

Integrated Framework for Curriculum Development and Review: II. Taught Postgraduate Programmes

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1. Preamble

1.1 Background

1.1.1 The Chinese University of Hong Kong (CUHK) regards teaching and learning (T&L) as a core function; the University places great importance on the culture embedded in the institution and its history, and also on explicit systems and procedures to assure and enhance the quality of the educational experience for students. The development of the system and procedures has gone through several stages as the University has grown in size and complexity, and the measured pace of changes has won acceptance and ownership among teachers and students. This document constitutes the current status of the University's evolving quality-assurance framework for T&L as it applies to taught postgraduate (TPg) programmes.

1.2 Principles

1.2.1 Among others, the following principles were used to guide the formulation of the integrated framework:

- The importance of developing a framework which is effective in improving the quality of T&L, while minimizing bureaucracy and paperwork.
- The importance of reflection upon the process of student learning experience for the achievement of desired learning outcomes, which will also serve as a stimulus to curriculum refinement.
- The value of periodic peer review as a spur to self-reflection and the provision of wider insights.
- The importance of diagnostic feedback in providing evidence to inform the process of reflection.
- The appropriateness of taking an outcomes-based approach (OBA) to T&L by focusing on student learning outcomes.
- The importance of achieving alignment between desired learning outcomes and the curriculum.
- The value of deriving principles of excellent teaching at CUHK from the principles and practices of those judged to be the best teachers at the University. These principles are consistent with the extensive international literature in the area of excellent university teaching.
- These principles have been incorporated into a curriculum development model, shown in Figure 1. The model commences with student learning needs which are utilised to formulate desired learning outcomes. These lead to five elements of the curriculum which are incorporated into the integrated curriculum framework: aims/desired learning outcomes, content, learning activities, assessment and feedback for evaluation. These five elements are incorporated into procedures for programme development, programme review, course development and course review. Feedback for evaluation is central to the model as it informs reflection upon practice.

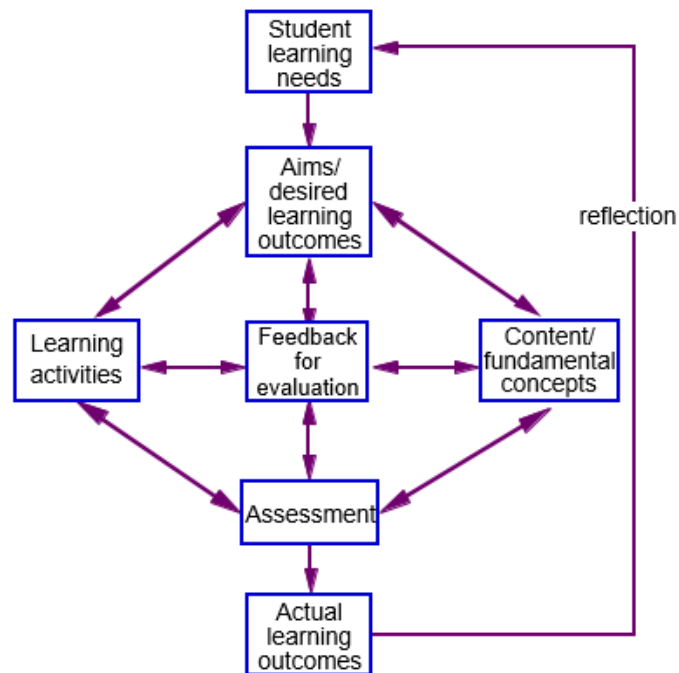


Figure 1. A model of an aligned curriculum

1.3 Principles specific to TPg programmes

1.3.1 Among others, the following principles specific to TPg programmes were used to guide the formulation of this section of the integrated framework so as to make it suitable for the nature of TPg programmes and their students:

- The students enrolling in TPg programmes are more mature and so teaching should be consistent with the principles of adult learning.
- The students are likely to be active in the field or profession and possess relevant experience and knowledge. Students' experience should be utilised in the programme.
- The expected learning outcomes are likely to be quite specific and often professional in nature.
- Most TPg programmes are self-financed, and student choice imposes an implicit quality-assurance mechanism.
- Many TPg programmes are offered to meet demands resulting from technological developments or societal changes. They therefore need to be launched with a short lead-time and phased out as demands are satisfied.
- The framework for TPg programmes, therefore, needs to be flexible. Embedded quality-assurance procedures need to be formulated so as to ensure a high standard of T&L while not imposing a bureaucracy which discourages enterprise.

