



**Completion Report**

**Project Supported by LTC/OBA Funding\***

(Period covered: July 1 2009 - August 31 2009)  
*(1 Sept 2009)*

**Part I: General Information**

Funding Source (please tick ✓ as appropriate):  LTC  OBA Funding

Project Code:  Host Department:

Project Title:

Project Leader (Name & Dept):

Team Member(s) (Name & Dept):  
Shirley Ching SN  
Kitty Chan SN  
Justina Liu SN  
Kitty Wong SN  
Candy Wu SN  
Ellen Ku SN

**Part II: Project Details**

**1. Financial Information**

**(a) Overview**

Approved Funding:  + Additional Funding Received (if any):  = Total Funding Received:

Source of Additional Funding:

**(b) Project Expenditure**

	Total no. of extension(s) obtained :	Obtained during the project period:
Project Period Extension(s) (if any):	1 time(s)	For a total of 12 month(s)

Reason(s) for Extension(s) (if any):

A considerable time has been taken for the project members to identify and to invite clinical specialists for their collaboration in the subjects' designs for outcome-based learning, and in the long delayed recruitment of a project associate, which were subsequently complication by an unexpected resignation of this contract staff in February 2008.

\* LTC: Learning and Teaching Committee  
OBA Funding: Funding for Promoting Outcome-Based Approaches to Student Learning

### 3. Project Implementation

#### (a) Project objectives

While academic staff have been working closely with our clinical colleagues (both school-based clinical teachers and nursing staff in the various hospitals) to address the expected learning outcomes for students' particular field experience, further strengthening of the interactions between the clinical and the classroom dyad through a better integration of the student learning outcomes is needed. To capitalize on our existing strength in the development of this goal as part of our endeavor in the implementation of outcomes-based nursing curriculum, the following objectives for this project were identified.

The aims of the project were to

1. Revamp the existing clinical teaching orientation workshop for the external clinical colleagues to strengthen their understanding of students' clinical learning outcomes and expectations; and develop new contents for the clinical orientation workshops.
2. Plan and design teaching contents with specific learning outcomes, corresponding assessments and teaching strategies through a collaborative effort between the subject lecturers and the clinical specialists as consultants.
3. Facilitate colleagues' understanding of the meaning of outcomes-based nursing education and its implementation at the subject level and to systematically evaluate our implementation of outcomes-based education at a program level through consultant's input.

This project is in keeping with the original fund by the University, which was designated to 'support colleagues to develop strategies and methods for implementing outcomes-based education to student learning in their departments/ programmes/ subjects.

#### (b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

**Aim 1: Revamp the existing clinical teaching orientation workshop for the external clinical colleagues to strengthen their understanding of students' clinical learning outcomes and expectations; and develop new contents for the clinical orientation workshops**

Honorary Clinical Instructors (HCIs) were interviewed in May and June 2008. The clinical orientation workshop for HCIs was revamped based on their opinions and suggestions about the workshop, as well as from the literature about teaching methods. The learning outcomes of the course "Clinical Studies I" were matched with the items in the course evaluation form so as to ease HCIs' ratings on students' performances related to the specified aspects with reference to the corresponding course learning outcomes.

As some external clinical colleagues had not attended the workshop before coaching students, their teaching contents, methods, their standard of and their consideration in evaluation may be

different from those who attended the workshop. In order to standardize HCIs' assessment to appraise every student equally and fairly, and to improve the contents of the HCI workshop, some of the HCIs who had not attended the workshop but coached students were interviewed in February and March 2009, and constructive feedback was obtained. Their background information and ratings on the usability of the current evaluation form were also obtained.

**Aim 2: Plan and design teaching contents with specific learning outcomes, corresponding assessments and teaching strategies through a collaborative effort between the subject lecturers and the clinical specialists as consultants**

Specialists were invited to give guest lectures to students of the two courses of "Childbearing Family Nursing" and "Nursing Therapeutics I". They also helped review and gave valuable comments to the two courses. In the course of "Childbearing Family Nursing", the two invited specialists commented on the test paper, syllabus and the scenario adopted in the problem-based learning; while in the course of "Nursing Therapeutics I", another two invited specialists commented on supervised practice sessions, case studies and laboratory sessions. Although their constructive feedback on the teaching contents and assessments were adopted given the learning outcomes, students did not know the changes that were brought about by the two specialists.

