

Quality Enhancement Grant Scheme

Progress Report
Project No. : 16/QEGS/09-10

 Reporting Period : From September 2011 (month/year) to February 2012 (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

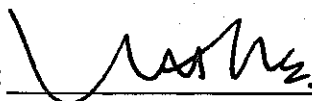
 Project Period : From September 2010 (month/year) to September 2012 (month/year)

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 Cheuk Hay

Name of Grantee

 Organization: HKCT Group Limited

Position of Authorized

 Person: President & Principal

 Date: 31 / 3 / 2012

* 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 (item 1 ~ 3) of Phase II 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, the key activities in this period includes further training for academic staff, consolidation of OBTL knowledge in programme design and discussion on graduate attributes and integrated framework at divisional as well as senior management level. Compilation of a handbook, preparation of integrated framework and preparation for the round-up symposium are also our tasks. Below is a brief account of what we have completed and achieved.

Brief Account

[Tasks carried out with divisions / centres]

Individual divisions / centres have been carrying out five categories of tasks in the period and the participation of the divisions/centres showed a step forward of the College in OBTL implementation. The tasks in which the divisions/centres involved are pilot implementation of OBTL, Division/Centre-based training, divisional sharing meetings, revision of curriculum, and preparation for a coming symposium.

❖ Pilot implementation of OBTL

Centre of Foundation Studies (CFS) - Each teaching staff in CFS was required to select ONE subject in current academic year for OBTL implementation. In Semester One, Liberal Studies (LS) and Basic Customer Services (BCS) were selected for implementation. A sharing meeting was held on reviewing the implementation arrangement. Colleagues in CFS showed agreement that standardized template is necessary for facilitating academic staff to better understand and implement OBTL in daily teaching. Besides, it was suggested that linkage between Subject Intended Learning Outcomes (SILOs) and Programme Intended Learning Outcomes (PILOs) is essential for teachers to evaluate the alignment between SILOs and PILOs. Consultant showed agreement on the development of OBTL implementation in CFS and highlighted that continuous enhancement in programme and subject design should be carried out.

Division of Business (DB) - Every full-time teaching staff in DB was required to select ONE subject in Semester One in current academic year to implement outcome-based teaching and learning paradigm. Two topics in that subject were chosen and instructed according to outcome-based teaching and learning principles. Relevant methods and practices were used too. At the end of Semester One, there was a sharing meeting among all full-time teaching staff on the effectiveness of different approaches. During the meeting, colleagues shared their concerns on the implementation of OBTL and the difficulties to complete the form of teaching and assessment plan.

It was agreed that student feedback should be collected after the end of Semester 2 after the implementation of OBTL in the academic departments.

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❖ Division/Centre-based training

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.

CFS – Relevant documents had been sent to OBTL project consultant, Dr. Eva Wong before she joined the training session on the Sharing on OBTL in preparation of Teaching Plan and Assessment Plan for the CFS on 15 February 2012. Centre Head and three other colleagues attended the meeting. Two lecturers, for the subjects BCS and LS, explained their work, and the full syllabus of the programme was outlined. The consultant made detailed verbal comments to the team and answered queries accordingly.

DB – Prof. Bob Adamson, one other project consultant gave advice to DB on 23 and 24 Feb 2012 about the revision of curriculum, teaching plan, and assessment plan through emails. The consultant clarified colleagues' misunderstanding and enquires on the implementation of OBTL in assessment. In response to the needs of DB, a meeting with Prof. Bob Adamson was arranged to provide further guidance and clarification on implementation of OBTL assessments.

❖ Divisional sharing meetings

To consolidate what HKCT academic colleagues learnt in the ten events in past six months and experienced in revising the curriculum, teaching plan and assessment plan, they carried out divisional sharing meetings. In the meetings, departmental colleagues discussed current OBTL implementation in relevant departments and gave feedback on the templates. A guideline for discussion was prepared for their reference (*Appendix 1*). Views and comments of staff are collected in the divisional sharing meetings and the Heads had better understanding on the good practices and the difficulties in implementing OBTL in own departments.

Table 1. 1: Summary of divisional sharing meetings

Divisions / Centres	Date, Time, & Venue	Participants	Topics
CFS	15 Feb 2012 (Wed), 3:00 pm – 6:00 pm, Homantin Campus	5	Sharing on OBTL in Preparation of Teaching Plan & Assessment Plan
CLC	20 Feb 2012 (Mon), 2:30 pm – 3:30 pm, Causeway Bay Campus	6	Sharing on OBTL in Preparation of Teaching Plan & Assessment Plan
DAT	24 Feb 2012 (Fri), 3:30pm – 4:40pm, Ma On Shan Campus	7	Revising Curriculum, Teaching Plan and Assessment Plan
DB	16 Feb 2012 (Thurs), 3:55pm – 5:45pm, Ma On Shan Campus	10	Revising Curriculum, Teaching Plan and Assessment Plan
DHSS	8 March 2012 (Thur), 5:30pm - 6:30pm; 10 March 2012 (Saturday), 8:00 - 9:00pm, Ma On Shan Campus	7	Revising Curriculum, Teaching Plan and Assessment Plan

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❖ Revision of curriculum, teaching plan and assessment plan

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 (*Appendix 2*) and three templates were prepared for individual divisions / centres (*Appendix 3*).

