

Quality Enhancement Grant Scheme

Final Evaluation Report
Project No. : 16/QEGS/09-10

Part A

Project Title : Enhancing the Teaching Effectiveness using Outcomes-Based Teaching and Learning Approach for Post-Secondary Programmes

Name of Grantee : HKCT Group Limited

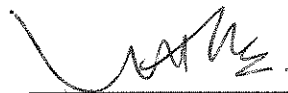
Project Period : From September 2010 (month/year) to September 2012 (month/year)

Part B

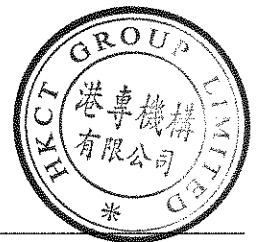
Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature:



Organization Chop:


 Name of Authorized Person: Dr. CHAN Cheuk Hay

 Name of Grantee Organization: HKCT Group Limited

 Position of Authorized Person: President & Principal

Date:

19 Dec 2012

Person:

Quality Enhancement Grant Scheme

1 PROJECT SUMMARY

Our two-year OBTL project is financially supported by the Quality Enhancement Grant Scheme and the College. With the intangible support from the expertise, professional and academic advices from local and overseas renowned higher education institutions, we substantially and fruitfully rounded-up the project.

Outcomes-Based Teaching and Learning (OBTL) approach has been obtaining wide recognitions in providing quality education. OBTL approach has also been implemented in the tertiary institutions in various parts of the world, including Hong Kong. By adopting the OBTL approach, educators and students can better master and enhance the achievement of learning outcomes intended of curricula, and exploit the potentials and talents of students. Such awareness motivated us to initiate the OBTL project with the aim to equip our academic staff. Not only was a project team formed but also a task force established. A series of tasks and activities were then carried out.

At professional level, the project team invited six consultants and two speakers to provide professional advice on OBTL implementation to HKCT. Each of them demonstrates his or her own areas of specialty and is a practitioner or planner or designer of OBTL practices with ample experiences. On the one hand, the six consultants were the key facilitators in the seminars cum workshops. On the other hand, they offered sound consultation services for the revision exercises of curriculum development in each of our five disciplines. In addition, we also invited an expert from HKCAAVQ to further enhance the knowledge and skills in understanding and implementing the Generic Level Descriptors (GLDs) for our full-time and part-time academic staff.

Further to these activities, we have designed template of subject description, and guidelines on preparing teaching plan and assessment plan. Three of our academic divisions launched pilot implementation of outcomes-based teaching and learning approach to their selected programmes and subjects. Their experiences were shared in the concluding symposium on 13 July 2012. Besides, there were respectively a mini survey on academic staff's existing practices of programme & teaching planning and a focus group interview with students about their learning experiences.

One other significant outcome and deliverable was the construction of OBTL website. In addition to those materials mentioned above, relevant materials of presentations and references related to OBTL theory and applications have been uploaded to the website for internal use before a full range adoption of outcomes-based approach in near future.

Quality Enhancement Grant Scheme

2 ATTAINMENT OF OBJECTIVES

The four objectives, practical in nature, focusing on solid understanding and confidence in application have been attained.

- A. To facilitate the staff and the students at HKCT to understand and prepare for the development and implementation of Outcomes-Based Teaching and Learning (OBTL).
- B. To equip the staff with knowledge and skills in developing and implementing outcome-based teaching, learning and assessment.
- C. To review the current progress of OBTL in the HKCAAVQ accredited programmes at HKCT.
- D. To develop an integrated framework and guidelines for the implementation of OBTL in HKCT.

Table 1 below shows a summary about relevant activities to help achieve the objectives and indicators to reflect the achievements.