Students who took the course of "Childbearing Family Nursing" and worked in Queen Mary Hospital (QMH) and Queen Elizabeth Hospital (QEH) were interviewed in March 2009 for their evaluations of the course, the guest lectures, the clinical placement and what they learnt in this course. The newly collected feedback was classified with reference to the coding scheme built with reference to the data collected in March 2008. The mentors in QMH and QEH were also interviewed in March and May 2009 respectively. Their feedback was also coded and compared. For the course of "Nursing Therapeutics I", students', specialists' and mentors' feedback collected in 2008 was coded and compared.

**Aim 3: Facilitate colleagues' understanding of the meaning of outcomes-based nursing education and its implementation at the subject level and to systematically evaluate our implementation of outcomes-based education at a program level through consultant's input**

Professor Judeen Schulte had been invited to our School of Nursing (SN) from 17 to 28 September 2007 to deliver a series of seminars and workshops on introduction of outcomes-based education (OBE) to SN academic staff, and to meet with management staff and programme teams discussing the implementation of OBE after participation and observation in various settings where the learning of our students took places such as lectures, PBL tutorials, hospital wards and meeting with our students. Through interaction during the seminars, colleagues grounded ideas for the application in practice. Professor Schulte's suggestions were summarized as follows:

*1. Curriculum outcome:*

- Consider alignment among different levels of outcomes (i.e. student attributes as stipulated under PolyU strategic objectives, SN objectives, programme objectives and specific subject objectives). The leveling specifically refers to the clinical learning outcomes which would be revised by the clinical education working group as part of updating the OBL in clinical for students.
- Reference can be made to the matrix developed to match programme and subject outcomes in Curriculum Review Report 2005
- Define the levels for each ability (with reference to international criteria or discussion among colleagues) and include the description in definitive documents

*2. Curriculum design:*

- Curricula of undergraduate programmes are comprehensive
- Need to consider the difference between BSN and HD programme in terms of the level

of abilities to be attained by students

- Consider to focus on achieving specific objectives in PPD such as national and social responsibility

3. *Teaching and learning and assessment practice:*

- Include OBE in two subjects and clinical teaching in the pilot stage as parallel to aim 2.
- Set up a panel for evaluating the alignment of subject assessment with the specific objectives. The panel started working in the second semester of year 2007-8
- Consider the use of self-assessment and digital portfolio for continuous documentation and keep track of the students' progress and development of the ability by teaching staff and students. Digital Portfolio could finally become a portfolio that students could use as evidence for their attainment

4. *Evaluation:*

- Consider short-term or long-term evaluation to assess if students have achieved the levels of abilities stipulated at different levels (i.e. programme, subjects)
- Consider general areas of analyses, criteria/ indicators, sources of evidence (e.g. students, graduates, employers, colleagues), the time frame for analyses and the staff involved
- Structurally create time and space for sustained conversations about learning and further develop commitment to focus on student learning

The curriculum map in curriculum review documents has provided a comprehensive summary of matching programme objective and individual subject. Based on the suggestions from Professor Judeen Schulte, the followings were under consideration:

1. Development of assessment rubric which described clearly the level of students' performance and the resulting grades. This could also serve as a form of feedback to students on their work
2. Use of self-assessment and digital portfolio for continuous documentation and kept track of the students' progress and development of the ability by teaching staff and students
3. Review the existing feedback sources, the format and the mechanism of data collection so as to ensure the collection of feedback from different parties involved (such as graduates, employers, etc.), the programme outcomes were included in the evaluation, the collection of quantitative and qualitative feedback which could give a more comprehensive view on the overall outcome and details for improvement, feedback could be incorporated in improvement, with a monitoring mechanism in place.

Professor Schulte's suggestions of developing leveling of programme outcomes (e.g. beginning, intermediate, advanced levels) which included clinical learning outcomes, and checked for transition from lower to higher levels within the programme as studying different subjects were adopted. The leveling of clinical learning outcomes is in progress while that of programme outcomes is on agenda. Reference may be made to the curriculum map developed for curriculum review.

A working group was formed composing programme leaders and Associate Heads to work on programme development as part of the LOAP according to the guidelines provided by EDU. Review of the programme aims, intended learning outcomes, choice of outcome assessment methods and measures, data collection methods, establishment of criteria for success, description of methods to disseminate result and the use of feedback, development of implementation schedule and discussion among School Learning and Teaching Committee (SLTC) members was completed in May 2009.

Subject lecturers from BSN 53055, 53080 and HD 53064 programme gave comments on revision of programme outcomes and completed review on the degree to which each programme outcome was aligned with assessments for each subjects in mid April 2009.

