Programme Development, Implementation and Evaluation

Assessment of PILOs and GILOs

Bachelor of Education (Honours) (Chinese Language) [BEd(CL)]

The BEd(CL) programme had mapped the GILOs, Curriculum and Coursework with nine PILOs.

The programme has a clear definition of each PILO so that it can measure effectively students' levels of achievement in each PILO. Each PILO is explicitly aligned with assessment levels and rubrics. Different methods of assessment, including direct and indirect assessments, have been used to evaluate students' achievement of the intended learning outcomes. The programme uses course-embedded assignments as direct assessment, while Annual Programme Evaluation and External Examiners' feedback as indirect assessment.

In the 2015/2016 academic year, two PILOs, namely, Select and use various documentary records and studying methods properly to conduct academic research with an objective standard and an open attitude (PILO 2) and Apply their knowledge in authentic teaching environment with the positive support from experienced teachers and institute instructors to facilitate students' learning and personal professional growth (PILO 3), were assessed through direct and indirect methods of assessment.

These two PILOs were assessed directly through the analysis of the sample scripts in the courses *CHI2611—Methodology for Teaching Chinese Language II* and *CHI2568—Classical Chinese Literature (II) (From Song to Qing)* and indirectly through the Annual Programme Evaluation and External Examiner's feedback. The results showed that the two PILOs were achieved and improvement plans were clearly identified. The results of the Programme Evaluation Questionnaires from students showed that the students exhibited significant appreciation of the PILOs assessment, with more than 80% of the respondents rated 'neutral', 'agree' and 'strongly agree' in the PILOs survey.

After evaluating the levels of achievement of the students for each PILO, the data generated enabled programmes to examine their strengths and weaknesses and to initiate plans for improvement. Suggested improvement plans and feedback are also relayed to the relevant unit(s).

Bachelor of Arts (Honours) in Language Studies [BA(Lang Studies)]

Individual instructors use various modes of e-learning in their classes. One of the modes used for assessment is a presentation format called PechaKucha. This form of presentation uses 20 slides, each of which are to be shown for 20 s only. The slides can only include images, and no text is allowed. This form of assessment is quite demanding for the students because it requires them to choose their images carefully so that they relate to the points that the student wants to make. The students prepare to discuss each slide for 20 s; the presentation, once started, automatically moves from one slide to the next. In regular PowerPoint presentations, students often rely on the text on the slide itself and simply read directly from the slide. With PechaKucha, students are unable to do so. The students can prepare a script, but they also need to make continuous eye contact with the audience and thus they cannot simply read out from the prepared script. This format of presentation forces the students to be concise and to really think about what they want to convey in a limited amount of time.

The assessment criteria include the format of the presentation, use of visuals, analysis and discussion, posture and composure and audience engagement. Through this assessment, students are able to present their ideas in a concise manner and attain the confidence needed to speak publicly without having to rely on presentation props, such as texts on a PowerPoint slide. This mode of presentation emphasises critical thinking and is a good way of improving communication skills, leading to the attainment of many of the PILOs of the programmes, particularly PILOs 1 to 4. This mode of presentation also helps students attain the GILOs related to problem-solving and communication skills.

Colleagues who have used this format have found many benefits, that is, it keeps the presentation time bound, not allowing students to exceed their given time; it increases confidence in the students; it has the potential to dramatically improve their oral presentation skills; and it creates more interesting and engaging presentations.

Bachelor of Social Sciences (Honours) in Psychology [BSocSc(PSY)]

Student learning outcomes are an important focus of curriculum planning in the BSocSc(PSY). Underpinned by the five PILOs, a set of assessment rubrics were developed. These criteria provide a direction for the Programme Outcomes Assessment (POA) conducted in 2015.

▲ Students of BSocSc(PSY) generally agreed that the PILOs were achieved and felt positive about the programme.

In 2015/2016, two PILOs were assessed in multiple ways, namely, feedback from our students and programme external examiner, as well as analysis of sample scripts of the capstone course (i.e. Honours Project) in relation to the rubrics of PILOs. The results of focus groups and Programme Evaluation Questionnaires from students showed that PILOs were achieved and that students felt positive about the programme. The external examiner echoed the view of the students that the PILOs were mostly achieved, but also noted that some learning outcomes could be further refined for clearer observation. Direct assessment of the performance of the students in the Honours Project similarly showed that the two identified PILOs were mostly achieved and areas to be further enhanced were also identified.