1.4 Objective

1.4.1 The main objective of the present framework is to ensure that teachers and programmes engage in *reflection* about T&L, that such reflection is rooted in *evidence* and leads to *action* for improvement, and that *incentives* are provided for such efforts.

1.5 Nomenclature

1.5.1 In this framework, the term *course* also means *module* (which is used in some disciplines); the term *Graduate Division* includes *programme committee* and any other unit that might be responsible for academic programmes.

1.5.2 All guides and associated documents are to be used flexibly and adapted to suit practices and terminology within Departments and Faculties.

1.6 Coverage

1.6.1 The *Integrated Framework* applies on a mandatory basis to all taught programmes. For reference, quality-assurance procedures for undergraduate (Ug) programmes are dealt with in the *Integrated Framework for Curriculum Development and Review: I. Undergraduate Programmes*, while those for sub-degree, professional and continuing education programmes are dealt with in the *Integrated Framework for Curriculum Development and Review: III. Sub-degree, Professional and Continuing Education Programmes*.

1.6.2 TPg programmes come under the Graduate School (GS). They, therefore, follow this quality-assurance framework which is somewhat different from the Ug one, but nevertheless was formulated from the same set of principles.

1.6.3 Research postgraduate (RPg) programmes are fundamentally different and are subject to other systems managed by the GS.

2. Course and Programme Planning

2.1 Frequency

2.1.1 A course/ programme planning document should be prepared whenever a new course/ programme is launched, or when there are major changes.

2.2 Programme planning

2.2.1 Graduate Divisions planning new TPg programmes are requested to use the template *Proposal for Introduction of New Self-financed Taught Postgraduate Programme* for the formal submission document for programme proposals and budgets. This document is available under “Information for Graduate Divisions” on the GS website.

2.2.2 Proposals need first to be approved by Department Board or equivalent and the Faculty Board. They are then forwarded to the Graduate Council and Senate for consideration.

2.3 Course planning

2.3.1 Course planning should include a specification of (a) expected learning outcomes, (b) subject content, (c) intended teaching modes and learning activities, (d) the assessment scheme, (e) intended channels to collect feedback for evaluation, and (f) the approach regarding the use of generative AI tools. Graduate Divisions submitting new course proposals are requested to input course information in CUSIS and submit the Course Catalog Report together with the *Request Form for Creating New Courses/Updating Information for Existing Courses*. This document is available under “Information for Graduate Divisions” on the GS website.

2.4 Dissemination

2.4.1 Relevant sections of the course-planning document, with minor modifications, could become the course outline to be provided to students at the beginning of each course offering. It is recommended that course outlines be posted on the departmental website, so as to be available to prospective students.

3. Course Reviews

3.1 Frequency

- 3.1.1 Each of the courses should be regularly reviewed by the teacher(s) concerned and the programme committee (e.g. when first launched or upon major changes).

3.2 Format and content

- 3.2.1 The course review, performed against the course-planning document as the reference, should cover (a) learning outcomes, (b) subject content, (c) learning activities, (d) the assessment scheme, and (e) an action plan in the light of the reflection on (a)–(d), which in each case should be supported by relevant sources of feedback evidence. In cases where the action calls for major changes, this initiates a new cycle of course planning.
- 3.2.2 A suggested “Guide for Course Review” can be found in **Appendix 1**. These guidelines should be adapted to suit the circumstances of each Faculty.

3.3 Dissemination

- 3.3.1 The course review is internal to the programme committee but should be presented annually to the committee responsible for teaching and learning in the Graduate Division/ Department for discussion and follow-up.

4. Programme Self-evaluation

4.1 Dissemination

- 4.1.1 The programme self-evaluation is an internal programme committee procedure, but should form the basis of any formal programme review.

4.2 Frequency

- 4.2.1 Each Graduate Division should conduct self-evaluations of its TPg programmes on a regular cycle, ahead of the programme reviews (below).