Programme LOAPs for BSN 53055, 53080 and HD 53064 were submitted to SLTC and faculty for endorsement in the end of May 2009. Choice of outcome assessment methods and measures, data collection methods, establishment of criteria for success, description of methods to disseminate result and use of feedback, development of implementation schedule was incorporated in the programme LOAPs.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

(d) Deliverables/useful findings/good practices emerged

**Aim 1: Revamp the existing clinical teaching orientation workshop for the external clinical colleagues to strengthen their understanding of students' clinical learning outcomes and expectations; and develop new contents for the clinical orientation workshops**

The nurses who did not attend the workshop were interviewed. They shared their coaching methods and considerations in evaluation. Their coaching methods would be included in the future workshop so as to give clinical supervisors additional references. They emphasized the importance of understanding of students' background before coaching. They asked students questions so as to ensure that students were equipped with adequate knowledge and skills for their clinical practice. On the one hand, students were expected and required to explain and demonstrate to their clinical mentors (HCI) their level of knowledge development, and to be continuously self-reflective on what they learnt, be self directive in searching information from various resources, such as textbook and electronic materials for their own learning. On the other hand, clinical supervisors explained to students the nurse's responsibilities, patients' rights, patient safety, proper attitude, meaning of nursing study, how to perform better and adapt to different hospital settings. They emphasized empathy to patients, flexibility and principles in working as well as health education to patients. Besides guiding students' learning continuously, they pointed out students' weakness directly, corrected their mistakes, demonstrated nursing skills in front of students, and last but not least, encouraged them.

Most of the interviewed nurses indicated the importance of students' learning attitude and safe performance when evaluating students' overall performances using the evaluation form. Most of the comments were based on HCIs' recall of students' performance. One nurse said she recorded student performance during coaching for the recent evaluation purpose. They followed the scoring guideline and checked the wording of the items carefully when evaluating students. They paid special attention on the difference in the description among the grades. Although most of them did not deliberately refer to the stated course learning outcomes in evaluation, they had read the learning outcomes and had known what they were about. They then used their understanding of what students had to achieve according to their overall understanding of the learning outcomes during evaluation. Although some nurses said they used different levels of assessment for students of different levels in evaluation, others said they used the same yardstick. However, they all agreed that senior students should be expected to have higher level of knowledge and skills as that of their junior counterparts. They commented that changes could be made to the scoring system in the evaluation form as it was not precise and clear enough. They suggested increasing score points in the middle of the 5-point scale. They also indicated that the evaluation form was not self-explanatory as there were many vague terms, such as "summative", "formative", "risk factors" and "implementation". A nurse suggested the items could be better explained with concrete terms. The evaluation form adopted by Hospital Authority could serve as a reference. Some items in the evaluation form may not be fair to all students as students may not be able to

The subject lecturer, who taught the course of “Child and Adolescent Health Nursing”, attended Professor Schulte’s seminar. She learnt how to design students’ performance assessments so as to align with the learning outcomes. She implemented a case forum which accounted for 5% of subject scores to her teaching. A case was given after each lecture and students could discuss the case in this online forum which has never been used before. The subject lecturer said, by using this case forum, students can identify and differentiate children & adolescents’ multi-intelligent development through assessment of individual, family, and community health practices, recognizing socioeconomic, spiritual, and cultural influences to promote healthy lifestyles and competent life skills; and state and explain children and adolescents’ growth and development. Besides, in each lecture, students formed groups for discussion about the topics they learnt, including those from the case forum. She also realized the importance of students’ feedback as a kind of quality control, so the groups were asked to inform her of their comments about the course every week.

The subject lecturer, who taught the course of “Clinical Microbiology”, also attended Professor Schulte’s seminar. She sought Professor Schulte’s opinion of how the learning outcomes could match her teaching methods. Professor Schulte suggested her use individual reflective journals. However, the semester had already started, this method could not be implemented. Moreover, there were approximately 177 students in her class and she would not have enough time to read their individual reports at the end of term. Therefore, the individual reflective journal was not feasible. The class of the following year was not open to the idea of new implementation such as writing individual reflective journals and students perceived that as extra work. Nevertheless, she carried out a similar activity requiring students to submit group reports which required students to reflect what they had learned. Hence, by attending Professor Schulte’s seminar on OBL, it has helped reinforce her understanding of the alignment of her teaching strategies and learning outcomes. She added that if students went out for their placement two days a week instead of going out on a block release at the end of the semester (because the schedule of clinical versus lectures can vary from year to year), she appreciated the method of reflective journals, as students could write down what they observed in hospitals, and see if their observation fit with what was taught in the lecture. Their level of understanding and their ability to integrate theory with practice could then be enhanced. In addition, she could know whether her lecture fit the practical situation to ensure that the lecture and the practice were in alignment.

