

School/IPO Annual Report on
Undergraduate and Taught Postgraduate Education: 2018/2019

Report Submitted by	
School/IPO	

Prepared by	
Name of Committee/Authors	

School/IPO's Review of the Report
<p>Has the annual report been considered by faculty members in a formal meeting at School/IPO level, with representatives from each Department/Division? Yes/No*</p> <p>* If No, please briefly explain how the report was reviewed in the School/IPO:</p> <p>_____</p> <p>_____</p> <p>Endorsed by: _____ (Dean/Director) _____ (Signature)</p> <p>Date: _____</p>

Submission Timeline
<p>(i) Departments submit reports to Schools/IPO on or before Friday, November 29, 2019.</p> <p>(ii) Schools/IPO submit reports, including their respective Departmental/Divisional, School/IPO-based Ug, and TPg program reports, to CTLQ on or before Friday, January 31, 2020.</p>

Part A: Quality Assurance of Education Programs

(The School/IPO may make reference to the quality assurance framework of the University: *Assuring Quality and Academic Standards at HKUST* available at [http://qa.ust.hk/.](http://qa.ust.hk/))

A1. Follow-up Action Items

List completed action items from last year’s Action Plan as at January 2020. Include outstanding action items in the School Action Plan (see B3).

Completed action items	Commentary, as appropriate

A1.2 Was there any difficulty in adopting the CTLQ’s comments/suggestions on last year’s report? **Yes/No?** [If Yes, give details.]

A2. Annual Reports on Undergraduate and Taught Postgraduate Education

(a) Have Departments’/Programs’ Annual Reports provided an adequate basis for the School’s report to the University? **Yes/No?** [If No, give reasons.]

(b) Is the School satisfied with Departments’/Programs’ arrangements for maintaining and improving educational quality? **Yes/No?** [If No, provide details and indicate the actions to be taken, to ensure that quality is maintained.]

(c) Have all the TPg Programs/Departments provided Action Plans indicating timelines, tasks and responsibilities to carry forward action items? **Yes/No?** If action items have not been completed, have outstanding items been incorporated in this year’s Action Plan? **Yes/No?**

A3. Stakeholder Feedback

A3.1 Identify (maximum 5) major areas for improvement or of concern arising from stakeholder feedback (SF) during the reporting period (e.g. student questionnaires, other student feedback such as Student Staff Liaison Committee (SSLC), or focus group meetings, alumni/employer surveys, triggered course reviews or other external reviews **at School level**, taking into account, where appropriate, area(s) of concern raised in Department/Division/Program’s Reports). Indicate those items to be included in this year’s Action Plan (see B3).

Area for improvement or of concern SF #1:	Source (e.g. FYES, 2018/19):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School discussion:		
Area for improvement or of concern SF #2:	Source (e.g. SSLC, 2018/19):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School discussion:		
Area for improvement or of concern SF #3:	Source (e.g. SESQ/TPg Exit Survey 2018/19):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School discussion:		

Add additional boxes, if necessary.

A3.2 Briefly comment on any area for improvement or of concern listed in last year's A3.1 that are not covered in this year's report.

A4. External Review/Accreditation

a) Summarise the progress as at January 2019 in addressing **School level** recommendations from the most recent accreditation/external review and/or Advisory Committee/Board meeting.

b) Include any good practice identified in the most recent accreditation/external review and/or Advisory Committee/Board meeting.

A5. Good Practice in Quality Assurance

Summarise any **particularly innovative** and/or **successful** good practices or changes in quality assurance arrangement by the **School/Departments/Programs (maximum 10)** to maintain or improve educational quality and indicate how the School has/will disseminate these for wider consideration and possible adoption within the School. (A list of good practice in teaching and learning by year / by category is available at http://qa.ust.hk/goodpractice_by_year.html / http://qa.ust.hk/goodpractice_by_category.html for reference.)

Part B: Teaching, Learning and Assessment [see Note 2]

B1. Self-Reflection

B1.1 List no more than 3 areas for improvement or of concern identified through self-reflection (SR) at School/IPO level (i.e. other than those listed in A3), taking into account the Areas listed under Note 3.

#	Area for improvement or of concern	School discussion/decision
SR1		
SR2		
SR3		

B1.2 Briefly comment on any area for improvement or of concern listed in last year's B1.1 that are not covered in this year's report.

