

## Chapter Six

### Guidelines and Procedures for Annual Programme Reporting for Taught Postgraduate Programme

#### 6.1 Objectives

Each programme is reviewed annually to ensure that the Programme and Curriculum Committee systematically **analyses pertinent information and identifies areas where improvements are necessary or desirable in order to enhance programme quality and delivery**. On the basis of available evidence, the review will also assess whether the programme has been successfully operated and has worked towards achieving its desired aims and learning outcomes in the past year.

#### 6.2 Roles

##### 6.2.1 Programme Director

- (a) The Programme Director is responsible for managing the on-going academic review and development of the programme.
- (b) He/She should ensure that the necessary data and information are assembled and that a draft Annual Programme Report is prepared.
- (c) He/She is also responsible for ensuring that comments or advice made by the Programme and Curriculum Committee, the Faculty Board/School of Interdisciplinary Studies Management Board/Board of Graduate Studies and the Postgraduate Studies Committee (*including those made by the Small Group under the Postgraduate Studies Committee*) are taken into consideration in revising the Report.

##### 6.2.2 Programme and Curriculum Committee

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

##### 6.2.3 Faculty Board/School of Interdisciplinary Studies Management Board/Board of Graduate Studies

The Faculty Board/School of Interdisciplinary Studies Management Board/Board of Graduate Studies should ensure that all information presented in the Report is up-to-date, accurate and consistent, and that the Report complies with the requirements in the University's relevant guidelines, contains critical analysis and evidence-based commentary, and that the academic unit(s) has/have made appropriate development and changes. The Faculty Board/School of Interdisciplinary Studies Management Board/Board of Graduate Studies should also provide comments or advice (if any) on the action plan in the Report.

#### 6.2.4 Postgraduate Studies Committee

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

#### 6.2.5 Senate

Reports approved by the Postgraduate Studies Committee shall be submitted to the Senate for its noting.

### 6.3 **Procedures and Timing**

Information Technology Services Centre provides the term-end CTLE to Programme Director concerned	around mid-January (for 1 <sup>st</sup> Term) and around mid-June (for 2 <sup>nd</sup> Term)
External Academic Adviser (if any) submits annual report to the President which is copied to the Programme Director concerned	by 1 July
Teaching and Learning Centre provides Employers' and Alumni Survey Reports to Programme Director concerned (biennially)	by August
School of Graduate Studies issues a reminder to Programme Directors on submission of the Annual Programme Report (with a clear time frame)	in early September
Programme Director concerned drafts the Annual Programme Report	by end of October
Programme Director concerned, if consider necessary, seeks advice from the Teaching and Learning Centre in the analysis of the Graduate Exit Survey report and the Graduate Employment Survey (conducted by individual programmes), and works with the Teaching and Learning Centre in identifying the teaching and learning enhancement and career development initiatives for the Programme based on the survey findings	preferably by early November
Programme and Curriculum Committee meets to discuss the draft Report	by mid-November
Faculty Board/School of Interdisciplinary Studies Management Board/Board of Graduate Studies reviews and endorses the draft Report	by early December
Programme Director submits the endorsed Report to PSC	by end of December
Small group under PSC considers and gives feedback on the Report	by end of January/early February

PSC 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, and endorsement/approval by relevant authorities.

### 6.4.3 Main Text

- (a) Please refer to the template in Appendix B for the required and suggested content for the main text.
- (b) Main points to bear in mind in writing the report are that it shall
- contain concise **critical analysis** and **evidence-based commentary**;
  - 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 8 to 9 pages in single-line spacing (for the main text only) for non-integrated programmes, and about 13 to 15 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, 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 for Taught Postgraduate Programmes (a sample is shown in Appendix C);
  - a list of elective courses actually offered in the reporting year;
  - 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);
  - study on time-series data undertaken during the year, if any and as appropriate;
  - reports on programme validation or 5-year programme review and response thereto, if any;
  - report on surveys to students, graduates, alumni, employers, etc. undertaken during the year, if any;
  - report(s) 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, Advisory Board, Board of Examiners;
  - report on Staff Retreat;
  - comments of External Academic Advisers on individual examination papers and script marking.



**Taught postgraduate programmes should provide in the main text of the Annual Programme Report explanations and action plans for any items which warrant special attention in the latest year, as identified by individual programmes from their data and/or operations.**

## Template for Annual Programme Report for Taught Postgraduate Programmes

### 1. Summary of Progress on Previous Action Plans

- Extract the action plans from the previous Annual Programme Report and report on the follow-up actions taken/being taken during the reporting year and after the previous 5-year Programme Review
- Identify timeframe for each action

Action	Progress	Time Frame

### 2. Student Admissions

[Tables to reference in this section:]

Table 1a: Overview of Programme Admission and Applicant Profiles

Table 1b: Interview Rate

Table 1c: Offers Acceptance Rate, Offers Forfeit Rate and Drop-out Rate After Acceptance