**Table 1**  
**Comparison of the revision of the course of “School Health Intervention and Management”**

Original version	New version
Subject title- school health concerns and promotion	Subject title – school health intervention and management
Objective 1 Relate the concepts and philosophy of school health nursing in promoting children’s health	Learning outcome 1 Understanding the philosophy and values of health promotion in school settings
Syllabus : 1. School nursing role and function 1.1. Primary health care of school children 1.2 School nursing impacts on children’s health 1.3 Healthy school environment: Standards of care	Keyword syllabus: 1. Foundations of school health & school nursing 1.1. History and evolution of school health practice 1.2 Contemporary models and theories of school health 1.3 Assessment model of school health environment and standards of practice

	<p><b>Justification:</b> to widen the fields of application from school nursing to school health; objectives are rewritten to extend the level of learning and broaden the scope of practice. Related theoretical concepts are added.</p>
<p>Objective 2 Delineate contemporary school health problems;</p> <p>Objective 3 Select appropriate strategies for school health interventions to high risk youth, children with special health care needs and their families;</p> <p>Objective 7 Translate school nursing strategies into a primary health care delivery model</p> <p>Keyword syllabus 2. School health issues and concerns 2.1 Basic health and safety needs at school 2.2 Health risk-taking behaviours, including problems of diet, sex, smoking, drugs and physical activity/inactivity 2.3 Health risk aggregates, including new immigrants and dysfunctional families 2.4 Issues of ethics, confidentiality and children's rights</p> <p>Objective 4 Evaluate current school health services and resources;</p> <p>Objective 5 Compare local and global school health practices in promoting school health;</p> <p>Objective 6 Discuss the future needs and implications of school nursing development</p>	<p>Learning outcome 2 Assess and manage contemporary school health problems</p> <p>Learning outcome 3 Apply research evidences in addressing the specific and common health needs of school children and adolescents ;</p> <p>Learning outcome 4 Construct a school intervention plan for sustaining health for children and adolescents</p> <p>Keyword syllabus 2. Health promotion and management strategies 2.1 Coordinated school health program and school improvement process 2.2 High risk behaviours and related health education strategies including issues of overweight, teenager pregnancy, smoking, substance abuse, sexually transmitted diseases, internet addiction and sedentary activity 2.3 Health management plan of dysfunctional families including new immigrants and families of children with specific health needs in learning such as asthma, diabetes, HIV/AIDS, epilepsy and cardiac concerns 2.4 Issues of ethics, confidentiality and children's rights</p> <p><b>Justification :</b> To apply research evidences in health management plan and intervention strategies; scope of application is expanded from nursing settings to health care environments; related level of theoretical inputs are added</p> <p>Learning outcome 5 Critique existing school health services and resources</p> <p>Learning outcome 6 Evaluate effectiveness of local and global school health intervention, linking the associated factors and outcomes for development</p> <p>Keyword syllabus: 3. Quality assessment and outcome evaluation 3.1 Paradigms, values and quality criteria in</p>

	<p><b>Justification:</b> to widen the fields of application from school nursing to school health; objectives are rewritten to extend the level of learning and broaden the scope of practice. Related theoretical concepts are added.</p>
<p>Objective 2 Delineate contemporary school health problems;</p> <p>Objective 3 Select appropriate strategies for school health interventions to high risk youth, children with special health care needs and their families;</p> <p>Objective 7 Translate school nursing strategies into a primary health care delivery model</p> <p>Keyword syllabus 2. School health issues and concerns 2.1 Basic health and safety needs at school 2.2 Health risk-taking behaviours, including problems of diet, sex, smoking, drugs and physical activity/inactivity 2.3 Health risk aggregates, including new immigrants and dysfunctional families 2.4 Issues of ethics, confidentiality and children's rights</p> <p>Objective 4 Evaluate current school health services and resources;</p> <p>Objective 5 Compare local and global school health practices in promoting school health;</p> <p>Objective 6 Discuss the future needs and implications of school nursing development</p>	<p>Learning outcome 2 Assess and manage contemporary school health problems</p> <p>Learning outcome 3 Apply research evidences in addressing the specific and common health needs of school children and adolescents ;</p> <p>Learning outcome 4 Construct a school intervention plan for sustaining health for children and adolescents</p> <p>Keyword syllabus 2. Health promotion and management strategies 2.1 Coordinated school health program and school improvement process 2.2 High risk behaviours and related health education strategies including issues of overweight, teenager pregnancy, smoking, substance abuse, sexually transmitted diseases, internet addiction and sedentary activity 2.3 Health management plan of dysfunctional families including new immigrants and families of children with specific health needs in learning such as asthma, diabetes, HIV/AIDS, epilepsy and cardiac concerns 2.4 Issues of ethics, confidentiality and children's rights</p> <p><b>Justification :</b> To apply research evidences in health management plan and intervention strategies; scope of application is expanded from nursing settings to health care environments; related level of theoretical inputs are added</p> <p>Learning outcome 5 Critique existing school health services and resources</p> <p>Learning outcome 6 Evaluate effectiveness of local and global school health intervention, linking the associated factors and outcomes for development</p> <p>Keyword syllabus: 3. Quality assessment and outcome evaluation 3.1 Paradigms, values and quality criteria in</p>



