

Chapter Six

Guidelines and Procedures for Annual Programme Reporting for Taught Postgraduate Programmes

6.1 Objectives

Each programme is reviewed annually to ensure that the Programme and Curriculum Committee 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.

6.2 Roles

6.2.1 Programme Director

- (a) The Programme Director 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 Programme and Curriculum Committee, the Faculty Board¹ and the Postgraduate Studies Committee (*including those made by the Small Group under the Postgraduate Studies Committee*) are taken into consideration in revising the Report.

6.2.2 Programme and Curriculum Committee

The Programme and Curriculum Committee considers the draft Annual Programme Report, reviews critically the operation of the programme and considers any proposed changes.

6.2.3 Faculty Board

The Faculty Board should ensure that all information presented in the Report is up-to-date, accurate and consistent, and 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 should also provide comments or advice (if any) on the action plan in the Report.

6.2.4 Postgraduate Studies Committee

In considering the Report, the Postgraduate Studies Committee shall ascertain whether the

¹ The Board of Graduate Studies/School of Data Science Management Board/Wu Jieh Yee School of Interdisciplinary Studies Management Board shall assume the role of Faculty Board and Faculty Management Board for programmes offered by the School of Graduate Studies/School of Data Science/Wu Jieh Yee School of Interdisciplinary Studies respectively.

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 Postgraduate Studies Committee 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) to Programme Director concerned	around mid-January (for 1 st Term) and around mid-June (for 2 nd Term)
External Academic Adviser (if any) submits annual report to the President which is copied to the Programme Director concerned	by 1 July
Centre for Innovative Teaching and Learning (CITAL) provides Employers' and Alumni Survey Reports to Programme Director concerned (biennially)	by August
School of Graduate Studies issues a reminder to Programme Directors on submission of the Annual Programme Report (with a clear time frame)	in early September
Programme Director concerned, if consider necessary, seeks advice from the CITAL in the analysis of the Graduate Exit Survey report and the Graduate Employment Survey (conducted by individual programmes), and works with the CITAL in identifying the teaching and learning enhancement and career development initiatives for the Programme based on the survey findings	by mid-December
Programme Director concerned drafts the Annual Programme Report	by end of December
Programme and Curriculum Committee meets to discuss the draft Report	by early January
Faculty Board reviews and endorses the draft Report	by mid-January
Programme Director submits the endorsed Report to PSC	by end of January
Small Group under PSC considers and gives feedback on the Report	by end of March
PSC considers and approves the Report as appropriate	in April
Senate notes approved Report	in May

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 and endorsement/approval by relevant authorities.

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**;
 - emphasise **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
- (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 Course Teaching and Learning Evaluation; comments/suggestions from External Academic Advisers and responses to them; views of 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:
 - Summary of Findings of Graduate Employment Survey of the Reporting Year from the Centre for Innovative Teaching and Learning (CITAL)
 - Summary of Findings of External Benchmarking Exercise Conducted in the Reporting Year
 - External Academic Advisers' Annual Report(s) for the Reporting Year
 - Response to the Programme Validation or Five-year, if any Programme Review Conducted during the Reporting Year
- (b) MAY append relevant parts of the following reports if deemed necessary:
 - 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 Programme and Curriculum Committee, Advisory Board, Board of Examiners;
- report on Staff Retreat;
- comments of External Academic Advisers on individual examination papers and script marking.

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1. Title of Programme:

(English)

(Chinese)

2. Duration of Study:

(Minimum/Normal)

(Maximum)

3. Host and Contributing Department(s)/Unit(s)¹:

(Host)

(Contributing Department)

4. Dates of Last Validation or Five-year Programme Review:

5. Date of Next Five-year Programme Review:

6. Name of Programme Director:

¹ A division assumes similar roles and responsibilities of a department/unit.