4.3 Format and content

- 4.3.1 The self-evaluation, performed against the programme-planning document as the reference, should cover (a) a summary of changes and improvements implemented since the last review, (b) aims and desired learning outcomes, (c) subject content, (d) learning activities, (e) assessment scheme, (f) achievement of programme learning outcomes, (g) effectiveness of procedures for programme management and quality assurance, (h) procedures for the provision of professional development to all teaching staff in curriculum design and teaching effectiveness, (i) the collection and use of data to facilitate quality monitoring and enhancement in curriculum design and teaching and learning; (j) benchmarking and external referencing, (k) international developments and global engagement, (l) alignment of teaching and learning initiatives/ enhancement activities at all levels, and (m) reflection on implementation challenges. A provisional action plan in light of the reflection on (a)–(m) should be included, in each case supported by relevant sources of feedback evidence. The self-evaluation should also address the focused areas, if any, selected by the Senate Committee on Teaching and

Learning (SCTL) for a particular cycle of programme reviews.

- 4.3.2 A suggested “Guide for Programme Review” is available in **Appendix 2**. These guidelines should be adapted to suit the circumstances of each Faculty.

5. Flexibility in Implementation

- 5.1 The details of the internal review mechanism mentioned in Sections 2 to 4 above are broad outline suggestions. Each Faculty is encouraged to reflect and decide on such adaptations as may be appropriate for its particular circumstances. There should also be flexibility with respect to the nature of individual programmes, the background of the students and the level of enrolment. However, significant differences from the direction of this framework should be reported to and endorsed by the Faculty Board and Graduate Council.
- 5.2 A baseline of data has been collected from all TPg programmes via the self-evaluation document. This aids the identification of areas of good practice, which is helpful to Review Panels in formulating recommendations.

6. Programme Reviews

6.1 Nature and frequency

- 6.1.1 Programme reviews involve parties external to the programme and Graduate Division, and are conducted on a regular cycle as determined by SCTL.
- 6.1.2 The primary responsibility for conducting reviews lies with the Faculty. The GS is responsible for arranging a timetable for the regular review cycle, and should inform the SCTL of the arrangements. While programme reviews and the Visiting Committee exercise may not be synchronized, the outcomes of these two reviews should inform each other.

6.2 Review Panel

- 6.2.1 The Review Panel is appointed by the Graduate Council, upon the recommendation of the Faculty Board. Expertise, both in the subject and in pedagogy, should be represented in the Review Panel. The composition of the Review Panel should include the following members:
- one member to be nominated by the Chairperson of the Faculty Board;
 - one member from outside the Faculty, who might be from within or outside CUHK
 - one member who is an expert in that discipline, who might be from within or outside the Faculty and from within or outside CUHK;
 - the Chairperson of the Review Panel should be a senior member of the Faculty;
 - other members as appointed by the Graduate Council if deemed appropriate.

6.3 Review procedure

- 6.3.1 The programme committee offering the programme conducts a self-evaluation (see Section 4) and produces related documentation and supporting evidence in accordance with the guidelines for programme review.
- 6.3.2 The documentation for the programme review should be the same as that for programme self-evaluation, augmented as appropriate. The Review Panel may seek additional information, e.g. in

regard to particular courses specified by the Panel. The Review Panel may meet with teaching staff, students or alumni of the Department.

6.4 Reporting procedure and action plan

- 6.4.1 Following a review, the Panel prepares findings and recommendations to which the programme committee responds. Key elements of the Review Panel's report are:
- judgement on the progress and improvements made, especially in relation to goals set in previous action plans; and
 - judgement on T&L quality, as well as the processes for T&L enhancement.
- 6.4.2 One key component of the programme committee's self-evaluation and response documentation should be a recommended detailed action plan to deal with challenges and to improve the quality of T&L within the programme.
- 6.4.3 The programme-review documentation produced by the Panel and the programme committee is forwarded to the Faculty Board for approval and discussion of follow-up actions. The report together with the action plan will then be forwarded to the GS for submission to SCTL. Faculty Board might also align the programme review with the review required by the "re-approval" requirement.
- 6.4.4 The programme self-evaluation document requires the programme committee to identify strengths and challenges within a programme. In addition, the Panel makes its own assessment of these and provides recommendations to Departments. Identification of strengths provides useful information on best practice for other programmes. Identification of challenges should lead to a detailed action plan for improvement. The action plan should be formulated by the programme committee and endorsed by the Faculty Board concerned.

6.5 Consideration by the Faculty Board

- 6.5.1 The Faculty Board considers the Review Panel's report, including its judgement on progress and on the quality in T&L before making final recommendations to the programme committee for action.