Table 1: Attainment of objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
A	Ten seminars cum workshops & HKCAAVQ workshop	100%	Through on-going training, the teaching staff was able to adopt the skills in reviewing the current HKCAAVQ accredited programmes and developing new accredited programmes in the past two years. Besides, the training as provided facilitated HKCT staff with the knowledge, skills and experience to develop own integrated framework and guidelines for the implementation of OBTL in HKCT. The success of the College to go through HKCAAVQ validation and revalidation exercises in the past two years showed a strong support of the College to attain the project objectives. Equipped with OBTL knowledge and skills, teaching staff put OBTL into practice bringing students to tasting and understanding of this new learning approach.	NA

Quality Enhancement Grant Scheme

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
			<p>Please refer to the following for details of the training activities:</p> <p><i>Annex 1</i> – Topics of individual seminars cum workshop</p> <p><i>Annex 2</i> – HKCAAVQ workshop</p>	
B	Consultation & revision exercise	100%	<p>The support of the external consultants provided direct support to the project team and teaching staff to achieve the objective. All these experiences and skills acquired provide positive impact on the development of integrated framework and guidelines for the implementation of OBTL, as well as, applying outcomes-based approach in designing teaching and learning processes and designing assessment tools and criteria. As mentioned above, the success of the HKCT to go through HKCAAVQ validation and revalidation exercises in the past two years showed a strong support for HKCT to achieve the project objectives.</p> <p>Please refer to the following for details of the consultation and revision exercise:</p> <p><i>Annex 3</i> – Meetings with consultants</p>	NA
C	Curriculum review and pilot implementation of OBTL approach	100%	<p>All accredited programmes of the College have been revamped into OBTL format. Teaching and assessment plans were developed with OB approach in selected subjects. <i>Annex 4</i> showed the list of subjects which had gone through pilot implementation of OB approach.</p>	NA
D	Development of Integrated Framework	100%	<p>The integrated framework for OBTL implementation was finalized after discussion among Divisions / Centres and advices from consultants. Academic staff can follow the framework in</p>	NA

Quality Enhancement Grant Scheme

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
			developing and delivering programmes and subjects. Details of the Integrated Framework are shown in <i>Annex 5</i> .	

3 IMPACT OR BENEFITS OF THE PROJECT

There were three levels of impacts and benefits to HKCT through the project: staff development, divisional development, and institutional strategic plan. With OBTL orientation, our College's strategic plan inevitably involved the design and direction of generic outcomes of HKCT graduates. At divisional level, academic staff were aware of the importance of OBTL implementation in the future development of the division and staff's professional development.

Staff development is closely associated with students' learning needs and academic and teaching enhancement.

3.1 Students' learning needs

The project provided a new perspective to teaching staff and the College on the direction of staff training and programme development. Staff training activities to be held in 2013 provided further support to teaching staff for responding to students' needs.

3.2 Academic and teaching enhancement

We have observed the need for more comprehensive and extensive academic staff development. Well planned, relatively comprehensive, and more in-depth training are essential and important for academic and teaching enhancement. Issues like how to help student learning, the need for a fundamental understanding about OBTL, concurrent learning and practice of the new paradigm, OBTL and exploration of specific topics, were identified as training needs in staff enhancement.

Academic departments are directly benefited from the project in continuous **divisional development**.

3.3 Development trend of individual divisions

Awareness of the change, eagerness in facing the change, and consolidating uniqueness were three significant traits displayed in all disciplines' participation in the events. Different strategies

Quality Enhancement Grant Scheme

developed for the participation appeared to show different focus on their development. With the acknowledgement of this development trend, the Division / Centre and the College could provide better support and make appropriate resources allocation in OBTL implementation.

The project provided the College with a new perspective on the development direction of the College and facilitated the College with OBTL knowledge and experience to develop appropriate **institutional strategic plan**.

