

Guidelines and Procedures for Annual Reporting on Centre for English and Additional Languages (CEAL)/Chinese Language Education and Assessment Centre (CLEAC) Courses

6.1 Objectives

Course offerings of CEAL/CLEAC are reviewed annually to ensure that the Board of CEAL/CLEAC systematically **analyses pertinent information and identifies areas where improvements are necessary or desirable in order to enhance the quality of the course offerings**. On the basis of available evidence, the review will also assess whether the courses have been successfully operated and have worked towards achieving the overall desired aims and learning outcomes of the Centre's course offerings in the past year.

6.2 Roles

6.2.1 Head of CEAL/CLEAC

- (a) The Head is responsible for managing the on-going academic review and development of the course offerings.
- (b) He/She should ensure that the necessary data and information are assembled and that a draft Annual Report is prepared.
- (c) He/She is also responsible for ensuring that comments or advice made by the Centre's Board and the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) are taken into consideration in revising the Report.

6.2.2 Board of CEAL/CLEAC

The Board considers the draft Annual Report, reviews critically the operation of the course offerings and considers any proposed changes.

6.2.3 Faculty Board

The Faculty Board 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 Centre has 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 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

The Report 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 Head of CEAL/CLEAC	around mid-January (for 1st Term) and around mid-June (for 2nd Term)
External Academic Adviser submits annual report to the President which is copied to the Head of CEAL/CLEAC	by 1 July
Centre for Innovative Teaching and Learning (CITAL) provides First Year (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES) Reports to Head of CEAL/CLEAC	by August
CITAL provides Employer and Alumni Survey Reports to Head of CEAL/CLEAC (biennially)	by August
Registry issues a reminder to the Centres on submission of the Annual Report (with a clear time frame)	in early September
Head of CEAL/CLEAC concerned drafts the Annual Report	by end of October
Board of CEAL/CLEAC meets to consider the draft Report	by mid November
Faculty Board reviews and endorses the draft Report	by early December
Head of CEAL/CLEAC submits the endorsed Report to AQAC	by end of December
AQAC considers and approves the Report as appropriate	in February/March
Senate notes the 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 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 CEAL/CLEAC, its Board, etc.

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 **areas for improvement**; and
 - as a rough guide, the text of the Report should be about 9 to 10 pages in single-line spacing (for the main text only).
- (c) Sources of Information
- The Report should draw upon **evidence** and **information from statistical data**, which can include student enrollment and examination results; 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 review panel, etc., if any.

6.4.4 Appendices

- (a) SHOULD append **data and information** reflecting **strengths** and **weaknesses** of the CEAL/CLEAC course offerings, including:
- 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 forms (Appendix C), if applicable, for the survey reports;
 - study on time series data undertaken during the year, if any and as appropriate;
 - reports on 5-year review and response thereto, if any;
 - reports on study tours, if any.
- (b) MAY append relevant parts of the following reports if deemed necessary:
- enrollment and assessment statistics from Registry[#], if any;
 - staff information including publications, community service, conference attendance or other scholarly activities, etc.

[#] *The Centres can obtain the grade distribution report from the report server and request Registry to provide examination statistics where necessary.*

(c) SHOULD NOT append details on CEAL/CLEAC operations/management, such as:

- reports/views from individual teachers;
- minutes/reports of the meetings of the Board of CEAL/CLEAC, Advisory Board;
- report on Staff Retreat;
- comments of External Academic Advisers on individual examination papers and script marking.

LINGNAN UNIVERSITY
Annual Report 20 -
for CEAL/CLEAC Course Offerings

Name of the Centre:	
Name of Head of the Centre:	
Dates of Last and Next 5-year Review:	

Membership of Board of CEAL/CLEAC in the reporting year:	
Name	Name

Endorsed by Board of CEAL/CLEAC and submitted to the FB:

(Head of the Centre)

Date

Endorsed by FB and submitted to the AQAC:

(FB Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date

Template for Annual Report for CEAL/CLEAC Course Offerings

1. Summary of Progress on Previous Action Plans

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

Issue	Action Taken/ Being Taken with indicated time frame

2. Student Enrollment and Performance

- Should give a critical and evidence-based commentary on
 - student enrolment and relevant trends; and
 - student performance and relevant trends.
- Should include any issues or problems identified and actions taken/to be taken to address them.

3. Changes to Course Offerings

Should include a summary of course changes. Specific focus should be given to major changes made to the overall aims of the course offerings, course learning outcomes, assessment modes of teaching/delivery and introduction of new courses, with justifications given, e.g. external review, internal reflection, benchmarking, etc.

4. Feedback from External Academic Advisers and Other Stakeholders

Should include a summary of the issues raised and suggestions made by EAAs and those by other stakeholders, e.g. **Advisory Board**, **employers***, **professional bodies**, etc. in the reporting year, and the responses and action plans (covering proposed course or programme modifications/developments) made to address these issues/suggestions by the Board of CEAL/CLEAC.

** Employer Surveys have findings related to language competency. Should include major findings based on data analysis, highlighting areas of commendation and recommended actions identified in the Teaching and Learning Data Action forms. If the survey was conducted in the previous year, progress on follow up actions should be included.*

5. Feedback from Students

An analysis of the course offerings and course evaluation and feedback from students should be included. Major sources will be the First (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES)* results and the Course Teaching and Learning

Evaluation (CTLE) scores. Any differences in comments on the course offerings from previous years should be noted. Similarly, trends in CTLE scores should be identified.

** Should include major findings based on data analysis, highlighting areas of commendation and recommended actions identified in the Teaching and Learning Data to Action forms.*

6. Assessment of Learning Outcomes

- Should give a critical and evidence-based commentary on the outcome-based assessment of learning for CEAL/CLEAC courses, including:
 - students' attainment of 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:
 - 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.

7. 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 course offerings; and
- any other initiatives to enhance the out-of-class learning of students.

8. 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 course offerings, as well as any staff development necessary to resource the course offerings.

(Note: Request for resources should be separately submitted to relevant committees, e.g. University Administration and Planning Committee.)

9. Overall Evaluation

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

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

10. 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 course offerings and/or to address recommendations made in the last 5-year Review and feedback from various stakeholders. In the action plan there should be clear lines of responsibility for the actions and measures.

Ref. No.:
 (to be completed by CITAL)

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 2022
ITSC workshop	Mid-Jan 2022

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 _____