

# Integrated Framework for Curriculum Development and Review: I. Undergraduate Programmes

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# **1. Preamble**

## **1.1 Background**

1.1.1 The Chinese University of Hong Kong (CUHK) regards teaching and learning (T&L) as a core function; the University places great importance on the culture embedded in the institution and its history, and also on explicit systems and procedures to assure and enhance the quality of the educational experience for students. The development of the system and procedures has gone through several stages as the University has grown in size and complexity, and the measured pace of changes has won acceptance and ownership among teachers and students. This document constitutes the current status of the University's evolving quality-assurance framework for T&L.

## **1.2 Principles**

1.2.1 Among others, the following principles were used to guide the formulation of the framework:

- The importance of developing a framework which is effective in improving the overall quality of T&L, while minimizing bureaucracy and paperwork.
- The importance of reflection upon the process of student learning experience for the achievement of desired learning outcomes, which will also serve as a stimulus to curriculum refinement.
- The value of periodic peer review as a spur to self-reflection and the provision of wider insights.
- The importance of diagnostic feedback in providing evidence to inform the process of reflection.
- The appropriateness of taking an outcomes-based approach (OBA) to T&L by focusing on student learning outcomes.
- The importance of achieving alignment between desired learning outcomes and the curriculum.
- The value of deriving principles of excellent teaching at CUHK from the principles and practices of those judged to be the best teachers at the University. These principles are consistent with the extensive international literature in the area of excellent university teaching.
- These principles have been incorporated into a curriculum development model, shown in Figure 1. The model commences with student learning needs which are utilised to formulate desired learning outcomes. These lead to five elements of the curriculum which are incorporated into the integrated curriculum framework: aims/desired learning outcomes, content, learning activities, assessment and feedback for evaluation. These five elements are incorporated into procedures for programme development, programme review, course development and course review. Feedback for evaluation is central to the model as it informs reflection upon practice.

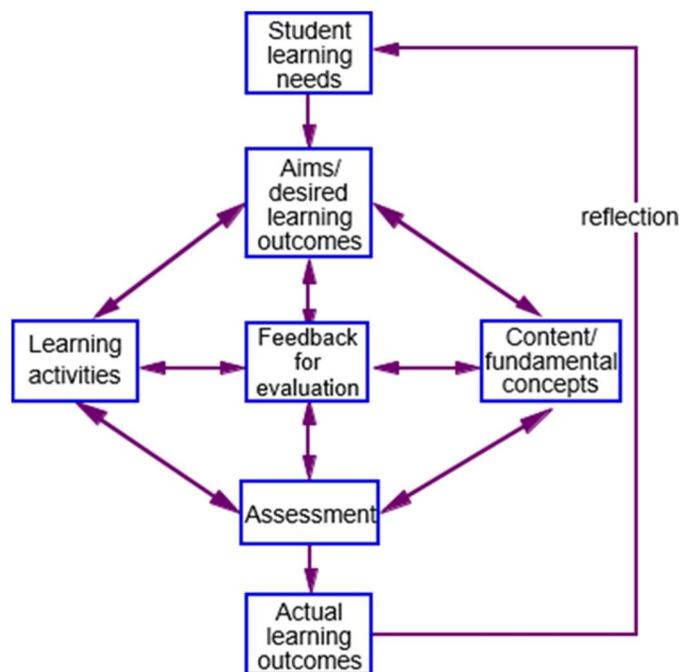


Figure 1. A model of an aligned curriculum

### 1.3 Objective

- 1.3.1 The main objective of the present framework is to ensure that teachers and programmes engage in *reflection* about T&L, that such reflection is rooted in *evidence* and leads to *action* for improvement, and that *incentives* are provided for such efforts.

### 1.4 Nomenclature

- 1.4.1 In this framework, the term *course* also means *module* (which is used in some disciplines); the term *department* also means *school*; the term *programme committee* may mean *department/ school* or *departmental curriculum committee* and any other unit that might be responsible for academic programmes; and the term *programme director* may mean *department chair*.
- 1.4.2 All guides and associated documents are to be used flexibly and adapted to suit practices and terminology within departments and faculties.

### 1.5 Coverage

- 1.5.1 The *Integrated Framework* applies on a mandatory basis to all taught programmes. For reference, quality-assurance procedures for taught postgraduate (TPg) programmes are dealt with in the *Integrated Framework for Curriculum Development and Review: II Taught Postgraduate Programmes*, and the *Integrated Framework for Curriculum Development and Review: III. Sub-degree, Professional and Continuing Education Programmes* refers to the sub-degree sector.

## **2. Course and Programme Planning**

### **2.1 Frequency**

- 2.1.1 A course/ programme planning document should be prepared whenever a new course/ programme is launched, or when there are major changes.

### **2.2 Format and content**

- 2.2.1 Both the course-planning and the programme-planning documents should include a specification of (a) expected learning outcomes, (b) subject content, (c) intended distribution of learning activities, (d) assessment scheme, and (e) intended channels to collect feedback for evaluation.
- 2.2.2 Suggested guides and templates on courses planning and programme planning are included in Appendices 1 and 2 respectively. These provide guidance on the topics that might usefully be covered and the level of details expected. They should be adapted to suit the circumstances of each discipline rather than followed rigidly.
- 2.2.3 Departments/ programmes submitting new course proposals are requested to input course information in CUSIS and submit the Course Catalog Report for approval by the respective Faculty Boards.

