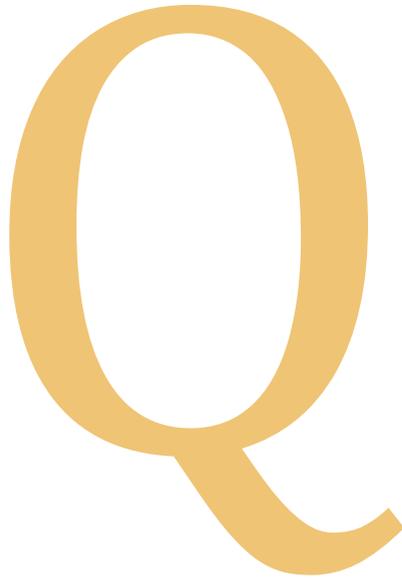


# Hang Seng Management College

5 June 2015



Outcome-Based Programmes  
and Quality Assurance

Buck Ng

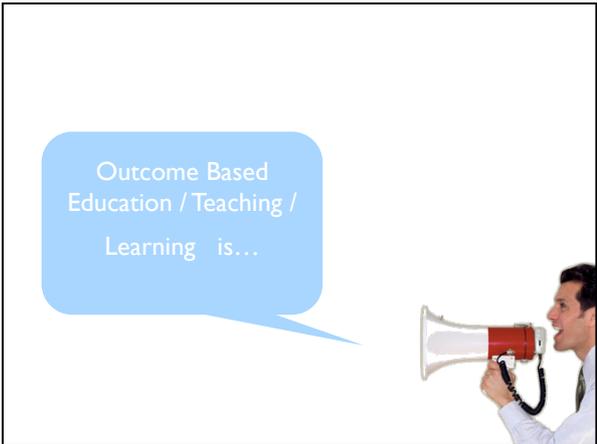
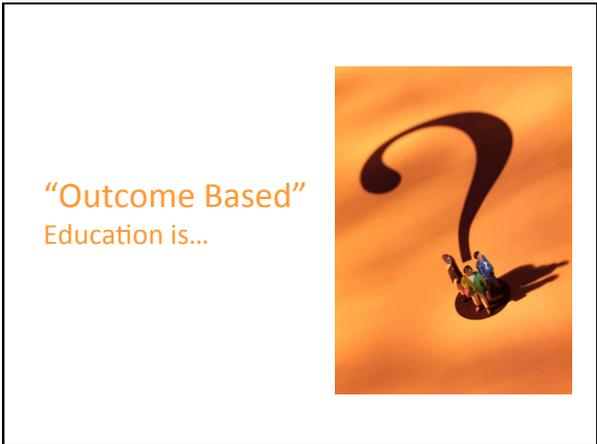
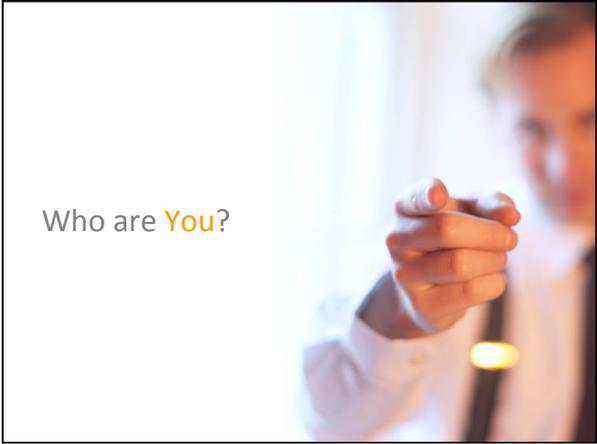
Co-organised by: Programme Development and Quality Assurance Office (PDQAO)  
Academic Staff Development Committee (ASDC)

## ILO

- Highlight the essence of
  - Qualifications Framework (QF) and
  - Qualifications Register (QR)
- Describe the concepts in Outcome-Based Learning and Teaching
  - Intended Learning Outcomes (ILO)
  - Constructive Alignments
- Relate the MILOs with PILOs

## Outline

- Introduction to the concepts of Outcomes-Based Learning and Teaching
  - Intended Learning Outcomes
  - Constructive Alignments
- Defining Programme Objectives (PO), Programme Intended Learning Outcome (PILOs) and Module Intended Learning Outcome (MILOs)
- Mapping of MILOs with PILOs
- What is QF? How to justify QF Level (QFL) 5 and QFL6



About  
Outcome Based Approach

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### Outcome-based Approach

"...starting with a clear picture of what is important for students to be able to do [and know], then organizing the curriculum, instruction and assessment to make sure that this learning ultimately happens."

(Spady, 1994)

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HK Exam Authority

## Approaches to Curriculum Design

**Syllabus / Traditional Approach**

**Outcome-based Approach**

Assessment  
T&L Method  
Content

L&T Method  
Content  
Assessment

**Learning Objectives**

**Learning Outcomes**

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## By yourself

- Write down what are the things you (your **role**) can do in the process of OBTL to help enabling students to achieve the intended learning outcomes?