6.6 Dissemination

- 6.6.1 The programme-review documentation and the programme committee's response are made available to the Graduate Division, the Faculty Board, Graduate Council and SCTL.
- 6.6.2 The Faculty Board reviews documentation, including judgements on progress and on T&L quality, which will be available for consideration by the Committee on Re-approval of Self-financed Taught Postgraduate Programmes.

6.7 Review by a panel of SCTL

- 6.7.1 Each year a small number of the programmes reviewed by the Review Panel may be selected for further review by a panel appointed by SCTL. The composition of the panel and the review procedure shall follow the respective rules for UG programmes.

6.8 Review by the Committee on Re-approval of Self-financed Taught Postgraduate Programmes

- 6.8.1 All self-financed programmes approved by Senate will have a validity of six years, irrespective of the number of cohorts admitted in the interim. Re-approval has to be sought, without which the programme may be put on probation or be directed by the Senate to cease admission. Block Grant programmes augmented with self-financed intake (i.e., partially self-financed programmes) will not

be subject to such arrangement, since these programmes will be reviewed together with all regular Block Grant programmes every triennium.

7. Summary

- 7.1 The following timetable (Table 1) shows the steps in a regular review cycle as determined by the SCTL. A flowchart for the programme-review process is in Figure 2, which also indicates the range of data that can be used in programme self-evaluation.

Table 1 Activities in a regular review cycle

Frequency	Action	Documents required	Submit to
Once every year	(i) Course and Teaching Evaluation (CTE) and other course questionnaires (per course offering)	Summary of results of CTE and other course questionnaires, if any	Department [for record]
Regularly	(ii) Course review (External examiners' reports, which would be read by the Dean of the GS and Division Head, can be accepted as equivalence)	Course-review report , either from the external examiner or as an internal review report by programme	Annual submission to the committee responsible for teaching and learning in the Graduate Division/ Department [for discussion and follow-up]
Once every four to six years	In addition to (i) and (ii) mentioned above, the following should also be conducted: (iii) Self-evaluation as a basis for (iv) internal programme review (Review Panel to be appointed by the Graduate Council)	Programme-review report , including self-evaluation of the programme and comments from Review Panel leading to an action plan	Faculty Board [for approval and discussion of follow-up actions], together with the action plan, to the GS for submission to SCTL. Faculty Board might also align the programme review with the review required by the 're-approval' requirement.

