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THE HONG KONG
POLYTECHNIC UNIVERSITY

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Educational Development Centre
THE HONG KONG POLYTECHNIC UNIVERSITY

Working Group on Outcome-Based Education

Ref. No. 2010-12/OBE/20
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**Projects on Promoting Outcome-Based Education
2010-12
Application for OBE Funding**

PART I: General Information

1. Title

Exploring the Impact of outcome-based education on physiotherapy and occupational therapy students, and analysis of stakeholders' opinions on learning outcome achievement, and expectations from the 3-3-4 Graduates

2. Name(s) of Applicant(s)

Project Leader

Name	Dept	Post	Groupwise	Ext.
Dr. Grace Szeto	RS	Associate Prof	Grace.Szeto	6706
Dr. Kenneth Fong	RS	Assistant Prof	Kenneth.Fong	6716

Team Member(s)

Name	Dept	Post	Groupwise	Ext.
Dr. Margaret Mak	RS	Associate Prof	Margaret.Mak	6708
Prof. Hector Tsang	RS	Professor	Hector.Tsang	6750

3. Total funding requested

HK\$ _____

4. Expected duration of project: _____ 18 _____ months

Proposed commencement date: April 1, 2011

Expected completion date: October 31, 2012

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FACULTY OF
HEALTH & SOCIAL SCIENCES

PART II: DETAILS OF PROPOSAL

1. Project objectives and significance

(What are your objectives in initiating this project? How does it align with the goals and targets of the University, your faculty/ school or your department in implementing OBE?)

Background

PolyU adopted outcome-based education (OBE) in 2004 as an institutional strategy to reform academic programmes in order to enhance the quality of our graduates. For the past few years, educational research has reported on the positive benefits of OBE on students, in terms of professional and generic skills. However, how students evaluate their own learning outcomes and how they think of their future development as a result of OBE learning process is yet to be evaluated. OBE reformers¹ have proposed that OBE methods function to prepare students for future career development by changing their beliefs, attitudes and behaviors and this will better equip them to face the constant change in our society.

Being the sole provider of PT and OT education in Hong Kong, the Department is committed to take a proactive role in training our students to be competent and professional in their career developments. As educators of these two important healthcare professions, we need to ensure that our graduates are adequately prepared to cope with the current needs of the society and meet the expectations of various stakeholders. These stakeholders include government institutions (Hospital Authority and Dept of Health), non-government organizations (NGO) as well as private practice groups and hospitals. We need to ensure that our programme outcomes are aligned with the current and future needs of Hong Kong as well as international societies.

Knowing student's perception of learning outcomes and expectations of our changing educational structure is very important, and it is also consistent with the objectives of the OBE programme. The PolyU has aligned the 334 higher education reform with major restructuring of the university education programmes, introducing more elements of personal development and a major-minor program structure, to enhance a more holistic education. Within the RS department, the professional subject content of the PT and OT undergraduate programmes has also undergone major revamping in order to match with the most current international guidelines for entry-level education of these two professions.

Whether these major changes in our educational programmes are conducive to intended learning outcomes need to be investigated, in order to provide information for further improvement in the future. Consistent with the OBE spirit, we need to approach the stakeholders including our graduates and their employers to evaluate the outcomes of our changing education system. Especially in the years of 2011-2012 and 2012-2013, in which the PolyU will be providing for two groups of undergraduates, namely, 3-years and 4-years undergraduates. We anticipated that with regard to OBE and their own learning outcomes, the two groups of undergraduates might possibly not have the same view. It will be insightful to know their different views in this transitional period from the old system to the new 334 curriculum.

¹ For example, Spady (1994) stated that transformational OBE emphasizes long-term, cross-curricular outcomes that are related directly to students' future life roles (such as being a productive worker or a responsible citizen or a parent).