3.4 Generic outcomes of HKCT graduate

Practical and pragmatic attitude and mind appeared to dominate the majority of student participants of the focus group and that of the academic participants in the training events. Despite different focus in both teachers and students, their perspectives were in fact significant factors in determining HKCT graduate attributes. For example, students' emphasis on employability, need for practical experience prior to graduation, good academic results, and English as teaching medium were indicators to this general profile. Their concrete expectations were sources for graduate attributes formulation at HKCT. Their key concern about employability was a good footnote for our re-consideration of including work-based learning (WBL). Nevertheless, the concept of employability needed further substantiated. Some other components such as fruitful interpersonal and communication skills could also be considered as one of the attributes.

With the support from the QEGS, consultants and participants of the project, both students and teaching staff were benefited from broadening horizons on the essence of outcomes-based learning and increasing sense of achievement through a better structured and well planned programme curriculum, teaching and learning and assessment implementation. With the focus of student-centre learning environment and the provision of clear learning outcomes, our students would be able to develop their own study plan on developing their potential and abilities and fulfilling the expectations on the programme, the industry and the society.

Aware of the importance of student-centre and OBTL approach, the College noted that improving learning atmosphere and increasing training opportunities to the teaching staff were essential in providing quality education. With the successful experience of inviting external consultants in training delivery, the College noted that collaboration with externals would have positive impact on the College and it induces further collaboration with externals.

Lastly, with the experience of OBTL project, the College noted that OBTL implementation is a long term investment and should be carried out in collective effort. The development of integrated framework, establishment of graduate attributes and commitment of institutional support through the establishment of Task Force of Outcomes-based Teaching and Learning (TFOBTL) showed that the project has positive impact on fostering team spirit and enhancing the overall image of the College.

Quality Enhancement Grant Scheme

4 COST-EFFECTIVENESS

With the support of the college as well as local and overseas consultants, the College was able to carry out the project in a cost-effective approach and would be able to achieve the objectives of the project with fewer resources than the proposed budget in the Schedule I of the Agreement.

The expenses on “Services” and “General Expenses” on venue booking, printing cost, telecommunication were reduced significantly with the contribution of the College. Besides, with the support of the Project Manager, the project was carried out smoothly and effectively within the employment period.

With the achievement of the project in staff development and development of the integrated framework and guidelines, the skills and experiences gained by the teaching staff and senior management became indispensable input for the sustainable development of OBTL in the College.

The HKCT staff team and students were the direct beneficiaries of the project through up-to-date professional development in OBTL approach and with clear learning focus respectively. The unit cost for the direct beneficiaries would be further reduced with the expansion of staff team and number of student enrolment.

The financial status (*Table 2*) showed the expenses of the project in the past two years for the attainment of project objectives as stated in Part 2 of this report.

Table 2: Financial Status

Budget Items <i>(Based on Schedule I of Agreement)</i>	Approved Budget	Actual Expense	Balance
Manpower	\$1,062,000	\$1,043,999	\$18,001
Equipment / Facilities	Nil	Nil	Nil
Services	\$59,360	\$39,476	\$19,884
General Expenses	\$125,640	\$35,506	\$90,133
Others	\$25,000	\$24,800	\$200

Quality Enhancement Grant Scheme

5 DELIVERABLES AND MODES OF DISSEMINATION

Over the past two years, a series of training activities have been conducted. Individual divisions and centres also consulted professional advices from our project consultants, both local and overseas, and carried out an intensive curriculum revision exercise. Three of the disciplines put what they learnt into practice in a trial context. According to our proposal, the project aims to achieve three types of outcomes and deliverables. Various activities were conducted under the project for achieving the project objectives and a summary of activities in chronological order is stated in *Annex 6*. In fact, there were a number of value-added activities. The following is a description and evaluation about these outputs by different types of activities.

5.1 Training workshops and symposium

- 5.1.1 With resources funded by the project, training seminars cum workshops on OBTL were conducted by local/ overseas experts in this area (*Annex 1*).

Ten seminars cum workshops covered two main streams of topics. In the first stream, six events dealt with fundamental but essential knowledge and skills related to OBTL paradigm. The contents included conceptual introduction such as intended learning outcomes (ILOs), graduate attributes (GA), rubrics, assessment, etc. and procedural training such as constructive alignment, curriculum design, teaching plan, teaching and learning activities, rubric design, assessment tasks and so on.

