or improvements**	**(VIII)** **Remarks (if any)**
PM 4.1 Non-local students (in each of: undergraduate; taught postgraduate; professional doctorate; research postgraduate) as percentage of total student numbers								
PM 4.2 Non-local students broken down by regions (Asia, Europe, North America, South								

Part II: Items on Programme specific areas not related to PMs/UKPIs/IKPIs/IPIs (refer to Para 3 for suggested aspects to be included)	Issue(s) identified			Strategies to be adopted for further improvement	Timeline	Action party	Other planned actions or improvements	Remarks (if any)
America, Oceania, Africa and others) *(from previous row)*								
1.								
2.								
3.								

Note: the first row shown continues "America, Oceania, Africa and others)" from the prior page within the header block.

4.   For degree with more than 50% of research component

Activity Domain 2: The quality of research performance and of research postgraduate experience								
PMs/UKPIs/KPIs/PIs *(please fill in information for relevant indicators)*	(I) Data which the programme has taken into consideration in this round of reporting	(II) Observations/ findings/ trend identified	(III) Other issues/ findings	(IV) Strategies to be adopted for further improvement	(V) Timeline	(VI) Action party	(VII) Other planned actions or improvements	(VIII) Remarks (if any)
PM 2.2 Average time-to-completion, graduation rate and employability of research postgraduates								
UKPI 2.1 % of research postgraduate students with a refereed publication within the period of study								
UKPI 2.2 % of research postgraduate students presenting a paper at academic conference								
IPI 2.2								

Pass Rate of MPhil/PhD thesis without Re-submission							
IPI 2.3 Average Score of the Five Categories (Supervision/ Infrastructure and Services/ Intellectual and Research Climate/ Generic Skills/ Goals and Expectations) in the Student Research Experience Questionnaire (SREQ) Completed by RPg Students in that Academic Year							
IPI 2.4 No. (and %) of RPg Students Involved in the University's Teaching, R&D Projects and Related Scholarly Activities							
Activity Domain 4: Enhanced Internationalisation							
UKPI 4.2 % of research postgraduate students with non-local learning experience within period of study							

5. Challenges

(Highlight any future action plans to be completed in the following academic year.)

Signature: _____ Date: _____

Name: _____

(Programme Director / Programme Leader)

<u>Appendices</u>

Notes:

1. While programmes (except PDPs) are required to incorporate improvement plans based on analysis of the POA results in their annual programme reports, they are only required to attach their POA Portfolios to the annual programme reports once every two years.

2. Other than the POA Portfolio as mentioned in Note 1 above, it is not necessary to attach appendices to the annual programme report.   Where appropriate, a list of appendices showing the supporting documents involved can be prepared for easy reference.   All the relevant supporting documents should be made available in case there are any queries or requests for documentary proof.)

April 2023

THE EDUCATION UNIVERSITY OF HONG KONG

Flowchart on Feedback Loop of Students' Feedback

Students

Inform students of how the programme and courses concerned have been improved by:
- reporting at the meeting of SSCM and sending relevant minutes or follow-up actions done to students of the programme through email
- announcement at the Programme Assembly
- other channels for dissemination as appropriate

Provide programme and course feedback through:
- Staff-Student Consultative Committee meetings (SSCM)
- Annual programme questionnaire
- Student Evaluation of Teaching
- Surveys
- Focus group studies (if applicable), etc.

Programme Committees/ Course-offering Departments/Units

Follow up on students' feedback by:
- review programme / course-related feedback and conduct follow-up actions, if applicable
- send non-programme / course-related comments to relevant units and departments to provide response and follow-up actions, if applicable
- complete the feedback record sheet to record follow-up actions taken and report , as appropriate, on an annual basis to:
  - For faculties: Faculty Learning and Teaching Committee / Departmental Learning and Teaching Committee / Associate Dean
  - For academies: Academic Committee / Programme Committees

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

Student Evaluation of Teaching Data for Quality Enhancement and Staff Development
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For quality enhancement and staff development, it is important to ensure that effective ways are put in place to make use of the Student Evaluation of Teaching (SET) data to improve teaching and learning. The follow-up activities listed below aim to ensure that student evaluation of teaching remains a worthwhile, quality-oriented activity. The relevant parties are requested to perform the follow-up activities as appropriate.

Responsible party	Follow-up activities
Learning and Teaching Quality Committee (LTQC)	✧ Oversee and monitor quality assurance and enhancement activities related to SET ✧ Delegate Associate Vice President (Quality Assurance)(AVP(QA)) to • Identify the cases requiring extra support • Discuss with relevant parties to provide supportive measures • Take note of the progress on the improvement plan, actions taken, and the effectiveness of the supportive measures
Faculty Dean (Chair of the Faculty Board)	✧ Oversee and monitor quality assurance and enhancement activities of programmes/departments in the Faculties ✧ Identify areas for improvement • Take note of the annual reports provided by Faculties, programmes, and departments on actions taken and to identify any areas for improvement
Associate Dean	✧ Oversee and monitor quality assurance and enhancement activities of programmes in the Faculties
Head of Department	✧ Organize seminars for colleagues recognized as outstanding teachers • Organize seminars for colleagues to share good teaching practices as one way to make teaching more explicit ✧ Support course team reviews • The HoD or designate should review student feedback and take appropriate action for either commendation or follow up where issues for improvement have been identified ✧ Arrange lesson observations, as appropriate • Colleagues who excel in teaching should invite other colleagues to observe their lessons and learn • Arrange lesson observations in relevant cases to identify possible ways for improvement

Responsible party	Follow-up activities

	✧ Discussion with the Departmental Learning and Teaching Committee and identify areas for improvement
	
	For cases requiring extra support
	
	✧ Identify areas for improvement for courses with concern *(Refer to Notes 4 under the Table)*
	   ● When necessary, the HoD should discuss with individual staff member and investigate the potential reasons for getting low ratings for the course(s)
	   ● HoD, in consultation with the Departmental Learning and Teaching Committee as appropriate, follow up with the staff concerned to develop a clear plan for bringing about improvement and to provide supportive measures. This plan should be developed collaboratively by the individual staff member and the HoD with an agreed timeline for implementation.
	   ● Report to LTQC via AVP(QA) on the improvement plan, actions taken, and the effectiveness of the supportive measures

Programme Leader	✧ Discussion at the Staff-Student Consultative Committee Meeting
	   ● Inform students how courses have been enhanced as a result of the evaluations provided by the previous cohort(s) of students and how their own evaluations will be used to improve teaching and learning for themselves and/or subsequent cohorts
	
	✧ Programme Committee report to the Faculty Board/Board of Graduate Studies
	   ● Submit an Annual Programme Report to the Faculty Board/Board of Graduate Studies including the actions taken to address students' feedback

Individual staff member	✧ Annual Reflective Report on teaching
	   ● Write an annual self-evaluation of teaching based on the results of the SET and other feedback provided by staff and students
	
	✧ Develop personal improvement plan
	   ● The plan should be developed collaboratively by the individual staff member and the HoD with an agreed timeline for implementation
	
	✧ Arrange peer lesson observation(s), if necessary

Note 1 -   The follow-up activities aim to make effective use of the SET data to improve teaching and learning. The SET data do not constitute the only source of data for the improvement of teaching and learning; such data should be interpreted and triangulated in light of other relevant sources of data such as staff reflective reports, peer observation, use of portfolios, student characteristics, etc.

Note 2 -   The list of follow-up activities also applies to Student Evaluation of Field Experience where appropriate.