Objectives

The overall goal of the proposed project is to explore the influence of outcome-based education on physiotherapy and occupational therapy students, and the stakeholders' perception of the learning outcomes obtained and their expectations of future graduates from the 334 education system. Specific study objectives include:

- (a) To identify and map out the scopes of intended learning outcomes as understood, learnt and achieved by PT/OT students and the expectations of related stakeholders including policymakers/employers, patients, parents and graduates.
- (b) To understand students' perspective of future roles in PT and OT career through an establishment of a continuous process of self-evaluation of the influence of OBE learning on their future visions over 3 years.
- (c) To review the intended learning outcomes, OBE-led PT and OT curriculum and strategies of teaching and learning for 3-years and 4-years undergraduates respectively.

Significance

This proposed project has the following significance:-

- (a) This proposed project denotes the second phase of an overall development and implementation of outcome-based education of physiotherapists, occupational therapists in meeting the future needs and challenges of changing Hong Kong society.
- (b) This proposed project focuses on the voice of PT/OT students and values their role as active learners in the course of OBE learning process. The findings obtained from this perspective will be providing insights on PT student's participation in OBE.
- (c) Moreover, the proposed project will reflect the implementation of the 3-3-4 curriculum of undergraduate PT/OT education and illustrate differences between it and the former system.

2. Target users

(Who are the intended users of the deliverables of the project?)

The target users of the deliverables of this project will be the management team of the RS department, the Departmental Teaching and Learning Committee, the PT and OT teaching staff of the undergraduate programmes.

If the target users are students, complete the table below:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year

Please insert rows in the table if more space is required for additional information.

3. Outcomes and deliverables

(a) Major outcomes and deliverables

(What will be the major outcomes and deliverables of the project?)

Major outcomes and deliverables with descriptions

(a)	Outcome: Survey of external stakeholders' opinions on evaluation of current PT/OT graduates and alignment with OBE outcome achievements Deliverable: 1 Full report of survey results and analysis
(b)	Outcome: Survey of past graduates (last 3 years) and current students on OBE achievements and expectations from changing education structure with the 334 curriculum Deliverable: 1 Full report of survey results and analysis
(c)	Outcome: Focus group interviews with stakeholders and current students to obtain more in-depth qualitative data Deliverable: 1 Report on analysis of focus group interviews
(d)	Outcome: Project team evaluation of all results Deliverable: 1 final integrated report on results of whole project and recommendations of areas for further improvement in new curriculum planning

Please insert rows in the table if more space is required for additional information.

(b) Plan for developing and piloting / implementing the deliverables

(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)

A one-and-half-year study period is proposed for this project. In order to provide more meaningful in-depth data, a mixed method of both quantitative and qualitative designs will be chosen to answer the project objectives. Three major tasks will be covered in the study period:

- (a) Collect information via two different sets of cross-sectional structured surveys by the validated "RS Employer's Survey Questionnaire" in 2008 (Appendix) for related stakeholders. This questionnaire will be modified to match the aims of this current project and to target the questions at both the current and the new 334 education systems. An external surveying body will be entrusted to collect the first set of data from related stakeholders regarding the scope of intended learning outcomes achieved by and expected from PT and OT graduates. The related stakeholders refer to PT/OT policymakers/employers from public hospitals, in NGOs and in private organizations; patients/clients of PT/OT service; parents of PT/OT students and PT/OT graduates. The second set of survey which is to be conducted inside campus aims to collect data on PT/OT students' perspective of future roles in relation to OBE learning approach. Descriptive statistics will be reported in the surveys, with comparison of responses by employers and students.
- (b) An establishment of a continuous process of self-evaluation of impact of OBE on students' future visions such as future career plans, life roles, life goals, etc. This process will be carried out at the start and end of the academic year by focus groups, 1 group for each year, both 3-year and 4-year system, PT and OT students. Students will be asked to reflect their personal experiences in the respective 3-year or 4-year system – their responses will be compared to illustrate differences between the two systems. The focus groups will be conducted using semi-structured interview to collect data regarding students' learning experience, their previous expectations and their final career plans. Semi-structured questionnaires will be prepared. To ensure representation and homogeneity, 10 participants of each year who volunteer for focus groups will be selected by stratified purposeful sampling. Also, repeated focus group interviews of the same group of students is considered an important strategy to trace the self-evaluation of undergraduate students in the course of OBE learning. The interview transcripts will be reviewed and the points that have similar characteristics will be clustered together to form sub-summations of themes. When all key points are included, masters of theme will be

developed alongside with the students' details and quotes, which will be translated into English and documented in the project report.