7. Endorsement:

Date of Endorsement by Programme
and Curriculum Committee:

Date of Endorsement by

Faculty/School Board²:

8. Comments from Faculty/School Board²:

Overall Comments
Follow-up Action(s) Required

9. Comments from Small Group to Scrutinise Annual Programme Reports (SGAPR):

Overall Comments
Follow-up Action(s) Required

Appendices

A	Summary of Findings of Graduate Employment Survey of the Reporting Year from Centre for Innovative Teaching and Learning (CITAL)
B	Summary of Findings of External Benchmarking Exercise Conducted in the Reporting Year
C	External Academic Advisers' Annual Report(s) for the Reporting Year
D	Response to the Validation/Five-year Programme Review Conducted during the Reporting Year, if any

² The Board of Graduate Studies/School of Data Science Management Board/Wu Jieh Yee School of Interdisciplinary Studies Management Board shall assume the role of Faculty Board for programmes offered by the School of Graduate Studies/School of Data Science/Wu Jieh Yee School of Interdisciplinary Studies respectively.

Figures

A	Total No. of Applications	
	A1	No. of Local Applications
	A2	No. of Non-local Applications
B	No. of Interviewed Applications	
C	No. of Interviewees Receiving Offers	
D	No. of Direct Offers (without undergoing interview)	
E	No. of Offers Issued (=C+D)	
	E1	No. of Firm Offers Issued
	E2	No. of Conditional Offers Issued
F	No. of Offers Accepted	
	F1	No. of Firm Offers Accepted
	F2	No. of Conditional Offers Accepted
G	No. of Students Enrolled	
	G1	Enrolled from Firm Offers
	G2	Enrolled from Conditional Offers
H	Admission Target	
I	No. of Students Graduated with Intermediate Award	
J	No. of Students Graduated with Final Award	

Annual Programme Report for Taught Postgraduate Programmes

1. Summary of Progress on Previous Action Plans

- To extract the action plans recorded in the previous Annual Programme Report (APR) and report on the follow-up actions taken/being taken during the reporting year and after the previous five-year Programme Review (Appendix D)
- Identify time frame for any on-going or incomplete/unfinished items for follow-up

Information in Previous Action Plan			Progress and Time Frame for Follow-up (Where applicable)
Action	Responsible Party	Time Frame	

2. Student Admissions

Overall Evaluation and Analysis

To give an evaluation on the overall programme admission figures and relevant trends, such as:

- promotional strategies and their effectiveness, i.e. correlations between promotional activities arranged/publicising methods adopted and changes in the application number (particularly if higher number of applicants with better quality/higher calibre could be attracted), and whether changes to these promotional strategies/activities are needed
- achievement of admission strategy of the programme in terms of overall admission number, diversity of students (local vs non-local), etc., and whether changes to the admission target are needed
- any changes on the admission strategy have been made/are planned for future enhancement

Note: *Applicants accepted offer = Applicants who have paid the deposit = Admittees*

Table 2a: Overview of Programme Admission and Applicant Profiles for the Last Four Years

Table 2b: Interview Rates for the Last Four Years

Table 2c: Offer Issuance Rates for the Last Four Years

Table 2d: Offers Acceptance Rates and Forfeit Rates for the Last Four Years

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 2a: Overview of Programme Admission and Applicant Profiles for the Last Four Years

Intake Year	No. of Applications						Total No. of Applications (A)
	Local (%) (A1/A)	Non-local (%) (A2/A)	Non-local (%)				
			Chinese	British	American	Nigerian	
2024-25							
2023-24							
2022-23							
2021-22							

Table 2b: Interview Rates for the Last Four Years

Intake Year	Total No. of Applications (A)	No. of Interviewed Applications (B)	Interview Rate (B/A)	No. of Interviewees Receiving Offers (C)	% of Interviewees Receiving Offers (C/B)	No. of Direct Offers (without undergoing interview) (D)	% of Direct Offers (D/A)	Total No. of Offers Issued (C+D=E)	% of Offers Issued (E/A)
2024-25									
2023-24									
2022-23									
2021-22									