## In your group

- Share you list with each other
- Write 5 “things” on a blank paper which you agreed the most [please remark the respective **(role)** you are referring to]



## Recap

### Basics of Learning Outcomes Statements

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## Example

By the end of this lesson, students should be able to:

- identify basic shapes from various model buildings
- calculate volumes of different 3D shapes

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## Structure of a Learning Outcome

HK Exam Authority



- indicating what the learner will be able to do
- often with an associated adverb

- indicating on what the learner is acting

- a qualifying phrase to provide a context or condition



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**Exercise:**  
 Identify Action Verb, Object & Context from the example below

- By the end of this lesson, students should be able to:
- identify basic shapes from various model buildings
  - calculate volumes of different 3D shapes

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**Exercise:**  
 Identify Action Verb, Object & Context from the example below

- By the end of this lesson, students should be able to:
- identify basics shapes from of various model buildings
  - calculate volumes of different 3D shapes




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Generic Verbs	Ambiguous Verbs
Some verbs are relatively less informative about the depth of understanding.	Some verbs are so general in their meanings that they can hardly serve the functions of a learning goal or as criteria for assessment.
<p>communicate,            work, undertake,            make, solve,            learn</p> <p><small>Buck Ng (2007), IUT programme, EDC, Hong Kong PolyU.            Reference:            Curriculum Revision Resource Book: Curriculum Revision for Triennium 2005-08, Hong Kong PolyU, pp.17  <a href="https://www2.polyu.edu.hk/crresource/resourcebook.htm">https://www2.polyu.edu.hk/crresource/resourcebook.htm</a></small></p>	<p>understand, know,            appreciate, grasp</p>

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## Example 1

...demonstrate an understanding of the Henri Fayol's Principles of Management

...understand the Henri Fayol's Principles of Management

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## Example 2

...demonstrate an understanding of the Henri Fayol's Principles of Management

...analyse different scenarios with considerations of the Henri Fayol's Principles of Management

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## Taxonomy of the Learning Outcomes of the Three Domains of Competency Developed by Bloom and His Associates

### Cognitive Domain

Category	Examples and Outcome Illustrating Action Verbs
<p><b>Knowledge:</b> Recall data or information.</p>	<p><b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p><b>Outcome Illustrating Action Verbs:</b> defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognises, reproduces, selects, states.</p>
<p><b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p><b>Examples:</b> Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p><b>Outcome Illustrating Action Verbs:</b> comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.</p>
<p><b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p><b>Examples:</b> Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p><b>Outcome Illustrating Action Verbs s:</b> applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>

<p><b>Analysis:</b> Separates material or concepts into component parts so that its organisational structure may be understood. Distinguishes between facts and inferences.</p>	<p><b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognise logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p><b>Outcome Illustrating Action Verbs:</b> analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p><b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p><b>Examples:</b> Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p><b>Outcome Illustrating Action Verbs:</b> categorises, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes.</p>
<p><b>Evaluation:</b> Make judgments about the value of ideas or materials.</p>	<p><b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p><b>Outcome Illustrating Action Verbs:</b> appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarises, supports.</p>

## Are these outcome statements acceptable?

- recognize the social cultures in China
- appraise the concepts of leadership and management

Why or Why not?  
If not, how to modify?

In pairs, come up with  
answers / suggestions in 10 minutes



## Designing ILOs

- Measurable ?
- Observable ?
- Specific ?
- Achievable ?

Source of photo: [http://i.bp.blogspot.com/-ZFXqOkK9rr8/T\\_ElXbDeutI/AAAAAAAAABiw/14eBAYrF07A/s1600/checklist.jpg](http://i.bp.blogspot.com/-ZFXqOkK9rr8/T_ElXbDeutI/AAAAAAAAABiw/14eBAYrF07A/s1600/checklist.jpg)

Designing ILO which promotes higher order thinking

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### Bloom's Taxonomy



- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

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ILOs at various levels of a programme