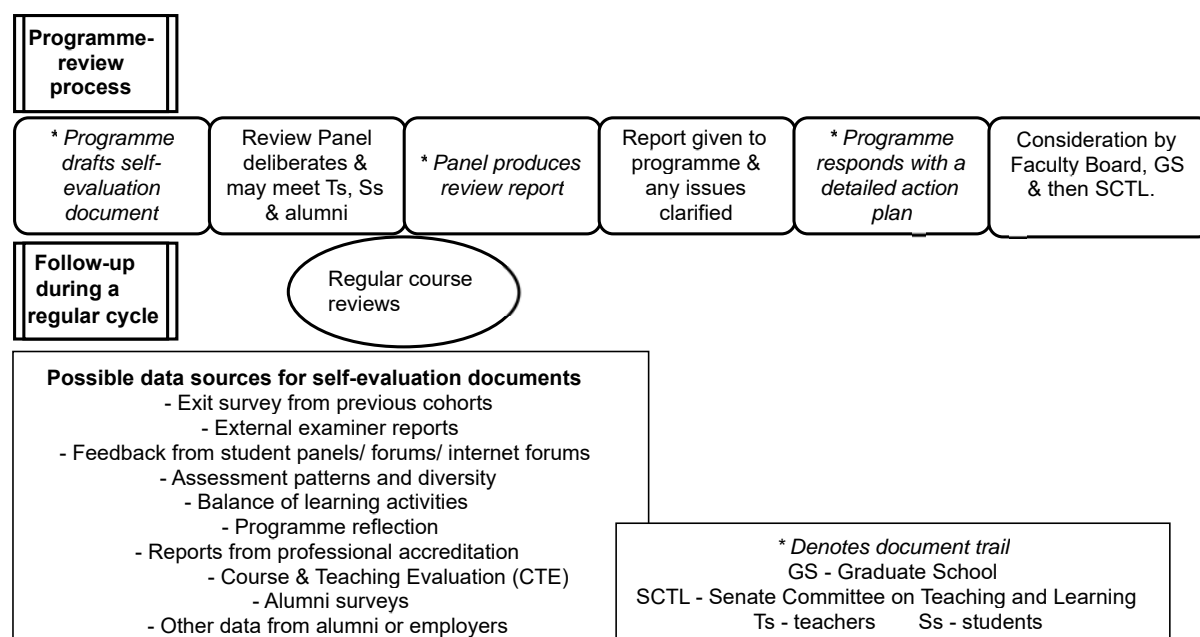


Figure 2. Flowchart for the programme-review process

8. Professional Development

- 8.1 A programme of professional development for all new teaching staff at the level of Assistant Professor or below, including Teaching Assistants is mandatory in most cases. Evidence of satisfactory completion is required for consideration of contract renewal, substantiation and promotion. New teachers in other ranks are also encouraged to take the course. Programmes are also expected to have a plan to ensure the quality of teaching by part-time staff.
- 8.2 These measures should be reported in the programme self-evaluation document.

9. Incentives

9.1 Incentives

- 9.1.1 Incentives, at both the individual and the programme level, are incorporated into University policies and procedures to promote attention to the matters contained in this *Integrated Framework*. Faculties are expected to ensure that there are high levels of commitment.

9.2 Programme level

- 9.2.1 The Dean of a Faculty is responsible for ensuring that programme committees take appropriate action in respect of the action plans they formulated in response to recommendations of Review Panels. The actions of the Dean are reinforced by the endorsement of action plans by Faculty Boards. The performance of programmes will be available to the Committee on Re-approval of Self-financed Taught Postgraduate Programmes in its consideration of granting re-approval to programmes. Where necessary, action will be reinforced by the Chair of the SCTL. In extreme cases the Faculty Dean and/or the SCTL may recommend to the Graduate Council that new enrolments may be suspended if specified steps in the action plan are not implemented.

9.3 Individual level

- 9.3.1 The Course and Teaching Evaluation is used to ensure the quality of teaching of individual teachers.

Guide for Course Review*

(*Adapted from the Ug Programme Review for reference)

A useful way to do a course review is to reflect on the feedback gathered in response to the items listed in the template for course planning (e.g. learning outcomes, content, learning activities, assessment and feedback for evaluation). Review should include the facets of the curriculum elements and other issues which are found to be relevant. Sources of feedback specified in the course plan should be used to provide evidence for reflections.

Course review will be the responsibility of the teachers of the courses and their departments (the term “department” may also refer to “school” in this document). Each of the courses, including those offered for non-major students, should normally be reviewed once every two to three years. The review should result in an action plan for the improvement of the course. New courses or those which are substantively changed may benefit from being reviewed in each of the first two years offered.

Learning outcomes

Reflections on learning outcomes should examine evidence for the achievement of outcomes specified in the course plan.

Relevant sources of feedback are:

Qualitative feedback from staff-student consultative committee/ student panels/ forums/ internet forums	if useful
Course and Teaching Evaluation (CTE) and other course questionnaires, if any	mandatory
Tailored questionnaire	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory

Content

Review of content should include coherence between elements of a course, particularly where multiple teachers are involved.

Relevant sources of feedback are:

Visiting Committee/ external examiner report	optional
Peer review	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory

Learning activities

Reflections on the choice of learning activities should focus on balance and appropriateness for the specified learning outcomes.

Relevant sources of feedback are:

Qualitative feedback from staff-student consultative committee/ student panels/ forums/ internet forums	optional
CTE and other course questionnaires, if any	mandatory
Tailored questionnaire	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory
Peer review	optional

Assessment

Reflections on the choice of assessment should focus on whether formative feedback is supplied and whether the assessment scheme appropriately measures the specified learning outcomes.

Relevant sources of feedback are:

CTE and other course questionnaires, if any	mandatory
Visiting Committee/ external examiner report	if useful
Peer review	optional

Action plan

A list of refinements to be made to the course the next time it is offered.

Guide for Programme Review*

(*Adapted from the Ug Programme Review for reference)

There are two types of programme reviews.

- Departments (the term “department” may also refer to “school” in this document) are expected to make their own internal reflective review of a programme every year. This review results in the annual progress report on each aspect of the action plan. The sections below indicate suitable sources of evidence for monitoring and reporting progress.
- Programmes will be reviewed by a Review Panel appointed by the Graduate Council, upon the recommendation of the Faculty Board. This document provides a guide to the format of the programme self-evaluation to be conducted prior to these reviews.

