

Chapter Six

Guidelines and Procedures for Annual Programme Reporting for Undergraduate Programmes

6.1 Objectives

Each programme is reviewed annually to ensure that the Programme and Curriculum Committee (PCC) or Undergraduate Business Programmes Committee (UBPC) or Department Board for BA programmes offered by departments under the Faculty of Arts systematically **analyses pertinent information and identifies areas where improvements are necessary or desirable in order to enhance programme quality and delivery**. On the basis of available evidence, the review will also assess whether the programme has been successfully operated and has worked towards achieving its desired aims and learning outcomes in the past year.

[Notes:

1. The annual report on the Core Curriculum programme follows this set of guidelines and procedures with some adjustments to details, e.g. admission figures replaced by course enrolment figures, and procedures as detailed in Chapter 11.
2. Although Centre for English and Additional Languages (CEAL)/Chinese Language Education and Assessment Centre (CLEAC), Office of Service-Learning, Division of Science and Wong Bing Lai Music and Performing Arts Unit (WBLMP) do not offer undergraduate programmes, each should submit an annual report with reference to a separate set of guidelines customised respectively for CEAL/CLEAC, Service-Learning courses, Division of Science and WBLMP.]

6.2 Roles

6.2.1 Programme Director (or the Head of Department (HoD) concerned for BA programmes offered by departments under the Faculty of Arts)

- (a) The Programme Director or relevant HoD is responsible for managing the on-going academic review and development of the programme.
- (b) He/She should ensure that the necessary data and information are assembled and that a draft Annual Programme Report is prepared.
- (c) He/She is also responsible for ensuring that comments or advice made by the PCC/UBPC/Department Board and the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) are taken into consideration in revising the Report.

6.2.2 Programme and Curriculum Committee/Undergraduate Business Programmes Committee (or Department Board for BA programmes offered by departments under the Faculty of Art)

The PCC/UBPC/Department Board considers the draft Annual Programme Report, reviews critically the operation of the programme and considers any proposed changes.

6.2.3 Faculty Board (FB)/School Management Board

The Faculty Board/School of Data Science Management Board (SDSMB)/Wu Jieh Yee School of Interdisciplinary Studies Management Board (WJYSISMB) should ensure that the Report complies with the requirements in the University's relevant guidelines, contains critical analysis and evidence-based commentary, and that the academic unit(s) has/have made appropriate development and changes. The Faculty Board/SDSMB/WJYSISMB should also provide comments or advice (if any) on the action plan in the Report.

6.2.4 Academic Quality Assurance Committee for Undergraduate Programmes

In considering the Report, the AQAC shall ascertain whether the objectives of the review as mentioned in 6.1 have been achieved and whether relevant issues are being properly addressed.

6.2.5 Senate

Reports approved by the AQAC shall be submitted to the Senate for its noting.

6.3 **Procedures and Timing**

Information Technology Services Centre provides the term-end Course Teaching and Learning Evaluation (CTLE) reports to Programme Director/HoD concerned	around mid-January (for 1 st Term) and around mid-June (for 2 nd Term)
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The Office of Student Affairs provides the Graduate Employment Survey to Programme Director/HoD concerned	by June
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External Academic Adviser (if any) submits annual report to the President which is copied to the Programme Director/HoD concerned	by 1 July
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Centre for Innovative Teaching and Learning (CITAL) provides First Year (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES) Reports to Programme Director/HoD concerned	by August
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CITAL provides Employer and Alumni Survey Reports to Programme Director/HoD concerned (biennially)	by August
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Registry issues a reminder to academic units on submission of the Annual Programme Report (with a clear time frame)	in early September
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Registry and Institutional Research and Branding Office provide statistical data to Programme Director/HoD concerned	in September
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Programme Director/HoD concerned drafts the Annual Programme Report	by end of October
PCC/UBPC/Department Board meets to discuss the draft Report	by mid-November
FB/SDSMB/WJYSISMB reviews and endorses the draft Report	by early December
Programme Director/HoD submits the endorsed Report to AQAC	by end of December
AQAC considers and approves the Report as appropriate	in February/March
Senate notes approved Report	in March/April

[Note: A copy of the Report should be sent to members of Advisory Board concerned for their information.]