- (c) One interactive forum will be held as a platform for teaching staffs, stakeholders, and PT/OT students to review the significance of OBE approach, the intended learning outcomes and students' vision of their future possibilities against the data collected from structured surveys and focus group interviews. Future ways to closely link OBE and stakeholders' expectations in the new 334 curriculum will be identified and proposed.

Timeframe of the project

Timeframe	Actions
Pilot	
1 st month	-Recruitment of a project associate -Literature review -Designing structured survey questionnaires for stakeholders -Contact external organizations and obtain quotations for conducting the two surveys
Main study phase	
2 nd – 4 th month	-Preparation for focus group interviews conducting focus group interviews of year 2 and year 3 students
5 th – 9 th Month	-Designing semi-structured questionnaire for PT/OT students -Focus group interviews of year 1 students in the orientation week -Data analysis and drafting of a short report Submission of progress report
10 th – 12 th month	-Structured survey for stakeholders by external surveying body Structured survey for PT/OT students inside campus by external surveying body
13 rd – 15 th month	-Focus group interviews of year 1, year 2 and year 3 students -Interactive forum for teaching staff, stakeholders, and students
Final phase	
16 th – 18 th month	-Data entry, data analysis and final report writing -Prepare manuscript for dissemination to stakeholders and publication -Submission of completion report

Planned pilot / implementation period of the deliverables:

Start Date (dd/mm/yyyy): start pilot: 01/06/2010,

End Date (dd/mm/yyyy): deliverables ready: 30/10/2012

4. Dissemination and sharing plan

(How are you going to disseminate and share the outcomes and deliverables of your project?)

Findings of the proposed project would be shared by;

- Posting data summary on the Department website
- Data sharing and discussion at the interactive forum – to inform the stakeholders of outcomes of present project
- A sharing session through the Departmental Teaching and Learning Committee (DLTC) and at EDC OBE workshops
- A written report on the proposed project
- Publication of findings at local or international refereed journals

5. Evaluation plan

(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of OBE in PolyU?)

****For the purpose of monitoring the quality of funded projects, an evaluation plan with clear evaluation objectives, appropriate methodologies and specific timeline must be included in the proposal.***

- 1) The data collected in our project will be used to re-align our teaching so that students learn what we intend them to learn by making use of new Students' Intended Learning Outcomes (SILO) individually for every programme and for every subject.
- 2) The data collected in this project together with suggestions will be submitted in the form of a report in 6 months to the Departmental Learning and Teaching Committee (DLTC) of RS.
- 3) The committee may consider the suggestions and implement in an action plan according to whether:
 - No action is required
 - Short-term or immediate revision in teaching approach is necessary
 - Long-term revision in teaching approach is necessary
 - The action is non-achievable
- 4) Based on this action plan, the DLTC committee may make recommendations to the PT and OT programme teaching teams to further improve on the new curriculum. A ½ year follow-up on the action plan is suggested to evaluate the effectiveness of the action plan.

6. Impact


(How will the project contribute to the success of the implementation of OBE in PolyU/ Faculty/ School/ Department/ programme/ subject?)

RS has been the sole educational provider for training up our new generation of physiotherapists and occupational therapists in Hong Kong for 30 years. Although there have been a lot of changes over the past twenty years for elevating the programme to the existing curriculum, there is still a strong need to evaluate our teaching approach in the new 334 system. This project denotes the second phase of an overall development and implementation of outcome-based education of physiotherapists, occupational therapists in meeting the future needs and challenges of changing Hong Kong society. It will assist in the successful transition of our old to the 334 curriculum and in line with the expectations of stakeholders and students.

Appendix:

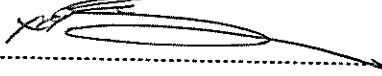
Samples of survey questionnaires used in past employer and graduate surveys are attached for reference.