The Department(s) responsible for the programme will be expected to provide its own reflections on the programme under the headings of the curriculum elements. Evidence should be drawn from the sources of feedback specified in the programme plan. The reflections should identify strengths and challenges. Action taken, or to be taken, to make improvements should be included.

Programme management and quality assurance

This section should describe the quality assurance procedures used to improve the quality of teaching and learning in the programme. A brief report should be provided on the functioning of the curriculum committee or other body which oversees programme management and quality assurance procedures. Available evidence of the effectiveness of processes in improving the quality of teaching and learning should be included.

Learning outcomes

This section should report on the achievement of learning outcomes included in the programme plan, including the development of graduate capabilities.

Relevant sources of feedback are:

Qualitative feedback from staff-student consultative committee/ student panels/ forums/ internet forums	if useful
Student Experience Questionnaire (scales on capability development)	mandatory
Reports from professional accreditation	applicable to professional programmes
Graduate surveys conducted by the Department/ Faculty	optional
Departmental reflection (including evidence from assessment, other relevant data and information)	mandatory

Content

Programme level review of content is partially an aggregation of course-level processes. An important additional consideration is the coherence of the curriculum.

Relevant sources of feedback are:

Student Experience Questionnaire (coherence of curriculum scale)	mandatory
Visiting Committee/ external examiner reports	mandatory
Reports from professional accreditation	applicable to professional programmes
Departmental reflection	mandatory

Learning activities

Learning activities should be reported on the proforma shown in the “Learning Activities” attached to the “Guide for Programme Planning” (**Appendix 3**). Reflections on the range of learning activities should encompass variety, balance and effectiveness in promoting specified learning outcomes.

Additional relevant sources of feedback are:

Qualitative feedback from staff-student consultative committee/ student panels/ forums/ internet forums	if useful
Student Experience Questionnaire (scales on teaching and learning environment)	mandatory
Course and Teaching Evaluation (CTE) and other course questionnaires, if any	mandatory
Tailored questionnaire	optional
Departmental reflection	mandatory

Assessment

Assessment should be reported on the proforma shown in the “Assessment” attached to the “Guide for Programme Planning”. Discussion of assessment should encompass variety, fairness and, most importantly, relationship to learning outcomes.

Additional relevant sources of feedback are:

Student Experience Questionnaire (scale on assessment)	mandatory
Visiting Committee/ external examiner reports	mandatory
Departmental reflection	mandatory

Professional development

The procedures for the professional development of all teaching staff in curriculum design and teaching effectiveness should be described and reflected upon. Departments which use teaching assistants for a significant part of teaching in a programme should detail the professional development provided. This should include an evaluation of the adequacy of that professional development.

Responses to Visiting Committee/ External Examiner Report

For those programmes that still appoint External Examiners or whose host faculty has been reviewed by the Visiting Committee, the self-reflection document should note any comments and suggestions, relevant to teaching and learning, which were included in the report of the Visiting Committee/ External Examiner. This section should also report responses to and actions taken in response to the comments and suggestions. This section is likely to involve cross-referencing to other sections of the self-reflection document.

Guide for Programme Planning* (*Adapted from the UG Programme Review for reference)

This programme planning guide is to be used for an initial offering of a programme and upon major revisions. This guide indicates the aspects of teaching and learning which need to be incorporated in a programme plan. The procedure for approval of programmes and the related additional planning information are also included.

(I) Aspects of teaching and learning

Learning outcomes

The capabilities, fundamental knowledge and skills students will be expected to have developed during the programme need to be clearly specified. The desired capabilities should be contextualised into the discipline/profession of the programme. For professional programmes these include the capabilities required by a graduate to function in the profession.

At the programme level, learning outcomes include graduate capabilities, e.g.

- Critical thinking
- Creative thinking
- Self-managed learning
- Adaptability
- Problem solving
- Communication skills
- Interpersonal skills and groupwork
- Digital literacy
- Global readiness
- Crossing knowledge boundaries
- Contributions to society

Content

Programme-level curriculum planning is partially an aggregation of course-level processes. An important additional consideration is showing how the content in the courses fits together to form a coherent curriculum.

