

# Quality Enhancement Grant Scheme

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| <b>Progress Report</b> | <b>Project No. : 16/QEGS/09-10</b> |
|------------------------|------------------------------------|

Reporting Period : From March 2011 (month/year) to August 2011 (month/year)

## 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 report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation\*, if any, during the reporting period, together with details and justifications

Signature:  Organization Chop: \_\_\_\_\_



Name of Authorized Person: Dr. CHAN Kan Kam

Name of Grantee

Organization: HKCT Group Limited

Position of Authorized Vice President (Higher Person: Education)

Date: 30 Sep 2011

\* A separate written application should be submitted to the Grantor for prior written approval.

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## 1. Project activities held/completed during the reporting period

### Introduction

This is a brief report on Stage 1 and Stage 2 (B) and (C) of Phase I of our QEGS-funded project "Enhancing the Teaching Effectiveness using Outcomes-Based Teaching and Learning Approach for Post-Secondary Programmes". As stated in our proposal, seminars cum workshops and departmental meetings are the key activities in this period. Below is a brief account of what we have completed and achieved.

### Brief Account

#### Recruitment of Project Consultants

At this stage, in addition to three local consultants (two full professors and one educational manager with doctoral degree) and one overseas consultant (a senior lecturer at a university in UK) in our first progress report, two other local experts with rich experiences in operating OBTL in tertiary institutes also have joined our project. We also got one other specialist as our speaker. They are:

Table 1.1 Name list of HKCT new consultants and speaker

| Title | Full Name            | Affiliated Institution           | Remarks                               |
|-------|----------------------|----------------------------------|---------------------------------------|
| Dr.   | WONG, Eva            | Hong Kong Baptist University     | Officially joined in July             |
| Dr.   | HO, Suk Ping, Angela | Hong Kong Polytechnic University | Officially joined in April            |
| Dr.   | LEE, M. K., Vicky    | Hong Kong Baptist University     | Presentation on 26 <sup>th</sup> July |

#### Project Consultants Meetings

As in previous stage, we had individual meetings each with the overseas consultant and a new local colleague. A discussion on the strategy of implementing OBTL at institutional level between the overseas consultants and senior management & academic heads was held on his arrival in Hong Kong. One of our Division Heads discussed further with the overseas consultant on the OBTL at institutional level right after the workshop/seminar on the 14<sup>th</sup> of July. Led by Project Manager, most of the Division Heads had a meeting with the local consultant. Much professional advice and expertise was well shared among the participants. Brief information about three consultant meetings is explained below (*Please refer to Table 3.2 in 3*).

#### Seminars cum Workshops

Eight seminars cum workshops in total were organized for mainly academic staff from March to August 2011. These activities covered all those topics and areas such as syllabus with ILO (template), quality course outline (teaching plan), essential concepts about outcomes-based assessment, alignment of learning outcomes and assessment, relevant assessment activities, methods, & tools, significance of rubric, and relevant criteria (standards). Further, graduate attributes, teaching & learning activities, OBTL for sub-degree students, management of change, and an evaluation of OBTL paradigm are additional areas covered in the seminars cum

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workshops. More details can be referred to "Project Activities Implementation" in the later part of the report.

Over the past six months, Professor Bob Adamson, Professor Tony Hung, Dr. Angela Ho, Dr. Vicky Lee, Dr. Eva Wong, and Dr. Kevin Flint not only talked about principles and theoretical frameworks but also shared their affluent experiences related to those topics aforementioned. Practical guidelines, worksheets, and/or lists of references were delivered and appropriate activities were introduced to help participants acquire the techniques needed and understand more the concrete process (*Please refer to Table 2.1 in 2 and Appendix 1*).

In addition to explanation and discussion on individual topics such as learning outcomes, all consultants and the speaker further delineated the alignment between individual tasks. For example, Prof Hung emphasized "To ensure that these attributes are actually achieved by our graduates rather than merely aspired to, it is essential that they be integrated and aligned with our course and programme intended learning outcomes and assessments (to whatever extent is practicable for different disciplines)". In a separate seminar cum workshop on outcomes-based assessment, Prof Hung explained and illustrated the above principles that "learning outcomes are assessed according to an appropriate set of criteria ('criterion-referenced' as opposed to 'norm-referenced' assessment), in a maximally systematic, precise and transparent manner". He also offered some examples of outcome-based assessments and rubrics "specifying the criteria and level of attainment for each grade awarded to every piece of assessment (assignment, project, presentation, test/exam question, etc.)".