Table 1d: Enrolment Rate

Table 1e: Admission Target Achievement Rate

Table 1f: Conditional Offers Conversion Rate

Table 1g: Offers Revoked Due to Submission of Misleading/Forged Information

Table 2a: Nationality of Admittees

Table 2b: Academic Qualifications of Admittees

Table 2c: Major Disciplines/Fields of Most Recent Degree

Table 2d: University-wide Language Requirements

#### **Include:**

- an evaluation and some critical analysis/elaborations on the above data and whether changes have been/are planned to be made for future enhancement, please highlight:
  - overall programme admission figures and relevant trends (normally four years)
  - interview rate (from Table 1b)
  - percentage of offers issued (from Table 1c)
  - offers acceptance rate (from Table 1c)
  - enrolment rate (from Table 1d)
  - promotional strategies/digital marketing strategies and their effectiveness, i.e. correlations between promotional activities arranged/publicising methods adopted and changes in the application number (particularly if higher number of applicants with better quality/higher calibre could be attracted), and whether changes to these promotional strategies/activities are needed
  - achievement of admission strategy of the programme in terms of overall admission number, diversity of students (local vs non-local), etc., and whether changes to the admission target are needed
  - any changes on the admission strategy have been made/are planned for future enhancement

#### **In particular please include:**

- Some critical analysis on exceptional cases and unsatisfactory trends on the following items, and whether changes have been made/are planned for future enhancement:

- interview rate (e.g. high rate for the purpose of ensuring applicants' quality/identity, promoting the programme and uplifting its brand to applicants, etc., low rate as the programme has received a high number of fully qualified applicants that did not require interview to receive an offer or unqualified applicants to be even shortlisted for consideration, used other means rather than interview to assess applicants, etc.)
- significant drop-out rate after acceptance (from Table 1c)
- overall offers forfeit rate (from Table 1c) and offer forfeit rate for offer recipients who fulfilled all required conditions (from Table 1f)
- high number of revocation of offers due to submission of forged documents/misleading information after commencement of Term/studies (from Table 1g)
- number of exceptional admission cases including students without minimum required academic qualifications (i.e. those with only marginal English standards or below) (from Table 2b)/ without minimum required English proficiency (from Table 2d)

### 3. Student Progression

[Tables to reference in this section:]

Table 3a: Summary of Student Progression and Attrition

Table 3b: Summary of Student Committed Academic Dishonesty and Considered by Board of Examiners (BoE)

Table 4: Summary of Graduation

#### Include:

- an evaluation and some critical analysis/elaborations of the above data and whether any follow-up actions would be taken by the programme, for instance:
  - high number of students failing to achieve the automatic progression requirement (i.e. progressed under special consideration or discontinued due to unsatisfactory academic performance)
  - on-time graduation vs out-time graduation (i.e. graduated after exceeding normal study period)
  - high number of students deciding to exit the programme with intermediate award
  - details on students failing to progress according to the normal timeline or discontinued arising from acts of academic dishonesty
  - any major observations/differences on the academic performances of students admitted in different intake Terms (i.e. Term 1 vs Term 2)

#### Please also highlight:

- percentage of students achieving normal progression VS those failing to achieve progression requirements (from Table 3a)
- percentage of students achieving distinction VS pass (from Table 4)
- percentage of on-time VS out-time graduation (from Table 4)
- percentage of students deciding to exit the programme with intermediate award (from Table 4)

### 4. Graduate Employment

#### Include:

- some available data on the effect or benefits of the study programme to further education and to the employment or work prospect of graduates, for instance:
  - those questions from questionnaires concerning whether graduates agree that course contents were useful and/or relevant to their career or further studies
  - number of students pursuing further studies
  - number of students managed to enter into the relevant profession after graduation (those already in the relevant profession before the programme should be excluded from the count)
  - employers' feedback on our graduates and their particular attributes.
- some analysis/evaluations on whether the current curriculum and, if any, extra-curricular activities have been beneficial to students' career (e.g. able to obtain a job in the profession or for those who have all along been in the profession, able to obtain a job at a higher or certain level of rank) or future study prospects (e.g. managed to articulate to other postgraduate/professional programmes in the relevant



field), i.e. the correlation between graduate employment and the curriculum/extra-curricular activities, with reference to the above data/feedback

## 5. Curriculum Review and Changes to the Programme

### **Include:**

- a brief report on review of the programme/courses carried out in the reporting year that leads to any programme/course changes (specific focus should be given to changes made to the programme aims, programme curriculum, course learning outcomes, assessment, and introduction of new courses) with justifications given (e.g. external review, students' feedback, internal reflection, benchmarking, etc.)
- details on the benchmarking exercise with the University's or the university-approved programme's benchmarking institutions for ensuring that the programme is comparable to other programmes offered locally and internationally. Details about the programme's future benchmarking exercises should be provided even if no benchmarking exercise has been conducted in the reporting year as systematic collection of benchmarking data and effective use of such data could better inform programme design and curriculum enhancement needs
- initiatives to enhance the programme by means of international and local collaborations
- report on courses switched to be taught in Chinese, and the reasons for the switches to reflect that they are anomalies
- a summary of results of Graduate Employment Survey (conducted by individual programmes) and evaluation on whether the curriculum/extra-curricular activities have been beneficial to students' career/further studies

