Comprehensive Report on Annual Programme Quality Assurance Reports *(QA Reports)*

Faculty: _____ (Reporting Year: <u>2017 – 2018</u>)

<u>Part A: Comprehensive Evaluation of the Faculty and its Programmes</u>

Four examples are given below:

	Approach *(Key Performance Indicators (KPIs) of ISP (2018-2028))*	**Deployment** *(actions/initiatives being applied to achieve the KPIs)*	**Results** *(KPI achievements substantiated by quantitative and qualitative evidences)*	**Improvement** *(How is the evidence being used to inform ongoing improvements with workable timeframe)*
Institutional Level *(as defined in the <u>Institutional Strategic Plan 2018-2028</u> [Sections 3.1 and 4.1 Actions to Build the Best Student Experience])*	1) **Cross-Cultural Learning Experience** - Increase opportunities for Ug cross-cultural learning experiences outside Hong Kong. - Establish a vibrant and diverse campus environment. - Incorporate global and intercultural elements into formal, co-curricular and extra-curricular programmes. - Others	- **Establishment of exchange with overseas partners in XXX programmes** - **Addition of an overseas study trip in XX (country) in XXX department/programme** - **Establishment of XX double degrees with overseas institutions.** - **XXX courses were revised to include discussion of global issues.**	- **XXX students (out of YYY) went on exchange in AY2017/18 (ZZZ in 2016/17, up YY%).** - **Students found exchange experiences rewarding (Staff-student consultative meeting on dd/xx/yy.)** - **Average satisfaction rating of X.Y (out of 5).** - **YYY students joined the study trip of XXX programme** - **Improved CFQ (XX out of 5) in courses with global issues.**	- **Continuous exploration of new exchange partners** - **XX new exchange agreements will be signed in AY2018/19.** - **Induction or training for Academic staff and TAs in AY2018/19 to enhance their cross-cultural competence** - **Briefing, workshop and language training for students to prepare them for outbound exchange.**
	2) **Foster creativity and cosmopolitan outlook through innovative pedagogy and curriculum** - Develop/adopt eLearning tools and online partnerships for collaborative student projects and collaborative teaching and dual degrees and expand	- **Introduction of Programme AAA in entrepreneurship.** - **All students are required to do a final year project which involved discovery or creation of knowledge** - **Blended learning in XXX and flipped classroom in**	- **XX% students accessed at least one of the online course platforms on a daily basis.** - **YYY students received awards in entrepreneurship competitions** - **YYY students produced creative output (e.g., film, arts,**	- **Department A will expand to YY courses in creation and innovation.** - **XXX courses will be taught with an overseas partner on FutureLearn in 2018/19.** - **Department B will submit two TDG applications in AY2018/19.**

	Approach *(Key Performance Indicators (KPIs) of ISP (2018-2028))*	Deployment *(actions/initiatives being applied to achieve the KPIs)*	Results *(KPI achievements substantiated by quantitative and qualitative evidences)*	Improvement *(How is the evidence being used to inform ongoing improvements with workable timeframe)*
	global content in the formal curriculum including new Concentrations. - Others	**YYY courses**	**solutions to problems, inventions, etc.) in XXX courses.** - **Colleagues of the Departments secured YY Teaching Development Grants (TDG) for a total amount of $ZZZ in AY2017/18.** - **XXX papers/ presentations in XXX teaching and learning conferences.**	
	3) A research-led curriculum - Evolving a research-led curriculum that provides inspiration for research and life-long learning, the skills to conduct independent research, and opportunities to practise and fine-tune scholarship.	- **All students have to take a research methodology course.** - **A term-project or other forms of inquiry-based assignments in XXX courses.** - **YYY courses have a lab-based component.**	- **YYY students participated in staff research** - **ZZZ students joined and presented AAA research papers.**	- **XXX courses will introduce a component of self-inquiry (e.g., laboratory work) in 2018/9.** - **A research mentorship scheme and undergraduate research grant will be set up.**
	4) Enhanced service and experiential learning opportunity - Opportunity to complete a service/experiential programme for all students through local, national, regional and international partnerships. - Others	- **Component of service-learning (or experiential learning) in ZZZ courses**	- **ZZZ students completed AAA service-learning projects benefiting BBB people. X.Y (out of 5) satisfaction reported by service recipients**	- **There will be an increased number (by xx%) of collaborative service-learning projects in 2018/19.**

Part A *(Continued)*

Please follow the Approach-Deployment-Results-Improvement (ADRI) approach and provide a comprehensive evaluation on the overall performance of the Faculty and its programmes (in not more than 1,500 words).