In the second stream, four specific topics were investigated. Three of them are critical evaluation of OBTL approach, empowering sub-degree students via OBTL, and the association of student success with OBTL in general. A value-added topic is a discussion on the partnership between work-based learning and OBTL.

- 5.1.2 HKCAAVQ workshop on Generic Level Descriptors (GLDs), a value-added task was arranged in early March 2012 (*Annex 2*).

Majority of the participants felt satisfied with the quality of the workshop. To explore evidence-supported effectiveness of the workshop objectively, the invited speaker conducted a pre- and post-test. The results indicate that a “significant improvement in determining the QF levels of outcome statements and assessment at lower QF levels” but colleagues’ performance at higher QF levels was not as impressive.

- 5.1.3 A local symposium was organized on 13th July 2012, in order to provide a platform for practice sharing among the tertiary education institutions in HK. In the symposium, local consultants, overseas consultants, participants from post-secondary institutions, guests from education sector shared their concerns and successful experiences in the road of implementation of OBTL.

- 5.1.4 All seminars and workshops provided platforms to the HKCT staff to acquire knowledge and skills as well as a sharing platform of implementing OBTL in the College. Besides, colleagues showed more confidence in OBTL implementation and they became more aware of their needs in future professional development. The Symposium provided a platform for sharing OBTL experience in the education sector and with the enhancement of mutual understanding and the challenges and opportunities faced in OBTL implementation, long-term quality development of OBTL in the sector can be expected. With the feedbacks from the participants of the workshops and symposium, the College

Quality Enhancement Grant Scheme

further confirmed that the adoption of OBLT approach in education provision is the right path.

5.2 Professional consultations (*Annex 3*)

5.2.1 Consultations on accreditation of programmes

The key and common concern among our academic colleagues was on the accreditation of their programmes. All five disciplines [Division of Applied Technology (DAT), Centre of Foundation Studies (CFS), Centre of Languages and Communication (CLC), Division of Business (DB), and Division of Humanities and Social Sciences (DHSS)] made their consultations with our project consultants. Active participation was observed. Various topics were discussed: including intended learning outcomes, assessment, alignment, teaching plan, mixed topics, background of revalidation of a programme, and resistance issue.

Further, two disciplines consulted three consultants and one sought advice from two consultants. Colleagues' enthusiasm is fully encouraging and showed the evidence that HKCT staff noted that OBTL implementation is essential.

The advices from the consultants were invaluable for quality programme development and development of student nurturing atmosphere in College development and it was noted that Divisions and Centres adopted the advices from the consultants in making curriculum revision and programme delivery.

5.3 Curriculum revision and pilot implementation (*Annex 4*)

5.3.1 A pilot exercise on preparing curriculum, teaching plan and assessment plan was launched in late January 2012. To facilitate colleagues to apply the knowledge and skills about OBTL in the training activities in past months to programme delivery, working guidelines were prepared for individual divisions / centres.

5.3.2 Since most of our academic colleagues are fresh in the application of OBTL to their teaching, they are eager to fine tune what they have acquired in the training activities. Hence, in addition to a divisional sharing meeting among corresponding members, they further devised more training by our project consultants before they practised the paradigm.

5.3.3 In the sharing meetings, departmental colleagues discussed current OBTL implementation in relevant departments and gave feedback on the guidelines. The Heads had better understanding on the good practices and the difficulties in implementing OBTL in their own departments and provided information for better planning of the development of their division.

5.3.4 Individual departments also sought advices from our existing project consultants. Topics related to the implementation of OBTL in relevant departments have been explored. Some departments prepared appropriate form for their programme teams.