Prof Adamson advised participants to "bear in mind the most important aim of OBA—enhanced student learning" when he discussed "some of the principles of course design and lesson planning in the context of Outcomes-based Approaches (OBA)" and shared his experience in his presentation. Therefore, he looked into "the key OBA ideas of curriculum coherence (aligning goals, pedagogy and assessment) [and] consider how we can make use of pedagogical message systems and constructivist views of learning. Through practical examples, we will bring together top-down design processes that start with course objectives and bottom-up processes that focus on the needs, interests and abilities of our own students".

Providing very detail guidance on and rich examples of rubric design, Dr. Eva Wong shared with HKCT academic colleagues that "OBTL explicitly requires the creation of a more learner-centered learning environment that effectively encourage students' active engagement, and the provision of timely feedback to motivate them to work towards a high standard". She was therefore to "highlight some OBTL examples of engaging students in learning activities, and how to make use of assessment, both formative and summative, to provide feedback to improve and maintain students' motivation to continue their learning".

In her presentation, Dr. Angela Ho "introduces the fundamental concepts of outcome-based approach to teaching, learning and assessment in a model which encompasses four key elements, namely 'defining learning outcomes', 'alignment', 'outcomes assessment' and 'evidence-based improvement'. [She] addresses the meaning of 'learning outcomes' and the writing of outcome statements [at both course and programme level]. [She] also illustrates with examples the designing of teaching and assessment to align with intended learning outcomes".

Specifically focusing on sub-degree students, Dr. Vicky Lee explored "different ways of how OBTL, despite its

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apparently rigid and seeming restraining framework, could in fact be a way to empower sub-degree students through carefully designed course learning outcomes, teaching and learning activities and assessment rubrics" in her insightful presentation. What unique of this activity is the presenter's consideration on "very diverse abilities and backgrounds of [sub-degree] students, their drastically different learning styles and attitudes, some of the perceptions/expectations that our students themselves have in sub-degree education, [and] some of the pedagogies commonly adopted".

Our UK consultant, Dr. Kevin Flint in his first seminar cum workshop, helped our staff achieve the outcomes below: "1. Reflecting on the notion of constructive alignment; 2. Sharing and critically reflecting on developments of ILOs constructed for one of [our] teaching units; 3. Sharing experiences in designing teaching and learning activities that best achieve one of [our] ILOs; 4. Sharing experiences of designing tasks that assess how well the ILOs have been achieved. 5. Critical reflection on OBTL approaches used already in different contexts within HKCT - sharing ideas, experiences, successes and limitations of what has been achieved so far".

In his second academic activity which is value-added, its focus was on the partnership of outcomes-based teaching & learning (OBTL) and work-based learning (WBL). "One suggestion as a way forward with OBTL in the work-place is through structured inquiry that continually reflects upon and makes clear the range of learning that has taken place within particular work-based environments", according to our presenter.

Full-time academic staff from our disciplines had relatively higher participation rate in the activities conducted in past six months. They appeared to show particular interest in the presentations of local consultants. To facilitate participation of part-time teaching staff, we had four seminars cum workshops in the afternoon. However, no obvious and significant change has been observed. Daytime activities may not be able to accommodate the schedule part-time staff. However, further encouragement and promotion to part-time staff is needed.

## Divisional/Centre Consultations

To enhance the understanding of OBTL paradigm of our academic colleagues in the five disciplines [Division of Applied Technology (DAT), Centre of Foundation Studies (CFS), Centre of Language & Communication (CLC), Division of Business (DB), and Division of Humanities & Social Sciences (DHSS)], there was a number of respective divisional consultation meetings with individual local and overseas consultants. In these consultations that were labeled as "Departmental meetings" in our proposal submitted in July 2010, the current key and common concern was on the accreditation of their programmes. In other words, our academic staff paid full attention to making programme documents in alignment with the outcomes-based teaching and learning paradigm [please also refer to Table 3.3 in 3 below (*Appendix 2*)].

## Renewing Website Content

Our website vendor completed the construction of HKCT-OBTL website. The website consists of seven key parts: Home, Outcomes-Based Approach in HKCT, Events & Activities, Resources, Site Map, and Contact us. Relevant materials have been uploaded to it. These include information on Home Page and about Purpose (of our project) and Task Force, relevant materials delivered in individual seminars cum workshops, brief reports of several

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seminars cum workshops, and references (*Appendix 3*).

