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

Carmel McNaught

Centre for Learning Enhancement and Research
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

- Discipline stream 1
- Discipline stream 2

- Year 1
- Year 2
- Year 3

- Horizontal integration
- Vertical integration

- Lesson/activity
- Course
- Lesson/activity
- Lesson/activity
- Lesson/activity
- Lesson/activity

Programme
MORE STRONGLY …

• 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

Centre for Learning Enhancement and Research
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

supports

to provide

to respond to

Teachers in departments

Active teaching & learning environments for students

through

a wide variety of projects

University Policy - the 'Integrated Framework'
Projects to support development of active teaching & learning environments for students

- eLearning (with ITSC)
- Writing Across the Curriculum (WAC)
- Item bank for medical/nursing education
- Principles of excellent teaching
- Case-based learning (school & university)
- Dept-based learning enhancement projects
- Motivating students
- Learning outside the classroom
- Student Engagement Project
- Library

ELTU
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
Statistical model 2005
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 supports

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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