Note 3 -   For the purposes of this paper, "departments" include any unit that offers one or more credit-bearing courses. The Head of each unit should submit an annual report to the relevant line manager/committee, who will use it to identify areas for improvement.

Note 4 -   Courses with SET score lower than 2.5 repeatedly in a period of three years.

Last updated in June 2019

Policy on the External Examiner System

1. Role of External Examiner

1.1 The University has established various quality assurance (QA) mechanisms at the University, faculty, academy and programme levels for assuring the quality of programmes. For programmes at HKQF Level 4 and above, one of the key mechanisms is the system of External Examiner (EE) for the development and implementation of programmes.

1.2 EEs play a central role in ensuring academic standards and enhancing the quality of all aspects of programmes. They are invaluable sources of information on:

- the effectiveness of the curriculum design of the programme(s) and courses in allowing students to meet the intended learning outcomes;
- the academic standards of our programmes' benchmarking against those of their host institutions;
- the academic standards of our student performance in the programme(s) or parts of the programme(s) (in case of collaborative/joint programmes), benchmarking against those pursuing similar programmes in their host institutions;
- whether the assessment policy and practices are rigorous enough that can measure our student achievements against the intended learning outcomes for the programme(s)/course(s), and fairly conducted in line with the University's policies and regulations;
- the quality of content of and supporting materials for academic programmes;
- the quality of teaching and student engagement; and
- innovation and good practices in learning and teaching.

1.3 EEs are 'critical friends' who should be required to provide constructive criticism to Programme Committees, and asked, in particular, to provide advice on how programmes might be improved. They also provide essential information on the above aspects to benchmark against their host institutions and share good practices with the University.

2. Terms and Appointment of External Examiner

2.1 There shall be a minimum of one EE appointed for each programme or a group of programmes (including all taught programmes) identified by the Deans (in case of programmes offered by GS and faculties) /Executive (Co-)Director(s) (in case of programmes offered by academies)[1]. External examination on research element of research postgraduate programmes (RPgs) is addressed separately in the *General Academic Regulations for the Research Component of the Research Postgraduate and Professional Doctorate Programmes*. As regards professional development programmes (PDPs), Faculty Deans/Executive (Co-)Director(s) may appoint one EE to review a PDP or a cluster of PDPs of similar nature, (e.g. one EE to be appointed

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[1] There are circumstances where more than one EE may be required, such as cross-disciplinary programmes, double degree programmes and programmes with a wide spectrum of areas / majors / specializations.

for PDPs in one department/centre/institute).

2.2 The normal appointment term of EEs is a maximum of five years; while that for Doctor of Education Programmes and Professional Development Programmes can be up to a maximum of six years subject to Dean's/Executive (Co-)Director(s)' approval. The Programme Committees could recommend to offer an initial appointment to be followed by reappointment(s) to cover the maximum appointment term that an EE could serve, and the appointment/re-appointment(s) are subject to Dean's/Executive (Co-)Director(s)' approval. There should be no extension of the normal appointment term of the EEs unless under very exceptional circumstances as recommended by the Deans via Faculty Board (FB) / Board of Graduate Studies (BGS) or Executive (Co-)Director(s) via Academic Committee (AC) and approved by Associate Vice President (Quality Assurance) [AVP(QA)].

2.3 FB / BGS / AC / Line Manager (for PDPs conducted by University-level centres/non-academic units) shall approve the appointment of EEs for their respective programmes. Faculties will report to the Academic Board (AB) the approved appointment of EEs in the Faculty Annual Reports and Plans, while the BGS, AC and Line Manager (for PDPs conducted by University-level centres/non-academic units) will report to the AB the approved appointment of EEs in their Annual Reports to the AB.

2.4 In case of any change of circumstances that an EE is not able to continue his/her role during the appointment term (e.g. due to change of programme offering, conflict of interest arising after the appointment etc.), the Programme Committee concerned should report the case to FB / BGS via the Dean, or to AC via the Executive (Co-)Director(s), as appropriate, to seek approval for termination of the EE's contract.

3. Criteria for External Examiners

3.1 EEs should be internationally recognized as an authority in a field relevant to the programme to be examined and be of the rank of Professor, Associate Professor or equivalent. They should normally be currently employed at university level institutions deemed to be of at least equivalent status to EdUHK. Recently retired and emeritus professors who are research active in Research Assessment Exercise (RAE) terms, may also be considered for appointment. EEs of a senior professorial rank (or equivalent) are generally preferred and are required for a review of an entire curriculum or a specialism across different programmes.

3.2 All nominated EEs should:
- not have been a member of staff at the University during the previous two years;
- not have had any formal relationship with any members of the Programme Team as follows:
  - an honorary professor at EdUHK; EE to programmes within a participating faculty; shared authorship of publications/engaged in joint research with EdUHK staff,…etc., over the previous three years;
  - a visiting scholar of the department/academy/programme in the same

academic year(s) during the EE's serving term; and

- not have any other conflict of interest in relation to the programme and/or the University.

If a programme wishes to nominate an external examiner who does not meet the above nomination criteria, it should seek the Dean's/Executive (Co-)Director(s)' support and submit the request with justification to AVP(QA) for consideration.

4 Support to External Examiner

4.1 The Programme Leaders should liaise with EEs ensuring that the latter has been provided with all relevant materials enabling them to perform their duties.   These materials may include the following as appropriate:

- programme handbook (with programme objectives / aims / intended learning outcomes);
- course outlines (with course intended learning outcomes) with reading list and references;
- assessment criteria;
- samples of different types of assessment activities, including examination scripts;
- Programme Outcomes Assessment Portfolio, if any;
- annual programme reports / programme periodic review report / self-evaluation report, if any; and
- essential information on the EdUHK

4.2 The Programme Leaders should ensure the EEs have been clearly briefed such that they will be able to fulfill their roles effectively.

5 Work of External Examiner

5.1 The EEs are expected to review a sample of assessed work and other relevant information, and give professional feedback on the programmes' academic standards and the appropriateness of the assessment policy and practices, etc.

5.2 In principle, an EE is expected to visit the University once every two to three years[2]. Virtual meeting could be considered to replace on-site visit if the latter is not feasible and this has to be approved by the Dean/Executive (Co-)Director(s).   In cases of a five-year appointment, the first visit should normally take place in the middle of the term, i.e. in the second or third year as appropriate; while the second visit should normally take place in the final year of the term, i.e. in the fifth year as appropriate[3]. This general pattern of EE visit shall also apply to EEs who receive an initial

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[2] In view of the programme nature, EEs appointed for PDPs are not required to conduct on-site visit and therefore are only required to fill in brief reports annually.

[3] In case where the Programme is required to conduct panel visit for programme periodic review in the same academic year which the EE is expected to visit, the Programme could make alternative arrangement by advancing the EE visit for a year.   It is suggested that Programmes should make early plans to stagger their programme review activities.

appointment followed by reappointment(s) (e.g. a two-year initial appointment followed by a three-year reappointment or vice versa) to cover the normal appointment term. For other situations which warrant different arrangement of EE visits (e.g. due to early termination of EEs' contract), the FB/BGS/AC shall approve the arrangement proposed by the Programme Committees via the Dean/Executive (Co-)Director(s), taking into consideration the general principle for the EEs to visit is once every two to three years.

5.3 EEs will be invited to submit an annual report to the University, i.e. a full report at the end of the academic years when an on-site visit takes place, and a brief report for each of the rest of the academic years during the appointment term[4]. Templates for the brief report and full report are available in <u>Annexes I and II</u>. In the interim, the Programme Leaders could choose to send selected scripts to the EEs at the end of the first semester for timely feedback and improvements.