## Summary

The key function in this stage is the participation of HKCT academic staff in a number of seminars cum workshops. The enthusiastic support from both local and overseas consultants has been generally felt, as stated in our first Progress Report, among our teammates and part of our academic colleagues. Such support is particularly explicit when two other OBTL experts agreed to join our project and to provide further advice to the integration of the paradigm in the College's academic life. At the same time, an experienced OBTL practitioner eagerly presented a session specifically on OBTL for sub-degree students who are HKCT target service receivers. These scholars' support is perhaps an inspiring motivator of the attentive involvement of most of academic participants in seminars cum workshops.

Furthermore, Dr. Kevin Flint is one other typical figure showing such support. In addition to a proposed strategic plan for implementing OBTL shared with us in late February that was mentioned in previous report, Dr. Flint sent us a plan about areas and topics in detail to be discussed with HKCT senior management on the eve of his departure to Hong Kong. In his plan, Dr. Flint also presented a skeleton of developing a professional development community and the ways coping with expecting changes. Experiencing this kind of external support, HKCT academic staff appeared to actively enhance their knowledge of OBTL and techniques in operating systems related to the paradigm. Their high motivation and interest can be reflected in Prof Adamson's feedback in his email after a division consultation: "I enjoyed my meetings with the DAT and CLC teams very much, and I appreciate their generosity in committing valuable time to the sessions". He also further advice on the GLD framework devised in the two divisions. In addition to these, Prof Tony Hung, Dr. Eva Wong, Dr. Angela Ho, and Dr. Vicky Lee sent us similar observations on the participants' performance in the activities.

Understandably, many frontline teaching colleagues tied to their lessons and engaged in many other duties and tasks administratively or professionally have been not able to attend the activities frequently. To help them acquire what they missed, the whole series of training packages of seminars cum workshops has been produced into DVD format for each Division / Centre to use. Copies are also ready for loan in the three libraries of the College. Besides, all relevant materials and handouts have also been uploaded to the HKCT website on outcomes-based teaching and learning. All HKCT academic staff are eligible for visit the site and download the material they choose.

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## 2. Project activities implementation details (Deliverables)

Owing to the obvious but surprisingly encouraging outcomes in the initiation phase of the Project as stated in Section 1, we are able to produce a number of desired and value-added deliverables (Table 2.1).

Table 2.1: Summary of deliverables related to the activities held and completed

| Activities   | Deliverables  | On-going Deliverables   |
|--|---|---|
| <b>I. Value-added Deliverables</b>   |   |   |
| - Seminar on partnership of OBTL & WBL (18 July 2011)  | <u>Printed deliverable</u><br>- Speakers' powerpoint presentations ( <i>Appendix 4</i> )<br>- Hand-outs of the seminar "Smart Work: Enquiry based approaches to partnership, WBL and OBTL" ( <i>Appendix 5</i> )<br><u>Other deliverable</u><br>- Video clips | - Report of video content analysis  |
| <b>II. Desired Deliverables</b>  |   |   |
| <b>a. Seminars cum Workshops for Academic Staff</b>  |   |   |
| - Seven rounds (March ~ August 2011)   | <u>Printed deliverable</u><br>- Brief reports of feedback questionnaires returned<br><u>Other deliverable</u><br>- Video clips  | - Brief reports on the 5 <sup>th</sup> (May 2011) to 10 <sup>th</sup> (August 2011)<br>- Report of video content analysis |
| <b>b. Project Consultant Meetings on Implementation of OBTL</b>                                  |   |   |
| - Meetings of Senior Management & Heads of Divisional / Centre with Local & Overseas Consultants | - Three meetings were held on 23 June 2011, 13 July 2011, and 14 July 2011  | - Reports of individual meetings  |
| <b>c. Divisional Consultations on OBTL</b>   |   |   |
| - Meetings of Divisions / Centres with Local & Overseas Consultants                              | - Twelve meetings were held from May to August between academic colleagues of five disciplines and consultants  | - Reports of individual meetings  |
| <b>d. Electronic deliverables</b>  |   |   |
| - Uploading relevant materials to HKCT-OBTL website  | - Materials delivered in individual seminars cum workshops<br>- Brief reports of individual feedback questionnaires<br>Photos<br>- Video clips  | - Uploading all other relevant materials such as more journal articles and reports  |

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|  |              |  |
|--|--------------|--|
|  | - References |  |
|--|--------------|--|

### 3. Project activities implementation details

Below is a brief description of the abovementioned activities (please refer to Table 3.1 – 3.3). This is not a concise repetition of the account above but provides some concrete impression of all activities conducted in past six months. To help more readable, relevant information will be itemized. Standard resources including manpower, materials, and facilities used for implementing the activities will be first outlined before each description of seminars cum workshops.