6.4 Contents of the Annual Programme Report

6.4.1 The Report should consist of three distinct sections: a cover, the main text and appendices.

6.4.2 Cover

A cover sheet shown in Appendix A gives summary information of the programme, its PCC/UBPC/Department Board, etc., and endorsement/approval by relevant authorities. (Note: Endorsement by the FB/SDSMB/WJYSISMB is not necessary for programmes **not** offered under a Faculty, the SDS, or the WJYSIS. Necessary adjustments shall be made.)

6.4.3 Main Text

- (a) Please refer to the template in Appendix B for the required and suggested content for the main text.
- (b) Main points to bear in mind in writing the Report are that it shall
 - contain concise **critical analysis** and **evidence-based commentary**;
 - emphasize **development and changes** that occur during the reporting year and highlight the **rationale/justification** for such developments/changes;
 - in major areas, include a **reflection on development and achievement** during the previous year as well as **ways for improvement**; and
 - as a rough guide, be about 10 to 11 pages in single-line spacing (for the main text only) for non-integrated programmes, and about 15 to 17 pages for integrated programmes.
- (c) Sources of Information
The Report should draw upon **evidence** and **information from statistical data**, which can include student admissions and examination results; employment statistics; scores in CTLE; comments/suggestions from External Academic Advisers and responses to them; views of students (in particular final year students), graduates, alumni, staff,

Advisory Board, employers or relevant professional bodies; comments by validation/review panel, etc., if any.

6.4.4 Appendices

- (a) **SHOULD** append **data and information** reflecting programme **strengths** and **weaknesses**, including:
- Statistical Report on Criteria for Evaluation of Undergraduate Programmes (a sample is shown in Appendix C);
 - External Academic Advisers' Annual Reports (for the reporting year);
 - response to External Academic Advisers/Advisory Board members after discussion of their views/suggestions at relevant committee(s) (sent during the reporting year, if any, although the views/suggestions can be received for the year before);
 - reports on surveys to students, final year students/graduates, alumni, employers, etc. undertaken during the year, if any, and the respective Teaching and Learning Data to Action forms¹ (Appendix D), if applicable, for the survey reports;
 - study on time series data undertaken during the year, if any and as appropriate;
 - statistics on admissions, examination and others such as those related to Senior Year admittees from Registry;
 - reports on programme validation or 5-year programme review and response thereto, if any;
 - reports on study tours, internship programme, international exchange programme, if any.
- (b) **MAY** append relevant parts of the following reports if deemed necessary:
- employment statistics from Office of Student Affairs, if any;
 - staff information including research publications, community service, conference attendance or other scholarly activities, etc.
- (c) **SHOULD NOT** append details on programme operations/management, such as:
- reports/views from individual teachers;
 - minutes/reports of the meetings of the PCC/UBPC, Department Board, Advisory Board, Board of Examiners;
 - report on Staff Retreat;
 - comments of External Academic Advisers on individual examination papers and script marking.

¹ *The Teaching and Learning Data to Action Form aims to highlight some commendations, areas for improvement and some recommended actions to support Departments/Units to consider how best to integrate findings from the data collated as part of future developments. Departments/Units can seek further advice from their dedicated Faculty Liaison from CITAL to help identify thoughts on appropriate actions / timeline to address the areas for improvement indicated.*

LINGNAN UNIVERSITY
Annual Programme Report 20 -

Title of Programme:	Normal Duration
Host Department(s):	
Name of Programme Director/Head of Department:	
Contributing Departments:	
Dates of Last and Next Validation or 5-year Programme Review:	

Membership of Programme and Curriculum Committee (PCC)/Undergraduate Business Programmes Committee (UBPC)/Department Board (DB) in the reporting year:			
Name	Dept.	Name	Dept.