5.4 The EE visit will normally last two to five working days. The length of the visit should be determined on the basis of the volume of work and the availability of EEs. The main purpose of the visit is to provide an opportunity for the EEs to gain a comprehensive understanding of programmes through examination of student work and dialogue with staff and students about the quality of programmes. To maximize efficiency, the Programme Leaders should provide the EEs with all documentations well before the time of the scheduled visits, and in particular selected scripts and course assessment tasks, if appropriate, for the EEs to complete prior to the on-site visit so that they can have more time to review other aspects of the programme during the on-site visit.

5.5 For the visit of EEs, the proposed visit plan will be submitted to the BGS / FB / AC for approval at least one month before visit. The proposed plan should include, for example, dates of visit, list of activities to be undertaken by the EEs during the visit, etc.

5.6 EEs will be arranged to meet the relevant members from the Programme Committees, teaching staff and students. The review schedule shall be set out in consultation with the EEs. EEs will be asked to report on their views of the quality of the programme concerned and the support from EdUHK.

5.7 The Graduate School (GS) / Faculty /Academy Office / department concerned will be responsible for coordinating and providing logistic support for the related activities of the EEs.

5.8 Under normal circumstances, the EEs will be provided with honorarium, airfares and accommodation. The package is to be provided and overseen by the GS / Faculty / Academy Office, after consultation with the Finance Office.

6. Submission of Report

6.1 EEs will submit the brief reports and full reports to the respective Chairs of the

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[4] For programmes which are subject to external review of specialized areas and areas of focus, EEs may only submit their Programme External Examiner's Report in full report version once every two years.

Programme Committees. After receiving the EE's reports, the Chairs of the Programme Committees who can have an overview of these reports in the first instance, may need to draw the Programme Leaders', Heads of Departments' and relevant personnel's attention to key areas of concern. The Chairs, in consultation with members of the Programme Committees concerned, should examine these comments in details, propose follow-up actions and provide responses to the EE's reports. The responses will then be submitted to the Deans / Executive (Co-)Director(s) for formal approval at FB / BGS / AC; or to the Line Manager for consideration (for PDPs conducted by University-level centres / non-academic units), and subsequently be sent to the respective EEs for information to complete the feedback loop. The Deans / Executive (Co-)Director(s) / Line Manager will assume responsibility for ensuring that appropriate responses in regard to programme-related comments are made to the EEs. The EE's reports shall form an integral part of the documentation for periodic review of programmes and serve as part of the evidence in the annual programme reports.

6.2 The Deans / Executive (Co-)Director(s) / Line Manager are invited to submit an overview report on the EE's reports (Annex III) which provides EEs' comments about benchmarking, good practice for wide dissemination, and recommendations that are by nature cross-faculty/cross-academy and university-wide to the Learning and Teaching Quality Committee (LTQC), chaired by Vice President (Academic) [VP(AC)], in February each year. The information to be included in the overview report can be provided by the Chairs of the Programme Committees, which may have additional overall comments in light of all the EEs' reports. LTQC will handle EEs' comments on issues of university-wide relevance, and disseminate good practice to enhance learning and teaching of the University.

6.3 Please refer to Annex IV for the feedback loop on EE's reports.

7. **Policy of External Examiners for Field Experience**

7.1 For policy of External Examiners for Field Experience (FE), please refer to FE Quality Assurance and Quality Enhancement Staff Handbook prepared by School Partnership and Field Experience Office (SPFEO) on https://www.eduhk.hk/spfeo/view.php?secid=5131.

January 2024

Name of Faculty/School/Academy/Centre/Unit

Programme External Examiner's Report (Brief report version)

The signed report should be returned in hard copy to:

> Chair of the Programme Committee
> Name of Programme
> Name of Faculty/School/Academy/Centre/Unit
> The Education University of Hong Kong
> 10 Lo Ping Road, Tai Po, New Territories
> Hong Kong

Section 1: General Information

Programme and award being examined

Programme(s) being examined: _____

Period of examination: _____

External Examiner's details	
Name of External Examiner	
External Examiner's home institution	
Address	
Contact number	
Fax number	
Email address	

Note: Programme Teams could include other questions in this report if necessary.

Section 2: Report

Please provide your comments about the marking of scripts, assessment practice, students' performance and overall effectiveness of the learning and teaching.
Additional Comments

Signature: _____ Date: _____

June 2023

Name of Faculty/School/Academy/Centre/Unit

Programme External Examiner's Report (Full report version)

The signed report should be returned in hard copy to:

Chair of the Programme Committee
Name of Programme
Name of Faculty/School/Academy/Centre/Unit
The Education University of Hong Kong
10 Lo Ping Road, Tai Po, New Territories
Hong Kong

Section 1: General Information

Programme and award being examined

Programme(s) being examined: _____

Period of examination: _____

External Examiner's details	
Name of External Examiner	
External Examiner's home institution	
Address	
Contact number	
Fax number	
Email address	

Note: Programme Teams could include other questions in this report if necessary.

Section 2: Report

Design of Programmes and Courses
1. Please comment on the design of the programme and course content (including supporting materials e.g. reading list), such as whether they were up-to-date and coherent; and to what extent and how effective the programme has met its learning outcomes. In case of Double Degree Programmes, please comment on whether the balance of both majors, e.g. Education major and discipline major, was effectively achieved. **Comments** *(with examples where appropriate)***:**

Academic Standards
2. In comparison with your home institution or other peer institutions, please comment on the academic standards of the programme(s). Were the standards set for the examined programme(s) appropriate for the awards? **Comments** *(with examples where appropriate)***:**
3. In comparison with your home institution or other peer institutions, please comment on the academic performance of the students. **Comments** *(with examples where appropriate)***:**

Learning and Teaching
4. Please state your views on the appropriateness and quality of the learning and teaching activities in the programme(s) and whether there was an appropriate level of student engagement (i.e. student participation in learning in and outside classrooms and giving feedback to promote quality enhancement.) **Comments** *(with examples where appropriate)***:**

Assessment Design and Practice
5. To what extent was there a good balance between the various methods of assessment and was the type of assessment appropriate to support programme/course intended learning outcomes? **Comments** *(with examples where appropriate)***:**
6. To what extent were the assessments appropriately structured and offered within a reasonable schedule? To what extent were the marking standards applied consistently across different courses in the programme(s)? **Comments** *(with examples where appropriate)***:**
7. To what extent were the criteria for marking/grading assignments clear and appropriate? To what extent did students receive properly structured and focused feedback on their assignments? **Comments** *(with examples where appropriate)***:**
8. Based on the courses you have examined for us, how would you compare our assessment design and practice (e.g. criteria for grading, feedback to students, determination of progression, etc.) with courses offered at your home institution or other peer institutions? **Comments** *(with examples where appropriate)***:**

Student Performance and Achievement
9. Upon review of the samples of assessed work and the Programme Outcomes Assessment (POA) results* that you have examined, to what extent is there evidence that students have achieved the programme and course intended learning outcomes? *except for Professional Development Programmes **Comments** *(with examples where appropriate)*:

Overall and Additional Comments / Sharing of Good Practice
10. Please use this box to give overall and/or additional comments about the programme and/or logistic arrangement which could help facilitate the work on External Examiner. Please also share with us the good practice(s) and/or innovation in learning, teaching and assessment identified from the programme or your home institutions, if any. **Comments** *(with examples where appropriate)*:

Signature: _____   **Date:** _____

Note: Additional questions will be added by the Graduate School for external examiners of Doctor of Education programme to review taught element of Research Postgraduate Programmes.