### **2.3 Dissemination**

- 2.3.1 Programme-design documents should be accessible by staff and students (in principle also to prospective students). It is recommended that they be posted on the departmental website.
- 2.3.2 The course-planning document, with minor modifications, could become the course outline to be provided to students at the beginning of each course offering.

### **2.4 Relationship with course and programme proposals**

- 2.4.1 Extracts from these planning documents can also serve the purpose of submission to the Faculty Board and/ or the Senate for approval of new courses or programmes (or to the Faculty Board in the case of major revision of courses or programmes). New write-ups should be avoided, both to ensure consistency and to minimize paperwork.

### **2.5 Procedures for introduction and revision of programmes**

- 2.5.1 A guide on procedures which should be observed when new programmes (major, minor, double degrees, etc.) are introduced or revised can be found in the *Guide for Programme Planning* in Appendix 2.

### **2.6 Multi-section courses**

For a course offered in multiple sections, a single course-planning document should specify the overall framework and latitude (e.g. final examination covering 40%–50% of the assessment), within which each teacher can exercise discretion.

### **3. Course Reviews**

#### **3.1 Frequency**

- 3.1.1 Each of the courses, including those offered for non-major students, should be regularly reviewed by the teacher(s) concerned and the programme committee (e.g. when first launched or upon major changes).

#### **3.2 Format and content**

- 3.2.1 The course review, performed against the course-planning document as the reference, should cover (a) learning outcomes, (b) subject content, (c) learning activities, (d) the assessment scheme, and (e) an action plan in the light of the reflection on (a)–(d), which in each case should be supported by relevant sources of feedback evidence. In cases where the action calls for major changes, this initiates a new cycle of course planning.
- 3.2.2 The *Guide for Course Review* in [Appendix 3](#) should be adapted to suit the circumstances of each faculty. Information on review of General Education courses is available on the website of the Office of University General Education:  
<https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/course-pgr-review/>

#### **3.3 Dissemination**

- 3.3.1 The course review is an internal departmental document.

#### **3.4 Multi-section courses**

- 3.4.1 Either a single review is made for all sections, or individual reviews for each section should be supplemented by an overall report by the coordinator. In the latter case, any significant variations across sections should be reported, commented upon and where necessary justified.

### **4. Programme Self-evaluation**

#### **4.1 Frequency**

- 4.1.1 Each department should conduct self-evaluations of its programmes on a regular cycle, ahead of the programme reviews as specified in Section 5 below.

#### **4.2 Format and content**

- 4.2.1 The self-evaluation, performed against the programme-planning document as the reference, should cover (a) a summary of changes and improvements implemented since the last review, (b) aims and desired learning outcomes, (c) subject content, (d) learning activities, (e) assessment scheme, (f) achievement of programme learning outcomes, (g) effectiveness of procedures for programme management and quality assurance, (h) procedures for the provision of professional development for all teaching staff in curriculum design and teaching effectiveness, (i) benchmarking and external referencing, (j) international developments and global engagement, (k) alignment of

teaching and learning initiatives/ enhancement activities at all levels, (l) performance of relevant minor programmes (if applicable), and (m) reflection on implementation challenges. A provisional action plan in the light of the reflection on (a)–(m) should be included, in each case supported by relevant sources of feedback evidence. The self-evaluation should also address the focused areas, if any, selected by the Senate Committee on Teaching and Learning (SCTL) for a particular cycle of programme reviews.

- 4.2.2 T&L strategies must be firmly rooted in evidence. Such evidence may be gathered by a variety of means, including student focus groups and discussion forums (either face-to-face or virtually), and informal feedback from employers or professional groups. In the case of professional programmes, the input of the profession is often provided by accreditation processes or professional associations. However, all programmes should consider the range of graduate employment destinations frequently used by their graduates and bear the needs of these professions in mind during programme planning and programme self-evaluation.
- 4.2.3 In addition, there needs to be formal survey questionnaires, constructed upon a sound theoretical base and professionally validated. For UG programmes, the University mandates Course and Teaching Evaluation (CTE) each time a course is offered; programme-level feedback such as Student Experience Questionnaire (SEQ), usually at the end of the second year and final year of the programme; and surveying of alumni one year and five years post-graduation, such as Graduate Capabilities Questionnaire (GCQ) and Alumni Questionnaire (AQ).
- 4.2.4 Guidelines and explanatory material are provided in [Appendix 4](#). The guidelines should be adapted to suit the circumstances of each faculty.

## **5. Programme Reviews**

### **5.1 Nature and frequency**

- 5.1.1 Programme reviews are conducted on a regular cycle as determined by the SCTL and will be coordinated as far as possible with the Visiting Committees as parties external to the programmes. Each programme review will be conducted by a panel, appointed by SCTL which consists of at least one SCTL member or experienced reviewer (e.g. former SCTL members, or those who have served in a certain number of programme reviews); and its membership will encompass relevant discipline and pedagogical expertise.
- 5.1.2 Undergraduate (UG) programme reviews include all major programmes, minors and University Core Requirements. The aim is to provide collegial feedback to programmes and departments on all aspects of UG students' learning experiences.

### **5.2 Reporting procedure and action plan**

- 5.2.1 Key elements of the review panel's report are:
- judgement on the progress and improvements made, especially in relation to goals set in previous action plans; and
  - judgement on programme management, T&L quality, as well as the processes for

T&L enhancement.