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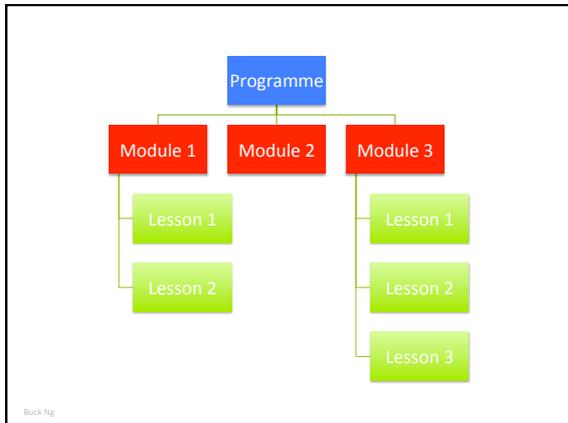
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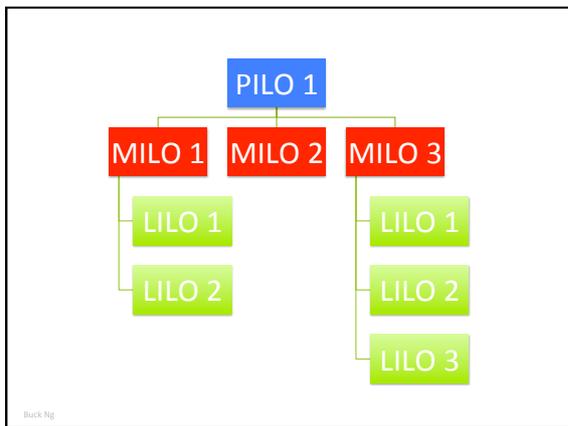
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## Programme / Course level

BA (Hons) in Hotel, Catering and Tourism Management

Define and apply the manager's role in **effectively organising, planning and controlling physical and financial resources**, **motivating human resources**, and rendering customer-driven service quality delivery.

*(School of Hotel and Tourism Management, PolyU)*

## Subject / Module level

Front office and housekeeping management

Describe the ways to motivate different level of staff in the Housekeeping Department.

Beverage operations and management in catering

Identify the necessary procedures for effective beverage stock control, marketing and sales in restaurant, catering, and wine shop operations

*Buck Ng (2007) Introduction to University Teaching Programme. EDC, Hong Kong PolyU.*

*Reference: Curriculum Revision Resource Book. Curriculum Revision for Triennium 2005-08. Hong Kong PolyU.*

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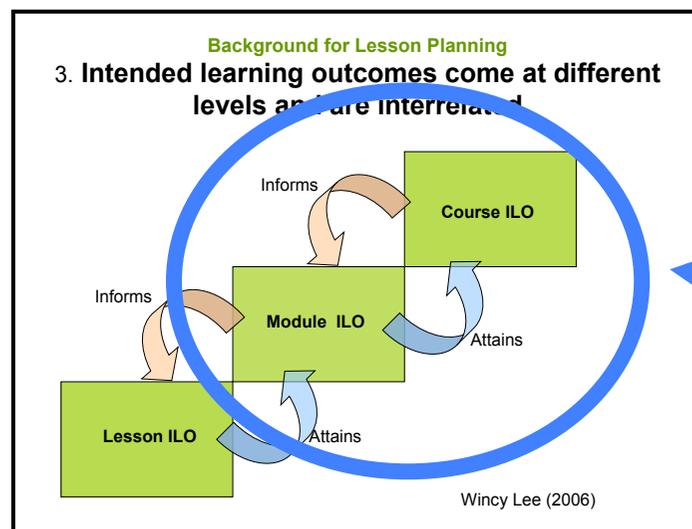
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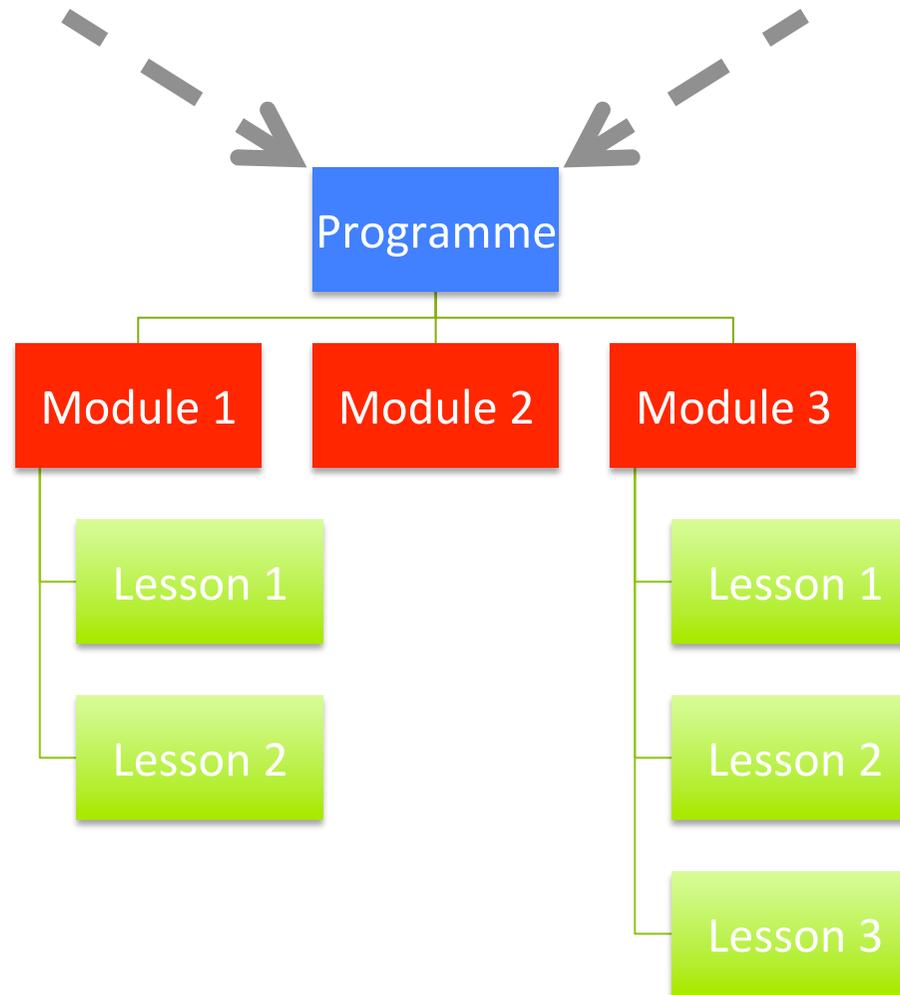
The above example illustrates the relationships between Programme ILO & Subject ILO

