

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 CEAL/CLEAC, Office of Service-Learning, Science Unit 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, Science Unit 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 and the LEO Dr David P. Chan BSc Data Science programme)

- (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 Programme and Curriculum Committee/Undergraduate Business Programmes Committee (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 Programme and Curriculum Committee/Undergraduate Business Programmes Committee/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) (applicable to programmes offered under a Faculty)/School of Interdisciplinary Studies Management Board (SISMB) (applicable to programmes offered under the School of Interdisciplinary Studies)

The Faculty Board/SISMB 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/SISMB 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/Head of Department concerned	around mid-January (for 1 st Term) and around mid-June (for 2 nd Term)
The Office of Student Affairs provides the Graduate Employment Survey to Programme Director/Head of Department concerned	by June
External Academic Adviser (if any) submits annual report to the President which is copied to the Programme Director/Head of Department concerned	by 1 July
Teaching and Learning Centre provides First Year (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES) Reports to Programme Director/Head of Department concerned	by August
Teaching and Learning Centre provides Employers' and Alumni Survey Reports to Programme Director/Head of Department concerned (biennially)	by August
Registry issues a reminder to academic units on submission of the Annual Programme Report (with a clear time frame)	in early September
Registry and Institutional Research Manager provide statistical data to Programme Director/Head of Department concerned	in September

Programme Director/Head of Department concerned drafts the Annual Programme Report	by end of October
Programme and Curriculum Committee/ Undergraduate Business Programmes Committee/ Department Board meets to discuss the draft Report	by mid-November
Faculty Board/SISMB reviews and endorses the draft Report	by early December
Programme Director/Head of Department 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 Programme and Curriculum Committee/Undergraduate Business Programmes Committee/Department Board, etc., and endorsement/approval by relevant authorities. (Note: Endorsement by the Faculty Board/SISMB is not necessary for programmes **not** offered under a Faculty or the SIS. 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 Course Teaching and Learning Evaluation; 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 Actions 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 Programme and Curriculum Committee/Undergraduate Business Programmes Committee, 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 Actions 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 TLC 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/SISMB:

(Programme Director/Head of Department)

Date

Endorsed by FB/SISMB and submitted to the AQAC:

(FB/SISMB 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 courses switched to be taught in Chinese, the switches should be reported and the reasons for the switches should be addressed to reflect that those switches are anomalies.

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 Actions forms.

* From annual reports of 2021-22 onwards, figures 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).

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) Employers' Survey; and
 - (iii) any other formal or informal communication channels.

For items (i) and (ii), should include major findings based on data analysis, highlighting areas of commendation and recommended actions identified in the Teaching and Learning Data to Actions forms. 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 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 2022-23**

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 2022-23	Target	Threshold for Special Attention	2018-19	2019- 20	2020- 21	2021- 22	Section 9
a) Average IELTS score of graduates <i>(Data for senior year admittees to be available after end of 2019-20; data for First-Year-First-Degree intake to be available after end of 2020-21.)</i>	6.80	6.8	6.7	n/a	n/a	n/a	n/a	

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 2022-23	Target	Threshold for Special Attention	2018- 19	2019- 20	2020- 21	2021-22	Section 7
(i) English language skill <i>[interim criterion until data for 1.2a) is available]</i>	3.76	4	≤ 3.5	n/a	n/a	n/a	n/a	
(ii) Chinese language skill	3.57	4	≤ 3.5	n/a	n/a	n/a	n/a	
(iii) Scholarly & Interdisciplinary <i>(formerly Major programme)</i>	3.79	4	≤ 3.5	n/a	n/a	n/a	n/a	
(iv) Digitally Literate	3.57	4	≤ 3.5	n/a	n/a	n/a	n/a	
(v) Interpersonal skills	3.93	4	≤ 3.5	n/a	n/a	n/a	n/a	
(vi) Critical and Analytical <i>(Formerly Critical thinking)</i>	3.86	4	≤ 3.5	n/a	n/a	n/a	n/a	
(vii) Problem solving	3.98	4	≤ 3.5	n/a	n/a	n/a	n/a	
(viii) Personally & Socially Responsible <i>(Formerly Social responsibility and integrity)</i>	3.90	4	≤ 3.5	n/a	n/a	n/a	n/a	
(ix) Globally Minded <i>(Formerly Intercultural views)</i>	3.98	4	≤ 3.5	n/a	n/a	n/a	n/a	
(x) Life-long learning	3.84	4	≤ 3.5	n/a	n/a	n/a	n/a	

