QUALITY ASSURANCE COUNCIL (QAC) AUDIT OF LINGNAN UNIVERISTY 2016 PROGRESS REPORT

Submitted to

University Grants Committee

April 2018

LINGNAN UNIVERSITY
Quality Assurance Council (QAC) Audit 2016
Progress Report

Lingnan University (LU) is appreciative of the QAC's recognition of our efforts in a number of areas, including the mission sensitive approach of the Teaching and Learning Centre (TLC); our efforts to provide a rich and rigorous variety of learning experiences and services aimed at improving and enhancing student achievement. The University is also gratified to receive the QAC's general endorsement of LU's Integrated Learning Programme and its sustained approach to internationalisation.

LU also appreciates the constructive suggestions made by the Audit Panel regarding how the University can further enhance its teaching and learning environment and student experiences. The University has diligently followed up the recommendations and affirmations of the quality audit contained in the Audit Report published in October 2016 by submitting an Action Plan in January 2017 setting out the objectives and planned actions with an implementation time-frame for each of the recommendations and affirmations. What follows is an account of progress made against each of the recommendations and affirmations. A summary of progress of the various action items is given in the Annex.

Executive Summary in the Audit Report

1. The report encourages the University to identify and implement the most effective means of promoting enhancement of learning and teaching by disseminating good practice across the institution consistently and systematically. (point (g) in Executive Summary on p.4)

1.1 To disseminate good practices on teaching and learning across the institution consistently and systematically, the University has incorporated an existing webpage for sharing of good practices on teaching and learning into a new online teaching and learning portal (T&L portal) to be launched in May 2018. The new platform will contain a repository of best practices, including successful teaching and learning projects as well as pedagogical initiatives carried out by academics together with a related list of resources, instructional technology and associated training materials. Among others, 13 showcase videos of good practices will be accessible on the portal. Furthermore, more video shootings are in the pipeline.

1.2 To provide an incentive to academics to share good practices, the Teaching Excellence Awards Scheme (TEAS) has included "contribution to sharing of good practices" as one of the selection criteria of the Scheme from the 2017-18 academic year. Teaching Development Grant (TDG) holders and University's TEAS recipients are required to share their expertise and good practices with effect from the 2017-18 academic year. The "sharing sessions" will be accessible to all stakeholders via the new portal.

1.3 There are two initiatives that address best practices in teaching and learning: first, the Staff

Induction Programme, under which new faculty members are introduced to the teaching and learning approach appropriate to a liberal arts environment and; second, the Learning and Teaching Development Programme (LTDP) which provides a seven-month professional development programme designed to familiarise new teachers (with less than 3 years' experience) with the latest development in tertiary level pedagogy and best practices. The LTDP Programme is also open to all faculty wishing to hone their teaching skills. Both the Staff Induction and the LTDP take place annually.

1.4 A list of quality assurance and quality enhancement related programmes, workshops and seminars organised/planned in the 2016-17 and 2017-18 academic years is shown in Appendix 1.

The Setting and Maintaining of Academic Standards

> 2. The report suggests LU articulate the way academic standards are set explicitly in its academic quality policies and procedures. The report encourages the University to consider further enhancing confidence in its academic standards by benchmarking them against local, regional and international comparator institutions. (point (b) in Executive Summary on p. 2, section 2.2 on p.8 and section 2.14 on p.11)

2.1 The University has provided clear policy and guidance to make sure that these are implemented through the wide spectrum of the quality assurance processes -- from curriculum development and design to programme monitoring and internal/external review. In order to better articulate how academic standards are explicitly set with external benchmarking, the Working Group on Academic Standards was established to review the existing programme quality assurance and enhancement mechanisms. Its recommendations were reviewed by the Academic Quality Assurance Committee for Undergraduate and Sub-degree Programmes (AQAC) and the Postgraduate Studies Committee (PSC) for adoption among undergraduate (UG) and postgraduate (PG) programmes respectively. As a result of the review (over which the Senate has oversight), a number of enhancements have been approved for implementation beginning the 2017-18 academic year, which include:

a) recognising that the Hong Kong Qualifications Framework (HKQF) constitutes a significant external reference, the HKQF will be embedded in the quality assurance and enhancement mechanisms by including a mapping between the Programme Intended Learning Outcomes (PILOs) and the relevant Generic Level Descriptors (GLDs) of the HKQF in the validation of new programmes and the five-year programme review system;

b) to enhance benchmarking by engaging additional faculty from regional and international comparator institutions, specifically, one external member of a programme validation or five-year programme review panel, and one of the two External Academic Advisers (EAAs) appointed for a discipline/programme will be selected from one of the approved benchmarking institutions where possible. Moreover, the EAAs will be invited to join

meetings of the programme reviews as far as practicable; and

c) to give even greater emphasis to academic standards, programmes will reflect the University's articulation of its academic standards in their design and the extent to which this articulation is accurately reflected in the programmes, as an aspect of validation and five-year programme reviews.

2.2 The following guidelines have been revised to reflect the approved enhancements:
a) Initiation of New Programmes, Validation and Approval for Undergraduate and Taught Postgraduate Programmes in <u>Appendix 2</u>[*];
b) Guidelines and Procedures for Five-year Programme Review in <u>Appendix 3</u>; and
c) Policy on External Academic Advisers of Undergraduate and Taught Postgraduate Programmes in <u>Appendix 4</u>.

2.3 In the 2017-18 academic year, the BA (Hons) Contemporary English Studies programme is undergoing the five-year programme review, and the BSc (Hons) Data Science programme, MA in Translation Studies programme, MSc in International and Development Economics programme and the Doctor of Policy Studies programme are undergoing new programme validation. Extracts from the review/validation documents are presented in <u>Appendix 5</u> – which provide information about their mapping between PILOs and GLDs of the HKQF, and their reflection on University's articulation of its academic standards in the programmes.

2.4 The AQAC and the PSC will ensure the implementation of the measures at the UG and PG levels respectively and evaluate them after one round of five-year programme reviews in 2021-2022 and 2023-2024 respectively.

2.5 Please refer to Section 15 for more details on benchmarking.

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3. The report encourages the University to ensure that moderation mechanisms are in place to check that academic standards are regularly and rigorously maintained and monitored at course level, as an integral part of the assessment process. (point (b) in Executive Summary on p.3 and section 2.9 on p.10)

3.1 To strengthen course moderation mechanisms and to assure academic standards are regularly and rigorously maintained and monitored at course level consistent with the Outcome-based Approach to Teaching and Learning (OBATL), and in light of the feedback from academic units and factoring-in the practices of sister institutions, the University will implement the following for undergraduate programmes with effect from the 2018-19 academic year:
a) For courses that are taught by more than one teacher, the teachers are now required to have meeting(s) in order to develop a common understanding of the assessment rubrics prior to the marking of all scripts.
b) The Board of Examiners (BoE) shall make professional judgements in deciding if there is an anomaly in the grade distribution of a course. If and when there is an apparent anomaly in the grade distribution of a course, the BoE will invite course

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teachers/coordinators to provide an explanation to the BoE and submit sample scripts and assessment rubrics so that the BoE can make judgements if the grading was done fairly and consistently. If the BoE confirms the existence of an anomaly, it will invite Head of Department (HoD) to form a panel to moderate the marking and make recommendations.

c) Each academic unit may select two courses for review every year. The review will involve the head of unit, its academic staff, and the respective course teacher/coordinator. They will review together the complete set of course materials (such as assessment rubrics, assignments/tests/examination papers and samples of work). The review serves an advisory function, alerting the course teacher/coordinator about the standards of other courses and suggesting to him/her the way to refine the course standards accordingly.

3.2 The revised Guidelines for Course Assessment and Classifications of Awards for Bachelor's Degree Programmes are shown in <u>Appendix 6</u>*. The AQAC will review the moderation mechanism after OBATL has been implemented for three years.

3.3 The PSC will present to the Senate at its meeting in May 2018 the same strengthened moderation mechanism for adoption by taught postgraduate (TPg) programmes from the 2018-19 academic year.

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4. The Audit Panel noted that there is no standard metric of credit defined for Master's degrees at the University and that discretion is given to departments to determine the credit value of individual Master's degrees, within a relatively broad range. While the programmes in question gave rise to no concerns about quality, the Audit Panel encourages the University to take steps to reassure itself that such variations do not constitute a threat to equity of learning opportunities and comparability of academic standards between programmes. (section 2.11 on p.10)

4.1 To ensure equity of learning opportunities and comparability of academic standards among TPg programmes, the PSC set up a Working Group on Standard Metric of Credit and Other Matters for TPg Degrees to review the value of a credit in terms of student workload and the number of credits required for the award of the various TPg degrees. The Senate approved in March 2018 that from the 2018-19 intake, the credit value of a master's degree programme be standardised at 30 credits. Individual programmes with clear justifications can request to deviate from the standard through a proper process such as in programme validation, and consequential revisions be made to the Regulations Governing Taught Master's Degree Programmes and Initiation of New Programmes, Validation and Approval for Taught Postgraduate Programmes. In addition, the workload associated with one credit per term will be more clearly spelled out in the relevant Regulations, i.e. roughly 42 hours of student work per term which include 1 hour of class contact plus 2 hours of personal study per week or equivalent workload for 14 weeks. Existing programmes have been invited to review the total number of credits required for their TPg awards, and credit values of individual courses in their programmes to ensure that the student workload associated with one credit is

broadly consistent.

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5. The Audit Panel therefore affirms the steps the University is taking to safeguard the academic standards of its awards by assuring itself that staff and students across the institution have a shared understanding of its requirements in relation to academic integrity and the procedures for dealing with infringements and to achieve greater consistency towards reporting and processing cases. (point (b) in Executive Summary on p.3 and section 2.13 on p.11)

5.1 In addition to several measures adopted to safeguard academic integrity, a number of developments have been adopted to further enhance faculty and students' knowledge and understanding about what constitutes plagiarism, and achieve greater consistency in regards to the reporting and processing of plagiarism cases.

5.2 A mini-course titled "Online Tutorial on Plagiarism Awareness" has been put on the University portal for easy access by both students and staff (as shown in <u>Appendix 7</u>[*]). Confirmation of completion of this on-line course is mandatory for undergraduate students from the 2016-17 intake and for postgraduate students from the 2017-18 intake. As of 1 March 2018, 100% and 42% of undergraduate students from the 2016-17 and 2017-18 intake respectively, and 98% of postgraduate students from the 2017-18 intake have completed the tutorial. The online tutorial will be reviewed and enhanced in the summer of 2018.

5.3 Moreover, all undergraduate students from Term 2, 2016-17 and all postgraduate students from the 2017-18 academic year are required to use Turnitin as a mandatory platform in submitting written assignments for all courses including Master of Philosophy and Doctor of Philosophy (PhD) theses. Feedback on the usefulness of 'Turnitin' will be collected from both staff and students in surveys at the end of 2017-18 academic year.

5.4 Furthermore, inclusion of important notes about rules and regulations regarding dishonest practice and submission of written works via "Turnitin" are required in the course syllabuses. TPg students admitted from the 2017-18 intake are required to attend a workshop on research writing organised by the Division of Graduate Studies (DGS) which covers issues pertaining to avoidance of plagiarism. Details of the Postgraduate Writing Enhancement Programme are given in <u>Appendix 8</u>.

5.5 The Student Disciplinary Committee (SDC) has been tasked to monitor academic dishonesty cases, including reporting if cases are skewed to a particular Faculty from the 2017-18 academic year. The SDC will work accordingly and report to the Senate on an annual basis.

5.6 In order to ensure that there is a clear understanding of the nature and incidence of plagiarism across the University, seminars and workshops related to plagiarism are

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conducted for RPg students, new teachers as well as for existing teachers at the beginning of each academic year (please find details in Appendix 1). The seminars are also recorded so that those who are unable to attend can access the videos at their convenience. In particular, the TLC has arranged Prof. Marcia Devlin, an expert in plagiarism among other aspects, to visit Lingnan in mid May 2018 to conduct a workshop and provide input on dealing with plagiarism cases. Staff will also be encouraged to have individual consultations with her apart from attending her workshop. The Centre for the Advancement of Outcomes-Based Education (CAOBE) has published "Hands-on Guide for Academics #1: Turnitin, Plagiarism and Assessment" and has also updated the "Focus on Learning #1: Plagiarism – a Guide for Educators" which has been incorporated into the Academic Quality Assurance (AQA) Manual for easy reference by staff.

The Quality of Learning Opportunities

> 6 The Audit Panel affirms the steps the University is taking to fulfil its commitment to increase interdisciplinary learning opportunities by resisting pressure to reintroduce early specialisation. (point (c) in Executive Summary on p. 3 and section 3.7 on p.15)

6.1 Liberal Arts education is the cornerstone of teaching and learning at LU. A student-designed Major and an interdisciplinary Major in Chinese Literature, History and Philosophy in the Faculty of Arts were approved for implementation from the 2016-17 academic year. Starting in the 2017-18 academic year, the interdisciplinary Major in Film and Media Studies has been offered to students admitted to the Faculty of Arts. The Departments of Cultural Studies and Visual Studies jointly offer this Major. A new interdisciplinary Major in "Performance, Creative Arts and Curating" has been submitted to the University Grants Committee (UGC) as part of the University's Planning Exercise Proposal 2019-22, in order to meet the UGC's call for training students to meet the manpower needs of the creative and cultural industries.

6.2 The University plans to further strengthen its educational offerings by introducing an innovative Global Liberal Arts Programme (GLAP) beginning from the 2019-20 academic year. It builds on the University's broad-based interdisciplinary curriculum and will be a new addition to LU's growing undergraduate interdisciplinary programmes. Specifically designed to develop students' critical thinking skills and to offer intellectual capacity-building opportunities, the Programme provides learning opportunities for students to study for up to four terms in multiple campuses (partner institutions) overseas. The Programme will consist of 16 courses in the Major encompassing arts, business, and the social sciences, 4 of which will serve as foundation and core Global Liberal Arts courses, 9 Core Curriculum courses (including Common Core and Cluster courses), and 6 Language Enhancement courses (in both English and Chinese). Students will have the opportunity to choose 9 free elective courses to augment and expand their academic interests and design an academic specialisation or a minor through studying a broad range of related courses at LU and at the University's partner institutions.

6.3 The University takes great pride in the Core Curriculum it offers, which requires all undergraduate students to complete 4 Common Core courses and 7 cluster courses. This accounts for 27.5% of the curriculum requirements, and demonstrates LU's commitment to interdisciplinary learning opportunities for students. Following a thorough review of the Core Curriculum undertaken by a Task Force on Review of the 4-year Core Curriculum and as recommended by the AQAC, the Senate approved in January 2017 a new Core Curriculum structure for students entering the University in 2018-19 as well as the course contents and intended learning outcomes for 4 compulsory Common Core courses: "Critical Thinking: Analysis and Argumentation", "The Making of Hong Kong", "The Process of Science", and "China in World History", all of which feature a strong interdisciplinary orientation in pedagogy, design of content coverage and learning outcomes.

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7 The Audit Panel affirms the development of a science component within the undergraduate core curriculum as part of LU's commitment to providing a broad curriculum that delivers a liberal arts foundation and transferable skills. (point (c) in Executive Summary on p. 3 and section 3.8 on p.15)

7.1 Recognising that science is an important subject area for students' whole-person development, LU has introduced *The Process of Science* as a compulsory course and expanded its science cluster course offerings under its Core Curriculum structure. We provide learning opportunities for LU students to take science and engineering related courses offered by The Hong Kong University of Science and Technology during the summer term through a course sharing and exchange arrangement. We have also started planning to introduce a Science Minor. In that regard, the University is in the process of developing an undergraduate student exchange programme with The Hong Kong Polytechnic University for implementation from September 2018. Through this collaboration, LU students can take science-related courses offered by The Hong Kong Polytechnic University. This facilitates the introduction of a Science Minor at LU.

7.2 In tandem, we have developed a new interdisciplinary BSc Data Science Programme to enhance students' ability to distil essential information and messages contained in data generated in different social, economic and cultural contexts for the purpose of developing novel solutions and applications. The establishment of the Science Unit in 2015-16, the setting up of the Science Laboratory in 2016-17 and the preparation to launch the BSc Data Science Programme in 2019 and a new Science Minor underscore LU's commitment to cultivating students' scientific and technological literacy (knowledge of science and technology and their applications in different fields) and skills (ability to hypothesise and validate, and effectiveness in communicating across disciplines as well as in different contexts) to contribute to the "new model of development" of Hong Kong through innovation and technology.

7.3 Alongside this reform, the "Science, Technology, Mathematics and Society" cluster has been modified by adding "Mathematics" to it together with revised intended learning outcomes to complement the new science core course. It is expected that this cluster will continue to be the window for providing exciting courses (see Appendix 9 for recent courses offered by the Science Unit) related to science, technology and mathematics that can strengthen the analytical and problem-solving skills of students.

Teaching and Learning

8   The Audit Panel affirms the steps the University is taking to rebalance teaching and research in order to sustain its mission as a liberal arts university and encourages the University to articulate its strategic priorities and conceptualise its approach more explicitly. (point (c) in Executive Summary on p. 3 and section 3.11 on p.16)

8.1 To sustain its mission and articulate its strategic priorities as a liberal arts university, the University has formally established three tracks of academic appointment as approved by the Council in April 2016 (i.e. tenure, research and teaching tracks) to fulfil the strategic goals of LU in accomplishing teaching and research excellence. Clear criteria for appointment/promotion are in place to facilitate implementation. Since the 2016-17 academic year, the University recruited academic staff to the Research-Track (Research Professor/Research Associate Professor/Research Assistant Professor/Postdoctoral Fellow) to enhance the research capacity of academic departments/units. To strengthen the quality of teaching, the University has appointed academic staff on the Teaching-Track (Professor of Teaching/Associate Professor of Teaching/Assistant Professor of Teaching).   The numbers of staff appointed on the Research-Track and Teaching-Track are 11 and 7 respectively. More details are shown in Appendix 10.

8.2 Undergraduate teaching and learning is central to LU's vision and mission. LU adopts dual criteria for promotion to Associate Professor with substantiation that reflect a balance between teaching and research: a) "outstanding" teaching performance plus at least "very good" research performance and b) "outstanding" research performance plus at least "very good" teaching performance. In addition, the University has put in place a university-wide teaching load policy, adopting 5 undergraduate courses (including small class tutorial sessions) as the norm to be delivered by all professoriate staff members each academic year, with transparent remission policies for colleagues receiving competitive research grants and taking on administrative responsibilities. The policy reflects University's commitment to academic standards, to offering sufficient courses to undergraduate students (usually in a small class setting) and, at the same time, to balance competing demand of staff time for teaching and research.

8.3 A Task Force for Teaching Load Review led by the Vice-President was set up by the University in September 2017 to review teaching load with reference to benchmarking

with UGC-funded universities. A proposal to further reduce the overall teaching load of faculty members from 15 to 12 hours (reduced from 18 to 15 hours from the 2008-09 academic year) within a regular academic year in order to create a more conducive research environment for staff has been outlined. The Senior Management is conducting a consultation among all faculty members on the proposal presented by the Task Force before actual implementation.

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9   The Audit Panel encourages the University to explore ways of integrating enhancement initiatives and broadening participation. (section 3.14 on p.17)

9.1   Consistent with the collegial culture of a small liberal arts university, LU emphasises voluntary engagement with teaching and learning initiatives at the initial stage of their introduction. However, when the level of engagement indicates a broad acceptance by faculty across the University, these initiatives are then incorporated into the policies and procedures approved by the Senate. Examples of initial voluntary teaching and learning initiatives that have become matters of policy include the Student Early Alert System (from Term 2, 2014-15) and the mid-term Online Course Teaching and Learning Enhancement (CTLE) system (from 2017-18). The number of reported cases through the Student Early Alert System increased 74% from 2014-15 to 2015-16 and remained at similar levels in 2016-17. This helps the relevant teachers, departments and service units to offer help to students who contemplate difficulties in their studies. Furthermore, to ascertain the effectiveness of this new aspect of policy, starting from the 2017-18 academic year, two sets of evaluation surveys will be sent to faculty members and students respectively at the end of each academic year to solicit feedback on the usefulness of the mid-term online CTLE system in enhancing course deliveries. This system of voluntary acceptance of an initiative resulting in a new policy will continue to be the University's main approach to integrating enhancement initiatives.

9.2   Furthermore, the T&L portal not only showcases new teaching and learning innovations but also encourages faculty to be engaged with new enhancement initiatives. For example, teachers and students have shared their experiences of adopting new pedagogical initiatives such as "Reacting to the Past", Plickers and flipped classroom in the T&L portal. In addition, two novel and exemplary initiatives which have been largely in the form of pilot projects, namely, the Transforming Outcomes Through Action Learning (TOTAL) Teacher Programme that addresses constructive alignment issues by training teachers to use student feedback to help students better achieve selected Course Learning Outcomes, and the Student Consultant Programme that trains students to peer review faculty classroom performance on a faculty-student partnership basis, have now been promoted for widening engagement. 9 academics have participated in the TOTAL Teacher Programme in Term 2, 2017-18 and 7 have participated in the Student Consultant Programme. For 2018-19, the TLC will continue promotion through focusing on the Heads of Departments, Deans and teaching track academic staff. It is expected that this will further promote acceptance and engagement by faculty members.

9.3   Furthermore, the coverage of some enhancement initiatives such as the TOTAL Teacher Programme, the LTDP and an Online Tutorial on Plagiarism Awareness have been extended to postgraduate students, mindful of the need to follow the policy of no cross-subsidisation between UGC and non-UGC funded programmes. Following the Cost Allocation Guidelines, the Comptroller's Office checks with each administrative office every year about the services that have been rendered to TPg students. Based on the collected data, the Comptroller's Office will charge the overhead pool (contributed by the TPg programmes) for the full costs of the services.

Outcome-based Teaching, Learning and Assessment

10   The report urges the University to ensure that OBATL is fully implemented throughout the University by the beginning of the academic year 2017/18. (point (d) in Executive Summary on p.3, point (f) in Executive Summary on p.4 and section 4.12 on p.21)

10.1   OBATL has been fully implemented throughout the University in 2017-18 along with criterion-referenced assessments in line with the requirements of OBATL. Each of the three Faculties conducted a review in the 2016-17 academic year to examine all course syllabuses and scrutinise the rubrics developed for assessment tasks to ensure they are consistent with OBATL, and carried out a mapping exercise to ensure consistency of PILOs with Lingnan's Graduate Attributes (the mappings are shown in Appendix 11). In the review process, necessary revisions to course syllabuses and assessment rubrics were made.

10.2   In addition, a number of guidelines, viz. Guidelines for Course Assessment and Classification of Awards for Bachelor's Degree Programmes in Appendix 6[*], Guidelines for Course Assessment for Taught Postgraduate Programmes in Appendix 12[*], Guidelines on Review of Grades and Reassessment in Appendix 13[*] and Assessment Guidelines for Lingnan University in Appendix 14, were revised accordingly to facilitate the full implementation of OBATL from the 2017-18 academic year.

10.3   The AQAC (via its Sub-Committee on Teaching and Learning) and the PSC will continue monitoring the implementation of OBATL respectively for undergraduate (Ug) and postgraduate (Pg) courses through established academic quality assurance and enhancement, especially annual programme reports.

10.4   A number of workshops/seminars related to OBATL were organised in 2016-17 and 2017-18 (see Appendix 1). In fact, the discussion in one of the workshops was turned into the new 'Hands-on Guide for Academics #2: Turning Rubrics into Grades − 3 methods for putting criterion-referencing into practice'.

*submitted for QAC's reference only

Monitoring Student Achievement

11   The Audit Panel noted, however, that graduates identify problem-solving skills and the relatively limited range and number of major and general education courses as areas that need improvement. (section 4.15 on p.21)

11.1   Following the liberal arts tradition, LU has adopted a problem-based approach in teaching and learning. Problem-based learning is commonly used to help students consolidate the theories and concepts they have learned and to apply them in real situations, thereby enriching their learning experiences and strengthening their problem-solving skills. Problem-based assessment tasks are adopted, for example, in the forms of projects, where students work individually or in teams to engage their active, independent and cooperative learning of the subject matter. To make students aware that the problem-based approach is embedded in courses, course instructors have been asked to articulate the problem-based approach more explicitly to students in class, especially when assignments for that purpose are given to students. To make it explicit that the University adopts a problem-based approach in teaching and learning, LU has revised its Learning and Teaching Statement to capture the above, as shown in the section 'Engaging students actively in learning' (Appendix 15). In addition, the questionnaire of the Graduate Exit Survey (Appendix 16[*]) includes revised questions on problem-solving (A10 & A11) from the 2018-19 academic year. The reports on survey results are disseminated to academic units on an annual basis and serve as one of the sources of feedback from stakeholders for analysis and follow up by academic units as part of the annual programme review processes.

11.2   All undergraduate students are required to complete Service-learning (SL) as a graduation requirement. SL projects provide meaningful services by applying academic knowledge and skills, and problem-solving is part of the training.

11.3   Furthermore, to enhance students' problem-solving skills, the University has introduced relevant programmes in the Integrated Learning Programme (ILP) and strengthened element of problem-solving in the training of office-bearers in student societies and university team captains. The conceptual framework of the Leadership Enhancement Programme for all student societies has been enhanced as at July 2017. A new programme on conflict resolution was introduced in Term 2, 2017-18. Stakeholders and Team Leadership Workshops conducted by the Department of Management and supported by the Student Services Centre (SSC) with an emphasis on handling conflicts among team members and stakeholders held on 13 November 2017 were attended by 62 students from seven student societies. The participants found the programme effective in preparing them to deal with different conflict situations. The workshop on skills for bargaining and conflict resolution was offered in March 2018. In addition to the evaluation questionnaires, new student leaders were invited to make suggestions for further improvement of the Leadership Enhancement Programme in March 2018. These programmes/workshops are held annually with relevant evaluation mechanism in place.

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11.4 Concerning the graduates' view regarding the limited range and number of Major courses, academic units have and are reflecting on how to address this problem in the face of resource constraints. Nevertheless, academic units take into account students' interest and feedback when scheduling course offerings for students' enrollment. Moreover, in relation to the Core Curriculum, 12 new cluster courses have been approved in 2016-17, covering a wide spectrum of knowledge disciplines such as Physics, Geography, Artificial Intelligence, Calculus, Entrepreneurship, Music Creativity and more. With the progressive launch of these cluster courses this and next academic years, students will be offered more diversified cluster courses that cater to specific needs and interests of individual students.

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12   The report urges the University, with immediate effect, to identify and implement suitable instruments for the rigorous testing of standards of English language competency at entry and exit points. (point (f) in Executive Summary on p.4 and section 4.21 on p.23)

12.1 To strengthen Ug students' English language competency, the Senate on the recommendation of the AQAC adopted English tests at entry and exit points. Undergraduate students admitted from the 2017-18 intake are required to take the Diagnostic English Language Tracking Assessment (DELTA). Those who are admitted to Year 1 or directly to Year 2 are required to take DELTA twice respectively in their first year and second year of studies at LU while those who are directly admitted to year 3 are required to take DELTA in their first year of study. Students admitted from the 2017-18 intake, including students admitted to the first year or directly to the second year or above, are required to attain a minimum threshold score in the International English Language Testing System (IELTS) (Academic) before graduation. An overall band score of 6.5 in IELTS is set as the University-wide English language minimum graduation requirement. However, English and Translation Majors are required to attain an overall band score of 7.0 and students of the Chinese Major have to attain an overall band score of 6.0. Students whose IELTS score is below the required threshold will be required to attain the IELTS score within a given time period in order to graduate. The AQAC will evaluate relevant data of three cohorts of graduates who are subject to the language graduation requirement.

12.2 With a view to enhancing English competency of undergraduate students, the University has established a Task Force on Reforming the English Language Enhancement (ELE) Programme to review and reform the ELE Programme. After consultation with staff and students, the Task Force presented its report, including recommendations. These were considered by the AQAC and the Senate respectively in March and in April 2018 with a view to implementing the revamped ELE curriculum as early as the 2019-20 academic year. The goal of the ELE review is to have a suite of courses that better fit the competency level of students, further improve their competency, and provide communication skills to help students navigate both the academic world and the employment market. The Senate via the AQAC will oversee the ELE programme review. Evaluation of the revised ELE

courses will be carried out following the University's academic quality assurance and enhancement mechanism.

13	The Audit Panel endorses the recommendation made by one faculty board that 'any changes made to the programmes or particular courses to address any of the findings from surveys need to be recorded' and urges the University to make this a regular/general practice across all Faculties and programmes, including the academic support units. (section 4.23 on p.23)

13.1 LU has revised the Guidelines for the Annual Programme Report to require, from the 2016-17 academic year, reporting on major findings from employers' and alumni surveys, responses and progress. Academic units will also attach to the reports the completed templates recording responses to the survey findings. The completed templates recording responses to the survey findings from some Annual Programme Reports of 2016-17 are shown in <u>Appendix 17</u>[*]. Annual Programme Reports are subject to scrutiny by the relevant Programme and Curriculum Committee/ Department Board and then by the AQAC (Ug)/PSC (Pg) on an annual basis.

13.2 The University has also decided that from the 2018-19 academic year an Employers' Survey and an Alumni Survey will be conducted for TPg programmes on a biennial basis, following the current practice for undergraduate programmes. The proposed questionnaires for both surveys were approved by the Senate in March 2018 for introduction from the 2018-19 academic year. When findings from these surveys are available, TPg programmes would be requested to do the same reporting in the Annual Programme Reports as undergraduate programmes.

14	The Audit Panel urges LU to make student achievements easily available to the general public who may be interested in the added-value or desirable learning outcomes of a fine liberal arts education in the region and encourages the University to establish and implement rigorous and systematic processes for recording, publicising, monitoring, evaluating and enhancing student achievement. (point (g) in Executive Summary and section 4.24 on p.24)

14.1 LU recognizes the transformative power of liberal arts education. Consistent with this recognition, the University has established and implemented processes to record, publicise, monitor, evaluate and enhance student achievements under the theme of Liberal Arts Education・Transformation for Life.

14.2 Building on the celebration of the University's 50th Anniversary of its re-establishment in Hong Kong, a Brand Campaign was launched in 2016 to raise the profile of the University through multi-media and other platforms locally, regionally and internationally. The aim of the Campaign is to enhance the brand of the University by featuring its achievements in student learning, teaching excellence and research / knowledge transfer and engagements

with the society at large. Our Brand Campaign also explained the salient features of LU's liberal arts education in concrete terms to help the public understand the meaning of liberal arts education.

14.3 To better identify and publicise LU's student achievements, a number of activities have been carried out: a) a section has been added to the University's website to showcase student achievements, b) student success stories are publicised in various publications, videos and shared on social media platforms; c) as part of the Brand Campaign, "Transformation for Life" stories are shared through online and offline media platforms.

14.4 Under the "Students' Achievements" section in the revamped University's website, student achievements are showcased. As at the end of April 2018, 62 stories have been featured in the section.

14.5 In addition, the sub-sections 'In our own words' and 'Our Student Experience' have been put in place. The publications Lingnan Touch (formerly the E-news) and Chronicle have been revamped, with web versions introduced for the latter to facilitate the sharing of student news.

14.6 As part of the Brand Campaign, a total of 15 LU alumni success stories were featured to showcase how students were transformed by LU's liberal arts education. Five of these stories were also produced as videos for sharing in the social media channels of Facebook and YouTube as well as for broadcasting in MTR in-train TV. Ten of them were published as newspaper advertorials or feature articles.

14.7 From January to April 2018, the Office of Communications and Public Affairs (OCPA) arranged some 25 students to share their scholarly achievements, learning experience and personal development opportunities at LU with the media.

14.8 Once more diversified mediums for showcasing our student achievements are in place, the OCPA will focus on identifying even more student success stories on a continuous basis. More short videos on student/alumni success stories will be produced for instant sharing in digital media.

14.9 To further enhance student achievements, the University reinforces its commitment to providing various means of support for students such as provision of funding and guidance for students taking part in international and inter-institution competitions. Examples are students' attendance at the Clinton Global Initiatives Annual International Conference, the New York Times Athens Democracy Forum and the Boao Forum for Asia Annual Conference, all with funding and guidance support from LU's SSC. Participating students expressed that international exposure helped to boost their confidence, communication and presentation skills. Based on this trial experience, the SSC launched the High Flyer Programme in Term 2 of 2017-18. The Programme was designed to support students with

interest in entrepreneurship, leadership and global affairs.

14.10 In order to effectively monitor and evaluate student achievements, the current data collection instruments and processes pertaining to various activities offered by different units are being enhanced so that reports can be generated from the Business Intelligence (BI) system. Discussions among relevant units on how to enhance the current data collection instruments and processes and import the relevant data required for the Key Performance Indicators (KPIs) of the University Accountability Agreement (UAA) to the BI system have already taken place. All the available data for the UAA have been uploaded to the BI system. More details on enhancing the BI system are given in Section 26.6.

14.11 The Office of Service-Learning (OSL) is collecting data on the impact of SL on students' learning outcomes regularly through pre-test and post-test questionnaires. The students' learning outcomes are measured on seven domains of whole person development (subject-related knowledge, communication skills, organisational skills, social competence, problem-solving skills, research skills and civic orientation) which are related to Lingnan's Graduate Attributes (result of questionnaire in Appendix 18). The data collected are input to the BI system at the end of each term in order to provide useful findings for course improvement. More importantly, the OSL prepares a Term Report for every SL course by using these data. OSL coordinators review the reports with the course instructors during the evaluation meeting at the end of the term for improving the planning and operation of the SL projects.

Quality Enhancement

15 The report suggests that the University develop systematic methodologies with appropriate metrics for benchmarking institutional performance, academic standards, curricula or student profile with local, regional and international comparator institutions. In this context, the Audit Panel encourages the University to diversify by adding Asian liberal arts institutions to what has hitherto been an exclusively US-orientated list of potential partners. (point (g) in Executive Summary on p.4 and section 5.13 on p.27)

15.1 To provide a better understanding of the performance of LU and where it stands in relation to the standards of the comparators, the University identified a cluster of appropriate institutions as LU's comparators, with more emphasis on institutions in Asia and the Mainland. The list of benchmarking institutions approved for adoption from January 2017 are as follows:
   a) International Christian University, Japan;
   b) Yale-NUS College, Singapore;
   c) Williams College, USA;
   d) Oberlin College and Conservatory, USA; and
   e) Zhongshan (Sun Yat-sen) University, China.

15.2 In order to have clear metrics as indicators that measure LU's institutional performance as a liberal arts institution, the University also approved a set of institutional performance metrics for adoption from January 2017. The metrics (Appendix 19) are used as parameters in the University's BI development; the development of indicators is on-going.

15.3 Academic units also have the flexibility to designate programme level benchmarking institutions as appropriate in alignment with the University's aspirations and development goals. They have already mapped out initial strategies to carry out external benchmarking for UG programmes. These plans were presented to the AQAC in March 2018. A summary of the plans is given in Appendix 20*. Some examples of programme level benchmarking institutions are: The University of Hong Kong, The Chinese University of Hong Kong, National University of Singapore, Beijing Normal University (China), The University of Pennsylvania (United States), The University of Melbourne (Australia), Durham University (United Kingdom), Macquarie University (Australia) and Beedie School of Business, Simon Fraser University (Canada). The PSC will consider at its May 2018 meeting programme level benchmarking plans for TPg programmes.

15.4 A brief self-reflection based on the benchmarking performed in the review period that leads to development objectives and/or improvement to the programme or courses will be provided in the submission of the Five-year Programme Review for both undergraduate and TPg programmes from the 2018-19 academic year.

15.5 Efforts have been made to strengthen our relationship with selected benchmarking institutions and others, especially prestigious liberal arts institutions in Asia. Some examples of collaboration with benchmarking institutions and liberal arts institutions are shown in Appendix 21.