Table 2c: Offer Issuance Rates for the Last Four Years

Intake Year	No. of Applications (A)	Total Offers Issued		Firm Offers		Conditional Offers				
		Total No. of Offers Issued ^{Note 1} (E)	% of Offers Issued (E/A)	No. of Firm Offers Issued (E1)	% of Firm Offers Issued (E1/E)	No. of Conditional Offers Issued (E2)	% of Conditional Offers Issued (E2/E)	Conditions ^{Note 2}		
								To Attain Minimum English Proficiency	To Obtain Minimum Academic Qualifications	To Fulfil Pre-entry Course(s) Requirements
2024-25										
2023-24										
2022-23										
2021-22										

Notes:

1. Including offers revoked after acceptance.
2. The sum of different conditions may not match the total number of “Conditional offers issued” as applicants can fall into more than one category and they should be counted in each category.

Table 2d: Offers Acceptance Rates ^{Note} and Forfeit Rates for the Last Four Years

Intake Year	Total Offers				Firm Offers				Conditional Offers			
	No. of Offers Issued (E)	No. of Offers Accepted (F)	Offers Acceptance Rate (F/E)	Offers Forfeit Rate (100%-F/E)	No. of Firm Offers Issued (E1)	No. of Firm Offers Accepted (F1)	Firm Offers Acceptance Rate (F1/E1)	Firm Offers Forfeit Rate (100%-F1/E1)	No. of Conditional Offers Issued (E2)	No. of Conditional Offers Accepted (F2)	Conditional Offers Acceptance Rate (F2/E2)	Conditional Offers Forfeit Rate (100%-F2/E2)
2024-25												
2023-24												
2022-23												
2021-22												

Note: Applicants accepted offer = Applicants who have paid the deposit = Admittees

3. Student Enrolment and Profiles

Overall Evaluation and Analysis

To give an evaluation on the overall programme enrolment figures and relevant trends

Note: Enrolled students = Applicants paid the deposit and 1st instalment of tuition fee PLUS completed student registration

Table 3a: Enrolment Rates and Admission Targets for the Last Four Years

Table 3b: Nationality of Enrolled Students for the Last Four Years

Table 3c: Highest Degree of Enrolled Students for the Last Four Years

Table 3d: Major Disciplines/Fields of Highest Degree of Enrolled Students for the Last Four Years

Table 3e: English Language Qualifications of Enrolled Students for the Last Four Years

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 3a: Enrolment Rates ^{Note} and Admission Targets for the Last Four Years

Intake Year	Total No. of Students Enrolled (G)	Actual Enrolment Rate (G/E)	Enrolled from Firm Offers (G1)	Firm Offers Enrolment Rate (G1/E1)	Enrolled from Conditional Offers (G2)	Conditional Offers Enrolment Rate (G2/E2)	Enrolment Decline Rate (F-G)/F	Admission Target (H)	Target Achievement Rate (G/H)
2024-25									
2023-24									
2022-23									
2021-22									

Note: Enrolled students = Applicants paid the deposit and 1st instalment of tuition fee PLUS completed student registration

Table 3b: Nationality of Enrolled Students for the Last Four Years

Intake Year	Total No. of Local (%)	No. of Non-local from Mainland China (%)	Total No. of Non-local (<u>excluding</u> Mainland China) (%)	No. of Non-local (<u>excluding</u> Mainland China) (%)			Total No. of Non-local (%)	Total No. of Students Enrolled (G)
				British	American	Nigerian		
2024-25								
2023-24								
2022-23								
2021-22								

Table 3c: Highest Degree of Enrolled Students for the Last Four Years ^{Note 1}***Degree awarded by a single institution (except double/joint degree)***