Table 1. 2: Summary of subjects under revision in divisions / centres

Divisions/ Centres	Programmes	Subjects
CFS	Diploma for Tertiary Studies (Disciplinary Forces with Physical Fitness)	Liberal Studies
		Basic Customer Services
CLC	Diploma for Tertiary Studies (Applied Japanese Language and Culture, Applied Korean Language and Culture)	New Brighter English (Level 3/Level 4/Level 5)
		Applied Chinese
		Appreciation of Japanese & Korean Cultures
DAT	Higher Diploma in Computer Studies	Internet Programming
		Computer Ethics
		Introduction to Database Systems
	Higher Diploma in Creative Design (Integrated Graphic Communication)	Drawing II (Mix Media)
		History of Art & Design
DB	Higher Diploma in Accounting (Additional minor in Banking) and Higher Diploma in Accounting	Accounting Standards
		Company Law
		Financial Accounting
	Higher Diploma in Business Administration (Marketing, Finance, China Business)	Business Finance
		Principles of Marketing
		Introduction to Personal Wealth Management
	Higher Diploma in Tourism Management (Hospitality, Tourism Business)	Food Service and Production Operations
DHSS	Associate Degree in Social Work (Full-time)	Practice with Individuals and Families in Social Work and Human Service Professions
		Practice with Communities in Social Work and Human Service Professions

❖ Symposium preparation

The round-up symposium with an agreed title "OBTL Road of a Self-financing Post-secondary Institution" will be held in July 2012. An organising committee was formed and chaired by the Head of the Centre of Foundation Studies. A representative from the Department of Marketing and Communications is also one of our members and will provide professional advices about the issues of promotion and communication. Two meetings have been held. In addition to our

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project consultants, institutes offering sub-degree programmes will be our target guests. The symposium will be a significant academic activity at the 55th Anniversary of our College. The preparation work is in active progress.

[Integrated framework]

Meetings with senior management and divisional representatives were held in continuous basis and the issue of finalizing the integrated framework was discussed. As agreed, the integrated framework should be finalized when the discussion on graduate attributes was completed by the end of this project.

[Formation of a Graduate Attribute Sub-Group]

A Sub-Group on the Development of Graduate Attributes was formed on 15 August 2011. The unit is affiliated to the Task Force on Outcomes-Based Teaching and Learning (TFOBTL). Its key role is in facilitating the discussion and development of graduate attribute (GA) statements through TFOBTL as the formal platform. Primary sources of discussion include the GA statements from all local tertiary institutes and relevant overseas universities, HKCT mission and vision, the four aspects of the Higher Education focus developed earlier, and the generic level descriptors (GLDs) issued by the Education Bureau. Individual divisions / centres and the Department of Student Development and Alumni Affairs (DSDA) will help collect internal and external feedback. In the development of graduate attributes, both Executive Board (EB) and Management Board (MB), as well as, students and alumni will also be involved.

[College-based training]

Apart from division/centre-based trainings for academic staff as mentioned above, a college-based training was provided to the academic staff. In response to colleagues' concerns about the interpretation of GLD under the outcome-based education approach, we invited Ms Susanna Lee (Head and Senior Registrar, Unit of Research, Development and Training, HKCAAVQ) to hold a seminar for our academic staff dated 2 March 2012 in our College. There are 47 participants joined the seminar including senior management.

[Handbook compilation]

A handbook about our preparation of OBTL implementation is also being compiled. We expect that the discussion on graduate attributes and integrated framework may be completed by the end of this project. The final products as well as the experience of colleagues' development and implementation of OBTL after the completion of Semester 2 when academic department was implementing and collecting feedback in actual teaching will then be included in the handbook. In addition to a concise report about the training activities, information about possible changes in academic staff's perspective and those in students' performances, an account of divisional consultations, and a brief report on the symposium will also be included. This handbook is expected to serve not only a historical record but also a bridge between self-financing institutes and some other public-funded universities in the aspect of OBTL implementation.

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[Seminar reports completed]

A joint report about last four seminars cum workshops has been completed. As in previous reports, we briefly explored participants' key concerns and expectations. All findings in our reports will be compiled and displayed in the handbook abovementioned. In the meantime, all these reports have been uploaded to our OBTL website for our colleagues' reference. Feedback from staff on OBTL was consolidated through the preparation of seminar reports.