Buck Ng (2007) *Introduction to University Teaching Programme*. EDC, Hong Kong PolyU.

Reference: *Curriculum Revision Resource Book*. Curriculum Revision for Triennium 2005-08. Hong Kong PolyU.

Objectives

Outcomes



- Learning Outcome refers to the expectations kept from the student at the end of the course. At the end of a course, many teachers take a test to determine what the student has learned from the course syllabus. The outcome determines how effective the course was in teaching the student and how determined the student was to learn. It also helps uncover any glitches in the learning program that can help the teacher understand how effective their teaching method is. Learning outcomes are determined using tests and projects. Tests help understand how much the student understood, while projects help determine how well can the student apply the learning in real-life scenarios. Learning outcomes is basically the outcome of the syllabus. The outcome does not indicate the methodologies used by the professor to teach the subject matter or what activities are undertaken by the students to learn and understand the subject matter. It will only indicate at the end of the course, how much the student understood from the subject matter. The professor can also state the outcome expected at the beginning of the class.
- Learning objective is described as what the student can expect from the teacher at the end of the course. It is actually the opposite of the outcome. In learning objective, the subject matter that will be covered during the duration of course can be called as learning objective. It determines what the course will have provided to the student. It can be described as what is the 'added value' of the teaching. Learning objective determine what the student will be able to understand after the course is completed and what the teacher will have covered in the duration of the course. Learning objectives are specific, attainable, realistic and measureable.

Source:

<http://www.differencebetween.info/difference-between-learning-outcome-and-learning-objective>

**Goal** – A goal is a broad definition of student competence. You may remember that we now have six baccalaureate goals. Examples of these goals include:

- Students will be competent in critical questioning and analysis.
  - Students will have an appreciation of the necessity and difficulty of making ethical choices.
  - Students will know how to make connections among apparently disparate forms of knowledge.
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**Objective** – A course objective describes what a faculty member will cover in a course. They are generally less broad than goals and more broad than student learning outcomes. Examples of objectives include:

- Students will gain an understanding of the historical origins of art history.
  - Student will read and analyze seminal works in 20<sup>th</sup> Century American literature.
  - Students will study the major U.S. regulatory agencies.
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**Student Learning Outcome** – A detailed description of what a student must be able to do at the conclusion of a course. When writing outcomes, it is helpful to use verbs that are measurable or that describe an observable action. Such verbs help faculty (and students) avoid misinterpretation. The best outcomes will include a description of the conditions (“when given x, you will be able to...”) and the acceptable performance level.

Source: [http://wac.sfsu.edu/sites/default/files/student\\_learning\\_outcomes.pdf](http://wac.sfsu.edu/sites/default/files/student_learning_outcomes.pdf)

## HSMC Examples

**RESTRICTED**

- ... will enable students to work in a team with effective social and interpersonal skills
- ...equip students with an in-depth understanding of concepts, strategies and skills in business administration

# Mappings

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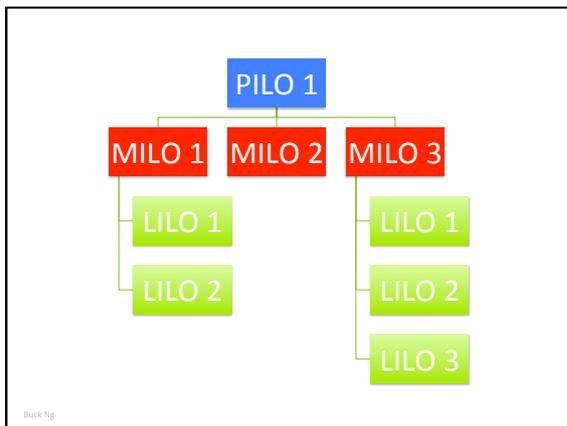
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## Example: Mapping of MILO with PILO

	学科	Credits	P1	P2	P3	P4	P5	P6	P7	P8
CHN 9081	中文传意	3	✓		✓					✓
BUS 9991	Principles of Super Big Data Economy	3	✓		✓				✓	✓
...	...	...								
GEN 8801	Computer Basics	6		✓		✓	✓	✓		
GEN 8802	...	3					✓	✓		✓
...	...									