Research Postgraduate Provision

16	The report prompts the University to ensure that its policies on research conduct and academic integrity and on intellectual property rights are articulated coherently and communicated systematically and effectively to all staff and students who undertake research by the start of the academic year 2016/17. (point (i) in Executive Summary on p.5 and section 6.10 on p.30)

16.1 To ensure that RPg students are well aware of the policies on research conduct, academic integrity, and intellectual property rights, the University has organised an RPg Orientation from the 2016-17 academic year at the beginning of each academic year. The Guidebook for Research Postgraduate Students has been expanded to include sections on "research conduct and ethical review requirements", "academic honesty" and "intellectual property rights". All RPg students and faculty members at the rank of Assistant Professors or above are given hard and soft copies of the Guidebook for easy reference. RPg students are also advised to visit the website of the TLC for useful resources on teaching and learning

*submitted for QAC's reference only

including the document "Focus on Learning: Plagiarism - A Guide for Educators". Furthermore, documents on policies on "research conduct and ethical review requirements" and the "Focus on Learning: Plagiarism - A Guide for Educators" are highlighted for participants in the RPg Orientation held every year in late August.

> **17** The Audit Panel affirms the University's efforts to enhance the RPg student learning environment by its investment in a senior appointment with responsibility in this area and by the development of an array of local, regional and international networks, opportunities and initiatives. (point (i) in Executive Summary on p.5 and section 6.16 on p.31)

17.1 The DGS has been working closely with relevant parties and units to position the postgraduate studies of the University in the local, regional and international contexts and to maximise synergy and collaboration. In the 2016-17 academic year, the DGS offered the Postgraduate Studies Seminar Series under which approximately 20 seminars and workshops for postgraduate students were organised. These seminars covered a variety of practical and relevant topics such as Quantitative and Qualitative Research Methodologies, Writing Successful Grant Proposals, Conducting Inter-Cultural Studies, Exploring Experimental Methods, Best Practices in Conducting Survey Research, Empirical Strategies to Leverage Mostly Secondary Data (list shown in Appendix 22). Furthermore, postgraduate students were exposed to world-class research training hosted by active researchers from LU and other renowned local, regional and international institutions such as The Chinese University of Hong Kong, City University of Hong Kong, Hong Kong University of Science and Technology, National University of Singapore, University of Bath, The University of Hong Kong, University of Leeds, and University of Nottingham Ningbo, China. The DGS regularly organises relevant seminars and workshops for postgraduate students.

17.2 Additionally, the second International Postgraduate Summer School co-hosted by LU and the University of Oxford took place at LU and Oxford in the summer of 2017. This three-week Summer School provided a platform for scholars and postgraduate students to present their research findings, share research practices and reflect upon methodological issues. The event drew approximately fifty scholars and students from LU and other top universities including Oxford University, Cambridge University, National Chung Cheng University, Peking University, South China University of Technology, Sun Yat-sen University, University of Nottingham, Ningbo, and Zhejiang University. Due to overwhelmingly positive responses, the Summer School will be organised again in 2018 on a larger scale, and may become an annual event.

17.3 Furthermore, LU has signed agreements with regional and international partners for PhD student exchange, staff exchange, and research collaborations. In order to create a more credible mass of postgraduate studies, LU is also co-developing master's and professional doctorate degrees, and co-offering executive and professional training programmes with partners such as Beijing Normal University, University of Hawaii, University of Leicester,

and University of York. This will bring about a positive impact on our current RPg population by building a critical mass for synergies and increasing interdisciplinary activities. The co-developed programmes are planned to be launched within the next one to two years. Two proposed programmes, viz. Doctor of Policy Studies (DPS) Programme and the Master of Science in International and Development Economics (MIDE), have undergone key steps in the processes of programme validation and the relevant Programme Validation Panels supported the University's approval of their launch in September 2018.

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18   The report encourages the University to give further consideration to how its mission and vision can be appropriately contextualised within RPg provision. (point (i) in Executive Summary on p.5 and section 6.19 on p.32)

18.1 The University articulates RPg provisions to LU's larger objectives through the following on-going activities:

a) establishing a culture of vibrant research and discussion for RPg students by introducing the Postgraduate Studies Seminar Series and actively engaging in collaborative events/initiatives with overseas universities, e.g. by co-organising the International Postgraduate Summer School cum International Conference on Comparative Development and Policy Studies with 11 leading higher education institutions in Asia, the United Kingdom and the United States in June 2016, by co-launching an Inter-university Research Consortium for Higher Education with 5 partnering institutions/organisations in the UK and the US in October 2016, by co-hosting an International Postgraduate Summer School with the Hertford College of the University of Oxford in June 2017 and 2018, and by organising the Launch Conference of the Alliance of Asian Liberal Arts Universities in November 2017. These events provided an enabling platform for international academics, practitioners and postgraduate students to exchange their research knowledge as well as experiences and practices relevant to liberal arts education, social policy and development. They also provide opportunities for possible PhD student exchange in the future;

b) further enriching RPg students' international experience through diverse hostel activities and interaction with students of different disciplines and cultural backgrounds in their hostel life, and enriching their learning experience in a liberal arts context by offering ILP courses to RPg students and developing a learning community among postgraduate students through academic and recreational activities;

c) actively responding to the request of RPg students for more training on academic writing and research methodology by offering a required course entitled "Academic Writing and Research Methodology across Disciplines" and an elective course entitled "Postgraduate Studies Seminar Series on Research Methodological Issues" from the 2016-17 academic year; as well as a Postgraduates' Conference on Interdisciplinary and Comparative Learning: *Positioning the Young Academic Scholar for Excellence* in March 2018; and

d) organising different forms of activities in collaboration with the Postgraduate Students' Circle led by RPg students such as extended orientation for freshmen, reception for all

RPg students and other social events like boat trips to develop a more cohesive learning community. In addition, RPg students are also encouraged to recommend speakers to be invited for the postgraduate seminar series.

18.2 To render the University's mission and vision more visible to RPg students, updated information and the graduate attributes of RPg programmes have been incorporated into the expanded Guidebook for Research Postgraduate Students since September 2016.

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19   The Audit Panel affirms the decision to conduct an employers' survey specifically for RPg graduates from 2016, to collect more systematic data on employers' views and feedback, as part of ensuring the continual monitoring and enhancement of RPg programmes and achievement of RPg graduate attributes. (section 6.19 on p.32)

19.1 A biennial Employers' Survey specifically targeted at RPg graduates was introduced in 2016. The first survey was conducted in November 2016 and its findings were reviewed by the University in September 2017. As regards the observation that the feedback received from employers seemed to reflect comments about young people in general but not LU RPg graduates in particular, the PSC agreed with the proposal from the TLC to add a question in future to ask if employers would like to be interviewed and if so, the agency would conduct interviews with them to collect more specific feedback.

Taught Postgraduate Provision

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20. The University is encouraged to ensure that programme and course information approved by the relevant committee(s), and particularly that which relates to aims, ILOs and assessment, is provided consistently on relevant websites as well as in documentation made available to students. (section 6.25 on p.34)

21. Information to support TPg students' studies is generally provided via departmental handbooks and during orientation events. While the Audit Panel has no reason to doubt the quality of that information, it was not clear how the University ensures that it is consistent and fit for purpose across departments and Faculties. The Audit Panel encourages the University to address this matter. (section 6.26 on p.34)

22. As the AQA Manual is designed to bring all relevant policies and procedures in relation to the quality assurance and enhancement of teaching, learning and assessment of taught programmes in a single document, the Audit Panel encourages the University to rationalise the organisation, production and distribution of information about TPg provision, to optimise the effectiveness of communication with both staff and students. (section 6.27 on p.34)

20-22.1 To ensure information on TPg programmes is consistently and effectively communicated to TPg students, an orientation and extended induction have been arranged by the DGS from August 2016. The DGS is working with TPg programmes to

compile a comprehensive prospectus that contains all essential information for TPg programmes for staff and students. The prospectus is planned for publication in August 2018.

20-22.2 The DGS works with the TPg programmes to compile their handbooks. To standardise the practice in dissemination of programme and course information across TPg programmes, a standard template of handbook contents has been distributed by the DGS to TPg programmes to ensure consistency of information to be distributed to new students and relevant staff by the beginning of the 2018-19 academic year. In addition, a checking mechanism will be set up at the Faculty level by the beginning of the 2018-19 academic year to ensure consistency of information posted on respective webpages and disseminated to students and staff by their TPg programmes, e.g. checking the handbook contents before distribution every year, regular spot checking the information disseminated through different means. Deans will be requested to report to the PSC every year.

Audit Theme: Enhancing the Student Learning Experience

> 23.   The Audit Panel encourages the University to consider and review the whole-person development of postgraduate students as part of this enhancement process, to ensure that its mission can apply to all students. (section 7.13 on p.38)

23.1 To ensure the University's mission also applies to postgraduate students, the University has introduced programmes/activities to promote the whole-person development of postgraduate students. For examples, ILP courses have been offered to RPg students from September 2016, and RPg and UG students were invited by Wesleyan College of Guangzhou University to join the Liberal Arts Education Conference in Guangzhou in December 2016 to reflect upon the whole-person development and learning experiences associated with liberal arts education.

23.2 Furthermore, activities such as lectures, seminars/workshops and courses in a wide range of areas from academic writing to job hunting have been arranged for postgraduate students from the 2016-17 academic year. In addition, some hostel places have been reserved for overseas TPg students so that they can be immersed in the dynamic campus life from the 2017-18 academic year. A number of academic enhancement activities, e.g. postgraduate salon, book club, conferences, have been organised by individual departments and faculties for RPg students. The aim of these enhancement activities is to provide RPg students with exposure to a variety of learning experiences and to foster in them better communication skills.

23.3 Moreover, a new funding scheme entitled "Student Research Enhancement Scheme" was established in 2017 to provide targeted research training for UG and PG students, including

TPg and RPg students. In 2017, 39 student research projects were supported in politics, international affairs, business studies, economic policy, social policy, history, and cinema studies. 123 students (14 RPg, 16 TPg, and 93 UG students) were mentored as junior research partners working with faculty members on research activities.

23.4 In the spirit of increasing the engagement of postgraduate students in the life of the University, the SSC has been providing various recruitment talks, career talks, job hunting forums, alumni/career sharing sessions, etc. for them. Further, the University's online Job Information Platform has been made available for postgraduate students to search for employment opportunities in various career fields.

23.5 The PSC is mindful of this recommendation of the QAC Audit Panel, and will review the whole-person development of postgraduate students periodically.

Audit Theme: Global Engagements: Strategies and Current Developments

24. The Audit Panel noted, however, that there is no staff development provision supporting the development or sharing of pedagogies specifically attuned to teaching in international classrooms. Potential measures in the area of e-learning to support internationalisation are yet to be fully grasped, although LU recently participated in a GLAA survey and an Association of American Colleges and Universities conference on e-learning in liberal arts colleges, which may bring new and inspiring insights into this matter. (section 7.22 on p.40)

24.1 The TLC offers the LTDP for all staff and postgraduate students. It has revised the Internationalisation Unit < https://tlc.ln.edu.hk/ltdp/content/unit7> to specifically address pedagogical approaches relevant to teaching international students, incorporating international and intercultural dimensions into curriculum designs. Furthermore, a focus of the new T&L portal mentioned under Section 1.1 will be on "teaching international students" in which best practices will be shared and relevant articles will be available.

24.2 Teachers learn using e-learning tools such as MOODLE, Turnitin and Qualtrics provided by LU during the Staff Induction sessions organised by the TLC. Step-by-step instructions of using those tools are also available at the TLC website for easy reference. Furthermore, the TLC provides suggestions and support for colleagues who require additional support for using technology to enhance learning and teaching. For the 2017-18 academic year, three of the original LTDP units have been completely revamped so that both theories and practices of integrating information and communication technology into learning and assessment are covered. Moreover, LTDP participants have also experienced the flipped classroom approach through a topic "collaboration within Lingnan and beyond". Indeed, one of the teachers applied a mobile technology from the LTDP programme in his teaching.

It was observed that students in a flipped classroom are no longer recipients of passive learning, but more engaging with interactions between students and teachers.

24.3 LU encourages e-learning and one of the themes for the TDG funding scheme is to enhance student learning through the blended-learning approach. There has been a growing number of TDG projects which adopt the latest information and communication technology to enhance teaching and learning, and for assessment. These projects include developing e-textbooks and integrating Sharable Content Object Reference Model-based e-learning contents in English language courses; using virtual reality resources for performance- and creativity-based elective courses; and also a large-scale Teaching Development and Language Enhancement Grant (TDLEG) project which develops a range of skill-based mini-lecture videos to equip students with key language competencies required across disciplines. In addition, CEAL also provides various and ample e-learning resources for English enhancement and for learning and acquisition of additional languages. All these online learning resources not only support classroom teaching but also promote independent and life-long learning and prepare students for their exchange programmes.

24.4 Recently, the Director of TLC has secured a TDG project titled "Foster active learning through flipped classroom". She is leading 8 academics from various faculties to pilot the flipped classroom approach to teaching to encourage student-centered learning and 4 of them are trying out this approach in Term 2, 2017-18 whilst the remaining team members will try out in Term 1, 2018-19. Moreover, she keeps abreast the trends and knowledge in e-learning. For example, she will present and attend local and international conferences related to technology-enhanced learning in May and June 2018 respectively. Furthermore, she is scheduled to introduce and share new e-learning technologies such as e-portfolio, flipped classroom and mobile learning during departmental meetings across the University starting from the 2018-19 academic year.

24.5 With the support from the Global Liberal Arts Alliance (GLAA), the OSL piloted a course connection with Oberlin College (one of the five benchmarking institutions of LU) in Term 1 of the 2017-18 academic year. Dr. Tania Boster from Oberlin College was sponsored to travel to Hong Kong to give a series of lectures on the course connection and Community-Based Learning to students, faculty, and Lingnan University staff in November 2017. The engagement included faculty exchange, and periodic global classroom connections. Students, faculty, and staff of Lingnan University and Oberlin College explored local environmental challenges in the Tuen Mun District, and how Service-Learning/Community-Based Learning initiatives at Lingnan University and Oberlin College addressed these challenges in Hong Kong and the global context. Furthermore, students and teachers exchanged ideas on topics of common interest via online discussion forums and emails. The dialogue and exchanges facilitated their understanding of the contents from different cultural perspectives. A colleague from the OSL will travel to Oberlin College in September 2018 to give a series of lectures on the course connection and Community-Based Learning to Oberlin students and faculty. Moreover, Oberlin

College has secured the funding from the Luce Initiative on Asian Studies and the Environment Grant to bring a group of Oberlin students and faculty members to Lingnan during January 2019 in connection with the ongoing collaboration on Service-Learning courses between the two institutions.

25. The choice of international partners for benchmarking purposes, however, would benefit from the articulation of clearer strategic objectives and careful planning. (section 7.27 on p. 41)

25.1 The set of criteria that applies to selecting new partners and also to determining renewal of existing ones is regularly reviewed in order to ensure that they are consistent with current developments in global education. The admission of partners is highly selective (as demonstrated by rejection of most if not all unsolicited requests from colleges and universities on the Mainland and overseas to establish partnerships) and is based on a careful and considered evaluation in conformity with the provisions of the set of criteria.

25.2 The new International Partnership Policy Paper (as shown in <u>Appendix 23</u>*) which sets out the criteria and procedures for setting up new partnership and renewing/terminating existing partnership was endorsed by the Management Board (MB) on Internationalisation on 18 January 2017 and approved by the Senate on 13 March 2017 for implementation with immediate effect. Since the policy paper came in force in March 2017, several departments have approached the Office of Global Education (OGE) to enquire/propose possible partnerships. The OGE has served as the liaison point between the proponents and the Office of Council/Court Business and General Administration, which vets all agreements with external parties in finalising the agreement.

25.3 In this light and through careful planning, the University has forged ahead more confidently with its internationalisation initiatives. One of the milestones is the formation of the Alliance of Asian Liberal Arts Universities (AALAU) in late November 2017. The AALAU is a regional consortium comprising fifteen founding members initially, including LU and other prominent universities with a strong commitment to promote liberal arts education in Asia, such as Yuanpei College of Peking University in Mainland China; Tunghai University in Taiwan; The University of Tokyo in Japan; and Yonsei University in South Korea. For LU, the AALAU will serve as an extended platform to provide further resources to organise and promote the new Global Liberal Arts Programme regionally and globally. More details about the AALAU are shown in <u>Appendix 21</u>.

26. While acknowledging the University's initiatives and progress on global engagements, the Audit Panel formed the view that more quantitative and/or qualitative data is required to assess the effectiveness of various types of experiential learning activities organised for internationalisation. (section 7.28 on p.41)

26.1 In order to assess the learning outcomes of students on exchange programmes, the OGE

secured funding from the TDG in support of its project entitled "An Analysis of the Intercultural Competence of Outgoing Exchange Students" which adopts "Intercultural Development Inventory (IDI)" as an objective measurement of the intercultural competency of students. Students will be asked to complete the IDI assessment before and after their participation in the student exchange programmes in order to compare the benefits they gained during exchange. The project will be carried out in the 2018-19 academic year. A summary of project details is available in Appendix 24.

26.2 Furthermore, a quantitative evaluation of the effectiveness of the "buddies" scheme was carried out in addition to the existing qualitative evaluation mechanism. In addition to the current practice of evaluating the effectiveness of the "buddies" scheme from the incoming exchange students' perspective, all local LU participants were invited to complete an end-of-scheme survey in order to evaluate how the "buddies" scheme had helped them achieve or enhance their global perspectives. An online survey for "buddies" scheme was implemented in Spring 2017. Selected data will be imported to the BI system for the purpose of analysis, the result of which will help our future deployment of resources. The OGE will compile a report on the findings for consideration of the MB on Internationalisation upon completion of the BI enhancement project. It is expected that the initial result will be available in early 2019.

26.3 In addition to data gathered by the OGE, data is also collected from programmes, academic departments and units that have activities with internationalisation elements in order to obtain a more complete picture of internationalisation effects. This data is consolidated and input to the BI system for analysis purpose. Among others, the OSL has already identified activities with internationalisation elements and the relevant data on international experiential learning activities has been input to the BI system.

26.4 Regarding quantitative data collection, the OSL and the SSC ILP team are working on the analysis of the data captured in the ILP Evaluation Form "Part C-Learning Outcomes 'Global Perspective' section" to measure the effectiveness of international experiential learning activities. This commenced in the summer term of 2017. The data has been input to the BI system for further analysis. Regarding qualitative data collection, the OSL conducted two focus group discussions in September 2017 to collect feedback from students who participated in the International SL Programme for programme improvement purposes. Furthermore, the OSL is working with The Hong Kong Polytechnic University, Hong Kong Baptist University and The Education University of Hong Kong to redesign a cross-institutional measurement tool for assessing the effectiveness of international experiential SL activities.

26.5 To provide more evidence on the effectiveness of various types of international experiential learning activities, the SSC provides statistical reports on relevant internships, hostel activities and the host family scheme. In addition to internal reference, the reports are presented to relevant committees such as the Career Development Committee, the Student

Hostel Management Committee and the MB on Internationalisation for consideration. It is an important reference for programme enhancement and strategic plan of student development.

26.6 In addition to the above-mentioned initiatives, data for the KPIs contained in the UAA have been uploaded to the BI system and the latest report on the matter was submitted to the Vice-President in March 2018. A meeting for the Working Group on Performance Indicators in the Strategic Plan (SP) (2016-2022) and the UAA is scheduled for May 2018 to receive a progress report, review relevant findings and discuss ways forward, inter alia, granting assess rights to Deans or HoDs, etc. Relevant users can view and analyse the data through the BI system and training will be provided where necessary.

27. In order to develop further the international character of the student body, the Audit Panel urges LU to extend its exploration of means to promote the University as a preferred exchange partner institution for both Mainland and overseas students and to review the provision of resources in support of its internationalisation initiatives at both Ug and postgraduate levels. (section 7.29 on p.42)

27.1 To promote the University among partner institutions in Mainland China and overseas as a preferred exchange partner and enhance its competitive advantages among prospective students worldwide, the OGE has promoted LU as a preferred exchange partner institution through social media in the following ways:

a) Exchange students and non-local degree seeking students were invited to share their experiences of studying at LU. 12 testimonials were posted on the Facebook Page and Weibo account between March and May 2017.

b) Newsfeeds about the University's student exchange recruitments were posted on the Facebook Page in March 2017 and September 2017 to provide prospective exchange students with information about the University's Student Exchange Programmes.

c) Videos of excursions showing the exchange students having fun in Hong Kong and video featuring exchange students' lives at LU were posted on the Facebook Page.

d) A live student sharing session was conducted on the Facebook Page in October 2017. Invitations were sent to partner institutions to promote the live session to their students. The purpose of this was for prospective students to learn more about LU's exchange programmes and this was facilitated in the live session by encouraging questions addressed to exchange students at LU and OGE staff.

e) A photo competition inviting exchange students to share their joyful moments at LU was conducted in November 2017.

f) Invitations were sent to partners and exchange students to like the Facebook Page and share with their friends in March 2017.

g) The links on the Facebook Page to the email signatures of all OGE staff and the LU factsheet were added in January 2017.

27.2 After the launch of online campaigns to promote the University as a preferred exchange partner institution for both Mainland and overseas students, more inbound exchange applications were received. 134 inbound exchange students are studying at LU in Term 2, 2017-18. This represents a 37% rise when compared to Term 2, 2016-17 (98 students). Given the positive feedback received, the above initiatives will become recurrent promotional activities in future.

27.3 In addition to the above, visits to existing and potential partners are organised in conjunction with international education conferences where possible to enable OGE staff attending these conferences to conduct promotional talks at partner institutions during these visits.

27.4 As we continue to be ranked favourably as a leading liberal arts university in Asia, LU scored encouraging undergraduate admission results for the 2017-18 academic year and research postgraduate admission results for the 2018-19 academic year. About 57,000 applications for admission to its undergraduate programmes were received, with the numbers of non-JUPAS and Mainland student applications increased noticeably by 4.2% and 52.7% respectively compared with those of last year. At the research postgraduate level, over 97.7% of applicants seeking admission to PhD programmes through the Hong Kong PhD Fellowship Scheme is non-local whereas 81.3% of those seeking admission directly to Lingnan's MPhil/PhD programmes is non-local. These non-local applicants cover as many as 42 countries. About 30 and 21 different nationalities are now represented in the undergraduate and research postgraduate student population respectively on campus. This has been achieved through developing strategic partnerships with over 200 leading universities worldwide. The growing internationalised background of LU students aptly reflects the University's leading position in liberal arts education in Asia.

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28. The report endorses the efforts the University is making to strengthen mechanisms for assuring the quality of the student learning experience in international exchanges. It also encourages the University to revise further the criteria for selection of exchange partners to assist it in achieving this goal. (point (l) in Executive Summary on p.6 and section 7.32 on p.42)

28.1 The set of criteria already in place related to new partner selection and renewal of existing ones is regularly reviewed in order to determine their continued appropriateness and relevance in light of the changing dynamics of global education.

28.2 As mentioned in Section 25.2, the new International Partnership Policy Paper (as shown in Appendix 23[*]) which sets out the criteria and procedures for setting up a new partnership and renewing/terminating existing partnerships was approved for implementation with immediate effect.

*submitted for QAC's reference only

29. Given the centrality of internationalisation to LU's liberal arts mission, the Audit Panel encourages the University to strengthen its capacity to gather and analyse data to evaluate the effectiveness of its deployment and inform decision-making with a view to enhancing provision. (section 7.33 on p.43)

29.1 In addition to the initiatives described in the response to point 26 above, in order to ensure a more rigorous and systematic quantitative measurement of the effectiveness of the internationalisation initiatives so that there will be a more structured and systematic decision-making process in enhancing LU's provision in this area, the following initiatives have been taken or are planned:

a) For the enhancements of the BI system related to the impact of participating in exchange programmes, relevant data has been tested and reports can be generated from the data.

b) Completion of the first phase of the BI project in March 2014 has enabled the KPI reports to be released to head of academic departments concerned so that the relevant data can be analysed and incorporated in annual programme reviews for action where necessary. These KPI reports, including Internationalization, Experiential Learning, Small Class, Inter-disciplinary Courses and Residential Experiences, are in the Information Hub launched in October 2016.

c) Further enhancements to the BI system are in the pipeline, such as constructing reports on the impact of participating in exchange programmes on students' GPAs and language capabilities, correlating the amount of financial support received by students and the impact on GPAs and personal development, calculating the percentage of financial support received by students over their actual expenses to reflect the level of a student's financial burden reduced by the financial support from LU, etc. Testing on the enhancements is in progress.

d) In order to have a full and holistic review of the effectiveness of various internationalisation activities including student exchange programmes, SL activities, internships and placements, a centralised database of students attending various activities is available in the BI system. Comparative analyses among activities organised by different units will be undertaken within the BI system. Moreover, by having the centralised database, the less active students can be identified and more personal promotion and assistance can be provided to encourage these students' participation in various internationalisation activities. Testing on the enhancements is in progress.

e) To review the resources and the outcomes of programmes that are contributing to internationalisation, the SSC and Wardens' Offices will provide the information of the programmes to the responsible parties and take part in the review commencing the 2018-19 academic year.

29.2 As mentioned in Section 26.6, the Working Group on Performance Indicators in the SP (2016-2022) and the UAA chaired by the Vice-President will meet in May 2018. The

Working Group will continue to lead the implementation and development of the KPIs, including those that pertain to internationalisation.

Concluding Remarks

The recommendations and affirmations made by the 2016 QAC Audit Panel have helped Lingnan University to undertake a number of initiatives to enhance its educational offerings. The University is committed to seeing these initiatives through to completion and improving them over time with the overall goal (shared by the University and the QAC Audit Panel) to provide our students with a world-class liberal arts education.

April 2018

List of Appendices

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*submitted for QAC's reference only

List of Abbreviations

AALAU	Alliance of Asian Liberal Arts Universities
AQAC	Academic Quality Assurance Committee for Undergraduate and Sub-degree Programmes
AQA Manual	Academic Quality Assurance Manual
BI	Business Intelligence
BoE	Board of Examiners
CAOBE	Centre for the Advancement of Outcomes-Based Education
CTLE	Course Teaching and Learning Evaluations/Enhancement
DELTA	Diagnostic English Language Tracking Assessment
DGS	Division of Graduate Studies
EAAs	External Academic Advisers
ELE	English Language Enhancement
GLAA	Global Liberal Arts Alliance
GLAP	Global Liberal Arts Programme
GLDs	Generic Level Descriptors
HoD	Head of Department
HKQF	Hong Kong Qualifications Framework
IDI	International Development Inventory
IELTS	International English Language Testing System
ILP	Integrated Learning Programme
KPI	Key Performance Indicator
LTDP	Learning and Teaching Development Programme
LU	Lingnan University
MB on Internationalisation	Management Board on Internationalisation
OBATL	Outcome-based Approach to Teaching and Learning
OCPA	Office of Communications and Public Affairs
OGE	Office of Global Education
OSL	Office of Service-Learning
Pg	Postgraduate
PhD	Doctor of Philosophy
PILOs	Programme Intended Learning Outcomes
PSC	Postgraduate Studies Committee
QAC	Quality Assurance Council
RPg	Research Postgraduate
SCTL	Sub-Committee on Teaching and Learning
SDC	Student Disciplinary Committee
SL	Service-Learning
SP	Strategic Plan
SSC	Student Services Centre
T&L Portal	Teaching and Learning Portal
TDG	Teaching Development Grant

TDLEG	Teaching Development and Language Enhancement Grant
TEAS	Teaching Excellence Awards Scheme
TOTAL	Transforming Outcomes Through Action Learning
TPg	Taught Postgraduate
TLC	Teaching and Learning Centre
UAA	University Accountability Agreement
Ug	Undergraduate
UGC	University Grants Committee

LINGNAN UNIVERSITY
QAC Audit 2016
Summary of Progress as at April 2018

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
Executive Summary			
1. The report encourages the University to identify and implement the most effective means of promoting enhancement of learning and teaching by disseminating good practice across the institution consistently and systematically. (point (g) in Executive Summary on p.4)	To disseminate good practices on teaching and learning across the institution consistently and systematically.	a) Incorporated the existing webpage for sharing of good practices on teaching and learning into a new online teaching and learning portal to be launched in May 2018. b) Included "contribution to sharing of good practices" as one of the selection criteria of the Teaching Excellence Awards Scheme (TEAS) from the 2017-18 academic year. c) Teaching Development Grant (TDG) holders and University's TEAS recipients are required to share their expertise and good practices from the 2017-18 academic year. d) Addressed best practices in teaching and learning in Staff Induction Programme and the Learning and Teaching Development Programme (LTDP). e) Organised a number of quality assurance and quality enhancement related programmes, workshops and seminars in the 2016-17 and 2017-18 academic years.	On-going, responsible by the Teaching and Learning Centre (TLC)
The Setting and Maintaining of Academic Standards			
2. The report suggests LU articulate the way academic standards are set explicitly in its academic quality policies and procedures. The report encourages the University to consider further enhancing confidence in its academic standards by benchmarking them against local, regional and international	To articulate the way academic standards are set explicitly in our academic quality policies and procedures and to benchmark the standards against local, regional and international comparator institutions.	Reviewed quality assurance and enhancement mechanisms and implemented the following enhancements from the 2017-18 academic year: a) embedded the HKQF in the quality assurance and enhancement mechanisms by including a mapping between the Programme Intended Learning Outcomes (PILOs) and the relevant Generic Level Descriptors (GLDs) of the HKQF in the validation of new programmes and the five-year programme review system; b) one external member of a programme validation or five-year programme review panel will be selected from one of the approved benchmarking institutions where possible, and External Academic Advisers (EAAs) will be invited to join meetings of the programme reviews as far as practicable;	On-going, responsible by the Academic Quality Assurance Committee for Undergraduate and Sub-degree Programmes (AQAC), the Postgraduate Studies Committee (PSC) and Academic Units

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
comparator institutions. (point (b) in Executive Summary on p. 2, section 2.2 on p.8 and section 2.14 on p.11)		c) One of the two EAAs appointed for a discipline/programme will be selected from one of the approved benchmarking institutions where possible; and d) programmes will reflect the University's articulation of its academic standards in their design and the extent to which this articulation is accurately reflected in the programmes, as an aspect of validation and five-year programme reviews. For more details about benchmarking including the list of benchmarking institutions, please refer to Section 15.	The AQAC and the PSC will ensure implementation of the measures at the Undergraduate (UG) and Postgraduate (PG) levels respectively and evaluate them after one round of 5-year programme reviews in 2021-2022 and 2023-2024 respectively.
3. The report encourages the University to ensure that moderation mechanisms are in place to check that academic standards are regularly and rigorously maintained and monitored at course level, as an integral part of the assessment process. (point (b) in Executive Summary on p.3 and section 2.9 on p.10)	To put in place moderation mechanisms to check that academic standards are regularly and rigorously maintained and monitored at course level.	As a result of a further review, the following measures will be implemented for UG programmes from 2018-19: a) For courses that are taught by more than one teacher, the teachers are required to have meetings to develop a common understanding of the assessment rubrics prior to marking of all scripts. b) The Board of Examiners (BoE) shall make professional judgements in deciding if there is an anomaly in the grade distribution of a course. The BoE will invite course teachers/coordinators to provide an explanation to the BoE and submit sample scripts and assessment rubrics. If the BoE confirms the existence of an anomaly, it will invite Head of Department (HoD) to form a panel to moderate the marking. c) Each academic unit may select two courses for review every year. Course materials will be reviewed and the course teacher/coordinator will be alerted about the standards of other courses and suggested way of refinements.	On-going, responsible by the AQAC, the PSC & Faculties. The AQAC will review the moderation mechanism after OBATL has been implemented for three years The PSC will present to the Senate at its meeting in May 2018 the same strengthened moderation mechanism for adoption by taught postgraduate (TPg) programmes.
4. The Audit Panel noted that there is no standard metric of credit defined for Master's degrees at the University and that discretion is given to departments to determine the credit value of individual Master's degrees, within a relatively broad range. While the programmes in question gave rise	To ensure equity of learning opportunities and comparability of academic standards among TPg programmes.	a) Decided that from the 2018-19 intake, the credit value of a master's degree programme be standardised at 30 credits. Individual programmes with justifications can request to deviate from the standard through a proper process. b) Existing programmes have been invited to conduct a review about the total number of credits required for TPg awards and credit values of individual courses in the programmes to ensure that the student workload associated with one credit is broadly consistent.	On-going, responsible by the PSC and TPg programmes

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
to no concerns about quality, the Audit Panel encourages the University to take steps to reassure itself that such variations do not constitute a threat to equity of learning opportunities and comparability of academic standards between programmes. (section 2.11 on p.10)			
5. The Audit Panel therefore affirms the steps the University is taking to safeguard the academic standards of its awards by assuring itself that staff and students across the institution have a shared understanding of its requirements in relation to academic integrity and the procedures for dealing with infringements and to achieve greater consistency towards reporting and processing cases. (point (b) in Executive Summary on p.3 and section 2.13 on p.11)	To further enhance faculty and students' knowledge and understanding of plagiarism and achieve greater consistency towards reporting and processing dishonesty cases.	a) Placed a mini-course titled "Online Tutorial on Plagiarism Awareness" in the University portal for access by both students and staff. Confirmation of completion of this on-line course is made mandatory for UG students from the 2016-17 intake and for PG students from the 2017-18 intake.	The TLC will review and enhance the online tutorial in 2018 summer.
		b) Required all UG students from Term 2, 2016-17 and all PG students from the 2017-18 academic year to make use of Turnitin as a mandatory platform in submitting written assignments for all courses including MPhil/PhD theses.	The TLC will collect feedback about the usefulness of 'Turnitin' from both staff and students in surveys at the end of 2017-18 academic year.
		c) Required academic units to include important notes about rules and regulations against dishonest practice and submission of written works via "Turnitin" in course syllabuses.	On-going, responsible by Academic Units
		d) Required TPg students admitted from the 2017-18 intake to attend a workshop on research writing which covers contents on plagiarism.	On-going, responsible by the DGS and TPg programmes
		e) Tasked the SDC to monitor academic dishonesty cases, including reporting if cases are skewed to a particular Faculty from the 2017-18 academic year.	The SDC will report to the Senate on an annual basis.
		f) Conducted seminars and workshops related to plagiarism for RPg students, new teachers as well as for existing teachers at the beginning of each academic year.	On-going, responsible by the TLC

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
		Arranged Prof. Marcia Devlin, an expert in plagiarism, to visit Lingnan in mid May 2018 to conduct a workshop and provide input on dealing with plagiarism.	
		g) Published Hands-on Guide for Academics #1: 'Turnitin, Plagiarism and Assessment' and updated the "Focus on Learning #1: Plagiarism – a Guide for Educators" which has been incorporated into the AQA Manual.	On-going, responsible by the TLC
The Quality of Learning Opportunities			
6. …the Audit Panel affirms the steps the University is taking to fulfil its commitment to increase interdisciplinary learning opportunities by resisting pressure to reintroduce early specialisation. (point (c) in Executive Summary on p. 3 and section 3.7 on p.15)	To further explore the possibility of creating more interdisciplinary Majors for undergraduate students.	a) A student-designed Major and an interdisciplinary Major in Chinese Literature, History and Philosophy in the Faculty of Arts have been offered from the 2016-17 academic year.	On-gong, responsible by the Faculty of Arts and Arts Departments
		b) Starting from the 2017-18 academic year, the interdisciplinary Major in Film and Media Studies has been offered.	On-going, responsible by the Faculty of Arts and Arts Departments
		c) A new interdisciplinary Major in "Performance, Creative Arts and Curating" has been proposed.	Programme proposal and approval processes responsible by the relevant Arts Departments, Arts Faculty Management Board (AFMB), the AQAC and the Senate
		d) Planned to introduce an innovative Global Liberal Arts Programme (GLAP) beginning from the 2019-20 academic year.	Programme proposal development and approval processes responsible by relevant Academic Units, the AQAC and the Senate
		e) Decided to introduce a new Core Curriculum structure which contains courses that feature a strong interdisciplinary orientation from 2018-19 intake.	On-going, responsible by the Core Curriculum and General Education Committee (CCGEC)