- 5.2.2 One key component of the department's self-evaluation and response documentation should be a recommended action plan (with timeline specified) to deal with challenges and to improve the quality of T&L within the programme.
- 5.2.3 The programme self-evaluation document requires departments to identify strengths and challenges within a programme. In addition, the panel makes its own assessment of these and provides recommendations to programmes. Identification of strengths provides useful information on best practice for other programmes. Identification of challenges should lead to an action plan for improvement. The action plan should be formulated by the programme and endorsed by the Department/ School Board/ programme committee and Faculty Board concerned.

### **5.3 Consideration by SCTL**

- 5.3.1 SCTL considers the review documentation, including judgements on progress and on T&L quality, before making final recommendations for Resource Allocation Committee (RAC) consideration.
- 5.3.2 RAC allocates up to 5% of the one-line budget teaching allocation for the programmes on the basis of SCTL's recommendations. Funding re-allocations are only applicable to programmes funded by block grant.

### **5.4 Dissemination**

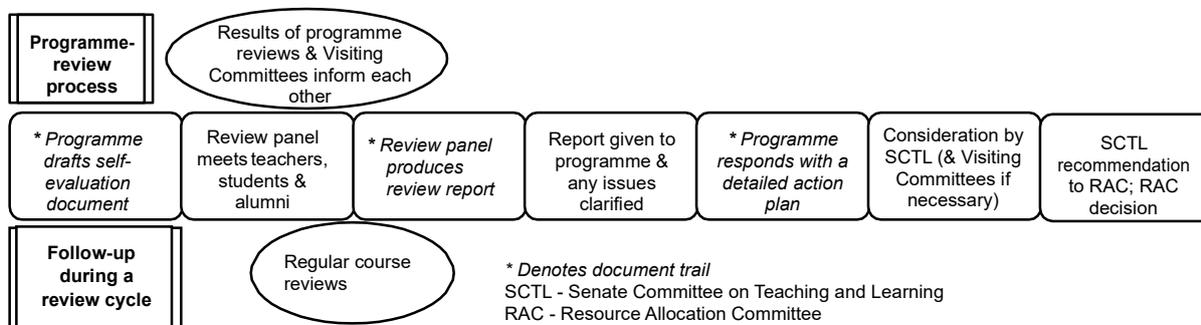
- 5.4.1 The programme review report and the programme's response are made available to the programme concerned, SCTL, RAC and the University administration. The relevant Visiting Committee may request for the documents, if necessary.

## **6. Summary**

- 6.1 The following table (Table 1) shows the steps in a regular review cycle. A flowchart for the programme review process is in Figure 2, which also indicates the range of data that can be used in programme self-evaluation.

Table 1. Activities in a regular review cycle

| Frequency                    | Action   | Documents required  | Submit to   |
|------------------------------|--|---|---|
| Once every year              | (i) Course and Teaching Evaluation (CTE) and other course questionnaires, if any (per course offering)   | Summary of results of CTE and other course questionnaires, if any   | Department [for record]                                   |
| Regularly                    | (ii) Course review   | <b>Course review report</b> (an internal review report by programme)  | Annual Programme Meeting [to discuss and follow up]       |
| Once every four to six years | In addition to (i) and (ii) mentioned above, the following should also be conducted:<br>(iii) Self-evaluation as a basis for (iv) internal programme review (review panel to be appointed by SCTL) | <b>Programme review report</b> , including self-evaluation of the programme and comments from review panel leading to an <b>action plan</b> . | SCTL<br><br>A recommendation is then made by SCTL to RAC. |



- Possible data sources for self-evaluation documents**
- Student Experience Questionnaire (SEQ), Graduate Capabilities Questionnaire (GCQ) and Alumni Questionnaire (AQ) data
  - Previous Visiting Committee reports
  - Feedback from student panels/ forums/ internet forums
  - Assessment patterns and diversity
  - Balance of learning activities
  - Student achievement data
  - Programme reflection
  - Reports from professional accreditation
  - Course and Teaching Evaluation (CTE)
  - Other data from alumni or employers

Figure 2. Flowchart for the programme review process

## **7. Professional Development**

- 7.1 A programme of professional development for all new teaching staff at the level of Assistant Professor or below, including teaching assistants is mandatory in most cases. Evidence of satisfactory completion is required for consideration of contract renewal, substantiation and promotion. New teachers in other ranks are also encouraged to take the course. Programmes are also expected to have a plan to ensure the quality of teaching by part-time staff.
- 7.2 Each department which makes significant use of postgraduate students as teaching assistants is required to support annual courses offered in conjunction with CLEAR, for the benefit of new graduate assistants, tutors, and others in teaching support roles.
- 7.3 Evidence of the provision of satisfactory training for teaching assistants should be included in the self-evaluation and review of the T&L of each relevant department. The evidence should include an evaluation of the training provided.

## **8. Incentives**

Incentives, at both the individual and the department level, are built in to promote attention to the matters contained in this *Integrated Framework*.

### **8.1 Department level**

- 8.1.1 RAC has approved that starting from 2006–07, up to 5% of the total allocation to all teaching units will be distributed in a manner that is informed by the actual performance and the efforts at improvement in matters related to T&L, as assessed through the programme reviews on regular cycles.