	Approach *(Key Performance Indicators (KPIs) of ISP (2018-2028))*	**Deployment** *(actions/initiatives being applied to achieve the KPIs)*	**Results** *(KPI achievements substantiated by quantitative and qualitative evidences)*	**Improvement** *(How is the evidence being used to inform ongoing improvements with achievable timeframe)*
Institutional Level *(as defined in the Institutional Strategic Plan 2018-2028 [Sections 3.1 and 4.1 Actions to Build the Best Student Experience])*	1) **Cross-Cultural Learning Experience** - Increase opportunities for Ug cross-cultural learning experiences outside Hong Kong. - Establish a vibrant and diverse campus environment. - Incorporate global and intercultural elements into formal, co-and extra-curricular programmes. - Others			

	Approach *(Key Performance Indicators (KPIs) of ISP (2018-2028))*	Deployment *(actions/initiatives being applied to achieve the KPIs)*	Results *(KPI achievements substantiated by quantitative and qualitative evidences)*	Improvement *(How is the evidence being used to inform ongoing improvements with achievable timeframe)*
	2) Foster creativity and cosmopolitan outlook through innovative pedagogy and curriculum - Develop/adopt eLearning tools and online partnerships for collaborative student projects and collaborative teaching and dual degrees and expand global content in the formal curriculum including new Concentrations. - Others			
	3) A research-led curriculum - Evolving a research-led curriculum that provides inspiration for research and life-long learning, the skills to conduct independent research, and opportunities to practise and fine-tune scholarship. - Others			

	Approach *(Key Performance Indicators (KPIs) of ISP (2018-2028))*	Deployment *(actions/initiatives being applied to achieve the KPIs)*	Results *(KPI achievements substantiated by quantitative and qualitative evidences)*	Improvement *(How is the evidence being used to inform ongoing improvements with achievable timeframe)*
	4) Enhanced service and experiential learning opportunity - Opportunity to complete a service/experiential programme for all students through local, national, regional and international partnerships. - Others			
	5) Inclusive admission for diversity - Embracing diversity, inclusivity and talent that enable access to opportunity, applicable to all programmes at all levels. - Others			
Faculty Level *(please define the Faculty-specific approaches as appropriate)*	**6)**			
	7)			
	8)			

Notes to Part A

ADRI approach (*Approach-Deployment-Results-Improvement*)

The acronym ADRI represents what has become a standard approach to quality assurance and quality enhancement in higher education. It recognises that the maintenance and enhancement of quality requires a cyclical approach that is ongoing. This is sometimes referred to as 'the Quality Cycle'. It is widely applicable from the whole-of-university level to the programme level. It is based on four questions:

Approach	**What is the purpose that is being addressed?**
Deployment	**What strategies or actions are being applied to achieve that purpose?**
Results	**What evidence is there that progress is being made towards the achievement of that purpose?**
Improvement	**How is that evidence being used to inform ongoing improvements?**

Inherent to this quality cycle is data-rich/evidence-based interpretation and decision-making. As new actions are being planned, there is an investigation of what data exists to suggest this action is needed (i.e. baseline data). There is consideration even in the first phase of the cycle about what data will be gathered during implementation and what indicators will be used post-implementation to judge the effectiveness of the action. When the results are in hand, this is not the end of the change process, but the beginning of a new cycle of ongoing improvements.

(Extracted from UGC-QAC Audit Manual)

Role of Action Parties

In completing the Comprehensive Report on Annual Programme *QA Reports*, Faculties may make reference to the following role differentiation among action parties in the Annual Programme QA Reporting System:

(i) Programme Directors

- To review and evaluate the programme performance and provide a data-driven reflection identifying the strengths, weaknesses and limitations of the programmes in the *QA Reports*
- To plan for future improvements

(ii) Deans and Faculty Boards

- To evaluate programme performance and monitor the development progress of individual programmes
- To conduct an overall performance review of individual programmes and identify the accomplishments and areas for improvement of programmes with concrete examples provided for sharing of good practices in the Comprehensive Report

(iii) QAC (as stipulated in the Term of Reference of QAC)

- To receive and deliberate on the submissions of Annual Programme QA Reports from the Faculty Boards, and to make comments and recommendations, as appropriate, in the Annual Summary Report to be submitted to the Senate at the end of the academic year

Part B: Reporting on External Accreditation (2017/18)

Please provide in the following table a report on the activities concerning **attainment and renewal of external accreditation** in the Faculty and/or particular programmes for the reporting year.   The relevant activities include but not limited to accreditation/re-accreditation by external professional bodies for attainment/renewal of academic/professional qualifications, attainment/renewal of registration/membership of professional qualification, etc.

Department/ Programme	Types of accreditation renewal: a) Recognition of academic/professional qualification b) Registration of professional qualification c) Membership of professional qualification d) Others, pls. specify	Accreditation Body	Visit for Renewal of accreditation conducted in AY2017/18 (Y/N) (MM/YY)	Report of Accreditation Body Received (MM/YY)	Response/ Action Plans submitted to Accreditation Body (Y/N) (MM/YY)	Period of external academic/ professional qualification /membership (YYYY to YYYY)	Schedule of Next Review (MM/YY)	Highlights of Accreditation Report and, if any, Response submitted by Dept/Programme
Example: BCom in XXX	*Professional membership and qualification*	*The Association of Chartered xxx (ACXX)*	*Y (09/17)*	*11/17*	*01/18*	*2017-2020*	*09/2020*	*The ACXX commended the curriculum of the programme. However, a new course on xxx was recommended to be developed. The Programme has provided the plan for the development of a relevant course.*

<div align="center">***</div>

QAC

8 November 2018