Intake Year	Local Institutions		Mainland Universities		Overseas Universities		Total No. of Students ^{Note 2}
	QS500	Others	Double First-Class	Others	QS500	Others	
2024-25							
2023-24							
2022-23							
2021-22							

Students with a double/joint degree ^{Note 3}

Intake Year	Local Institutions		Mainland Universities		Overseas Universities		Total No. of Students ^{Notes 2 & 4}
	QS500	Others	Double First-Class	Others	QS500	Others	
2024-25							
2023-24							
2022-23							
2021-22							

Students without a Bachelor's Degree (for admission to Master's degree) / without a Master's Degree (for admission to Taught Doctoral degree) with special approval granted

Intake Year	Total No. of Students ^{Note 2}
2024-25	
2023-24	
2022-23	
2021-22	

Notes:

- 1: For students possessing with more than one highest degree, only the most recent degree will be counted for this table.
- 2: The aggregate of the “total no. of students” of these three tables should equal to the total no. of enrolled students, i.e. “G”.
- 3: The sum of different conditions does not match the total number of students as students with a double/joint degree can fall into more than one category.
- 4: If the two awarding institutions of a double/joint degree programme fall into the same category, e.g. two awards from two Double First-Class universities, they should be counted once, i.e. “1” under “Double First-Class”.

Table 3d: Major Disciplines/Fields of Highest Degree of Enrolled Students for the Last Four Years

Major/Area of Study	2024-25		2023-24		2022-23		2021-22	
	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%
Architecture and Town Planning								
Arts, Design and Performing Arts								
Business and Management								
Computer Science and Information Technology								
Education								
Engineering and Technology								
Humanities								
Languages and Related Studies								
Law								
Mass Media and Communications, Journalism and Public Relations								
Medicine, Dentistry and Health Sciences								
Sciences								
Services								
Social Sciences								
Others								
TOTAL								

Table 3e: English Language Qualifications of Enrolled Students for the Last Four Years ^(Note 1)***No English Language Requirements Needed (i.e. with English as Medium of Instruction for the Highest Degree)***

Intake Year	Total No. of Students ^{Note 1}
2024-25	
2023-24	
2022-23	
2021-22	

Fulfilled Minimum English Requirements for Admission ^(Note 2)

Intake Year	University recognised or programme specific			Internally recognised equivalent qualifications								
	IELTS	TOEFL	Total	CET-6	English Enhancement Course by LIFE	NPEE	CEFR	Cambridge English Qualifications	HKALE	GCE	HKDSE	Total
2024-25												
2023-24												
2022-23												
2021-22												

Met the Marginal English Threshold ^(Note 2)

Intake Year	University recognised or programme specific			Internally recognised marginal English qualifications								
	IELTS	TOEFL	Total	CET-6	English Enhancement Course by LIFE	NPEE	CEFR	Cambridge English Qualifications	HKALE	GCE	HKDSE	Total
2024-25												
2023-24												
2022-23												
2021-22												

Without Meeting Language Requirement with Special Approval ^(Note 2)

Intake Year	Total No. of Students ^{Note 2}
2024-25	
2023-24	
2022-23	
2021-22	

Notes

1: The aggregate of the “total no. of students” of these tables should equal to the total no. of enrolled students, i.e. “G”.

2: Please refer to the *Internal Guidelines on Equivalent English Qualifications for Admission to TPg Programmes* for details:

[https://www.in.edu.hk/sgs/_content/media/Internal_Guidelines_on_Equivalent_English_Qualifications_for_Admission_to-Taught_Postgraduate_\(TPg\)_Programmes.pdf](https://www.in.edu.hk/sgs/_content/media/Internal_Guidelines_on_Equivalent_English_Qualifications_for_Admission_to-Taught_Postgraduate_(TPg)_Programmes.pdf)

4. Student Progression and Graduation

Overall Evaluation and Analysis

To give an evaluation on the overall student progression and graduation figures and relevant trends