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**Table 3.1: Project activities implementation details (Seminars and workshops)**

| Dates, time and venues                            | Brief descriptions of activities and resources used for implementing the Project   | Number and types of participants (if applicable)   |
|---|--|--|
|   | Standard manpower, materials, and facilities for each activity:<br>1.1. 5 colleagues prepared for the activity<br>1.2. Computer-aided presentation<br>1.3. Microphones<br>1.4. Video-recording<br>1.5. Documents: abstracts of presentations, speakers' bio & powerpoint hand-outs, and a list of references |  |
| 21 March 2011<br>10:00 am ~ 1:00 pm<br>MOS campus | 1. Seminar III:<br>1.1. Speaker: Professor Tony Hung<br>1.2. Topic: Aligning Intended Learning Outcomes and Assessment with the institution's Graduate Attributes  | 31 participants: senior management, centre / division / programme heads, teaching staff (FT & PT) / Non-academic                 |
| 18 April 2011<br>10:00 am ~ 1:00 pm<br>MOS campus | 2. Seminar IV:<br>2.1. Speaker: Professor Bob Adamson<br>2.2. Topic: Outcome-based Approaches in Curriculum Design and Lesson Planning   | 22 participants: senior management, centre / division / programme heads, teaching staff (FT & PT) / Non-academic                 |
| 19 May 2011<br>2:30 ~ 5:30 pm<br>Metro campus     | 3. Seminar V:<br>3.1. Speaker: Dr. Angela HO<br>3.2. Topic: Implementing Outcome-Based Teaching and Learning   | 29 participants: senior management, centre / division / programme heads, teaching staff (FT & PT) / Non-academic / Invited Guest |
| 17 June 2011<br>10:00 am ~ 1:00 pm<br>MOS campus  | 4. Seminar VI:<br>4.1. Speaker: Professor Tony Hung<br>4.2. Topic: Outcome-based Assessment in Tertiary Education  | 36 participants: senior management, centre / division / programme heads, teaching staff (FT & PT) / Non-academic                 |
| 14 July 2011                                      | 5. Seminar VII:<br>5.1. Speaker: Dr. Kevin Flint (UK)  | 23 participants: senior management, centre /   |



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|--|--|--|
| 10:00 am ~ 1:00 pm<br>MOS campus               | 5.2. Topic: A Critical Evaluation of OBTL approaches: Assessment, Alignment and the Management of Change   | division / programme heads, teaching staff (FT & PT) / Non-academic  |
| 18 July 2011<br>2:30 ~ 5:30 pm<br>MOS campus   | 6. Seminar VIII:<br>6.1. Speaker: Dr. Kevin Flint (UK)<br>6.2. Topic: Smart Work: Enquiry based approaches to partnership, WBL and OBTL  | 12 participants: centre / division / programme heads, teaching staff (FT & PT) / Non-academic                    |
| 26 July 2011<br>2:30 ~ 5:30 pm<br>MOS campus   | 7. Seminar IX:<br>7.1. Speaker: Dr. Vicky Lee<br>7.2. Topic: Empowering Sub-degree Students via OBTL - how OBTL can be a form of empowerment for sub-degree students to reformulate their critical consciousness towards their own learning experience | 21 participants: centre / division / programme heads, teaching staff (FT & PT) / Non-academic                    |
| 17 Aug. 2011<br>2:30 ~ 5:30 pm<br>Metro campus | 8. Seminar X:<br>8.1. Speaker: Dr. Eva Wong<br>8.2. Topic: Can Outcomes-Based Teaching and Learning Guarantee Student Success?   | 37 participants: senior management, centre / division / programme heads, teaching staff (FT & PT) / Non-academic |