Endorsed by PCC/UBPC/DB and submitted to the FB/SDSMB/WJYSISMB:

(Programme Director/Head of Department)

Date

Endorsed by FB/SDSMB/WJYSISMB and submitted to the AQAC:

(FB/SDSMB/WJYSISMB Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date

Undergraduate programmes are required to provide in the main text of the Annual Programme Report explanations and action plans for items which fall into the range for special attention in the latest year, as identified in the Statistical Report on Criteria for Evaluation of Undergraduate Programmes (CEUP) which is available in September and a sample of which is given in Appendix C. Explanations and action plans given should be shaded to facilitate the review of undergraduate programme provision.

Template for Annual Programme Report for Undergraduate Programmes

1. Summary of Progress on Previous Action Plans

Should summarise actions taken and recorded since the previous Annual Programme Report and as follow up from the previous 5-year Programme Review. Identify timescales for any on-going or planned actions.

Issue	Action Taken/Being Taken with indicated time frame

2. Student Admissions/Allocation to Major

- Should give a critical and evidence-based commentary on student admissions, respectively for (a) **First-Year-First-Degree (FYFD)** and (b) **Senior Year admittees**, including:
 - any trends/changes/developments that have been observed and the reasons/rationale/justifications for such observations; and
 - any issues or problems identified and actions taken/to be taken to address them.
- Should be supported by analysis of relevant data for the reporting year **in comparison with the data for (i) the previous two cohorts and (ii) the University average** (if any).
- Should include (but not limited to) an evaluation of the following statistical data in the analysis:
 - application numbers (overall and also respectively of JUPAS Band A applicants and First Choice applicants in direct admission); and
 - take-up rates and admission scores of JUPAS and non-JUPAS applicants.
- Include Major allocation numbers (if applicable), and any other aspects as deemed appropriate.

3. Student Progression

- Should give a critical and evidence-based commentary on the academic performance of students, respectively for (a) **FYFD** and (b) **Senior Year admittees**, including:
 - any trends/changes/developments that have been observed and the reasons/rationale/justifications for such observations; and
 - any issues or problems identified and actions taken/to be taken to address them.
- Should be supported by analysis of relevant data for the reporting year **in comparison with the data for the previous two cohorts** as far as possible.
- Should include (but not limited to) an evaluation of the following statistical data in the analysis:
 - Term/Overall GPAs of students by year and cohort graduation rate; and
 - progression rates (including attrition/retention) and classification of awards.
- Should include an evaluation on the performance and progress of **Senior Year admittees** in comparison with year 1 admittees.
- Include any other aspects as deemed appropriate.

4. Graduate Employment

Should include a summary and evaluation of the employment situation of graduates, mainly in relation to:

- employment sector and occupation, salary range, relevance of study to work and pursuit of further studies (in comparison with the University average if possible);
- whether any trends/changes/developments have been observed and possible reasons for such observations; and
- whether any issues or problems have been identified and actions taken/to be taken to address them.

5. Curriculum Review and Changes to the Programme

Should include a critical commentary on the review of the programme/courses carried out in the reporting year that leads to any programme/course changes. Specific focus should be given to major changes made to the programme aims, programme curriculum, course learning outcomes, assessment, and introduction of new courses with justifications given, e.g. external review, internal reflection, benchmarking, etc. If any benchmarking data is available or if there are any initiatives to enhance the programme by means of international and local collaborations, please specify here.

If there are any changes related to language of instruction of courses in the programme (apart from those on the Core Curriculum and Chinese/English enhancement courses), they should be reported to reflect that the changes are anomalies with reasons given.

6. Feedback from External Academic Advisers (EAAs) and Advisory Board

Should include a summary of the issues raised and suggestions made by EAAs and the Advisory Board in the reporting year, and the responses and action plans (covering proposed modifications/developments) made to address these issues/suggestions by the Programme and Curriculum Committee/Undergraduate Business Programmes Committee/Department Board.

7. Feedback from Students

- Should include a summary of the issues raised and comments made by students via the following means in the reporting/latest year, as well as actions taken/to be taken (with timeline) to address them:
 - (i) First Year (FirstYSLES)* and Final Year Student Learning Experience Survey (FinalYSLES)*;
 - (ii) Course Teaching and Learning Evaluation (CTLE);
 - (iii) Staff-Student Consultation Committee; and
 - (iv) any other formal or informal communication channels.