* FinalYSLES was formerly known as the Graduate Exit Survey (GES) for 2017-18 and before.
Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

2. COMPETITIVENESS OF PROGRAMME AND INTAKE QUALITY

	University 2022-23	Target	Threshold for Special Attention	2018- 19	2019- 20	2020- 21	2021- 22	Section <u>2</u>
2.1 Average entry score of the sum of the 4 core subjects of JUPAS admittees (max. score = 28)	14.6	18	≤ 16	n/a	n/a	n/a	n/a	
2.2 Average entry score of the best 5 subjects of JUPAS admittees (from 2018-19 intake) (max. score = 35)	19.2	22	≤ 19	n/a	n/a	n/a	n/a	

3. QUALITY OF PROGRAMME AND STUDENT LEARNING EXPERIENCE

	University 2022-23	Target	Threshold for Special Attention	2018- 19	2019-20	2020-21	2021-22	Section
3.1 Percentage of graduates who have taken up capstone projects/supervised individual/group research	99.70%	90%	≤ 70%	n/a	n/a	n/a	n/a	<u>10</u>
3.2 Percentage of students attending leadership training/joining entrepreneurial projects	87.62%	70%	≤ 50%	n/a	n/a	75.86%	82.00%	<u>10</u>
3.3 Percentage of students with university-approved local/non-local experiential learning experience (Note 2)	94.10%	100%	≤ 80%	n/a	n/a	100.00%	98.00%	<u>10</u>

* Self-financed programme has been included since 2019-20.

	University 2022-23	Target	Threshold for Special Attention	2018- 19	2019-20	2020-21	2021-22	Section
3.4 UG satisfaction with the quality and value which they have gained from their teaching and learning experience (Note 3)	3.70	4	≤ 3.5	n/a	n/a	n/a	n/a	<u>7</u>
3.5 UG satisfaction with their overall learning environment (Note 3)	3.67	4	≤ 3.5	n/a	n/a	n/a	n/a	<u>7</u>

3.6 Graduate employment success rate

a) Percentage of graduates in full-time employment*	89.86%	95%	≤ 85%	n/a	n/a	n/a	n/a	Section <u>4</u>
b) Percentage of graduates in full-time employment*/further studies	90.83%	95%	≤ 85%	n/a	n/a	n/a	n/a	

* Including self-employment.

3.7. Performance of academic staff in assisting student learning

Section 7

(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 2022-23	Target	Threshold for Special Attention	2018-19	2019-20	2020-21	2021-22
a) Teaching for effective understanding (Note 4)	3.87	4	≤ 3.5	n/a	n/a	n/a	n/a
b) Teacher's assistance * (Note 4)	3.85	4	≤ 3.5	n/a	n/a	n/a	n/a
c) Relationship between teachers and students * (Note 4)	3.87	4	≤ 3.5	n/a	n/a	n/a	n/a

* FinalYSLES was formerly known as GES for 2017-18 and before.

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."**	5.22 (T1)	5	≤ 4.5	n/a	n/a	5.57 (T1)	5.50 (T1)
	5.23 (T2)			n/a	n/a	5.06 (T2)	5.57 (T2)

** 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

Section 11

	University 2022-23	Target	Threshold for Special Attention	2018-19	2019-20	2020-21	2021-22
4.1 Percentage of non-local students	15.16%*	10%	≤ 8%	n/a	n/a	89.66%	86.00%
4.2 Percentage of non-local students broken down by regions (Asia, Europe, North America, South America, Oceania, Africa and others)	13.04%*	30% non-Mainland	≤ 15% non-Mainland	n/a	n/a	0.00%	0.00%
4.3 Percentage of Hong Kong UG students with non-local university-approved formal or experiential learning experience** (Note 2)	5.14%	50%	≤ 35%	n/a	n/a	0.00%	0.00%

* Self-financed programme has been included since 2019-20.

