

FOR REFERENCE
QA Report Proforma for the review year 2015/16

**ANNUAL PROGRAMME QUALITY ASSURANCE (QA) REPORT
FOR SELF-FINANCED TAUGHT POSTGRADUATE PROGRAMMES**

Programme Name:

QA Report Rubrics would be made available to facilitate the Faculty/School/AVA Boards' consideration of QA Reports.

Section a)

Summary of improvement actions made in response to last year's report

(Maximum one page)

Please refer specifically to each item in last year's improvement plan, providing an assessment of the degree to which objectives were achieved, and responding to any comments or recommendations received on last year's report.

Progress of follow-up to External Inputs

Please provide the progress update/report on the actions taken in response to the recommendations received.

ACP

| Action items (as captured from the previous report) | Progress update/Achievement attained | Evidence |
|---|--------------------------------------|----------|
| | | |
| | | |
| | | |

Internationalization initiatives

Please provide the progress update/report on the internationalization initiatives attempted.

| Initiatives (as captured from the previous report) | Progress update/Achievement | Evidence |
|--|-----------------------------|----------|
| | | |

| | | |
|--|-----------------|--|
| | attained | |
| | | |
| | | |
| | | |

Other initiatives

| Initiatives (as captured from the previous report) | Progress update/Achievement attained | Evidence |
|---|---|-----------------|
| | | |
| | | |
| | | |

Section b)

Evaluation of key performance indicators (KPIs)

(i) Applications and admissions

| KPIs | Two Years Ago | | One Year Ago | | Review Year | | Reference Only | |
|---------------------------------------|----------------------|-----------|---------------------|-----------|--------------------|-----------|-----------------------|-----------|
| | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Approved student intake | | | | | | | | |
| Number of applications | | | | | | | | |
| Number of intake | | | | | | | | |
| Number of offers made | | | | | | | | |
| Ratio of offers/applications | | | | | | | | |
| Ratio of offers/intake | | | | | | | | |
| Ratio of intake/applications | | | | | | | | |
| % non-local intake | | | | | | | | |
| Mainland | | | | | | | | |
| Non-mainland | | | | | | | | |
| Other indicators (Programme may add): | | | | | | | | |

Evaluation:

(ii) Medium of instruction

| | Two Years Ago | One Year Ago | Review Year | Reference Only |
|---|--------------------|--------------------|--------------------|--------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | No. of courses (%) | No. of courses (%) | No. of courses (%) | No. of courses (%) |
| Core courses (Required and Elective) | | | | |
| Cantonese | | | | |
| English | | | | |
| Putonghua | | | | |
| Others* | | | | |
| Total | | | | |

**Others include French, German, Japanese, Spanish and Italian.*

(iii) Student performance

| KPIs | Two Years Ago | One Year Ago | Review Year |
|--|---------------|--------------|-------------|
| | 2013-2014 | 2014-2015 | 2015-2016 |
| Number of graduates | | | |
| Distribution of academic awards conferred | | | |
| Distinction | | | |
| Merit | | | |
| Pass | | | |
| Mean GPA of graduates | | | |
| Number of students dismissed / withdrew from the programme | | | |
| Other indicators (Programme may add): | | | |

Evaluation:

(iv) Number of students in each concentration within the programme (if applicable)

| Concentration (To be provided by the Department/Faculty/School) | Two Years Ago 2013-2014 | One Year Ago 2014-2015 | Review Year 2015-2016 |
|--|----------------------------|---------------------------|--------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| etc. | | | |

Evaluation (if applicable):

(v) Course Feedback Questionnaire

Part I: Quality of Teaching

Aggregated data for

Q.11- I would rate the overall teaching effectiveness of the lecturer as:

Scale: 5: Very good 4: Good 3: Satisfactory 2: Acceptable 1: Poor

| | Three Years Ago 2012-2013 | | | Two Years Ago 2013-2014 | | | One Year Ago 2014-2015 | | | Review Year 2015-2016 | | |
|-------------------|---|--------|--------------------|----------------------------|--------|--------------------|---------------------------|--------|--------------------|--------------------------|--------|--------------------|
| | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation |
| | Core courses (Required and Elective) | | | | | | | | | | | |
| Semester 1 | | | | | | | | | | | | |
| Semester 2 | | | | | | | | | | | | |
| Semester 3 | | | | | | | | | | | | |

Part II: Reflection on learning

Theme 1: Intended Learning Outcome

Aggregated data for

Q.12 - I had a clear idea of what I was to learn.

Q.13 - I found that what I learnt was what I had expected of this course.

Q.18 - I was given a clear idea of what I had to be able to do with the topics learnt.

Q.19 - Topics covered in the course addressed what I understood the course was meant to be.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

TPg courses

| | Three Years Ago 2012-2013 | | | Two Years Ago 2013-14 | | | One Year Ago 2014-2015 | | | Review Year 2015-2016 | | |
|-------------------|---|--------|--------------------|--------------------------|--------|--------------------|---------------------------|--------|--------------------|--------------------------|--------|--------------------|
| | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation |
| | Core courses (Required and Elective) | | | | | | | | | | | |
| Semester 1 | | | | | | | | | | | | |
| Semester 2 | | | | | | | | | | | | |
| Semester 3 | | | | | | | | | | | | |

Theme 2: Teaching and Learning Activity

Aggregated data for

Q.14 - The teaching and learning activities provided me the opportunities to learn through active participation.

Q.15 - The teaching and learning activities helped me learn what I was supposed to learn.

Q.16 - Instructions for learning activities were clear and specific.

Q.22 - The teaching and learning activities addressed my learning needs.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

TPg courses

| | Three Years Ago 2012-2013 | | | Two Years Ago 2013-14 | | | One Year Ago 2014-2015 | | | Review Year 2015-2016 | | |
|------------|---|--------|--------------------|--------------------------|--------|--------------------|---------------------------|--------|--------------------|--------------------------|--------|--------------------|
| | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation |
| | Core courses (Required and Elective) | | | | | | | | | | | |
| Semester 1 | | | | | | | | | | | | |
| Semester 2 | | | | | | | | | | | | |
| Semester 3 | | | | | | | | | | | | |

Theme 3: Assessment Method

Aggregated data for

Q.17 - The assessment standards were clear enough to help me self-assess the quality of my work.

Q.20 - I have achieved what I was supposed to learn in this course.

Q.21 - I received useful information or feedback on how well I was doing in this course.

Q.23 - The assessment methods addressed what I was supposed to learn.

Scale: 5: Strongly agree 4: Agree 3: Neutral 2: Disagree 1: Strongly disagree

TPg courses

| | Three Years Ago 2012-2013 | | | Two Years Ago 2013-2014 | | | One Year Ago 2014-2015 | | | Review Year 2015-2016 | | |
|------------|---|--------|--------------------|----------------------------|--------|--------------------|---------------------------|--------|--------------------|--------------------------|--------|--------------------|
| | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation | Mean | Median | Standard Deviation |
| | Core courses (Required and Elective) | | | | | | | | | | | |
| Semester 1 | | | | | | | | | | | | |
| Semester 2 | | | | | | | | | | | | |
| Semester 3 | | | | | | | | | | | | |

Evaluation:

This section should include a report on the major issues identified from the student feedback, the corresponding improvement/actions taken within the reporting period and the follow-up mechanism adopted by the Instructor(s)/Programme to inform students of the improvement/actions taken to close the feedback loop within the reporting period.

For long-term actions, please also report in Section (d).

| Major issues identified | Improvement/actions taken within the reporting period | Mechanism adopted to inform students of the improvements/actions taken to close the feedback loop |
|-------------------------|---|---|
| | | |
| | | |
| | | |

(vi) Budget and break-even number

Updated programme budget (2015-16):

Please attach an updated programme budget.