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**Table 3.2: Project activities implementation details (Meetings with consultants)**

| Dates, time and venues   | Brief descriptions of activities and resources used for implementing the Project   | Number and types of participants (if applicable)   |
|--|--|--|
| 23 June 2011<br>1:30 ~ 5:30 pm<br>Metropark Hotel<br>Kowloon, HMT & MOS campus | 1. A visit of Dr. Eva Wong<br>1.1. Lunch meeting with Dr. Wong who shared her experiences and viewpoints on the implementation of OBTL at preliminary stage, some expected difficulties and feasible solutions<br>1.2. A visit each to Homantin campus and Ma On Shan campus<br>1.3. A division head, a non-academic colleague and the PM accompanied and introduced the facilities and programmes offered in two campuses | 7 participants:<br>Consultant, Vice-President (Academic), Division / Centre Heads, Project Manager (PM)  |
| 13 July 2011<br>1:30 ~ 4:30 pm<br>Metropark Hotel<br>Kowloon and HMT campus    | 2. Meeting with Dr. Kevin Flint<br>A discussion on the suggested plan by Dr. Flint on the approach of implementation of OBTL including some institutional issues, contents of the two upcoming workshops on 14 and 18 July, and consolidation actions  | 8 participants:<br>Consultant, President, Vice-President (General Affairs) Vice-President (Academic), Division / Centre Heads, Project Manager |
| 14 July 2011<br>5:30 ~ 6:30 pm<br>MOS campus                                   | 3. Meeting with Dr. Kevin Flint<br>A discussion of DAT Head with Dr. Flint on the OBTL at institutional level  | 2 participants:<br>Consultant and Division Head (DAT)  |

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Table 3.3: Project activities implementation details (Consultations of Divisions / Centres)

| Dates, time and venues   | Brief descriptions of activities and resources used for implementing the Project  | Number and types of participants (if applicable)  |
|--|---|---|
| <p>25 May 2011<br/>10:00 ~12:00<br/>noon, CWB<br/>campus</p> <p>25 May 2011<br/>3:00 ~ 4:00 pm,<br/>CWB campus</p> <p>16 June 2011<br/>10:00 ~ 11:00<br/>am, HMT<br/>campus</p> <p>15 July, 2011,<br/>10:00 ~ 11:00<br/>am, MOS<br/>campus</p> | <p>1. Prof Bob Adamson</p> <p>1.1 Division of Applied Technology (DAT/CIE)</p> <ul style="list-style-type: none"> <li>- Consultation Programme learning outcomes and subject learning outcomes of the programme of Higher Diploma in Computer Studies</li> </ul> <p>1.2 Centre of Language and Communication (CLC)</p> <p>1.3 Centre of Foundational Studies (CFS)</p> <ul style="list-style-type: none"> <li>- Consultation on PILOs of two programmes</li> </ul> <p>1.4 Division of Humanities and Social Sciences (DHSS)</p>     | <p>1.1 Five participants: Consultant, 1 programme head, and 3 academic staff</p> <p>1.2 Nine participants: Consultant, 7 CLC academic staff, and 1 non-academic staff</p> <p>1.3 Thirteen participants: Consultant, 12 CFS academic staff</p> <p>1.4 Five participants: Consultant, 4 DHSS academic staff</p> |
| <p>29 July 2011<br/>10:30 am -12:30<br/>pm, CWB<br/>campus</p> <p>19 August,<br/>2011, 9:30 am ~<br/>12:00 noon,<br/>MOS campus</p>  | <p>2. Prof Tony Hung</p> <p>2.1 Centre of Language and Communication (CLC)</p> <ul style="list-style-type: none"> <li>- Preparation for subject description based on OBTL principles</li> <li>- Preparation for sample assessment papers based on OBTL principles</li> <li>- Consolidation on methods of writing subject intended learning outcomes, teaching and learning methods and assessment components</li> </ul> <p>2.2 Division of Business (DB)</p> <ul style="list-style-type: none"> <li>- Assessment rubrics</li> </ul> | <p>2.1 Nine participants: Consultant, 1 Centre Head, 1 programme head, and 5 academic staff</p> <p>2.2 Nine participants including Consultant</p>   |