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# About QF, QR & GLD



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## Hong Kong Qualifications Framework

<http://www.hkqf.gov.hk>



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## HKQF's Outcome Standards

- The QF is designed to be applicable to all sectors to facilitate the **interface** between academic, **vocational** and continuing education. Each of the seven levels is characterized by **outcome-based** generic level descriptors ...
- ... represent a certain industry's benchmarks for the **skills, knowledge** and **attributes** (under **4 dimensions**) required to perform a job

<http://www.hkqf.gov.hk>

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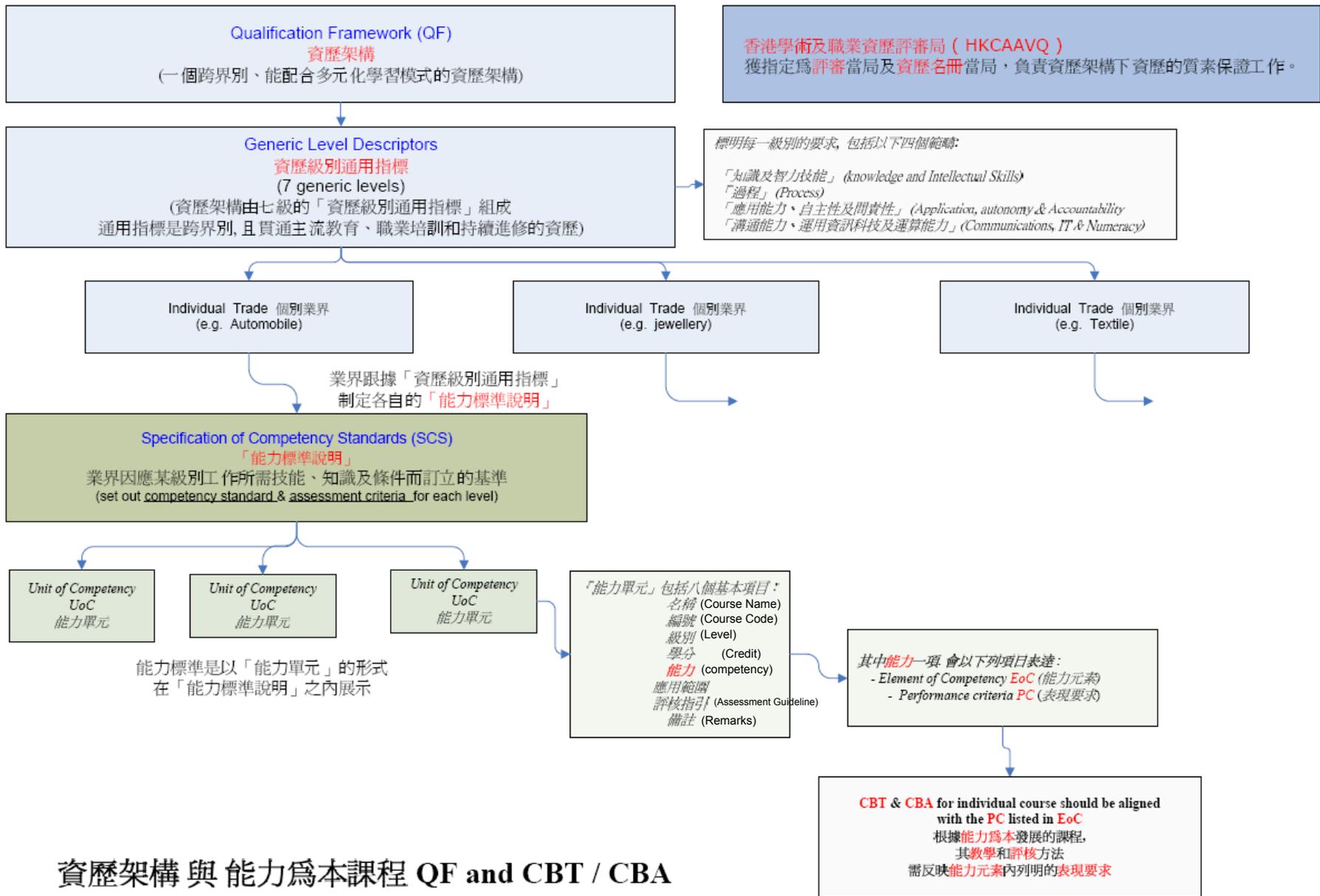
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## 資歷架構與能力為本課程 QF and CBT / CBA



## QUALIFICATIONS REGISTER (QR)

[Home](#)

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### Qualifications Register (QR)

Welcome to the [Qualifications Register \(QR\)](#) !