<p>Keyword syllabus :</p> <p>3. School nursing interventions</p> <p>3.1 School health education and promotion strategies among health risk groups</p> <p>3.2 Multidisciplinary role interaction and collaboration</p> <p>3.3. Matching level of services and available resources to needs</p> <p>Keyword syllabus:</p> <p>4. School nursing development</p> <p>4.1 Community school health partnership</p> <p>4.2 Alternative inquiry into school health practice</p> <p>4.3 Implications for future trends in school nursing</p>	<p>health promotion</p> <p>3.2 Essentials of community-school partnerships</p> <p>3.3 Critical appraisal of program outcomes and effectiveness</p> <p>3.4 Health care reform and educational restructuring</p> <p><b>Justification :</b> to increase the dimensions of school health application in planning and evaluation ; using critical framework in analysis and evaluation; the focus of program management and changes of health care environment are emphasized.</p>
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(e) Dissemination activities taken/planned to sustain impact

**Aim 1: Revamp the existing clinical teaching orientation workshop for the external clinical colleagues to strengthen their understanding of students' clinical learning outcomes and expectations; and develop new contents for the clinical orientation workshops**

- Integrate the feedback from the interviewed nurses into the design of the HCI workshop as additional practical references for participated clinical supervisors
- While most of the interviewed nurses' suggestions were the same as those from previous interviewed nurses and literature review, the workshop will familiarize participants the setting and the convention of the hospitals where they would have clinical teaching of students
- Incorporate the interviewed nurses' opinions in reviewing the evaluation form so that HCIs, whether they attend or do not attend the workshop, can evaluate students using the same standard and students' performance will be more comparable
- Share the interviewed nurses' considerations in evaluating students' performances in the workshop

**Aim 2: Plan and design teaching contents with specific learning outcomes, corresponding assessments and teaching strategies through a collaborative effort between the subject lecturers and the clinical specialists as consultants**

The findings of the implementation of outcome based education at subject level (for the course of "Nursing Therapeutics I") with the effect of inviting nurse specialists will be shared in the SLTC seminar on Dec. 2. An academic paper is being prepared to share the findings with the academic field of nursing education.

**Aim 3: Facilitate colleagues' understanding of the meaning of outcomes-based nursing education and its implementation at the subject level and to systematically evaluate our implementation of outcomes-based education at a program level through consultant's input**

- One project assistant has joined SN in early July. He has started working with subject lecturers

**Aim 3: Facilitate colleagues' understanding of the meaning of outcomes-based nursing education and its implementation at the subject level and to systematically evaluate our implementation of outcomes-based education at a program level through consultant's input**

- One project assistant has joined SN in early July. He has started working with subject lecturers on revision of subject outcomes with focus on adopting an outcome-based approach. Revision is expected to be completed by the end of August 2009.
- The project assistant will work on revision of assessment criteria and forms for commonly adopted assessment modes in our undergraduate programmes including presentations, essay writing, etc..
- Revision of employer survey (as one of the assessment on programme outcome) will be done based on feedback from employers.
- Levelling of the programme outcomes/ abilities will be discussed in SLTC at the beginning of the coming semester one in the year 2009/2010.

(f) Self-evaluation or additional information/remarks

This project was completed in meeting the aims of the study with identifiable deliverables. The only aspect to which the PI would like further elaboration refers to the unspent balance. There is an unused balance of HK\$153, 780.72 from the original approved funding of HK\$480,000. The reasons for the unused balance are as follows.