The review contributed to the enhancement of programme quality. At the programme level, some PILOs were also refined to have a clearer articulation. The curriculum sequence was proposed to be modified to tighten major core courses. At the course level, for example, the content and assessments of the course *Statistical Methods in Psychology* were to be refined to further enhance the achievement of PILOs.

Programme Development

Define a set of PILOs

Programme Implementation

Bachelor of Social Sciences (Honours) in Psychology

Feedback

- Refine some PILOs
- Modify curriculum sequence
- Adjust course content and assessments

Programme Outcomes Assessment

- Define a set of assessment rubrics associated with established PILOs
- Reviewed by students and external examiner

Master of Science in Educational Speech–Language Pathology and Learning Disabilities [MScESLPLD]

The MScESLPLD programme is the first Master's programme in Hong Kong that blends speech–language pathology and learning disabilities to offer a fully-fledged professional training programme for the next generation of speech–language pathologists. Among the intended learning outcomes set out by the programme, one objective is to train our students to professionally conduct evaluation, intervention and interaction plans for speech–language disorders and learning disabilities, as well as their interconnected complications. Various assessments are conducted to ensure that the programme fulfils the academic standards. Apart from standard assessments and a set of rubrics to measure the levels of PILOs and GILOs that the students have attained, teachers can also observe student performance in their practicum course by using COMPASSR, a criterion-referenced clinical learningassessment tool in the practice of speech–language therapy.

In addition, peer assessment, student self-assessment and formative assessment are also conducted during the practicum courses. Teachers give feedback and guidance to form learning goals and plans before end-of-course summative assessments. These summative assessments are in the form of verbal/written feedback, one-on-one consultation and peer learning groups. Written feedback is also given on COMPASSR, which drives students to formulate learning goals and plans to further improve their speech–language therapy competence in the rest of the practicum course.

▲ The assessment of the practicum course is guided by a criterion-referenced clinical learning assessment tool, that is, COMPASS®, and by the MScESLPLD programme-based grade assessment rubrics.

▼ The practicum supervisor observes and assesses the student performance in the practicum course based on a set of rubrics and determines if the student has attained the PILOs or not.

Bachelor of Social Sciences (Honours) Global and Environmental Studies [BSocSc(GES)]

The BSocSc(GES) programme is one of the programmes participating in the pilot exercise of the Programme Outcomes Assessment (POA). The POA is a tool used to collect data systematically to demonstrate the effectiveness of teaching and learning of the programme. The POA is also used to measure how well our students are performing with relevance to the programme learning outcomes, such as their understanding of globalization processes, impacts of environmental changes on human beings, cultivation of skills to conduct critical analyses and preparation for lifelong learning. BSocSc(GES) has further specified the learning outcomes of each

existing PILO to facilitate a more focused measurement of learning performance. Results collected in Semester 2 of the 2015/2016 academic year indicate that our students have achieved quite well in PILO 1 (on basic knowledge of the programme themes) and PILO 3 (on interdependence of the globalised world). For example, approximately 80% of the Year 4 students were able to define concepts, describe trends and summarise the interactions amongst globalisation, development and environmental changes at the Mastering and Outstanding performance levels. Assessments of other PILOs will be conducted in the coming academic years.

▲ Graduates of BSocSc(GES)

Master of Arts in Mathematics and Pedagogy [MA(MP)] and Bachelor of Education (Honours) (Primary)—Mathematics [BEd(P)-MA]

The Department of Mathematics and Information Technology will conduct the POA in their MA(MP) and BEd(P)-MA programmes in the coming academic year. Accordingly, POA methods and procedures have been developed to assess the learning of students in PILOs and GILOs. Mechanisms to collect the data (how, when

and by whom), criteria for success in assessing PILOs and how to disseminate and use the results for improvement have been finalised and will be adopted. For example, the honours project of the students will be used to evaluate their ability to consolidate the knowledge acquired in the programme.

