

<p>FOR REFERENCE</p> <p>QA Report Proforma for the review year 2016/17</p>
--

**ANNUAL PROGRAMME QUALITY ASSURANCE (QA) REPORT FOR
UGC-FUNDED UNDERGRADUATE PROGRAMME**

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 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
	2013-2014	2014-2015	2015-2016	2016-2017
JUPAS score in HKALE/HKDSE subjects				
Mean admission score				
First year intake				
Senate quota				
Actual intake				
% of JUPAS and non-JUPAS				
JUPAS				
non-JUPAS				
No. of JUPAS intake (Band A)				
% of JUPAS intake (Band A)				
Senior year intake				
Senate quota				
Actual intake				
Senior year intake as % of total intake				
Other indicators (Programme may add):				

Evaluation:

(ii) Medium of instruction

Major courses (For 4-year curriculum)

	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 (%)
Major courses (Major Required and Elective)				
Cantonese				
English				
Putonghua				
Others*				
Total				

GE courses

	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 (%)
All GE courses Show Details				
Cantonese				
English				
Putonghua				
Others*				
Total				
GE Core				
Cantonese				
English				
Putonghua				
Others*				
Total				
University English				
English				
Total				
University Chinese				
Cantonese				
Putonghua				
Total				
GE Distributions Show Details				
Cantonese				
English				

Putonghua				
Others*				
Total				

Evaluation:

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

[Show Details](#) - The detailed MOI statistics for GE Core and GE Distribution courses will display after clicking the button.

(iii) Student performance

KPIs	Two Years Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016
Number of graduates			
Distribution of academic awards conferred			
First Class Honours			
Second Class (Division I) Honours			
Second Class (Division II) Honours			
Third Class Honours			
Pass			
Mean GPA of graduates			
Performance in Honours Project			
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

Major courses (For 4-year curriculum)

	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
	Major courses (Major Required and Elective)											
Semester 1												
Semester 2												
Semester 3												

GE 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
	All GE courses:											
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
<i>University English</i>												
Semester 1												
Semester 2												
Semester 3												
<i>University Chinese</i>												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												
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

Major courses (For 4-year curriculum)

	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
	Major courses (Major Required and Elective)											
Semester 1												
Semester 2												
Semester 3												

GE 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
	All GE courses:											
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
University English												
Semester 1												
Semester 2												
Semester 3												
University Chinese												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												

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

Major courses (For 4-year curriculum)

	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
	Major courses (Major Required and Elective)											
Semester 1												
Semester 2												
Semester 3												

GE 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
	All GE courses:											
Semester 1												
Semester 2												

Semester 1												
Semester 2												
Semester 3												

GE 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
	All GE courses:											
Semester 1												
Semester 2												
Semester 3												
GE Core Show Details												
Semester 1												
Semester 2												
Semester 3												
University English												
Semester 1												
Semester 2												
Semester 3												
University Chinese												
Semester 1												
Semester 2												
Semester 3												
GE Distributions Show Details												
Semester 1												
Semester 2												
Semester 3												

[Show Details](#) - The detailed CFQ data for GE Core and GE Distribution courses will display after clicking the button.

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) Outcomes

KPIs	Two Year Ago 2013-2014	One Year Ago 2014-2015	Review Year 2015-2016
Graduate employment rate (full-time and self-employed)			
Percentage of graduates entering full-time further education for			
Sub-degree / Degree			
Taught postgraduate			
Research degree			
Other qualification			
Gross average starting salary			
Other indicators (Programme may add):			

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)