1. The initial budget included an Honorarium of HK\$100,000 for the visit of the Outcome-based learning specialist, Prof. Judeen Schulte. But this expense was covered by the School of Nursing (SN) as her visit was considered to be for the benefits of all the staff in SN to implement outcome-based education. Hence, if Prof. Schulte was not sponsored by SN, the balance should be HK\$53780.72 left.
2. Then the initial budget also consisted of payments for the invited clinical specialists for an honorarium of HK\$50,000 x 4= HK\$200,000. But we did not need to spend the entire HK\$200,000 owing to some specialists did not need/want to be paid as much.
3. Owing to some difficulties in recruiting project personnel, there was then a subsequent hiring of different ranks of personnel based on their qualifications, some were paid with higher salary than others.

Name of Project Leader: E. ANGELA CHAN  
(in block letters)

Date: 26/11/2009

**Part III: Evaluation by D/SLTC (or by HoD/Director of School)**

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		

(b) Issues requiring the attention of FLTC/Director of School and/or the funding authority

*Justifications are given for the  
unspent money.*

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

*Satisfactory output as stated in section  
"e".*

(d) Additional comments/remarks

Name of D/SLTC Chair  
(or HoD/Director of School):

*[Signature]*  
(in block letters)

Date: \_\_\_\_\_

^ To be prepared by HoD/Director of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.

**Part IV: Evaluation by FLTC/Director of School**

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

- Satisfactory ✓
- Needing attention

(b) Overall comments and recommendations on the project:

- Appropriate activities have been conducted & in timely manner
- Suggest to put findings in a paper for wider dissemination.

(c) Issues requiring the attention of the funding authority:

Name -

Name of FLTC Chair/  
Director of School:

Dr Danny Gohel  
(in block letters)

Date:

14/12/09

# The Director of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.


**Part V: Response & Follow-up Plan by Project Leader**


(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

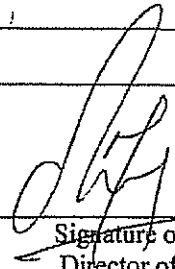
Name of Project Leader:

(in block letters)

Date:

  
Signature of Project Leader

  
Signature of D/SLTC (or HoD)@

  
Signature of FLTC/  
Director of School

E. Angela Chan  
(Name in block letters)

ESTHER MOK  
(Name in block letters)

Dr Danny Gohel  
(Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this Completion Report for records. A copy of this Completion Report will be submitted along with the F/SLTC Annual Report (Form 20) to LTC/WGOBE as a supporting document.

Completed

# LEARNING & TEACHING DEVELOPMENT PROJECTS MANAGEMENT SYSTEM

Please close all browser windows to log out of the system.

## Project Information

**Project Title:** Enhancing an Outcome-based Education: An Intricate Dialogue between Theory and Practice  
**Project Code:** 2006-07/OBA/SN      **Work Programme:** BB07  
**Account Code:** 1.53.xx.8B07      **Account Set Up Date:** 11 Jul 2007  
**Project Leader:** Angela Chan      **Email:** hseachan@inet.polyu.edu.hk      **Tel:** 4131  
**Department:** SN      **Project Status:** Completed  
**Approved Funding (HK\$):** 480,000      **Funding Source:** OBA Fund  
**Project Start Date:** 1 Aug 2007      **Project Completion Date:** 31 Aug 2009

**Progress Report Scheduled Submission Date:** 30 Jun 2009      **Progress Report Actual Submission Date:** 31 Aug 2009  
**Completion Report Scheduled Submission Date:** 30 Nov 2009      **Completion Report Actual Submission Date:** 16 Dec 2009  
**Date of Account Closure:** 18 Dec 2009

### Upload new document:

**Category:**       **File:**    
**Description:**    
 Please inform LTC Administrator if there is a change in project leadership or additional funding to the project.

### Key Documents:

- Proposals/Revised Proposals
  - Project proposal (20070704)
- Appointments
  - Nil
- Project Period Extensions
  - 20080606 Application for extension (with up-to-date progress report)
- Virement of Funds
  - Nil
- Progress & Completion Reports
  - 20091126 Completion Report
  - 20090831 Progress Report
  - 20080606 Up-to-date progress report (attached to application for extension)
- Miscellaneous
  - 20090601 LTC PMS Reminder for Progress Report

### History Log by LTC Admin:

Progress report not required at the time when funding was approved.

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