Master of Education (MEd) Programme Evaluation Questionnaire

Apart from questions related to programme curriculum, teaching and learning support, the MEd Programme Evaluation Questionnaire includes questions for students to evaluate whether the programme has developed the generic skills of the students listed under the GILOs and PILOs.

From the results obtained in 2015/2016, MEd students generally agreed that the learning experience at the programme had helped them to develop all of the four PILOs and nine GILOs as defined by the University.

GILOs—MEd students generally agreed that the learning experience at the programme has helped them to develop the nine generic skills and attributes, that is, the GILOs as defined by the University. Amongst all items, *critical thinking skills* was rated the highest by the respondents.

PILOs—Approximately 75% of respondents rated *agree* and *strongly agree* on the following two PILOs:

- Advanced my knowledge and understanding in my chosen area of focus;
- Enabled me to review educational research critically and to conduct educational inquiries independently.

Apart from the positive feedback on the PILOs and GILOs, the overall rating given to the MEd programme was also encouraging. The majority of the students rated the programme as *Good*, *Very Good*, and *Excellent*. The students also agreed that the MEd programme had met their needs or expectations.

Institutional Research on Graduates (IRG) Surveys for Research Postgraduate (RPg) and Doctor of Education (EdD) Programmes

Additional sets of IRG surveys for graduates of the RPg and EdD programmes were developed for implementation in June 2015. The RPg programmes focus on the development of the research competencies of the students, whereas the EdD programme targets the development of their professional competencies. The IRG surveys for these programmes emphasise the evaluation of the research/ professional competencies of the graduates, rather than their teaching competencies. Both surveys have included questions to evaluate whether the programmes have developed the generic skills of the students listed under the GILOs and PILOs in meeting their work requirements after graduation.

IRG Survey for RPg Graduates

(i)   Research competencies (including PILOs)

(ii)   Core competencies (including GILOs)

(iii) Further comments

(iv)   Personal information

IRG Survey for EdD Graduates

(i)   Professional competencies (including PILOs)

(ii)   Core competencies (including GILOs)

(iii) Further comments
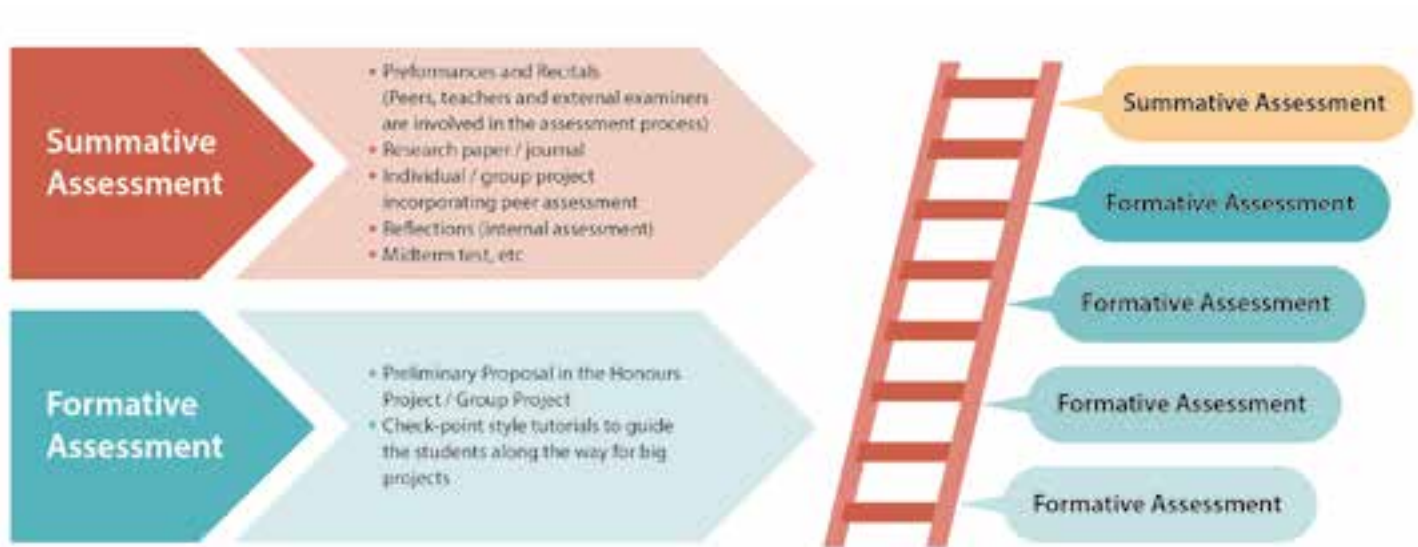
(iv)   Personal information