** 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	2018-19	2019-20	2020-21	2021-22
(i)	English language skill <i>[interim criterion until data for 1.2a) is available]</i>	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 <i>(formerly Major programme)</i>	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 <i>(Formerly Critical thinking)</i>	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 <i>(Formerly Social responsibility and integrity)</i>	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 <i>(Formerly Intercultural views)</i>	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

* FinalYSLES was formerly known as GES for 2017-18 and before.
Ratings on a 5-point scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree)

Average GPA in University required language courses of graduates

	University 2022-23	2018-19	2019-20	2020-21	2021-22
Average GPA in University required Eng. lang. courses of graduates	2.81	n/a	n/a	n/a	n/a
Average GPA in University required Chin. lang. courses of graduates	3.22	n/a	n/a	n/a	n/a

3.7 Performance of academic staff in assisting student learning

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

	Value	2018-19	2019-20	2020-21	2021-22
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

* FinalYSLES was formerly known as GES for 2017-18 and before.

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

Standard Deviation for Course Teaching and Learning Evaluation Results

	Term	Value	2018-19	2019-20	2020-21	2021-22
d) Course Teaching and Learning Evaluation question "Overall, I am satisfied with the teacher's performance."	1 st	Mean	n/a	n/a	5.57	5.50
		Standard deviation	n/a	n/a	0.56	0.68
	2 nd	Mean	n/a	n/a	5.06	5.57
		Standard deviation	n/a	n/a	0.90	0.49

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 for 1.2 b):

- FinalYSLES/GES for final year students from 2018-19 onwards
- (i) I have improved my competency in English.
- (ii) I have improved my competency in Chinese.
- (iii) Major programme - 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.
 - 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.
- (iv) I feel I have acquired understanding in areas beyond the confines of my major.
- (v) Digital Literacy - 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.
- (vi) Interpersonal Skills - Average score of:
- I have learnt to become an effective team member.
 - I have acquired leadership skills.
 - I feel confident in dealing with people from different backgrounds.
 - I have learnt to be more open to different views.
- (vii) Critical Thinking - Average score of:
- I have developed the ability to construct sound arguments.
 - I have developed the ability to assess perspectives and arguments.
- (viii) 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.
- (ix) Social Responsibility and Integrity - Average score of:
- I am more willing to serve my wider community.
 - 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.
- (x) Intercultural Views - Average score of:
- I have been encouraged to take a global view of issues.
 - I have developed a better understanding of cultural differences.
- (xi) My desire to engage in life-long learning has been developed.

FinalYSLES for final year students from 2022-23 onwards

- (i) My ability to use English has improved.
- (ii) My ability to use Chinese has improved.
- (iii) Scholarly & Interdisciplinary (*Formerly Major programme*) - 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. (*This is an independent item before 2021-2022 & combine to this new attribute in 2022-2023*)
- (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 (*Formerly Critical thinking*)- Average score of:
- I have developed the ability to construct sound arguments.
 - I have developed the ability to assess 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 (*Formerly Social responsibility and integrity*)- 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 (*Formerly Intercultural views*) - 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 desire to engage in life-long learning has been developed.

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 & 3.5

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 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.

3.5 UG satisfaction with their overall learning environment -

- B19. 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).

4. Questions for 3.7 a-c):

FinalYSLES/GES for final year students from 2018-19 onwards

- 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) Assistance and feedback to enhance learning - Average score of:
- When I had difficulty with learning resources, 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 professor at Lingnan made me excited about learning.
 - My professors at Lingnan cared about me as a person.
 - I have encountered at least one professor, staff member or peer at Lingnan who (has) mentored me - by encouraging me to pursue my goals and dreams.

FinalYSLES for final year students from 2022-23 onwards

- a) Teaching for effective understanding (*Formerly Teaching staff*)- 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 (*Formerly Assistance and Feedback*) - 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.

Teaching and Learning Data to Actions Form



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教與學中心
Teaching and Learning Centre



TEACHING AND LEARNING DATA TO ACTIONS 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
TLC Support Staff Contact:	tlc@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 TLC RECOMMENDED ACTIONS

TLC 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.