QR is a centralised online database containing information on quality assured qualifications and their operators and assessment agencies for Recognition of Prior Learning. All qualifications listed on the QR are quality-assured and recognised under the [Qualifications Framework](#). Under the Accreditation of Academic and Vocational Qualifications Ordinance, the [Hong Kong Council for Accreditation of Academic and Vocational Qualifications](#) is specified as the QR Authority.

We hope you will find this website and the information useful. Enjoy a pleasant navigation!

**Please click the following button to search the qualifications:**

### News & Events

**21 January 2015**

To view the presentation power points of the QR Operators Briefing 2015, please click the following links:

- (1) [Credit Accumulation and Transfer \(CAT\): A Phased Implementation](#)
- (2) [Credit Accumulation and Transfer \(CAT\): Quality Assurance and the Qualifications Register \(QR\)](#)
- (3) [Award Titles Scheme and Use of QF Credit: A Stock Take](#)
- (4) [Qualifications Register \(QR\): A Snapshot](#)

**16 January 2015**



<http://www.hkqr.gov.hk/HKQR/welcome.do>

# QF Levels

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## GLD Generic Level Descriptors

Knowledge and Intellectual Skills	Process	Application, Autonomy & Accountability	Communication, IT and Numeracy
<p>1. Demonstrate and work with critical awareness of a subject discipline, including an in-depth understanding of complex theories and concepts within the discipline.</p> <p>2. Identify, investigate and apply relevant theories and concepts.</p> <p>3. Deal with any complex and/or new issues and make informed judgements in the absence of complete information.</p> <p>4. Make a critical and logical contribution to a specialist field of enquiry or broader interdisciplinary relationships.</p>	<p>Demonstrate command of research and methodological issues and engage in critical dialogue.</p> <p>Develop creative and original responses to problems and issues in the context of new circumstances.</p>	<p>Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances.</p> <p>Demonstrate flexibility and ingenuity in solving and solving problems.</p> <p>Accept accountability in ethical decision making.</p> <p>High degree of autonomy, with full responsibility for one's work, and significant responsibility for others.</p> <p>Deal with complex ethical and professional issues.</p>	<p>Integrate new communication skills, adapting content and progress to a range of audiences.</p> <p>Communicate at the standard of published academic work and/or critical dialogue.</p> <p>Initiate, review and reflect on one's work and skill development, and change and adapt in the light of new demands.</p> <p>Use a range of software and specialist equipment to enhance work, including data requirements.</p> <p>Critically evaluate numerical and graphical data, and employ such data accurately.</p>

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## GLD Generic Level Descriptor

- Process
- Application, autonomy and accountability
- Communication, IT and numeracy
- Knowledge and intellectual skills

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Knowledge & Intellectual Skills	Knowledge & Intellectual Skills	Knowledge & Intellectual Skills	Knowledge & Intellectual Skills
<ul style="list-style-type: none"> <li>- Develop a rigorous approach to the acquisition of a broad knowledge base, with some specialist knowledge in selected areas</li> <li>- Present and evaluate information, using it to plan and develop investigative strategies</li> <li>- Deal with well defined issues within largely familiar contexts, but extend this to some unfamiliar problems</li> <li>- Employ a range of specialised skills and approaches to generate a range of responses.</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas through the analysis of abstract information and concepts</li> <li>- Command wide ranging, specialised technical, creative and/or conceptual skills</li> <li>- Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses</li> <li>- Analyse, reformat and evaluate a wide range of information</li> <li>- Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues</li> <li>- Draw on a range of sources in making judgments.</li> </ul>	<ul style="list-style-type: none"> <li>- Critically review, consolidate, and extend a systematic, coherent body of knowledge</li> <li>- Utilise highly specialised technical research or scholastic skills across an area of study</li> <li>- Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses</li> <li>- Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline</li> <li>- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate and work with a critical overview of a subject or discipline, including an evaluative understanding of principal theories and concepts, and of its broad relationships with other disciplines</li> <li>- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information</li> <li>- Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information</li> <li>- Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships.</li> </ul>

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Source: Generic Level Descriptors

[http://www.hkqf.gov.hk/media/HKQF\\_GLD\\_e.pdf](http://www.hkqf.gov.hk/media/HKQF_GLD_e.pdf)