Rubrics for Assessment

Bachelor of Music in Education (BME)

Teaching and learning with clear rubrics for assessment and feedback help the teachers and students to ensure a high quality of knowledge transfer. The BME courses adopt a holistic approach by using the summative and formative assessments to generate feedback for on-going review and fine-tuning of the teaching and learning process when necessary.

Given the range of diverse subjects and a mixture of practice-based and knowledge-based materials, the courses have to be comprehensive and creative in the assessment design.

We use the following summative and formative assessments to evaluate the performance of the students:

Summative Assessment
- Performances and Recitals (Peers, teachers and external examiners are involved in the assessment process)
- Research paper / journal
- Individual / group project incorporating peer assessment
- Reflections (internal assessment)
- Midterm test, etc

Formative Assessment
- Preliminary Proposal in the Honours Project / Group Project
- Check-point style tutorials to guide the students along the way for big projects

Summative Assessment
Formative Assessment
Formative Assessment
Formative Assessment
Formative Assessment

1 Assessment methods that include evidence (qualitative or quantitative)

Qualitative or quantitative evidence:
- Rubrics in the assessment items
- Course (Internship I and II) Evaluations and Programme Evaluation

2 Assessments that are developmental, such that students and others can observe progress towards valued outcomes

- e-Portfolios
- Project/group presentation
- Peer assessment

3 Using assessment results to improve teaching, learning and the curriculum

- Grade distribution in an assessment item
- GPA distribution in the programme
- Students feedback from the SET/ Programme Evaluation

Bachelor of Social Science Education (Honours) in Greater China Studies [BSocScEd(GCS)] and Master of Public Policy and Governance [MPPG]

The Department of Asian and Policy Studies (APS) places high importance on consistency in grading as well as individualised assessment practices when assessing students' performance. Course instructors develop assessment rubrics for their assigned courses by adapting the general grade descriptors. These assessment rubrics are tailor-made for different types of assessments, including presentations, essays as well as capstone projects. These assessment rubrics are placed on Moodle to give students a clear idea of what is expected of them in each assignment. In addition, the written assessments of all courses are double marked following the departmental guidelines on double marking as set out in the Departmental QA Handbook to ensure consistent assessment standards within the APS.

BSocScEd(GCS) Assessment Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/BGCS-assessment-rubrics.pdf

MPPG Project Presentation Grading Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/Grading-rubrics_MPPG-ProjectPresentation.pdf

MPPG Assessment Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/Rubric.pdf

FE Assessment and Moderation

Programme Assembly on Demonstration of Classroom Teaching

The BEd(CL) programme is a cross-sectoral programme. Students are required to conduct cross-sectoral block practices (BPs) in primary and secondary schools. All students are assigned a focus of study when conducting field experience in primary and secondary schools for the first and second BPs accordingly.

The experience of teaching in primary schools is different from in in secondary schools given different academic levels. . The programme had arranged various kinds of Programme Assembly sessions on Demonstration of Classroom Teaching（中文科示範教學）in the 2014/2015 and 2015/2016 academic years to enhance the ability of the students to transfer the skills gained in their teaching experience from the first BP to the second BP.

Ms. Cheng Lai-kuen, Vice Principal of the F.D.B.W.A. Chow Chin Yau School and an awardee of the Chief Executive's Award for Teaching Excellence, was invited to teach a group of primary students of The Education University of Hong Kong Jockey Club Primary School. During the sharing session, Ms Cheng shared her teaching experiences and good practices with the students.

Two BEd(CL) student teachers with excellent FE performance (one in primary school and another in secondary school) were invited to teach a lesson during the Programme Assembly（同儕示範教學）. The FE supervisors of the students were also invited to give comments and share their observations, experiences and good practices of the student teachers with the participants.

By attending the Programme Assembly and interacting with the guest speakers, student teachers and their FE supervisors, students are equipped with an in-depth understanding of the FE and able to prepare better for their BP in schools.

