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<th>From Diagnostic Feedback to University Policy</th>
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From Diagnostic Feedback
To University Policy

Carmel McNaught
What images/ words does QUALITY conjure up?
Characteristics of universities

• Ideas, values, traditions, status in society, collegial community, reflection
Characteristics of universities

- Ideas, values, traditions, status in society, collegial community, reflection

- Markets, money, competition, productivity, accountability, time pressures
Characteristics of universities

• Ideas, values, traditions, status in society, collegial community, reflection

Impasse? Quality? Opportunity?

• Markets, money, competition, productivity, accountability, time pressures
Focus on the big picture

1. Rationale for programme-level student experience data
2. The role of CLEAR
3. The Student Engagement Questionnaire
4. The Student Engagement Project
5. The Integrated Framework policy
1. Why programme-level data?

- Focus on the student’s whole experience
- Can relate to graduate capabilities
- Highlights curriculum alignment – needed at both course & programme level
Aims

Learning activities

Feedback

Assessment

Fundamental concepts

Actual learning outcomes

Student learning needs
Curriculum: Nested & Integrated
• Departmental communication & cohesion are needed for good planning.
• Isolated innovations are relatively ineffective.
• Cost-effectiveness in funding for innovation & change is increasingly more important.
2. The role of CLEAR
CUHK – T&L figures

- ~9,000 undergraduate (UG) students and
  ~7,000 postgraduate (PG) students
- ~1,000 full-time teachers; many PG students act as teaching assistants
- 53 major UG programmes
- 62 doctoral, 132 master’s, 12 diploma PG programmes

These figures imply ...
Scholarship in T&L

- The combination of the research & teaching communities at CUHK
- A scholarly evidence base for T&L
- Continuous improvement
- An orientation towards lifelong learning
CLEAR’s Mission

• To support the mission of the University particularly in its concern for the assurance of high quality in T&L
• To establish a supportive environment of excellence in T&L so as to maximise the potential of both teachers and students
• To create opportunities for academics to reflect upon their teaching and sharing of their experiences
2. The role of …

3 professors
~6 research staff
~5 admin/ technical staff

Teachers in departments

supports
to provide
to respond to

Active teaching & learning environments for students

through

a wide variety of projects

University Policy - the 'Integrated Framework'
3. The Student Engagement Questionnaire (SEQ)

(Kember, McNaught & Leung)

- Development, trialing, revision, use – normal cycle
- Scales for capability development and scales for T&L environment (see version 2 of SEQ)
- All ugrad programmes surveyed once; half surveyed twice
4. The Student Engagement Project (SEP)

- Survey of students' engagement with learning at programme level, years 1 & 3
  - leads to
  - Profile of students' perception of personal capabilities and T&L environment
    - celebration of
    - development of
      - Identification and dissemination of exemplary practice
      - Supported learning enhancement projects
5. The Integrated Framework for Curriculum Development & Review
OK … but policy!

• Mandatory! – red rag to a bull

• Vested interests arise!
Oil on troubled waters … Relationships are paramount
‘The integrated framework for curriculum development and review’

- student learning in terms of concepts, skills and attitudes
- both individual courses and whole programmes
- both planning and review of courses and programmes
- coherence between content, learning outcomes, learning activities and evaluative feedback
- obtaining evidence of the success of curriculum design
  annual reports, course reviews (every 3 years) and
  programme reviews (every 6 years)
- external examiners involved in programme reviews
- professional development of teachers & TAs
- using incentives (financial and personnel) to encourage quality improvement
University Policy - the 'Integrated Framework' →
Programme reviews (6 years) →
Course reviews (3 years) →
Training for 'new' teachers →
Training for TAs →
Student Engagement Survey
Quality assurance policies need to:

- be based on student experience
- facilitate changes to teaching and learning which are practical
- be validated by actual projects within the institution
- have acceptance within the organization
Any questions

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