June 2023

Template for the Dean's/Executive (Co-)Director(s)'/Line Manager's Overview Report on External Examiner's Reports *(for submission to Learning and Teaching Quality Committee)*	

Faculty / School / Academy / Centre: _____

Academic Year: _____

Summary of External Examiner's Reports in the academic year

1. **Please state the type of programmes being examined and the number of external examiners for each programme / group of programmes.**

Programme / Group of programmes	No. of external examiners

2. **Please summarise the external examiners' views on benchmarking of the quality of academic standards of the programme(s), academic performance of the students, and assessment design and practice.** *(Refer to Q2, Q3 and Q8 of the EE full reports)*

Programme / Group of programmes	Benchmarking Information		
	Academic standards of the programmes	Academic performance of students	Assessment design and practice

3. **Are there any recommendations from the external examiners that are by nature cross-faculty/cross-academy and university-wide, of which solutions have to be sought from higher levels?   If yes, please elaborate below:**

4. **Please list any examples of good practice and innovation that should be disseminated across the faculties/academies and within the University.** *(Refer to Q10 of the EE full reports)*

Signature: _____   Date: _____

Name: _____
(Associate Dean/Associate (Co-)Director(s) responsible for learning and teaching / quality assurance and enhancement of the Faculty/Graduate School/Academies/Centre Head)

Signature: _____   Date: _____

Name: _____
(Dean/Executive (Co-)Director(s)/Line Manager)

THE EDUCATION UNIVERSITY OF HONG KONG

Flowchart on Feedback Loop of External Examiner's Reports

External Examiners (EEs)

Feedback to EEs about actions proposed
and taken in response to their comments

Learning and Teaching Quality Committee (LTQC)

- Considers and makes recommendations on matters that are cross-faculty/cross-academy and university-wide
- Reports to Academic Board (AB) on regular basis

Submit EE's reports

Submit the *Dean's/Executive (Co-)Director(s)'/Line Manager's Overview Report on EE's Reports* on annual basis

Deans / Executive (Co-)Director(s)[1] / Line Manager[2]

- Ensure that appropriate responses are made to EEs' comments with approval at FB / BGS / AC, as appropriate
- Consider and make recommendations on matters at the Faculty/School/Academy/Centre level

- Submit responses to EE's reports for approval

Chairs of the Programme Committees

- Oversee the EE's reports
- Make recommendations, compile responses and follow up on comments related to matters at the programme level

[1] For programmes offered under academies
[2] For Professional Development Programmes (PDPs) offered by University-level Centres and non-academic units

THE EDUCATION UNIVERSITY OF HONG KONG

> **Approval Procedures for Changes of Admission Requirements**

1. In general, admission requirements can be classified into three categories, namely:

    (i) General Entrance Requirements usually refer to the minimum entrance requirements for different levels of programmes of the University, including:

        (a) Doctor of Philosophy, Doctor of Education, and Master of Philosophy
        (b) Taught Master's Degree and Postgraduate Diploma Programmes
        (c) Undergraduate Programmes
        (d) Top-up Degree Programmes/Senior Year Entry of Undergraduate Programmes
        (e) Full-time Higher Diploma and Diploma Programmes

    (ii) Programme-specific Entrance Requirements refer to entrance requirements specific to individual programmes; and

    (iii) Subject-specific Entrance Requirements refer to entrance requirements specific to subjects of a programme, such as Area of Focus for Master of Education (MEd), Teaching Subject Study I&II for Postgraduate Diploma in Education (PGDE), etc.

2. Taking into consideration the nature of different entrance requirements and the past practices for approval of these changes, the procedures for handling changes of respective admission requirements are set out below:

    (i) General Entrance Requirements (of which changes are usually initiated by the Registry/Graduate School (GS))

        -   For Research Postgraduate, Professional Doctorate and Taught Postgraduate programmes (other than PGDE):
            Board of Graduate Studies (BGS) → Academic Board (AB)

        -   For PGDE, Undergraduate, Sub-degree and Professional Development Programmes (PDPs):
            Learning and Teaching Quality Committee (LTQC) → AB

    (ii) Programme-specific Entrance Requirements (of which changes are usually initiated by Programme Committees (PCs))

        -   For Doctor of Philosophy (PhD), Master of Philosophy (MPhil), Doctor of Education (EdD) and MEd:
            PC → BGS → AB

- All postgraduate programmes other than PhD, MPhil, EdD, MEd and PGDE:
  PC → Faculty Board (for programmes offered by faculties) / Academic Committee (for programmes offered under academies) → BGS (in consultation with LTQC) → AB

- For PGDE, Undergraduate, Sub-degree and PDPs:
  PC → Faculty Board (for programmes offered by faculties) / Academic Committee (for programmes offered under academies) / Line Manager (for PDPs offered by University-level centres and non-academic units) → LTQC → AB

(iii) Subject-specific Entrance Requirements (of which changes are usually initiated by PCs and/or academic departments (depts))

- PC/Dept → relevant GS/faculty Associate Dean / Executive (Co-)Director(s) of academies

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

Five Key Areas of the Departmental Review and Benchmarking

Departmental performance will be reviewed in the context of the strategic/development plans of the University and the relevant Faculty, and the improvements made in the department since its most recent review. There are five key areas of the departmental review and benchmarking, and the review should take into account data from relevant Performance Measures (PMs), University-specific Key Performance Indicators (UKPIs), Internal Key Performance Indicators (IKPIs) and Internal Performance Indicators (IPIs). Please refer to the list of PMs/UKPIs/IKPIs/IPIs which is available on the Academic Management Information System.

1. **Learning and Teaching**

   This area covers
   - enhancing the student learning experience;
   - global engagement: strategies and current development;
   - academic standard;
   - student achievements;
   - assessment of learning outcomes;
   - postgraduate teaching: assessing the level of support and guidance available to postgraduate students;
   - the recognition of teaching excellence: e.g. recognition and reward of staff achievements in performance review, promotion and reward, etc;
   - support for teaching: evaluate the provision of professional development opportunities for staff; and
   - assessment of student satisfaction: e.g. feedback on student work, student feedback on learning and teaching quality (e.g. Student Evaluation of Teaching)

   Please consider to include data of the relevant PMs/UKPIs/IKPIs/IPIs under the following activity domains, if appropriate:
   - Activity Domain 1 "Quality of student experience of teaching and learning"
   - Activity Domain 2 "Research strength and research postgraduate experience"
   - Activity Domain 4 "Enhanced Internationalisation and engagement with the Mainland"

2. **Research, Public Engagement and Knowledge Transfer**

   This area covers
   - research strategy, performance and impact;
   - provision of the necessary facilities for research students at departmental level;
   - support for research staff, in particular making reference to the research training and strategic research directions and goals of the University and the relevant Faculty;
   - the extent to which the departmental staff can take to involve the general public with their research work (e.g. working in partnership with the public to solve the social problems); and

- the extent to which the departmental staff can effectively transfer their knowledge to the benefit of the community at large.

Please consider to include data of the relevant PMs/UKPIs/IKPIs/IPIs under the following activity domains, if appropriate:
- Activity Domain 2 "Research strength and research postgraduate experience"
- Activity Domain 3 "Sharing and transfer of knowledge and community engagement"

3. Community Services

This area covers
- the extent to which the services to the education sector, relevant industries (if applicable), partners, and the community are comprehensive, accessible and match the needs of students and the University.