- Table 4a: Summary of Student Progression and Attrition for the Last Four Years
- Table 4b: Summary of Graduation for the Last Four Years
- Table 4c: Summary of Academic Dishonesty Cases Considered by Board of Examiners (BoE) for the Last Four Years

Key Changes and Anomalies

Strengths/Good Practice

Weaknesses/Areas for Improvement

Action Plan

Action to Take	Responsible Party	Time Frame

Table 4a: Student Progression and Attrition for the Last Four Years

Academic Year ^{Note}	Term	Mode of Study	No. of Enrolled Students			Leave of Absence	Student Progression				Student Attrition		
			New Intake	From Previous Intake(s)	Total		Normal Progression		Normal Progression with Academic Warning	Special Progression on Academic Probation	Discontinuation of Studies	Withdrawal from Studies	Unofficial Withdrawal
							Progress to Graduation	Continuation of Study for the Next Term					
2024-25	2	FT											
		PT											
	1	FT											
		PT											
2023-24	2	FT											
		PT											
	1	FT											
		PT											
2022-23	2	FT											
		PT											
	1	FT											
		PT											
2021-22	2	FT											
		PT											
	1	FT											
		PT											

Note: This table summarises student progression statistics in different **academic years (i.e. not intake/cohort)**.

FT = Full-time
PT = Part-time

Table 4b: Summary of Graduation for the Last Four Years

Academic Year ^{Note}	Mode of Study	Total No. of Graduates (I+J)	Graduated with Intermediate Award (I)	Graduated with Final Award (J)		
				Distinction	Pass	Total
2024-25	Full-time					
	Part-time					
2023-24	Full-time					
	Part-time					
2022-23	Full-time					
	Part-time					
2021-22	Full-time					
	Part-time					

Note: This table summarises student graduation statistics in different academic years (i.e. not intake/cohort).

Table 4c: Summary of Academic Dishonesty Cases Considered by the Board of Examiners (BoE) for the Last Four Years

Academic Year	Course Code	No. and Details on Cases of Academic Dishonest Practices Considered by BoE	Penalties Imposed by BoE

5. Graduate Employment

Overall Evaluation and Analysis

To include a summary and evaluation of employment situation of graduates, as well as the effect or benefits of the programme to further education and to the employment or work prospect of graduates, for instance:

- whether graduates agree that course contents were useful and/or relevant to their career or further studies
- number of students pursuing further studies
- number of students managed to enter into the relevant profession after graduation

To include an evaluation on whether the current curriculum and experiential learning and/or extra-curricular activities have been beneficial to students' career or future study prospects.

Appendix A: Summary of Findings of Graduate Employment Survey of the Reporting Year from Centre for Innovative Teaching and Learning (CITAL)

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

6. Curriculum Review and Changes to the Programme

Overall Evaluation and Analysis

To include a summary and evaluation of the programme/course review carried out in the reporting year that leads to any programme/course changes and the effectiveness of the programme in cultivating Lingnan's Graduate Attributes of students. In particular:

- any changes to the programme aims, programme intended learning outcomes (PILOs), structure/curriculum, course-level changes, introduction of new courses, etc, with date of PCC/PSC/Senate approval
- a brief account about the developmental efforts made in outcome-based assessment of learning
- approaches/initiatives to ensure accurate measurement of these goals/outcomes, e.g. development or refinement of rubrics
- evaluation of efforts made to enhance the programme taking account of comments made in the last Five-year Programme Review and the previous APR
- initiatives to enhance the programme by means of international, regional and/or local collaborations
- details on the benchmarking exercise with the university-approved programme's benchmarking institutions for ensuring that the programme is comparable to other programmes offered locally and internationally
- if no benchmarking exercise has been conducted in the reporting year, details about the programme's future benchmarking exercises (e.g. timeline, benchmarking institutions and programmes, any changes to the approved plan), and/or any changes to the approved plan required