Evaluation of Formative Assessment and Staff–Student Consultative Meeting (SSCM)

The evaluation of FE is conducted via the SET questionnaire. Areas related to the practicality, design and implementation of FE, as well as the support of placement schools, the guidance of mentor teachers and the supervisors from the university are addressed to ensure that FE is practical and useful for the future career development of students. The mean score of the SET in 2014/2015 was particularly high in areas related to FE's broadening the understanding of teaching in schools and enhancing the professional development of students.

The SSCM was held by the end of Semester 2 of the academic year to provide opportunities for students to express their views and opinions concerning the difficulties they have encountered during the FE and discuss these with the programme leader and the FE coordinator for suggestions for improvement and further development. In the 2015/2016 SSCM, the students commented that the arrangement of FE was practical and useful; they hoped that there could be more overseas choices available. The possibility of involving more partners from different countries in future will be explored with the help of the International Office of the University.

Field Experience (FE)

FE is regarded as one of the most important learning components of the Bachelor of Education (Honours) (Physical Education) [BEd(PE)] programme. Students are placed in schools to practice and apply what they have learned in the courses. As a quality assurance mechanism, a standardisation meeting is arranged for all supervisors to systematise the criteria of supervision to ensure equity of standards among FE supervisors. Supervisors are also encouraged to pair up and conduct peer supervision visits for moderation. The e-Portfolio is used to track the teaching and learning development of the students during the FE period. The secondary supervisor may visit to help students whose teaching performance is unsatisfactory. Pastoral care and the standardisation of FE assessments are provided for students. The details of the aims and objectives of the programme as well as the intended learning results can be found at https://www.eduhk.hk/flass_prog/view.php?secid=5375.

▲ Case reflection

▲ Standardisation of teaching performance for FE

▼ Laboratory activities

Peer Assessment, Self-Assessment and Formative Assessment

Bachelor of Education (Honours) (English Language) [BEd(EL)]

In the BEd(EL) course *Introduction to Linguistics*, students are asked to write book chapters in groups for a Wikibook project. The students are required to read all the Wikibook chapters written by their classmates and write comments online. When writing the comments, the students need to address the following:

- What they have learned from reading the chapter, and what they have found to be most interesting/beneficial.
- What they think could be improved, or what other areas of content or sub-topics they think could be included in the chapter.
- Rate the chapter on a scale of 1 to 5 (1 = low quality, 5 = high quality).

The students need to revise and finalise the Wikibook chapters based on the comments from their peers and deliver a peer teaching session about their Wikibook chapters in the form of a mini-lecture.

In this manner, the peer assessment is used as a form of formative assessment. Positive comments have been received from students, such as 'Making comments is useful because we may forget some parts if we don't make this kind of comment every week. When we make the comments, at least we will remember this and that and we can review what we have learnt'.

The students have to mutually engage in open discussions via a Wikibook page which allows peer editing and peer commenting, something that a conventional classroom setting does not usually offer. The students may participate actively in the knowledge construction process by exchanging ideas, having social interactions and collaborating through online technologies. The responsibility and autonomy of the students can also be enhanced through peer assessments.

Research based on the Wikibook project shows that the assignment takes advantage of the Web 2.0 technology and provides students with opportunities to experience social and experiential learning, in which they learn to respect and tolerate their group members. Finally, the students develop self-confidence and self-assertion. For more details, please refer to the following published article:

Wang, L. (2016). Employing Wikibook project in a linguistics course to promote peer teaching and learning. *Education and Information Technologies*, *21*(2), 453–470.

Bachelor of Education (Honours) (History) [BEd(HIST)]

All BEd(HIST) staff members are encouraged to use Moodle and Mahara in their courses to better facilitate methods of peer assessment, self-assessment and formative assessment. To this end, colleagues are encouraged to acquire more IT knowledge by attending workshops organised by the Centre for Learning, Teaching and Technology (LTTC). These workshops help staff understand how to use Mahara and Moodle to facilitate different methods of peer assessment, self-assessment and formative assessment in their courses. At present, these forms of assessment are used to evaluate student e-Portfolios, particularly reflective writing on courses on Mahara or for assignments on Moodle and Turnitin. In terms of self-assessment, students are required to update their e-Portfolios in Mahara where they have the opportunity to reflect on their specific learning experience. Formative assessment constitutes an integral part of the assessment practices adopted in all BEd(HIST) courses. Discussions, debates and Q&A sessions form the important elements of all regular history classes, which provide students with the opportunity to discuss, clarify and explore some ideas presented in the lectures in more detail.