Please consider to include data of the relevant PMs/UKPIs/IKPIs/IPIs under the following activity domains, if appropriate:
- Activity Domain 3 "Sharing and transfer of knowledge and community engagement"

4. Administration and Resource Management

This area covers
- committee structure in terms of departmental, research and/or development center (where appropriate);
- administration and staffing arrangements;
- resource allocation (e.g. financial planning);
- effectiveness of the use of resources in relation to space, teaching, research, equipment and facilities;
- key relationships and dependencies that exist between a department and the home Faculty and its affiliated academic departments / units and other administrative units of the University; and
- performance of the departments in providing an effective working and learning environment for staff and students.

Please consider to include data of the relevant PMs/UKPIs/IKPIs/IPIs under the following activity domain, if appropriate:
- Activity Domain 5 "Financial health, institutional social responsibilities and sustainability"

5. Strategic Development

This area covers the strategic development of the departments in light of the changes in the educational landscape and Government's policy and direction, and community needs.

May 2025

THE EDUCATION UNIVERSITY OF HONG KONG

**Suggested format of self-evaluation document
for review of Department of _____**

To facilitate the Review Panel's review of the Department, the Department is requested to submit a self-evaluation document, which should be evidence-based, of not more than 30 pages (excluding appendices [Note 1]) covering the following major areas:

Executive Summary

Section I – Introduction

(1) Purpose of submission
(2) Overall review of the Department's performance and highlights of outcomes and achievements in past years.

Section II – Review of the Department [Note 2]

The review should focus on the outcomes and achievements in relation to:

(3) The Department's Development Plan, its contributions to the strategic/development plans of the University and the relevant Faculty, and performance in relevant Performance Measures (PMs), University Key Performance Indicators (UKPIs), Internal Key Performance Indicators (IKPIs) and Internal Performance Indicators (IPIs).

(4) The five key areas of the departmental review and benchmarking / the departmental review with reference making to <u>Appendix XXVII</u>.   The review should take into account the PMs, UKPIs, IKPIs and IPIs of each key area mentioned above, and draw on the findings of at least two programme reviews (for programmes most relevant to the department). As a guiding principle, one programme at undergraduate level and another at postgraduate should be selected. For departments that do not offer undergraduate programmes, flexibility will be given to select only postgraduate programmes.

Section III – The Way Forward

(5) Future prospects for the Department

Note 1:   It is not necessary to attach appendices to the self-evaluation document.   Where appropriate, a list of appendices showing the supporting evidence involved can be prepared for easy reference.   All the relevant appendices should be made available for any query or request for documentary proof.
Note 2:   The self-evaluation is to be evidence-based.

Remarks: Graduate School could make use of this template to prepare its self-evaluation document for review and benchmarking as appropriate.

May 2025

Template for Departmental Review and Benchmarking Report and Action Plan
(applicable to departments conducting departmental review and benchmarking by an external review panel in one combined exercise)

香港教育大學
The Education University
of Hong Kong

Faculty of _____

Department of   _____

Departmental Review and Benchmarking Report and Action Plan

[Report Date]

Table of Content

1.   **INTRODUCTION**

2.   **PANEL REPORT ON DEPARTMENTAL REVIEW**

3.   **PANEL REPORT ON DEPARTMENTAL BENCHMARKING**

Regarding the panel's reporting format for departmental benchmarking, departments will be allowed the flexibility of adopting (i) the Benchmarking Report provided in the template for Departmental Review and Benchmarking Report and Action Plan (Attachment I in this Appendix) or (ii) another format as suggested in the template for Departmental Benchmarking Report and Action Plan (Section 2 in Appendix XXXII).

4.   **RESPONSES AND ACTION PLAN**

1. INTRODUCTION (*to be prepared by the Department under review*)

This Section should delineate the mission statement of the Department, purposes for submitting this report, and other information deemed necessary. In addition, this Section should include the membership composition and terms of reference of the Review Panel and a visit programme/schedule, as follows:

Membership Composition of the Review Panel

The Review Panel comprised the following members:

Chairperson:

Members:

Secretary:

Terms of Reference of the Review Panel

1. To review and advise the Department on the following:

    (a) whether the mission of the Departmental development plan aligns with institutional goals and strategic thrusts, and the Faculty's strategies and priorities;

    (b) upon benchmarking, whether the Department delivers high-quality services and is working effectively on the following areas:
    - Learning and teaching;
    - Community services;
    - Research, public engagement and knowledge transfer;
    - Planning, resource management (including space) and administrative support (including IT systems); and
    - Strategic Development;

    (c) whether all courses/academic programmes operated under the Department are current and relevant;

2. To identify examples of good practice and to make recommendations for improvement on the areas as mentioned in paragraph 1 above; and

3. To submit departmental review report and departmental benchmarking report to the Department.

Visit Programme/Schedule

This Section should contain a detailed visit schedule/programme.

2.   PANEL REPORT ON DEPARTMENTAL REVIEW

This Section should contain

(a) observations, comments and analysis of the present circumstances of the department
  - The current management structure, current and future collaboration, QA processes underway within the department, etc.

(b) observations, comments, analysis, commendations and recommendations of the five key areas, i.e.
  - Learning and teaching;
  - Community services;
  - Research, public engagement and knowledge transfer;
  - Planning, resource management (including space) and administrative support (including IT systems); and
  - Strategic Development;

(c) overall conclusions
  - The extent to which a department is meeting its stated strategic aims and overall impression of its current position and ambitions over the next few years and any recommendations made for its future improvement

3.   PANEL REPORT ON DEPARTMENTAL BENCHMARKING

This Section should contain the benchmarking results of the five key areas.   A template for the benchmarking report is given in the **Attachment I**.   Of various benchmarking items under each Key Area, an external reviewer should identify those which he/she has the best knowledge/understanding to benchmark with the University.   In the same spirit, an external reviewer can draw a general comparison of a group of benchmarking items instead of item by item if he/she sees fit.

4.   RESPONSES AND ACTION PLAN

Departments and units concerned should provide responses and action plans to the Panel's recommendations and comments in this Section. Departments under review will coordinate and collect responses and action plans from all relevant action parties and consolidate all the responses and action plans for compiling this Section.

A suggested template for Responses and Action Plan is given in **Attachment II** for use.

THE EDUCATION UNIVERSITY OF HONG KONG

Benchmarking Report Compiled by External Reviewers

The External Reviewers are invited to benchmark the following five key areas with the practices of the Department in their own University.