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|---|---|--|
| <p>15 July 2011<br/>10:00 am ~<br/>12:00 noon,<br/>Metro campus</p>   | <p>3. Dr. Angela Ho</p> <p>3.1 Division of Applied Technology (DAT)</p> <ul style="list-style-type: none"> <li>- Consultation on background of revalidation of a programme</li> <li>- Consultation on introduction to programme learning outcome and programme structure of a programme</li> <li>- Consultation on reviewing subject description of a programme: subject learning outcome, relationship among learning outcome, teaching method and assessment</li> </ul>   | <p>3.1 Four participants:<br/>Consultant, 1<br/>programme head, and 2<br/>academic staff</p>   |
| <p>14 July 2011<br/>Afternoon,<br/>MOS campus</p> <p>15 July 2011<br/>3:00 ~ 4:00 pm,<br/>CWB campus</p> <p>18 July 2011<br/>11:00 am ~<br/>12:00 noon,<br/>MOS campus</p> <p>19 July 2011<br/>2:30 ~ 3:30 pm,<br/>HMT campus</p> <p>20 July 2011,<br/>12:00 nn - 2:00<br/>pm, Metro<br/>campus</p> | <p>4. Dr. Kevin Flint (UK)</p> <p>4.1 Centre of Language and Communication (CLC)</p> <p>4.2 Division of Applied Technology (DAT/CIE)</p> <ul style="list-style-type: none"> <li>- Consultation on background of revalidation of a programme</li> <li>- Consultation on introduction to programme learning outcome and programme structure of a programme</li> <li>- Consultation on reviewing subject description of a programme: subject learning outcome, relationship among learning outcome, teaching method and assessment</li> </ul> <p>4.3 Centre of Foundational Studies (CFS)</p> <ul style="list-style-type: none"> <li>- Consultation on alignment of TLAs with SILOs</li> <li>- Consultation on designing assignment components</li> </ul> <p>4.4 Division of Business (DB)</p> <ul style="list-style-type: none"> <li>- Programme and subject learning outcome</li> <li>- Tools to govern the implementation of OBTL</li> <li>- Assessment</li> <li>- Teaching plan</li> <li>- Resistance from programme staff</li> </ul> <p>4.5 Division of Humanities and Social Sciences (DHSS)</p> | <p>4.1 Three participants:<br/>Consultant, 1 Centre<br/>Head and 1 Associate<br/>Centre Head</p> <p>4.2 Four participants:<br/>Consultant, 1<br/>programme head and 2<br/>academic staff</p> <p>4.3 Eight participants:<br/>Consultant, 1 Centre<br/>Head, 1 programme<br/>head, and 5 academic<br/>staff</p> <p>4.4 Eleven participants:<br/>Consultant, 1 Centre<br/>Head, 9 programme<br/>head and academic<br/>staff</p> <p>4.5 Six participants:<br/>Consultant, 1 Division<br/>Head, 5 DHSS<br/>academic staff</p> |

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4. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

| Milestones scheduled for completion during the reporting period   | % attained                   | Remarks  |
|---|------------------------------|--|
| <p>Stage 2:</p> <p>(A) Curriculum development</p> <p>1. Workshops: Outcome statements at programme level</p>  | 100%                         | Data analysis on going, expected to complete by end of September |
| <p>(B) Develop teaching plan</p> <p>1. Seminars: Syllabus with ILO (course level) (template)</p> <p>2. Workshops: Quality course outline or teaching plan</p> <p>3. Departmental meetings: Determine the appropriate teaching plan for course selection</p>   | 100%<br>100%<br>100%         | Data analysis on going, expected to complete by end of December  |
| <p>(C) Assessment strategy, methods, and tools</p> <p>1. Seminars: Essential concepts about outcome-based assessment</p> <p>2. Workshops:</p> <p>2.1 Align instructions, learning outcomes, and assessment</p> <p>2.2 Carry out relevant assessment activities, methods, and tools (e.g., peer assessment, self assessment, online)</p> <p>2.3 Significance of rubrics (assessment matrix), criteria or standards</p> | 100%<br>100%<br>100%<br>100% | Data analysis on going, expected to complete by end of December  |
| <b>Overall Project</b>  | <b>50%</b>                   |  |

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5. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

| Descriptions of variations<br>(e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget) | Date of approval sought from QEGS Secretariat |
|---|---|
| NIL   | NIL   |

4. Financial position as at the end date of the reporting period

| Expenditure items              | Approved budget<br>(a) | Committed or actual expenditure<br>(b) | Balance<br>[(a)-(b)] |
|--------------------------------|------------------------|--|----------------------|
| a. Manpower                    | \$1,062,000.00         | \$514,550.00                           | \$547,450.00         |
| b. Equipment / facilities      | -                      | -                                      | -                    |
| c. Services                    | \$59,360.00            | \$360.00                               | \$59,000.00          |
| d. General expenses            | \$125,640.00           | \$28,381.59                            | \$97,258.41          |
| e. Others                      | \$25,000.00            | \$7,400                                | \$17,600.00          |
| <b>Total</b>                   | <b>\$1,272,000.00</b>  | <b>\$550,691.59</b>                    | <b>\$721,308.41</b>  |
| <i>Project Income (if any)</i> |                        |  |                      |
| <i>Total Balance</i>           |                        |  | <b>\$721,308.41</b>  |