(TLC 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 TLC no later than 1 month from receipt of the original via email to tlc@Ln.edu.hk. TLC 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,

TLC Learning Analytics

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
Teaching and Learning Centre provides First Year (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES) Reports to Head of CEAL/CLEAC	by August
Teaching and Learning Centre provides Employers' 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 Course Teaching and Learning Evaluation; 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 Actions 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.

** Employers' 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 Actions 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 Actions 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 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.

Teaching and Learning Data to Actions Form



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TEACHING AND LEARNING DATA TO ACTIONS 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
TLC Support Staff Contact:	tlc@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 TLC RECOMMENDED ACTIONS

TLC 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.

(TLC 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 TLC no later than 1 month from receipt of the original via email to tlc@Ln.edu.hk. TLC 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,

TLC Learning Analytics

Guidelines and Procedures for Annual Reporting on Courses with Service-Learning Elements

6.1 Objectives

Courses with Service-Learning (S-L) elements are reviewed annually to ensure that the Service-Learning Programme Committee (SLPC) 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 S-L programmes have been successfully operated and have worked towards achieving the overall desired aims and learning outcomes of the courses with Service-Learning Elements in the past year.

6.2 Roles

6.2.1 Director of OSL

- (a) The Director is responsible for managing the on-going S-L programme review and development of the courses with S-L elements.
- (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 Service-Learning Programme Committee (SLPC) and the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) are taken into consideration in revising the Report.

6.2.2 Service-Learning Programme Committee (SLPC)

The SLPC considers the draft Annual Programme Report, reviews critically the operation of the S-L programme and considers any proposed changes.

6.2.3 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.

6.2.4 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) to Director of OSL	around mid-January (for 1st Term) and around mid-June (for 2nd Term)
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Teaching and Learning Centre provides First Year (FirstYSLES) and Final Year Student Learning	by August
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Experience Survey (FinalYSLES) Reports to Director of OSL	
Teaching and Learning Centre provides Employers' and Alumni Survey Reports to Director of OSL (biennially)	by August
Registry issues a reminder to OSL on submission of the Annual Report (with a clear time frame)	in early September
Director of OSL concerned drafts the Annual Report	by end of October
SLPC meets to consider the draft Report	by mid-November
Director of OSL submits the endorsed Report to AQAC	by early 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 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 OSL and SLPC.

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 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 numbers; learning outcomes result, comments/suggestions from students' pre-and post-questionnaire and focus

groups, views of students (in particular final year students), graduates, faculty members, community partners or relevant professional bodies; comments by validation/review panel, etc., if any.

6.4.4 Appendices

- (a) SHOULD append **data and information** reflecting **strengths** and **weaknesses** of the S-L programme, including:
- response to SLPC/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, course instructors, community partners undertaken during the year, if any, and the respective Teaching and Learning Data to Actions 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 programme review and response thereto, if any;
 - reports on study tours, internship programme, international exchange programme, if any.
- (b) SHOULD NOT append details on programme operations/management, such as:
- reports/views from individual teachers;
 - minutes/reports of the meetings of the Service-Learning Programme Committee, Advisory Board;
 - report on Staff Retreat;
 - comments of External Academic Advisers on individual script marking, if any.

LINGNAN UNIVERSITY
Annual Report 20 -
for Courses with Service-Learning Elements
by the Office of Service-Learning

Name of Director of the Office:

Dates of Last and Next 5-year Review:

Membership of Service-Learning Programme Committee (SLPC):

Endorsed by the SLPC and submitted to the AQAC:

(SLPC Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date

Template for Annual Report for Courses with Service-Learning Elements

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. Students Numbers

Should give a critical and evidence-based commentary on the number of students enrolled in courses with S-L elements and relevant trends. Should also include any issues or problems identified and actions taken/to be taken to address them.

3. Changes to Courses with S-L elements

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 Students

An analysis of the courses with S-L elements 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)*, the Course Teaching and Learning Evaluation (CTLE) scores, pre- & post-course/test questionnaires, focus group meetings and students' reflective essays/reports. Any differences in comments on the courses with S-L elements from previous years should be noted.

