

FOR REFERENCE
QA Report Proforma for the review year 2017/18

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

Programme Name:

QA Report Rubrics would be made available to facilitate the Programme Directors' compilation of QA Reports.

Section a)

Please refer to each of the specific items listed in last year's improvement plan and evaluate the programme's achievement of the individual intended outcomes. The comments / recommendations of the Faculty Board, if any, should be responded accordingly.

(Maximum one page)

Progress of follow-up to CFQ results

Please provide the progress update/report on the actions taken in response to the issues identified.

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

Progress of follow-up to External Inputs

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

ACP

Recommendations	Action items (as captured from the previous report)	Progress update / Achievement	Evidence

		attained	

DAA

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

Programme Advisory Committee

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

Other External Inputs

Recommendations	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 attained	Evidence

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	
	2015-2016		2016-2017		2017-2018		2018-2019	
	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
	2015-2016	2016-2017	2017-2018	2018-2019
	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 2015-2016	One Year Ago 2016-2017	Review Year 2017-2018
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 2015-2016	One Year Ago 2016-2017	Review Year 2017-2018
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 2013-2014			Two Years Ago 2014-2015			One Year Ago 2015-2016			Review Year 2016-2017		
	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

Class attendance (%)*	Three Years Ago 2014-2015						Two Years Ago 2015-2016						One Year Ago 2016-2017						Review Year 2017-2018					
	Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation	
	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25
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 2014-2015						Two Years Ago 2015-2016						One Year Ago 2016-2017						Review Year 2017-2018					
	Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation	
	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25
	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25
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 2014-2015						Two Years Ago 2015-2016						One Year Ago 2016-2017						Review Year 2017-2018					
	Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation		Mean		Median		Standard Deviation	
	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25
	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25	>=0	>25
Core courses (Required and Elective)																								
Semester 1																								
Semester 2																								
Semester 3																								

* >=0: Class attendance 0-100%; >25: Class attendance 26-100%

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 (2017-2018):

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.)

2017-2018 Planned intake quota

Full-time: _____

Part-time: _____

2018-2019 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 2015-2016	One Year Ago 2016-2017	Review Year 2017-2018

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:

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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

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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)