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
7. The Audit Panel affirms the development of a science component within the undergraduate core curriculum as part of LU's commitment to providing a broad curriculum that delivers a liberal arts foundation and transferable skills. (point (c) in Executive Summary on p. 3 and section 3.8 on p.15)	To enhance the science component in the undergraduate core curriculum.	a) Developed "The Process of Science" course as a required common core course in the new Core Curriculum structure effective from the 2018-19 intake. b) Set up the Science Laboratory and started planning to introduce a Science Minor, which underscore LU's commitment to cultivating students' scientific and technological literary. c) Developed a new interdisciplinary BSc Data Science Programme for launching in 2019-20 to enhance students' ability to distil essential information and messages contained in data. d) Modified the "Science, Technology and Society" cluster to "Science, Technology, Mathematics and Society" cluster with revised ILOs to provide more exciting courses in the area.	On-going, responsible by the Science Unit and the CCGEC Department of Computing and Decision Science and contributing departments On-going, responsible by the Science Unit and the CCGEC
Teaching and Learning			
8. The Audit Panel affirms the steps the University is taking to rebalance teaching and research in order to sustain its mission as a liberal arts university and encourages the University to articulate its strategic priorities and conceptualise its approach more explicitly. (point (c) in Executive Summary on p. 3 and section 3.11 on p.16)	To sustain its mission and articulate its strategic priorities as a liberal arts university.	a) Following the establishment of the three tracks of academic appointment, the University has appointed respectively 11 and 7 staff members on the Research-Track and Teaching-Track in 2016-17 and 2017-18. b) Adopted dual criteria for promotion to Associate Professor with substantiation that reflect a balance between teaching and research. c) Task Force for Teaching Load Review proposed to further reduce the overall teaching load of faculty members from 15 to 12 hours within a regular academic year. Senior Management is conducting a consultation among all faculty members on the proposal.	On-going, responsible by the Academic Staff Review Committee (ASRC) and the Human Resource Office (HRO) In progress, responsible by the Senior Management
9. The Audit Panel encourages the University to explore ways of integrating enhancement initiatives and broadening participation. (section 3.14 on p.17)	To extend the reach and impact of the T&L enhancement initiatives.	a) The system of voluntary acceptance of an initiative resulting in a new policy continues to be the University's main approach to integrating enhancement initiatives. b) To ascertain the effectiveness of the mid-term Online Course Teaching and Learning Enhancement (CTLE) system, which has become mandatory from 2017-	On-going, responsible by the TLC

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
		18, two sets of evaluation surveys on the usefulness will be sent to faculty members and students, starting from 2017-18. c) The T&L portal not only showcases new teaching and learning innovations but also encourages faculty to be engaged with new enhancement initiatives. d) Promotion has been done for widening engagement in new enhancement initiatives, e.g. the Transforming Outcomes Through Action Learning (TOTAL) Teacher Programme and the Student Consultant Programme. e) Extended the coverage of some enhancement initiatives such as the TOTAL Teacher Programme, the LTDP and an Online Tutorial on Plagiarism Awareness to PG students, mindful of the need to follow the policy of no cross-subsidisation.	
Outcome-based Teaching, Learning and Assessment			
10. The report urges the University to ensure that OBATL is fully implemented throughout the University by the beginning of the academic year 2017/18. (point (d) in Executive Summary on p.3, point (f) in Executive Summary on p.4 and section 4.12 on p.21)	To fully implement the OBATL throughout the University by the beginning of the academic year 2017-18.	a) Each of the three Faculties conducted a review in the 2016-17 academic year to examine all course syllabuses and scrutinise the rubrics developed for assessment tasks, and carried out a mapping exercise to ensure consistency of PILOs with LU's Graduate Attributes. b) Revised a number of guidelines to facilitate the full implementation of OBATL from the 2017-18 academic year. c) A number of workshops/seminars related to OBATL were organised in 2016-17 and 2017-18.	The AQAC (via its Sub-Committee on Teaching and Learning) and PSC will continue monitoring the implementation of OBATL respectively for UG and PG courses.
Monitoring Student Achievement			
11. The Audit Panel noted, however, that graduates identify problem-solving skills and the relatively limited range and number of major and general education courses as areas that need improvement. (section 4.15 on p.21)	To enhance the diversity of cluster courses in the Core Curriculum. To make it explicit that the University adopts a problem-based approach in teaching and learning.	a) 12 new cluster courses have been approved in 2016-17, covering a wide spectrum of knowledge disciplines such as Physics, Geography, Artificial Intelligence, Calculus, Entrepreneurship, Music Creativity and more. b) Facing resource constraints, academic units take into account students' interest and feedback when scheduling course offerings.	On-going, responsible by the CCGEO and Academic Units

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
	To enhance students' problem solving skills.	c) Revised the Learning and Teaching Statement to explicitly state the problem-based approach adopted by LU. Course instructors have been asked to articulate the problem-based approach more explicitly to students in class.	On-going, by course instructors
		d) Included revised questions on problem-solving in the questionnaire of the Graduate Exit Survey from the 2018-19 academic year. The reports on survey results are disseminated to academic units on an annual basis for programme review.	On-going, responsible by the TLC and Academic Units
		e) Service-Learning being a requirement for all UG students includes problem-solving as part of the training.	On-going, responsible by the OSL and Academic Units
		f) Introduced programmes on problem-solving skills in the Integrated Learning Programme (ILP) and strengthened element of problem-solving in the training of office-bearers in student societies and university team captains.	Programmes/workshops held annually with relevant evaluation mechanism in place, responsible by the SSC
12. The report urges the University, with immediate effect, to identify and implement suitable instruments for the rigorous testing of standards of English language competency at entry and exit points. (point (f) in Executive Summary on p.4 and section 4.21 on p.23)	To adopt suitable English tests at entry and exit points of students.	The Senate approved: a) UG students admitted from the 2017-18 intake are required to take DELTA twice respectively in their first year and second year of studies at LU. b) Students admitted from the 2017-18 intake are required to attain a minimum threshold score in the International English Language Testing System (IELTS) (Academic) before graduation. c) An overall band score of 6.5 in IELTS is set as the University-wide English language minimum graduation requirement. d) Students of the English and Translation Majors are required to attain an overall band score of 7.0 and students of the Chinese Major have to attain an overall band score of 6.0. e) Students whose IELTS score is below the required threshold will be required to attain the IELTS score within a given time period in order to graduate. The University has established a Task Force on Reforming the English Language Enhancement (ELE) Programme to review and reform the ELE Programme, with a view to implementing the revamped ELE curriculum as early as the 2019-20 academic year.	On-going, responsible by the AQAC & Centre for English and Additional Languages (CEAL) The AQAC will evaluate relevant data of three cohorts of graduates who are subject to the language graduation requirement. The Senate via the AQAC will oversee the ELE programme review.

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
13. The Audit Panel endorses the recommendation made by one faculty board that 'any changes made to the programmes or particular courses to address any of the findings from surveys need to be recorded' and urges the University to make this a regular/general practice across all Faculties and programmes, including the academic support units. (section 4.23 on p.23)	To record responses including changes made to programmes or particular courses to address the findings from surveys.	a) Revised Guidelines for the Annual Programme Report to require that reports from the 2016-17 academic year should include reporting on major findings from employers' and alumni surveys, responses and progress. b) Decided that from the 2018-19 academic year, employers' survey and the alumni survey will be conducted for TPg programmes on a biennial basis.	On-going, responsible by the AQAC, the PSC, the TLC and Academic Units
14. The Audit Panel urges LU to make student achievements easily available to the general public who may be interested in the added-value or desirable learning outcomes of a fine liberal arts education in the region and encourages the University to establish and implement rigorous and systematic processes for recording, publicising, monitoring, evaluating and enhancing student achievement. (point (g) in Executive Summary and section 4.24 on p.24)	To better identify and publicise more LU's student achievements and in a systematic way. To monitor and evaluate student achievement systematically.	a) Established processes to record, publicise, monitor, evaluate and enhance student achievements under the theme of Liberal Arts Education · Transformation for Life. b) Launched a Brand Campaign in 2016 to raise the profile of the University through multi-media and other platforms locally, regionally and internationally. c) Explained the salient features of LU's liberal arts education in concrete terms. d) Carried out a number of activities to better identify and publicise more LU's student achievements. e) Provided funding and guidance for students taking part in international and inter-institution competitions on an ongoing basis. f) Enhanced the data collection instruments and processes pertaining to various activities offered by different units. All the available data for University Accountability Agreement (UAA) has been uploaded to the BI system. g) OSL is collecting data on the impact of SL on students' learning outcomes regularly through pre-test and post-test questionnaire. Term reports based on the data are reviewed for course improvement.	On-going, responsible by the Office of Communications and Public Affairs (OCPA) which will focus on identifying even more student success stories on a continuous basis and produce short videos for sharing in digital media On-going, responsible by the SSC and relevant academic units On-going, responsible by the Information Technology Services Centre (ITSC), the Office of the Global Education (OGE), the Office of Service-Learning (OSL), the SSC and the TLC

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
Quality Enhancement			
15. The report suggests that the University develop systematic methodologies, with appropriate metrics, for benchmarking institutional performance, academic standards, curricula or student profile, as appropriate, with local, regional and international comparator institutions.… In this context, the Audit Panel encourages the University to diversify by adding Asian liberal arts institutions to what has hitherto been an exclusively US-orientated list of potential partners. (point (g) in Executive Summary on p.4 and section 5.13 on p.27)	To provide a better understanding of the performance of Lingnan and where it stands in relation to the standards of the comparators. To have clear metrics as indicators that measure Lingnan's institutional performance as a liberal arts institution.	a) Adopted from January 2017 a list of benchmarking institutions with more emphasis on institutions in Asia and Mainland, viz. International Christian University (Japan), Yale-NUS College (Singapore), Williams College (USA), Oberlin College and Conservatory USA) and Zhongshan (Sun Yat-sen) University (China). b) Adopted from January 2017 a set of institutional performance metrics which are used as parameters in LU's BI development. c) Academic units also have the flexibility to designate programme level benchmarking institutions. They have mapped out initial strategies to carry out external benchmarking for UG programmes. d) Decided that academic units shall include a brief self-reflection based on the benchmarking performed in the review period that leads to development objectives and/or improvement to the programme or courses in the Five-year Programme Review document from the 2018-19 academic year. e) Efforts have been made to strengthen our relationship with selected benchmarking institutions and others.	Benchmarking is on-going. Development of indicators is on-going. On-going, responsible by the AQAC and Academic Units The PSC will consider at its May 2018 meeting programme level benchmark plans for TPg programmes. On-going, responsible by the AQAC, the PSC and Academic Units On-going, responsible by all relevant units
Research Postgraduate Provision			
16. The report prompts the University to ensure that its policies on research conduct and academic integrity and on intellectual property rights are articulated coherently and communicated systematically and effectively to all staff and students who	To make sure that staff and RPg students are well aware of the policies on research conduct and academic integrity and on intellectual property rights by the start of the academic year 2016-17.	a) From the 2016-17 academic year, an RPg Orientation is organised annually highlighting policy/document. b) The Guidebook for RPg Students has been expanded and distributed. c) Advised RPg students to visit the website of the TLC for useful resources on teaching and learning.	On-going, responsible by the PG Studies Office (PSO) of Registry

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
undertake research by the start of the academic year 2016/17. (point (i) in Executive Summary on p.5 and section 6.10 on p.30)			
17. The Audit Panel affirms the University's efforts to enhance the RPg student learning environment by its investment in a senior appointment with responsibility in this area and by the development of an array of local, regional and international networks, opportunities and initiatives. (point (i) in Executive Summary on p.5 and section 6.16 on p.31)	To seek proactive collaboration with leading institutions in the regional and international academic communities to co-organise research activities/seminars/summer institutes to enhance postgraduate student learning by further raising the international profile for Lingnan University.	a) The DGS has been working closely with relevant parties and units to position the postgraduate studies of the University in the local, regional and international contexts and to maximise synergy and collaboration. b) The DGS offered the Postgraduate Studies Seminar Series under which approximately 20 seminars and workshops for postgraduate students were organised in the 2016-17 academic year. c) PG students were exposed to world-class research training hosted by active researchers from LU and other renowned institutions. d) LU co-hosted the second International PG Summer School with the University of Oxford in 2017 summer. e) LU signed agreements with regional and international partners for PhD student exchange, staff exchange, and research collaborations. f) LU is co-developing master's and professional doctorate degrees, and co-offering executive and professional training programmes with partners.	On-going, responsible by the DGS The DGS will regularly organise relevant seminars and workshops for PG students. On-going, responsible by the PSC with support from relevant units, e.g. the DGS, the PSO and the OGE The first few co-developed programmes are planned to be launched within the next one to two years, responsible by the PSC with support from the PSO & the DGS, and relevant academic units.

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties

18. The report encourages the University to give further consideration to how its mission and vision can be appropriately contextualised within RPg provision. (point (i) in Executive Summary on p.5 and section 6.19 on p.32)	To make the mission and vision more visible to RPg students.
	
	To establish a culture of vibrant research and discussion for RPg students.
	
	To actively respond to the request of RPg students for more training on academic writing and research methodology.
	
	To further enrich RPg students' international experiences through hostel life and to enrich their learning experience in a liberal arts context.
		a) Incorporated updated information and the graduate attributes of RPg programme into the Guidebook for RPg students since September 2016.
		
		b) The University articulates RPg provisions to LU's larger objectives through the following on-going activities
		   i. introducing the Postgraduate Studies Seminar Series and actively engaging in collaborative events/initiatives with overseas universities;
		   ii. further enriching RPg students' international experiences through diverse hostel activities;
		   iii. enriching learning in liberal arts context by offering ILP courses to RPg students;
		   iv. offering a required course entitled "Academic Writing and Research Methodology across Disciplines" and an elective course entitled "PG Studies Seminar Series on Research Methodological Issues" from the 2016-17 academic year; and
		   v. organising different forms of activities in collaboration with the PG Students' Circle led by RPg students.
			On-going, responsible by the PSC with support from the PSO and the DGS

19. The Audit Panel affirms the decision to conduct an employers' survey specifically for RPg graduates from 2016, to collect more systematic data on employers' views and feedback, as part of ensuring the continual monitoring and enhancement of RPg programmes and achievement of RPg graduate attributes. (section 6.19 on p.32)	To collect more systematic data for continual monitoring and enhancement of RPg programmes and achievement of RPg graduate attributes.	Conducted the first employers' survey in November 2016 and reviewed its findings in September 2017 for future improvement. The PSC tasked the TLC to add a question asking if employers would like to be interviewed and if so, the agency would conduct interviews with them to collect more specific feedback.	On-going, responsible by the PSC and the TLC
Taught Postgraduate Provision			
20. The University is encouraged to ensure that programme and course information approved by the	To ensure information on TPg programmes is consistently and effectively	a) From August 2016, the DGS arranges an orientation and extended induction annually.	On-going, responsible by the DGS and TPg programmes

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
relevant committee(s), and particularly that which relates to aims, ILOs and assessment, is provided consistently on relevant websites as well as in documentation made available to students. (section 6.25 on p.34) 21. Information to support TPg students' studies is generally provided via departmental handbooks and during orientation events. While the Audit Panel has no reason to doubt the quality of that information, it was not clear how the University ensures that it is consistent and fit for purpose across departments and Faculties. The Audit Panel encourages the University to address this matter. (section 6.26 on p.34) 22. As the AQA Manual is designed to bring all relevant policies and procedures in relation to the quality assurance and enhancement of teaching, learning and assessment of taught programmes in a single document, the Audit Panel encourages the University to rationalise the organisation, production and distribution of information about TPg provision, to optimise the effectiveness of communication with both staff and students. (section 6.27 on p.34)	communicated to students, staff and if applicable, the general public through various channels.	b) The DGS is working with TPg programmes to compile a comprehensive prospectus for all TPg programmes. The prospectus is planned for publication in August 2018. c) The DGS works with the TPg programmes to compile their handbooks. A standard template of handbook contents has been distributed by DGS to TPg programmes to ensure consistency of information to be distributed to new students and relevant staff by the beginning of the 2018-19 academic year. d) Decided that a checking mechanism be set up at the Faculty level by the beginning of the 2018-19 academic year to ensure consistency of information posted on respective webpages and disseminated to students and staff by their TPg programmes. Deans will be requested to report to the PSC every year.	Faculties and their Deans

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
Audit Theme: Enhancing the Student Learning Experience			
23. The Audit Panel encourages the University to consider and review the whole-person development of postgraduate students as part of this enhancement process, to ensure that its mission can apply to all students. (section 7.13 on p.38)	To ensure the University's mission can apply to postgraduate students to enhance their learning experience.	a) Introduced programmes/activities to promote the whole-person development of PG students. ILP courses have been offered to RPg students from September 2016. RPg and UG students were invited by Wesleyan College and Guangzhou University to join the Liberal Arts Education Conference in Guangzhou in December 2016 to reflect upon the whole-person development and learning experiences associated with liberal arts education. b) Arranged activities such as lectures, seminars/workshops and courses in a wide range of areas for PG students from the 2016-17 academic year. c) Reserved some hostel places for overseas TPg students from the 2017-18 academic year. d) Organised many academic enhancement activities by individual departments and faculties for RPg students. e) Established the Student Research Enhancement Scheme in 2017 to provide targeted research training for UG and PG students. f) Provided various recruitment talks, career talks, job hunting forums, alumni/career sharing sessions, etc. for PG students.	On-going, responsible by the PSO, the DGS and the SSC The PSC will review the whole-person development of PG students periodically.
Audit Theme: Global Engagements: Strategies and Current Developments			
24. The Audit Panel noted, however, that there is no staff development provision supporting the development or sharing of pedagogies specifically attuned to teaching in international classrooms. Potential measures in the area of e-learning to support internationalisation are yet to be fully grasped, although LU recently participated in a GLAA survey and an Association of American Colleges and	To enhance the Learning and Teaching Development Programme (LTDP). To enhance e-learning support to both teachers and students.	a) Revised the Internationalisation unit in the LTDP to specifically address the pedagogical approaches relevant to teaching international students. b) Teachers learn using e-learning tools during the Staff Induction Sessions and step-by-step instructions of using these tools are also available at the TLC website. c) Revamped three LTDP units to integrate information and communication technology into learning and assessment. LTDP participants experienced the flipped classroom approach. d) A growing number of TDG projects adopt the latest information and communication technology.	On-going, responsible by the TLC

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
Universities conference on e-learning in liberal arts colleges, which may bring new and inspiring insights into this matter. (section 7.22 on p.40)		e) CEAL provides various and ample e-learning resources for English enhancement and for learning and acquisition of additional languages. f) Director of TLC is leading a TDG project on flipped classroom and will share new e-learning technologies during department meetings from 2018-19. g) The OSL piloted a course connection with Oberlin College.	On-going, responsible by the OSL
25. The choice of international partners for benchmarking purposes, however, would benefit from the articulation of clearer strategic objectives and careful planning. (section 7.27 on p. 41)	The set of criteria that apply to select new partners and also determine renewal of existing ones are regularly reviewed in order to ensure that they are up to date with current developments in global education. The selection of partners is not opportunistic (as demonstrated by often unsolicited requests from prospective partner HEIs on the Mainland and overseas) but rather based on a careful and considered evaluation in conformity with the provisions of the set of criteria.	a) Approved the new International Partnership Policy Paper in March 2017 for implementation with immediate effect. The Policy sets out the criteria and procedures for setting up new partnership and renewing/terminating existing partnership. b) Formation of the Alliance of Asian Liberal Arts Universities (AALAU) in late November 2017 will form an extended platform to provide resources for the new Global Liberal Arts Programme.	On-going, responsible by the MB on Internationalisation and OGE
26. While acknowledging the University's initiatives and progress on global engagements, the Audit Panel formed the view that more quantitative and/or qualitative data is required to assess the effectiveness of various	To assess the learning outcomes of students on exchange programmes. To have a quantitative evaluation of the effectiveness of the	a) Approved a TDG project proposal from the OGE to carry out a project entitled "An Analysis of the Intercultural Competence of Outgoing Exchange Students" which adopts "International Development Inventory (IDI)" as an objective measurement of the intercultural competency of students in the 2018-19 academic year. b) Carried out a quantitative evaluation of the effectiveness of the buddies scheme.	In 2018-19, responsible by the OGE Selected data will be

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
types of experiential learning activities organised for internationalisation. (section 7.28 on p.41)	"buddies" scheme in addition to the existing qualitative evaluation mechanism. To strengthen the capacity to gather and analyse data of different activities with internationalisation elements offered by various units. To produce evidence that various types of experiential learning activities are effective for internationalisation.		imported to the BI system for the purpose of analysis, the result of which will help our future deployment of resources. The OGE will compile a report on the findings for consideration of the Management Board on Internationalisation, probably in early 2019.
		c) Data from programmes, academic departments and units that have activities with internationalisation elements is collected and input the BI system for analysis purpose.	On-going, responsible by the ITSC
		d) The OSL and the SSC ILP team are working on the analysis of the data captured in the ILP Evaluation Form "Part C-Learning Outcomes 'Global Perspective' section".	In progress, responsible by the OSL
		e) The OSL conducted two focus group discussions in September 2017 to collect feedback from students who participated in the International Service-Learning Programme. The OSL is working with a few local universities to redesign a cross-institutional measurement tool for assessing the effectiveness of international experiential service-learning activities.	
		f) The SSC provides statistical reports on relevant internships, hostel activities and the host family scheme. The reports are presented to relevant committees for programme enhancement and strategic plan of student development.	On-going, responsible by the SSC
		g) Data for the KPIs contained in the UAA have been uploaded to the BI and the latest report on the matter was submitted to the Vice President.	The meeting for the Working Group on Performance Indicators in the Strategic Plan (SP) (2016-2022) and the UAA is scheduled for May 2018

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
			to review findings and discuss ways forward.
27. In order to develop further the international character of the student body, the Audit Panel urges LU to extend its exploration of means to promote the University as a preferred exchange partner institution for both Mainland and overseas students and to review the provision of resources in support of its internationalisation initiatives at both Ug and postgraduate levels. (section 7.29 on p.42)	To promote the University among partner institutions in Mainland China and overseas as a preferred exchange partner institution and enhance competitive advantages among prospective students worldwide.	a) Promoted LU as a preferred exchange partner institution through social media in different ways in 2017. After the campaign, more inbound exchange applications were received in Term 2, 2017-18. b) Organised visits to existing and potential partners in conjunction with international education conferences. c) LU scored encouraging UG and RPg admission results for the 2017-18 academic year and the 2018-19 academic year respectively, with noticeable increase in non-local applicants from various countries. The growing internationalised background of LU students aptly reflects the University's leading position in liberal arts education in Asia.	On-going, responsible by the OGE Given the positive feedback received, the promotional initiatives will become recurrent activities.
28. The report endorses the efforts the University is making to strengthen mechanisms for assuring the quality of the student learning experience in international exchanges. It also encourages the University to revise further the criteria for selection of exchange partners to assist it in achieving this goal. (point (l) in Executive Summary on p.6 and section 7.32 on p.42)	The set of criteria we already have in place related to new partner selection and renewal of existing ones are regularly reviewed in order to determine their continued appropriateness and relevance in light of the changing dynamics of global education.	a) Approved the new International Partnership Policy Paper in March 2017 for implementation with immediate effect.	On-going, responsible by the OGE

Recommendations, Affirmations and Other Views in the QAC Audit Report	Goals/Objectives	Progress as at April 2018	Further Actions and Responsible Parties
29. Given the centrality of internationalisation to LU's liberal arts mission, the Audit Panel encourages the University to strengthen its capacity to gather and analyse data to evaluate the effectiveness of its deployment and inform decision-making with a view to enhancing provision. (section 7.33 on p.43)	To ensure a more rigorous and systematic quantitative measurement of the effectiveness of the internationalisation initiatives so that there will be a more structured and systematic decision-making process in enhancing LU's provision in this area. To strengthen the capacity to gather and analyse data from various activities with internationalisation elements offered by different units. To make the big data and reports available on the information hub (BI) for the Senior Management and HoDs to inform decision-making. To review the resources and the outcomes of units that are contributing to internationalisation.	a) Tested relevant data and report can be generated from the data in the BI system. b) Completion of the first phase of the BI project has enabled the KPI reports to be released to the academic units for programme review. c) For a full review of the effectiveness of various internationalisation activities, a centralised database of students attending these activities is available in the BI system. d) To review the resources and the outcomes of programmes that are contributing to internationalisation, the SSC and Wardens' Offices will provide the information of the programmes to the responsible parties and take part in the review commencing the 2018-19 academic year.	Further enhancements to the BI system are in the pipeline. Testing on the enhancements is in progress, responsible by the ITSC, the Chief Information Officer (CIO), the Institutional Research Manager, the TLC, the SSC, the OSL and the OGE Comparative analyses among activities organised by different units will be undertaken within the BI system. The Working Group on Performance Indicators in the SP (2016-2022) and the UAA will meet in May 2018. The Working Group will continue to lead the implementation and development of the KPIs. On-going, responsible by the SSC and Warden's Offices

Quality Assurance and Quality Enhancement Related Programmes, Workshops and Seminars organised or being planned by TLC in 2016/17 and 2017/18

Regular Teaching Development Programmes

No.	Date/ Duration	Title	Type	Contents	No of Participants on average
1	Late Aug	Staff Induction Programme	Annual full-day programme for new academic staff joining Lingnan	An introduction to a wide range of teaching and learning topics at Lingnan University including academic quality assurance, outcome-based teaching and learning, good teaching practice.	25-30
2	Throughout an academic year	Learning and Teaching Development Programme	Seven 2-hour workshops supplemented by online discussion	A work-based professional development programme for all new faculty with less than 3 years of teaching experience and RPG students to be assigned with teaching responsibilities. Starting 2017-18, the programme opens its workshop #3-7 to any interested staff so that they could keep abreast of the new developments related to teaching and learning.	15-20
3	Late Aug/ Early Sep	Development Workshop for Postgraduate Students	Annual half-day programme	The programme covers topics relating to postgraduate study and teaching	25-30

Workshops and Seminars for Staff

No.	Date	Type	Topic	No. of Participants
1	19 Oct 2016	Workshop	Criterion Referenced Assessment and the Humanities*	6
2	6 Dec 2016	Seminar	Sharing Session on Teaching Development Grant (TDG) Projects 2016/2017	10
3	12 Jan 2017	Workshop	Be a TOTAL Teacher – Transforming Outcomes Through Action Learning*	12
4	17 Mar 2017	Workshop	Smart Use of Turnitin	13
5	10 May 2017	Workshop	From Rubrics to Grades: Putting Criterion-Based Referencing into Practice*	29
6	24 Jul 2017	Seminar	Improving the "Outcome Based Assessment" (OBA) Processes with Information Technology: Experience Sharing*	31
7	18 Sep 2017	Workshop	Mid-Semester Online CTLE: How to Make the Best Use of Student Feedback	32
8	7 Nov 2017	Seminar	Sharing Session on Teaching Development Grant (TDG) Projects	8
9	1 Dec 2017	Seminar	Teaching Questions	8
10	5 Dec 2017	Seminar	Sharing Session on Teaching Development Grant (TDG) Projects	8
11	7 Dec 2017	Seminar	Transforming Outcomes Through Action Learning: Information and Sharing Session*	9
12	22 Jan 2018	Workshop	IELTS: Meeting the Standards*	12
13	11 May 2018	Workshop	Policy, Preparation, Positioning Learning and Punishment – International Trends in Minimising Student Plagiarism.	N/A

* OBATL related workshops/seminars.

Workshops and Seminars for Students

No.	Date	Type	Topic	No. of Participants
1	2 Sep 2016	Workshop for MSc in HRMOB Programme	Workshop on Research Methodology: Writing a Successful Master's Thesis/Dissertation"	49
2	29 Aug 2016	Seminar for non-local students	Teaching and Learning Environment at Lingnan: Being a University Student	12
3	28 Aug 2017	Seminar for non-local students	Being an Effective Student in Lingnan University	50

Chapter Seven

Guidelines and Procedures for Five-year Programme Review

7.1 Purpose/Aim

7.1.1 An existing programme is subject to a rigorous programme review after the validated/revalidated programme has been put to implementation for 4 years, in addition to the annual programme report. Thereafter, the programme will be subject to a rigorous programme review every 5 years so as to have a complete picture of a student cohort as Lingnan undergraduate programmes are of 4 years' duration from 2012-13. Programme modifications/development as a result of the review will be put to effect in the next academic year.

> [Note: CEAL/CLEAC courses, the Core Curriculum and courses with Service-Learning elements shall undergo reviews with reference to a separate set of guidelines customised for them respectively.]

7.1.2 The five-year programme review serves to ensure that the programme undergoes a **rigorous review** at a reasonable interval to ascertain its satisfactory operation and development.

The general aim of a five-year programme review is to assure the academic validity and standard of the programme. In more specific terms, the review will consider and make observation and recommendations regarding the following:

(a) whether the programme standards are consistent with those articulated for the University;
(b) whether the programme has been successfully implemented and attained the required standard at the relevant level in the Hong Kong Qualifications Framework (HKQF);
(c) whether the programme has met its identified aims and achieved the intended learning outcomes;
(d) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved;
(e) whether the programme has been developed and managed appropriately; and
(f) whether the proposed modification/development is appropriate and can be effectively implemented.

7.2 Content and Documentation

7.2.1 Following 4 years of implementation, operation and development, a **critical**, **thorough** and **comprehensive review** of a programme in various aspects **based on feedback/comments** from various sources has to be conducted by the Programme and Curriculum Committee (PCC)/Undergraduate Business Programmes Committee (UBPC)/Department Board (for BA programmes) concerned. The review should cover all aspects of the programme, including student admission, programme aims and learning outcomes, curriculum, content (including the issue of proliferation of courses and overlapping of course contents), teaching/learning activities, switches of language of instruction (if any), assessment methods/results and regulations, employment opportunities, the overall intellectual level of the programme, the intellectual demands it

places on students, and staffing resources.

7.2.2 The Programme Director (or Head of Department of BA programmes) has to ensure that a brief review document is drawn up. It should provide some basic information about the programme, including its aims and learning outcomes, student numbers, entrance requirements and student admission, programme design, structure and curriculum, programme operation, management, quality assurance and enhancement, learning and teaching, examination and assessment, employment opportunities, staffing resources, a brief up-to-date syllabus of each course, etc. Apart from giving figures or statistics on such aspects as student admission, examination and assessment, and employment, the document should give an **analysis of the data showing the trends and development**.

Most important of all, the document should
(a) give a **critical analysis** and **commentary** on the programme during the review period highlighting how and to what extent the aims and learning outcomes at programme level (and individual course level if deemed appropriate) are achieved and the programme standards are consistent with those articulated for the University; and
(b) include the **proposed programme/course modifications and developments**, giving clear justifications and spelling out the differences from the existing programme. (Please refer to the Appendix for more details.)

The five-year programme review documentation will not require such details as community needs, summary of developments since last re/validation or five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.

In the context of a 5-year review of an undergraduate programme, while the focus of the document is on the programme itself, the review document shall contain a section or sections concerning the Minor programme(s) offered or co-ordinated also by the academic unit, if any. The document shall provide general information about the curricular requirements, student enrolment, operations of the Minor programme(s), if any, and give an evidence-based evaluation as well as propose ways of improvement/development.

7.2.3 In line with the spirit that measurement of learning outcomes should be **evidence-based**, the review document should draw upon evidence and information from the following sources:

(a) Statistical data (provided by the Registrar for most programmes) on student admissions, examination results and other academic related aspects for the past 4 intakes/years. These include: take-up rate, admission ratio, qualifications of admittees, average admission score, distribution of assessment grades, honours classification, attrition rate, cohort success rate, statistics related to academic performance of year 2 or above undergraduate admittees, etc. The statistics provide the factual basis for the programme review.
(b) Employment statistics for graduates in recent years (e.g. in the last 4 years) from the Student Services Centre (for undergraduate programmes).
(c) Comments and suggestions contained in the reports of External Academic Advisers, relevant records of discussion of the comments and suggestions, response made to the External Academic Advisers as well as agreed action

taken/to be taken (if any).

(d) Comments and suggestions from the Advisory Board concerned.

(e) The views of students obtained through various means, such as Course Teaching and Learning Evaluation, questionnaires, surveys, Staff-Student Consultation Committee meetings, informal meetings with students, views expressed by ex-students where appropriate, etc.

(f) The views of graduates and alumni obtained through means such as surveys and informal meetings, etc.

(g) The views of staff teaching on the programme.

(h) The time-series data on various aspects of the programme developed by the academic unit itself, or, where necessary, with assistance from the Teaching and Learning Centre.

(i) Stock-taking of learning and teaching activities, and assessment methods.

7.3 Reviewers and Review Meeting

7.3.1 A senior academic of Associate Professor or above in rank inside the University but outside the programme shall be appointed as the Convener of the review meeting. Two or more external members, outside the University, of Associate Professor or Senior Lecturer or above in rank and with expertise in the relevant disciplines shall also be appointed by the Academic Quality Assurance Committee (for undergraduate programmes) or the Postgraduate Studies Committee (for taught postgraduate programmes). One external member should be non-local and, where possible, selected from one of the benchmarking institutions of the University[1] or the programme.

Generally, at least two external members are to be appointed for a non-integrated/single disciplinary programmme while three external members are to be appointed for an integrated/multi-disciplinary/cross-disciplinary programme (e.g. BA Cultural Studies, BBA, BSocSc). Nominations for appointment as Convener and external members shall be made by the relevant programme. A greater number of nominations (with preference order) should be submitted to the AQAC/PSC for its consideration and choice (e.g. 4 to 5 nominations for appointment of 2 external members).

Academic units shall not nominate those who have a close connection to them, for instance, current Chairman or members of the Advisory Board of the relevant programme/department, those who are currently serving or served as External Academic Advisers of the relevant programme in recent years (at least a lapse of three years after their term of service), unless there are compelling circumstances to do so.

External Academic Advisers of the programme shall be invited to join the review as far as practicable so that their views/advice can be sought. Relevant academic unit shall communicate with the External Academic Advisers at the early stage of their terms of service the planned period during which the next Five-year Programme Review will take place so as to facilitate planning of the External Academic Advisers to take part in the review as far as practicable.

The External Academic Advisers joining the review is/are not part of the review panel and shall participate in the Programme Review as expert witness(es) and meet with reviewers separately from the PCC/UBPC/DB.

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[1] a) International Christian University (ICU), Japan; b) Yale-NUS College, Singapore; c) Williams College, USA; d) Oberlin College and Conservatory, USA; and e) Zhongshan (Sun Yat-sen) University, China.

If a non-local reviewer cannot join the review meetings on campus, video conference will be arranged as far as practicable. Considering that the reviewers can be from different time zones, and therefore operational difficulties may be encountered for arranging video conference for review meetings which last for a whole day, the reviewers can take part in some, not all, of the meetings. When a non-local reviewer is unable to come to the University and a video conference cannot be arranged or he/she can only join part of the event, paper assessment in areas specified under 7.1.2 above shall be provided by him/her prior to the meeting.

The Registry will co-ordinate the appointment procedures and forward to the appointed reviewers a copy of the review documentation endorsed by the PCC/UBPC/DB and approved by AQAC/PSC.

