

### Appendix 3: A hypothetical example of a Programme LOAP

*Please note that this is a hypothetical example that has been prepared to help you understand more about what are expected for a Programme LOAP. To keep it as simple as possible, we have only shown some illustrations of a mission/goals statement rather than the whole thing, and have focused on only three intended learning outcomes. We have drawn from various sources to compile this example, so it is not meant to represent any specific programme in PolyU or in any other institution.*

**Department/Faculty:** Health Sciences

**Name of Programme:** Radiation Therapy

**Programme Mission/Goals<sup>1</sup>:**

Our mission is to prepare graduates for professional careers in radiation therapy... This programme aims to produce competent radiation therapists with solid knowledge and skills about radiation therapy and therapeutic radiation treatments, who **are able to apply this knowledge to practice**, and have the competency to deliver quality care...

Students should be able to master the skills of clinical reasoning, **communication and interpersonal skills, problem solving** and the use of information technology... They also develop attitudes of professional ethics, lifelong learning, and the ability to work as a member of an inter-professional team with other health care professionals...

#### Part I: Programme learning outcomes assessment methods and procedures

Programme intended learning outcomes <sup>2</sup>	LOA methods and measures <sup>3</sup>	How the data will be collected <sup>4</sup>	Criteria for success <sup>5</sup>	How the data will be disseminated and used for improvement <sup>6</sup>
Ability to apply a suitable problem-solving heuristic to deal with unfamiliar problems	<ol style="list-style-type: none"> <li>1. Problem-based learning task in R302 (Final year, Semester 1)</li> <li>2. Problem question in final exam of R303 (Final year, Semester 2)</li> <li>3. Alumni survey 12 months after graduation asks if the programme:               <ul style="list-style-type: none"> <li>Item 1: Helped graduates develop problem-solving skills</li> <li>Item 10: Prepared graduates to deal appropriately with most situations that arise</li> </ul> </li> </ol>	<p>1&amp;2: Assessment to be done by subject teachers using an agreed rubric for assessing problem solving skills</p> <p>3&amp;4: Administration and analysis to be coordinated by programme leader. All items will be rated on a 5-point Likert scale (1=strongly disagree, 5=strongly agree).</p>	<p>1&amp;2: 90% of students being rated “satisfactory” or above on all criteria</p> <p>3&amp;4: 75% or more of the respondents giving ratings of 4 or above on the 5-point scale</p>	<ul style="list-style-type: none"> <li>▪ Results to be summarized in the annual programme outcomes assessment report, which will be sent to the HoD and programme team</li> <li>▪ Results to be reviewed and discussed in the programme committee meeting in June each year to identify weaknesses and plan programme improvement</li> <li>▪ Outcomes assessment results and improvement plan to be</li> </ul>

	4. Employer survey 6 months after graduation asks for assessment of our graduates on: Item 1: Problem-solving skills			reported in the annual Departmental QA Report for Dean's and PolyU QAC(AD)'s endorsement and scrutiny
Ability to communicate effectively with clients and other professionals, both orally and in writing	<p>1. Oral presentation of Final Year Project (R307)</p> <p>2. Assessment in Clinical Practice (R305) of ability to communicate with patients and other professionals</p> <p>3. Alumni survey 12 months after graduation asks if the programme: Item 2: Helped graduates develop my abilities to communicate effectively with patients, patients' families, other staff members and others Item 3: Helped graduates to collaborate with members of the health care team</p> <p>4. Employer survey 6 months after graduation asks for assessment of our graduates on: Item 13: Ability to work as part of a team Item 14: Ability to establish rapport with patients</p>	<p>1: Assessment to be done by FYP supervisors based on a rubric for assessing oral presentation skills.</p> <p>2: Assessment to be done by clinical supervisors based on a rubric for assessing interpersonal skills</p> <p>3&amp;4: Administration and analysis to be coordinated by programme leader. All items will be rated on a 5-point Likert scale (1=strongly disagree, 5=strongly agree)</p>	<p>1&amp;2: Over 95% of students being rated "satisfactory" or above on all of the rubric criteria by the FYP or clinical supervisors</p> <p>3&amp;4: 75% or more of the respondents giving ratings of 4 or above on the 5-point scale</p>	

<p>Ability to apply knowledge and skills gained from the programme to professional practice in the workplace:</p>	<ol style="list-style-type: none"> <li>1. Assessment of students' professional competence by clinical supervisors in the last Clinical Practice (R305) before graduation</li> <li>2. Alumni survey 12 months after graduation asks if the programme: <ul style="list-style-type: none"> <li>Item 6: Prepared graduates to deliver therapeutic radiation treatments</li> <li>Item 7: Prepared graduates to base my practice on a system perspective and other theories/models</li> <li>Item 9: Prepared graduates to provide radiation therapy care to patients</li> </ul> </li> <li>3. Employer survey 6 months after graduation asks for assessment of our graduates on: <ul style="list-style-type: none"> <li>Item 6: Treatment delivery performance</li> <li>Item 7: Overall knowledge of radiation therapy</li> <li>Item 10: Ability to work on treatments/ simulation equipment</li> <li>Item 12: Level of patient care provided</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1: Assessment to be done by clinical supervisors based on a rubric for assessing professional competence in the workplace</li> <li>2&amp;3: Administration and analysis to be coordinated by programme leader. All items will be rated on a 5-point Likert scale (1=strongly disagree, 5=strongly agree)</li> </ol>	<ol style="list-style-type: none"> <li>1: Over 95% of students being rated "satisfactory" or above by the clinical supervisors</li> <li>2&amp;3: 75% or more of the respondents giving ratings of 4 or above on the 5-point scale</li> </ol>	
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**Part II: Implementation schedule and responsibility**

LOA methods or activities	Implementation schedule <sup>7</sup> [Please ✓ the academic year(s) during which the LOA activity will be conducted]			Person(s) responsible [Name(s) of person(s) with primary responsibility for implementing the activity]
	2009-10	2010-11	2011-12	
1. Course-embedded assessments				
(a) R302 Problem-based learning task	✓		✓	Subject teacher of R302 (Sabrina)
(b) R303 Problem question	✓		✓	Subject teacher of R303 (Thomas)
(c) R305 Assessment of students' ability to communicate with clients and professional competence by clinical supervisors	✓	✓	✓	Coordinator of R305 Clinical Practice (Louisa)
(d) R307 Assessment of students' oral presentation skills		✓		Coordinator of R307 Final Year Project (Raymond)
2. Alumni survey	✓		✓	Programme leader (Carol) with support of departmental Executive Officer (Jennifer) and Educational Development Unit
3. Employer survey		✓		Programme leader (Carol) with support of departmental Executive Officer (Jennifer) and Student Affairs Unit
4.				