(This must be entered in the standard University Self-Financed Academic Programme (SFAP) budget template, available at the Academic Registry’s website under ‘QA of New Programmes/Programme Development’

at http://ar.hkbu.edu.hk/staff/qa/manual_acad_policies_reg_procedures/quality_ass_acad_prog/details/#new_prog_acc. Staff login is required for access to this template.)

2015-2016 Planned intake quota

Full-time: _____

Part-time: _____

2016-2017 Updated break-even intakes in FTE (submitted to FO): _____

Evaluation of financial performance and viability:

(Maximum one page)

(vii) Other indicators

| Other KPIs | Two Year Ago 2013-2014 | One Year Ago 2014-2015 | Review Year 2015-2016 |
|------------|---------------------------|---------------------------|--------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Evaluation:

Section c)

This section should include a summary of evidence collected on the achievement of PILOs, including an assessment of strengths and weaknesses revealed by this analysis. This section should also include a discussion of the follow up on any unresolved programme-related issues from the ACP report. It would be beneficial to include comments/recommendations of Departmental Academic Advisors (DAAs) and Programme Advisory Committee in the evaluation of PILOs in this section and report the related improvement plans in Section (d) of the QA Report.

(Maximum three pages)

Section d)

Plan for improvement

This section should include an itemized list of proposed improvement actions, with measurable objectives/targets and timelines for each action. These should address the weaknesses and opportunities identified in the earlier sections.

(Maximum one page)

Overview:

| |
|--|
| |
|--|

Follow-up to CFQ results

This section should include a detailed action plan in follow-up to the student feedback collected via the CFQ exercise of which the improvement progress would require a longer term of monitoring.

| Issues identified | Improvement action and rationale | Measurable objectives / targets | Time Frame |
|-------------------|----------------------------------|---------------------------------|------------|
| | | | |
| | | | |
| | | | |

Follow-up to External Inputs

This section should include a detailed action plan to follow up on the external inputs collected from the recent ACP visit, the Departmental Academic Advisor (DAA) and the Programme Advisory Committee.

ACP

| Recommendations | Improvement action and rationale | Measurable objectives / targets | Time Frame |
|-----------------|----------------------------------|---------------------------------|------------|
| | | | |
| | | | |
| | | | |

DAA

| Recommendations | Improvement action and rationale | Measurable objectives / targets | Time Frame |
|-----------------|----------------------------------|---------------------------------|------------|
| | | | |
| | | | |
| | | | |

Programme Advisory Committee

| Recommendations | Improvement action and rationale | Measurable objectives / targets | Time Frame |
|-----------------|----------------------------------|---------------------------------|------------|
| | | | |
| | | | |
| | | | |

Other external inputs

| Recommendations | Improvement action and rationale | Measurable objectives / targets | Time Frame |
|-----------------|----------------------------------|---------------------------------|------------|
| | | | |
| | | | |

Internationalization initiatives

This section should include the internationalization initiatives in the following areas: (1) strategies; (2) international benchmarking; (3) curriculum development; (4) learning opportunities; (5) student recruitment and integration; and (6) staffing arrangements.

| Initiatives and rationale | Measurable objectives / targets | Time Frame |
|---------------------------|---------------------------------|------------|
| | | |
| | | |
| | | |

Other initiatives

| Initiatives and rationale | Measurable objectives / targets | Time Frame |
|---------------------------|---------------------------------|------------|
| | | |
| | | |
| | | |

Section e)

Comments from the Faculty/School/AVA Board

This section should summarise the main comments/observations of the Board, based on their discussion of the Report. This should include any recommendations made to the Programme.

(Maximum one page)

Section f)

Programme Responses to Faculty/School/AVA Comments

This section should include programme responses to the comments/recommendations made by respective Dean/Director of AVA.

(Maximum one page)