Learning activities

Learning activities can be reported by aggregating the information for each course. A table for reporting is shown at Annex 1.

Assessment

Assessment can also be reported by aggregating the information for each course, using the table at Annex 2.

Feedback for evaluation

Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation of the programme. The table below lists potential sources of feedback applicable at programme level.

Qualitative feedback from staff-student consultative committee/student panels/forums/internet forums	if useful	
Student Experience Questionnaire	mandatory	administered every other year
Course and Teaching Evaluation (CTE) and other course questionnaires, if any	mandatory	overview of feedback on courses
Tailored questionnaire	optional	
Visiting Committee/external examiner reports	mandatory	
Reports from professional accreditation	applicable to professional programmes	
Graduate surveys	optional	
Programme reflection and action plan (including evidence from assessment)	mandatory	
Other		

(II) Procedure and schedule for approval

Procedure

The following procedures should be observed when introducing a new Major or Minor Programme at the undergraduate level or a new postgraduate programme or instituting revisions to an existing programme.

- I. Proposals for introducing a new programme should be submitted to the following bodies for endorsement and approval:
 1. The Department/Programme Board concerned (the term “department” may also refer to “school” in this document);
 2. If applicable, the Faculty Board concerned;
 3. If applicable, the Senate Committee on General Education;
 4. If applicable, the Graduate Council;
 5. The Senate Academic Planning Committee; and
 6. The Senate.

II. Proposals for new programmes should contain the following information, and for undergraduate programmes, should be in the Programme Proposal Warehouse (PPW) format (<https://spus.per.cuhk.edu.hk/PPW/Common/XXUSLogin.aspx>) for consideration of the Senate:

1. Justification for introducing a new programme
2. Curriculum design and basic philosophy

Preparation of Study Scheme

- (a) A study scheme should give the minimum total number of units of courses to be required in the curricular component concerned (e.g. Major Programme) which may be further broken down by sub-division, concentration, area, stream or specialization as the case may be.
 - (b) The required and elective courses should be listed clearly. Whether a course is specified as “required” or “elective” may be dependent on the sub-division, concentration, area or stream within the same programme etc.
 - (c) A study scheme of Major Programme should give details on the course sequences (i.e. the recommended course pattern) which serve as guidelines for students to select courses.
 - (d) Exemptions from the programme requirements, where applicable and feasible, should be spelt out in the study scheme with details on the course(s) or equivalent qualification(s) and the standard required.
 - (e) Major courses shall encompass all courses offered by a Major Programme and taken in accordance with the study scheme of the Major Programme. If a Department/Programme offering unit wishes to include in the Major GPA calculation course(s) not offered by the Major Programme, a special proposal should be made to the Undergraduate Examinations Board (applicable to revision only).
3. List of courses and course descriptions

Preparation of Course Catalogue (Please refer to Guide for Course Planning for details)

A Course Catalogue, either from CUSIS or GECPI for the case of General Education courses, should contain the following details:

- (a) Course details – course units, grading basis, attributes (e.g. capstone course, Faculty Package course, internship, service learning, and virtual teaching and learning, if applicable), course description, course component, instructor contact hours, grade descriptors, offering and enrolment requirements;
- (b) Learning outcomes – a list of outcomes, bearing in mind that students need to develop both an understanding of fundamental concepts and graduate capabilities, should be provided. While all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’, it is most useful if the description of the learning outcomes focuses on the main contribution of the course to the programme as a whole;
- (c) Learning activities and assessment – the types of learning activities and assessment should be indicated;

- (d) Course syllabus – the major concepts and topics to be covered by the course should be provided;
- (e) Feedback for evaluation – a plan for the evaluation of the course is needed. The sources of feedback information which will be collected should be listed; and
- (f) Required/recommended reading list/reference – a reading list or a set of references should be provided.

4. Justification for requirement of additional staff (if any)
5. Justification for requirement of additional equipment and facilities (if any) for both instruction and research - library holdings, teaching aids, laboratory equipment, research facilities, etc.
6. Coordination and collaboration with related fields (where applicable)
7. Implementation schedule – to take effect from a certain academic term/year or from a certain year of intake as the case may be

III. Proposals for revising both the existing undergraduate and postgraduate programmes of study (within the framework approved by the Senate), including the addition and deletion of individual courses, should be submitted by the Department/Programme Board to the Faculty Board concerned for approval, if applicable. # Major revisions to programmes of study should be submitted (in PPW format for undergraduate programmes) for Senate approval after endorsement of the Faculty Board.