## 6. Feedback from External Academic Advisers (EAAs) and Other Stakeholders

[Table to reference in this section:]

Table 5: Summary of Comments made by External Academic Advisers (and Other Stakeholders)

### **Include:**

- an analysis of the issues raised and suggestions made by EAAs, ABs and other stakeholders and the responses and action plans with timeline

## 7. Evaluation and Feedback from Students

[Tables to reference in this section:]

Table 6a: Course Teaching and Learning Evaluation (CTLE) Results by Programme

Table 6b: Course Teaching and Learning Evaluation (CTLE) Results by Course (For Courses Not Meeting the Threshold Score of 4.5)

Table 6c: Summary of Evaluation and Feedback Received from Students (optional for programme input)

### **Include:**

- an analysis of programme and course evaluation and feedback from students. Major sources will be:
  - Graduate Exit Survey;
  - Course Teaching and Learning Evaluation (CTLE);
  - Staff-Student Consultation Committee (SSCC); and
  - other communication channels
- for courses not meeting the University's threshold score of 4.5 in its CTLE result, evaluations should be provided with improvement actions
- initiatives of the programme or evidences on the changes already made to enhance teaching and learning experience upon analysis of the feedback collected, and the effectiveness of the changes already made
- may include featured stories or exemplary evidences of student learning enhancement

## 8. Feedback from Alumni and Employers

### Include:

- an analysis of the findings from the employers' and alumni surveys via the following means, and responses to them and action plans with timeline:
  - Alumni Survey;
  - Employers' Survey; and
  - other communication channels

## 9. Assessment of Learning Outcomes

[Tables to reference in this section:]

Table 7a: Assessment of Programme Intended Learning Outcomes (PILOs)

Table 7b: Assessment of Graduate Attributes in Graduate Exit Survey

Table 7c: Assessment of Two Overall Questions in Graduate Exit Survey

Table 7d: Summary of Grade Distribution

### Include:

- a brief account about the developmental efforts made in outcome-based assessment of learning
- approaches/initiatives to ensure accurate measurement of these goals/outcomes, e.g. development or refinement of rubrics
- evaluations on the effectiveness of the programme in cultivating Lingnan's Graduate Attributes of students

## 10. Pedagogical Development/Innovation and Experiential Learning

[Table to reference in this section:]

Table 8: Pedagogical Developments/Innovation and Experiential Learning

### Include:

- efforts made/initiatives to advance teaching and learning with development/innovation in pedagogies and adoption of cutting-edge technologies
- information/evaluation on courses with blended-learning and other forms of e-learning, staff participation in Teaching Development Grant projects and the impact of the project outcomes on teaching and learning
- any initiatives aimed at incorporating Service-Learning into the programmes/courses
- any other initiatives to enhance the out-of-class learning of students, e.g. internship, practicum, entrepreneurial projects
- changes to pedagogies for programmes with significant increase in its student numbers as compared with previous years
- initiatives to enhance the out-of-class learning of students, e.g. internship, practicum, entrepreneurial projects
- any special teaching methods adopted in response to unexpected changes (e.g. changes to the teaching mode arising from the COVID-19 pandemic) and some elaborations on students' feedback to such changes as well as the actions taken by programmes to help students adapt to these changes

## 11. Internationalisation

[Table to reference in this section:]

Table 9: Internationalisation

### Include:

- any initiatives where relevant taken in the programme to enhance the international aspects of the student experience and/or the curriculum. This should not be confined solely to student participation in the

University student exchange programme but should detail any initiatives taken or planned in addition to this programme (*please supplement any concrete planned actions under section 13*), e.g. recruitment of international teaching staff, inclusion of international case studies as examples, overseas study tours/field trips, collaborations with overseas universities to develop dual degree programmes, etc.

## 12. Changes with Resource Implications

### Include:

- a summary of any changes to the resources (material or human) necessary for the successful continuation and development of the programme and identify also any staff development necessary to resource the programme  
(Note: Request for resources should be separately submitted to relevant committees, e.g. University Administration and Planning Committee.)

## 13. Overall Evaluations

### Include:

- 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:
  - (i) an overall evaluation on the operations and management of the programme, particularly whether the programme has systematically collected, analysed and used its data to facilitate programme management and its making of evidence-based decisions for future development/enhancement of the programme
  - (ii) an overall evaluation of the curriculum and learning outcomes
  - (iii) 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
  - (iv) strengths and weaknesses;
  - (v) any matters of concern not covered in this Report so far, e.g. student complaints, programme's non-compliance with University's policies, etc.; and
  - (vi) the challenges faced during the reporting year and how the programme has overcome them.

