

Guidance on Preparing an Annual Report on Teaching and Learning

Step 1

- Review the data provided. The results of the exit survey of UG students (SESQ) are particularly important.
- Consider additional information that might be helpful: the number of students in UROP/internships/exchange; student academic progress; graduate employment.....
- Ask colleagues to provide input on “good practice”: innovation in teaching or assessment; student advising and mentoring; co-curricular activities.....

Step 2

- Look at the results of stakeholder feedback
 - ❖ What did students contribute through joint meetings or focus-group sessions?
 - ❖ What had alumni or employer contacts or formal sessions contributed?
 - ❖ Had there been visits/reviews by academic peers?
- Consider accreditation-related feedback to report, or other benchmarking activities

Step 3

- Reflect on the data and feedback. What does it indicate about areas of strength and weakness, what issues have been raised?
- Reflect on your unit’s QA arrangements
 - ❖ Was QA aligned with the requirements of the HKUST QA Framework?
 - ❖ Could arrangements be streamlined or strengthened?
 - ❖ Were decision-makers receiving the information they require?
 - ❖ Had students and other stakeholders been informed of decision makers’ actions?

Step 4

- Determine the key issues for the reporting period and the priorities for the year ahead.

Step 5

- Provide a Draft report based on Steps 1 to 4. Discuss the Draft with colleagues. Present the Draft through the Head to the Department.
- Develop a revised Report, based on comments.

Some Dos and Don'ts

- **Do** keep the Report brief (no more than five pages for department reports on UG education and TPG programs)
- **Do** show that evidence has been reviewed and has had an impact on plans
- **Do** try to identify trends and patterns
- **Do** give priority to feedback from “external points of reference”
- **Do** refer back to action items from previous reports
- **Do** make the most of the good things you are doing for student learning
- **Do** be frank and self-critical, but, where you express concerns, show that there are plans for improvement
- **Do** try to demonstrate that your QA process is working: issues have been raised in the right committee, referred to the right place, dealt with appropriately and implementation actions monitored
- **Do** be forward-looking and present plans for action

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- **Don't** reproduce data that is already available
 - **Don't** make assertions unless you have some evidence or examples that can back them up
 - **Don't** simply describe your existing QA arrangements or activities supporting students without reflection and evaluation
 - **Don't** try to be comprehensive: focus on areas of concern for the reporting period

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