Schedule

I. Proposals on New Programmes

August-September	Department/Programme Boards to submit to Faculty Boards, if applicable, proposals on new programmes to be introduced <u>in one year's time</u> .
September- November	Faculty/Programme Boards/Graduate Council to submit new programme proposals to the Senate APC. <i>(Approval of the relevant Senate Committee(s) on special arrangements of the new programmes, if any, has to be sought prior to submission of the proposals on new programmes to the Senate APC).</i>
October-December	New programme proposals as endorsed by the Senate APC submitted to the Senate for consideration.
November- January	Departments/Programme offering units to provide applicants with general information concerning the newly approved programmes.
June/July	Departments/Programme offering units to determine the courses to be offered in the following academic year for the new programmes, and to review teaching assignments in relation to the existing and new programmes.

II. Proposals on Revisions of Existing Programmes and Introduction of New Courses

January Department/Programme Boards to submit proposals for introducing new courses, and/or revising existing programmes for consideration by the Faculty Boards, if applicable, so that they may be implemented in the following academic year.

New Student-orientated Teaching and General Education courses of Colleges should first be submitted to College Assemblies of Fellows for consideration in early December.

Beginning of February Faculty Boards to approve the introduction of new courses (except General Education courses) and revisions to existing programmes.

Faculty Boards and College Assemblies of Fellows to submit proposed General Education courses that they have endorsed to the Senate Committee on General Education.

Early March Senate Committee on General Education to approve the introduction of new General Education courses and revisions to the General Education programme.

Mid-March Details on approved new courses and revisions to existing programmes to be finalized for inclusion in the Student Handbooks for the following academic year.

Proposals on addition and revision of courses under the International Asian Studies Programme should be submitted to the relevant Faculty Board(s) for approval depending on the subject of the courses. If the course will be co-listed as a General Education course, the course proposal should also be submitted to the Senate Committee on General Education for approval.

Learning Activities

The number of hours of time allocated to each type of learning activity per week. Data is entered by course and can then be aggregated to give programme level data. Types of activity should be customised to suit the nature of teaching in a department.

	Compulsory/ optional	Lecture (hr) in/out class	Interactive tutorial (hr) in/out class	Lab (hr) in/out class	Discussion of case (hr) in/out class	Field trip (hr) in/out class	Clinic (hr) in/out class	Projects (hr) in/out class	Web-enhanced learning (hr) in/out class	Other (hr) in/out class
Course 1										
Course 2										
Course 3										
Course N										
Total for programme										
Total (as % of programme)										

Explanatory Notes

- (a) “in/out” class refers to “instructor contact hours” and “workload hours” in CUSIS.
- (b) For the “in/out class” cells in “Lecture”, please fill in the number of hours that students spend in class on lecture material, and the number of hours that students are expected to spend out of class studying lecture material. The same applies to all other “in/out class” cells of other learning activities.
- (c) The following example illustrates how a three-unit course with two hours of in-class lecture plus four hours of out-of-class activities, and one hour of in-class tutorial plus three hours of out-of-class activities per week should be presented in the ‘Learning activities’ section of the form in the following manner:

Lecture (hr) in/out class		Interactive tutorial (hr) in/out class	
2	4	1	3

However, if the two kinds of meetings are held at different intervals (e.g. two hours of lecture plus four hours of out-of-class activities per week, and one hour of laboratory, plus four hours of out-of-class activities every two weeks), or if the kind of meeting is NOT held on a per-week basis (e.g. three hours of field trip every month plus two hours of further work), please specify their respective intervals separately in the relevant boxes as follows:

Lecture (hr) in/out class		Lab (hr) in/out class		Field trip (hr) in/out class
2/week	4/week	1/two weeks	4/two weeks	3/month + 2 hr further work

Assessment

The percentage of marks allocated to each type of assessment.
 Categories should be customised to suit the nature of assessment in a department.

	Compulsory / optional	Essay test or exam (%)	Short answer test or exam (%)	Objective test or exam (%)	Essays (%)	Presentation (%)	Problem sets (%)	Lab reports (%)	Projects (%)	Cases (%)	Other (%)
Course 1											
Course 2											
Course 3											
Course N											
Total for programme											
Total (as % of programme)											