Project Leader

Name: Grace Pui Yuk Szeto Signature: 
(in block letters)

Dept: RS Date: 28-12-2010

Project Leader

Name: FONG NAI KUN KENNETH Signature: 
(in block letters)

Dept: RS Date: 28-12-2010

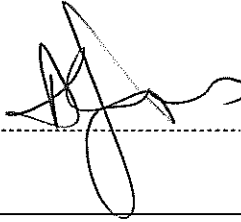
PART IV: ENDORSEMENT

Endorsement by Head of Department (Host Department of the project leader):

Comments on the proposal:

This proposal is supported by the Department.

Name: Prof. Alice Jones, Ag Head, RS
(in block letters)



Date: 4 January 2011

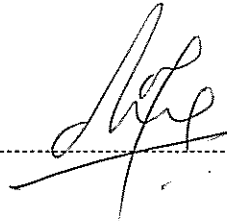
Endorsement by Chair of F/SLTC (Host Faculty/School of the project leader):

Comments on the proposal:

Rank #3. Second phase project that builds on success of previous one.

Name: Dr Danny Frokel
(in block letters)

Signature:



Date:

20/1/11

Endorsement by Dean of Faculty/ Director of School (Host Faculty/School of the project leader):

1. Comments on the proposal:

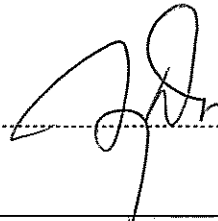
Ranking by Chair of FLTC is hereby endorsed.

2. Priority of the proposal (if there is more than 1 submission from the Faculty/School):

see above

Name: Prof. George Woo
(in block letters)

Signature:



Date:

21 Jan 2011

Please return this form to Miss Kevinia Cheung,
Secretary of the Working Group on Outcome-Based Education, c/o Educational Development Centre
by 14 January 2011



Instructions: Please use a black/blue ball pen to shade the appropriate ovals completely to indicate your view on the close-response items, and write down your responses to the open-ended questions in the space provided.

Part I Personal and employment information

1. **Programme of study graduated from**
 - ① BSc (Hons) in Occupational Therapy
 - ② BSc (Hons) in Physiotherapy
2. **Year of graduation**
 - ① 2004
 - ② 2005
 - ③ 2006
3. **Current employment**
 - ① Employed in rehabilitation/therapy-related fields
 - ② Employed in health and wellness-related fields (Please specify) _____
 - ③ Employed in other areas (Please specify) _____
 - ④ Pursuing full-time education (Please state the programme and institution) _____
 - ⑤ Others (Please specify): _____
4. **Type of organisation or work setting** (Please choose the most appropriate option)
 - ① Hospital Authority
 - ② Private Hospital setting
 - ③ NGO (Non-Government Organisation)
 - ④ Social Welfare Department
 - ⑤ Vocational Training Council
 - ⑥ Department of Health
 - ⑦ Educational setting (e.g. special schools)
 - ⑧ Private OT or PT practice
 - ⑨ Community Centre
 - ⑩ Insurance and workers' compensation
 - ⑪ Therapy-related setting, e.g. sports institution
(Please specify): _____
 - ⑫ Non-therapy related organization
(Please specify): _____
 - ⑬ Others
(Please specify): _____
5. **Location**
 - ① Local (within Hong Kong SAR)
 - ② Overseas (outside Hong Kong SAR)
6. **Please state your current job title** _____
7. **Nature of employment**
 - ① Full time (40 hours per week or more)
 - ② Part time (Please specify: _____ hours a week)
8. **Conditions of employment/contract terms**
 - ① Short-term contract of 6 months or less
 - ② Short-term contract of 6 to 12 months
 - ③ Short-term contract of 12 to 24 months
 - ④ Regular terms/renewable contract
9. **Further study**

Currently, are you also pursuing continuing education?