### **8.2 Individual level**

- 8.2.1 However, the contribution of academic staff to T&L goes beyond classroom teaching (even if broadly defined to include project and fieldwork supervision, and in the case of clinical staff, also bedside teaching). The policy of the University explicitly considers teaching performance in the three areas: (a) classroom teaching, (b) RPg student supervision, and (c) other contributions, where the last includes contributions related to teaching in a broad sense, e.g. curriculum development, programme leadership or management, use of innovative pedagogy, pedagogical research, counselling of students, mentoring of junior teachers/ professionals, etc. The inclusion of these elements gives adequate recognition to individual teachers who make significant contributions to the matters relevant to the present framework.

## Guide for Course Planning

This course-planning guide is to be used during the process of planning an initial offering of a course and upon major revisions. Both the introduction of new courses and the revision of existing courses will be initiated by the programmes concerned via CUSIS (or GECPI for the case of GE courses).

For multiple-section courses taught by several teachers, the Course Catalogue information from CUSIS or GECPI, including the learning outcomes, content, learning activities, assessment and feedback for evaluation, should provide a coordinated overview of the teaching in the whole course. Individual teachers are encouraged to provide outlines for their own sections, in which a degree of diversity is encouraged. The course outline should show how diverse approaches to teaching contribute to the achievement of the same specified learning outcomes for the course.

### Learning outcomes

The field “Learning Outcome” in CUSIS is used to enter the capabilities, fundamental knowledge and skills students will be expected to have developed during the course or programme. At the course level, these outcomes will be intimately related to the fundamental concepts of the discipline and all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’. As students progress towards completion of their programme the learning outcomes can be expected to have a wider significance. Course planning should ensure that the graduate capabilities included in the programme plan are addressed in several courses, as appropriate. It is most useful if the description of the learning outcomes focuses on the main contribution of the course to the programme as a whole.

### Content

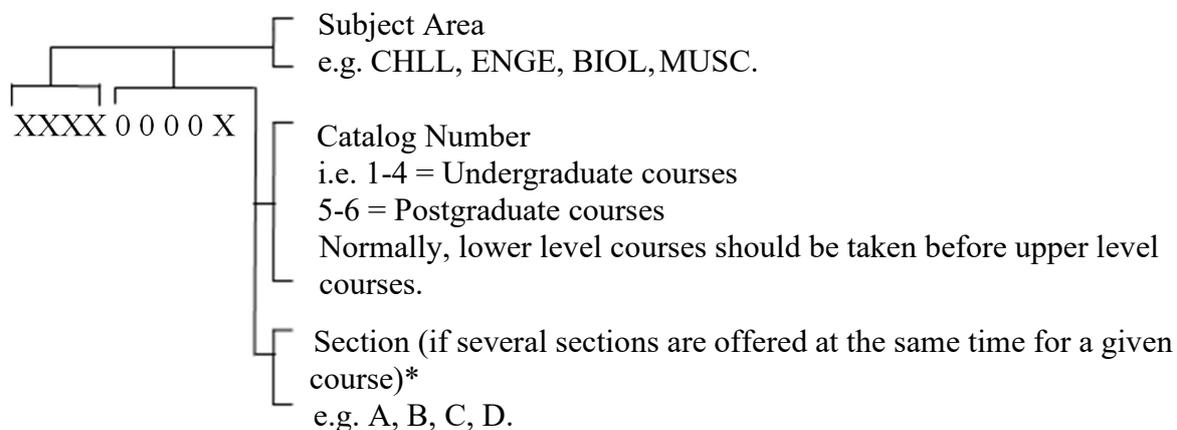
#### (a) Course Titles

A maximum of 30 characters is allowed for short course title (known as “description” in CUSIS). Abbreviations may be adopted, if necessary. The length of Chinese and English long course titles is limited to 50 and 100 characters respectively, inclusive of punctuation marks.

#### (b) Course Code (known as “Course Offering” in CUSIS)

At present, the general system for course code is as follows:

X = Alphabet      0 = Numeral



\* This alphabet of the course code will be dropped by the computer when calculating grade point average (GPA), but is significant when calculating teaching load and space utilization. In this connection, please note that courses with independent units and grades must have distinct course codes for GPA calculation, i.e. XXXX1010A and XXXX1910A will be recognized as two separate courses with independent grades; XXXX1010A and XXXX1010B or XXXX1010L will only be registered as one course with the second grade automatically dropped by the computer as one received from a duplicated course.

With a computerized student record system, it is necessary to ensure that all data captured are of a unique and easily-identifiable nature. Attention is drawn to the following:

- (i) Both-term courses (identical courses to be offered in both the first and second terms) should be given one course code only.
- (ii) If a laboratory course has independent units, please give it a separate course code.
- (iii) In recoding courses, effort should be made to avoid assigning course codes used for another course recently. This is important for computer checking of students' repeating their failed courses as the system needs to validate the course codes of the first and second attempts or to decide on the substitute courses. If after recoding, a particular course is to be recognized as equivalent to another course in the previous year(s), please give clear indication thereof so that necessary accommodations may be made.

(c) Long Description

The field "Long Description" in CUSIS is used to enter the course content, which covers the fundamental concepts which need to be understood in each course. Content specification should not be exhaustive, but should highlight key principles.

(d) Enrolment Requirements

Please specify the course relations:

- |                       |   |
|-----------------------|---|
| Prerequisite course - | students have to take a specific course before enrolling for this course.   |
| Corequisite course -  | courses which must be taken in pairs, i.e., together in the same term (e.g., a lecture course together with its accompanying laboratory course), unless a waiver is given by the Department#/Programme offering unit concerned. |
| Exclusion course -    | not for students who have taken a specific course; not for students of a particular undergraduate Major/Minor Programme or Faculty (applicable to General Education courses only).  |

# The term "department" may also refer to "school" in this document.

(e) Grade Descriptors

Please enter a grade descriptor for each grade, including the sub-grades (if adopted) and under normal circumstances, no two grades should have the same grade descriptors.