	Key areas	External Reviewer A: Department of _____ University of _____	External Reviewer B: Department of _____ University of _____
	Learning and Teaching		
1.	Enhancing the student learning experience, i.e. approaches are being taken to promote a systematic improvement in the learning experience of students		
2.	Global engagement: strategies and current development		
3.	Academic standards		
4.	Student achievements		
5.	Assessment of learning outcomes, i.e. learning outcomes are linked to assessment methods		
6	Postgraduate teaching: assessing the level of support and guidance available to postgraduate students		
7.	The recognition of teaching excellence: e.g. recognition and reward of staff achievements in performance review, promotion and reward		

	Key areas	External Reviewer A: **Department of** _____ **University of** _____	External Reviewer B: **Department of** _____ **University of** _____
8.	Assessment of student satisfaction: e.g. feedback on student work, student feedback on learning and teaching quality such as Student Evaluation of Teaching		
9.	Support for teaching: evaluating the provision of professional development opportunities for staff		
10.	Can you share with us good practice in this key area in your department?		
	Research, Public Engagement and Knowledge Transfer		
11.	Research strategy, performance and impact		
12.	Provision of the necessary facilities for research students at departmental level		
13.	Support for research staff, in particular making reference to the research training and strategic research directions and goals of your Institution.		
14.	The extent to which the departmental staff can take to involve the general public with their research work (e.g. working in partnership with the public to solve the social problems)		

	Key areas	External Reviewer A: Department of _____ University of _____	External Reviewer B: Department of _____ University of _____
15.	The extent to which the departmental staff can effectively transfer their knowledge to the benefit of the community at large.		
16.	Can you share with us good practice in this key area in your department?		
	Community Services		
17.	The extent to which the services to the education sector, relevant industries (if applicable), partners, and the community are comprehensive, accessible and match the needs of students and your Institution.		
18.	Can you share with us good practice in this key area in your department?		
	Administration and Resources Management		
19.	Committee structure in terms of departmental, research and/or development center (where appropriate)		
20.	Administration and staffing arrangements		
21.	Resource allocation (e.g. financial planning)		
22.	Effectiveness of the use of resources in relation to space, teaching, research, equipment and facilities.		

	Key areas	**External Reviewer A:** **Department of _____** **University of _____**	**External Reviewer B:** **Department of _____** **University of _____**
23.	Key relationships and dependencies that exist between a department and the home Faculty and its affiliated academic departments / units and other administrative units of your Institution.		
24.	Performance of the departments in providing an effective working and learning environment for staff and students.		
25.	Can you share with us good practice in this key area in your department?		
	Strategic Development		
26.	The strategic development of the departments in light of the changes in the educational landscape and Government's policy and direction, and community needs.		
27	Can you share with us good practice in this key area in your department?		

Suggested Template for Responses and Action Plan

THE EDUCATION UNIVERSITY OF HONG KONG

Responses and Action Plan

Department of _____/ Action Party:_____ (*academic year, e.g. 2019/20*)

Key Area: (*e.g.   Learning and Teaching*)

Recommendation/Comment 1: *(to show the recommendation/comment made by the Departmental Review and Benchmarking Panel/Departmental Review Panel)*

Responses from the Department / Unit	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Key Area: (*e.g. Community Services*)

Recommendation/Comment 2: *(to show the recommendation/comment made by the Departmental Review and Benchmarking Panel/Departmental Review Panel)*

Responses from the Department / Unit	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Date: _____

Flowchart Showing the Procedures of Departmental Review and Benchmarking Note 7

Academic Board
To consider and approve the Departmental Review and Benchmarking Report and Action Plan Note 6

↑

APDC
To consider and endorse the Departmental Review and Benchmarking Report and Action Plan

↑

Faculty Board
To consider and endorse the Departmental Review and Benchmarking Report and Action Plan

↑

Department under review Note 5
To produce a Departmental Review and Benchmarking Report and Action Plan

↑

Panel Review Note 4
To produce a panel report on departmental review and benchmarking

↑

Department under review
To prepare a self-evaluation document Note 3

↑

Vice President (Academic) /Chair of APDC
Based on the endorsed review schedule for each cycle,
- To decide a date for departmental review and benchmarking for department on the recommendation of the Faculty Dean
- To approve the composition of the Departmental Review and Benchmarking Panel for department on the recommendation of the Faculty Dean Note 2

↑

Academic Planning and Development Committee (APDC)
- To approve the schedule of each review cycle for departmental review and departmental benchmarking

↑

Faculty Deans
- To recommend the faculty's schedule for departmental review and benchmarking upon APDC's call for scheduling of each review cycle with at least one department per annum to conduct departmental review and benchmarking Note 1

Note 1   The relevant Faculty will be responsible for monitoring the whole departmental review and benchmarking process.

Note 2   The department under review will need to provide the names of at least four external reviewers for selection, who take on two key responsibilities – (i) to participate in the departmental review; and (ii) to be responsible for benchmarking.

Note 3   The department under review will be requested to prepare a self-evaluation document of around 30 pages (excluding appendices). The document will be submitted to the relevant Faculty Board (FB) for initial screening and, upon endorsement, then to the review panel for consideration.   Panel members are invited to give their preliminary comments.

Note 4   Panel review, including visit by the external reviewers, normally takes 2-3 working days and the panel produces panel report on departmental review and benchmarking.

Note 5   The Departmental Review and Benchmarking Report and Action Plan should be submitted to the Academic Planning and Development Committee (APDC) with input from FB and then to the Academic Board (AB) no later than 6 months after the issue of the panel report.   For recommendations/comments which require responses/follow-up actions from other departments and units, the department under review will coordinate and collect responses and action plans from all relevant action parties and be responsible to consolidate all the responses and actions plans to compile its Departmental Review and Benchmarking Report and Action Plan.

Note 6   Upon AB's approval, relevant departments and units continue to review the progress of the Action Plan on an annual basis to ensure recommended actions are in good progress or completed.   This should be incorporated as part of the Development Plan of the departments/units.   The Development Plan will be submitted to the FB / Line Manager, as appropriate, for monitoring its progress.

Note 7   This procedure is applicable to departments which will conduct combined exercise on departmental review and benchmarking to be reviewed by an external review panel.   The procedures of departmental review and benchmarking described above are applicable to the Graduate School review and benchmarking, subject to adaptation to cater for differences in committee structure.

June 2023

> **Template for Departmental Review Report and Action Plan**
> *(Applicable to departments conducting separate exercises for departmental review and departmental benchmarking. This template is for the part on departmental review.)*

Faculty of _____

Department of _____

Departmental Review Report and Action Plan

[Report Date]

Table of Content

1.   **INTRODUCTION**

2.   **PANEL REPORT ON DEPARTMENTAL REVIEW**

3.   **RESPONSES AND ACTION PLAN**

1.   **INTRODUCTION** (*to be prepared by the Department under review*)

This Section should delineate the mission statement of the Department, purposes for submitting this report, and other information deemed necessary.   In addition, this Section should include the membership composition and terms of reference of the Review Panel and a visit programme/schedule, as follows:

Membership Composition of the Review Panel

The Review Panel comprised the following members:

Chairperson:

Members:

Secretary:

Terms of Reference of the Review Panel
1.   To review and advise the Department on the following:

   (a)   whether the mission of the Departmental development plan aligns with institutional goals and strategic thrusts, and the Faculty's strategies and priorities;

   (b)   whether the Department delivers high-quality services and is working effectively on the following areas:
      ◆   Learning and teaching;
      ◆   Community services;
      ◆   Research, public engagement and knowledge transfer;
      ◆   Planning, resource management (including space) and administrative support (including IT systems); and
      ◆   Strategic Development;

   (c)   whether all courses/academic programmes operated under the Department are current and relevant;

2.   To identify examples of good practice and to make recommendations for improvement on the areas as mentioned in paragraph 1 above; and

3.   To submit a departmental review report to the Department.

Visit Programme/Schedule

This Section should contain a detailed visit schedule/programme.

2. PANEL REPORT ON DEPARTMENTAL REVIEW

This Section should contain

(a) observations, comments and analysis of the present circumstances of the department
   ◆ The current management structure, current and future collaboration, QA processes underway within the department, etc.