7.3.2 The appointed reviewers will meet with the PCC/UBPC/Department Board to discuss matters of concern especially the proposed modifications/developments. In essence, the review takes the form of PCC/UBPC/DB meeting with external input. Reviewers can suggest having a separate session to meet with junior academic staff, if deemed necessary. This peer review format has the advantage of encouraging freer flow of views. The review is expected to be a one-day exercise to facilitate more thorough and in depth discussion. The appointed reviewers may also meet with relevant graduates and students. The programme review document (except sensitive data) should be provided to them.

The reviewers are responsible for assessing the academic standard of the programme, and evaluating how the programme has performed in the six areas detailed in Section 7.1.2 based on the review documentation and other information submitted, as well as their discussions with the PCC/UBPC/DB, other staff as appropriate, students and graduates, etc. In reviewing the programme, the reviewers have to make reference to data and statistical evidences. The reviewers are not required to recommend approval of the programme. Instead, they give comments/recommendations in any aspect of the programme. Their report shall also articulate their evaluation of the programme and the basis on which they arrive at the evaluation. The external members will also provide written feedback/recommendations which form the basis of the written report.

7.3.3 The Registry will work with the PCC/UBPC/DB secretary on logistics of the review meeting and prepare the report.

7.4 After the Review Meeting

7.4.1 After the review meeting, the PCC/UBPC/DB shall follow up the comments/recommendations of the reviewers, write up a response, and finalise a brief summary setting out proposed modifications/developments (with justifications and implementation details) taking into account the external input, for submission to the AQAC/PSC for consideration and comments. In the response, the PCC/UBPC/DB should provide a plan of action as far as practicable to follow up comments/recommendations which involve a longer term development and implementation. A copy of the report of the review meeting (and any follow-up meeting(s)), part of the review documentation with significant revisions (if any), and any other documents where deemed necessary should also be submitted. The AQAC's/PSC's comments/recommendations, the PCC/UBPC/DB response to comments/recommendations of reviewers and the brief summary will be submitted to the Senate for its information, approval and possible comments.

7.5. Timing

7.5.1 The five-year programmme review should take place in the academic year after a validated/revalidated/reviewed programme has been implemented for 4 years. As a general guideline, the review documentation should be ready for consideration of the AQAC/PSC in October/November before dispatching to the appointed reviewers. The review meeting should be conducted by February while the brief summary together with other documents (detailed above) should be considered at the AQAC/PSC meeting around March/April.

Content of a Five-year Programme Review Documentation

Part I: General Information on Current Programme

1.   Summary Information

Title of the programme, normal duration, QF level, programme starting date, current student numbers (total and in each year of studies), planned future intakes/numbers (if different from current numbers), host and contributing departments, dates of previous validation/revalidation/five-year review.

2.   Aims and Learning Outcomes of the Programme

The educational and relevant aims and intended learning outcomes of the programme, expressed, as appropriate, to reflect relevant knowledge, attitude and skills (e.g. analytical and communication skills), the intellectual and imaginative development of the student. Particular emphasis be placed on what students are expected to learn. Illustrate briefly the mapping between the learning outcomes of the programme and Lingnan's Ideal Graduate Attributes to show how the programme contributes to the achievement of some or all of Lingnan's Ideal Graduate Attributes.

Include also a mapping between the learning outcomes of the programme and the relevant generic level descriptors of the HKQF. For relevant Generic Level Descriptors (GLDs) of undergraduate and postgraduate programmes (i.e. QF levels 5 and 6) and the templates to be completed, please refer to Annexes 1 and 2 respectively.

3.   Consistency between Programme Standards and those Articulated for the University

A statement on how the programme standards are consistent with those articulated for the University. The overarching statement of the University about its academic standards is given in Annex 3.

4.   Entrance Requirements and Student Admission

A complete statement of minimum entrance requirements, with any special conditions for direct entry to higher years of the programme and for exemptions. Highlights of admission figures as indicators of performance, if deemed necessary. An analysis of the data showing the trends and development should be included. Detailed figures of past 4 intakes can be appended.

5.   Programme Design and Structure

Design philosophy and academic structure of the programme in detail. The inter-relationships between courses should be identified and any streaming of the programme clearly presented. How the components in the programme align with the programme aims and may lead to achievement of the programme aims and intended learning outcomes. In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory courses and with regulations for the choice of streams and elective courses.

The conditions for the award in terms of credit accumulation should be defined.

6. **Programme Operation, Management Quality Assurance and Enhancement**

   Details of programme operation, management, quality assurance and enhancement, including constitution and terms of reference of the PCC/UBPC/DB or other committee(s) responsible for programme management, quality assurance and enhancement.

   Responsibilities of the Programme Director/Department Head (for BA programmes). Other programme responsibilities as appropriate – admission/year/stream tutors, course coordinators, etc.

   A copy of the annual reports from External Academic Advisers in the past 4 years shall be appended.

7. **Teaching/Learning Methods and Projects (if any)**

   General description of the teaching and learning methods/activities including balance and rationale of the proposed teaching/learning methods/activities.

   If there are courses switched to be taught in Chinese, the switches should be reported and the reasons for the switches should be addressed to reflect that they should be anomalies.

   Project work should be explained in detail, typical examples given and the organisation and assessment methods described.

8. **Examination and Assessment**

   What are the general strategy and methods in assessing students for the programme. There may be some highlights or examples on assessment methods specifically for certain courses used to measure certain learning outcomes.

   Highlights of statistics on examination results as indicators of performance, if deemed necessary. An analysis of the data showing the trends and development should be included. Detailed figures of past 4 years can be appended.

9. **Employment Opportunities**

   For undergraduate programmes, a general statement on career prospect of students and some statistics on graduate employment in past 4 years. An analysis of the data showing the trends and development should be included.

   For taught postgraduate programmes, some data on the effect or benefits of the study programme to the employment or work prospect of graduates should be included.

10. **Staff Resources for the Programme or Stream**

    The staff resources which are used to support the programme or stream and any expected/proposed addition/deduction should be specified according to the headings (a) to (b) below. A distinction should be made between those resources in place, and those still to be obtained. [Request for resources should be separately submitted to relevant

Committees, e.g. University Administrative and Planning Committee.]

(a) *Overall Staff Support*
Present establishment and grades of teaching, technical and general staff in the host department(s).

(b) *Academic Staff*
  i) Listing of academic staff who are involved in the programme/stream, with rank, qualifications, teaching and/or other programme responsibilities, staff research interest/specialty, courses taught, etc.;
  ii) rank and subject area of additional posts, those previously agreed and any now requested, with justifications, if any;
  iii) expected staff deduction, if any;

11. Minor Programme(s) (if any)

General information about the curricula requirements, student enrolment, operations of the Minor programme(s) also offered or co-ordinated by the academic unit should be provided.

[Notes: 1. The five-year programme review documentation does not require such details as community needs, summary of developments since last re/validation or five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.
  2. A budget showing annual income and expenses is needed for a self-financed programme.]

Part II: Critical Appraisal and Programme Development

1. Critical Appraisal

A **critical analysis** and **commentary** in various aspects of the programme, including student admission, programme aims and learning outcomes, curriculum, content (including the issue of proliferation of courses and overlapping of course contents), teaching/learning activities, assessment methods/results and regulations (with emphasis on effectiveness and variety of teaching/learning activities and assessment methods for achieving programme/course learning outcomes), employment opportunities, the overall intellectual level of the programme, the intellectual demands it places on students, and staffing resources.

The document shall **critically evaluate** how and to what extent the aims and learning outcomes at programme level (and individual course level if deemed appropriate) are achieved. It shall give details on the actions taken to achieve and measure learning outcomes as well as the evidence for the evaluation (as detailed under section 7.2.3 of the guidelines). These shall include collection and handling of results of Course Teaching and Learning Evaluation, views and suggestions from External Academic Advisers, Advisory Board, and Staff-Student Consultation Committee, graduates survey, alumni survey, employers survey, etc. It is expected that there is an **extensive analysis of some time-series data** indicating the performance of the programme and students on the programme including those admitted to year 1 and those admitted directly to year 2 or above, if any.

There shall be a separate section to evaluate the efforts made in and the progress on following up recommendations given by the last 5-year programme review panel.

Developments in recent years as implementation of the action plans set out in the annual programme reports of last four years shall also be evaluated.

This shall be an evaluation of the programme addressing the aims of the review:
(a) whether the programme standards are consistent with those articulated for the University as given in the overarching statement in Annex 3;
(b) whether the programme has been successfully implemented and attained the required standard at relevant level in HKQF;
(c) whether the programme has met its identified aims and achieved intended learning outcomes;
(d) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved#;
(e) whether the programme has been developed and managed appropriately; and
(f) whether the proposed modification/development is appropriate and can be effectively implemented.

There should be elaboration on views/suggestions received from External Examiners/External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken.

External benchmarking at programme level should be conducted to look at and learn from international best practices of other institutions including performance indicators at the programme, such as
- Admission strategies;
- contributions to curriculum development;
- curriculum innovations – evidence of innovative teaching materials, programme structure and course contents;
- delivery of teaching – number and nature of subjects taught; evidence of innovative teaching pedagogies; course teaching and learning evaluation scores;
- interaction with students, including nature and load of supervision of students;
- assessment standards;
- awards and prizes for teaching; and/or
- teaching leadership.

With regard to performance indicators, benchmarking is preferably made with reference to the Sector-wide Performance Indicators and those specific to Lingnan University contained in the University Accountability Agreement (UAA) Note.

Note: Sector-wide Performance Measures under 'The quality of the student experience of learning and teaching' domain in the UAA include 1) undergraduate satisfaction with the quality and value which they have gained from their teaching and learning experience, 2) undergraduate satisfaction with their overall learning environment, 3) undergraduate employment success rate, and 4) employer satisfaction with graduates; while the Key Performance Indicators specific for Lingnan University include 1) percentage of graduates who have taken up capstone projects/supervised individual/group research, 2) percentage of students attending leadership training/joining entrepreneurial projects, 3) percentage of students participating in service learning/civic engagement programmes to serve the wider community, and 4) percentage of students receiving scholarships/financial support in enhancing learning.

The PCC/UBPC/DB has the discretion regarding the details of benchmarking for each exercise, including what are to be benchmarked, with which institutions and how to evaluate the data collected. The institutions to be benchmarked in the 5-year programme review exercise are preferably to come from but not limited to those chosen for benchmarking at the institutional level. A brief self-reflection with reference to the benchmarking performed in the review period with emphasis on the results or findings that lead to development or improvement to the programme/courses should be included in the review document.

In the review document of an undergraduate programme, an evidence-based evaluation should be provided for Minor programme(s) offered or co-ordinated also by the academic unit, if any.

2. **Proposed Programme/Course Modifications and Development**

Details of proposed programme/course modifications and development for the postgraduate/undergraduate programme, with justifications including whether such will be conducive to achievement of learning outcomes (where appropriate), views of stakeholders, and implementation details. In case substantial modifications are proposed, the revised programme structure has to be set out and the difference from the existing programme has to be spelt out. If the modifications require approval of other programmes, please state whether the approval has been sought.

In the review document of an undergraduate programme, details of proposed programme/course modifications and development for Minor programme(s) offered or co-ordinated by the academic unit, if any, should be provided.

3. **Brief Syllabus of Each Course**

An updated brief syllabus of each course for offering after the programme review: course title and code, teaching hours and mode, prerequisite/co-requisite/exclusion (if any), exemption requirements (if any), brief course descriptions, aims, learning outcomes*, teaching method, measurement of learning outcomes*, assessment methodology, and any other items deemed necessary. The standard format of a course syllabus and sample syllabuses are shown in Annexes 4 to 6 to Appendix C of Chapter 1 Initiation of New Programmes, Validation and Approval for Undergraduate Programme. An interactive Course Syllabus Generation Tool is available at http://tlc.ln.edu.hk/SyllabusTool/ which provides step by step guidelines to develop course syllabus meeting the standard format.

* Reference materials on writing of "Learning Outcomes" and "Measurement of Learning Outcomes" and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC's webpage <http://study.ln.edu.hk/obatl/obatl-overview>.

GLDs for HKQF - Level 5 (for undergraduate programmes)

Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
5	- Generate ideas through the analysis of abstract information and concepts - Command wide ranging, specialised technical, creative and/or conceptual skills - Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses - Analyse, reformat and evaluate a wide range of information - Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues - Draw on a range of sources in making judgments.	- Utilise diagnostic and creative skills in a range of technical, professional or management functions - Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	- Perform tasks involving planning, design, and technical skills, and involving some management functions - Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes - Work under the mentoring of senior qualified practitioners - Deal with ethical issues, seeking guidance of others where appropriate.	- Use a range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example: - Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences - Participate in group discussions about complex subjects; create opportunities for others to contribute - Use a range of IT applications to support and enhance work - Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

Retrieved from: https://www.hkqf.gov.hk/filemanager/en/content_13/HKQF_GLD_e.pdf

GLDs for HKQF - Level 6 (for postgraduate programmes)

Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
6	- Critically review, consolidate, and extend a systematic, coherent body of knowledge - Utilise highly specialised technical research or scholastic skills across an area of study - Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses - Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline - Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.	- Transfer and apply diagnostic and creative skills in a range of situations - Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation - Conduct research, and/or advanced technical or professional activity - Design and apply appropriate research methodologies.	- Apply knowledge and skills in a broad range of professional work activities - Practice significant autonomy in determining and achieving personal and/or group outcomes - Accept accountability in related decision making including use of supervision - Demonstrate leadership and /or make an identifiable contribution to change and development.	- Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists - Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software - Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work.

Retrieved from: https://www.hkqf.gov.hk/filemanager/en/content_13/HKQF_GLD_e.pdf

Mapping of Programme Intended Learning Outcomes (PILOs) against the Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF) – Level 5 (for undergraduate programmes)

GLD Domain	GLDs (HKQF - Level 5)																
	K						P		A				C				
PILO	K1	K2	K3	K4	K5	K6	P1	P2	A1	A2	A3	A4	C1	C2	C3	C4	C5
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	

Information Technology Fluency (ITF) Programme																✓	✓

Notes:

1. Please do the mapping by ticking appropriate boxes. It is not necessary for having a full match between PILOs and GLDs (i.e. not all boxes in the template need to be ticked).
2. The PILOs shall have included the contribution of the Core Curriculum and language enhancement courses in the 120-credit curriculum.
3. The mapping shall count also the ITF programme which is required for all UG students, although it is not part of the 120-credit curriculum.

GLDs for HKQF - Level 5

K - Knowledge and Intellectual Skills	P - Processes	A - Application, Autonomy and Accountability	C - Communication, IT and Numeracy
K1 - Generate ideas through the analysis of abstract information and concepts K2 - Command wide ranging, specialized technical, creative and/or conceptual skills K3 - Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses K4 - Analyse, reformat and evaluate a wide range of information K5 - Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues K6 - Draw on a range of sources in making judgments.	P1 - Utilise diagnostic and creative skills in a range of technical, professional or management functions P2 - Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	A1 - Perform tasks involving planning, design, and technical skills, and involving some management functions A2 - Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes A3 - Work under the mentoring of senior qualified practitioners A4 - Deal with ethical issues, seeking guidance of others where appropriate.	C1 - Use a range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example: C2 - Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences C3 - Participate in group discussions about complex subjects; create opportunities for others to contribute C4 - Use a range of IT applications to support and enhance work C5 - Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

The above table is retrieved from: https://www.hkqf.gov.hk/filemanager/en/content_13/HKQF_GLD_e.pdf

Mapping of Programme Intended Learning Outcomes (PILOs) against the Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF) – Level 6 (for postgraduate programmes)

PILO \ GLD Domain	GLDs (HKQF - Level 6)															
	K					**P**				**A**				**C**		
	K1	K2	K3	K4	K5	P1	P2	P3	P4	A1	A2	A3	A4	C1	C2	C3
1.																
2.																
3.																
4.																
5.																
6.															6.	

Note:

1. Please do the mapping by ticking appropriate boxes. It is not necessary for having a full match between PILOs and GLDs (i.e. not all boxes in the template need to be ticked).

GLDs for HKQF - Level 6

K - Knowledge and Intellectual Skills	P - Processes	A - Application, Autonomy and Accountability	C - Communication, IT and Numeracy
K1 - Critically review, consolidate, and extend a systematic, coherent body of knowledge K2 - Utilise highly specialized technical research or scholastic skills across an area of study K3 - Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses K4 - Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline K5 - Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.	P1 - Transfer and apply diagnostic and creative skills in a range of situations P2 - Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation P3 - Conduct research, and/or advanced technical or professional activity P4 - Design and apply appropriate research methodologies.	A1 - Apply knowledge and skills in a broad range of professional work activities A2 - Practice significant autonomy in determining and achieving personal and/or group outcomes A3 - Accept accountability in related decision making including use of supervision A4 - Demonstrate leadership and/or make an identifiable contribution to change and development.	C1 - Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists C2 - Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software C3 - Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work.

The above table is retrieved from: https://www.hkqf.gov.hk/filemanager/en/content_13/HKQF_GLD_e.pdf

Academic Standards of Lingnan University

Lingnan University academic standards are realised by means of benchmarking, review and assessment. In terms of benchmarking, the Lingnan ideal graduate attributes have been developed so as to reflect the parameters of Hong Kong Qualification Framework (HKQF) while not losing the distinctive nature of the liberal arts education provided by the University. Accordingly, new and existing programmes are developed with reference to both the Lingnan graduates attributes and the relevant generic level descriptors contained within the HKQF. Similarly, new programme validation and programme review exercises are conducted with the Lingnan ideal graduate attributes and the relevant HKQF parameters in view.

The emphasis on benchmarking is also reflected in the fact that in programme validation and review exercises and the External Academic Advisers system, wherever possible, the relevant panels and External Academic Advisers of a programme include at least one senior academic from one of the University's approved benchmark partners.

Given this emphasis on benchmarking in the process of programme development, review and quality assurance and enhancement, the University is well placed to emphasise the Outcome-Based Approach to Teaching and Learning (OBATL). This means that all course outlines clearly reflect one or more of the programme level outcomes to the extent that all the programme level outcomes are addressed by the programme curriculum overall.

In each of the courses, assessment tasks are then clearly designated as measuring the attainment of one or more course learning outcomes such that all who graduate from a particular programme have been measured against course learning outcomes and the relevant programme learning outcomes that they reflect.

Generic and/or analytical rubrics have been developed for all courses in the Lingnan programme portfolio which means that the academic achievement of students is measured directly against the academic standards established for the relevant programmes and courses and not against artificially imposed grading norms.

Guidelines and Procedures for Five-year Review of
Centre for English and Additional Languages (CEAL)/Chinese Language Education
and Assessment Centre (CLEAC) Courses

7.1 Purpose/Aim

7.1.1 As part of the quality assurance and enhancement mechanism of the University, course offerings of CEAL/CLEAC are subject to a rigorous review at an interval of 5 years. Any modifications/developments as a result of the review will be put to effect in the next academic year, where applicable.

7.1.2 The five-year review serves to ensure that the courses of CEAL/CLEAC undergo a **rigorous review** at a reasonable interval to ascertain their satisfactory operation and development.

The general aim of a five-year review is to assure the academic validity and standard of the CEAL/CLEAC courses. In more specific terms, the review will consider:

(a) whether the courses have been properly connected and successfully implemented to achieve the overall aims and intended learning outcomes of CEAL/CLEAC course offerings;
(b) whether individual courses have met their identified aims and achieved the intended learning outcomes;
(c) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved;
(d) whether the courses have been developed and managed appropriately; and
(e) whether the proposed modification/developments in course offerings are appropriate and can be effectively implemented.

7.2 Content and Documentation

7.2.1 Following 4 years of implementation, operation and development, a **critical**, **thorough** and **comprehensive review** of CEAL/CLEAC courses in various aspects **based on feedback/comments** from various sources has to be conducted by the Board of CEAL/CLEAC. The review should cover all aspects of CEAL/CLEAC course offerings, including student enrollment, overall aims and learning outcomes of CEAL/CLEAC course offerings, aims and learning outcomes of individual courses, course content (including the issue of overlapping of course contents, if any), teaching/learning activities, assessment methods/results and regulations, the intellectual level of the courses, the intellectual demands they place on students, and staffing resources.

7.2.2 The Head of CEAL/CLEAC has to ensure that a brief review document is drawn up. It should provide some basic information about the CEAL/CLEAC course offerings, including overall aims and learning outcomes, connection among courses, student numbers, courses offerings design and structure, course operations, management, quality assurance and enhancement, learning and teaching, examination and assessment, staffing resources, a brief up-to-date syllabus of each course, etc. Apart from giving figures or statistics on such aspects as student enrollment, examination and assessment, the document should give an analysis of the data showing the trends and development.

Most important of all, the document should
(a) give a critical analysis and commentary on course offerings during the review period highlighting how and to what extent the overall aims and learning outcomes

for the course offerings and those for individual courses are achieved; and

(b) include the proposed modifications and developments, giving clear justifications and spelling out the differences from the existing course offerings. (Please refer to the Appendix for more details.)

The five-year review documentation will not require such details as community needs, summary of development since last four or five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.

7.2.3 In line with the spirit that measurement of learning outcomes should be **evidence-based**, the review document should draw upon evidence and information from the following, sources:

(a) Statistical data on student numbers and examination results for the past 4 years, such as student demand, distribution of assessment grades, attrition rate, etc. The statistics provide the factual basis for the review.

(b) Comments and suggestions contained in the reports of External Examiners/External Academic Advisers, relevant records of discussion of the comments and suggestions, response made to the External Examiners/External Academic Advisers as well as agreed action taken/to be taken (if any).

(c) Comments and suggestions from the Advisory Board concerned.

(d) The views of students obtained through various means, such as Course Teaching and Learning Evaluation, questionnaires, surveys, Staff-Student Consultation Committee meetings, informal meetings with students, views expressed by ex-students where appropriate, etc.

(e) The views of graduates, alumni and employers obtained through means such as surveys and informal meetings, if any.

(f) The views of staff teaching CEAL/CLEAC courses.

(g) The time-series data on various aspects of, the course offerings with assistance from the Teaching and Learning Centre, where necessary.

(h) Stock-taking of learning and teaching activities, and assessment methods.

7.3 Reviewers and Review Meeting

7.3.1 A senior academic of Associate Professor or above in rank inside the University but outside CEAL/CLEAC shall be appointed as the Convener of the review meeting. Two external members, outside the University, of Associate Professor or Senior Lecturer or above in rank and with expertise in the relevant disciplines shall also be appointed by the Academic Quality Assurance Committee (AQAC). One external member should be non-local and, where possible, selected from one of the benchmarking institutions of the University[1] or the CEAL/CLEAC, if any.

Nominations for appointment as Convener and external members shall be made by CEAL/CLEAC. A greater number of nominations (with preference order) should be submitted to the AQAC for its consideration and choice (e.g. 4 to 5 nominations for appointment of 2 external members).

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[1] a) International Christian University (ICU), Japan; b) Yale-NUS College, Singapore; c) Williams College, USA; d) Oberlin College and Conservatory, USA; and e) Zhongshan (Sun Yat-sen) University, China.

CEAL/CLEAC shall not nominate those who have a close connection to them, for instance, current Chairman or members of the Advisory Board, those who are currently serving or served as External Academic Advisers in recent years (at least a lapse of three years after their term of service), unless there are compelling circumstances to do so.

The External Academic Adviser(s) shall be invited to join the review as far as practicable so that their views/advice can be sought. CEAL/CLEAC shall communicate with the External Academic Adviser(s) at the early stage of their terms of service the planned period during which the next Five-year Review will take place so as to facilitate planning of the External Academic Adviser(s) to take part in the review as far as practicable.

The External Academic Adviser(s) joining the review is/are not part of the review panel and shall participate in the Review as expert witness(es) and meet with reviewers separately from the Board of CEAL/CLEAC.

If a non-local reviewer cannot join the review meetings on campus, video conference will be arranged as far as practicable. Considering that the reviewers can be from different time zones, and therefore operational difficulties may be encountered for arranging video conference for review meetings which last for a whole day, the reviewers can take part in some, not all, of the meetings. When a non-local reviewer is unable to come to the University and a video conference cannot be arranged or he/she can only join part of the event, paper assessment in areas specified under 7.1.2 above shall be provided by him/her prior to the meeting.

The Registry will co-ordinate the appointment procedures and forward to the appointed reviewers a copy of the review documentation endorsed by the Board of CEAL/CLEAC and approved by AQAC.

7.3.2 The appointed reviewers will meet with the Board of CEAL/CLEAC to discuss matters of concern especially the proposed modifications/developments. In essence, the review takes the form of Board of CEAL/CLEAC meeting with external input.   Reviewers can suggest having a separate session to meet with junior academic staff, if deemed necessary.   This peer review format has the advantage of encouraging freer flow of views. The review is expected to be a one-day exercise to facilitate more thorough and in depth discussion.

The appointed reviewers may also meet with relevant graduates and students.   The review document (except sensitive data) should be provided to them.

The reviewers are responsible for assessing the academic standard of the CEAL/CLEAC course offerings, and evaluating how the CEAL/CLEAC course offerings has performed in the five areas detailed in Section 7.1.2 based on the review documentation and other information submitted, as well as their discussions with the Board of CEAL/CLEAC, other staff as appropriate, students and graduates, etc. In reviewing the CEAL/CLEAC course offerings, the reviewers have to make reference to data and statistical evidences. The reviewers will give comments/recommendations in any aspect of the CEAL/CLEAC course offerings. Their report shall also articulate their evaluation of the CEAL/CLEAC course offerings and the basis on which they arrive at the evaluation. The external members will also provide written feedback/recommendations which form the basis of the written report.

7.3.3 The Registry will work with CEAL/CLEAC on logistics of the review meeting and prepare the report.

7.4   After the Review Meeting

7.4.1 After the review meeting, the Board of CEAL/CLEAC shall follow up the comments/recommendations of the reviewers, write up a response, and finalise a brief summary setting out proposed modifications/developments (with justifications and implementation details) taking into account the external input, for submission to the AQAC for consideration and comments.   In the response, the Board of CEAL/CLEAC should provide a plan of action as far as practicable to follow up comments/recommendations which involve a longer term development and implementation.   A copy of the report of the review meeting (and any follow-up meeting(s)), part of the review documentation with significant revisions (if any), and any other documents where deemed necessary should also be submitted.   The AQAC's comments/recommendations, the Board's response to comments/ recommendations of reviewers and the brief summary will be submitted to the Senate for its information, approval and possible comments.

7.5   Timing

7.5.1 As a general guideline, the review documentation should be ready for consideration of the AQAC in October/November before dispatching to the appointed reviewers. The review meeting should be conducted by February while the brief summary together with other documents (detailed above) should be considered at the AQAC meeting around March/April.

Content of a Five-year Review of
CEAL/CLEAC Courses

Part I: General Information on Current CEAL/CLEAC Course Offerings

1.   Summary Information

Number and categories of courses, title of courses, dates of previous five-year review (if any).

2.   Aims and Learning Outcomes of CEAL/CLEAC Course Offerings

The overall educational and relevant aims and intended learning outcomes of CEAL/CLEAC course offerings, expressed, as appropriate, to reflect relevant knowledge, attitude and skills (e.g. analytical and communication skills), the intellectual and imaginative development of the student. Particular emphasis be placed on what students are expected to learn. If there are categories of courses, these can be specified by categories.

3.   Student Numbers

Student numbers of each course in past 4 years. Highlights of student figures as indicators of performance, if deemed necessary.   An analysis of the data showing the trends and development should be included.

4.   Courses Offerings Design and Structure

Design philosophy and academic structure of course offerings in detail. The inter-relationships between courses should be identified and any categorisation of the courses clearly presented. How the components in CEAL/CLEAC course offerings align with the overall aims and intended learning outcomes of CEAL/CLEAC course offerings and may lead to achievement of them.

5.   Operation, Management, Quality Assurance and Enhancement

Details of course operation, management, quality assurance and enhancement, including constitution and terms of reference of the Board of CEAL/CLEAC or other committee(s) responsible for CEAL/CLEAC course management, quality assurance and enhancement.

Responsibilities of the Head of CEAL/CLEAC, and other CEAL/CLEAC staff as appropriate.

\# A copy of the annual reports from External Academic Advisers in the past 4 years shall be appended.

6.   Teaching/Learning Methods

General description of the teaching and learning methods/activities including balance and rationale of the teaching/learning methods/activities.

7.   Examination and Assessment

What are the general strategy and methods in assessing students for courses. There may

be some highlights or examples on assessment methods specifically for certain courses used to measure certain learning outcomes.

Highlights of statistics on examination results as indicators of performance, if deemed necessary. An analysis of the data showing the trends and development should be included. Detailed figures of past 4 years can be appended.

8. **Staff Resources for CEAL/CLEAC**

The staff resources which are used to support course offerings and any expected/proposed addition/deduction should be specified according to the headings (a) to (b) below. A distinction should be made between those resources in place, and those still to be obtained. [Request for resources should be separately submitted to relevant Committees, e.g. University Administrative and Planning Committee.]

(a) *Overall Staff Support*
Present establishment and grades of teaching, technical and general staff in CEAL/CLEAC.

(b) *Academic Staff*
i) Listing of academic staff who are involved in the course offerings, with rank, qualifications, teaching and/or other responsibilities, courses taught, etc.;
ii) rank and subject area of additional posts, those previously agreed and any now requested, with justifications, if any;
iii) expected staff deduction, if any;

[Note: The five-year review documentation does not require such details as community needs, summary of developments since last five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.]

Part II: **Critical Appraisal and CEAL/CLEAC Courses Development**

1. **Critical Appraisal**

A **critical analysis** and **commentary** in various aspects of CEAL/CLEAC course offerings, including student enrollment, overall aims and learning outcomes and those for individual courses, course content (including the issue of overlapping of course contents), teaching/learning activities, assessment methods/results and regulations (with emphasis on effectiveness and variety of teaching/learning activities and assessment methods for achieving course learning outcomes), the intellectual level of courses, the intellectual demands they place on students, and staffing resources. The document shall **critically evaluate** how and to what extent the overall aims and learning outcomes for the course offerings and those for individual courses are achieved. It shall give details on the actions taken to achieve and measure learning outcomes as well as the evidence for the evaluation (as detailed under section 7.2.3 of the guidelines). These shall include collection and handling of results of Course Teaching and Learning Evaluation, views and suggestions from External Academic Advisers, Advisory Board, and Staff-Student Consultation Committee, students/graduates survey, alumni survey, employers survey, etc. It is expected that there is an **extensive analysis of some time-series data** indicating the standard of the course offerings.

There shall be a separate section to evaluate the efforts made in and the progress on

following up recommendations given by the last 5-year programme review panel.

Developments in recent years as implementation of the action plans set out in the annual programme reports of last four years shall also be evaluated.

This shall be an evaluation of CEAL/CLEAC course offerings addressing the aims of the review:

(a) whether the courses have been properly connected and successfully implemented to achieve the overall aims and intended learning outcomes of CEAL/CLEAC course offerings;
(b) whether individual courses have met their identified aims and achieved the intended learning outcomes;
(c) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved[#];
(d) whether the courses have been developed and managed appropriately; and
(e) whether the proposed modification/developments in course offerings are appropriate and can be effectively implemented.

[#] There should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken.

External benchmarking at programme level should be conducted to look at and learn from international best practices of other institutions including performance indicators at the programme, such as
- contributions to curriculum development;
- curriculum innovations – evidence of innovative teaching materials, programme structure and course contents;
- delivery of teaching – number and nature of subjects taught; evidence of innovative teaching pedagogies; course teaching and learning evaluation scores;
- interaction with students;
- assessment standards;
- awards and prizes for teaching; and/or
- teaching leadership.

With regard to performance indicators, benchmarking is preferably made with reference to the Sector-wide Performance Indicators and those specific to Lingnan University contained in the University Accountability Agreement (UAA) [Note].

Note: Sector-wide Performance Measures under 'The quality of the student experience of learning and teaching' domain in the UAA include 1) undergraduate satisfaction with the quality and value which they have gained from their teaching and learning experience, 2) undergraduate satisfaction with their overall learning environment, 3) undergraduate employment success rate, and 4) employer satisfaction with graduates; while the Key Performance Indicators specific for Lingnan University include 1) percentage of graduates who have taken up capstone projects/supervised individual/group research, 2) percentage of students attending leadership training/joining entrepreneurial projects, 3) percentage of students participating in service learning/civic engagement programmes to serve the wider community, and 4) percentage of students receiving scholarships/financial support in enhancing learning.

The Board of CEAL/CLEAC has the discretion regarding the details of benchmarking for each exercise, including what are to be benchmarked, with which institutions and

how to evaluate the data collected. The institutions to be benchmarked in the 5-year programme review exercise are preferably to come from but not limited to those chosen for benchmarking at the institutional level. A brief self-reflection with reference to the benchmarking performed in the review period with emphasis on the results or findings that lead to development or improvement to the programme/courses should be included in the review document.

2. **Proposed Modifications and Development**

Details of proposed modifications and development, with justifications including whether such will be conducive to achievement of learning outcomes (where appropriate), views of stakeholders, and implementation details. If the modifications require approval of other academic units, please state whether the approval has been sought.

3. **Brief Syllabus of Each Course**

An updated brief syllabus of each course for offering after the review: course title and code, teaching hours and mode, prerequisite/co-requisite/exclusion (if any), exemption requirements (if any), brief course descriptions, aims, learning outcomes*, teaching method, measurement of learning outcomes*, assessment methodology, and any other items deemed necessary. The standard format of a course syllabus and sample syllabuses are shown in Annexes 4 to 6 to Appendix C of Chapter 1 Initiation of New Programmes, Validation and Approval for Undergraduate Programme. An interactive Course Syllabus Generation Tool is available at http://tlc.ln.edu.hk/SyllabusTool/ which provides step by step guidelines to develop course syllabus meeting the standard format.

* Reference materials on writing of "Learning Outcomes" and "Measurement of Learning Outcomes" and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC's webpage <http://study.ln.edu.hk/obatl/obatl-overview>.

Guidelines and Procedures for Five-year Review of Core Curriculum

7.1   Purpose/Aim

7.1.1 As part of the quality assurance and enhancement mechanism of the University, the CC is subject to a rigorous review at an interval of 5 years. Any modifications/developments as a result of the review will be put to effect in the next academic year, where applicable.

7.1.2 The five-year review serves to ensure that the CC undergoes a **rigorous review** at a reasonable interval to ascertain its satisfactory operation and development.

The general aim of a five-year review is to assure the academic validity and standard of the CC. In more specific terms, the review will consider:

(a) whether the CC has been successfully implemented and attained the appropriate standard;
(b) whether the CC has met its identified aims and achieved the intended learning outcomes, in particular how the courses on the CC have been connected to achieve the aims/outcomes;
(c) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved;
(d) whether the CC has been developed and managed appropriately; and
(e) whether the proposed recommendations/suggestions on its future development are appropriate and can be effectively implemented.

7.2   Content and Documentation

7.2.1 Following 4* years of implementation, operation and development, **a critical**, **thorough** and **comprehensive review** of the CC in various aspects **based on feedback/comments** from various sources has to be conducted by the Core Curriculum and General Education Committee (CCGEC).   The review should cover all aspects of the CC, including student enrolment, aims and learning outcomes, curriculum, content (including the issue of proliferation of courses and overlapping of course contents), teaching/learning activities, switches of language of instruction (if any), assessment methods/results, the overall intellectual level of the CC, the intellectual demands it places on students, and staffing resources.
[*Note: For the review approved to be conducted in 2021-22, the review will cover its implementation, operation and development since the launch of the revised Core Curriculum.]