[Updating website content]

HKCT OBTL 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 seminars cum workshops, and references.

Summary

There are several key tasks in this stage. Some have been completed when preparing this progress report. Some others are on-going and extended to next stage. The curriculum revision, pilot exercise of OBTL practices, and individual seminar reports are completed tasks.

The GA Sub-group was formed but its tasks are still going on. The members will discuss with Executive Board (EB) and Management Board (MB) further about the construction of graduate attributes of HKCT. Four on-going tasks include the preparation of coming symposium in July, compilation of a handbook, integrated framework, updating OBTL website and collection of student feedback.

The enthusiastic involvement of our five disciplines, on the one hand, strengthens their understanding of implementation of OBTL at our college; on the other hand, wins further support from experts. Two of our project consultants provided substantial help and advices. One of them joined a divisional meeting and guided our colleagues to amend wherever appropriate. Her comments enlightened participants' awareness while our colleagues' endeavours in the implementation of OBTL in terms of their teaching & learning activities (TLAs) and Assessment Components (ACs) impressed her very much, especially our teachers' teaching skills.

In turn, our colleagues' feedback to the templates designed by the project team also help team members further aware of frontline teachers' expectations and needs. Such kind of communication in fact is essential in the future practice of OBTL paradigm in our College.

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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
I. Value-added Deliverables (Appendix 3)		
- Pilot implementation of OBTL	- Templates of OBTL implementation: <ul style="list-style-type: none"> ■ Subject Descriptions ■ Teaching plan ■ Assessment Plan 	NA
II. Desired Deliverables		
a. Consultation Meetings		
- Meeting on 15 Feb 2012	- CFS: Meeting with Dr. Eva Wong: The focus of the meeting was on the implementation of OBTL in teaching and assessment.	NA
- Emails on 23 and 24 Feb 2012	- DB: Emails with Prof. Bob Adamson: The focus of the discussion was on the implementation of OBTL in assessment.	NA
- Meeting on 9 March 2012	- DB: Meeting with Prof. Bob Adamson: The focus of the discussion was on the implementation of OBTL in assessment as well as further clarification on the comments made in emails dated 23 and 24 Feb 2012.	NA
b. Divisional Sharing Meetings (Appendix 4)		
- Meeting on 15 Feb 2012	- CFS's sharing meeting on revising curriculum, teaching plan and assessment plan	NA
- Meeting on 20 Feb 2012	- CLC's sharing meeting on revising curriculum, teaching plan and assessment plan	NA
- Meeting on 24 Feb 2012	- DAT's sharing meeting on revising curriculum, teaching plan and assessment plan	NA
- Meeting on 16 Feb 2012	- DB's sharing meeting on revising curriculum, teaching plan and assessment plan	NA
- Meeting on 8 Mar 2012	- DHSS's sharing meeting on revising curriculum, teaching plan and assessment plan	NA

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Activities	Deliverables	On-going Deliverables
c. Revision of curriculum		
- Teaching Plans (Samples) (Appendix 5)	- CFS: Basic Customer Services - Teaching Plan	NA
	- CLC: New Brighter English (Level 5) - Teaching Plan	NA
	- DAT: Drawing II - Teaching Plan	NA
	- DB: Company Law - Teaching Plan	NA
	- DHSS: Practice with Community Communities in Social Work and Human Service Professions – Teaching Plan	NA
- Assessment Plans (Samples) (Appendix 6)	- CFS: Basic Customer Services - Assessment Plan	NA
	- CLC: New Brighter English (Level 5) - Assessment Plan	NA
	- DAT: Drawing II - Assessment Plan	NA
	- DB: Company Law - Assessment Plan	NA
	- DHSS: Practice with Community Communities in Social Work and Human Service Professions – Assessment Plan	NA
d. Electronic deliverables		
- Uploading relevant materials to HKCT-OBTL website	- Materials delivered in individual seminars cum workshops - Brief reports of individual feedback questionnaires - Photos - Video clips - References	- Uploading all other relevant materials such as more journal articles and reports

3. Project activities implementation details

Tables 3.1 – 3.3 below show a brief description of the abovementioned activities. 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 (Consultation Meetings)

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
15 Feb 2012 (Wed), 3:00 pm – 6:00 pm, Homantin Campus	Documents about two subjects [Basic Customer Service (BCS) and Liberal Studies (LS)] for CFS students were sent to project consultant prior to the meeting. Consultants feedbacks include highlighting strengths of the team, explanation on vagueness in some action verbs, discussion on mapping matrix (alignment of different subjects to the programme intended learning outcomes, alternative assessment methods (e.g., peer assessment), and relevant areas of improvement (e.g., use of e-learning).	5 including consultant, Centre Head and 3 teaching colleagues
23 & 24 Feb 2012, emails	A discussion between project consultant and DB was held. In their conversations, they focused on three issues related to assessment tasks: design assessments that assesses a range of abilities, use of rubrics, and how MC or T/F questions enable differentiation (including nature of the skills and the application in particular contexts).	2 including consultant and DB delegate
9 Mar 2012 (Fri), 9:30 am – 11:00 am, Ma On Shan Campus	Consultation meeting was arranged with Prof. Bob Adamson for clarifying the queries on the implementation of OBLT in assessment.	9 including consultant and DB staff