 - ① Yes (Please specify the programme and institution): _____
 - ② No

Part II Contribution of the programme to your professional competence

For each statement below, please shade the appropriate oval completely to indicate the extent to which your PolyU Programme had contributed to your development of the indicated skill/competence

Contribution to your skills/competencies development

Very much Much A little Very little Not applicable

Generic skills/competencies

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Be adaptable and flexible to cope with a changing work environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Demonstrate the initiative to maximize own learning in professional and administrative areas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Demonstrate professional behaviours (e.g., sense of responsibility, punctuality, reliability and confidentiality, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Organise work in a cost effective and timely manner (i.e., efficiently). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Be able to work independently. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Demonstrate leadership appropriately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Work effectively in multidisciplinary teams. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Apply problem-solving skills and use alternative strategies to overcome difficulties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Demonstrate language proficiency in oral and written communication in all aspects of professional practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Utilise appropriate information technology skills to improve productivity at work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Seek advice and clarify doubts when necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Be innovative in services/areas of practice (e.g. generating new service ideas). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Demonstrate initiatives for personal/professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Apply knowledge learnt to meeting the needs and nature of the employing organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professional skills/competencies

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Adhere to ethical and/or legal practice standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Analyse clinical findings to establish a problem list and outcomes of care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Design a comprehensive plan of care that integrates goals, treatment, outcomes, and discharge plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Apply the principles of clinical thinking or clinical reasoning to practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Perform clinical examinations in a logical, organised, and accurate fashion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Perform interventions efficiently, effectively and professionally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Produce legible, concise, and accurate written documentation to support the delivery of services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Verbally report cases in an organised and clear manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Develop good rapport with clients, their families and/or other caregivers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Educate clients, families, or other caregivers using appropriate and effective teaching methods. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Practise in a safe manner that minimises risk to clients, self, and others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Respect for and be sensitive to individual needs or differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Be able to act as effective educator in health promotion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Overall Satisfaction

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 28. Overall, how satisfied are you with your experience of your undergraduate programme provided by the Department of Rehabilitation Sciences? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|

Very satisfied

Not satisfied

Part III Other Comments

1. Please list **three aspects** of your undergraduate education at the Department of Rehabilitation Sciences that you are most satisfied with.

- (i) _____
- (ii) _____
- (iii) _____

2. Please list **three aspects** of your undergraduate education at the Department of Rehabilitation Sciences that you are least satisfied with.

- (i) _____
- (ii) _____
- (iii) _____

3. Please list **three things** that could be improved with your education at the Department of Rehabilitation Sciences.

- (i) _____
- (ii) _____
- (iii) _____

4. Other comments:

Thank you for completing this questionnaire

Please return this questionnaire to...



Survey of Employers' Opinions of PolyU Graduates of the BSc (Hons) in Occupational Therapy and BSc (Hons) in Physiotherapy Programmes

Instructions

- 1. Please use a black/blue ball pen to shade the appropriate ovals completely to indicate your view on the close-response items, and write down your responses to the open-ended questions in the space provided.
2. For the purpose of this questionnaire, the term 'graduates' refers to the graduates from the BSc (Hons) in Occupational Therapy and BSc (Hons) in Physiotherapy Programmes of 2004, 2005 and 2006.

Part I Background information about you and your organisation

1. Type of organisation (please choose the most appropriate option)

- 1 Hospital Authority
2 Private Hospital setting
3 NGO (Non-Government Organisation)
4 Social Welfare Department
5 Vocational Training Council
6 Department of Health
7 Educational setting (e.g. special schools)
8 Private OT or PT practice
9 Community Centre
10 Insurance and workers' compensation
11 Therapy-related setting, e.g. sports institution
12 Non-therapy related organization
13 Others

2. Location

- 1 Local (within Hong Kong SAR)
2 Overseas (outside Hong Kong SAR)

3. Please state your current job title:

4. Number of occupational therapists (OT) and physiotherapists (PT) employed (please fill in the numbers in the appropriate boxes)

Number of years working in your organisation

0 year 1 year 2-4 5-10 >10
years years years

- Total number of OT currently employed
Total number of PT currently employed
Total number of recent OT graduates (2004, 2005, 2006) currently employed
Total number of recent PT graduates (2004, 2005, 2006) currently employed

Table with 5 columns representing years of experience and 4 rows for different categories of staff.

Part II Performance of PolyU BSc (Hons) OT and BSc (Hons) PT Graduates

Answer this part only if you are currently employing or have employed any PolyU BSc (Hons) OT and/or BSc (Hons) PT graduates of 2004, 2005 and/or 2006 in the past. If you have not employed any, please skip this section and jump to the questions in Part IV on the next page.