7.2.2 The Director of CC and GE has to ensure that a brief review document is drawn up. It should provide some basic information about the CC, including its aims and learning outcomes, student enrolment numbers, programme design, structure and curriculum, programme operation, management, quality assurance and enhancement, learning and teaching, examination and assessment, staffing resources, a brief up-to-date syllabus of each course, etc.   Apart from giving figures or statistics on such aspects as student enrolment, and examination and assessment, the document should give **an analysis of the data showing the trends and development**.

Most important of all, the document should

(a) give a **critical analysis** and **commentary** on the CC during the review period highlighting how and to what extent the aims and learning outcomes at CC level (and individual course level if deemed appropriate) are achieved; and

(b) include the **proposed modifications and developments for the CC and its courses**, giving clear justifications. (Please refer to the Appendix for more details.)

The five-year review documentation will not require such details as community needs, summary of developments since last interim review or five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.

7.2.3 In line with the spirit that measurement of learning outcomes should be **evidence-based**, the review document should draw upon evidence and information from the following sources:

(a) Statistical data on student numbers and examination results for the past 4 years between reviews, such as student demand, distribution of assessment grades, attrition rate, etc. The statistics provide the factual basis for the review.

(b) Comments and suggestions contained in the reports of External Academic Advisers, relevant records of discussion of the comments and suggestions, response made to the External Academic Advisers as well as agreed action taken/to be taken (if any).

(c) Comments and suggestions from the Advisory Board concerned.

(d) The views of students obtained through various means, such as Course Teaching and Learning Evaluation, questionnaires, surveys, Staff-Student Consultation Committee meetings, informal meetings with students, views expressed by ex-students where appropriate, etc.

(e) The views of graduates and alumni obtained through means such as surveys and informal meetings, etc.

(f) The views of staff teaching on the courses of the CC.

(g) The time-series data on various aspects of the CC developed by the CCGEO, or, where necessary, with assistance from the Teaching and Learning Centre.

(h) Stock-taking of learning and teaching activities, and assessment methods.

7.3   Reviewers and Review Meeting

7.3.1 A senior academic of Associate Professor or above in rank inside the University and has not taught in the CC programme for 2 years shall be appointed as the Convener of the review meeting. Three external members, outside the University, of Associate Professor or Senior Lecturer or above in rank and with expertise in the relevant disciplines shall also be appointed by the AQAC. One external member should be non-local and, where possible, selected from one of the benchmarking institutions of the University[1] or the programme.

Nominations for appointment as Convener and external members shall be made by the CCGEC.   A greater number of nominations (with preference order) should be submitted to the AQAC for its consideration and choice (e.g. 6 to 7 nominations for

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[1] a) International Christian University (ICU), Japan; b) Yale-NUS College, Singapore; c) Williams College, USA; d) Oberlin College and Conservatory, USA; and e) Zhongshan (Sun Yat-sen) University, China.

appointment of 3 external members).

CCGEO shall not nominate those who have a close connection to the Office, for instance, current Chairman or members of the Advisory Board of the CC programme, unless there are compelling circumstances to do so.

If a non-local reviewer cannot join the review meetings on campus, video conference will be arranged as far as practicable. Considering that the reviewers can be from different time zones, and therefore operational difficulties may be encountered for arranging video conference for review meetings which last for a whole day, the reviewers can take part in some, not all, of the meetings. When a non-local reviewer is unable to come to the University and a video conference cannot be arranged or he/she can only join part of the event, paper assessment in areas specified under 7.1.2 above shall be provided by him/her prior to the meeting.

The Registry will co-ordinate the appointment procedures and forward to the appointed reviewers a copy of the review documentation endorsed by the CCGEC and approved by AQAC.

7.3.2 The appointed reviewers will meet with the CCGEC to discuss matters of concern especially the proposed modifications/developments. In essence, the review takes the form of CCGEC meeting with external input from reviewers. This peer review format has the advantage of encouraging freer flow of views. The review is expected to be a one-day exercise to facilitate more thorough and in depth discussion. The appointed reviewers may also meet with relevant graduates and students. The CC review document (except sensitive data) should be provided to them.

The reviewers are responsible for assessing the academic standard of the CC, and evaluating how the CC has performed in the five areas detailed in Section 7.1.2 based on the review documentation and other information submitted, as well as their discussions with the CCGEC, other staff as appropriate, students and graduates, etc. In reviewing the CC, the reviewers have to make reference to data and statistical evidences. The reviewers are not required to recommend approval of the CC. Instead, they give comments/recommendations in any aspect of the CC. Their report shall also articulate their evaluation of the CC and the basis on which they arrive at the evaluation. The external members will also provide written feedback/recommendations which form the basis of the written report.

7.3.3 The Registry will work with the CCGEC Secretary on logistics of the review meeting and prepare the report.

7.4. After the Review Meeting

7.4.1 After the review meeting, the CCGEC shall follow up the comments/recommendations of the reviewers, write up a response, and finalise a brief summary setting out proposed modifications/developments (with justifications and implementation details) taking into account the external input from reviewers, for submission to the AQAC for consideration and comments. In the response, the CCGEC should provide a plan of action as far as practicable to follow up comments/recommendations which involve a longer term development and implementation. A copy of the report of the review meeting (and any follow-up meeting(s)), part of the review documentation with significant revisions (if any), and any other documents where deemed necessary should also be submitted. The AQAC's comments/recommendations, the CCGEC response

to comments/recommendations of reviewers and the brief summary will be submitted to the Senate for its information, approval and possible comments.

7.5   Timing

7.5.1 Generally, the review should take place 5 years after the previous CC review. As a general guideline, the review documentation should be ready for consideration of the AQAC in October/November before dispatching to the appointed reviewers. The review meeting should be conducted by February while the brief summary together with other documents (detailed above) should be considered at the AQAC meeting around March/April.

Content of a Five-year Review Documentation
for Core Curriculum

Part I: General Information on CC

1.   Summary Information

Number and categories of courses, title of courses, contributing departments, dates of previous interim/five-year review (if any).

2.   Aims and Learning Outcomes

The educational aims and intended learning outcomes of the CC, expressed, as appropriate, to reflect relevant knowledge, attitude and skills (e.g. analytical and communication skills), the intellectual and imaginative development of the student. Particular emphasis be placed on what students are expected to learn. Illustrate briefly the mapping between the learning outcomes of the programme and Lingnan's Ideal Graduate Attributes to show how the programme contributes to the achievement of some or all of Lingnan's Ideal Graduate Attributes.

3.   Student Numbers

Student numbers of each course in past 4* years. Highlights of student figures as indicators of performance, if deemed necessary.   An analysis of the data showing the trends and development should be included.

4.   Design and Structure

Design philosophy and academic structure of course offerings in detail. The inter-relationships between courses should be identified and any categorisation of the courses clearly presented. How the components in the CC align with the overall aims and intended learning outcomes of the CC and may lead to achievement of them.

5.   Operation, Management, Quality Assurance and Enhancement

Details of course operation, management, quality assurance and enhancement, including constitution and terms of reference of the CCGEC or other committee(s) responsible for the CC course management, quality assurance and enhancement.

[*Note: For the review approved to be conducted in 2021-22, the review will cover its implementation, operation and development since the launch of the revised Core Curriculum.]

Responsibilities of the Director of CC & GE. Other CC responsibilities as appropriate – Associate Director of CC & GE, supporting staff, etc.

6.   Teaching/Learning Methods and Projects (if any)

General description of the teaching and learning methods/activities including balance of

and rationale of the proposed teaching/learning methods/activities.

If there are courses switched to be taught in Chinese, the switches should be reported and the reasons for the switches should be addressed to reflect that they should be anomalies.

Project work (if any) should be explained in detail, typical examples given and the organisation and assessment methods described.

7. Examination and Assessment

What are the general strategy and methods in assessing students for the CC. There may be some highlights or examples on assessment methods specifically for certain courses used to measure certain learning outcomes.

Highlights of statistics on examination results as indicators of performance, if deemed necessary. An analysis of the data showing the trends and development should be included. Detailed figures of past 4 years can be appended.

8. Staff Resources for the CC

The staff resources which are used to support the CC and any expected/proposed addition/deduction should be specified according to the headings (a) to (b) below. A distinction should be made between those resources in place, and those still to be obtained. [Request for resources should be separately submitted to relevant Committees, e.g. University Administrative and Planning Committee.]

(a) *Overall Staff Support*
Present establishment and grades of teaching, general and administrative staff in the CCGEO.

(b) *Academic Staff*
i) Listing of academic staff who are involved in teaching courses of the CC, with rank, qualifications, teaching and/or other responsibilities in the administration of the CC, staff research interest/specialty, courses taught, etc.;
ii) rank and subject area of additional posts, those previously agreed and any now requested, with justifications, if any;
iii) expected staff deduction, if any.

[Notes: The five-year review documentation does not require such details as community needs, summary of developments since last interim review or five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.]

Part II: Critical Appraisal and Development for the CC and its Courses

1. Critical Appraisal

A **critical analysis** and **commentary** in various aspects of the CC, including student enrollment, aims and learning outcomes, curriculum, content (including the issue of proliferation of courses and overlapping of course contents), teaching/learning activities,

assessment methods/results and regulations (with emphasis on effectiveness and variety of teaching/learning activities and assessment methods for achieving CC course learning outcomes), the overall intellectual level of the CC, the intellectual demands it places on students, and staffing resources.

The document shall **critically evaluate** how and to what extent the aims and learning outcomes at CC level (and individual course level if deemed appropriate) are achieved. It shall give details on the actions taken to achieve and measure learning outcomes as well as the evidence for the evaluation (as detailed under section 7.2.3 of the guidelines). These shall include collection and handling of results of Course Teaching and Learning Evaluation, views and suggestions from External Academic Advisers, Advisory Board, and Staff-Student Consultation Committee, student/graduates survey, alumni survey, employers survey, etc. It is expected that there is an **extensive analysis of some time-series data** indicating the performance of the CC.

There shall be a separate section to evaluate the efforts made in and the progress on following up recommendations given by the last interim or 5-year review panel.

Developments in recent years as implementation of the action plans set out in the annual reports of last four years shall also be evaluated.

This shall be an evaluation of the CC addressing the aims of the review:

(a) whether the CC has been successfully implemented and attained the appropriate standard;
(b) whether the CC has met its identified aims and achieved the intended learning outcomes, in particular how the courses on the CC have been connected to achieve the aims/outcomes;
(c) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved[#];
(d) whether the CC has been developed and managed appropriately; and
(e) whether the proposed recommendations/suggestions on its future development are appropriate and can be effectively implemented.

[#] There should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken.

External benchmarking at programme level should be conducted to look at and learn from international best practices of other institutions including performance indicators at the programme, such as
  • contributions to curriculum development;
  • curriculum innovations – evidence of innovative teaching materials, programme structure and course contents;
  • delivery of teaching – number and nature of subjects taught; evidence of innovative teaching pedagogies; course teaching and learning evaluation scores;
  • interaction with students;
  • assessment standards;
  • awards and prizes for teaching; and/or
  • teaching leadership.

With regard to performance indicators, benchmarking is preferably made with reference

to the Sector-wide Performance Indicators and those specific to Lingnan University contained in the University Accountability Agreement (UAA) [Note].

Note: Sector-wide Performance Measures under 'The quality of the student experience of learning and teaching' domain in the UAA include 1) undergraduate satisfaction with the quality and value which they have gained from their teaching and learning experience, 2) undergraduate satisfaction with their overall learning environment, 3) undergraduate employment success rate, and 4) employer satisfaction with graduates; while the Key Performance Indicators specific for Lingnan University include 1) percentage of graduates who have taken up capstone projects/supervised individual/group research, 2) percentage of students attending leadership training/joining entrepreneurial projects, 3) percentage of students participating in service learning/civic engagement programmes to serve the wider community, and 4) percentage of students receiving scholarships/financial support in enhancing learning.

The CCGEC has the discretion regarding the details of benchmarking for each exercise, including what are to be benchmarked, with which institutions and how to evaluate the data collected. The institutions to be benchmarked in the 5-year programme review exercise are preferably to come from but not limited to those chosen for benchmarking at the institutional level. A brief self-reflection with reference to the benchmarking performed in the review period with emphasis on the results or findings that lead to development or improvement to the programme/courses should be included in the review document.

2. Proposed Modifications and Development for the Core Curriculum and its Courses

Details of proposed modifications and development, with justifications including whether such will be conducive to achievement of learning outcomes (where appropriate), views of stakeholders, and implementation details. In case substantial modifications are proposed, the revised structure has to be set out. If the modifications require approval of other programmes, please state whether the approval has been sought.

3. Brief Syllabus of Each Course

An updated brief syllabus of each course for offering after the review: course title and code, teaching hours and mode, prerequisite/co-requisite/exclusion (if any), exemption requirements (if any), brief course descriptions, aims, learning outcomes*, teaching method, measurement of learning outcomes*, assessment methodology, and any other items deemed necessary. The standard format of a course syllabus and sample syllabuses are shown in Annexes 4 to 6 to Appendix C of Chapter 1 Initiation of New Programmes, Validation and Approval for Undergraduate Programme. An interactive Course Syllabus Generation Tool is available at http://tlc.ln.edu.hk/SyllabusTool/ which provides step by step guidelines to develop course syllabus meeting the standard format.

*Reference materials on writing of "Learning Outcomes" and "Measurement of Learning Outcomes" and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC's website <http://study.ln.edu.hk/obatl/obatl-overview>.

Guidelines and Procedures for Five-year Review of
Courses with Service-Learning Elements

7.1 Purpose/Aim

7.1.1 As part of the quality assurance mechanism of the University, credit-bearing courses with Service-Learning (S-L) elements offered by either the i) Departments, ii) the Office of Service-Learning (OSL) or iii) co-organised by departments and OSL are subject to a rigorous review at an interval of 5 years. Any modifications/developments as a result of the review will be put to effect in the next academic year, where applicable.

7.1.2 The five-year review serves to ensure that the courses with S-L elements undergo a **rigorous review** at a reasonable interval to ascertain their satisfactory operation and development.

The general aim of a five-year review is to assure the academic validity and standard of the S-L courses and projects. In more specific terms, the review will consider:

(f) whether the courses/projects have been properly connected and successfully implemented to achieve the overall aims and intended learning outcomes of Service-Learning;
(g) whether individual courses have met their identified aims and achieved the intended learning outcomes;
(h) whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved;
(i) whether the courses have been developed and managed appropriately; and
(j) whether the proposed modification/developments in course offerings are appropriate and can be effectively implemented.

7.2 Content and Documentation

7.2.1 Following 4 years of implementation, operation and development, a **critical**, **thorough** and **comprehensive review** of courses with S-L elements in various aspects **based on feedback/comments** from various sources has to be conducted by the OSL. The review should cover all aspects of course with S-L elements, including student enrollment, overall aims and learning outcomes of S-L courses, course content (including the issue of overlapping of course contents, if any), teaching/learning activities, assessment methods/results and regulations, the intellectual level of the courses, the intellectual demands they place on students, and staffing resources.

7.2.2 The Director of OSL has to ensure that a brief review document is drawn up. It should provide some basic information about the course with S-L elements, including overall aims and learning outcomes, connection among courses, student numbers, S-L project design and structure, operations, management and quality assurance, learning and teaching, assessment, staffing resources, a brief up-to-date syllabus of each course, etc. Apart from giving figures or statistics on such aspects as student enrollment, examination and assessment, the document should give an **analysis of the data showing the trends and development**.

Most important of all, the document should
(a) give a **critical analysis** and **commentary** on the courses with S-L elements during the review period highlighting how and to what extent the aims and learning outcomes for the course offerings with S-L element and S-L projects are achieved;

and

(b) include **the proposed S-L modifications and developments**, giving clear justifications and spelling out the differences from the existing course offerings. (Please refer to the Appendix for more details.)

The five-year review documentation will not require such details as community needs, summary of development since last five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.

7.2.3 In line with the spirit that measurement of learning outcomes should be **evidence-based**, the review document should draw upon evidence and information from the following, sources:

(a) Statistical data on student numbers and learning outcomes for the past 4 years, such as student demand, distribution of assessment grades, etc. The statistics provide the factual basis for the review.

(b) Comments and suggestions contained in the reports of External Academic Advisers, relevant records of discussion of the comments and suggestions, response made to the External Academic Advisers as well as agreed action taken/to be taken (if any).

(c) Comments and suggestions from the S-L Programme Committee concerned.

(d) The views of students obtained through various means, such as Course Teaching and Learning Evaluation (in S-L whole class approach), pre and post-test questionnaires, focus group meetings with students.

(e) The views of staff teaching courses with S-L elements.

(f) The views of community supervising courses with S-L elements.

(g) The time-series data on various aspects of the programme developed by the OSL, or, where necessary, with assistance from the Teaching and Learning Centre.

(h) Stock-taking of learning and teaching activities, and assessment methods.

7.3 Reviewers and Review Meeting

7.3.1 A senior academic of Associate Professor or above in rank inside the University but outside the OSL shall be appointed as the Convener of the review meeting. Two external members, outside the University, of Associate Professor or Senior Lecturer or above in rank and with expertise in the relevant disciplines shall also be appointed by the Academic Quality Assurance Committee (AQAC). One external member should be non-local and, where possible, selected from one of the benchmarking institutions of the Unviersity[1] or OSL.

Nominations for appointment as Convener and external members shall be made by the OSL. A greater number of nominations (with preference order) should be submitted to the AQAC for its consideration and choice (e.g. 4 to 5 nominations for appointment of 2 external members).

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[1] a) International Christian University (ICU), Japan; b) Yale-NUS College, Singapore; c) Williams College, USA; d) Oberlin College and Conservatory, USA; and e) Zhongshan (Sun Yat-sen) University, China.

The OSL shall not nominate those who have a close connection to them, for instance, current Chairman or members of the Advisory Board, unless there are compelling circumstances to do so.

If a non-local reviewer cannot join the review meetings on campus, video conference will be arranged as far as practicable. Considering that the reviewers can be from different time zones, and therefore operational difficulties may be encountered for arranging video conference for review meetings which last for a whole day, the reviewers can take part in some, not all, of the meetings. When a non-local reviewer is unable to come to the University and a video conference cannot be arranged or he/she can only join part of the event, paper assessment in areas specified under 1.2 above shall be provided by him/her prior to the meeting.

The Registry will co-ordinate the appointment procedures and forward to the appointed reviewers a copy of the review documentation endorsed by the Service-Learning Programme Committee (SLPC) and approved by AQAC.

7.3.2 The appointed reviewers will meet with the SLPC to discuss matters of concern especially the proposed modifications/developments. In essence, the review takes the form of SLPC meeting with external input. Reviewers can suggest having a separate session to meet with junior academic staff, if deemed necessary. This peer review format has the advantage of encouraging freer flow of views. The review is expected to be a one-day exercise to facilitate more thorough and in depth discussion.

The appointed reviewers may also meet with relevant graduates and students. The review document (except sensitive data) should be provided to them.

The reviewers are responsible for assessing the academic standard of the course offerings with S-L elements, and evaluating how the Service-Learning programme has performed in the five areas detailed in Section 1.2 based on the review documentation and other information submitted, as well as their discussions with the SLPC, other staff as appropriate, students and community partners, etc. In reviewing the course offerings with S-L elements, the reviewers have to make reference to data and statistical evidences. The reviewers will give comments/recommendations in any aspect of the Service-Learning programme. Their report shall also articulate their evaluation of the Service-Learning programme and the basis on which they arrive at the evaluation. The external members will also provide written feedback/recommendations which form the basis of the written report.

7.3.3 The Registry will work with the OSL on logistics of the review meeting and prepare the report.

7.4   After the Review Meeting

7.4.1 After the review meeting, the OSL shall follow up the comments/recommendations of the reviewers, write up a response, and finalise a brief summary setting out proposed modifications/developments (with justifications and implementation details) taking into account the external input, for submission to the AQAC for consideration and comments. In the response, the OSL should provide a plan of action as far as practicable to follow up comments/ recommendations which involve a longer term development and implementation. A copy of the report of the review meeting (and any follow-up meeting(s), part of the review documentation with significant revisions (if any), and any other documents where deemed necessary should also be submitted.

The AQAC's comments/recommendations, the SLPC's response to comments/recommendations of reviewers and the brief summary will be submitted to the Senate for its information, approval and possible comments.

7.5 Timing

7.5.1 As a general guideline, the review documentation should be ready for consideration of the AQAC in October/November before dispatching to the appointed reviewers. The review meeting should be conducted by February while the brief summary together with other documents (detailed above) should be considered at the AQAC meeting around March/April.

Content of a Five-year Review
of Courses with Service-Learning Elements

Part I: General Information on Current Courses Offerings with S-L elements

1.   Summary Information

Number and categories of courses, S-L projects, dates of previous five-year review (if any).

2.   Aims and Learning Outcomes of Courses with S-L elements

The educational aims and intended learning outcomes of courses with S-L elements, expressed, as appropriate, to reflect relevant knowledge, attitude and skills (e.g. research and communication skills), the intellectual and imaginative development of the student. Particular emphasis be placed on what students are expected to learn. Illustrate briefly the mapping between the learning outcomes of the S-L progroamme and Lingnan's Ideal Graduate Attributes.

3.   Student Numbers

Student numbers of each course in past 4 years. Highlights of student figures as indicators of performance, if deemed necessary.   An analysis of the data showing the trends and development should be included.

4.   S-L Programme Design and Structure

The inter-relationship between academic courses and S-L elements should be identified and any categorisation of the courses clearly presented. How the components in Service-Learning project align with the overall aims and intended learning outcomes of Service-Learning course offerings and may lead to achievement of them.

5.   S-L Programme Operation, Management and Quality Assurance

Details of S-L programme operation and management with an aim of ensuring adequate courses for fulfillment of S-L graduation requirement, co-ordination and planning for courses with S-L elements offerings, quality assurance and enhancement, including terms of reference of the SLPC and other committee(s) responsible for the management of courses with S-L elements, quality assurance, and enhancement.

Responsibilities of the Director of Service-Learning and other OSL staff as appropriate – Associate Director of Service-Learning, S-L coordinators and supporting staff, etc.

6.   Teaching/Learning Methods and S-L Projects

General description of the teaching and learning methods/activities in S-L projects including balance and rationale of the teaching/learning methods/activities.

S-L Project (if any) should be explained in detail, typical examples given and the organization and assessment methods described.

7. Assessment

What are the general strategy and methods in assessing students for courses with S-L elements. There may be some highlights or examples on assessment methods specifically for certain courses used to measure certain learning outcomes.

Highlights of statistics on S-L learning outcomes and Graduate Attributes as indicators of performance, if deemed necessary. An analysis of the data showing the trends and development should be included. Detailed figures of past 4 years can be appended.

8. Staff Resources for OSL

The staff resources which are used to support course offerings and any expected/proposed addition/deduction should be specified according to the headings (a) to (b) below. A distinction should be made between those resources in place, and those still to be obtained. [Request for resources should be separately submitted to relevant Committees, e.g. University Administrative and Planning Committee.]

(b) *Overall Staff Support*
Present establishment and grades of teaching, technical and general staff in the OSL.

(b) *Academic/Administrative Staff*
   i)   Listing of academic staff/ administrative who are involved in the S-L programme, with rank, qualifications, teaching and/or other responsibilities, courses taught, etc.;
   ii) rank and subject area of additional posts, those previously agreed and any now requested, with justifications, if any;
   iii) expected staff deduction, if any;

[Note: The five-year review documentation does not require such details as community needs, summary of developments since last five-year review, professional recognition, resource support (accommodation, equipment, general expenses, library support, computing support, etc.), University-wide assessment regulations, etc. Instead, information on these items will be made optional and be included when deemed necessary.]

Part II: Critical Appraisal and Courses with S-L Development

1. Critical Appraisal

A **critical analysis** and **commentary** in various aspects of courses with S-L elements, including no. of student, aims and learning outcomes, curriculum, content (including the issue of proliferation of courses and overlapping of course contents), teaching/learning activities, assessment methods/results and regulations (with emphasis on effectiveness and variety of teaching/learning activities and assessment methods for achieving S-L course learning outcomes), the overall intellectual level of S-L, the intellectual demands its places on students and staffing resources.

The document shall **critically evaluate** how and to what extent the overall aims and learning outcomes for the course offerings and those for individual courses are achieved. It shall give details on the actions taken to achieve and measure learning outcomes as well as the evidence for the evaluation (as detailed under section 2.3 of the guidelines). These shall include collection and handling of results of evaluation, views and suggestions from External Academic Advisers, Advisory Board, and Faculty Community Committee, students/graduates survey, etc. It is expected that there is an **extensive analysis of some time-series data** indicating the standard of the course offerings.

There shall be a separate section to evaluate the efforts made in and the progress on following up recommendations given by the 5-year programme review panel.

Developments in recent years as implementation of the action plans set out in the annual programme reports of last four years shall also be evaluated.

This shall be an evaluation of courses with S-L elements addressing the aims of the review:
(a)	whether the courses have been properly connected and successfully implemented to achieve the overall aims and intended learning outcomes of courses with S-L elements;
(b)	whether individual courses have met their identified aims and achieved the intended learning outcomes;
(c)	whether and how the views/problems raised by relevant parties/reflected by statistics have been addressed/solved[#];
(d)	whether the courses have been developed and managed appropriately; and
(e)	whether the proposed modification/developments in course offerings are appropriate and can be effectively implemented.
[#]	There should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken.

External benchmarking at programme level should be conducted in the context of 5-year programme reviews. This is done to look at and learn from international best practices of other institutions including performance indicators at the programme, such as
- contributions to curriculum development;
- curriculum innovations – evidence of innovative teaching materials, programme structure and course contents;
- delivery of teaching – number and nature of subjects taught; evidence of innovative teaching pedagogies; course teaching and learning evaluation scores;
- interaction with students;
- assessment standards;
- awards and prizes for teaching; and/or
- teaching leadership.

With regard to performance indicators, benchmarking is preferably made with reference to the Sector-wide Performance Indicators and those specific to Lingnan University contained in the University Accountability Agreement (UAA) [Note].

Note:	Sector-wide Performance Measures under 'The quality of the student experience of learning and teaching' domain in the UAA include 1) undergraduate satisfaction with the quality and value which they have gained from their teaching and learning experience, 2) undergraduate satisfaction with their overall learning environment, 3) undergraduate employment success rate, and 4) employer satisfaction with graduates; while the Key Performance Indicators specific for Lingnan University include 1) percentage of graduates who have taken up capstone projects/supervised individual/group research, 2) percentage of students attending leadership training/joining entrepreneurial projects, 3) percentage of students participating in service learning/civic engagement programmes to serve the wider community, and 4) percentage of students receiving scholarships/financial support in enhancing learning.

The SLPC has the discretion regarding the details of benchmarking for each exercise, including what are to be benchmarked, with which institutions and how to evaluate the data collected. The institutions to be benchmarked in the 5-year programme review exercise are preferably to come from but not limited to those chosen for benchmarking at the institutional level. A brief self-reflection with reference to the benchmarking performed in the review period with emphasis on the results or findings that lead to development or improvement to the programme/courses should be included in the review document.

2. **Proposed Modifications and Development**

Details of proposed modifications and development in S-L Programme, with justifications including whether such will be conducive to achievement of learning outcomes (where appropriate), views of stakeholders, and implementation details. If the modifications require approval of other academic units, please state whether the approval has been sought.

3. **Brief Syllabus of Each Course**

An updated brief syllabus of each course for offering after the review: course title and code, teaching hours and mode, prerequisite/co-requisite/exclusion (if any), exemption requirements (if any), brief course descriptions, aims, learning outcomes*, teaching method, measurement of learning outcomes*, assessment methodology, and any other items deemed necessary. The standard format of a course syllabus and sample syllabuses are shown in Annexes 4 to 6 to Appendix C of Chapter 1 Initiation of New Programmes, Validation and Approval for Undergraduate Programme. An interactive Course Syllabus Generation Tool is available at http://tlc.ln.edu.hk/SyllabusTool/which provides step by step guidelines to develop course syllabus meeting the standard format.

  * Reference materials on writing of "Learning Outcomes" and "Measurement of Learning Outcomes" and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC's webpage <http://study.ln.edu.hk/obatl/obatl-overview>.

LINGNAN UNIVERSITY

**Policy on External Academic Advisers of Undergraduate and
Taught Postgraduate Programmes**

1.   General

1.1   The appointment of External Academic Advisers is intended to provide an external and impartial check that internal standards are being fairly and consistently applied, and that Lingnan's standards are comparable with those of similar degree programmes at tertiary level in Hong Kong and outside Hong Kong. A balance of locally and non-locally based examiners with a range of experience is therefore desirable.

1.2   There shall be normally two External Academic Advisers appointed for each discipline of an undergraduate degree programme, one local and one non-local. Where possible, the non-local External Academic Adviser shall come from one of the benchmarking institutions of the University[1] or the programme/discipline. If it is not possible, a brief justification shall be provided. Exceptionally, the Centre for English and Additional Languages (CEAL) and Chinese Language Education and Assessment Centre (CLEAC) can each have one local External Academic Adviser for the courses offered by them.

1.3   In view of the fact that there are several streams within some degree programmes, it is permissible to appoint two External Academic Advisers, one local and one non-local, for each stream and a chief External Academic Adviser for a degree.   In such cases, at least one of the non-local External Academic Advisers for the programme shall come from one of the University's approved benchmarking institutions. Otherwise, a brief justification shall be provided.

1.4   Either one or two External Academic Adviser(s), one local and one non-local, shall be appointed for a taught postgraduate programme. One External Academic Adviser, where possible, shall be from one of the University's approved benchmarking institutions. If it is not possible, a brief justification shall be provided.

1.5   Notwithstanding Sections 1.2-1.4 above, where an academic unit may justify that a local External Academic Adviser to be appointed with extensive international experience, or a non-local External Academic Adviser with relevant local experience, exemption from the rule of having one local and one non-local External Academic Adviser can be granted.

2.   Criteria and Procedures for the Appointment of External Academic Advisers

2.1   External Academic Advisers must be persons of seniority (e.g. Associate Professor or above or the equivalent), of high academic or professional standing, with considerable recent experience in university teaching and involvement in the examinations process at the appropriate level in their own institutions. Where appropriate, experts from

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[1] a) International Christian University (ICU), Japan; b) Yale-NUS College, Singapore; c) Williams College, USA; d) Oberlin College and Conservatory, USA; and e) Zhongshan (Sun Yat-sen) University, China.

outside the higher education system (e.g. from the profession or industry) may also be appointed.

2.2   In line with Lingnan's liberal arts mission, preference is usually given to appointment of senior and experienced academics from other reputable liberal arts institutions (especially the University's approved benchmarking institutions) as External Academic Advisers.

2.3   External Academic Advisers are expected to be currently active in their profession, and their period of office should be determined so as not to extend beyond their expected time of retirement from full-time employment by more than one year.

2.4   External Academic Advisers shall not be staff of the University and shall not have close links with the programmes/courses concerned. Except with special approval of the Senate, External Academic Advisers should not be appointed from departments where teaching staff on the Lingnan degree are acting as External Academic Advisers. An External Academic Adviser may not be appointed to more than one undergraduate degree programme, but may also be appointed to a postgraduate programme in the same subject area.

2.5   Nominations for (re)appointments as External Academic Adviser shall be made by the Head of academic unit/Programme Director. The academic unit shall provide a brief statement of not more than one page in support of a nomination of new appointment. In the statement, the following information shall be included:
●   name, title, post and organisation of the nominee;
●   academic and professional qualifications;
●   area of specialty;
●   examining experience (if any); and
●   major publications.

2.6   In addition, necessary justifications stated in Sections 1.2 to 1.5 above and Section 2.9 below are to be provided.

2.7   As empowered by the Senate, the Academic Quality Assurance Committee (AQAC) (for undergraduate programmes/courses) or the Postgraduate Studies Committee (PSC) (for taught postgraduate programmes/courses) will consider and approve, as appropriate, the nominations. Approved nominees will be appointed around March in the academic year prior to that in which the External Academic Advisers will take up their duties.

2.8   Before a proposal for appointment is made, the Head of academic unit/Programme Director should approach the prospective External Academic Adviser to see if he/she is willing to accept. In this initial approach it must be made clear to the prospective examiner that the approach is in the nature of an enquiry and is not a formal commitment.

2.9   External Academic Advisers shall normally be appointed for a period of three academic years. Immediate reappointment for another term (three years or shorter),

with a total of six years at the maximum, may be allowed. However, it is preferable to have a new External Academic Adviser instead of reappointing the current one, so as to provide fresh ideas/views. Brief justification shall be provided if the academic unit wishes to reappoint an External Academic Adviser upon expiry of his/her current term.

3.   Courses Subject to Comments of and Information to be Provided to External Academic Advisers

3.1   Courses Subject to Comments
All offered courses of undergraduate programmes, including Core Curriculum courses, and taught postgraduate programmes shall be subject to comments by the External Academic Advisers within 5 years. Academic units are expected to even out the number of courses sent for External Academic Advisers' comments over the time span specified above. Specifically concerning Core Curriculum, each academic unit should send out at least one Core Curriculum course for an External Academic Adviser's comments each year (if any course is offered in that academic year), and each Common Core course should be sent out for an External Academic Adviser's comments once in every two years. For jointly taught courses, departments involved should work out among themselves the arrangement to ensure that these courses are subject to External Academic Advisers' comments according to the policy.

3.2   The following information should be provided to External Academic Advisers:

(a) Programme document, including the approved programme structure and syllabuses.

(b) Information about the Core Curriculum, where applicable.

(c) Drafts of appropriate examination papers and marking schemes of selected courses.

(d) Samples of examination scripts, dissertations, projects, essays and case studies.

(e) The current version of the Academic Regulations, and the policy guidelines and regulations for External Academic Advisers.

4.   Role and Duties of an External Academic Adviser

4.1   Role
The major role of an External Academic Adviser is to provide advice and support on benchmarking of academic standard.

4.2   Duties
(a) To assist the University's study programmes/courses in maintaining standards comparable to those in other tertiary institutions of international repute.

(b) To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and

assessment/marking schemes of selected courses sent to them. Academic units should send at appropriate times, samples of continuous assessment materials to External Academic Advisers for comment. As regards examinations, the Head of academic unit/Programme Director when appropriate shall send to the External Academic Adviser the question papers of selected courses. External Academic Advisers shall give their comments or suggestions, if any, to the Head of academic unit/Programme Director. Comments received on continuous assessment materials, examination papers and assessment/marking schemes should be used for future reference and forward planning purpose.

(c) To receive and assess a sample of student works, including examination scripts, dissertations, project reports, essays, case studies, etc. as appropriate to enable him/her to have a better understanding of the academic standards of students. Sample student works and examination scripts, together with the marks awarded by teachers, of selected courses shall be sent to the External Academic Advisers to make comments. Comments from External Academic Advisers regarding appropriateness of markings should be used for future reference and forward planning purpose.

(d) To satisfy himself/herself that the standards set by the Board of Examiners concerned are appropriate and comparable with the standards of equivalent programmes at other tertiary institutions.

(e) To submit a confidential report to the President by 1ˢᵗ July. The report should cover issues in the following areas with reference to those in programmes at other comparable tertiary institutions:

   (i) The structure, organization, design and marking of all assessments.

   (ii) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.

   (iii) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

An External Academic Adviser who has visited the University during the academic year (applicable to non-local External Academic Adviser only), and/or is in his/her final year of service (normally having served as the External Academic Adviser for almost 3 years), is expected to submit a more detailed report with suggestions/ recommendations.

5.   Views/Suggestions from an External Academic Adviser

5.1   The annual report received from an External Academic Adviser shall be copied to the Registrar and the relevant Dean, Head of academic unit/Programme Director, for incorporation into the annual programme report to be prepared for consideration by the Academic Quality Assurance Committee/Postgraduate Studies Committee.