(f) Course Attributes

Please indicate the course attributes (e.g. capstone course, experiential learning, Faculty Package course, internship, practicum, service learning, and virtual teaching and learning) in CUSIS as appropriate.

**Course syllabus**

The major concepts and topics to be covered by the course should be provided.

## Learning activities

The field “Course Component” in CUSIS is used to enter the learning activities, which are the teaching and learning activities designed to result in the specified learning outcomes. Types of learning activities should be adapted to suit types of teaching within departments. For each type of learning activity the formal class hours [Instructor Contact Hours] should be specified, together with an estimate of the number of hours students will be expected to spend on the activity out of class [Workload Hours].

## Assessment

The field “Assessment Type” in CUSIS is used to enter the types of assessment, which is an integral part of a course. Both formative and summative assessment should be consistent with the desired learning outcomes. The percentage of marks allocated to various types of assessment should be entered into CUSIS. Again, the type of assessment needs to be adapted to suit programme practice.

If Pass/Failure (P/U) or Distinction/Pass/Failure (DPF) grading is adopted for an undergraduate course, programmes are required to seek approval, with justifications, from the Senate.

## Feedback for evaluation

The field “Feedback for Evaluation” in CUSIS is used to enter the Feedback, which is an integral component of the curriculum-development cycle. Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation of the course. The table below lists potential sources of feedback.

|  |           |   |
|--|-----------|---|
| Qualitative feedback from student panels/ forums/ internet forums                                | optional  | informal interaction is strongly encouraged |
| Course and Teaching Evaluation (CTE) and other course questionnaires, if any                     | mandatory | administered every time the course is run   |
| Tailored questionnaire   | optional  |   |
| Visiting Committee/ external examiner report   | optional  |   |
| Peer review  | optional  |   |
| Reflection of teachers (including evidence from assessment, other relevant data and information) | mandatory |   |
| Other  |           |   |

## Recommended reading list/reference

A reading list or a set of reference should be provided.

## Other considerations

- reasons for offering the course in the light of recent developments, trends and major theories in the discipline and in consideration of the relevance of the proposed course to the entire programme; stating also whether consideration has been given to merging it with an existing course;
- whether it will be offered as a substitute for any existing course or as a new addition;
- whether there will be a sufficient number of students to warrant the offering of such a course;
- how the proposed course/change will affect the total number of courses and units of courses offered by the Department/Programme offering unit;

- the availability of manpower to teach the proposed course (give the name of the lecturer and his existing teaching load, etc.);
- whether the course is offered to take advantage of the specialized knowledge of a visiting professor or lecturer, in which case it may be of a temporary nature;
- academic year/term in which the course will be introduced.  
(Normally the procedure for introducing a new course should be initiated not later than six months before the academic year/term in which the course will be offered.)

### **Schedule for introduction of new courses**

|                       |  |
|-----------------------|--|
| January               | <p>Department/Programme Boards to submit proposals for introducing new courses for consideration by the Faculty Boards, if applicable, so that they may be implemented <u>in the following academic year</u>.</p> <p>New Student-orientated Teaching and General Education courses of Colleges should first be submitted to College Assemblies of Fellows for consideration in early December.</p> |
| Beginning of February | <p>Faculty Boards to approve the introduction of new courses (except General Education courses).</p> <p>Faculty Boards and College Assemblies of Fellows to submit proposed General Education courses that they have endorsed to the Senate Committee on General Education.</p>  |
| Early March           | <p>Senate Committee on General Education to approve the introduction of new General Education courses.</p>   |
| Mid-March             | <p>Details on approved new courses to be finalized for inclusion in the Student Handbooks for the following academic year.</p>   |

Remarks: Proposals on new courses under the International Asian Studies Programme should be submitted to the relevant Faculty Board(s) for approval depending on the subject of the courses. If the course will be co-listed as a General Education course, the course proposal should also be submitted to the Senate Committee on General Education for approval.

## **Guide for Programme Planning**

This programme planning guide is to be used for an initial offering of a programme and upon major revisions. This guide indicates the aspects of teaching and learning which need to be incorporated in a programme plan. The procedure for approval of programmes and the related additional planning information are also included.

### **(I) Aspects of teaching and learning**

#### **Learning outcomes**

The capabilities, fundamental knowledge and skills students will be expected to have developed during the programme need to be clearly specified. The desired capabilities should be contextualised into the discipline/profession of the programme. For professional programmes these include the capabilities required by a graduate to function in the profession.

At the programme level, learning outcomes include graduate capabilities, e.g.

- Critical thinking
- Creative thinking
- Self-managed learning
- Adaptability
- Problem solving
- Communication skills
- Interpersonal skills and groupwork
- Digital literacy
- Global readiness
- Crossing knowledge boundaries
- Contributions to society

#### **Content**

Programme-level curriculum planning is partially an aggregation of course-level processes. An important additional consideration is showing how the content in the courses fits together to form a coherent curriculum.

#### **Learning activities**

Learning activities can be reported by aggregating the information for each course. A table for reporting is shown at Annex 1.

#### **Assessment**

Assessment can also be reported by aggregating the information for each course, using the table at Annex 2.