## 14. Action Plan

### Include:

- an action plan to spell out actions and measures to be taken with indicative timeframe to solve problems, to improve or develop the programme and/or to address recommendations made in the last 5-year Programme Review and feedback from various stakeholders (*please summarise the planned actions mentioned in all previous sections here*)
- any actions to be taken to align with the strategic plan/direction/development of the University and the Faculty/School (e.g. actions to deepen the collaborations in research and postgraduate studies in the Guangdong-Hong Kong-Macau Greater Bay Area, to reach out to local strategic partners and collaboration with them to provide professional/postgraduate training programmes, to internationalise the programme through partnerships and collaborations with renowned Mainland and overseas institutions and to promote inter-university academic programmes of high strategic importance, etc.)
- in the action plan there should be clear lines of responsibility for the actions and measures and follow up actions for items given in the report earlier that warrant special attention, e.g. identification of submission of forged admission information/documents after student registration, failure to comply with University's policies, etc.

Action	Responsible Party	Time Frame

**Statistical Report for Taught Postgraduate Programmes**

**Section 2 – Student Admissions**

**(IMPORTANT: For Tables 1a to 2d under this Section, please provide the statistics for the ENTIRE academic year, not by term.)**

**Table 1a Overview of Programme Admission and Applicant Profiles**

**Remarks for Table 1a:**  
1. Please input information for intakes of the most recent 4 academic years (if any).

Intake Year <sup>1</sup>	No. of Local Applications (%)	No. of Non-local Applications (%)				Total No. of Applications
		Chinese	British	American	Nigerian	
2019-20	45 (45.9%)	53 (54.1%)				98
		30 (30.6%)	12 (12.2%)	8 (8.2%)	3 (3.1%)	

**Table 1b Interview Rate**

**Remarks for Table 1b:**  
1. Please input information for intakes of the most recent 4 academic years (if any).

Intake Year <sup>1</sup>	No. of Applications (A)		No. of Interviewed Applications (B)	Interview Rate (B/A) x 100%	No. of Applications Not Considered by the Programme After Interview (C)	% of Applications Not Considered by the Programme After Interview (C/B) x 100%	No. of Interviewees Admitted (D)	% of Interviewees Admitted (D/B) x 100%
	No. of Applications MEETING the Minimum Admission Requirement	No. of Applications NOT MEETING the Minimum Admission Requirement						
2019-20	98		39	39.8%	20	51.3%	15	38.5%
	70	28						
2018-19	120		35	29.2%	11	31.4%	22	62.9%
	80	40						

**Table 1c      Offers Acceptance Rate, Offers Forfeit Rate and Drop-out Rate After Acceptance**

**Remarks for Table 1c:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Including offers revoked after acceptance.
3. The sum of different conditions may not match the total number of “Conditional offers issued” as applicants can fall into more than one category and they should be counted in each category.
4. The figures under "Offers Forfeited" should include BOTH cases that:
  - (a) applicants rejected our offers (regardless of when the applicant rejects the offer, i.e. could be rejected after acceptance at first), and
  - (b) failed to meet the conditions, hence, could not take up the offers.
 TPg Programmes are recommended to differentiate these two types of cases, if possible.

Intake Year <sup>1</sup>	No. of Applications (A)	Total Offers Issued		Firm Offers		Conditional Offers			
		Total No. of Offers Issued (B)	% of Offers Issued (B/A)	No. of Firm Offers Issued (B1)	% of Firm Offers Issued (B1/B)	No. and Type of Conditional Offers Issued <sup>3</sup> (B2)			% of Conditional Offers Issued (B2/B)
						To Attain Minimum English Proficiency	To Obtain Minimum Academic Qualifications	To Fulfil Pre-entry Course(s) Requirements	
2019-20	98	55	56.1%	21	38.2%	34			61.8%
						25	7	2	
2018-19	120	60	50.0%	25	41.7%	35			58.3%
						20	12	3	

**Table 1c continued...**

	Total Offers Accepted		Firm Offers Accepted		Conditional Offers Accepted		Offers Forfeited <sup>4</sup>			No. of Students Admitted (D)	Drop-out Rate After Acceptance (C-D)/C
	Total No. of Offers Accepted <sup>2</sup> (C)	Offers Acceptance Rate (C/B)	Total No. of Firm Offers Accepted (C1)	Firm Offers Acceptance Rate (C1/B1)	No. of Conditional Offers Accepted (C2)	Conditional Offers Acceptance Rate (C2/B2)	Offers Forfeit Rate <sup>4</sup> (100%-C/B)	Firm Offers Forfeit Rate (100%-C1/B1)	Conditional Offers Forfeit Rate <sup>4</sup> (100%-C2/B2)		
61.8%	32	58.2%	21	100%	11	32.4%	41.8%	0%	67.6% ( % )	28	12.5%
58.3%	42	70.0%	23	92.0%	19	54.3%	30.0%	8.0%	45.7% ( % )	32	23.8%