5.2   On receipt of views/suggestions, either in the context of the annual report or on other occasions (e.g. comments on examination materials), the Head of academic unit/Programme Director shall send an initial response to the External Academic Adviser concerned as a matter of courtesy, informing the External Academic Adviser that the substantive matters as raised, if any, will be dealt with. Views/suggestions received from the External Academic Adviser should be discussed at meeting(s) of Programme and Curriculum Committee (PCC) /Undergraduate Business Programmes Committee (UBPC)/Department Board (DB) concerned. Whether feedback/response after discussion should be made to the External Academic Adviser will be a matter for decision of the PCC/UBPC/DB. The annual programme report should elaborate on the views/suggestions received from External Academic Adviser(s), discussion made at PCC/UBPC/DB meeting(s), as well as action taken/to be taken. The annual report(s) received from the External Academic Adviser(s), as well as feedback/response made to the External Academic Adviser(s), if any, should be attached to the annual programme report. Besides, in the 5-year programme review document, there should be elaboration on views/suggestions received from External Academic Advisers during the years under review and discussion/response made as well as action taken/to be taken.   The annual report(s) received from the External Academic Adviser(s) should be attached to the 5-year programme review document.

6.   Visit by an External Academic Adviser

6.1   An External Academic Adviser, either local or non-local, shall be invited to visit the University. External Academic Advisers will be invited to join the Five-year Programme Review as far as practicable so that their views/advice can be sought. Relevant academic unit shall communicate with the External Academic Advisers at the early stage of their terms of service the planned period during which the next Five-year Programme Review will take place so as to facilitate planning of the External Academic Advisers to take part in the Review as far as practicable. In case it is anticipated that the External Academic Adviser is unlikely to take part in the next Five-year Programme Review or the Review does not fall in his/her term of service, it is preferable for the External Academic Adviser to visit the University in the first year during his/her term of service as far as practicable so that he/she may get a better understanding of the programme and its course delivery from the beginning, and therefore in a better position to give comments and input regarding programme structure and its development.

6.2   A non-local External Academic Adviser will normally be invited to visit the University once during his/her three-year or two-year term for a period at the University's expense. For a visit that does not include participation in a Five-year Programme Review, the visit shall normally be up to one week in May/June. The package will include a return air ticket of economy class (with a ceiling rate based on point-to-point direct full-fare economy ticket rate), accommodation expenses of up to HK$1,500 per day and a per diem allowance at $900 per day.

7. Honoraria for External Academic Advisers

7.1 The honoraria and allowances for External Academic Advisers shall be determined from time to time by the University Administrative and Planning Committee (UAPC). Local External Academic Advisers will not normally be paid incidental expenses or other allowances (except for postage expenses) in addition to the honorarium.

7.2 The annual honorarium* will be paid to an External Academic Adviser after the completion of his/her duties, including the submission of the annual report.
(*The honorarium for an External Academic Adviser is HK$8,000 from 2017-18.)

Revisions in April 2018

ML/JT/ay/Policy on EAA of UG and TPg Programmes_Sept 2013

Mapping between the Programme Intended Learning Outcomes (PILOs) and Generic Level Descriptors (GLDs) of the HKQF and Articulation of the University's Academic Standards in Five-Year Programme Review and Programme Validation Documents (those conducted in the 2017-18 academic year)

I. **5-year Review Document of BA (Hons) in Contemporary English Studies (BACES)** *(P.2 – P.5 of the review document)*

3. **Consistency between Programme Standards and those Articulated for the University**
    We have taken great care over the years to align our programme with Lingnan's graduate attributes, ensuring that we continue to contribute to the university's mission as a multilingual liberal arts institution in Hong Kong. As required by the guidelines for this review document, Table 2 below shows our mapping of the BACES PILOs against the Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF) at Level 5 (for undergraduate programmes). The relevant HKQF descriptors are shown in Table 3.

Table 2: *BACES PILOs mapped against GLDs of the HKQF at Level 5*

GLD Domain \ PILO	GLDs (HKQF - Level 5)																
	K						P		A				C				
	K1	K2	K3	K4	K5	K6	P1	P2	A1	A2	A3	A4	C1	C2	C3	C4	C5
1. Students will be able to understand authentic written, spoken and multimodal texts and to speak and write fluent and correct English in a wide variety of styles and media		√		√		√	√	√	√				√	√	√		
2. Students will have developed a theoretical understanding of the linguistics of the English language and the varieties of its use in cultural, social and developmental contexts	√	√	√	√	√	√	√	√					√				
3. Students will have acquired the tools of linguistic analysis and will be able to apply them to a wide range of texts	√	√	√	√	√	√	√	√	√				√				
4. Students will be able to read, understand and critically assess sophisticated works of literature written in English	√	√	√	√	√	√	√						√				
5. Students will possess the ability to structure and present information and arguments in both verbal and written contexts, using IT where appropriate		√		√		√	√	√	√				√	√		√	√
6. Students will have a basic understanding of the principles of academic research, including the interpretation and communication of research findings;		√	√	√	√	√	√	√	√			√	√	√		√	√
7. Students will be able to reflect on and analyse critically the cultural worlds that have shaped them and to express reflective insights in verbal and written forms.	√	√		√	√	√							√				
Information Technology Fluency (ITF) Programme																√	√

Table 3: Generic Level Descriptors (GLDs) of the HKQF at Level 5 (for undergraduate programmes)

K - Knowledge and Intellectual Skills	P - Processes	A - Application, Autonomy and Accountability	C - Communication, IT and Numeracy
K1 - Generate ideas through the analysis of abstract information and concepts K2 - Command wide ranging, specialized technical, creative and/or conceptual skills K3 - Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses K4 - Analyse, reformat and evaluate a wide range of information K5 - Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues K6 - Draw on a range of sources in making judgments.	P1 - Utilise diagnostic and creative skills in a range of technical, professional or management functions P2 - Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	A1 - Perform tasks involving planning, design, and technical skills, and involving some management functions A2 - Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes A3 - Work under the mentoring of senior qualified practitioners A4 - Deal with ethical issues, seeking guidance of others where appropriate.	C1 - Use a range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example: C2 - Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences C3 - Participate in group discussions about complex subjects; create opportunities for others to contribute C4 - Use a range of IT applications to support and enhance work C5 - Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

Retrieved from: https://www.hkqf.gov.hk/filemanager/en/content_13/HKQF_GLD_e.pdf

It should be noted that some of the HKQF descriptors not marked in this table, such as A3 "Work under the mentoring of senior qualified practitioners", are in fact covered by specific courses such as the Final Year Project and others that have significant components of supervised research.

The use of assessment rubrics which are aligned with course outcomes and programme outcomes provides additional assurance that graduates from the programme have met the required academic standards (i.e., they are not measured against artificially imposed grading norms).

5   Level of Award

Students who fulfil the graduation requirements will be awarded a BSc. Honours Degree with one classification. These are given according to students' Cumulative GPA on all courses and University distribution guidelines. There is a minimum Cumulative GPA for each class below which a student will not be given the classification concerned, as follows:

Honours Degree Classification	Minimum Cumulative GPA
First Class Honours	3.50
Upper Second Class Honours	3.00
Lower Second Class Honours	2.50
Third Class Honours	2.00
Pass	1.67

The graduates of the programme will achieve HKQF Level 5. The mapping of the PLOs against the Generic Level Descriptors (GLDs) of HKQF Level 5 is given as follows:

GLD Domain	GLDs (HKQF – Level 5)																
	K						P		A				C				
PLOs	K1	K2	K3	K4	K5	K6	P1	P2	A1	A2	A3	A4	C1	C2	C3	C4	C5
1. Recognize the fundamental principles and practical applications of data science, especially in the domains of Science, Social Science, Arts and Business							√	√				√					
2. Describe and effectively apply the data science process and techniques to problem solving		√		√		√	√	√	√	√		√	√			√	√
3. Apply critical thinking skills to analyse problems and provide data/information/knowledge for decision making	√		√		√			√							√		
4. Formulate problems creatively as data science problems	√		√				√	√	√						√		
5. Recognize and use computational, mathematical, statistical and modelling methods in data science		√								√			√			√	√
6. Collect, store, manage, process, analyse and visualise data from different data sources with various characteristics	√	√	√	√		√							√			√	√
7. Evaluate and validate the results obtained in a data science process		√		√	√	√							√			√	
8. Deliver findings and communicate with different stakeholders with diverse backgrounds				√						√	√		√	√			√
9. Implement and deploy recommendations in different kinds of information systems and/or intelligent systems		√	√		√				√		√		√		√	√	

GLD Domain	GLDs (HKQF – Level 5)																
	K						P		A				C				
Learning outcomes of	K1	K2	K3	K4	K5	K6	P1	P2	A1	A2	A3	A4	C1	C2	C3	C4	C5
Core curriculum courses	√	√	√	√	√	√				√		√	√		√		√
Language enhancement courses														√	√		
Innovation and Technology Fund Programme																√	√

GLDs for HKQF – Level 5

K – Knowledge and Intellectual Skills
- K1 Generate ideas through the analysis of abstract information and concepts
- K2 Command wide ranging, specialised technical, creative and/or conceptual skills
- K3 Identify and analyse both routine and abstract professional problems and issues and formulate evidence-based responses
- K4 Analyse, reformat and evaluate a wide range of information
- K5 Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues
- K6 Draw on a range of sources in making judgements

P – Processes
- P1 Utilise diagnostic and creative skills in a range of technical, professional or management functions
- P2 Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes

A – Application, Autonomy and Accountability
- A1 Perform tasks involving planning, design, technical skills and some management functions
- A2 Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes
- A3 Work under the mentoring of senior qualified practitioners
- A4 Deal with ethical issues, seeking the guidance of others where appropriate

C – Communication, IT and Numeracy
- C1 Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:
- C2 Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences
- C3 Participate in group discussions about complex subjects and create opportunities for others to contribute
- C4 Use a range of IT applications to support and enhance work
- C5 Interpret, use and evaluate numerical and graphical data to achieve goals/targets

6 Consistency Between Programme Standards and Those Articulated for the University

Lingnan University's academic standards are realised by means of benchmarking, review and assessment. In terms of benchmarking, Lingnan's ideal graduate attributes have been developed to reflect the parameters of the HKQF while upholding the distinct nature of the liberal arts education provided by the University.

The programme is developed with reference to both the Lingnan graduates attributes and the relevant GLDs contained within the HKQF (Level 5) for the Honours Bachelor's degree. In Sections 4 and 5, it can be observed that the Lingnan graduate attributes and the relevant GLDs can be achieved by many of the programme's PLOs.

The University invites world-class academic experts in the fields of data science, artificial intelligence and data mining to join the programme validation panel to benchmark, review and assess the programme in the context of Lingnan's ideal graduate attributes and the relevant HKQF parameters to ensure that the programme achieves the academic standards of the University.

Given this emphasis on benchmarking in the process of programme development, review and quality assurance and enhancement, the University is well placed to emphasise the Outcome-Based Approach to Teaching and Learning. Table 9.3 shows that all courses clearly reflect one or more of the programme-level outcomes to the extent that all of the programme-level learning outcomes are addressed by the overall programme curriculum. In each of the courses, assessment tasks are clearly designated to measure the attainment of one or more course learning outcomes, such that all graduates from the programme are measured against the course learning outcomes and the relevant PLOs that they reflect.

Part II (Syllabuses) shows that generic and/or analytical rubrics have been developed for all courses. Consequently, the academic achievement of students is measured directly against the academic standards established for the programme and courses and not against artificially imposed grading norms.

III. **Validation Document of MA in Translation Studies** *(Extracted from P.5 – P.6, P.11, P.21 of the Validation document)*

5   Level of Award

This programme is more intellectually demanding than the BA programme in Translation offered by the Department of Translation. Aiming to train bilingual writers and researchers able to work independently in different milieus in Greater China, the proposed programme consists of courses with heavier technical and/or theoretical contents than their BA counterparts, and a number of new courses such as "Methods in Translation and Interpreting Research" and "Dissertation". The programme should therefore be at the Master of Arts level.

Level of Award

A student who has fulfilled all the requirements for graduation will be awarded an MA degree with one of the following classifications:

Degree Classification	Minimum Cumulative G.P.A
Distinction	3.50
Pass	2.67

Table 2 shows the mapping of the Programme Intended Learning Outcomes (PILOs) against Level 6 of the Generic Level Descriptors (GLDs) of the Hong Kong Qualification Framework (HKQF):

GLD Domain	GLDs (HKQF – Level 6)															
	K					P				A				C		
PLOs	K1	K2	K3	K4	K5	P1	P2	P3	P4	A1	A2	A3	A4	C1	C2	C3
1. Communicate competently in Chinese and English for academic and professional purposes	√		√			√								√	√	
2. Perform translation and other types of bilingual work independently or in a supervisory position in different milieus in Greater China: Hong Kong, mainland China, and Taiwan	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√
3. Reflect critically on the socio-cultural factors that affect the production and reception of texts in general and translated texts in particular	√		√	√	√								√	√		
4. Demonstrate an adequate understanding of the historical and current issues in translation practice and translation theory	√		√	√	√		√	√					√			
5. Conduct independent research in translation studies and related fields	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

GLDs for HKQF – Level 6

K – Knowledge and Intellectual Skills
- K1 Critically review, consolidate, and extend a systematic, coherent body of knowledge
- K2 Utilise highly specialised technical research or scholastic skills across an area of study
- K3 Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses
- K4 Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline
- K5 Deal with complex issues and make informed judgements in the absence of complete or consistent data/information

P – Processes
- P1 Transfer and apply diagnostic and creative skills in a range of situations
- P2 Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation
- P3 Conduct research, and/or advanced technical or professional activity
- P4 Design and apply appropriate research methodologies

A – Application, Autonomy and Accountability
- A1 Apply knowledge and skills in a broad range of professional work activities
- A2 Practice significant autonomy in determining and achieving personal and/or group outcomes
- A3 Accept accountability in related decision making including use of supervision
- A4 Demonstrate leadership and/or make an identifiable contribution to change and development

C – Communication, IT and Numeracy
- C1 Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists
- C2 Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software
- C3 Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work

9 Consistency Between Programme Standards and Those Articulated for the University

The programme will adopt the Outcomes-Based Approach to Teaching and Learning.

A number of intended learning outcomes are specified for each course and for the programme as a whole. In the syllabus of every course, all assessment tasks are clearly designated as measuring the attainment of one or more course learning outcomes to ensure that all course learning outcomes will be measured. The learning outcomes of each course reflect at least two of the five programme level outcomes (see Table 4), and the programme curriculum is designed in such a way that each student will have been measured against all the five programme level outcomes before he/she is allowed to graduate.

The programme intended learning outcomes have been designed to contribute to all of Lingnan's Ideal Graduate Attributes for Taught Postgraduate Level (see Table 1), and to reflect all the Level-6 parameters of Hong Kong Qualification Framework (see Table 2).

Generic and/or analytical rubrics will be developed for all courses at a later stage, which means that the academic achievement of students will be measured directly against the academic standards established for the relevant courses.

5   Level of Award

Award of Master of Science in International and Development Economics (MIDE)

The performance of students in each course is assessed by a combination of continuous (e.g. class discussions, short and long essays, analytical reports, group projects and presentations and summative assessments (mid-term and final exams, independent capstone projects). The assessment process will follow the general grading policy as prescribed by Lingnan University for post-graduate studies. To qualify for the award of Master of Science in International and Development Economics (MIDE) offered by Lingnan University, students must, where applicable:

1.   obtain 30 credits;

2.   attain a cumulative G.P.A. of 2.67 (equivalent to B-) or above; and

3.   fulfil all programme requirements.

For students enrolled in the dual degree track, 15 credits will have to be transferred from GS, CASS for LU's award. The GPA of transferred credits will not be counted and hence the double-master students would need to attain a cumulative G.P.A. of 3.50 for their Lingnan courses to get distinction and a cumulative G.P.A. of 2.67 (equivalent to B-) for graduation. For students enrolled in both single and double degree tracks, they need to attain a cumulative G.P.A. of 2.33 (equivalent to C+) for completing at least 5 courses at Lingnan University to get a Postgraduate Diploma as Intermediate Award of the Programme.

Levels of Award

Final Award

A student who has fulfilled all the requirements for graduation will be awarded a Master of Science in International and Development Economics with one of the following classifications.

Award Classification	Minimum Cumulative G.P.A
Distinction	3.50
Pass	2.67

These classifications are given according to the student's Cumulative GPA on all courses.

Intermediate Award

Students will be awarded a Postgraduate Diploma if they complete no less than five courses with a minimum GPA of 2.33 in the first term, and do not continue in the programme. Acceptance of an intermediate award implies an intention not to complete the final award.

Justification for the Level of Award

The proposed MIDE Programme fulfills all the level 6 (Master/Postgraduate Diploma/Postgraduate Certificate) generic descriptors in the Qualifications Framework stipulated by the Hong Kong Education Bureau (EDB). Please see the following mapping:

GLD Domain	GLDs (HKQF – Level 6)															
	K					P				A				C		
PLOs	K1	K2	K3	K4	K5	P1	P2	P3	P4	A1	A2	A3	A4	C1	C2	C3
1. Explain and assess key theories and frameworks in international development economics	√	√			√	√	√							√	√	
2. Apply relevant theories and knowledge to tackle problems in international development economics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3. Evaluate and inform debates on international development economics	√	√	√	√	√	√		√		√			√	√	√	
4. Design and carry out research on international development economics, and derive recommendations accordingly	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√

GLDs for HKQF – Level 6

K – Knowledge and Intellectual Skills
- K1 Critically review, consolidate, and extend a systematic, coherent body of knowledge
- K2 Utilise highly specialised technical research or scholastic skills across an area of study
- K3 Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses
- K4 Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline
- K5 Deal with complex issues and make informed judgements in the absence of complete or consistent data/information

P – Processes
- P1 Transfer and apply diagnostic and creative skills in a range of situations
- P2 Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation
- P3 Conduct research, and/or advanced technical or professional activity
- P4 Design and apply appropriate research methodologies

A – Application, Autonomy and Accountability
- A1 Apply knowledge and skills in a broad range of professional work activities
- A2 Practice significant autonomy in determining and achieving personal and/or group outcomes
- A3 Accept accountability in related decision making including use of supervision
- A4 Demonstrate leadership and/or make an identifiable contribution to change and development

C – Communication, IT and Numeracy
- C1 Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists
- C2 Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software
- C3 Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work

6 Consistency Between Programme Standards and Those Articulated for the University

Lingnan University academic standards are realised by means of benchmarking, review and assessment. In terms of benchmarking, the Lingnan ideal graduate attributes have been developed so as to reflect the parameters of Hong Kong Qualification Framework (HKQF) while not losing the distinctive nature of the liberal arts education provided by the University. The programme has been designed with reference to the Lingnan TPg graduate attributes as well as the generic descriptors of HKQF Level 6. Accordingly, this proposed MIDE programme will offer a wide range of courses covering economic, social, political and environmental considerations. The External Academic Advisers (EAA) system will be implemented. One or two EAA(s), one local and one non-local will be appointed. One EAA, where possible, shall be from one of the University's approved benchmarking institutions for this proposed MIDE programme to ensure that the programme standards are consistent with those articulated for the University.

In each of the courses, assessment tasks are then clearly designated as measuring the attainment of one or more course learning outcomes such that all who graduate from a particular programme have been measured against course learning outcomes and the relevant programme learning outcomes that they reflect. Generic and/or analytical rubrics have been developed for all courses in the Lingnan programme portfolio which means that the academic achievement of students is measured directly against the academic standards established for the relevant programmes and courses and not against artificially imposed grading norms.

In addition, this MIDE Programme provides multiple formal and informal channels for the students to give feedback and suggestions. Student representatives are invited to meetings and encouraged to express their opinions with teaching staff members. The Staff-Student Consultation Committee meets at least twice a year to solicit student feedback. Exemplifying the culture of a liberal arts university, all Programme staff, from Programme Director to administrative staff, embraces an open-door policy for maximum communication. Following the University practice, Course Teaching and Learning Evaluations are conducted for all courses. Last but not least, a graduate survey is conducted every year to assess the quality and overall learning outcomes of the whole Programme.

V. **Validation Document of Doctor of Policy Studies** *(Extracted from P.14 – P.17, P.32 of the Validation document)*

5   Level of Award

Award of Doctor of Policy Studies (DPS)

To be eligible for the award of the degree of Doctor of Policy Studies, students shall

a) complete the curriculum and satisfy the examiners in the coursework requirements for the degree as set out in the syllabuses;

b) complete, to the satisfaction of the examiners, a thesis; and

c) satisfy the examiners at the oral examination.

Graduation

For graduation, students are required to complete a total of 9 courses (including four core courses, four experiential learning courses, one elective course) and one dissertation (40,000 – 50,000 words) amounting to 36 credits as specified in the programme curriculum (See Section 9: Programme Design and Structure). The minimum cumulative GPA requirement for graduation will be 2.67 for the DPS Programme. The Cumulative GPA requirement receiving a distinction will be 3.67 or above for the DPS Programme.

Justification for the Level of Award

The proposed DPS Programme fulfils all the level 7 (Doctorate degree qualifications) generic descriptors in the Qualifications Framework stipulated by the Hong Kong (HKQF) Education Bureau (EDB) (Table 3).

GLD Domain	GLDs (HKQF – Level 7)																
	K				P		A					C					
PLOs	K1	K2	K3	K4	P1	P2	A1	A2	A3	A4	A5	C1	C2	C3	C4	C5	
1. Demonstrate a broad practical knowledge, understanding and competence in the field of policy studies	√	√										√	√				
2. Develop insights into research skills and practices in the policy studies field and demonstrate readiness to make a difference in the professional context	√	√	√	√	√		√				√	√	√		√	√	
3. Apply relevant theories and knowledge to address, analyse and propose policy responses to a broad range of policy issues	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	
4. Develop policy analyses expertise from international and comparative perspectives	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	

GLDs for HKQF – Level 7

K – Knowledge and Intellectual Skills

K1 Demonstrate and work with a critical overview of a subject or discipline, including an evaluative understanding of principal theories and concepts, and of its broad relationships with other disciplines

K2 Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information

K3 Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information

K4 Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships

P – Processes

P1 Demonstrate command of research and methodological issues and engage in critical dialogue

P2 Develop creative and original responses to problems and issues in the context of new circumstances

A – Application, Autonomy and Accountability

A1 Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances

A2 Demonstrate leadership and originality in tackling and solving problems

A3 Accept accountability in related decision making

A4 High degree of autonomy, with full responsibility for own work, and significant responsibility for others

A5 Deal with complex ethical and professional issues

C – Communication, IT and Numeracy

C1 Strategically use communication skills, adapting context and purpose to a range of audiences

C2 Communicate at the standard of published academic work and/or critical dialogue

C3 Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands

C4 Use a range of software and specify software requirements to enhance work, anticipating future requirements

C5 Critically evaluate numerical and graphical data, and employ such data extensively

6 Consistency Between Programme Standards and Those Articulated for the University

Lingnan University academic standards are realised by means of benchmarking, review and assessment. In terms of benchmarking, the Lingnan ideal graduate attributes have been developed so as to reflect the parameters of Hong Kong Qualification Framework (HKQF) while not losing the distinctive nature of the liberal arts education provided by the University. The proposed programme is developed with reference to both the Lingnan graduates attributes (Table 2) and the relevant generic level descriptors contained within the HKQF (Table 3).

Given the University's emphasis on benchmarking, the External Academic Advisers of the proposed programme include at least one senior academic from one of the University's approved benchmark partners. On the other hand, given this emphasis on benchmarking in the process of programme development, review and quality assurance and enhancement, the courses included in the proposed programme all align with the Programme Intended Learning Outcomes (Table 1).

In each of the courses, assessment tasks are clearly designated as measuring the attainment of one or more course learning outcomes such that all who graduate from the proposed programme have been measured against course learning outcomes and the relevant programme learning outcomes that they reflect.

Generic and/or analytical rubrics have been developed for all courses in the proposed programme which means that the academic achievement of students is measured directly against the academic standards established for the programme and courses and not against artificially imposed grading norms.

Details of the Postgraduate Writing Enhancement Programme

To help TPg students fulfill the concerned requirement and produce writing assignments that are up to the expected postgraduate standard, the Division of Graduate Studies continues to organise the Postgraduate Writing Enhancement Programme for all incoming TPg students. The Postgraduate Writing Enhancement Programme consists of two lectures. Details are shown as follows:

Lecture 1	Academic Writing and Plagiarism
Topics	Types of Academic Writing, Citation Styles, Source Evaluation, Turnitin, and etc.
Speaker	Mr. Simon Burfoot (MA in TESOL and Applied Linguistics), Senior Instructor, Centre for English and Additional Languages (CEAL)
Lecture 2	Researching and Writing at Postgraduate Level
Topics	Design, Structure, Language, Style and etc. of Postgraduate Academic Writing
Speaker	Mr. Simon Burfoot (MA in TESOL and Applied Linguistics), Senior Instructor, Centre for English and Additional Languages (CEAL)
No. of participants	324

Summary of Science Unit Course Enrolment and Student Feedback

No.	Course Title	Enrolment						Students' Comments from CTLE
		2015-16		2016-17		2017-18		
		T1	T2	T1	T2	T1	T2	
1	CLD9008 Life Sciences: The way life works	35	33	35	35	35	35	- His teaching is vivid and he motivated us much in order to understand and build our interest to learn biology. He is funny and caring. (T1, 2015-16) - Teacher is patient and the contents are very interesting. (T2, 2015-16) - I really enjoyed this lesson. I like the in-class activities a lot. (T1, 2016-17) - Xoni is a good teacher. This course also is useful and funny. (T2, 2016-17)
2	CLD9012 Natural Disasters: Science and Society	35	34	35	35	35		- He has a good style of teaching. (T1, 2015-16) - Professor is a good teacher that he always thinks of interactive activities in our class. (T1, 2016-17) - Professor really teaches us well. I love his lesson and never skip his class. (T1, 2016-17) - The interactive activities provided by the professor can help stimulation. (T1, 2016-17)
3	CLD9015 Understanding Evolution	26	69	26			32	- I love the activities/labs done in lessons; they are interesting and really help me with learning. (T2, 2015-16) - It's a very good experience to learn about the evolution theory. We got a lot of discussions in class as well so it's quite an interesting lesson in an liberal arts college! (T1, 2016-17) - Very creative, interesting and useful lab class. (T1, 2016-17) - The in-class activities are really great and boost my interest in those topics. I found the things I learnt in it are useful, even for my major study-philosophy. (T1, 2016-17)
4	CLD9017 Ecology: The Science of Environmental Issues		34	35	33		32	- It increases my interests towards environmental protection a lot. I think it is a meaningful course. (T1, 2016-17) - Mark is extremely passionate. He provides great flexibility and freedom and at the same time gives us useful comments and encourage us a lot for our service-learning project. Really impressed by him and his effort in teaching. He attends every class hold by us for the service-learning project! He makes the class interesting and teaches us many factual and comprehensive knowledge on what is happening in our environment now. He is very knowledgeable. (T1, 2016-17)

No.	Course Title	Enrolment						Students' Comments from CTLE
		2015-16		2016-17		2017-18		
		T1	T2	T1	T2	T1	T2	
5	CLD9018 Natural History of Hong Kong				7	12		- This course was the best course I took here at Lingnan. I enjoyed incorporating fieldtrips which helped me learn hands-on experience. (T2, 2016-17) - A very interesting and inspiring course. (T2, 2016-17) - Lectures and field trips of the course broaden my knowledge and interest towards the environment of HK. Got to know more about different species and their living habit. (T2, 2016-17)
6	CLD9022 The Process of Science					21	18	- Good. I hope this course will replace the CCC course in the future. (T1, 2017-18) - Professor McGinley is very passionate and dedicated to teach the knowledge of science to students. He always thinks of different ways and materials to draw students' attention and arouse students' interests towards science. I admire his teaching attitude very much. And he is very willing to teach and response to students' questions. Nice! (T1, 2017-18)
7	CLD9024 Mapping Our Changing World					34	19	- Professor is super nice and prepares well for classes. (T1, 2017-18)
8	CLD9025 Climate Change and Human Health					33	68	- 教學生動，field trip 好玩，令學生增廣見聞。(T1, 2017-18)

(as of 11 Apr 2018)

Numbers of Research-Track Appointments and Teaching-Track Appointments

Research-Track Appointments	2016 – 17 academic year	2017 – 18 academic year	Grand Total
Research Professor	-	1	1
Research Associate Professor	1	-	1
Research Assistant Professor	1	4	5
Postdoctoral Fellow	3	1	4
Grand Total	5	6	11

Teaching-Track Appointments	2016 – 17 academic year	2017 – 18 academic year	Grand Total
Professor of Teaching	1	-	1
Associate Professor of Teaching	1	3	4
Assistant Professor of Teaching	2	-	2
Grand Total	4	3	7

Mapping of Programme Intended Learning Outcomes with Lingnan's Graduate Attributes

For undergraduate programmes, the mapping between programme intended learning outcomes for each of the Major programmes and the University's graduate attributes is given below. It should be highlighted that the achievement of graduate attributes is not solely through academic studies in the Major programmes, but also through other components in the curricula, *inter alia*, Core Curriculum, English and Chinese language enhancement and free elective courses, and other learning and co-curricular programmes, *inter alia*, the Information Technology Fluency Programme, Integrated Learning Programme, service-learning experiences, hostel life and exchange experiences.

BA Chinese

Graduate Attributes	Learning Outcomes
Knowledge:	
• strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) • a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications • proficiency in information technology	• acquire sound knowledge of Chinese language and writing, classical and modern Chinese literature as well as Chinese literary criticism. 獲得中國語文、寫作、古典文學、現代文學及文學批評的有關知識
Skills:	
• excellent interpersonal communication ability • strong analytic competence and a capacity for independent critical thinking • creative and sound problem-solving and planning capabilities	• possess sound Chinese language and writing skills as well as analytical ability in literary appreciation of the Chinese literature 具備良好的中國語文和寫作技巧，以及具備分析及欣賞中國文學的能力
Attitudes:	
• commitment to involvement in and service to the community • an international outlook and an ability to understand problems from various cultural perspectives • tolerance, integrity, civility and a sense of personal responsibility when interacting with others • a desire for life-long learning	• openness to share virtues of a liberal arts education such as aesthetic appreciation, openness to new perspectives as well as critical and analytical thinking. 擁有博雅教育所提倡的美學欣賞、勇於接受新觀點及分析性思維等優點

BA Chinese Literature, History and Philosophy (Interdisciplinary Major)

Graduate Attributes	Learning Outcomes
Knowledge:	
• strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese)	• write eloquently in both Chinese and English
• a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications	• able to understand Chinese civilization and culture from a variety of disciplinary perspectives
• proficiency in information technology	
Skills:	
• excellent interpersonal communication ability	
• strong analytic competence and a capacity for independent critical thinking	• analyze written texts
• creative and sound problem-solving and planning capabilities	• devise and complete an independent, interdisciplinary research project
	• construct an argument and support it with appropriate evidence
Attitudes:	
• commitment to involvement in and service to the community	
• an international outlook and an ability to understand problems from various cultural perspectives	
• tolerance, integrity, civility and a sense of personal responsibility when interacting with others	
• a desire for life-long learning	

BA Film and Media Studies (Interdisciplinary Major)

Graduate Attributes	Learning Outcomes
Knowledge:	
• strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) • a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications • proficiency in information technology	• effectively communicate, both orally and in written form, about one's applications, comparisons, analyses, and evaluations • To apply a range of concepts commonly used in film and media studies, such as media effects theory, 'representation', 'audience reception theories', 'political economy', and concepts relating to film style (e.g. 'German expressionism') and film production (e.g. 'montage')
Skills:	
• excellent interpersonal communication ability • strong analytic competence and a capacity for independent critical thinking • creative and sound problem-solving and planning capabilities	 • analyze and evaluate, from an interdisciplinary perspective, both individual works and general trends in a variety of visual media
Attitudes:	
• commitment to involvement in and service to the community • an international outlook and an ability to understand problems from various cultural perspectives • tolerance, integrity, civility and a sense of personal responsibility when interacting with others • a desire for life-long learning	 • To relate theories and approaches in film and media studies to particular examples/cases from different parts of the world

BA Student-designed Major

Graduate Attributes	Learning Outcomes#
Knowledge:	
• strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) • a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications • proficiency in information technology	• devise and complete an independent research project
Skills:	
• excellent interpersonal communication ability • strong analytic competence and a capacity for independent critical thinking • creative and sound problem-solving and planning capabilities	• analyze written texts • construct an argument and support it with appropriate evidence
Attitudes:	
• commitment to involvement in and service to the community • an international outlook and an ability to understand problems from various cultural perspectives • tolerance, integrity, civility and a sense of personal responsibility when interacting with others • a desire for life-long learning	

\#   Additional learning outcomes as agreed between student and supervisor may be included.