Table 6: List of Courses Offered in the Reporting Year

Appendix B: Summary of Findings of External Benchmarking Exercise Conducted in the Reporting Year

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Benchmarking Exercise

(Please refer to the *Summary of Approved Benchmarking Plans and Institutions* and *Template for Summary of External Benchmarking Exercise at Programme Level* for details: <https://www.ln.edu.hk/sgs/taught-postgraduate-programmes/Programme-Level-External-Benchmarking-for-Taught-Postgraduate-Programmes>)

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 6: List of Courses Offered in the Reporting Year

Course Category	Course Code	Course Title
Core/Required Courses		
Elective Courses		
Capstone Project		

7. Pedagogical Development/Innovation and Experiential Learning

Overall Evaluation and Analysis

To include a summary and evaluation of:

- efforts made/initiatives to advance teaching and learning with development/innovation in pedagogies and adoption of cutting-edge technologies
- information/evaluation on 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 programme/courses
- initiatives to enhance the out-of-class learning of students, e.g. internship, practicum
- changes to pedagogies for programme/courses with significant increase in its student numbers as compared with previous years
- initiatives to reach out to (local) strategic partners and collaboration with them to provide professional/postgraduate training programmes/opportunities

Table 7: Experiential Learning Activities Offered in the Reporting Year

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 7: Experiential Learning Activities Offered in the Reporting Year

Offering Term	Name of Activity	Local / Non-Local Activity	With Non-Local Speaker(s) (Yes/No)	No. of Participants (from this Programme)

8. Evaluation and Feedback from Students

Overall Evaluation and Analysis

To include a summary of the issues raised and comments made by students in the reporting year, as well as actions taken/to be taken to address them:

- Course Teaching and Learning Evaluation (CTLE)
- Staff-Student Consultation Committee
- Graduate Exit Survey

Table 8a: Course Teaching and Learning Evaluation (CTLE) Results by Programme for the Last Four Years

Table 8b: Course Teaching and Learning Evaluation (CTLE) Results by Course for the Last Four Years (For Courses Not Meeting the Threshold Score of 4.5)

Table 8c: Summary of Comments made by Staff-Student Consultation Committee for the Reporting Year

Table 8d: Assessment of Programme Intended Learning Outcomes (PILOs) in Graduate Exit Survey

Table 8e: Assessment of Graduate Attributes in Graduate Exit Survey

Table 8f: Assessment of Two Overall Questions in Graduate Exit Survey

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 8a: Course Teaching and Learning Evaluation (CTLE) Results by Programme for the Last Four Years

Term	Average Score on COURSES	Average Score on TEACHING
Term 1, 2024-25		
Term 2, 2024-25		
Term 1, 2023-24		
Term 2, 2023-24		
Term 1, 2022-23		
Term 2, 2022-23		
Term 1, 2021-22		
Term 2, 2021-22		

Table 8b: Course Teaching and Learning Evaluation (CTLE) Results by Course for the Last Four Years (For Courses Not Meeting the Threshold Score of 4.5)

Course Code	Term	Average CTLE Score

Table 8c: Summary of Comments made by Staff-Student Consultation Committee for the Reporting Year

Issues Raised	Details of Discussions at PCC	Action Plan and Timeline

Table 8d: Assessment of Programme Intended Learning Outcomes (PILOs) in Graduate Exit Survey

PILOs		Total No. of Respondents	Average Score in Graduate Exit Survey	No. of Respondents Choosing “Not Applicable”	% of Respondents Choosing “Not Applicable”
PILO1					
PILO2					
PILO3					
PILO4					
PILO5					

Note: Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below.

5-Strongly Agree

4-Agree

3-Neutral

2-Disagree

1-Strongly Disagree

0-Not Applicable ("Not Applicable" should be counted in a separate column and should not be included in the calculation of average score.)