For items (i) and (ii), should include major findings based on data analysis, and for (i) highlight areas of commendation and recommended actions identified in the Teaching and Learning Data to Action forms.

* From annual reports of 2021-22 onwards, figures for Graduate Attributes and Teaching and Learning Environment from the First Year survey should be compared with those from the Final Year survey for the same cohort of students to investigate any changes over time (e.g. comparison of the First Year survey results in 2019 with the Final Year survey results in 2022). The comparison figures can be found in the Final Year Student Learning Experience Survey report.

8. Feedback from Alumni and Employers and Other Stakeholders

- Should include a summary of the issues raised and comments made by alumni, employers and relevant professional bodies, etc. via the following means in the reporting/latest year, as well as actions taken/to be taken (with timeline) to address them:
 - (i) Alumni Survey;
 - (ii) Employer Survey; and

(iii) any other formal or informal communication channels. For items (i) and (ii), should include major findings based on data analysis. If the survey was conducted in the previous year, progress on follow up actions should be included.
9. Assessment of Learning Outcomes
- Should give a critical and evidence-based commentary on the outcome-based assessment of learning for the programme, including: - students' attainment of programme and course learning goals/outcomes; - approaches/initiatives adopted to ensure accurate measurement of these goals/outcomes, e.g. development or refinement of rubrics; - any trends/changes/developments that have been observed and the reasons/rationale/justifications for such observations; and - any issues or problems identified and actions taken/to be taken to address them. - Should be supported by analysis of learning outcomes-related data in comparison with previous years (preferably for a period of three years) as reflected in: - Criteria for Evaluation of Undergraduate Programmes (CEUP), - First Year (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES), - Course Teaching and Learning Evaluation (CTLE), and/or - any other means. - Include any other aspects as deemed appropriate. Except for BA Chinese, indicate courses identified for incorporation of the language component for assessing students' English language proficiency and for these courses include evidence of students' achievement of the language learning outcomes.
10. Pedagogical Development/Innovation and Experiential Learning
Should include a summary and evaluation of: - efforts made to advance teaching and learning with development/innovation in pedagogies and adoption of cutting-edge technologies; - courses with blended-learning and other forms of e-learning, staff participation in Teaching Development Grant projects and the impact of the project outcomes on teaching and learning; - initiatives aimed at incorporating Service-Learning into the programmes/courses; and - any other initiatives to enhance the out-of-class learning of students, e.g. internship, practicum, entrepreneurial projects.
11. Internationalisation
- Should include a summary and evidence-based evaluation of internationalisation of student learning experience and/or the curriculum, including any relevant initiatives taken, or planned to be taken, by the programme to enhance the international aspects of the student experience and/or the curriculum. - Should be supported by analysis of relevant data, such as: - the number and percentage of non-local degree-seeking students on the programme and how the percentage compares with the University average; and - the number and percentage of students of the programme participating in the University's student exchange programmes.
12. Changes with Resource Implications
Should include a summary of any changes to the resources (material or human) necessary for the successful continuation and development of the programme, as well as any staff development necessary to resource the programme. (Note: Request for resources should be separately submitted to relevant committees, e.g. University Administration and Planning Committee.)

13. Overall Evaluation

The Report should conclude with an overall evaluation of the programme that brings together what has been reported above and includes a critical reflection of the programme as a whole. Issues to be addressed include:

- an overall evaluation of the curriculum and learning outcomes;
- evaluation of efforts made to enhance the programme taking account of comments made in the last 5-year Programme Review and the previous Annual Programme Report;
- strengths and weaknesses; and
- any matters of concern not covered in this Report so far.

14. Action Plan

The Report should contain an action plan to spell out actions and measures to be taken with an indicative timeframe to solve the problems identified in various sections above, to improve or develop the programme and/or to address recommendations made in the last 5-year Programme Review and feedback from various stakeholders. In the action plan there should be clear lines of responsibility for the actions and measures. If any items in the statistical report of Criteria for Evaluation of Undergraduate Programmes fall into the range for special attention, follow up actions to be taken should be incorporated here.