BA Cultural Studies

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes: **Knowledge** **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology **Skills** **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities **Attitudes** **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	The two overarching aims of our 4-year programme are: A) To produce citizens with cross-disciplinary cultural knowledge and cultural research skills; B) To educate our graduates with critical and practical knowledge that would be applicable to a diverse range of cultural employment opportunities, including media and cultural industries, education, business, public services and community work. The programme learning outcomes remain well-articulated with the two overarching aims stated above, as well as the University Graduate Attributes. BACS graduates are expected to acquire: 1. skills in critical writing and judgment, and media and textual analysis – **K1, K2, S1, S2** 2. a capacity for creative thinking in applied cultural scenarios – **S2, A1, A2, A4** 3. skills in cross-cultural communication and self-reflexive analysis – **K1, K2, S1, S2, A1, A2, A3, A4** 4. tools for the conceptualization and execution of cultural engagement, planning and management – **K2, S2, S3, A2**

BA Contemporary English Studies

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	The learning outcomes of our programme can be mapped onto the University Graduate Attributes in the following way:
Knowledge **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology	1) Students will be able to understand authentic written, spoken and multimodal texts and to speak and write fluent and correct English in a wide variety of styles and media: **K1, K2, S1, S2, S3, A2, A3** 2) Students will have developed a theoretical understanding of the linguistics of the English language and the varieties of its use in cultural, social and developmental contexts: **K1, K2, S1, S2, S3, A2, A3** 3) Students will have acquired the tools of linguistic analysis and will be able to apply them to a wide range of texts: **K1, K2, K3, S1, S2, S3, A2, A3**
Skills **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities	4) Students will be able to read, understand and critically assess sophisticated works of literature written in English: **K1, K2, S1, S2, S3, A2, A3**
Attitudes **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	5) Students will possess the ability to structure and present information and arguments in both verbal and written contexts, using IT where appropriate: **K3** 6) Students will have a basic understanding of the principles of academic research, including the interpretation and communication of research findings: **K1, K2, K3, S1, S2, S3, A2, A3** 7) Students will be able to reflect on and analyse critically the cultural worlds that have shaped them and to express reflective insights in verbal and written forms: **K1, K2, K3, S1, S2, S3, A1, A2, A3, A4**

BA History

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and values) in mind:
Knowledge **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology	**Knowledge** Graduates of the programme will be able to: ● demonstrate an understanding of key events and processes in World and Chinese History – **K2, K3, A1, A2, A3, A4** ● write proficiently in English – **K1, S2, A4** ● speak effectively in English– **K1, S1, A4**
Skills **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities	**Skills** Graduates of the programme will be able to apply technical and other specific skills (e.g. numerical, linguistic, information technology, research, presentation and writing skills) to: ● formulate analytical historical questions – **S2, A4** ● articulate compelling arguments – **S1, S2, A4** ● use relevant evidence, citing it properly – **S3, A4** ● evaluate and analyse primary sources – **S2, S3, A4** ● evaluate and analyse secondary sources – **S2, S3, A4** ● effectively structure a written text –**S2, S3, A4**
Attitudes **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	**Values** Graduates of the programme will exhibit: ● demonstrate an understanding of key events and processes in World and Chinese History – **A1, A2, A3, A4, K2, K3** ● formulate analytical historical questions – **A4, S2** ● articulate compelling arguments – **A4, S1, S2** ● use relevant evidence, citing it properly – **A4, S3** ● evaluate and analyse primary sources – **A4, S2, S3** ● evaluate and analyse secondary sources – **A4, S2, S3** ● effectively structure a written text –**A4, S2, S3** ● write proficiently in English – **A4, K1, S2** ● speak effectively in English – **A4, K1, S2**

BA Philosophy

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	The BA (Hons) Philosophy Programme is structured with the following learning outcomes, which promote achievement of the university graduate attributes:
Knowledge	
K1. strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2.** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3.** proficiency in information technology	Graduates of the programme will be able to: 1. recognize assumptions and conceptual relations and gather and organize information **(K1, K2, S1, S2, S3)** 2. understand difficult tasks and determine key relevant arguments and issues **(K2, K3, S2, S3)** 3. detect ambiguity, vagueness, inconsistency, and argumentative fallacies using logical machinery where appropriate **(K2, K3, S2)** 4. write and speak on complex topics with clarity and precision **(K1, S1)** 5. manifest foundational knowledge of philosophical traditions, arguments, and problems **(K1, K2, K3, S2, S3)**
Skills	
S1. excellent interpersonal communication ability **S2.** strong analytic competence and a capacity for independent critical thinking **S3.** creative and sound problem-solving and planning capabilities	Graduates of the programme will be able to exploit the following skills both within and outside of the university or other educational institutions: 1. analytic and critical thinking abilities **(A2, K2, S1, S2, S3)** 2. comprehensive and interpretative skills **(A3, K2, K3, S1, S2, S3)** 3. communicative skills **(K1, K2, S1)**
Attitudes	
A1. commitment to involvement in and service to the community **A2.** an international outlook and an ability to understand problems from various cultural perspectives **A3.** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4.** a desire for life-long learning	Graduates of the programme will demonstrate: 1. the ability to recognize and find solutions to different aspects of issues and problems **(A1, A2, S2, S3)**. 2. the merit of his or her desired life values **(A2, A3, A4, S2, S3)** 3. an open-minded attitude to new ideas and perspectives **(A2, A3, A4, S2, S3)** 4. the ability to pursue further studies in philosophy in Hong Kong or overseas **(A2, A4, S1, S2, S3)**

BA Translation

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and values) in mind:
Knowledge **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology	**Knowledge** Graduates of the programme will be able to: ● Demonstrate a high level of competence and fluency in spoken and written Chinese – **[K1, K2]** ● Demonstrate a high level of competence in spoken and written English – **[K1, K2]** ● Demonstrate an understanding of the key skills, methods and techniques used in translation studies – **[K1, K2, K3]**
Skills **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities	**Skills** Graduates of the programme will be able to apply technical and other specific skills to: ● Translate a variety of texts from Chinese into English, and English into Chinese – **[S2, S3]** ● Carry out basic tasks of oral interpretation from Chinese into English, and English into Chinese – **[S2, S3]** ● Perform translation or other types of bilingual work in different milieus in Greater China: Hong Kong, Taiwan, and the PRC. – **[A2, S2, S3]** ● Position themselves to take up future leading roles in society due to their improved understanding of Chinese and other cultures and civilizations. – **[K2, A1, S1, S2, S3]**
Attitudes **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	**Values** Graduates of the programme will: ● Demonstrate a capacity to understand some of the differences and similarities in the cultural, political and linguistic environments which affect translation between Chinese and English – **[K2, A2]** ● Demonstrate a capacity for independent study and research and for the formulation and presentation of ideas – **[K3, A2, A4]** ● Demonstrate sound judgment, critical discernment and analytical abilities for the future workplace, so that they can tackle social, cultural, moral and ethical problems rationally and, ultimately, act responsibly in the world. – **[A1, A2, A3]**

BA Visual Studies

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	Our programme is structured with the following learning outcomes in mind:
Knowledge **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology	● Understanding the developments in the Western visual arts (painting, sculpture, printmaking, architecture, design, photography, film and graphic arts) from Antiquity through to the twentieth century and the contemporary period – **K2, A2** ● Having an understanding of a full spectrum of visual arts in China, ranging from calligraphy, painting, jade, bronze, ceramics, and murals to seal carving, all in their historical, aesthetic, and socio-cultural contexts – **K2, A2**
Skills **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities	● Having an understanding of the development and specificity of Hong Kong visual arts and cultures (including design, architecture and the built environment, public and community arts, fashion, and film) – **K2** ● Having the ability to analyse various types of visual culture, to assess the relative merits of different approaches in aesthetics, art history and film studies, to articulate a cogent research project, to develop a sustained and well-reasoned argument, and to anticipate objections to it – **K1, K2, S1, S2**
Attitudes **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	● Having the ability to design and execute an artistic project, to reflect cogently on the outcomes of such a project, and to articulate strategies for future practice –**S3, A3** ● Being able to grasp and articulate the contributions that art makes to society and the well-being of its members – **K1, S1, A1** ● Understanding the sociological and institutional dimensions of the art world, including the workings of museums and the principles of curatorial practice, and being well equipped to work effectively in related fields – **K2, A3**

BBA and BBA-Risk and Insurance Management

Graduate Attributes	Learning Outcomes
Knowledge (K1) strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) (K2) a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications (K3) proficiency in information technology	Knowledge ● LG1 Students have good communication skills. ● LG3 Working alone or in teams, students are able to adopt holistic view of business in strategic analysis and take account of multiple functions in strategic problems. ● LG9 Students are competent at quantitative analysis for business decision-making. ● LG10 Students are able to apply techniques of accounting to generate information for business decision. ● LG2 Students are literate in IT knowledge and skill.
Skills (S1) excellent interpersonal communication ability (S2) strong analytic competence and a capacity for independent critical thinking (S3) creative and sound problem-solving and planning capabilities	Skills ● LG6 Students are able to think critically. ● LG3 Working alone or in teams, students are able to adopt a holistic view of business in strategic analysis and take account of multiple functions in strategic problem. ● LG5 Students are able to think creatively. ● LG9 Students are competent at quantitative analysis for business decision-making. ● LG11 Students are able to analyze financial planning models to generate information for business decisions.
Attitudes (A1) commitment to involvement in and service to the community (A2) an international outlook and an ability to understand problems from various cultural perspectives (A3) tolerance, integrity, civility and a sense of personal responsibility when interacting with others (A4) a desire for life-long learning	Attitudes ● LG4 Students are able to analyze problems from an international and cross-cultural perspective. ● LG8 Students are able to think strategically in an international context. ● LG7 Students are able to demonstrate effective consideration of ethical issues in business situations.

BSocSc

Graduate Attributes	Learning Outcomes
For undergraduate programmes, the ideal Lingnan graduate will possess the following attributes in terms of knowledge, skills and attitudes:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and values) in mind:
Knowledge **K1)** strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese) **K2)** a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications **K3)** proficiency in information technology	**Knowledge** Graduates of the programme will be able to: ● recall, evaluate and apply knowledge in the disciplines of economics, political science, psychology, sociology, and social policy (i.e. basic concepts, theories, and issues) – **K1, K2, K3** ● demonstrate critical understanding of specific and more advanced knowledge in their respective Majors/Streams (i.e. theories, methodologies, and analyses) – **K2, S2, S3** ● articulate how different economic, social and political issues and phenomena in local and global societies can be analysed from different social sciences perspectives – **K1, K2, K3, S2, S3**
Skills **S1)** excellent interpersonal communication ability **S2)** strong analytic competence and a capacity for independent critical thinking **S3)** creative and sound problem-solving and planning capabilities	**Skills** Graduates of the programme will be able to apply technical and other specific skills (e.g. numerical, linguistic, information technology, research, presentation and writing skills) to: ● analyze economic, political and social issues and phenomena – **K2, S2, S3, A1, A2** ● evaluate an argument or policy in relation to specific economic, political, psychological and social issues – **K2, S2, S3, A1, A2, A3** ● reflect on and debate a range of social-economic issues from multiple perspectives – **K2, S1, S2, S3, A1, A2, A3**
Attitudes **A1)** commitment to involvement in and service to the community **A2)** an international outlook and an ability to understand problems from various cultural perspectives **A3)** tolerance, integrity, civility and a sense of personal responsibility when interacting with others **A4)** a desire for life-long learning	**Values** Graduates of the programme will exhibit: ● openness to new ideas and perspectives – **S2, S3, A2, A3, A4** ● the ability to appreciate and articulate the complexity of social life – **S2, S3, A1, A2, A3, A4** ● an informed understanding in both local and global affairs – **S2, S3, A1, A2, A3, A4**

The mapping between programme intended learning outcomes for each of the taught postgraduate programmes and the University's graduate attributes is given below.

MA in Chinese

Graduate Attributes	Learning Outcomes
Graduate Attributes For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	**Learning Outcomes** Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Upon graduation, students are expected to: - obtain a solid grounding in Chinese that will ensure an in-depth understanding and appreciation of the classical and modern Chinese literature –**K1** - build a solid foundation for pursuing further postgraduate studies such as doctoral degrees –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Upon graduation, students are expected to: - possess a sharpened sensitivity to the Chinese language –**S3** - acquire requisite knowledge and research methodology to conduct independent research in Chinese literature –**S1, S2** - develop an independent mind and a wider horizon –**S2**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Attitude** Upon graduation, students are expected to: - take a broader view of Chinese literature and its place in the global culture, in a comparative perspective with other bodies of knowledge and forms of arts –**A1**

MA in Practical Philosophy

Graduate Attributes For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Learning Outcomes On completion of this programme, students are expected to:
Knowledge	
K1) current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	- be able to identify and analyze the arguments used in public debates about practical political, social, and moral questions **–K1** - be able to make sensible value judgments and become morally sensitive and responsible **–K1**
Skills	
S1) ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	- be able to identify and analyze the arguments used in public debates about practical political, social, and moral questions. This will make them resource persons for the community in the discussion of such questions and enable them to contribute sound arguments to public areas **–S1, S2, S3**
Attitudes	
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	- be able to articulate the factors that constitute an ideal life of their own **–A1**

Master of Cultural Studies

Graduate Attributes For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Learning Outcomes Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will able to: - demonstrate a refinement of the professional and cultural resources they already have to better analyze and evaluate the complex processes of cultural work and production today –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will able to: - demonstrate a refinement of the professional and cultural resources they already have to better analyze and evaluate the complex processes of cultural work and production today –**S1** - identify and assess the constraints and potentials, as well as new challenges and emergent problems, of their respective professional practices in the rapidly changing contemporary context –**S2, S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Attitude** Graduates of the programme will able to: - demonstrate a refinement of the professional and cultural resources they already have to better analyze and evaluate the complex processes of cultural work and production today –**A1**

Master of Accountancy

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will able to: - demonstrate extensive, in-depth and current knowledge of accounting theory and practice in the international and local accountancy fields **–K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will able to: - integrate and apply their knowledge of accountancy in problem solving and decision making in an ever-changing business environment **–S1** - develop and enhance their analytical skills to be able to critically analyze and question existing knowledge and practice in accounting-related fields **–S2** - have good communication skills **–S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Values** Graduates of the programme will able to: - identify and demonstrate effective judgment of ethical issues in accounting practices **–A1**

MSc in eBusiness and Supply Chain Management

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and values) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - solve complex supply chain problems in an eBusiness environment – **K1** - apply suitable managerial strategies and skills to integrate supply chains with information technologies in the international and global context –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - think critically and innovatively in solving complex supply chain problems in an eBusiness environment –**S1, S2** - use proper information technologies to improve the performance of an organization within a supply chain –**S3** - apply suitable managerial strategies and skills to integrate supply chains with information technologies in the international and global context –**S1, S2, S3**

Attitude	**Values**
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	Graduates of the programme will be able to: - apply suitable managerial strategies and skills to integrate supply chains with information technologies in the international and global context **–A1** - initiate and develop online and mobile business functions that exist in a supply chain **–A1**

MSc in Finance

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes in mind:
Knowledge **K1**) current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - demonstrate knowledge of the functions and operation of financial institutions and of how financial services benefit firms and individuals **– K1**
Skills **S1**) ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2**) competence in critical and creative thinking **S3**) capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - analyze the risk and return profiles of different investments and devise suitable investment strategies **–S1, S2** - demonstrate mastery of quantitative skills in applying financial models and performing financial analysis and valuation **–S1, S2** - develop and apply risk management techniques and financial products to control exposure to risk in a global capital market **–S2, S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Values** Graduates of the programme will be able to: - explain how compliance to regulation and ethical standards in the business environment are implemented by financial institutions **–A1**

MSc in Human Resource Management and Organisational Behaviour

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1**) current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - explain the changing nature of the human resource management function and its implications for human resource policies, planning and practice –**K1** - apply skills and knowledge to managing and developing people in continuously changing environments –**K1**
Skills **S1**) ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2**) competence in critical and creative thinking **S3**) capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - think critically and innovatively in solving complex problem regarding the management and development of organisational members –**S1, S2** - apply skills and knowledge to managing and developing people in continuously changing environments –**S1, S3** - utilise organisational behaviour concepts to diagnose and resolve people management problems –**S1, S2, S3** - develop a credible performance management strategy that clearly demonstrates the contribution of the HR function to an organisation's mission –**S1, S3**

Attitude / Values	Attitude / Values
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	Graduates of the programme will exhibit the ability to: - apply sound principles of ethical conduct and social responsibility in a human resource management context **–A1**

MSc in Marketing and International Business

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - have a solid understanding of the theories and practices of marketing and international business –**K1** - have a solid understanding of international business concepts and trends –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - analyze consumer and organizational buyer behavior and its implications for marketing strategy –**S1, S2, S3** - internationalize business models and practices –**S1, S2** - apply consulting skills to undertake international marketing decisions and operations –**S1, S2, S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Values** Graduates of the programme will exhibit: - a global outlook and an understanding of cultural diversity –**A1**

MSc in International Banking and Finance

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - understand the legal and regulatory environment governing the banking and finance industry –**K1** - possess the latest theoretical and applied knowledge in international banking and finance such as resources allocation and capital budgeting, moral hazard and agency problem, asset valuation and arbitrage, risk assessment and management, pricing and using of derivatives, financial intermediation, securitisation, exchange rate determination and forecast, international monetary arrangement, economic and financial integration –**K1** - build on their solid academic background to pursue research degrees in the economics and finance areas –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - demonstrate good communication and teamwork skills to work effectively as professionals in the banking and finance industry and related government or international organizations –**S1, S2, S3** - apply their critical thinking mind and problem solving abilities to become effective decision makers –**S1, S2** - be equipped with good analytical skills –**S1, S2**

Attitude	Values
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	Graduates of the programme will exhibit: - a strong sense of professional ethics and global citizenship **–A1**

MSc in Work and Organisational Psychology

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	The MSc in Work and Organisational Psychology programme is structured with the following learning outcomes:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** - think critically in solving problems regarding the management of individual members and work teams –**K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** - implement human resource strategies to support the development of quality of work life and occupational well-being of employees –**S1, S2, S3** - make informed human resource decisions with reference to best developmental practices, organisational constraints, and environmental demands –**S1, S2, S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Attitude** - apply skills and knowledge for managing and developing people in continuously changing environments –**A1**

MSocSc in Comparative Social Policy (International)

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our Programme is designed to equip students with global perspectives in the formulation and analysis of social policies on a theoretical and practical level. It is suitable for students who intend to engage in careers in policy analysis, government and non-government organisations, private business and research organisations, at the local as well as regional and international levels.
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** The MSocSc in Comparative Social Policy (International) programme aims to: - provide students with a solid theoretical background and international perspectives to engage in the analysis of social policy issues from a comparative perspective **–K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Upon successful completion of the MSocSc in Comparative Social Policy (International) programme, students will be able to: - demonstrate knowledge and understanding of key theories and frameworks used in social policy analysis with a comparative perspective **–S1** - critically analyse local, regional and global social policy issues in key areas of social policy analysis, design, advocacy and delivery (e.g. education, health, social security, housing and social justice) **–S2** - independently design and execute social policy research, and develop evaluations and recommendations accordingly **–S3**

Attitude	Attitude
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	The MSocSc in Comparative Social Policy (International) programme aims to: - nurture students who can contribute to local, regional and global communities through engagement in research and academic dialogue **–A1** - develop and build a network of international scholars and students dedicated to the study and research of comparative social policy issues **–A1**

MA in International Higher Education and Management

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	Our programme is structured with the following learning outcomes (in the three spheres of knowledge, skills and attitude) in mind:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** Graduates of the programme will be able to: - explain and assess key theories and frameworks in international higher education management –**K1, S3**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** Graduates of the programme will be able to: - apply relevant theories and knowledge to tackle problems in international higher education management –**K1, S1, S2** - evaluate and inform debates on international higher education and governance –**K1, S1, S2, S3**
Attitude **A1)** commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	**Values** Graduates of the programme will exhibit: - design and carry out research on international higher education management, and derive recommendations accordingly –**A1, K1, S1, S2, S3**

Postgraduate Diploma in Business

Graduate Attributes	Learning Outcomes
For taught postgraduate programmes, Lingnan graduates are expected to possess the following attributes in terms of knowledge, skills and attitude:	The Postgraduate Diploma in Business Programme is designed to equip Bachelor's degree holders with advanced English language academic and analytical skills, and a solid foundation of business knowledge required to study a business-related Master's degree programme. The learning outcomes and related mapping with University Graduate Attributes are as follows:
Knowledge **K1)** current, in-depth theoretical and practical comprehension of a specific discipline area, as well as of a broad range of general and related areas	**Knowledge** - apply advanced English language academic skills, and a solid conceptual and analytical background in business to handle related academic studies at the Master's level **–K1** - employ quantitative and research concepts and techniques to analyse a wide range of complex business issues, interpret findings, and prepare reports **–K1**
Skills **S1)** ability to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems **S2)** competence in critical and creative thinking **S3)** capacity to articulate ideas clearly and coherently both in written and oral forms	**Skills** - apply analytical and problem-solving skills to make business decisions and recommend solutions for complex business issues **–S1, S2** - integrate a solid foundation of business theories with professional knowledge to critically evaluate real-world business environments and formulate corporate strategies **–S1, S2** - demonstrate advanced skills in communicating complex academic and business views and analyses effectively **–S3**

| **Attitude**	**Attitude**
A1) commitment to applying the knowledge acquired in the chosen field or conducting research in an ethical and socially responsible manner	- apply analytical and problem-solving skills to make business decisions and recommend solutions for complex business issues **–A1** - integrate a solid foundation of business theories with professional knowledge to critically evaluate real-world business environments and formulate corporate strategies **–A1**

Assessment guidelines for Lingnan University

As one part of a complex system of interactions between teachers and students, assessment is an integral part of the educational process. Fair, transparent and effective assessment helps to ensure quality learning, provide evidence of the achievement of student learning outcomes, and discriminate between different levels of student academic performance. Striving for effective, consistent, fair and transparent assessment at all levels is essential for the continuous improvement of the educational experience of students at Lingnan University.

An outcome-based approach to teaching and learning (OBATL) is grounded in a set of pedagogical and institutional values and principles that articulate clearly stated "intended learning outcomes" (ILOs) with a set of assessment tasks (methods) for measuring them (see Figure 1). OBATL argues that teaching and learning are most effective if they are based upon a high level of mutual awareness between teachers and students.

This document outlines some well-established best practices for continually improving alignment between assessment and the intended learning outcomes in all courses and programmes of the University.

Figure 1: Curriculum Alignment (adapted from Biggs, 1999, p 27)

Curriculum alignment is a matter of learning and teaching activities, including assessment methods, being aligned with the intended learning outcomes.

Learning and teaching activities **Designed to meet learning outcomes**	⇨ ⇨	**Intended learning outcomes (ILOs)**	⇦ ⇦	**Assessment methods** **Designed to assess learning outcomes**
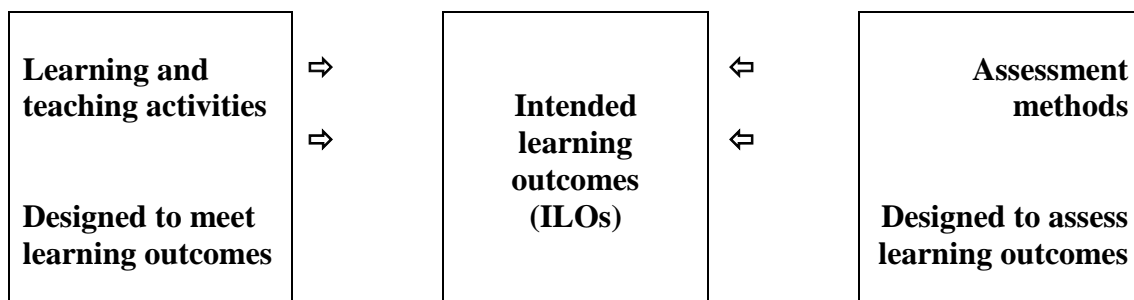
General principles for effective assessment

1. These assessment guidelines are based upon the principles inherent in good teaching practice. They aim to ensure that for a degree programme :

    (a) assessment tasks are aligned with its ILOs and those of the constituent courses;
    (b) its students understand in advance what is expected of them in the programme;
    (c) fairness is upheld in the administration of assignments and assessment tasks in all courses of the programme; and
    (d) evidence is available for (a-c) above for the purpose of quality assurance and enhancement.

    The guidelines affirm the teacher's academic freedom in constructing and delivering the course content, while recognizing that the taught curriculum is fundamental to the student experience and should align well with the goals of the individual programme and the University as a whole. This helps the University to justify clearly the alignments among

the intended learning outcomes set by each programme and its constituent courses, the discipline-specific contents involved, and the design of assessment tasks and other appropriate student learning activities.

Curriculum alignment implies a number of principles:

1.1. It is important that students know and understand the criteria the teacher has set for grading specific assignments, and that grading adheres to those criteria.

1.2. It follows that the marking criteria and procedures and other assessment processes in a course need to be clear to teachers and students; students in particular need to be given sufficient and timely information about them.

1.3. A liberal arts curriculum seeks to develop students' graduate attributes. Students should be expected to evaluate, articulate and apply a wide range of high-level cognitive skills and values as well as subject-based knowledge.

1.4. It follows from 1.3 that assessment tasks should have sufficient variety to meet the range of ILOs, initially at the course level and ultimately at the programme level.

1.5. It is important that assessment tasks adopted in a programme of study include some that are sufficiently demanding to demonstrate higher level cognitive skills and knowledge.

1.6 Throughout any given course students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedback so that students are given adequate time for reflection and improvement. **The teacher should return works for all assessment tasks with feedback to students before the start of the examination period as far as practicable.**

Purpose of assessment

2. Appropriate assessment strategies support a high quality undergraduate education. In an OBATL curriculum, assessment provides evidence:

2.1. for the students, about their learning progress, in order to facilitate the development of knowledge, skills, attitudes and values.

2.2. for the teachers and their peers, about the particular curriculum set-up, modes of teaching, and the methods of assessment adopted across the programmes, in order to further improve teaching and learning through review and evaluation; and

2.3. for the University, the public and the wider community, about student attainment of learning outcomes, initially at the course level, then the programme, and ultimately at the level of a Lingnan graduate; as well as about the appropriate level of achievement of our graduates that is recognized by the society at large.

Assessment practices

3. It is generally accepted that assessment can be both formative and summative in nature. Summative assessment focuses on learning outcomes achieved by the end of the course, including higher-level outcomes. Formative assessment is generally intended to provide feedback to students in order to enhance their learning during the course (or, more broadly, over an entire programme of study). Both forms of assessment may contribute to final grades or marks. It follows from 1.6 that significant assessment tasks that entail formative evaluation should be included sufficiently early in a course of study to foster students' awareness of the quality of their academic work to date and their progress in achieving the learning outcomes.

4. Ideally, the assessment of ILOs will (a) inform the variety, timing, and evidence of student learning, (b) satisfy the requirements of future quality audit processes, and (c) enable recognition by the wider community of the value and rigour of a Lingnan degree. Assessment tasks should provide opportunities for students to demonstrate a variety of lower- and higher-level learning outcomes, and should yield timely and appropriate feedback for students and provide evidence about the extent of their achievement of the ILOs.

5. The teacher may require an assessment task to be non-marks bearing, in the form of a hurdle or completion task. This is often intended to provide evidence of the acquisition of a specific (usually lower-level learning outcome) skill, process or knowledge.

General principles for assessment at Lingnan (course and programme levels)

6. The significance, nature and extent of the assessment tasks are a matter of judgement by the teacher based upon the ILOs, best teaching and assessment practices, and specific needs of the academic discipline.

   6.1. Students' final grades may be based entirely upon summative assessment, but normally both summative and formative assessments will contribute to final grades.

   6.2. Team skills are an important aspect of Lingnan graduate attributes and group tasks will provide opportunities for students to demonstrate cooperation and collaboration. It is especially important that in assessing tasks undertaken by groups the teacher make clear the means by which the group (or individual within a group) is assessed.

   6.3. Peer assessment is potentially an excellent opportunity for students to develop comprehensive understanding of the dynamics of teams, and is a means of judging the quality of their own and others' work. Courses that include peer assessment have a special duty to provide sufficient resources (e.g., rubrics, in-class discussions, modeling the process by the teacher, exemplars from past courses etc.) for students to undertake this process in a fair and scholarly manner.

   6.4. Not all programme level learning outcomes need to be assessed in each course.

7. At the programme level, assessment tasks may be expected to span a wide range of learning outcomes.

   7.1. Students should be made aware of how the learning outcomes and assessment tasks in any given course align with programme level learning outcomes.

   7.2. The Programme and Curriculum Committee (PCC)/Undergraduate Business Programmes Committee (UBPC)/Departmental Board (DB) is the platform where the programme faculty as a collective body review the extent to which various assessments are aligned with the programme goals.

   7.3. The PCC/UBPC/DB collects and shares relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved. This may also be done in conjunction with scheduled Programme Reviews.

   7.4. One implication of the broad-based Liberal Arts curriculum experienced by students is that it may not be possible to address all Lingnan Graduate Attributes in an individual programme. The PCC/UBPC/DB should be cognizant of the gaps (if any) between the programme level ILOs and the University Ideal Graduate Attributes, and inform teaching staff accordingly.

Marking and grading

8. The key principles of fairness, awareness and transparency imply that marking and grading must be as equitable as possible, particularly in multi-section courses. Some assessment strategies that can help teachers achieve these goals include:

   8.1. The marking criteria of an assignment or assignment category should be made explicit to students in a timely fashion and linked to the ILOs.

   8.2. The implementation by the programme of procedures to ensure comparability of grading across sections of the same course (e.g., double marking of a set of sample scripts from each grade level, or marking of a certain part of an assessment task by a single teacher, etc.). These are especially important when multiple teachers are involved in grading across multiple sections.

   8.3. The archiving of marking criteria and sample scripts for:
   8.3.1. scheduled course and programme reviews;
   8.3.2. scrutiny by external reviewers if requested/ required; and
   8.3.3. future reference and mentoring of new staff, and as exemplars for students.

9. Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels.

10. Care should be taken to ensure that the descriptors provided for assessing student achievement of learning outcomes are sufficiently comprehensive to discriminate student performance across a range of levels.

Programme and course outlines, and assessment descriptors

11. As a programme moves to align its assessment tasks with its ILOs, it is good practice for:

   11.1. assessment goals across all its courses to be made available to students using multiple platforms (e.g., handbooks, the University intranet);

   11.2. each programme to include a statement of programme-level learning outcomes linked to the Lingnan Ideal Graduate attributes in each programme description;

   11.3. course instructors to provide students with information on how the specific assessment tasks (e.g., classroom discussions, attendance, online forums, quizzes, mid-term, end-of-term examination, term paper, group work, artifacts, etc.) relate to course-level and programme-level learning outcomes;
      11.3.1. except for purely fact-based assessment tasks, marking criteria should be given to students in advance and documented. In the case of multi-sectional courses, the criteria should be consistent across sections;
      11.3.2. the link between the assessment tasks and the ILOs should be indicated to the students and should be documented for the purpose of quality assurance and enhancement;
      11.3.3. major changes would normally not be made to the assessment tasks after the commencement of a course, and minor changes would be made in consultation with the students, and would be recorded; and
      11.3.4. major changes to the suite of assessment tasks for a course should be approved by the PCC/UBPC/DB.

   11.4. the grading/marking procedures for individual contributors to group projects to be specified clearly so as to allow the instructor to allocate grades fairly based on the contribution each student has made to the final product.

Academic integrity

12. The presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work is deemed as plagiarism, and students should be made aware of the policies of the University and the resultant action.

   12.1. Teachers are strongly advised to inform/remind all students (particularly in the early stages of university life) as to the penalties for plagiarism and other forms of academic misconduct. It is important that there is a common understanding by all teachers in a programme as to the actions that will result if academic misconduct is shown to have occurred, and that these actions follow University policy.

   12.2. It is mandatory to use Turnitin, an anti plagiarism tool, to check all written assignments (written in Chinese or English) for all courses.

Appendix 1 provides a simple checklist to assist the development of a more coherent assessment framework in programmes.

Revised in March 2017

Guidelines for a holistic approach to assessment within programmes

Programmes may wish to adopt some version of the checklist below for their own internal purposes.

Possible items for consideration

1 Are the course assessment schemes developed in sufficient time to inform students at the beginning of term, and they available via the inter- or intranet?

2 Are the course assessment schemes integrated with the programme-level assessment scheme, and is such information made available to teachers and students via the inter- or intranet?

3 Are assessment rubrics and criteria shared with all departmental colleagues, particularly when there is more than one teacher teaching a course?

4 Are student guidelines, suitable for the core discipline(s), on how to avoid plagiarism developed and consistently applied?

5 Is there a programme-wide policy on how marks will be moderated, if required?

6 Is there a programme-wide policy on the grading of group projects?

7 In courses with more than one section taught by different teachers, is there a process to ensure comparability across the different sections and a means by which sample scripts are double marked to ensure grade consistency and fairness?

8 Have the criteria for grades in the core discipline(s) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?

9 Is there a programme-wide policy regarding the nature and timing of student feedback?

10 If peer assessment is required in a particular course, are there resources to assist students and staff (e.g., peer assessment instruments) in this process?

/ay/Assessment guidelines for LU.doc/usb

Learning and Teaching Statement
Lingnan University

Rationale and Objectives

This statement of learning and teaching at Lingnan University is intended to assist in the ongoing journey towards developing a more comprehensive and complete framework that provides a rich, broad-based and fulfilling liberal arts student experience. The document is intended to:

- draw from the literature those facets that are recognized to be good learning and teaching strategies;
- highlight and celebrate the long tradition of a liberal arts education practised at the University;
- help identify strategies and future directions for the development of the unique Lingnan learning and teaching environment;
- identify areas of strength in the current learning and teaching environment, and those that would benefit from further development;
- further develop synergies between learning, teaching, community engagement, and the scholarship of the teaching; and
- encourage self-reflection on, and collective review of best practices in teaching, learning, programme review, and in the professional development of academic staff as teachers.

The Lingnan Mission

The Lingnan University model for Learning and Teaching derives from the Liberal Arts tradition of a broadly based curriculum where a student-centred approach to learning and teaching is paramount. At Lingnan, students experience curricula in which higher levels of intellectual discourse requiring analytical thinking and independent research capabilities are considered fundamental to the student experience.

Learning and teaching at Lingnan does not simply involve the formal periods in the classroom. The learning and teaching environment at Lingnan is predicated on small group teaching, close staff–student relationships and a rich student experience, including the integrated learning programme (ILP), Service-Learning, hostel life, and student societies. In addition, the Lingnan model embraces innovative teaching and learning practices that include internships, overseas field trips, language immersion studies, directed research projects, and cooperative learning, along with inquiry- and case-based learning.

The key aims of the University, and of the multidimensional approach to learning and teaching, are to instill a sense of civic duty in Lingnan students, and to cultivate skills, competencies and sensibilities that enable graduates to thrive within, and contribute to, a rapidly changing social, cultural and economic environment. Thus, the undergraduate education experience at Lingnan aims to produce graduates who possess the following attributes:

Knowledge:
- strong oral and written language competence in both English and Chinese (Putonghua as well as Cantonese)
- a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications
- proficiency in information technology

Skills:
- excellent interpersonal communication ability
- strong analytic competence and a capacity for independent critical thinking
- creative and sound problem-solving and planning capabilities

Attitudes:
- commitment to involvement in and service to the community
- an international outlook and an ability to understand problems from various cultural perspectives
- tolerance, integrity, civility and a sense of personal responsibility when interacting with others
- a desire for life-long learning

Internationalisation

The University is committed to expanding the horizons of students, particularly in terms of internationalisation. Strengthening the internationalisation of the student body has been accomplished by actively supporting inbound and outbound student exchange programmes, recruitment of non-local undergraduate students, securing and sustaining partnerships with overseas and Mainland universities, offering a variety of international Service-Learning programmes and summer institutes, as well as providing a wide-range of activities and programmes to enhance the integration between local and non-local students. The University's international recognition has also been enhanced by engaging in a range of international practices and activities involving students, faculty members, and supported by pro-active policies and programmes.

Good principles for effective university teaching

> *Teaching in Higher Education "starts from the premise that University teachers ... take the main responsibility for what and how their students learn ... and it is the teacher's responsibility to create the conditions in which understanding is possible, and the students responsibility is to take advantage of that" (Laurillard, 1993, Introduction).*

The learning and teaching environment at Lingnan University is predicated on a liberal arts philosophy and fostering student attainment of the Lingnan University Graduate Attributes. There are a number of principles that may be considered central to this philosophy. They are:

- significant and strong relationships between students and staff in order to improve student engagement, motivation and managing their intellectual development;
- the development of readiness for lifelong learning;
- the development and creation of a learning environment that emphasizes active learning amongst students;
- a curriculum that provides both summative and formative feedback in a timely fashion;
- developing a culture of reflective practice, including responding to student feedback, in order to inform and improve the learning and teaching environment.

This Statement also affirms that while there is no one single 'best' way to teach, the research literature has identified a number of factors that are generally agreed to be indicative of good teaching. They include:

- communicating and sharing the passion a teacher holds for their subject;

- the capacity to make the learning outcomes very clear, including what students have to demonstrate, the level required, and the reasons why;

- a focus on key concepts and addressing students misconceptions rather than covering content;

- the ability to adapt and improvise when the occasion calls for it;

- the careful selection of assessment tasks, the purpose of which are clear to students;

- developing a curriculum in which the activities and materials stimulate, and engage students in active learning;

- encouraging and supporting student independence;

- providing high quality and timely feedback about student work;

- explaining content and concepts, using clear and appropriate language, and engaging students at their level of comprehension;

- responding to and learning from student feedback, using this as one of the bases for improving learning and teaching.

Engaging students actively in learning

A wealth of research literature shows that encouraging students to adopt a deep approach to learning results in higher level, and higher quality learning outcomes. Students who adopt a deep approach to learning are also more likely to be satisfied with their learning experiences. Paramount to the student approach to their learning is the manner in which individual instructors design their curricula and the learning experiences and activities to engage students' curiosity and interest. Effective teaching focuses on, and has an explicit expectation that students should be aiming to achieve higher level learning outcomes.

At Lingnan, academic staff are encouraged to take utmost care in crafting teaching methodologies that require students to adopt an active role in the learning process. One key aspect of this is ensuring that students perceive that there is clear alignment between the intended learning outcomes and the course-related activities that they are required to undertake. Another key aspect is that the students receive high-quality and frequent feedback, thereby increasing the likelihood that they will achieve high quality learning outcomes.