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

5. Feedback from Other Stakeholders

Should include a summary of the issues raised and suggestions made by other stakeholders, e.g. **Service-Learning Programme Committee, Advisory Board, graduates/alumni, employers, course instructors, community partners, professional bodies**, etc.) in the reporting year, and the responses and action plans (covering proposed course modifications/developments) made to address these issues/suggestions.

6. Assessment of Learning Outcomes

- Should give a critical and evidence-based commentary on the outcome-based assessment of learning for courses with S-L elements, including:
 - students' attainment of goals/learning outcomes;
 - approaches/initiatives adopted to ensure accurate measurement of these goals/outcomes;
 - 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 survey results or any other means.
- Include any other aspects as deemed appropriate.

7. 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 Service-Learning programme.

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

8. Overall Evaluation

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

- an overall evaluation of the courses with S-L elements and learning outcomes;
- evaluation of efforts made to enhance the courses with S-L elements 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.

9. Action Plan

The Report should contain an action plan to spell out actions and measures to be taken with indicative timeframe to solve the problems identified in various sections above, to improve or develop the S-L programme 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.

Teaching and Learning Data to Actions Form



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TEACHING AND LEARNING DATA TO ACTIONS 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
TLC Support Staff Contact:	tlc@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 TLC RECOMMENDED ACTIONS

TLC 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.

(TLC 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 TLC no later than 1 month from receipt of the original via email to tlc@Ln.edu.hk. TLC 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,

TLC Learning Analytics

To be completed by TLC
 RECEIVED FROM _____ ON _____

Guidelines and Procedures for an Annual Unit Report by the Science Unit

6.1 Introduction

The SU will submit an Annual Unit Report to the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) via the SISMB, covering major academic developments and achievements of the unit, to ensure that the Board of Science Unit (BSU) systematically **analyses pertinent information and identifies areas where improvements are necessary or desirable to enhance the quality of the course offerings.**

6.2 Roles

6.2.1 Head of Science Unit

- (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 compiled and that a draft Report is prepared.
- (c) He/She is also responsible for ensuring that comments or advice made by the BSU and AQAC are considered when revising the Report.

6.2.2 Board of Science Unit (BSU)

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

6.2.3 The School of Interdisciplinary Studies Management Board (SISMB)

The SISMB 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 Science Unit has made appropriate development and changes. The SISMB 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 (AQAC)

In considering the Report, the AQAC shall ascertain whether the contents are prepared in accordance with this set of guidelines and relevant issues are being properly addressed.

6.2.5 Senate

The Report approved by the AQAC should be submitted to the Senate for its noting.

6.3 Procedures and Timing

Information Technology Services Centre provides the term-end CTLE to Head of SU	around mid-January (Term 1) and mid-June (Term 2)
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External Academic Advisers submit annual report to the President, which is copied to the Head of SU	by 1 July
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Registry issues a reminder to academic units on submission of the brief report (with a clear time frame)	early September
Head of SU drafts the Report	by end of October
The BSU considers and endorses the draft Report	by mid-November
SISMB reviews and endorses the draft Report	by early December
Head of SU submits the endorsed Report to AQAC	by end of December
AQAC considers and approves the Report as appropriate	February/March
Senate notes approved Report	March/April

6.4 Contents of the Report

6.4.1 The length of the Report should be within five pages, consisting of three sections: a cover, the main text covering the following areas and appendices.

6.4.2 Cover

A cover sheet shown in Appendix A gives summary information of the SU, its Board, etc.