**Criteria for Evaluation of Undergraduate (UG) Programmes
Statistics for Annual Programme Report for Academic Year 2025-26**

Programme: xxxx

Programmes are required to provide in the main text of the Annual Programme Report (APR) explanations and action plans for items which fall into the range for special attention in the latest year. Figures which fall into the range for special attention are highlighted.

A. MAIN REPORT

1. VISION, MISSION AND STRATEGY OF THE UNIVERSITY

1.2 Achievement of attributes of ideal Lingnan graduates

Suggested
Section in the
APR to provide
explanations &
action plans*

	University 2025-26	Target	Threshold for Special Attention	2022- 23	2023- 24	2024- 25	2025- 26
a) Average IELTS score of graduates	n/a	6.8	6.7	n/a	n/a	n/a	n/a

Section
9

b) Final Year Student Learning Experience Survey (FinalYSLES) Mean scores*

(The questions concerned are listed in Note 1. The median and the 25-75th percentile for each item, and the average grade points of University required language courses of graduates are provided in Part B Supplementary Information.)

	University 2025-26	Target	Threshold for Special Attention	2022- 23	2023- 24	2024- 25	2025- 26
(i) English language skill	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(ii) Chinese language skill	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(iii) Scholarly & Interdisciplinary	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(iv) Digitally Literate	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(v) Interpersonal skills	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(vi) Critical and Analytical	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(vii) Problem solving	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(viii) Personally & Socially Responsible	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(ix) Globally Minded	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(x) Life-long learning	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a
(xi) Environmental, social & governance (ESG) **	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a

Section
7

* Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

** Since 2025-26 academic year

2. COMPETITIVENESS OF PROGRAMME AND INTAKE QUALITY

	University 2025-26	Target	Threshold for Special Attention	2022-23	2023-24	2024-25	2025-26	Section <u>2</u>
2.1 Average entry score of the sum of the 4 core subjects of JUPAS admittees [#] (max. score = 28)	n/a	18	≤ 16	n/a	n/a	n/a	n/a	
2.2 Average entry score of the best 5 subjects of JUPAS admittees (max. score = 35)	n/a	22	≤ 19	n/a	n/a	n/a	n/a	

[#] Item 2.1 has been obsolete since 2024-25 in view of the replacement of 'Liberal Studies' with 'Citizenship and Social Development'.

3. QUALITY OF PROGRAMME AND STUDENT LEARNING EXPERIENCE

	University 2025-26	Target	Threshold for Special Attention	2022-23	2023-24	2024-25	2025-26	
3.1 Percentage of graduates who have taken up capstone projects/supervised individual/group research*	n/a	90%	≤ 70%	n/a	n/a	n/a	n/a	Section <u>10</u>
3.2 Percentage of students attending leadership training/joining entrepreneurial projects*	n/a	70%	≤ 50%	n/a	n/a	75.86%	82.00%	Section <u>10</u>
3.3 Percentage of students with university-approved local/non-local experiential learning experience* (Note 2)	n/a	100%	≤ 80%	n/a	n/a	100.00%	98.00%	Section <u>10</u>

* Self-financed programme has been included.

	University 2025-26	Target	Threshold for Special Attention	2022-23	2023-24	2024-25	2025-26	
3.4 UG satisfaction with the quality and value which they have gained from their teaching and learning experience (Note 3)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	Section 7
3.5 UG satisfaction with their overall learning environment (Note 3)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	Section 7
3.6 UG satisfaction with learning experience outside HK that has fulfilled their aspiration (Note 3)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	Section 7
3.7 UG satisfaction with learning experience outside HK has enriched their educational experience and deepened their knowledge (Note 3)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	Section 7

3.8 Graduate employment success rate

	University 2024-25	Target	Threshold for Special Attention	2021-22	2022-23	2023-24	2024-25	
a) Percentage of full-time UG graduates in employment*	n/a	95%	≤ 85%	n/a	n/a	n/a	n/a	Section 4
b) Percentage of full-time UG graduates in full-time employment*	n/a	95%	≤ 85%	n/a	n/a	n/a	n/a	

* Including self-employment.