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Generic Level 4	Generic Level 5	Generic Level 6	Generic Level 7
Processes	Processes	Processes	Processes
<ul style="list-style-type: none"> <li>- Operate in a range of varied and specific contexts involving some creative and non-routine activities</li> <li>- Exercise appropriate judgement in planning, selecting or presenting information, methods or resources</li> <li>- Carry out routine lines of enquiry, development of investigation into professional level issues and problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise diagnostic and creative skills in a range of technical, professional or management functions</li> <li>- Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Transfer and apply diagnostic and creative skills in a range of situations</li> <li>- Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation</li> <li>- Conduct research, and/or advanced technical or professional activity</li> <li>- Design and apply appropriate research methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate command of research and methodological issues and engage in critical dialogue</li> <li>- Develop creative and original responses to problems and issues in the context of new circumstances.</li> </ul>

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Source: Generic Level Descriptors  
[http://www.hkqf.gov.hk/media/HKQF\\_GLD\\_e.pdf](http://www.hkqf.gov.hk/media/HKQF_GLD_e.pdf)

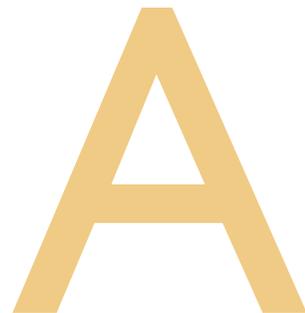
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Level Descriptors	Level Descriptors	Level Descriptors	Level Descriptors
<p>Application, Autonomy &amp; Accountability</p> <ul style="list-style-type: none"> <li>- The ability to perform skilled tasks requiring some discretion and judgement, and undertake a supervisory role</li> <li>- Undertake self-directed and a some directive activity</li> <li>- Operate within broad general guidelines or functions</li> <li>- Take responsibility for the nature and quantity of own outputs</li> <li>- Meet specified quality standards</li> <li>- Accept some responsibility for the quantity and quality of the output of others.</li> </ul>	<p>Application, Autonomy &amp; Accountability</p> <ul style="list-style-type: none"> <li>- Perform tasks involving planning, design, and technical skills, and involving some management functions</li> <li>- Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</li> <li>- Work under the mentoring of senior qualified practitioners</li> <li>- Deal with ethical issues, seeking guidance of others where appropriate.</li> </ul>	<p>Application, Autonomy &amp; Accountability</p> <ul style="list-style-type: none"> <li>- Apply knowledge and skills in a broad range of professional work activities</li> <li>- Practice significant autonomy in determining and achieving personal and/or group outcomes</li> <li>- Accept accountability in related decision making including use of supervision</li> <li>- Demonstrate leadership and /or make an identifiable contribution to change and development.</li> </ul>	<p>Application, Autonomy &amp; Accountability</p> <ul style="list-style-type: none"> <li>- Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances</li> <li>- Demonstrate leadership and originality in tackling and solving problems</li> <li>- Accept accountability in related decision making</li> <li>- High degree of autonomy, with full responsibility for own work, and significant responsibility for others</li> <li>- Deal with complex ethical and professional issues.</li> </ul>



Source: Generic Level Descriptors  
[http://www.hkqf.gov.hk/media/HKQF\\_GLD\\_e.pdf](http://www.hkqf.gov.hk/media/HKQF_GLD_e.pdf)

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Communication, IT and Numeracy	Communication, IT and Numeracy	Communication, IT and Numeracy	Communication, IT and Numeracy
<ul style="list-style-type: none"> <li>- Use a wide range of routine skills and some advanced skills associated with the subject/discipline — for example:</li> <li>- Present using a range of techniques to engage the audience in both familiar and some new contexts</li> <li>- Read and synthesise extended information from subject documents; organise information coherently, convey complex ideas in well-structured form</li> <li>- Use a range of IT applications to support and enhance work</li> <li>- Plan approaches to obtaining and using information, choose appropriate methods and data to justify results &amp; choices</li> <li>- Carry out multi-stage calculations.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example:</li> <li>- Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences</li> <li>- Participate in group discussions about complex subjects; create opportunities for others to contribute</li> <li>- Use a range of IT applications to support and enhance work</li> <li>- Interpret, use and evaluate numerical and graphical data to achieve goals/targets.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists</li> <li>- Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software</li> <li>- Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work.</li> </ul>	<ul style="list-style-type: none"> <li>- Strategically use communication skills, adapting context and purpose to a range of audiences</li> <li>- Communicate at the standard of published academic work and/or critical dialogue</li> <li>- Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands</li> <li>- Use a range of software and specify software requirements to enhance work, anticipating future requirements</li> <li>- Critically evaluate numerical and graphical data, and employ such data extensively.</li> </ul>



Source: Generic Level Descriptors

[http://www.hkqf.gov.hk/media/HKQF\\_GLD\\_e.pdf](http://www.hkqf.gov.hk/media/HKQF_GLD_e.pdf)

## In your group

- Read the PACK (Level 4 – 7)
- Identify the key characteristics of QFL5 & QFL6



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Employer focuses on **competencies** which is represented by the **ability in performing a specific function in a particular job or occupation.**

Teachers assess **learning outcomes**, which covers the **disciplinary skills, knowledge, problem solving skills** and **generic skills & attitude** that students are developing, as **a result of learning.**



Aligned with Graduate Attributes



Thanks to Raymond Wan, VTC for sharing!