**Table 1d      Enrolment Rate**

**Remarks for Table 1d:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).

Intake Year <sup>1</sup>	No. of Students Enrolled (D)		Actual Enrolment Rate (D/B)	
	Enrolled from Firm Offers (D1)	Enrolled from Conditional Offers (D2)	Firm Offers Enrolment Rate (D1/B1)	Conditional Offers Enrolment Rate (D2/B2)
2019-20	28		50.9%	
	21	7	100%	20.6%
2018-19	32		53.3%	
	21	11	84%	31.4%

**Table 1e Admission Target Achievement Rate**

**Remarks for Table 1e:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Admission Target should be the forecast admission number given in the programme document approved by the Senate or the admission target by programme before the admission exercise, whichever appropriate as decided by the programme. Please also indicate the forecast number for the next reporting year. Such figure will be retrieved in the Data Repository System to facilitate TPg Programmes' analysis on the admission target achievement rate.

Intake Year <sup>1</sup>	Admission Target <sup>2</sup> (E)	Target Achievement % (D/E)x100%
2020-21	35	N/A
2019-20	35	80.0%
2018-19	35	91.4%

**Table 1f Conditional Offers Conversion Rate**

**Remarks for Table 1f:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Please input the reason(s) for rejecting cases on the Data Repository System (if any).

Intake Year <sup>1</sup>	No. of Conditional Offers Issued	No. of Offer Recipients Who FULFILLED All Required Conditions (%)		No. of Offer Recipients Who CANNOT FULFIL All Required Conditions	% of Offer Recipients Who CANNOT FULFIL All Required Conditions
		No. of Admitted Offers	No. of Forfeited Offers		
2019-20	34	21 (61.8%)		13	(38.2%)
		7	14		



**Table 1g** Offers Revoked Due to Submission of Misleading/Forged Information

**Remarks for Table 1g:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).  
 2. Please provide details on the revocation cases in the main text.

Intake Year <sup>1</sup>	No. of Revoked Offers <sup>2</sup> /Total No. of Offers	
	Revoked BEFORE Registration	Revoked AFTER Registration
2019-20	3 / 55 (5.5%)	
	1 (1.8%)	2 (3.6%)

**Table 2a** Nationality of Admittees

**Remarks for Table 2a:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).

Intake Year <sup>1</sup>	No. of Local Students (%)	No. of Non-local Students (%)				Total No. of Admitted Students
		Chinese	British	American	Nigerian	
2019-20	14 (50%)	14 (50%)				28
		10 (35.7%)	2 (7.1%)	0 (0%)	2 (7.1%)	
2018-19	19 (59.4%)	13 (40.6%)				32
		11 (34.4%)	1 (3.1%)	1 (3.1%)	0 (0%)	

**Table 2b Highest Academic Qualifications of Admittees**

**Remarks for Table 2b:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. The sum of figures in this table may not match the total number of admitted students as universities can fall into different categories and they should be counted in each category.
3. For the list of universities' ranking, please refer to the official hyperlinks and documents below:

中华人民共和国教育部-官网:

Double-First Class(双一流):

[http://www.moe.gov.cn/s78/A22/A22\\_ztzt/ztl\\_tjsylpt/sylpt\\_jsgx/201712/t20171206\\_320667.html](http://www.moe.gov.cn/s78/A22/A22_ztzt/ztl_tjsylpt/sylpt_jsgx/201712/t20171206_320667.html)

985: [http://www.moe.gov.cn/srcsite/A22/s7065/200612/t20061206\\_128833.html](http://www.moe.gov.cn/srcsite/A22/s7065/200612/t20061206_128833.html)

211: [http://www.moe.gov.cn/srcsite/A22/s7065/200512/t20051223\\_82762.html](http://www.moe.gov.cn/srcsite/A22/s7065/200512/t20051223_82762.html)

QS World University Ranking Top 500: <https://www.topuniversities.com/qs-world-university-rankings>

Intake Year <sup>1</sup>	Local Institutions		Mainland Universities <sup>3</sup>							Overseas Universities <sup>3</sup>		Without Bachelor's Degree (for admission to Master's Degree) with special approval	Without Master's and/or Bachelor's Degree (for admission to Doctoral Degree) with special approval	Total No. of Admitted Students <sup>2</sup>
	QS500	Others	Double-First Class	985/211	Tier 1	Tier 2	Tier 3	QS500	Others	QS500	Others			
2019-20	12	2	0	5	4	1	0	0	0	2	2	0	0	28
	16	2	0	6	3	2	0	0	0	1	1			
2018-19	16	2	0	6	3	2	0	0	0	1	1	1	0	32
	16	2	0	6	3	2	0	0	0	1	1			

**Table 2c Major Disciplines/Fields of Highest Degree****Remarks for Table 2c:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Please refer to the Hong Kong Qualifications Framework website below for more information on area of study:

[https://www.hkqr.gov.hk/HKQRPRD/export/sites/default/.content/attachment/en/QR\\_Area-of-Study-n-Training-Sub-area-n-Subject-Matter-Eng-20160509.pdf](https://www.hkqr.gov.hk/HKQRPRD/export/sites/default/.content/attachment/en/QR_Area-of-Study-n-Training-Sub-area-n-Subject-Matter-Eng-20160509.pdf)

Intake Year <sup>1</sup>	Major/Area of Study <sup>2</sup>	No. of Admittees	% of Admittees
2019-20	Architecture and Town Planning	0	<b>0%</b>
	Arts, Design and Performing Arts	6	<b>21.4%</b>
	Business and Management	5	<b>17.9%</b>
	Computer Science and Information Technology	3	<b>10.7%</b>
	Education	0	<b>0%</b>
	Engineering and Technology	2	<b>7.1%</b>
	Humanities	0	<b>0%</b>
	Languages and Related Studies	1	<b>3.6%</b>
	Law	0	<b>0%</b>
	Mass Media and Communications, Journalism and Public Relations	1	<b>3.6%</b>
	Medicine, Dentistry and Health Sciences	0	<b>0%</b>
	Sciences	3	<b>10.7%</b>
	Services	5	<b>17.9%</b>
	Social Sciences	0	<b>0%</b>
Others	2	<b>7.1%</b>	
<b>TOTAL</b>		<b>28</b>	<b>100%</b>

**Table 2d University-wide Language Requirements**

**Remarks for Table 2d:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).  
 2. Please refer to the 'Internal Guidelines on Equivalent English Qualifications for Admission to Taught Postgraduate (TPg) Programmes' for details.  
 ([https://www.ln.edu.hk/sgs/content/media/Internal\\_Guidelines\\_on\\_Equivalent\\_English\\_Qualifications\\_for\\_Admission\\_to\\_Taught\\_Postgraduate\\_\(TPg\)\\_Programmes.pdf](https://www.ln.edu.hk/sgs/content/media/Internal_Guidelines_on_Equivalent_English_Qualifications_for_Admission_to_Taught_Postgraduate_(TPg)_Programmes.pdf))

Intake Year <sup>1</sup>	No language requirement needed (i.e. with English as MOI for Degree Programme)	Fulfilled <u>university recognised or programme specific minimum</u> English requirement for admission		Met the <u>university recognised or programme specific marginal</u> English threshold for case-by-case special admission	
		TOEFL (>=550 for paper-based test or >=79 for internet-based test)	IELTS (band score >=6.5)	IELTS (band score=6.0 within validity period)	
2019-20	14 (50%)	4 (14.3%)		0	(0%)
		2 (7.1%)	2 (7.1%)		

**Table 2d continued....**

Met the <u>university recognised or programme specific marginal</u> English threshold for case-by-case special admission		<u>Internally recognised</u> qualification equivalent to fulfillment of <u>minimum</u> admission requirement <sup>2</sup>							
IELTS (band score=6.0 within validity period)		TOEFL ITP Plus for China	CET6	English Enhancement Course (>=B-)	CEFR	CAE	HKALE	GCE (Adv. Level)	HKDSE
0	(0%)	2 (7.1%)							
		1 (3.6%)	1 (3.6%)						

<u>Internally recognised</u> qualifications equivalent to fulfilment of <u>marginal</u> English threshold for case-by-case special admission <sup>2</sup>											Without meeting language requirement with special approval	Total
HKDSE	IELTS (band score>=6.5 beyond the 2-year validity period)	TOEFL	TOEFL ITP Plus for China	CET6	English Enhancement Course (=C+)	CEFR	CAE	HKALE	GCE	HKDSE		
8 (28.6%)											0 (0%)	28 (100%)
	5 (17.9%)			1 (3.6%)	1 (3.6%)	1 (3.6%)						

**Section 3 – Student Progression**

**Table 3a                      Summary of Student Progression and Attrition**

**Remarks for Table 3a:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Please submit separate tables for Full-time and Part-time study modes.
3. Including new admittees, students progressed from previous intake cohorts and those who have applied for deferral of studies or leave of absence. All breakdown numbers under ‘Student Progression’ and ‘Student Attrition’ should add up to the total no. of enrolled students.

Intake Cohort <sup>1</sup>	Total No. of Enrolled Students for the Intake <sup>2,3</sup>	Student Progression			Student Attrition		
		Normal Progression	Normal Progression with Academic Warning	Special Progression with Academic Warning and on Academic Probation	Discontinuation of Studies	Withdrawal from Studies	Unofficial Withdrawal
Term 1, 2019-20	26	24 (92.3%)	1 (3.8%)	0	1 (3.8%)	0	0
Term 2, 2019-20	25	24 (96%)	0	1 (4%)	0	0	0

**Table 3b**      **Summary of Student Committed Academic Dishonesty and Considered by Board of Examiners (BoE)**

**Remarks for Table 3b:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. If there is no academic dishonesty cases in an academic year, please still submit this table and enter “Nil” under the “Course” column.