From 2024-25, the calculation is (full-time employed + underemployed) / (full-time employed + underemployed + unemployed), for full-time UG graduates. Further study and emigrated/returned-to-origin categories are excluded. This replaces the former full-time employment measure; figures up to 2023-24 are not directly comparable.

^ From 2024-25, the calculation is full-time employed / (full-time employed + underemployed + unemployed), for full-time UG graduates. Further study and emigrated/returned-to-origin categories are excluded. This replaces the former full-time employment/further-studies measure; figures up to 2023-24 are not directly comparable.

3.9. Performance of academic staff in assisting student learning

(The medians and the 25-75th percentiles for a, b & c and the standard deviations for d are provided in Part B Supplementary Information.)

	University 2025-26	Target	Threshold for Special Attention	2022-23	2023-24	2024-25	2025-26	
a) Teaching for effective understanding (Note 4)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	Section 7
b) Teacher's assistance * (Note 4)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	
c) Relationship between teachers and students * (Note 4)	n/a	4	≤ 3.5	n/a	n/a	n/a	n/a	

* Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

d) Course Teaching and Learning Evaluation question "Overall, I am satisfied with the teacher's performance."**	n/a (T1)	5	≤ 4.5	n/a	n/a	n/a	n/a
	n/a (T2)			n/a	n/a	n/a	n/a

** Ratings on a 6-point scale (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree)

4. ENHANCED INTERNATIONALISATION AND ENGAGEMENT WITH THE MAINLAND

	University 2025-26	Target	Threshold for Special Attention	2022-23	2023-24	2024-25	2025-26	
4.1 Percentage of non-local students*	n/a	10%	≤ 8%	n/a	n/a	n/a	n/a	Section 11
4.2 Percentage of non-local students broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others)*	n/a	30% non-Mainland	≤ 15% non-Mainland	n/a	n/a	n/a	n/a	
4.3 Percentage of Hong Kong UG students** with non-local university-approved formal or experiential learning experience* (Note 2)	n/a	50%	≤ 35%	n/a	n/a	n/a	n/a	

* Self-financed programme has been included.

** Based on local UG students

B. SUPPLEMENTARY INFORMATION

1.2 Achievement of attributes of ideal Lingnan graduates

b) FinalYSLES Results*

Mean, Median and 25-75th Percentile of FinalYSLES

		Value	2022-23	2023-24	2024-25	2025-26
(i)	English language skill	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(ii)	Chinese language skill	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(iii)	Scholarly & Interdisciplinary	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(iv)	Digitally Literate	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(v)	Interpersonal skills	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(vi)	Critical and Analytical	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(vii)	Problem solving	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(viii)	Personally & Socially Responsible	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(ix)	Glocally Minded	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(x)	Life-long learning	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a
(xi)	Environmental, social & governance (ESG) **	Mean	n/a	n/a	n/a	n/a
		Median	n/a	n/a	n/a	n/a
		25-75 th Percentile	n/a	n/a	n/a	n/a

* Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

** Since 2025-26 academic year

Average GPA in University required language courses of graduates

	University 2025-26	2022-23	2023-24	2024-25	2025-26
Average GPA in University required Eng. lang. courses of graduates	n/a	n/a	n/a	n/a	n/a
Average GPA in University required Chin. lang. courses of graduates	n/a	n/a	n/a	n/a	n/a

3.9 Performance of academic staff in assisting student learning

Mean, Median and 25-75th Percentile of FinalYSLES Results*

	Value	2022-23	2023-24	2024-25	2025-26
a) Teaching for effective understanding* (Note 4)	Mean	n/a	n/a	n/a	n/a
	Median	n/a	n/a	n/a	n/a
	25-75 th Percentile	n/a	n/a	n/a	n/a
b) Teacher's assistance* (Note 4)	Mean	n/a	n/a	n/a	n/a
	Median	n/a	n/a	n/a	n/a
	25-75 th Percentile	n/a	n/a	n/a	n/a
c) Relationship between teachers and students* (Note 4)	Mean	n/a	n/a	n/a	n/a
	Median	n/a	n/a	n/a	n/a
	25-75 th Percentile	n/a	n/a	n/a	n/a

* Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

Mean and Standard Deviation of Course Teaching and Learning Evaluation Results

	Term	Value	2022-23	2023-24	2024-25	2025-26
d) Course Teaching and Learning Evaluation question "Overall, I am satisfied with the teacher's performance."	1 st	Mean	n/a	n/a	n/a	n/a
		Standard deviation	n/a	n/a	n/a	n/a
	2 nd	Mean	n/a	n/a	n/a	n/a
		Standard deviation	n/a	n/a	n/a	n/a

Ratings on a 6-point scale (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree)

Notes:

1. Questions from FinalYSLES for 1.2 b):

- (i) My ability to use English has improved.
- (ii) My ability to use Chinese has improved.
- (iii) Scholarly & Interdisciplinary - Average score of:
 - I was given many opportunities to develop the skills integral to my major.
 - I feel I have developed a good knowledge of my major subject.
 - The learning environment in my department was conducive to my learning.
 - I feel I have acquired understanding in areas beyond the confines of my major.
- (iv) Digitally Literate - Average score of:
 - I have learnt to use technology to enhance my learning.
 - Technology has allowed me to improve my communication and presentation skills.
 - The use of technology enhanced my learning experience at Lingnan.
- (v) Interpersonal Skills - Average score of:
 - I have learnt to become an effective team member.
 - I feel confident in dealing with people from different backgrounds.
 - I have learnt to be more open to different views.
- (vi) Critical and Analytical - Average score of:
 - I have developed the ability to construct sound arguments.
 - I have developed the ability to assess alternative perspectives and arguments.
- (vii) Problem Solving - Average score of:
 - I have developed problem-solving skills.
 - I am able to take into account several factors in order to solve problems.
- (viii) Personally and Socially Responsible - Average score of:
 - My understanding of ethical standards has been enhanced.
 - I maintain high standards of personal integrity.
 - I am more aware of my role and behaviour as a responsible citizen.
- (ix) Globally Minded - Average score of:
 - I have been encouraged to take a global view of issues.
 - I have developed a better understanding of cultural differences.
 - I acquired relevant knowledge of local perspectives.
- (x) My ability and desire to engage in life-long learning has been developed.
- (xi) Environmental, social & governance (ESG) (*added from 2025-26 academic year*) - Average score of:
 - I have learned to understand different perspectives on Environment, Social and Governance (ESG) issues.
 - I have gained the knowledge and skills to influence Environment, Social and Governance Development (ESG) in my community.
 - I am motivated to engage in the efforts to promote Environment, Social and Governance (ESG).

2. Local experiential learning experience includes Integrated Learning Programme, internships, civic engagement, and participation in student societies. Non-Local experiential learning experience includes exchange, visiting, internships, study/field trip, experiential learning experience, and international events (conference, competition, forum).

3. Questions from FinalYSLES for 3.4 - 3.7

- 3.4 UG satisfaction with the quality and value which they have gained from their teaching and learning experience -
 - B18. Overall, I am satisfied with the quality of my programme and my experience of teaching and learning, taking account of the support that I have received, as well as knowledge, skills and values that I have gained or acquired.
- 3.5 UG satisfaction with their overall learning environment -
 - B19. Overall, I am satisfied with the quality of the learning environment, taking account of the learning resources, including Library, IT access, study space and the opportunities afforded to engage with other students.
- 3.6 UG satisfaction with learning experience outside HK that has fulfilled their aspiration (*added from 2025-26 academic year*) -
 - B28a. Overall, participating in the university-approved formal or experiential learning experience outside Hong Kong has fulfilled my aspiration to gain exposure and fostered better appreciation of diversity, equity and inclusion.
- 3.7 UG satisfaction with learning experience outside HK has enriched their educational experience and deepened their knowledge (*added from 2025-26 academic year*) -
 - B28b. Overall, participating in the university-approved formal or experiential learning experience outside Hong Kong has enriched my educational experience and deepened my knowledge relevant to my area of study.

4. Questions from FinalYSLES for 3.9 a-c):

- a) Teaching for effective understanding - Average score of:
 - The teaching staff used different approaches to enhance my understanding of course contents.
 - The design of courses helped me understand the course contents.