Please shade the appropriate oval completely to indicate your general opinion on the extent to which PolyU BSc (Hons) OT and/or BSc (Hons) PT graduates have met the requirements or standard of your organisation in each of the following skills/competencies:

Performance of the graduates in meeting requirements/standards

Generic skills/competencies	Performance of the graduates in meeting requirements/standards				
	Far exceed	Generally meet	Slightly below	Far below	Not applicable
1. Be adaptable and flexible to cope with a changing work environment.	(4)	(3)	(2)	(1)	(NA)
2. Demonstrate the initiative to maximize own learning in professional and administrative areas.	(4)	(3)	(2)	(1)	(NA)
3. Demonstrate professional behaviours (e.g., sense of responsibility, punctuality, reliability and confidentiality, etc.)	(4)	(3)	(2)	(1)	(NA)
4. Organise work in a cost effective and timely manner (i.e., efficiently).	(4)	(3)	(2)	(1)	(NA)
5. Be able to work independently.	(4)	(3)	(2)	(1)	(NA)
6. Demonstrate leadership appropriately.	(4)	(3)	(2)	(1)	(NA)
7. Work effectively in multidisciplinary teams.	(4)	(3)	(2)	(1)	(NA)
8. Apply problem-solving skills and use alternative strategies to overcome difficulties.	(4)	(3)	(2)	(1)	(NA)
9. Demonstrate language proficiency in oral and written communication in all aspects of professional practice.	(4)	(3)	(2)	(1)	(NA)
10. Utilise appropriate information technology skills to improve productivity at work.	(4)	(3)	(2)	(1)	(NA)
11. Seek advice and clarify doubts when necessary.	(4)	(3)	(2)	(1)	(NA)
12. Be innovative in services/areas of practice (e.g. generating new service ideas).	(4)	(3)	(2)	(1)	(NA)
13. Demonstrate initiatives for personal/professional development.	(4)	(3)	(2)	(1)	(NA)
14. Apply knowledge learnt to meeting the needs and nature of the employing organization.	(4)	(3)	(2)	(1)	(NA)
Professional skills/competencies					
15. Adhere to ethical and/or legal practice standards.	(4)	(3)	(2)	(1)	(NA)
16. Analyse clinical findings to establish a problem list and outcomes of care	(4)	(3)	(2)	(1)	(NA)
17. Design a comprehensive plan of care that integrates goals, treatment, outcomes, and discharge plan.	(4)	(3)	(2)	(1)	(NA)
18. Apply the principles of clinical thinking or clinical reasoning to practice.	(4)	(3)	(2)	(1)	(NA)
19. Perform clinical examinations in a logical, organised, and accurate fashion.	(4)	(3)	(2)	(1)	(NA)
20. Perform interventions efficiently, effectively and professionally.	(4)	(3)	(2)	(1)	(NA)
21. Produce legible, concise, and accurate written documentation to support the delivery of services.	(4)	(3)	(2)	(1)	(NA)
22. Verbally report cases in an organised and clear manner.	(4)	(3)	(2)	(1)	(NA)
23. Develop good rapport with clients, their families and/or other caregivers.	(4)	(3)	(2)	(1)	(NA)
24. Educate clients, families, or other caregivers using appropriate and effective teaching methods.	(4)	(3)	(2)	(1)	(NA)
25. Practise in a safe manner that minimises risk to clients, self, and others.	(4)	(3)	(2)	(1)	(NA)
26. Respect for and be sensitive to individual needs or differences.	(4)	(3)	(2)	(1)	(NA)
27. Be able to act as effective educator in health promotion	(4)	(3)	(2)	(1)	(NA)

Part III Other Comments

1. Which aspects of the PolyU graduates' performance are you most satisfied with?

2. Please suggest how the BSc (Hons) in OT and PT programmes might be improved to produce graduates that meet the requirements and standards of the profession/your organisation.

3. Other comments:

Thank you for completing this questionnaire

Please return this questionnaire...