Table 3.2: Project activities implementation details (Divisional Sharing Meetings)

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
15 Feb 2012 (Wed), 3:00 pm – 6:00 pm, Homantin Campus	Separate sharing about two subjects [Basic Customer Service (BCS) and Liberal Studies (LS)] by two different instructors of CFS was made in the meeting. Both shared how they prepared for the teaching and assessment plans. One of them emphasized the significance of mutual sharing.	Centre Head and 3 teaching colleagues
16 Feb 2012 (Thurs), 3:55pm – 5:45pm, Ma On Shan Campus	In DB divisional sharing meeting, colleagues shared their difficulties in filling the form of teaching and assessment plan. They also discuss some good practices in the progress of completing the plans.	Division Head, Associate Head and 8 teaching colleagues
20 Feb 2012 (Mon), 2:30 pm – 3:30 pm, Causeway Bay Campus	Colleagues of CLC discussed the modification of teaching and assessment templates. They considered both templates served for different purposes and functions.	Centre Head and 5 teaching colleagues

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Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
24 Feb 2012 (Fri), 3:30pm – 4:40pm, Ma On Shan Campus	The primary discussion in DAT sharing session was on the problems and difficulties colleagues have come across with when using the teaching and assessment templates. A proposal of alternative template was included too.	Division Head and 6 teaching colleagues
8 March 2012 (Thur), 5:30pm to 6:30pm; 10 March 2012 (Saturday), 8:00 to 9:00pm, Ma On Shan Campus	In DHSS sharing meeting, there were reports of the development of two sample subjects in the OBTL exercise. In addition to the comment on the contents, colleagues also discussed experiences and reflection gained in this exercise.	Division Head, 2 programme heads, and 4 lecturers

Table 3.3: Project activities implementation details (Revision of Curriculum)

Divisions / Centres	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
The revision exercise was carried out in Semester One, 2011-2012. Therefore, there is no specific date, time, and venue. Details of programme and subject titles can be referred to Table 1.2 above.		
CFS	Two subjects selected from a diploma programme, review of the programme and preparation of a teaching plan & an assessment plan for individual subjects were required	Centre Head, Programme Head, and 2 lecturers
CLC	Three subjects selected from a diploma programme, review of the programme and preparation of a teaching plan & an assessment plan for individual subjects were required	Centre Head, Programme Head, and 3 lecturers
DAT	Two programmes of different areas selected for review, three subjects within one programme and one subject within one other programme were selected for the preparation of relevant teaching plan and assessment plan	Centre Head, 2 Programme Heads, and 4 lecturers
DB	Three programmes of different areas selected for review, three subjects each within two programmes and one subject within one other programme were selected for the preparation of relevant teaching plan and assessment plan	Centre Head, 3 Programme Heads, and 7 lecturers
DHSS	Two subjects selected from an associate degree programme, review of the programme and preparation of a teaching plan & an assessment plan for individual subjects were required	Centre Head, 2 Programme Heads, and 4 lecturers

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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>Phase II</p> <p>Stage 1:</p> <ol style="list-style-type: none"> 1. Continuing seminar and training workshops for academic staff 2. Divisional meetings or mini-workshops on generic learning outcomes and programme learning outcomes 3. Consolidating OBTL knowledge in programme design: <ol style="list-style-type: none"> 3.1 Revising curriculum 3.2 Revising teaching plan 3.3 Developing assessment template 	<p>100% ✓</p> <p>100%</p> <p>100% ✓</p>	
<p>Stage 2:</p> <ol style="list-style-type: none"> 1. Collection of staff feedback in divisional sharing meetings and student feedback on OBTL 2. Handbook compilation and editing 3. Senior management meetings with divisional representatives to review and finalize the integrated framework (peer learning and teacher development) for implementing OBTL 	<p>100%</p> <p>100%</p> <p>100% ✓</p>	
Overall Project	75%	

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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 (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

5.1 Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	\$1,062,000.00	\$790,250.00	\$271,750.00
b. Equipment / facilities	-	-	-
c. Services	\$59,360.00	\$720.00	\$58,640.00
d. General expenses	\$125,640.00	\$30,951.49	\$94,688.51
e. Others	\$25,000.00	\$14,800.00	\$10,200.00
Total	\$1,272,000.00	\$836,721.49	\$435,278.51
Project Income (if any)			-
Total Balance			\$435,278.51