Course	No. and Details on Cases of Academic Dishonest Practices Considered by the SDC/BoE	Subsequent Follow-up/Penalties Imposed by the SDC/BoE	No. of Students Who Failed to Progress and Complete Study Within Normal Study Period Arising from the Academic Dishonest Acts	No. of Students Who Had Been Discontinued Arising from the Academic Dishonest Acts	Evaluations on a Course with a High Number of Academic Dishonesty Cases

**Table 4 Summary of Graduation**

**Remarks for Table 4:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Please use a separate table for presenting the Summary of Graduation for PGDA and MAcc Programmes.

Academic Year <sup>1</sup>	No. of Graduates Exited with Intermediate Award	Award Classification of Graduates with Final Award		No. of Students Graduated with Final Award ON-TIME	No. of Students Graduated with Final Award OUTSIDE NORMAL STUDY PERIOD	No. of Students CANNOT Graduate with Final Award On-time due to Failure in Fulfillment of English Exit Requirement	Total No. of Graduates <sup>2</sup>
		Distinction	Pass				
2019-20	3 (15%)	2 (10%)	15 (75%)	19 (95%)	1 (5%)	0 (0%)	20 (100%)
2018-19	3 (13.6%)	1 (4.5%)	18 (81.8%)	22 (100%)	0 (0%)	0 (0%)	22 (100%)



**Section 6 – Comments made by External Academic Advisers (and Other Stakeholders)**

**Table 5                      Summary of Comments made by External Academic Advisers (and Other Stakeholders)**

Comments Received From	Issues raised	Details of discussions at Programme and Curriculum Committee/Department Board	Response of programme and suggested actions with timeline
External Academic Advisers			
Advisory Board			
Other Stakeholders			

**Section 7 – Evaluation and Feedback from Students**

**Table 6a** Course Teaching and Learning Evaluation (CTLE) Results by Programme

**Remarks for Table 6a:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).

Term	Average Score on COURSES	Average Score on TEACHING
Term 1, 2018-19	5.53	5.69
Term 2, 2018-19	5.36	5.71
Term 1, 2019-20	5.19	5.31
Term 2, 2019-20	5.38	5.10

**Table 6b** Course Teaching and Learning Evaluation (CTLE) Results by Course (For Courses Not Meeting the Threshold Score of 4.5)

**Remarks for Table 6b:**  
 1. Please input information for intakes of the most recent 4 academic years (if any).  
 2. For Table 6b, please extract only statistics of courses with CTLE score less than the University’s threshold of 4.5, and provide the CTLE results of these courses in previous years. A critical analysis should also be provided in the main text.

Course	Term <sup>1</sup>	Average CTLE Score <sup>2</sup>
ABC506	Term 2, 2016-17	4.64
	Term 2, 2017-18	4.48
	Term 2, 2018-19	4.25
	Term 2, 2019-20	4.00
ABC507	Term 2, 2016-17	...
	Term 2, 2017-18	...
	Term 2, 2018-19	...
	Term 2, 2019-20	...

**Table 6c****Summary of Evaluation and Feedback Received from Students (optional for programme input)**

Comments Received From	Major issues raised	Details of discussions at Programme and Curriculum Committee/Department Board	Response of programme and suggested actions with timeline
CTLE (Part II of the Questionnaire)			
Graduate Exit Survey (Last Part)			
Staff-Student Consultation Committee (SSCC)			
Other sources (e.g. informal lunch gathering with Programme Directors)			

**Section 8 – Assessment of Learning Outcomes**

**Table 7a      Assessment of Programme Intended Learning Outcomes (PILOs)**

**Remarks for Table 7a:**

In this table, TPg Programmes should list out their Programme Intended Learning Outcomes (PILOs), calculate the average scores for these questions and provide evaluation as appropriate.

# Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below. ("NR" should be counted in a separate column and should not be included in the calculation of average score.)

5-strongly agree / strongly satisfied (SA)

4- agree / satisfied (A)

3-neutral (N)

2-disagree / dissatisfied (D)

1-strongly disagree / strongly dissatisfied (SD)

0-not relevant (NR)

	PILOs	Findings from Graduate Exit Surveys on Student's Perception of Achievement of PILOs	Total No. of Respondents	Average Score in Graduate Exit Survey <sup>#</sup>	No. of Respondents Choosing (NR)	% of Respondents Choosing (NR)	Evaluation on the Students' Perception of Achievement of Each PILO	Other Direct Evidence (Accurate Measurement) to Justify Students' Attainment of Each PILO with Evaluations
PILO 1								
PILO 2								
PILO 3								

**Table 7b**      **Assessment of Graduate Attributes in Graduate Exit Survey**

**Remarks for Table 7b:**

In this table, TPg Programmes should list out the results regarding the questions relating to Lingnan's Graduate Attributes in Part I of the Graduate Exit Survey, calculate the average scores for these questions by each Graduate Attribute and provide evaluation as appropriate.

# Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below. ("NR" should be counted in a separate column and should not be included in the calculation of average score.)