*B1.3 Provide brief details of any **significant** changes made to/planned for the undergraduate/postgraduate curriculum and/or co-curriculum.*

B2. Quality Enhancement and Good Practice

*(a) Briefly describe good practices in **teaching, learning and/or assessment** which have had a positive impact on the student learning experience and/or success of specified programs **during the reporting period**. (A list of good practice in teaching and learning by year / by category is available at http://qa.ust.hk/goodpractice_by_year.html / http://qa.ust.hk/goodpractice_by_category.html for reference.)*

(b) Indicate how items in B2(a) have been disseminated within the School and critically evaluate their success. Include any good practice from last year's CTLQ Report to the Senate (see http://qa.ust.hk/TL_Data_Warehouse.html) that has been adopted by the School and/or its Departments/Programs.

B3. Action Plan

Based on the above review and discussion in A3 and B1, determine **3-5 priority action items at School/IPO level** and include them in an Action Plan indicating tasks, timelines and responsibilities for each action item and the area(s) of concern being addressed. Attach the Action Plan to this Report. (An example Action Plan template is available at http://qa.ust.hk/preparing_annual_reports.html for reference.)

B4. Issues of Broad Institutional Interest (if not reported elsewhere)

Indicate any areas of broad institutional interest, for further consideration by the School/IPO and/or relevant University committees or individuals.

B5. Other Information and Comments

B5.1 List any new initiatives in teaching, learning and/or assessment **over the reporting period**, including those that support the University’s strategic endeavours, where appropriate.

B5.2 Indicate any data not currently available centrally that the School/IPO would find helpful.

B5.3 List below any statistical observations, special events or activities, or **significant achievements at School/IPO level** relating to teaching, learning and/or assessment **over the reporting period**.

NOTES

1. In completing **Part A** Schools/IPO may make reference to the quality assurance framework of the University: *Assuring Quality and Academic Standards at HKUST* available at <http://qa.ust.hk/>. Schools/IPO should establish arrangements to:
 - Monitor departmental processes for assuring the quality of educational delivery and the maintenance of academic standards and support departments in establishing effective processes
 - Work with departments to implement arrangements for the periodic review of educational programs, including external peer review, in line with University policy
 - Allocate resources and provide incentives to encourage faculty and students to maintain and improve educational quality
 - Promote and share good practice

2. The major requirements of department/division/program are:
 - The department/division/program has in place committees or equivalent forums to review: admissions (to majors in the case of Ug students) and induction of students; academic programs, courses and the co-curriculum delivered by the department/division/program; mentoring and advising; student assessment and academic progress; student feedback (e.g. from SFQ/SESQ/TPg Exit survey or other forums including Student Staff Liaison Committees or focus group meetings).
 - The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
 - These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and follow up on planned action. In particular:
 - The department/division/program has taken advantage of external peer review and input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for employment or graduate studies.
 - There are regular opportunities for students/student representatives to meet with faculty responsible for courses and programs and to freely express their views;
 - Students are informed of changes made as a consequence of their feedback.
 - The relevant committees have met regularly and have documented their work.

3. In completing **Part B** Schools/IPO may wish to consider the following checklist of areas but reports are **NOT** expected to cover all areas:

Areas
<u>Admissions, orientation, induction and advising of students</u> <ul style="list-style-type: none"> • Recruitment and selection • Admissions data and quality of admissions • Orientation and induction activities for new students • Advising and mentoring of new students
<u>Curriculum, co-curriculum, teaching, learning and assessment</u> <ul style="list-style-type: none"> • Development of program/course objectives and outcomes • Difficulties and issues in developing/delivering the curriculum and/or co-curriculum • Innovation in delivery of teaching and learning • Support for professional development of faculty, instructors and teaching assistants • Incentives and recognition for good performance • Teaching effectiveness and student feedback • Facilities, including: laboratories, study space, classrooms • Learning resources, including: Library, on-line resources • Availability of elective courses requested by students • Class size, access to faculty, student campus engagement • Review of assessment results, including course grade distributions and degree classifications • Application of Senate policy for grading, plagiarism and academic integrity
<u>Graduation and placement</u> <ul style="list-style-type: none"> • Opportunities and preparation for graduate employment or further study