#### **Feedback for evaluation**

Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation

of the programme. The table below lists potential sources of feedback applicable at programme level.

|  |                                       |                                 |
|--|---------------------------------------|---------------------------------|
| Qualitative feedback from student panels/ forums/internet forums             | mandatory                             |                                 |
| Student Experience Questionnaire   | mandatory                             | administered every other year   |
| Course and Teaching Evaluation (CTE) and other course questionnaires, if any | mandatory                             | overview of feedback on courses |
| Tailored questionnaire   | optional                              |                                 |
| Visiting Committee/external examiner reports                                 | mandatory                             |                                 |
| Reports from professional accreditation                                      | applicable to professional programmes |                                 |
| Graduate surveys   | optional                              |                                 |
| Programme reflection and action plan (including evidence from assessment)    | mandatory                             |                                 |
| Other  |                                       |                                 |

## **(II) Procedure and schedule for approval**

### **Procedure**

The following procedures should be observed when introducing a new Major or Minor Programme at the undergraduate level or a new postgraduate programme or instituting revisions to an existing programme.

- I. Proposals for introducing a new programme should be submitted to the following bodies for endorsement and approval:
  1. The Department/Programme Board concerned (the term “department” may also refer to “school” in this document);
  2. If applicable, the Faculty Board concerned;
  3. If applicable, the Senate Committee on General Education;
  4. If applicable, the Graduate Council;
  5. The Senate Academic Planning Committee; and
  6. The Senate.
- II. Proposals for new programmes should contain the following information, and for undergraduate programmes, should be in the Programme Proposal Warehouse (PPW) format (<https://spus.per.cuhk.edu.hk/PPW/Common/XXUSLogin.aspx>) for consideration of the Senate:

1. Justification for introducing a new programme
2. Curriculum design and basic philosophy

#### Preparation of Study Scheme

- (a) A study scheme should give the minimum total number of units of courses to be required in the curricular component concerned (e.g. Major Programme) which may be further broken down by sub-division, concentration, area, stream or specialization as the case may be.
- (b) The required and elective courses should be listed clearly. Whether a course is specified as “required” or “elective” may be dependent on the sub-division, concentration, area or stream within the same programme etc.

- (c) A study scheme of Major Programme should give details on the course sequences (i.e. the recommended course pattern) which serve as guidelines for students to select courses.
- (d) Exemptions from the programme requirements, where applicable and feasible, should be spelt out in the study scheme with details on the course(s) or equivalent qualification(s) and the standard required.
- (e) Major courses shall encompass all courses offered by a Major Programme and taken in accordance with the study scheme of the Major Programme. If a Department/Programme offering unit wishes to include in the Major GPA calculation course(s) not offered by the Major Programme, a special proposal should be made to the Undergraduate Examinations Board (applicable to revision only).

3. List of courses and course descriptions

Preparation of Course Catalogue (Please refer to Guide for Course Planning for details)

A Course Catalogue, either from CUSIS or GECPI for the case of General Education courses, should contain the following details:

- (a) Course details – course units, grading basis, attributes (e.g. capstone course, Faculty Package course, internship, service learning, and virtual teaching and learning, if applicable), course description, course component, instructor contact hours, grade descriptors, offering and enrolment requirements;
- (b) Learning outcomes – a list of outcomes, bearing in mind that students need to develop both an understanding of fundamental concepts and graduate capabilities, should be provided. While all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’, it is most useful if the description of the learning outcomes focuses on the main contribution of the course to the programme as a whole;
- (c) Learning activities and assessment – the types of learning activities and assessment should be indicated;
- (d) Course syllabus – the major concepts and topics to be covered by the course should be provided;
- (e) Feedback for evaluation – a plan for the evaluation of the course is needed. The sources of feedback information which will be collected should be listed; and
- (f) Required/recommended reading list/reference – a reading list or a set of references should be provided.

4. Justification for requirement of additional staff (if any)

5. Justification for requirement of additional equipment and facilities (if any) for both instruction and research - library holdings, teaching aids, laboratory equipment, research facilities, etc.

6. Coordination and collaboration with related fields (where applicable)

7. Implementation schedule – to take effect from a certain academic term/year or from a certain year of intake as the case may be

III. Proposals for revising both the existing undergraduate and postgraduate programmes of study (within the framework approved by the Senate), including the addition and deletion of individual courses, should be submitted by the Department/Programme Board to the Faculty Board concerned for approval, if applicable. # Major revisions to programmes of study should be submitted (in PPW format for undergraduate programmes) for Senate approval after endorsement of the Faculty Board.

## Schedule

### I. Proposals on New Programmes

- August-September     Department/Programme Boards to submit to Faculty Boards, if applicable, proposals on new programmes to be introduced in one year's time.
- September-  
November             Faculty/Programme Boards/Graduate Council to submit new programme proposals to the Senate APC.  
*(Approval of the relevant Senate Committee(s) on special arrangements of the new programmes, if any, has to be sought prior to submission of the proposals on new programmes to the Senate APC).*
- October-December     New programme proposals as endorsed by the Senate APC submitted to the Senate for consideration.
- November-  
January                Departments/Programme offering units to provide applicants with general information concerning the newly approved programmes.
- June/July                Departments/Programme offering units to determine the courses to be offered in the following academic year for the new programmes, and to review teaching assignments in relation to the existing and new programmes.