Cooperative learning, inquiry-based, case-based and/or problem-based learning have all been shown to increase student engagement in their learning and are central to the Lingnan experience. Problem-based learning is commonly used to help students consolidate the theories and concepts they have learned and to apply them in real situations, thereby enriching their learning experiences and strengthening their problem-solving skills. Problem-based assessment tasks are adopted, for example, in the forms of projects, where students work individually or in teams to engage their active, independent and cooperative learning of the subject matter. Course instructors shall articulate the problem-based approach more explicitly to students in class, especially when some assignments for that purpose are given to students. For courses which emphasize and depend upon learning designs that involve student collaboration and/or cooperation, it is especially important that the teachers ensure that desired individual student contributions and student accountability are clearly articulated in the documentation given to students about the curriculum design, intended learning outcomes, and in assessment guidelines, task briefings or rubrics.

Learning at Lingnan extends well beyond the classroom. The co-curriculum supports a raft of opportunities for students to engage in activities that involve them actively in developing knowledge, skills and life-long learning habits. For example, the ILP, student-mentoring and student exchange programmes, university requirements for civic engagement and internship, hostel life, and student societies all offer opportunities for students to learn and develop the skills and knowledge expected of a Lingnan Graduate.

Aligning the curriculum

Curriculum alignment, whereby the intended learning outcomes and the means by which students are required to demonstrate these outcomes, need to be articulated, shared and explained to students. The Biggs model (Table 1) of curriculum alignment is one that has wide support from institutions around the globe and in the research literature. It is important that the focus of curriculum design is on achieving the intended student learning outcomes at the course and programme levels. It follows that course outlines, provided to students at the beginning of the term specify the intended learning outcomes, describe the assessment tasks, through which students are required to demonstrate their level of achievement of the learning outcomes, and clearly indicate what other course-related activities are required of students, whether within or outside the classroom. Course outlines also need to state and explain the course aims, summarize the content coverage, indicate required readings or other reference materials, and provide guidance on optional resources.

Table 1: Curriculum alignment

Teaching Activities	Curriculum Outcomes	Assessment Tasks
Intended to support students to develop modes of study that promote their achievement of the intended learning outcomes.	Are described (with the use of appropriate verbs) in a manner that makes it clear to students the learning outcomes the teaching activities are designed to support .	The range of assessment tasks provide the means for students to demonstrate their learning outcomes

(After Biggs, 1999, 2003)

For courses that are taught by more than one teacher and/or a number of concurrent sections, it is expected that a single document will articulate what students will experience if they take the course, regardless of the section they are in. Such a document will specify a common framework, while indicating where there is flexibility or leeway in the assessment tasks expected of students. For example, students in all sections may perform a common assessment task, which is assessed with reference to a common consensus rubric or common set of assessment criteria, but with a choice of topics.

Engaging in effective assessment practices

In Hong Kong, the University Grants Committee has mandated an outcomes-based approach to teaching and learning. There is an expectation that institutions will move towards the adoption of criterion-based models of evaluating student performance on assessment tasks. Within Lingnan University's assessment guidelines, the principles of fair, open and transparent assessment practices have been more fully articulated. In summary, the following are expected:
  ➢ Students will be aware of the criteria for each assessment task, and will know how to apply them;
  ➢ Instructors will clearly articulate to students what the assessment requirements and marking processes are;
  ➢ Within each programme, the various assessment tasks will together reflect the broad-based nature of a Liberal arts curriculum;
  ➢ Assessment tasks will encompass both breadth across and depth within a subject domain;
  ➢ Within each course, one or more of the assessment tasks will provide substantial opportunity for students to demonstrate outstanding performance relative to the academic level of the course;
  ➢ Within each course, students will be provided with timely feedback as to their academic progress and guidance on how they might further improve.

It is also acknowledged that there will be a steady progression in the level of difficulty and demands made upon students as they move closer to graduation. Further details regarding the assessment guidelines may be found in the Lingnan University Assessment Guidelines document.

Promotion of quality teaching practices

As a Liberal Arts University with a strong commitment to high quality teaching, Lingnan University recognizes the importance of adopting rigorous metrics for evaluating teaching, along with a means of recognizing and rewarding excellent teaching. All courses undergo student evaluation using the Course Teaching and Learning Evaluation instrument. Such information is used:
  ➢ as evidence for confirmation of probation in the first year of employment as a teacher;
  ➢ to support applications for contract renewal, tenure or promotion;
  ➢ as part of the evidence required for teaching awards;
  ➢ as a component of teachers' curriculum vitae; and
  ➢ as material to support personal reflections by the teacher.

One of the key drivers for promoting and supporting excellent teaching is the Teaching Excellence Awards Scheme. This biennial event seeks to identify individual teachers who have clearly demonstrated:

 ➢ a high level of competence across a wide range of teaching skills;
 ➢ strong commitment to the requirements of the discipline;
 ➢ deep concern for student learning;
 ➢ passionate interest in the continual improvement of teaching and the development of teaching innovations; and
 ➢ devoted contributions to the design/administration of courses and/or programmes.

Blending the learning environment: The place of eLearning

The use of information and communication technologies (ICTs) in the context of education (eLearning) continues to grow and develop and is having a major impact on the student learning experience at all levels: social, academic and professional. Through the Teaching and Learning Centre, the Library, and the Information Technology Services Centre, the University provides considerable support for the use of ICTs as powerful means of enriching and enhancing teaching and learning, and of facilitating the assessment of learning outcomes. While there is no mandated use for ICTs within the University, search engines, online scholarly resources, networking and collaboration tools, and other ICTs offer powerful opportunities for teachers and students alike to engage, collaborate, and communicate more effectively while undertaking research, analysis, writing, and other academic work, and to reconceptualize the learning and teaching environment in the light of contemporary affordances.

Many professional fields, into which many of Lingnan's graduates routinely go, require significant skills in the use of ICTs, and the University has taken a major step, mandating the introduction of a compulsory Information Technology Fluency test together with self-study resources to ensure that students become sufficiently ICT literate.

Addressing quality in teaching and learning

The University is committed to maintaining excellence in teaching and learning and actively supports evidence gathering processes (e.g., analysis of data about student performance on core assessment tasks, evaluations of teaching effectiveness and courses, achievement of Graduate Attributes, Alumni and Employer feedback) that gather feedback from students and staff in order to continuously improve the student experience and maximize student learning outcomes and Graduate Attributes. The evidence is disseminated to appropriate groups and/or individuals. The information gathered demonstrates that the development of Lingnan University Graduate Attributes is highly correlated with the academic experiences of the students, particularly in the realm of development of critical thinking skills, interpersonal skills, self-managed learning, and problem solving skills. There is also substantive evidence that the unique nature of the Liberal Arts philosophy and the Lingnan student experience of small class sizes and close teacher-student relationships are seen by many students as some of the most important and defining features of their university experiences. In addition, the co-curriculum is evaluated on an annual basis and provides further evidence of the value students place on the breadth of experience provided by the university.

The Core Curriculum

As a key element of the 4-year curriculum introduced in 2012, the Core Curriculum aims to provide students with a broad and balanced foundation, and exposure to the necessary range of subjects under the new academic structure in which a cohesive and all-round education is emphasised. In the new curriculum, the Core Curriculum is one of the keys to achieving the broad goals of a Liberal Arts education.

The Core Curriculum forms an essential part of the undergraduate curriculum experienced by students. The core curriculum courses are not just a peripheral or additional year of foundation study, but will be embedded and integrated with the major disciplines throughout their four years of study to ensure continuity between the core and majors as well as contributing to the development of the Lingnan University Graduate Attributes and providing evidence for progression of student development. The Core Curriculum is expected to provide a firm intellectual foundation for Lingnan students, enhancing their ability to think critically and tackle social, cultural, moral and ethical problems rationally.

Service-Learning

Service-Learning is an integral part of the Lingnan University learning experience. It offers students opportunities to contribute to the well-being of society as a whole, and aims to foster commitment to involvement in and service to the community, develop citizenship skills and knowledge, and cultivate other Lingnan University Graduate Attributes. When undertaking Service-Learning as part of a credit-bearing course offered by an academic department, students draw on theoretical knowledge and methods acquired through academic study to inform the provision of services to the community, and to reflect on the process of civic engagement. By engaging in Service-Learning, students have the opportunity to develop many of the interpersonal and organizational skills that the University values so highly, including tolerance, civility and a sense of personal responsibility.

Future directions

The future directions for the University in the teaching and learning area are reflected in the latest strategic plan developed by the Teaching and Learning Centre and recent teaching enhancement initiatives finalized and in process.

The Teaching and Learning Centre Strategic Plan: 2015-2019

Vision

The Teaching and Learning Centre (TLC) will use all its skills, abilities and resources for one overriding purpose, namely, to enable Lingnan University to be recognised locally and internationally for the quality of the teaching and learning environment it offers.

Mission

The mission of the TLC is to engage in teaching and learning development and information gathering activities that will enable Lingnan University to become the University of choice for students and faculty who wish to engage in high quality education in an international liberal arts environment.

Objectives

1. To, develop, refine and promote the concept of liberal arts teaching and learning as it applies to the unique situation of Hong Kong in general and the University in particular

2. To foster a culture of continuous improvement and self-reflection among faculty and students aimed at enhancing learning and teaching

3. To promulgate best practice in curriculum and course design in the context of Outcomes Based Education (OBE)

4. To introduce, implement and maintain the latest developments in technology that are relevant to a liberal arts context

5. To promote and encourage the scholarship of teaching

6. To facilitate the recognition of good teaching in the recruitment, contract renewal, substantiation and promotion decision making processes

7. To collect, analyze, and disseminate teaching and learning related data to support strategic planning, decision-making, academic program development and evaluation

Strategies

Objective 1: To, develop, refine and promote the concept of liberal arts teaching and learning as it applies to the unique situation of Hong Kong in general and the University in particular

The TLC will:

*   Continually review the scholarship on excellent university teaching in a liberal arts context to move towards a model of pedagogical best practice in this context

*   Further develop the connection between liberal arts education and the notion of value added as a means of refining the above model

*   Present relevant scholarship internally to Deans, Heads and faculty in university-wide and faculty based workshops and externally via presentation of papers at international conferences

*   Promote the liberal arts culture of Lingnan University at various points of interaction with students and faculty e.g., new faculty orientation, orientation of undergraduate and graduate students, workshops on liberal arts education etc.

- Organize workshops involving recognized experts in the field of university teaching

- Advise faculty on how to ensure that Lingnan's liberal arts education is acknowledged by students and (a) impacts their assessment of overall satisfaction with their education and (b) results in positive feedback from the professions and employers

Objective 2: To foster a culture of continuous improvement and self-reflection among faculty and students aimed at enhancing teaching and learning

The TLC will:

- Introduce a learning and teaching development programme for all faculty new to university teaching (3 years or less) that will focus on teaching enhancement and critical self-reflection

- Introduce a student consultation programme to provide a student perspective on teaching

- Implement a student peer mentoring system to support student learning

- Monitor and refine the newly developed on-line Course, Teaching and Learning Enhancement system

- Develop a university wide system of peer observation that will facilitate self-reflection on, and enhancement of, teaching performance resulting from collegially based feedback

- Develop a faculty mentoring programme aimed at faculty new to university teaching and others who may wish to join the programme on the basis of unfamiliarity with teaching in a liberal arts and/or Asian context

- Review and revise the current academic advising system to ensure that it is consistent with a liberal arts university experience

Objective 3: To promulgate best practice in curriculum and course design in the context of Outcomes Based Education (OBE)

The TLC will:

- Develop a model of good practice in curriculum and course design and communicate this model throughout the university

- Collaborate with academic staff to review courses to ensure alignment of learning outcomes, teaching and learning activities and assessment

- Promote curriculum and course design collaborations within and across Faculties where appropriate

- Provide a repository of OBE best practice in curriculum and course design via the Centre for the Advancement of OBE

- Conduct workshops on areas central to the effective implementation of OBE such as the development of assessment rubrics

- Encourage and support faculty in the internationalization of curricula where appropriate.

Objective 4: To introduce, implement and maintain the latest developments in technology that are relevant to a liberal arts context

The TLC will:

- Regularly review and enhance where necessary the current learning management system (LMS) i.e., Moodle, and associated sub-systems e.g., Mahara and Turnitin, to ensure that they meets institutional requirements

- Develop new platforms for specific purposes e.g. a new Teaching and Learning platform and the extension of the programme outcomes measurement system (POMS)

- Provide training to enable these technological developments to be successfully utilised by faculty

Objective 5: To promote and encourage the scholarship of teaching

The TLC will:

- Encourage the scholarship of teaching through publication in peer reviewed journals, conferences presentations etc.

- Administer the Teaching Development Grant (TDG) system and assist in turning the outcomes of TDG projects into scholarly output

- Encourage and mentor staff to ensure an increase in the number of staff applying for, and successful in obtaining TDGs

- Initiate projects via the TDG scheme or other funding sources, the objectives, process and outcomes of which can be publishable

- Encourage and mentor staff to ensure an increase in the number of nominations and applications for the Lingnan University Teaching Excellence Award Scheme (TEAS) and the UGC Teaching Award

Objective 6: To facilitate the recognition of good teaching in the recruitment, contract renewal, substantiation and promotion decision making processes

The TLC will:

- Develop ways of solidifying the link between excellent classroom performance and student educational achievement and engagement at work e.g., transformational classroom leadership

- Develop mechanisms to ensure due recognition of good teaching in the recruitment, contract renewal, substantiation, promotion decision making processes

Objective 7: To collect, analyse, and disseminate teaching and learning related data to support strategic planning, decision-making, academic program development and evaluation

The TLC will:

- Continue to administer and refine the various teaching and learning related surveys such as those related to graduate exit, employer's perceptions of Lingnan graduates, alumni views on the quality of Lingnan University education, the core curriculum report etc.

- Continue to refine the Programme Outcomes Management system for University-wide application

- Conduct ad-hoc analyses on teaching and learning issues as requested and present the results in an easily digestible form

- Advise on the employment of the Blackboard Analytics data warehouse and the Pyramid analytical support system at the programme and departmental levels

Major Teaching and Learning Initiatives Since 2012

The Learning and Teaching Development Programme (LTDP)

This is a mandatory programme for new faculty with fewer than three years' experience in university teaching and is available to more experienced faculty who wish to enhance their existing teaching skills.

The Student Consultant Programme

This programme is designed to enhance teaching and learning through the creation of faculty-student partnerships in the form of pedagogical 'student consultants'. By means of regular classroom observations, consultation, dialogue, discussion, and critical reflection, student consultants provide faculty across disciplines with feedback from the perspective of trained students.

The Online CTLE system

The main features of the system are that it enables faculty to gauge student perceptions of the courses they are teaching, either mid-course, or at the end of the course, or both, as a supplement to the paper-based system. It also allows faculty to utilise questions from the current paper-based CTLE instrument, add their own questions and analyse the results.
The system can be viewed using the following link (https://www.ln.edu.hk/cte/online/).

The Peer Observation Scheme

Peer observation is a voluntary agreement between two or more colleagues to observe each other's teaching with a view to sharing teaching skills and bringing about mutual enhancement of teaching. In this sense, it is a community of good practice.

Live Webcast of TLC Workshops

In order to expand the reach and impact of the seminars and workshops covering a wide range of pedagogical and research-oriented topics organised by the TLC, a platform for broadcasting the events live online has been developed.

The Student Peer Learning Facilitation Scheme

The TLC recruits top academic student leaders from various student associations and departments and teaches them how to use their knowledge as effective peer learning facilitators. The peer learning facilitation scheme is coordinated by students, with students and for students, and offers subject-specific tutoring.

The Early Alert System

This is a fully automated system enabling faculty to alert the university about students who appear to be having problems with their studies. The system became mandatory in Term 2, 2014-15 and in the seventh week of study, the TLC reminds relevant departmental secretaries to advise faculty to either utilise the system or report that they have no problem students. The link to the user guide of the system is as follows:
http://study.ln.edu.hk/tlc/sites/default/files/EAS_user_handouts_2014.pdf

The Faculty Mentoring Scheme

This faculty mentoring scheme is primarily designed to provide new faculty (fewer than three years of university teaching experience) with quality guidance in teaching in order to build a long and productive career in university instruction.

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Result of the Pre-test and Post-test Questionnaire of Service-Learning and Research Scheme from January 2017 to December 2017

Learning Outcome Indicators	Number of Students	Pre-test Questionnaire		Post-test Questionnaire		Percentage Improvement
		Mean	Standard deviation	Mean	Standard deviation	
Subject-related Knowledge	968	6.77	1.41	7.57	1.38	11.78%
Communication Skills	968	7.19	1.33	7.86	1.32	9.36%
Organisational Skills	968	7.13	1.19	7.67	1.20	7.61%
Social Competence	968	7.31	1.26	7.82	1.25	6.89%
Problem-solving skills	968	7.30	1.15	7.79	1.20	6.78%
Research skills	968	7.01	1.19	7.64	1.24	8.94%
Civic Orientation	968	7.39	1.19	7.87	1.20	6.43%

Institutional Performance Metrics (more may be added later)

Average alumni giving rate: The average percentage of undergraduate alumni on record who donated money to the college or university. The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. A proxy measure of satisfaction with the university.

Average graduation rate: The percentage of entering first-year students who graduated within the four-year period. A proxy measure of the educational environment of the university.

Class size: Associated with faculty-student ratio but specific in terms of the actual individual attention given to students and the emphasis on teaching.

Expenditures per student: Financial resources are measured by the average spending per full-time student on instruction, research, academic support, student services and institutional support. The measure of overall support given to students.

Faculty with a doctoral or terminal degree: The percentage of full-time faculty members with a doctorate or the highest degree possible in their field. A measure of the educational environment and the ability of the university to attract highly qualified faculty.

Entry qualification of incoming students: The proportion of students enrolled for the relevant academic year whose results place them in the top 25% of graduating secondary school students.

Proportion of full-time faculty: The proportion of faculty that is full time. A proxy measure of the resource input to providing a quality learning environment.

Student-faculty ratio: This is the ratio of full-time faculty members per 100 students.

Employer reputation: This is a measure of the performance of Lingnan graduates compared to graduates from other UGC institutions rated by employers who

employ graduates from more than one UGC institution. The source is the employer survey.

Liberal Studies/Co-curricular Education: Percentage of curriculum devoted to liberal studies/general education and the number of co-curriculum programmes/courses (i.e. learning experiences that complement, are connected to, run alongside or mirror the academic curriculum).

Community Engagement/Service Learning: The extent of direct engagement with the non-profit community. Number of hours spent on community engagement/service learning courses/ projects as a percentage of total curriculum hours. Community engagement/service learning a graduation requirement.

Papers per faculty: based on the Scopus database.

Citations per paper: based on the Scopus database

International faculty: percentage of total faculty complement with international passports.

International collaborations: number of research collaboration and joint programmes.

International students: percentage of students taking full time four year studies at the University and number of nationalities represented.

Inbound exchange students: as a percentage of total number of students.

Outbound exchange students: as a percentage of total number of students

Other international experiences: number of students on international internships as a percentage of total number of students.

Approved by the Senate on 23 January 2017
Revised in April 2017

Examples of Collaboration with Benchmarking Institutions and Liberal Arts Institutions

Faculty of Arts

The proposed new interdisciplinary major programme "Performance, Creative Arts and Curating" includes a required study abroad component. It is therefore crucial that appropriate links are made with international institutions which can augment student learning specifically with regards to the creative and performing arts. Though the Major is not yet launched, the Wong Bing Lai Music and Performing Arts Unit (WBLMP), under the Faculty of Arts, has begun to explore such student exchange opportunities and collaborations with international institutions.

WBLMP has discussed establishing faculty and student exchange programmes with faculty visitors from Denison University, USA, which has recently become a partner of Lingnan's. It was proposed that WBLMP can pilot a faculty exchange scheme by inviting a professor from Denison University to teach a course at Lingnan University, and by sending its Head to speak at Dension. As a small liberal arts institution sharing many commonalities with Lingnan, the design and structure of Denison's own arts-related offerings sets a good reference for the discussion and development of our own interdisciplinary major.

WBLMP has also begun a discussion with DePauw University, USA, who is a also a member of the Global Liberal Arts Alliance (GLAA). DePauw University is highly innovative in this area, paving the way for students to become curators for community-based arts programming. Its offerings prepare students to bridge music and social entrepreneurship after graduation, becoming advocate and agents of community-building through the arts. DePauw's goals are aligned with those of WBLMP and the proposed interdisciplinary major, which is inspired from these cutting-edge international models to provide a unique education in Hong Kong.

The President, in his visit to Lingnan's benchmarking institution Oberlin College, has laid the foundation for future collaborations and exchanges. As Oberlin's College draws from the strengths of its Conservatory, its offerings in music and the performing arts are especially rich. WBLMP expects to set up an arrangement for interdisciplinary major students especially interested in music to spend a term at Oberlin. Our proposed new major is also inspired by the structure of Oberlin College's music offerings, which incorporate performing arts training into a broader liberal arts education in a manner that is in line with Lingnan's vision.

Faculty of Business

To establish academic linkages through setting up master of science preparatory programme, a Memorandum of Understanding was signed between the Faculty of Business (FB) and the Business School of Sun Yat-sen University (SYSBS). The SYSBS will set up a Preparatory Programme in China. Graduates of this Preparatory Programme who can satisfy the admission requirements of the Faculty's Master of Accountancy and MSc in Finance programmes will be given offers to these two programmes.

Faculty of Social Sciences

Lingnan and Williams College offered a Joint Winter Course from 5 January to 25 January 2018. The credit-bearing inter-disciplinary Course "SSC3001 Hong Kong Culture, Society and Economic Development" was co-designed and co-taught by Lingnan and Williams faculty where students from each institution paired up as "learning buddies" for engaging intellectually. While major teaching and learning took place on Lingnan campus, field trips within Hong Kong and to Shenzhen were also organised. Feedback from students from both institutions was very positive. This new initiative provides a good example of collaboration with our external benchmarking partners that brings benefits to students for enhancing their international perspectives and learning experience.

Moreover, Prof. Sam (George T.) CRANE, W. Van Alan Clark '41 Third Century Professor in the Social Sciences, Williams College, served as Visiting Professor at the Department of Political Science for Term 1, 2017-18. He taught undergraduate course, served as Consultant for the BSocSc (Hons) stream revamp and conducted a seminar for the Teaching and Learning Centre during his stay at Lingnan.

Office of Service-Learning (OSL)

With the support from Global Liberal Arts Alliance (GLAA), the OSL has piloted a course connection with Oberlin College (one of the five benchmarking institutions of LU) in Term 1 of the 2017-18 academic year. Dr. Tania Boster from Oberlin College was sponsored to travel to Hong Kong to give a series of lectures on the course connection and Community-Based Learning to students, faculty, and staff Lingnan University in November 2017. The engagement included faculty exchange, and periodic global classroom connections. Students, faculty, and staff from Lingnan University and Oberlin College explored local environmental challenges in Tuen Mun District, and how Service-Learning/Community-Based Learning initiatives at Lingnan University and Oberlin College addressed these challenges in Hong Kong and the global context. Furthermore, students and teachers exchanged ideas on topics of common interest via online discussion forums and emails. The dialogue and exchanges facilitated their understanding of the contents from different cultural perspectives. A colleague from OSL will travel to Oberlin College in September 2018 to give a series of lectures on the course connection and Community-Based Learning to Oberlin students and faculty. Moreover, Oberlin College has secured the funding from the Luce Initiative on Asian Studies and the Environment Grant to bring a group of Oberlin students and faculty members to Lingnan during January 2019 in connection with the ongoing collaboration on Service-Learning courses between the two institutions.

Office of Global Education

The Launch Conference of the Alliance of Asian Liberal Arts Universities (AALAU) was organised by Lingnan University on 20 and 21 November 2017. With the theme of Liberal Arts Education in an Asian Context: Achievements, Challenges and Perspectives, the two-day Conference brought together educators from all over the world to appraise liberal arts education from an Asian perspective, including the Presidents of International Christian University (ICU) and Yale-NUS College and the Executive Dean, Lingnan (University) College of (Sun Yat-sen) University. The Conference also marks the launch of the Alliance of Asian Liberal Arts Universities which was founded by Lingnan University in Hong Kong, Duke Kunshan

University, East China Normal University, University of Nottingham Ningbo China and Yuanpei College of Peking University in Mainland China, Fu Jen Catholic University, National Chengchi University and Tunghai University in Taiwan, International Christian University, Rikkyo University, Sophia University, The University of Tokyo and Waseda University in Japan, Dongguk University, Ewha Womans University, Kyung Hee University, Seoul National University, University of Seoul, Yeungnam University, Yonsei University in South Korea and Symbiosis School for Liberal Arts in India. The objectives of setting up the Alliance are to enable universities with similar features and missions to learn from each other, through benchmarking, best practices that can collectively enhance their quality of teaching, learning and research.

2016-17 Postgraduate Studies Seminar Series

Term 1

Organised by

Division of Graduate Studies

Lingnan University

Seminar 1 (12 September 2016, Monday) *AM201, 2/F Amenities Building* [12:30 to 2:00pm]

Topic: Writing Grant Proposals: Experience Sharing * a joint seminar with ORS

Speakers:

Professor Ray Forrest, Department of Public Policy, City University of Hong Kong

Professor Darrell Rowbottom, Department of Philosophy, Lingnan University

Professor Leng Mingming, Department of Computing and Decision Science, Lingnan University

Seminar 2 (21 September 2016, Wednesday) *NAB206, 2/F New Academic Block* [2:00 to 4:00pm]

Topic: In-depth Information Literacy Workshop

Speaker: Ms Ivy Kan, Information Services and User Education, Lingnan University

Seminar 3 (29 September 2016, Thursday) *LKK201, 2/F Leung Kau Kui Building* [3:00 to 5:00pm]

Topic: Conducting Well-being Research: A Dialogue between Europe and Asia

Speakers:

Dr Maggie Ka Wai Lau, Department of Public Policy, City University of Hong Kong

Dr Stefan Kühner, Department of Sociology and Social Policy, Lingnan University

Seminar 4 (14 October 2016, Friday) ADG07, G/F Wong Administration Building, [3:30 – 5:30 pm]

Topic: 2016 US Presidential Election: Implications for America and the World * Public Forum cum Postgraduate Studies Seminar

Speakers: Emeritus Professor Herbert W. Simons, Temple University, Fulbright Senior Specialist, Hong Kong Baptist University

Professor Glenn Shive, Executive Director, The Hong KongAmerica Center, The Chinese

University of Hong Kong

Professor Baohui Zhang, Director, Centre for Asian Pacific Studies (CAPS), Lingnan

University

Seminar 5 (31 October 2016, Monday) *AM310, 3/F Amenities Building* [2:00 to 4:00pm]

Topic: Research and Methodological Issues: Dialogue with Experienced Researchers

Speakers:

Professor Deane Neubauer, East-West Center, USA

Dr Jiwei Qian, Research Fellow, East Asian Institute, National University of Singapore

Seminar 6 (8 November 2016, Tuesday) *AM310, 3/F Amenities Building* [2:00 to 4:00pm]

Topic: Conducting Inter-Cultural Studies: Methodological Reflections

Speaker: Professor Tejaswini Niranjana, Department of Cultural Studies, Lingnan University

Seminar 7 (16 November 2016, Wednesday) *AM310, 3/F Amenities Building* [2:00 to 4:00pm]

Topic: Researching Economic History: Methodological Reflections

Speaker: Professor William Guanglin Liu, Department of History, Lingnan University

Seminar 8 (2 December 2016, Friday) *AM310, 3/F Amenities Building* [2:00 to 4:00pm]

Topic: Evaluating Developments in Social Services and Exploring Experimental Methods to promote Evidence-based Practice

Speaker: Dr Louise Brown, Department of Social and Policy Sciences, University of Bath, UK

2016-17 Postgraduate Studies Seminar Series

Term 1

Seminar	Date	No. of participants
Seminar 1	12 September 2016, Monday	30
Seminar 2	21 September 2016, Wednesday	18
Seminar 3	29 September 2016, Thursday	18
Seminar 4	14 October 2016, Friday	8
Seminar 5	31 October 2016, Monday	24
Seminar 6	8 November 2016, Tuesday	10
Seminar 7	16 November 2016, Wednesday	4
Seminar 8	2 December 2016, Friday	7

2016-17 Postgraduate Studies Seminar Series

Term 2

Organised by

Division of Graduate Studies

Lingnan University

Seminar 1 (26 January 2017) *AM310, Amenities Building* [12:30 to 2:30 pm]

Topic: How Type of Social Health Insurance Impacts Health Services Utilization and Expenditures: Evidence from the China Health and Retirement Longitudinal Study
Speaker: Professor Xun Wu, Director of the Institute for Public Policy, Hong Kong University of Science and Technology

Seminar 2 (9 February 2017) *AM310, Amenities Building* [2:00 to 4:00 pm]

*Co-organized with Department of Political Science

Topic: North Korea's Threat to both Beijing and Washington & the Need for a New, Concerted Approach to Resolving the North Korean Nuclear Dilemma
Speaker: Professor Gregory Moore, Head of School of International Studies, University of Nottingham Ningbo, China

Seminar 3 (16 February 2017) *AM309, Amenities Building* [2:00 to 4:00 pm]

Topic: Best Practices and Considerations When Conducting Survey Research
Speaker: Professor Pang Kwong Li, Director of Public Governance Programme, Lingnan University

Seminar 4 (23 February 2017) *AM310, Amenities Building* [2:00 to 4:00 pm]

Topic: Growing Pains, and Gains: Media Industry Research, and Teaching

Speaker: Professor Emilie Yueh-yu Yeh, Department of Visual Studies, Lingnan University

Seminar 5 (9 March 2017) *AM310, Amenities Building* [2:00 to 4:00 pm]

Topic: Shoot for the Starts? Empirical Strategies to Leverage Mostly Secondary Data

Speaker: Professor Tony Hong Wing Tam, Department of Sociology, The Chinese University of Hong Kong

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Seminar 6 (16 March 2017) *AM310, Amenities Building* [2:00 to 4:00 pm]

Topic: Doing Research in Comparative Literature: Research Reflections

Speaker: Professor Eric Kwan Wai Yu, Head of Department of Literature and Cultural Studies, The Education University of Hong Kong

Seminar 7 (24 March 2017, Friday) *LKK101, Leung Kau Kui Building* [12:30 to 3:30 pm]

Topic: Killing an Ecosystem: Science, Politics, and the Disappearance of the Aral Sea
Speaker: Professor Niccolò Pianciola, Department of History, Lingnan University

Seminar 8 (28 March 2017, Tuesday) *AM310, Amenities Building* [1:00 to 2:30 pm]

Round-Table Discussion cum Postgraduate Studies Seminar – China and the Changing World Order

*Co-organised with Centre for Asian Pacific Studies, and Department of Political Science

The Changing International Order: What Do the 'Rising Powers' Want?"
Speaker: Professor Edward Newman, School of Politics and International Studies, University of Leeds, UK

Is the World at a Re-ordering Moment? Trump's Isolationism and China's New Roles.
Speaker: Prof Baohui Zhang, Director of Centre for Asian Pacific Studies, Lingnan University

Seminar 9 (6 April 2017) *AM310, Amenities Building* [2:00 to 5:00 pm]

Topic: Film Screening - Jahaji Music: India in the Caribbean
Speaker: Professor Tejaswini Niranjana, Head of Department of Cultural Studies, Lingnan University

Postgraduate Student Research Workshop (13 April 2017) *AM310, Amenities Building* [2:30 to 4:30 pm]

On Quantitative Research

Discussant: Professor Hon Kwong Lui, Head of Department of Marketing and International Business, Lingnan University

On Qualitative Research

Discussant: Professor Maggie Lau, Asia-Pacific Institute of Ageing Studies, Lingnan University

*All year 1 MPhil / PhD students were invited to join the Postgraduate Student Research Workshop to present their initial research proposals, with experienced researchers as discussants.

2016-17 Postgraduate Studies Seminar Series

Term 2

Seminar	Date	No. of participants
Seminar 1	26 January 2017	14
Seminar 2	9 February 2017	12
Seminar 3	16 February 2017	20
Seminar 4	23 February 2017	9
Seminar 5	9 March 2017	11
Seminar 6	16 March 2017	8
Seminar 7	24 March 2017	36
Seminar 8	28 March 2017	13
Seminar 9	6 April 2017	5

A Summary of Teaching Development Grant (TDG) Project "An Analysis of the Intercultural Competence of Outgoing Exchange Students"

Background

The University is committed to providing ample exchange opportunities that instill a global outlook and appreciation of cultural diversity in students. Over the years, we have entered into agreements with over 200 partner institutions worldwide, enabling us to send out over 80% of our students to go on exchange for a semester or participate in summer or winter programmes during their undergraduate study.

The QAC Audit Report released in October 2016 acknowledged the University's initiatives and progress on global engagements. However, it also explicitly recommended that more quantitative data be collected to assess the effectiveness of various types of experiential learning activities organised for internationalisation. Moreover, "Enhanced Internationalisation" is one of key domains to be assessed under the University Accountability Agreement (UAA). According to the recent UGC letter about Accountability Framework: 2019-2022 Triennium Planning Exercise, "Universities will be asked to indicate how the university ensures that internationalisation programmes and activities, particularly those at undergraduate level, meet the aspirations of all stakeholders, such as those staff who are "internationalising" degree curricula in line with the university's strategy. The responses will provide evidence that initiatives designed to provide students with exposure outside Hong Kong in order that they might acquire a greater international perspective and thereby develop as global citizens are of an appropriately high quality for that purpose." In view of the recommendation by the QAC Audit Report and the mandatory provision of quantitative evidence as required by the UAA, it is essential for us to assess the learning outcomes of students on exchange programmes.

In this project, research will be conducted using the "Intercultural Development Inventory (IDI)" as an objective measurement of the intercultural competence of our students. Students participating in regular exchange programmes will be required to take the IDI tests before and after exchange to compare the benefits they gain during exchange. A senior staff from the Office of Global Education (OGE) will attend the IDI Qualifying Seminar in Glasgow, Scotland in March 2018 in order to become the IDI Qualified Administrator who could conduct the questionnaire and provide coaching for students for their planning for next steps before exchange.

Project Objectives

The objectives of the proposed project are to assess the learning outcomes of students on exchange programmes; and study the impact of the exchange experience on students' intercultural competence.

By implementing the IDI (https://idiinventory.com/), an objective measurement of the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities, we could study the impact of the exchange experience on our students' intercultural competence.

The target respondents of this pilot study will include students studying abroad for at least one semester (around 3-4 months) because their tendency of shifting from the more monocultural mindsets of "Denial and Polarization" through the transitional orientation of "Minimisation" to the intercultural or global mindsets of "Acceptance and Adaptation" would be higher after they spend a considerable amount of time abroad.

Expected outcomes

Given that the University allocates a considerable amount of resources to student exchange, it is of critical importance to assess the learning effects of the exchange programmes given the huge sum of monies involved. This study will provide useful insights into our overall resource deployment. These insights should be viewed in the context of one of the recommendations in the recent QAC audit report stating that the University should strengthen its capacity to gather and analyze data to evaluate the effectiveness of its deployment of resources in this area and thus inform decision-making.

Impact

This project will serve as a pilot study of using IDI in experiential learning activities organised for internationalisation. After the successful implementation of the IDI on student exchange programmes, the findings will be shared among other units coordinating various types of experiential learning activities organised for internationalisation (e.g. offshore internship and overseas service-learning programmes) for their consideration of the adoption of the IDI study. Moreover, the IDI could be adopted in academic courses with cross-cultural elements or global perspectives in order to study the development of intercultural competence of students who are unable to travel offshore.