One of the most well-known forms of peer assessment used on BEd(HIST) courses is student group presentations. For example, in the Year 1 foundation courses *HIS1003—Introduction to Historical Ideas and Practices* and *HIS1004—Life in the Ancient World*, all students are required to participate in one group presentation as part of their formal assessment. Presentation topics are chosen during teacher-student consultation sessions. Individual groups are required to provide constructive feedback to each other. Grades for group presentations are assigned not only on the basis of effectiveness, that is, clarity, coherence and structure, but also on the ability to provide critical feedback to each other. These methods of peer assessment provide opportunities for BEd(HIST) students to learn from one another, more easily identify areas of improvement and engage in collaborative learning to achieve the CILOs.

▲ Booklets distributed to the students for peer group evaluation
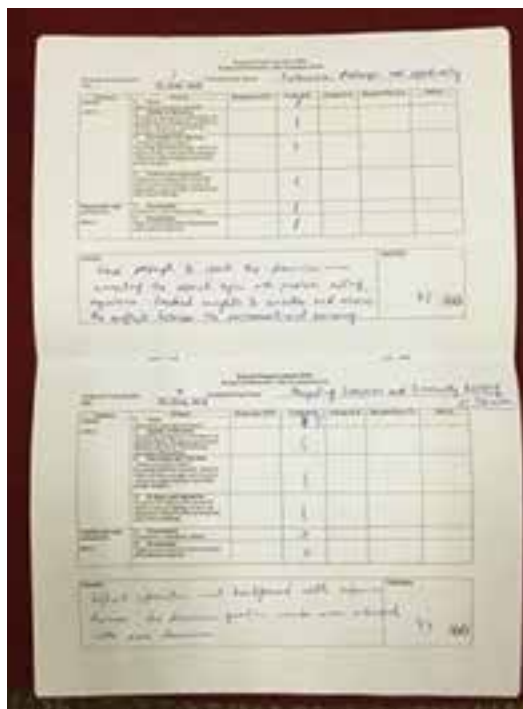
▲ Insightful comments offered by the peer groups

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Master of Arts in Teaching English to Speakers of Other Languages [MATESOL]

All three forms of assessments, namely, peer assessment, self-assessment and formative assessment, are used in the MATESOL courses. A contextualised example of the course *ENG6237—English in the Global Context* is presented as follows:

- Formative assessment and self-assessment are used in the first major assignment Language Biography (20% of the overall assessment). Inviting students to reflect on their English language learning journey is one way to raise their awareness of various lexico-grammatical norms expected from Standard English (SE) or English for Academic Purposes (EAP). This awareness helps students understand whether it is ethical for all non-native learners of English (as a second or foreign language) to be assessed according to the norms of SE or EAP.

- Peer assessment is solicited and sent to all group presentations. A peer evaluation form with criteria and ratings is provided to students to conduct peer assessment. Items ranging from the content and structure of the presentation to the performance and use of visual aids of the presenter are assessed by peers. Their feedback and suggestions for improvement are relayed back to the group concerned via the lecturer to ensure improvement.

VoE Seminar – Presentations on Varieties of English around the World
Peer Evaluation Form
(Criteria and Ratings)

Presenters' topic: Bollywood: English in India	Evaluator: Prof. David C.S. Li (Lecturer)	Date: 2016-3-19

Ratings: 1 = Unsatisfactory 2 = Satisfactory 3 = Good 4 = Very Good 5 = Outstanding