### II. Proposals on Revisions of Existing Programmes and Introduction of New Courses

- January                 Department/Programme Boards to submit proposals for introducing new courses, and/or revising existing programmes for consideration by the Faculty Boards, if applicable, so that they may be implemented in the following academic year.
- New Student-orientated Teaching and General Education courses of Colleges should first be submitted to College Assemblies of Fellows for consideration in early December.
- Beginning of  
February                Faculty Boards to approve the introduction of new courses (except General Education courses) and revisions to existing programmes.
- Faculty Boards and College Assemblies of Fellows to submit proposed General Education courses that they have endorsed to the Senate Committee on General Education.
- Early March             Senate Committee on General Education to approve the introduction of new General Education courses and revisions to the General Education programme.
- Mid-March              Details on approved new courses and revisions to existing programmes to be finalized for inclusion in the Student Handbooks for the following academic year.

# Proposals on addition and revision of courses under the International Asian Studies Programme should be submitted to the relevant Faculty Board(s) for approval depending on the subject of the courses. If the course will be co-listed as a General Education course, the course proposal should also be submitted to the Senate Committee on General Education for approval.

## Learning Activities

The number of hours of time allocated to each type of learning activity per week. Data is entered by course and can then be aggregated to give programme level data. Types of activity should be customised to suit the nature of teaching in a department.

|                                      | Compulsory/<br>optional | Lecture<br>(hr)<br>in/out class | Interactive<br>tutorial<br>(hr)<br>in/out class | Lab<br>(hr)<br>in/out class | Discussion<br>of case<br>(hr)<br>in/out class | Field trip<br>(hr)<br>in/out class | Clinic<br>(hr)<br>in/out class | Projects<br>(hr)<br>in/out class | Web-enhanced<br>learning<br>(hr)<br>in/out class | Other<br>(hr)<br>in/out class |
|--------------------------------------|-------------------------|---------------------------------|---|-----------------------------|---|------------------------------------|--------------------------------|----------------------------------|--|-------------------------------|
| Course 1                             |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
| Course 2                             |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
| Course 3                             |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
|                                      |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
|                                      |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
| Course N                             |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
| <b>Total for<br/>programme</b>       |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |
| <b>Total (as % of<br/>programme)</b> |                         |                                 |   |                             |   |                                    |                                |                                  |  |                               |

### Explanatory Notes

- (a) “in/out” class refers to “instructor contact hours” and “workload hours” in CUSIS.
- (b) For the “in/out class” cells in “Lecture”, please fill in the number of hours that students spend in class on lecture material, and the number of hours that students are expected to spend out of class studying lecture material. The same applies to all other “in/out class” cells of other learning activities.
- (c) The following example illustrates how a three-unit course with two hours of in-class lecture plus four hours of out-of-class activities, and one hour of in-class tutorial plus three hours of out-of-class activities per week should be presented in the ‘Learning activities’ section of the form in the following manner:

| Lecture<br>(hr)<br>in/out class |   | Interactive tutorial<br>(hr)<br>in/out class |   |
|---------------------------------|---|--|---|
| 2                               | 4 | 1  | 3 |

However, if the two kinds of meetings are held at different intervals (e.g. two hours of lecture plus four hours of out-of-class activities per week, and one hour of laboratory, plus four hours of out-of-class activities every two weeks), or if the kind of meeting is NOT held on a per-week basis (e.g. three hours of field trip every month plus two hours of further work), please specify their respective intervals separately in the relevant boxes as follows:

| Lecture<br>(hr)<br>in/out class |        | Lab<br>(hr)<br>in/out class |             | Field trip<br>(hr)<br>in/out class |                                   |
|---------------------------------|--------|-----------------------------|-------------|------------------------------------|-----------------------------------|
| 2/week                          | 4/week | 1/two weeks                 | 4/two weeks |                                    | 3/month<br>+ 2 hr further<br>work |

## Assessment

The percentage of marks allocated to each type of assessment.  
Categories should be customised to suit the nature of assessment in a department.

|                                      | Compulsory<br>/ optional | Essay test<br>or exam<br>(%) | Short answer<br>test or exam<br>(%) | Objective test<br>or exam<br>(%) | Essays<br>(%) | Presentation<br>(%) | Problem<br>sets<br>(%) | Lab reports<br>(%) | Projects<br>(%) | Cases<br>(%) | Other<br>(%) |
|--------------------------------------|--------------------------|------------------------------|-------------------------------------|----------------------------------|---------------|---------------------|------------------------|--------------------|-----------------|--------------|--------------|
| Course 1                             |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
| Course 2                             |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
| Course 3                             |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
|                                      |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
|                                      |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
|                                      |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
| Course N                             |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
| <b>Total for<br/>programme</b>       |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |
| <b>Total (as % of<br/>programme)</b> |                          |                              |                                     |                                  |               |                     |                        |                    |                 |              |              |

## Guide for Course Review

A useful way to do a course review is to reflect on the feedback gathered in response to the items listed in the template for course planning (e.g. learning outcomes, content, learning activities, assessment and feedback for evaluation). Review should include the facets of the curriculum elements and other issues which are found to be relevant. Sources of feedback specified in the course plan should be used to provide evidence for reflections.

Course review will be the responsibility of the teachers of the courses and their departments (the term “department” may also refer to “school” in this document). Each of the courses, including those offered for non-major students, should normally be reviewed once every two to three years. The review should result in an action plan for the improvement of the course. New courses or those which are substantively changed may benefit from being reviewed in each of the first two years offered.

### Learning outcomes

Reflections on learning outcomes should examine evidence for the achievement of outcomes specified in the course plan.