(b) observations, comments, analysis, commendations and recommendations of the five key areas, i.e.
   ◆ Learning and teaching;
   ◆ Community services;
   ◆ Research, public engagement and knowledge transfer;
   ◆ Planning, resource management (including space) and administrative support (including IT systems); and
   ◆ Strategic Development;

(c) overall conclusions
   ◆ The extent to which a department is meeting its stated strategic aims and overall impression of its current position and ambitions over the next few years and any recommendations made for its future improvement

3. RESPONSES AND ACTION PLAN

Departments and units concerned should provide responses and action plans to the Panel's recommendations and comments in this Section. Departments under review will coordinate and collect responses and action plans from all relevant action parties and consolidate all the responses and action plans for compiling this Section.

A suggested template for Response and Action Plan is given in the **Attachment** for use.

Suggested Template for Responses and Action Plan

THE EDUCATION UNIVERSITY OF HONG KONG

Responses and Action Plan

Department of _____/ Action Party: _____ (*academic year, e.g. 2019/20*)

Key Area: (*e.g. Learning and Teaching*)

Recommendation/Comment 1: (*to show the recommendation/comment made by the Departmental Review and Benchmarking Panel/Departmental Review Panel)*

Responses from the Department / Unit	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Key Area: (*e.g. Community Services*)

Recommendation/Comment 2: (*to show the recommendation/comment made by the Departmental Review and Benchmarking Panel/Departmental Review Panel)*

Responses from the Department / Unit	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Date: _____

Template for Departmental Benchmarking Report and Action Plan
(Applicable to departments conducting separate exercises for departmental review and departmental benchmarking. This template is for the part on departmental benchmarking.)

香港教育大學
The Education University
of Hong Kong

Faculty of _____

Department of _____

Departmental Benchmarking Report and Action Plan

[Report Date]

Table of Content

1.   **INTRODUCTION**

2.   **DEPARTMENTAL BENCHMARKING REPORT**

3.   **RESPONSES AND ACTION PLAN**

1.   INTRODUCTION

Departments could choose to conduct their benchmarking exercises in the format as deemed fit. Examples of alternative means of departmental benchmarking include:

- Inviting representatives/reviewers from benchmarking partner institutions to visit the department and engage in discussions;
- Visiting benchmarking partner institutions and meeting relevant representatives for discussion; and
- Collecting documents/information from/about partner institutions to conduct paper benchmarking exercise and analysis, etc.

This Section should normally consist of (1) format / means of conducting the departmental benchmarking; and (2) visit programme / schedule.

2.   DEPARTMENTAL BENCHMARKING REPORT

This Section should contain:

- Observations / comments about the Department's performance in the five key areas, namely, (i) learning and teaching, (ii) community services, (iii) research, public engagement and knowledge transfer, (iv) planning, resource management and administrative support, and (v) strategic development;
- Good practices identified; and
- Areas of enhancement, etc.

3.   RESPONSES AND ACTION PLAN

Departments and units concerned should provide responses and action plans to the observations/comments/good practices/areas of enhancement in this Section. Departments under review will coordinate and collect responses and action plans from all relevant action parties and consolidate all the responses and action plans for compiling this Section.

A suggested template for Responses and Action Plan is given in the **Attachment** for use.

> **Suggested Template for Responses and Action Plan**

THE EDUCATION UNIVERSITY OF HONG KONG

Responses and Action Plan

Department of _____/ Action Party: _____ (*academic year, e.g. 2019/20*)

Key Area: (*e.g. Learning and Teaching*)

Observation/Comment/Good Practice/Area of Enhancement 1

Observation/Comment/Good Practice/Area of Enhancement	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Key Area: (*e.g. Community Services*)

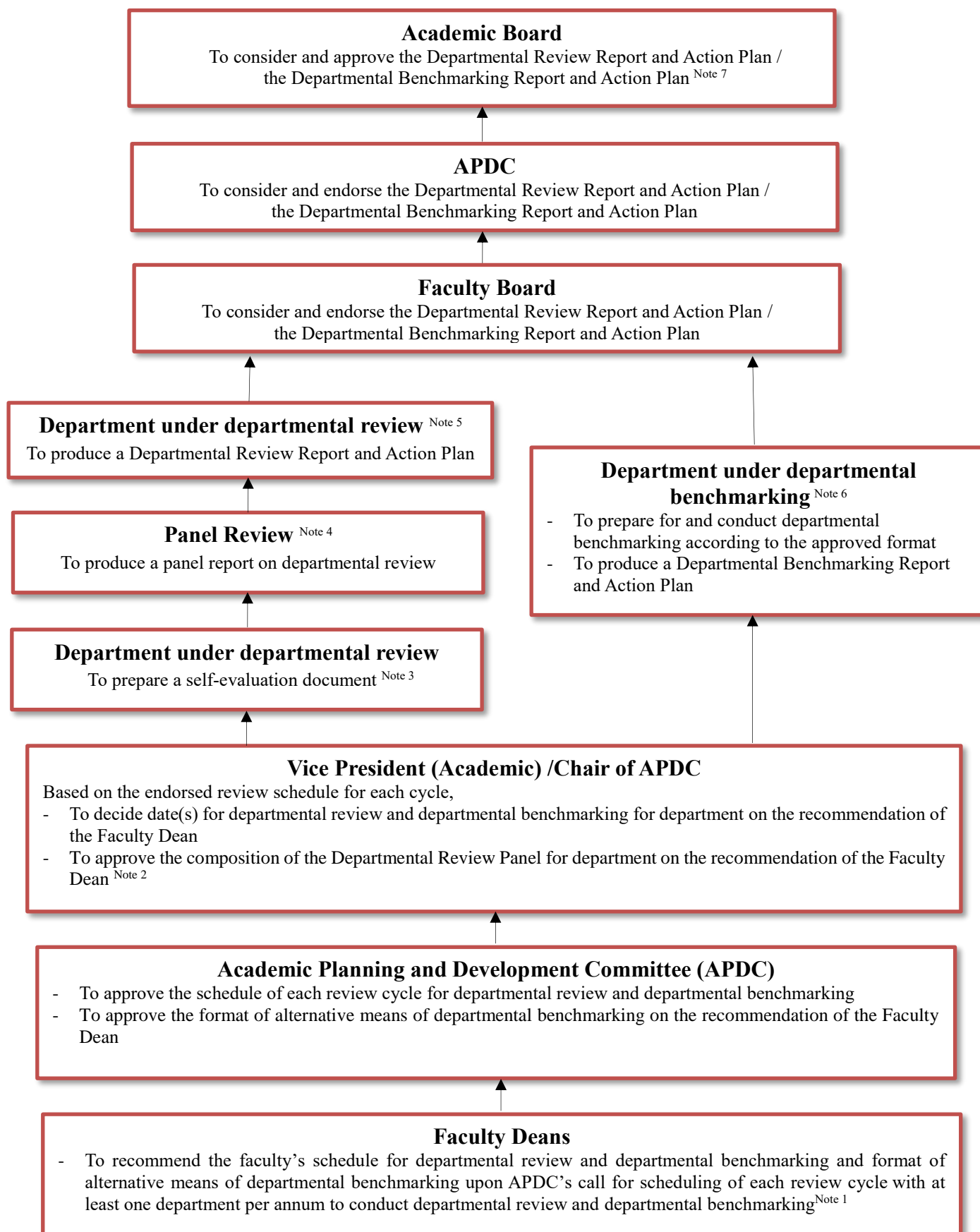**Observation/Comment/Good Practice/Area of Enhancement 2**

Observation/Comment/Good Practice/Area of Enhancement	Proposed Follow-up Action	Action Party (if applicable)	Completion Date (if applicable)

Date: _____

Flowchart Showing the Procedures of Departmental Review and Departmental Benchmarking Note 8

Academic Board
To consider and approve the Departmental Review Report and Action Plan / the Departmental Benchmarking Report and Action Plan Note 7