Items	Ratings (please check)
Content	
1. Usefulness / Relevance	1 2 3 **4** 5
2. Clarity	1 2 **3** 4 5
3. Stimulating interest	1 2 3 **4** 5
Structure	
4. Overall organization	1 2 **3** 4 5
5. Introduction	1 2 **3** 4 5
6. Body	1 2 3 **4** 5
7. Closure	1 **2** 3 4 5
Presenter	
8. Enthusiasm	1 2 3 4 **5**
9. Confidence	1 2 3 **4** 5
10. Communication skills	
• Voice	1 2 3 4 **5**
• Eye contact	1 **2** 3 4 5
• Body language	1 **2** 3 4 5
• Keeping attention	1 2 3 **4** 5
11. Time control	1 2 **3** 4 5
12. Pace	1 **2** 3 4 5
Visual aids	
13. Enhancing messages being presented	1 2 3 **4** 5
14. Effective use of keyboards	1 2 3 **4** 5
15. Legibility (font size)	1 2 3 **4** 5
16. Organization	1 2 **3** 4 5

Bachelor of Arts (Education for Sustainability) [BA(EfS)]

The Regional Summer Institute is organised by the Department of Science and Environmental Studies as a credit-bearing course of the BA(EfS) programme. This year, the seminar was conducted in Taipei City. Lectures, field visits and student-led discussions were organised to strengthen understanding of local environmental issues, such as municipal waste management and biodiversity conservation. For example, students were required to conduct a research project in the city, which included collecting first-hand data and submitting a written report as formative assessment. Peer group evaluation was introduced this year during the student-led discussions to further enhance the quality of discussion. Peer group evaluation has significantly enhanced the participation of the students in discussions, yielding fruitful learning outcomes and enabling students to have an in-depth grasp of the dilemma of sustainable development among students.

▶ Interactive student-led discussions

Some of the testimonials from the reports on the group-led discussions submitted by the students are presented as follows:

'…In the discussion, we noted that most of the students agree that nuclear energy is more sustainable and feasible than fossil fuel and renewable energy in Hong Kong. However, they are most concerned about safety. They feared that nuclear accidents, such as Japan nuclear leakage and Chernobyl Disaster, would happen in Hong Kong or in Daya Bay one day. Therefore, they resisted building a nuclear power plant in Hong Kong, and preferred using nuclear power by foreign purchase. It is found that most students think that it is good to use nuclear power as long as it does not affect their personal safety. So, they have the mentality of "Not in my backyard", which carries a pejorative overtone for any new development that is close to them…'

'…In our discussion, not only did we introduce the background of the policy, Environmental Education Act, of Taiwan, but also examined the feasibility of such a policy in Hong Kong. We understood there are many differences between Taiwan and Hong Kong, such as geographical factors, funds, the needs of different social groups, etc. Among our discussion questions, there was a warm-up question on audience's prior experiences. Then we started to introduce the situation of Taiwan since we wanted the audience to have a basic understanding of Hong Kong before they gave further suggestions based on the example of Taiwan…'

'…After introducing the Agriculture, Fisheries and Conservation Department (AFCD) to students, we asked them to comment on the AFCD's approach towards biodiversity conservation. They queried the implementation of law enforcement by the AFCD. They used the example of the Sham Wan Restricted Area which was frequently used as an illegal entrance to the beach at Sham Wan. However, the staff of AFCD did not prosecute those offences…We agreed that there are several problems of AFCD in law enforcement. They tend to persuade people to leave the restricted area instead of prosecuting offences. Persuasion is not an effective method to caution people against illegal entrance…'

▼ Students experiencing the aboriginal hunting techniques in Wulai

▲ Students joining an eco-tour in Yilan to watch dolphins

The peer group reviews generated vigorous and fruitful discussions among students, leading to the achievement of several CILOs, such as examining major environmental challenges and raising awareness towards the policy response strategies that the Asian societies have adopted.

▲ Students attending lectures on various local environmental issues at National Chengchi University

Student Evaluation of Teaching (SET)

In the Faculty of Humanities, student feedback is usually collected through a number of formal and informal channels, such as SSCMs, Annual Programme Evaluations, SET, mid-course evaluation, end-of-course evaluation, and informal meetings with the course lecturers and/or the programme management team. Student representatives of the Faculty Board and members of the Student Association also offer their feedback on academic-related matters. Programme Committees and Academic Departments use a feedback record sheet to keep track of the feedback data received. Feedback data is included on the agenda of the meetings chaired by the Faculty Learning and Teaching Committee and the Departmental Learning and Teaching Committee.

Follow-up actions are considered on an annual basis. This quality assurance process ensures systematic mechanisms to close the feedback loop.