*Relevant sources of feedback are:*

|  |                       |
|--|-----------------------|
| Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees | if useful             |
| Course and Teaching Evaluation (CTE) and other course questionnaires, if any Tailored questionnaire      | mandatory<br>optional |
| Reflection of teachers (including evidence from assessment, other relevant data and information)         | mandatory             |

### Content

Review of content should include coherence between elements of a course, particularly where multiple teachers are involved.

*Relevant sources of feedback are:*

|  |           |
|--|-----------|
| Visiting Committee/ external examiner report   | optional  |
| Peer review  | optional  |
| Reflection of teachers (including evidence from assessment, other relevant data and information) | mandatory |

### Learning activities

Reflections on the choice of learning activities should focus on balance and appropriateness for the specified learning outcomes.

*Relevant sources of feedback are:*

|  |                       |
|--|-----------------------|
| Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees | optional              |
| CTE and other course questionnaires, if any Tailored questionnaire                                       | mandatory<br>optional |
| Reflection of teachers (including evidence from assessment, other relevant data and information)         | mandatory             |
| Peer review  | optional              |

**Assessment**

Reflections on the choice of assessment should focus on whether formative feedback is supplied and whether the assessment scheme appropriately measures the specified learning outcomes.

*Relevant sources of feedback are:*

|  |           |
|--|-----------|
| CTE and other course questionnaires, if any  | mandatory |
| Visiting Committee/ external examiner report | if useful |
| Peer review                                  | optional  |

**Action plan**

A list of refinements to be made to the course the next time it is offered.

## Guide for Programme Review

There are two types of programme reviews.

- Departments (the term “department” may also refer to “school” in this document) are expected to make their own internal reflective review of a programme every year. This review results in the annual progress report on each aspect of the action plan. The sections below indicate suitable sources of evidence for monitoring and reporting progress.
- Programmes will be reviewed by a review panel appointed by the Senate Committee on Teaching and Learning in a cycle that is notionally four to six years and will be adjusted to be in line with the audit of Quality Assurance Council (QAC) of the University Grants Committee as far as practicable. This document provides a guide to the format of the programme self-evaluation to be conducted prior to these reviews.

The department(s) responsible for the programme will be expected to provide its own reflections on the programme under the headings of the curriculum elements. Evidence should be drawn from the sources of feedback specified in the programme plan. The reflections should identify strengths and challenges. Action taken, or to be taken, to make improvements should be included.

### Programme management and quality assurance

This section should describe the quality assurance procedures used to improve the quality of teaching and learning in the programme. A brief report should be provided on the functioning of the curriculum committee or other body which oversees programme management and quality assurance procedures. Available evidence of the effectiveness of processes in improving the quality of teaching and learning should be included.

### Learning outcomes

This section should report on the achievement of learning outcomes included in the programme plan, including the development of graduate capabilities.

*Relevant sources of feedback are:*

|  |                                       |
|--|---------------------------------------|
| Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees | mandatory                             |
| Student Experience Questionnaire<br>(scales on capability development)                                   | mandatory                             |
| Reports from professional accreditation  | applicable to professional programmes |
| Graduate surveys conducted by the Department/ Faculty  | optional                              |
| Departmental reflection (including evidence from assessment, other relevant data and information)        | mandatory                             |

### Content

Programme level review of content is partially an aggregation of course-level processes. An important additional consideration is the coherence of the curriculum.

*Relevant sources of feedback are:*

|   |                                       |
|---|---------------------------------------|
| Student Experience Questionnaire<br>(coherence of curriculum scale) | mandatory                             |
| Visiting Committee/ external examiner reports                       | mandatory                             |
| Reports from professional accreditation                             | applicable to professional programmes |
| Departmental reflection   | mandatory                             |

## Learning activities

Learning activities should be reported on the proforma shown in the “Learning Activities” attached to the “Guide for Programme Planning”. Reflections on the range of learning activities should encompass variety, balance and effectiveness in promoting specified learning outcomes.

*Additional relevant sources of feedback are:*

|  |           |
|--|-----------|
| Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees | mandatory |
| Student Experience Questionnaire (scales on teaching and learning environment)                           | mandatory |
| Course and Teaching Evaluation (CTE) and other course questionnaires, if any                             | mandatory |
| Tailored questionnaire   | optional  |
| Departmental reflection  | mandatory |

## Assessment

Assessment should be reported on the proforma shown in the “Assessment” attached to the “Guide for Programme Planning”. Discussion of assessment should encompass variety, fairness and, most importantly, relationship to learning outcomes.

*Additional relevant sources of feedback are:*

|  |           |
|--|-----------|
| Student Experience Questionnaire (scale on assessment) | mandatory |
| Visiting Committee/ external examiner reports          | mandatory |
| Departmental reflection                                | mandatory |

## Professional development

The procedures for the professional development of all teaching staff in curriculum design and teaching effectiveness should be described and reflected upon. Departments which use teaching assistants for a significant part of teaching in a programme should detail the professional development provided. This should include an evaluation of the adequacy of that professional development.

## Responses to Visiting Committee/ External Examiner Report

For those programmes that still appoint External Examiners or whose host faculty has been reviewed by the Visiting Committee, the self-reflection document should note any comments and suggestions, relevant to teaching and learning, which were included in the report of the Visiting Committee/ External Examiner. This section should also report responses to and actions taken in response to the comments and suggestions. This section is likely to involve cross-referencing to other sections of the self-reflection document.