Quality Enhancement Grant Scheme

- 5.3.5 With the support and advices on revision and development of curriculum, teaching plan and assessment plan, colleagues noted that the practice required effort and further institutional support. However, colleagues agreed that OBTL implementation is fruitful for both teachers and students. Besides, colleagues showed support to the College to develop tools for OBTL implementation by providing suggestions and comments.

5.4 Printed deliverables

- 5.4.1 Unification and standardization of the programmes' learning outcome guidelines of all accredited programmes delivered at HKCT (*Annexes 7-9*)
- 5.4.2 Seminar handout for all academic staff
- 5.4.2.1 Significance and key concerns of implementing OBTL for post-secondary programmes
- Succinct reports on the significance and key concerns can be reflected in section 3 and 5.1.1. In the meantime, the integrated framework has been discussed among our academic staff. Generic outcomes of HKCT graduates are already established and approved by the Management Board of the College.
- 5.4.2.2 Seminal references in OBTL were provided to colleagues and various channels by emails and DVD sharing through Divisions / Centres and library.
- 5.4.2.3 Useful links were provided to colleagues through the seminar materials as above-mentioned.
- 5.4.3 Relevant materials on outcome statements, subject outline / teaching plan, appropriate template (subject level descriptors), assessment guidelines and relevant references, and worksheets were shared among colleagues through Divisions / Centres.
- 5.4.4 Brief reports on student feedback and staff reflection were prepared as reference for the College in future OBTL development. (*Annex 10*)
- 5.4.5 Brief reports and recommendations about the integrated framework from each division were developed as well for the development of the Integrated Framework. (*Annex 5*)
- 5.4.6 Handbook of the framework and guidelines for the development and implementation of OBTL were prepared and shared among Divisions / Centres for implementation and development of OBTL in the College.
- 5.4.7 Proceedings for Local Symposium were prepared in the form of Information Kit and shared among participants and colleagues through online version.

Quality Enhancement Grant Scheme

5.5 Electronic deliverables

5.5.1 Outcome-based Teaching and Learning (OBTL) website

Our OBTL website consists of six key parts: Home, Outcomes-Based Approach in HKCT, Events & Activities, Resources, Site Map, and Contact us (*Annex II*). Of these seven areas, there are three key components: outcomes-based approach in HKCT, events and activities, and resources. The first item is about information at the institutional level, for example, the purpose of the project, task force, integrated framework, and graduate attributes. The latter two items contain more detailed information related to our project and relevant data from other external resources. *Table 3* below is a summary of materials uploaded to the OBTL website.

Table 3 Summary of relevant materials uploaded to OBTL website

Key areas	Category	Sub-Category	
OBA in HKCT	Purpose		
	Task Force		
	Integrated Framework		
	Graduate Attributes		
Event & Activities	Seminars cum Workshops		
	Symposium		
	Data Collection & Analysis		
Resources	Reports	Student interview	
		Seminars cum Workshops	
	List of Reference	Database	OBTL Theories & Models
			OBTL Approaches
			Assessment
			Subject Design
			Programme Evaluation
	Universities - Local		
	Universities - Overseas		
	Selected Journal Articles		
	Books		
	Guidelines & Templates		

5.5.2 Proceedings for Local Symposium (Electronic Version)

The proceedings for local symposium which are also in the form of Information Kit were also uploaded in the OBTL website for facilitating the sharing of OBTL knowledge and experience with HKCT staff.

6 CONCLUSION

With the funding support from QEGS and OBTL experts, our academic colleagues were facilitated to build up capabilities in programme and subject design and teaching delivery under the OBTL framework. Our College had benefited a lot from the project in taking a great step forward to the implementation of OBTL through the development of Integrated Framework and guidelines, revamp of the accredited programmes into OBTL format, and establishment of graduate attributes. The Symposium also created an invaluable opportunity for the post-secondary education sector to have a reflection on the essence and implementation of OBTL in Hong Kong. The project not only

Quality Enhancement Grant Scheme

strengthened the College's capability for adopting OBA in our education, but also connected institutions for further collaboration.