Table 8e: Assessment of Graduate Attributes in Graduate Exit Survey

Part I of Graduate Exit Survey ^{Note}		Total No. of Respondents	Average Score in Graduate Exit Survey	No. of Respondents Choosing “Not Applicable”	% of Respondents Choosing “Not Applicable”
A	Independent and Critical Scholar				
B	Advanced Professional Problem-solver				
C	Critical and Creative				
D	Skilled Communicator				
E	Ethically and Socially Responsible Researcher/Professional				

Note: Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below.

5-Strongly Agree

4-Agree

3-Neutral

2-Disagree

1-Strongly Disagree

0-Not Applicable ("Not Applicable" should be counted in a separate column and should not be included in the calculation of average score.)

Table 8f: Assessment of Two Overall Questions in Graduate Exit Survey

Overall Questions in Section F of Graduate Exit Survey ^{Note}	Total No. of Respondents	Average Score in Graduate Exit Survey	No. of Respondents Choosing “Not Applicable”	% of Respondents Choosing “Not Applicable”
1. Overall, I am satisfied with the quality of my programme and the value which I have gained from my learning experience, considering the teaching and non-teaching support I received and the skills I have acquired.				
2. Overall, I am satisfied with the quality of the learning environment, including the learning resources of the Library, support services of ITSC, study space and opportunities to engage with teachers and other students (e.g. student exchange programmes, hostel life, internships, ILP and community services).				

Note: Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below.

5-Strongly Agree

4-Agree

3-Neutral

2-Disagree

1-Strongly Disagree

0-Not Applicable ("Not Applicable" should be counted in a separate column and should not be included in the calculation of average score.)

9. Feedback from External Academic Advisers, Advisory Board and Other Stakeholders

Overall Evaluation and Analysis

- To include a summary of the issues raised by the External Academic Advisers (EAAs) and the Advisory Board in the reporting year, and the responses and action plans made to address these issues.
- For programmes with Validation/Five-year Programme Review conducted during the reporting year, response of the PCC on the Panel's recommendations should be attached and included in the action plan of this APR.

Appendix C: External Academic Advisers' Annual Report(s) for the Reporting Year

Appendix D: Response to the Validation/Five-year Programme Review Conducted during the Reporting Year, if any

Table 9: Summary of Comments made by External Academic Advisers, Advisory Board and Other Stakeholders for the Reporting Year

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

Table 9: Summary of Comments made by External Academic Advisers, Advisory Board and Other Stakeholders for the Reporting Year

Comments from	Issues Raised	Details of Discussions at PCC	Action Plan and Timeline
External Academic Advisers			
Advisory Board			
Other Stakeholders, e.g. Validation/Five- year Programme Review Panel			

10. Feedback from Alumni and Employers

Overall Evaluation and Analysis

To include an evaluation on feedback from alumni and employers collected from:

- Alumni and Employers’ Surveys conducted by the CITAL (biennial)
- other formal or informal communication channels, such as alumni gathering

Key Changes and Anomalies

Strengths/Good Practice

Weaknesses/Areas for Improvement

Action Plan

Action to Take	Responsible Party	Time Frame

11. Internationalisation

Overall Evaluation and Analysis

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, for example:

- recruitment of international teaching staff
- inclusion of international case studies as examples
- overseas study tour/field trips (Also in Table 7 under Section 7)
- collaborations with renowned Mainland and overseas universities to develop double degree programmes

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame

12. Other Evaluations and Observations

Other Evaluations and Observations

- Any matters of concern not covered in this Report so far, e.g. student complaints, programme's non-compliance with University's policies, etc
- Challenges faced during the reporting year and how the programme has overcome them
- A summary of any changes to the resources (material or human) necessary for the successful continuation and development of the programme and identify also any staff development necessary to resource the programme

Key Changes and Anomalies

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Strengths/Good Practice

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Weaknesses/Areas for Improvement

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Action Plan

Action to Take	Responsible Party	Time Frame