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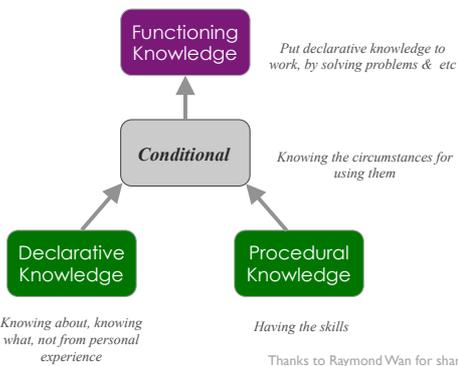
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Thanks to Raymond Wan for sharing!  
Biggs, J. (2nd edition, 2003) *Teaching for Quality Learning at University*. (Chapter 3, Formulating and clarifying curriculum objectives). Buckingham: Society for Research in Higher Education & Open University Press.

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Can **extend** what has been found through the problem to **other** situations

Can **generalize** using knowledge **within** the problem situation

Can **use** relevant knowledge/skills in **combination**

Uses relevant knowledge/skills in isolation



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Thanks to Raymond Wan for sharing!

Biggs, J. (2nd edition, 2003) Teaching for Quality Learning at University (Chapter 3: Formulating and clarifying curriculum objectives). 52. Buckingham: Society for Research in Higher Education & Open University Press.

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**QUALIFICATIONS FRAMEWORK (QF)**

The QF is a proposed architecture, or skeletal structure, to order and support qualifications, and **facilitate** and promote lifelong learning.

The architecture consists of seven levels and an open-ended Entry level below level 1. **The seven levels are described by generic level descriptors, which include recognition of the cognitive skills of critical thinking and problem solving, and the commonly applied skills of communication, information technology and numeracy.** These generic level descriptors are used to locate a qualification at one of the seven levels on the framework.

Education 教育統籌局  
and Manpower Bureau

Executive summary 4

Thanks to Raymond Wan for sharing!

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**QF requirements & assessment**

Dominating Characteristics	
L6	Through research & development to provide solutions/ Why and why not. (technical research / scholastic approach) Specialization in a subject/ discipline.
L5	Conceptual approach to problem solving/ Why and why not? (conceptual approach) Extensive Knowledge Base
L4	Broad knowledge base with some specialization in selected areas, transferability of intellectual skills, supervisory. Why and why not? (empirical approach)

Thanks to Raymond Wan for sharing!

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## Constructive Alignment



Source of picture: OBTL e-Learning Tool for Teaching, Learning and Assessment. EDO, City University of Hong Kong (2007).  
[http://www.cuhk.edu.hk/edol/obtl/learn\\_tool/index.htm](http://www.cuhk.edu.hk/edol/obtl/learn_tool/index.htm)

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## Constructive

- relates to theories about how students construct knowledge and is based on the notion of 'Constructivism'.

## Alignment

- refers to ensuring that our teaching and learning activities and assessment tasks are **directly addressing** the intended learning outcomes we have chosen for our course/programme.

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## Constructive Alignment

- ...a design for implementing OBTL in three stages:
  - Intended Learning Outcomes (ILO's)**: These explicitly express the course or programme curriculum in terms of specific outcome knowledge, skills or abilities based on an appropriate action verb.
  - Teaching and Learning Activities (TLA's)**: Providing and engaging students in a range of learning activities that are designed to provide them with the opportunity to achieve the stated outcomes.
  - Assessment Tasks (AT's)**: Assessing how well students have attained those outcomes and converting the results into a final grade for the course.

Source: OBTL e-Learning Tool for Teaching, Learning and Assessment. EDO, City University of Hong Kong (2007).  
[http://www.cuhk.edu.hk/edol/obtl/learn\\_tool/index.htm](http://www.cuhk.edu.hk/edol/obtl/learn_tool/index.htm)

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## Reference

- PolyU EDC <http://www.polyu.edu.hk/obe/>
- CityU [http://www.cityu.edu.hk/edge/obt/elearn\\_tool/index.htm](http://www.cityu.edu.hk/edge/obt/elearn_tool/index.htm)

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Example: Intended Learning Outcome (LO):

**Upon completion of the course, students should be able to demonstrate their capability in participating a swimming event and fulfilling their role(s) in this event.**

**Which of the following assessment(s) is/are suitable for assessing the ILO ?**

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**Assessment Tasks (ATs):**

1. **Written examination-**  
Students are required to recall the steps of swimming and safety measures of swimming in a swimming pool.
2. **Reflective journal-**  
Students are required to record the process and reflect on how swimming skills are acquired.
3. **Practical test-**  
Students are required to swim in a swimming pool.