- b) Teacher's assistance - Average score of:
 - When I had difficulty with learning materials, I found the teachers' explanations useful.
 - There was sufficient feedback on course-related activities and assignments as a way of enhancing my learning.

- c) Relationship between teachers and students- Average score of:
 - The communication between teachers and students was good.
 - At least one teacher at Lingnan made me excited about learning.
 - My teachers at Lingnan cared about me.
 - I have encountered at least one teacher or staff member at Lingnan who (has) mentored me – by encouraging me to pursue my goals and dreams.

CENTRE FOR INNOVATIVE TEACHING AND LEARNING
TEACHING AND LEARNING DATA TO ACTION FORM
PART I TEACHING AND LEARNING DATA INFORMATION

Attention to:	Prof. XXX	Faculty / Department / Unit / Programme:	XXX
Data source:	Final Year Student Experience Learning Survey 2021		
Survey Period:	April to June 2021	Purpose of the survey:	Enhancement of Teaching & Learning
CITAL Support Staff Contact:	cital@ln.edu.hk	Sent:	10/9/2021

PART 2 TEACHING AND LEARNING DATA AREAS OF COMMENDATION

XXX Programme: *Adaptability* was rated consistently high from 2018 to 2021. There is a significant increase in *Teachers and Learning Relationship* in 2021.

PART 3 TEACHING AND LEARNING DATA AREAS OF ACTION

XXX Programme: The rating of *Chinese Language Competence* was slightly improved but still maintained low in 2021.

PART 4 CITAL RECOMMENDED ACTIONS

CITAL Recommends for the consideration of the Dean / HoD or Unit / Programme Leader the following possible areas of support we can provide to assist in addressing the areas of action.

(CITAL to Highlight as recommended).

- Consultation with Dean / HoD or Unit / Programme Leader on areas of improvement and strategy
- Professional Development for staff via a workshop specific to the areas identified
- Conduct a focus group with staff / students to drill down more deeply into the reason for the actions and potential ways to improve
- Development of an Educational Resource to assist in addressing the area of action
- Creation on a self-paced online professional development resource for staff
- Formation of a Community of Practice specific to his context to facilitate the ongoing sharing of the collective wisdom of colleagues as related to Curriculum / Pedagogy / Technology / Assessment / Graduate Attributes
- Facilitating a Curriculum Review which could cover the following areas:
 - Programme coherence;
 - Courses aligning to the Graduate Attributes concerned;
 - Teaching and learning methods supporting students to achieve these Graduate Attributes;
 - Assessment tasks enabling students to demonstrate their achievements;
 - Student workload (e.g. amount and distribution of assessment tasks over an academic term)
 - Approaches to feedback provision;

PART 5 FACULTY / DEPARTMENT / UNIT / PROGRAMME COMMENTS and / or RECOMMENDED ACTIONS AND TIMELINE

I / we have noted the areas of possible action and would like to provide the following as additional commentary to the analysis of this data.....

To improve the low-rated Chinese Language competency, Dept X has obtained the permission from AQAC to change the MOI to Chinese in one elective course and will plan to change the MOI for another elective in Chinese art, so that students will have more practice in reading and writing in Chinese.

To improve Information and Communications Technology Literacy (ICT), Dept X will ask ITSC to collaborate with us or hire a professional to offer a tailor-made technical workshop to meet the needs of our students per year.

I / we have noted the areas of possible action and would like to provide the following as the approaches we wish to take to address the actions as identified.

ACTION	TIMELINE

Conduct a focus group with students to drill down into the reason for the actions to improve Chinese language competence	Mid-Jan 2024
ITSC workshop	Mid-Jan 2024

Please return this form to CITAL no later than 1 month from receipt of the original via email to cital@ln.edu.hk. CITAL is happy to offer support in the completion of Part 5 and happy to provide any further information / clarification and support as needed. Please feel free to reach out to the designated support contact to arrange.

Best Regards,

CITAL Learning Analytics

To be completed by CITAL
 RECEIVED FROM _____ ON _____