5-strongly agree / strongly satisfied (SA)

4- agree / satisfied (A)

3-neutral (N)

2-disagree / dissatisfied (D)

1-strongly disagree / strongly dissatisfied (SD)

0-not relevant (NR)

	Section in Part I of Graduate Exit Survey	Total No. of Respondents	Average Score of the Questions Under This Section in Graduate Exit Survey <sup>#</sup>	No. of Respondents Choosing (NR)	% of Respondents Choosing (NR)	Evaluation on this Figure	Other Direct Evidence (Accurate Measurement) to Justify Students' Possession of Each Graduate Attribute with Evaluations
Section A	Independent and Critical Scholar						
Section B	Advanced Professional Problem-solver						
Section C	Critical and Creative						
Section D	Skilled Communicator						
Section E	Ethically and Socially Responsible Researcher/Professional						

**Table 7c Assessment of Two Overall Questions in Graduate Exit Survey**

**Remarks for Table 7c:**

In this table, TPg Programmes should list out the results regarding the two overall questions in Section F of the Graduate Exit Survey, calculate the average scores for these questions and provide evaluation as appropriate.

# Respondents of the Graduate Exit Survey are invited to indicate their level of agreement with each question by choosing any one of the following 6 answers. Average score should be calculated using the converted number values below. ("NR" should be counted in a separate column and should not be included in the calculation of average score.)

5-strongly agree / strongly satisfied (SA)

4- agree / satisfied (A)

3-neutral (N)

2-disagree / dissatisfied (D)

1-strongly disagree / strongly dissatisfied (SD)

0-not relevant (NR)

	Overall Questions in Graduate Exit Survey	Total No. of Respondents	Average Score in Graduate Exit Survey <sup>#</sup>	No. of Respondents Choosing (NR)	% of Respondents Choosing (NR)	Evaluation on this Figure (If the score is between 3.0 to 3.5, hitting the medium risk level, or below 3.0, hitting the high risk level, mitigation actions of the risk should be given)
Question 1	Overall, I am satisfied with the quality of my programme and the value which I have gained from my learning experience, considering the teaching and non-teaching support I received and the skills I have acquired.					
Question 2	Overall, I am satisfied with the quality of the learning environment, including the learning resources of the Library, support services of ITSC, study space and opportunities to engage with teachers and other					

students (e.g. student exchange programmes, hostel life, interships, ILP and community services).					
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**Table 7d      Summary of Grade Distribution**

**Remarks for Table 7d:**

1. Please input information for intakes of the most recent 4 academic years (if any).
2. Please provide a Summary of Grade Distribution for each course offered under the Programme.

**Course code<sup>2</sup>:** \_\_\_\_\_

Term <sup>1</sup>	A				B						C						F	%	Total No. of Students Enrolled in the Course
	A	%	A-	%	B+	%	B	%	B-	%	C+	%	C	%	C-	%			
Term 1, 2019-20	3 (12%)				12 (48%)						9 (36%)						1	(4%)	25
	2	(8%)	1	(4%)	9	(36%)	2	(8%)	1	(4%)	2	(8%)	1	(4%)	6	(24%)			
Term 1, 2018-19																			

**Section 9 – Pedagogical Development/Innovation and Experiential Learning**

**Table 8 Pedagogical Developments/Innovation and Experiential Learning**

**Remarks for Table 8:**  
 \* 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).

	Programme's Figures in 2017-18	Programme's Figures in 2018-19	Programme's Figures in 2019-20	Programme's Figures in 2020-21 (or reporting year)	Evaluation on this Figure
Percentage of graduates who have taken up capstone projects/supervised individual/group research	xx.xx%	xx.xx%	xx.xx%	xx.xx%	
Percentage of students attending leadership training/joining entrepreneurial projects	xx.xx%	xx.xx%	xx.xx%	xx.xx%	
Percentage of students with university-approved local/non-local experiential learning experience*	xx.xx%	xx.xx%	xx.xx%	xx.xx%	



**Section 10 – Internationalisation**

**Table 9                    Internationalisation**

**Remarks for Table 9:**

\* Non-local experiential learning experience includes exchange, visiting, internships, study/field trip, experiential learning experience, seminars/talks with overseas speakers, double degree programmes with overseas universities, university-level summer schools and international events (conference, competition, forum).

# The University’s figures in the reporting year will be input by ITSC around end of October every year.

	University's Figures in 2020-21 (or reporting year) <sup>#</sup>	Programme				Evaluation on this Figure
		Figures in 2017-18	Figures in 2018-19	Figures in 2019-20	Figures in 2020-21 (or reporting year)	
Percentage of all non-local students	xx.xx%	xx.xx%	xx.xx%	xx.xx%	xx.xx%	
Percentage of non-local students (excluding students from Mainland China)	xx.xx%	xx.xx%	xx.xx%	xx.xx%	xx.xx%	
Percentage of students with non-local university approved formal or experiential learning experience*	N/A	xx.xx%	xx.xx%	xx.xx%	xx.xx%	