↑

APDC
To consider and endorse the Departmental Review Report and Action Plan / the Departmental Benchmarking Report and Action Plan

↑

Faculty Board
To consider and endorse the Departmental Review Report and Action Plan / the Departmental Benchmarking Report and Action Plan

↑

Department under departmental review Note 5
To produce a Departmental Review Report and Action Plan

↑

Panel Review Note 4
To produce a panel report on departmental review

↑

Department under departmental review
To prepare a self-evaluation document Note 3

Department under departmental benchmarking Note 6
- To prepare for and conduct departmental benchmarking according to the approved format
- To produce a Departmental Benchmarking Report and Action Plan

↑

Vice President (Academic) /Chair of APDC
Based on the endorsed review schedule for each cycle,
- To decide date(s) for departmental review and departmental benchmarking for department on the recommendation of the Faculty Dean
- To approve the composition of the Departmental Review Panel for department on the recommendation of the Faculty Dean Note 2

↑

Academic Planning and Development Committee (APDC)
- To approve the schedule of each review cycle for departmental review and departmental benchmarking
- To approve the format of alternative means of departmental benchmarking on the recommendation of the Faculty Dean

↑

Faculty Deans
- To recommend the faculty's schedule for departmental review and departmental benchmarking and format of alternative means of departmental benchmarking upon APDC's call for scheduling of each review cycle with at least one department per annum to conduct departmental review and departmental benchmarking Note 1

Note 1   Departmental review and departmental benchmarking arranged as separate exercises should be conducted within the same academic year. The relevant Faculty will be responsible for monitoring the departmental review and departmental benchmarking processes.

Note 2   The department under review will need to provide the names of at least four external reviewers for selection for the departmental review.

Note 3   The department under review will be requested to prepare a self-evaluation document of around 30 pages (excluding appendices).   The document will be submitted to the relevant Faculty Board (FB) for initial screening and, upon endorsement, then to the review panel for consideration.   Panel members are invited to give their preliminary comments.

Note 4   Panel review, including visit by the external reviewers, normally takes 2-3 working days and the panel produces a panel report on departmental review.

Note 5   The Departmental Review Report and Action Plan should be submitted to the Academic Planning and Development Committee (APDC) with input from FB and then to the Academic Board (AB) no later than 6 months after the issue of the panel report.   For recommendations which require responses / follow-up actions from other departments and units, the department under review will coordinate and collect responses and action plans from all relevant action parties and be responsible to consolidate all the responses and actions plans to compile its Departmental Review Report and Action Plan.

Note 6   The Departmental Benchmarking Report and Action Plan should be submitted to APDC with input from FB and then to AB no later than 6 months after the completion of the departmental benchmarking exercise.   For observations/comments which require responses / follow-up actions from other departments and units, the department under review will coordinate and collect responses and action plans from all relevant action parties and be responsible to consolidate all the responses and actions plans to compile its Departmental Benchmarking Report and Action Plan.

Note 7   Upon AB's approval, relevant departments and units continue to review the progress of the Action Plan on an annual basis to ensure recommended actions are in good progress or completed.   This should be incorporated as part of the Development Plan of the departments/units.   The Development Plan will be submitted to the FB / Line Manager, as appropriate, for monitoring its progress.

Note 8   This procedure is applicable to departments conducting separate exercises for departmental review and departmental benchmarking, and to choose alternative means to conduct departmental benchmarking.   The procedures of departmental review and departmental benchmarking described above are applicable to the Graduate School review and Graduate School benchmarking, subject to adaptation to cater for differences in committee structure.

June 2023

THE EDUCATION UNIVERSITY OF HONG KONG

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Nomination of External Reviewer for Departmental Review and Benchmarking Panel/ Departmental Review Panel

(for submission to Vice President (Academic)/ the Chair of Academic Planning and Development Committee)

</div>

Department under review: _____

Order of preference: _____

(e.g. first among the four nominees)

(a) *Nominee:*

(b) *Area of Study:*

(c) *Background:*
    i. *Current Position*
    ii. *Academic Qualifications*
    iii. *Serving Institution*

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Please provide the following information about the serving institution of the nominee.

- QS World University Rankings:
- QS World University Rankings by Subject:
- Times Higher Education World University Rankings:
- Academic Ranking of World Universities *(also known as the Shanghai Ranking)*:
- Project 985 University *(applicable to Mainland universities):* ☐ Yes ☐ No
- Other relevant information (e.g. academic reputation in the field):

</div>

(d) *Research Interests (if applicable):*

(e) *Teaching Areas (if applicable):*

(f) *Declaration of relationship with the department under review according to Note(1)(ii) & (iii) below:*

(g) *Website about the Nominee (if applicable):*

(h) *Attach a copy of brief CV (including email address) of the nominee demonstrating*

his/her relevant expertise (around 3 pages):

(i)   Any foreseeable conflict of interest in relation to the department under review or the University:

(j)   Please provide justifications if the nominee does not meet the criteria for nomination of external reviewers:

Notes:

1. All nominated external reviewers should:
    i)   not have been a member of staff at the University during the previous two years;
    ii) not have had any formal relationship with any members of the relevant department as follows:
        -   an honorary professor at EdUHK; external examiner to programmes within the department; engaged in current joint research projects with the staff members of the home department; …etc., over the previous three years;
        -   a visiting scholar of the home department/programme of the home department in the same academic year during which the departmental review and benchmarking takes place; and
    iii) not have any other conflict of interest in relation to the department under review.

2. Please refer to paragraph 9 and paragraphs 12-13 in Chapter 8 "Departmental Review and Benchmarking" for details on the criteria for nominations of benchmarking partners for Departmental Benchmarking, and external reviewers for Departmental Review and Benchmarking/Departmental Review respectively.

_____

May 2025

THE EDUCATION UNIVERSITY OF HONG KONG

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**Terms of Reference of
the Departmental Review and Benchmarking Panel**

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Terms of Reference

1. To review and advise the Department on the following:

    (a) whether the mission of the departmental development plan aligns with the University's goals and strategic thrusts, and the relevant Faculty's strategies and priorities;

    (b) upon benchmarking, whether the Department delivers high quality services and is working effectively on the following areas:
        (i) Learning and teaching;
        (ii) Community services;
        (iii) Research, public engagement and knowledge transfer;
        (iv) Planning, resource management (including space) and administrative support (including IT systems); and
        (v) Strategic Development;

    (c) whether all courses/academic programmes operated under the Department are current and relevant;

2. To identify examples of good practice and to make recommendations for improvement on the areas as mentioned in paragraph 1 above; and

3. To submit departmental review report and departmental benchmarking report to the Department.

May 2025

THE EDUCATION UNIVERSITY OF HONG KONG

Terms of Reference of the Departmental Review Panel

 Terms of Reference
1.   To review and advise the Department on the following:

   (a) whether the mission of the departmental development plan aligns with the University's goals and strategic thrusts, and the relevant Faculty's strategies and priorities;

   (b) whether the Department delivers high quality services and is working effectively on the following areas:
      (i)   Learning and teaching;
      (ii) Community services;
      (iii) Research, public engagement and knowledge transfer;
      (iv) Planning, resource management (including space) and administrative support (including IT systems); and
      (v)   Strategic Development;

   (c) whether all courses/academic programmes operated under the Department are current and relevant;

2.   To identify examples of good practice and to make recommendations for improvement on the areas as mentioned in paragraph 1 above; and

3.   To submit a departmental review report to the Department.

May 2025