6.4.3 Main Text

Core Curriculum/Science Course Offerings

- Number of courses and enrolment figures
- CTLE results, evaluation and feedback from students
- Assessment of student learning outcomes
- Comments of External Academic Advisers and responses to them
- Course additions and revisions (if any)
- Actions taken to address the issues raised by stakeholders (e.g. Advisory Board)

Students' Performance Evaluation

- critical and evidence-based evaluation on the students' performance based on assessment of learning outcomes
- critical and evidence-based evaluation on the overall students' performance for all courses offered by the unit

Science Minor Management

- Offering pattern and enrolment figures
- Student progression and performance
- CTLE results, evaluation and feedback from students
- Assessment of student learning outcomes
- Comments of External Academic Advisers (if any) and responses to them
- Course addition and revisions (if any)

- Actions taken to address the issues raised by stakeholders (e.g. Advisory Board)

Action Plan

Actions planned to address any matter raised in the Report with indicative timeframe and responsible parties. It may cover but is not limited to the following areas:

- Course offering plan and development
- Promotion of new Science (SCI) and Core Curriculum courses
- Resource allocation for SU and courses

6.4.4 Appendices

- External Academic Advisers' Annual Reports (for the reporting period);
- Any other data and information reflecting strengths and weakness of course offerings.

LINGNAN UNIVERSITY
Annual Unit Report 20 -
by the Science Unit

Name of Head of Science Unit:

Membership of Board of Science Unit (BSU):

Endorsed by BSU and submitted to the SISMB:

(BSU Chairman)

Date

Endorsed by the SISMB and submitted to the AQAC:

(SISMB Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date

Guidelines and Procedures for an Annual Brief Report by the Wong Bing Lai Music and Performing Arts Unit

6.1 Introduction

Subsequent to the establishment of Wong Bing Lai Music and Performing Arts Unit (WBLMP) in the 2017-18 academic year, the Unit will submit an Annual Brief Report as part of the mechanism to ensure the quality of the Unit's academic offerings.

6.2 Roles

6.2.1 Head of WBLMP

The Head should ensure that the necessary data and information are assembled and that a draft report is prepared for the review by the Board of Wong Bing Lai Music and Performing Arts Unit.

6.2.2 Board of Wong Bing Lai Music and Performing Arts Unit (BMP)

The BMP should consider the Report thoroughly. They should suggest all the information missing and evaluate the status of current course offerings. Any proposed changes made by the BMP should be taken into the Report.

6.2.3 The School of Interdisciplinary Studies Management Board (SISMB)

The SISMB 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 WBLMP has made appropriate development and changes. The SISMB 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 (AQAC)

The AQAC considers the Report and ascertains that the contents are prepared in accordance with this set of guidelines.

6.2.5 Senate

The Report approved by the AQAC should be submitted to the Senate for its noting.

6.3 Procedures and Timing

External Academic Adviser submits annual report to the President, which is copied to the Head of WBLMP	by 1 July
Registry issues a reminder to the Unit on submission of the brief report (with a clear time frame)	in early September
Head of WBLMP drafts the Report	by end of October
The BMP considers the draft Report	by mid-November

SISMB reviews and endorses the draft Report	by early December
Head of WBLMP 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

6.4 Contents of the Report

6.4.1 The length of the Report should be within five pages, covering the following areas:

Cover

A cover sheet shown in Appendix A gives summary information of the WBLMP and BMP.

Course Offerings

- overall evaluation of the courses
- number of courses and enrolment figures
- CTLE results, evaluation and feedback from students
- assessment of student overall learning outcomes
- changes to existing courses and development of new courses made
- action and measures taken to address the issues raised by stakeholders (e.g. Advisory Board)
- comments of External Academic Advisers and response to them

Students' Performance Evaluation

- critical and evidence-based evaluation on the students' performance based on assessment of learning outcomes
- critical and evidence-based evaluation on the overall students' performance for all courses offered by the unit

Action Plan

Action and measures planned to address the following items with indicative timeframe and responsible parties:

- course offerings development and modification
- promotion of new MPA and Cluster courses
- resources allocation for the Unit and courses
- Musicians-in-Residence programme
- others

Appendices

- External Academic Advisers' Annual Reports (for the reporting period);
- Any other data and information reflecting strengths and weakness of course offerings.

LINGNAN UNIVERSITY
Annual Brief Report 20 -
for Courses Offered by the Wong Bing Lai Music and Performing Arts Unit
(WBLMP)

Name of Head of the Unit:

Membership of Board of Wong Bing Lai Music and Performing Arts Unit (BMP):

Endorsed by BMP and submitted to the SISMB:

(BMP Chairman)

Date

Endorsed by the SISMB and submitted to the AQAC:

(SISMB Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date