



## Completion Report Project Supported by LTC/OBA Funding\*

(Period covered: 1 Sep 2008 – 31 July 2011 )

### Part I: General Information

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

Project Code: 2007-08/OBA/ELC-HTI

Host Department: ELC (with HTI)

Project Title: Studying the impact of English language subjects on HTI Biomedical Engineering students' engagement in outcome-based approach education

Project Team: Project Leader (Name & Dept):  
Dr Freeman Chan, ELC  
Dr Julia Chen, ELC  
Dr M. S. Wong, HTI

Team Member(s) (Name & Dept):  
Alfred Lee, ELC  
Dr Aaron Leung, HTI  
Dr Eric Tam, HTI  
Dr Parco Siu, HTI

### Part II: Project Details

#### 1. Financial Information

##### (a) Overview

Approved Funding:

Additional Funding  
Received (if any):

Total Funding Received:

HK\$ 393,849.-  
(\$155,606 for Project staff & general expenses,  
\$238,243 for time release for project proposers)

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##### (b) Project Expenditure

Expenditure	Original Budget Approved	Revised Budget <sup>1</sup>	Actual Expenditure	Balance
Salary (Please indicate rank, number of staff members & salaries)	--	--		
Equipment	--	--	-	
General Expenses		--		
Others	--	--	-	
Total				

<sup>1</sup> Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate

## 2. Project Schedule

<b>Dates as Stated in Original Proposal:</b>	Start date (dd/mm/yyyy): 1 Sep 2008	Completion date (dd/mm/yyyy): 31 Aug 2010
<b>Actual Start and Completion Dates:</b>	Start date (dd/mm/yyyy): 1 Sep 2008	Completion date (dd/mm/yyyy): 31 July 2011
<b>Project Period Extension(s) (if any):</b>	Total no. of extension(s) obtained : 1 time(s)	Obtained during the project period: For a total of 11 month(s)
<b>Reason(s) for Extension(s) (if any):</b>	To collect additional data for assessing two cohorts of ELC3611 students' performances in delivering their FYP presentations	

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

## 3. Project Implementation

### (a) Project objectives

The objectives of the main part of the project (before extension date) were 1 and 2 and those of the extended part were 3 and 4:

- 1) to evaluate the effectiveness of ELC3611 in helping the 2007 intake Biomedical Engineering (BME) students to meet the English and communication related learning outcome targets of the BME programme, using the ELC3601 students of the 2006 intake as control group.
- 2) to identify the human resources and logistical and administrative support required for the ELC-HTI inter-departmental collaboration for delivering ELC3611,
- 3) to compare student performances of the 2007 cohort and the 2008 cohort in delivering FYP oral presentations
- 4) to compare the effectiveness of ELC3611 in helping two cohorts of BME students (2007 and 2008 intakes) to meet the English and communication related learning outcome targets of the BME programme

Questionnaire surveys, interviews, and external assessments of student performances were the research methods. The surveys, which were mainly for investigating BME learning outcomes, included some supplementary questions related to the ELC3611 learning outcomes and some university wide generic outcomes.

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

The specific work undertaken during the main part and the extended part of the project is shown in Table 1:

Table 1

<i>Work undertaken</i>	<i>Completed</i>
Reviewed literature	✓
Piloted and conducted questionnaire survey on control group (ELC3601, 2006 cohort students)	✓
Piloted and conducted questionnaire survey on target group (ELC3611, 2007 cohort students)	✓
Conducted focused group interview with target group	✓
Interviewed the ELC3611 teacher, who used to be an ELC3601 teacher	✓
Interviewed administrative/support staff for ELC3611 and ELC3601	✓
Designed marking scheme for assessing students' writing performances	✓
Three internal assessors graded students' writing performances (work not completed; see Section (c) for the reason)	Not
Three external assessors graded and commented on students' writing performance	✓

Analysed questionnaire survey results	✓
Analysed students' written performances assessed by externals	✓
Recorded students' FYP oral presentations (2007 & 2008 cohorts)	✓
Designed assessment scheme for assessing FYP oral presentations	✓
Two external assessors graded students' FYP oral presentation performance (work undertaken with insufficient data; see Section (c) for the reason)	Partially
Analysed the grades of students' FYP oral presentation performance	✓
Conducted questionnaire survey on ELC3611 students (2008 cohort)	✓
Compared survey results of two cohorts of ELC3611 (2007 and 2008)	✓

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

There were difficulties in both the main part and the extended part of the project:

Main part

There was a plan to have students' written assignments graded by internal assessors from HTI. This was only partially implemented (less than 30%) due to the assessors' workload problems. The plan was given up eventually.

Extended part

One of the aims of the extended part was to collect data for assessing two cohorts of ELC3611 students' performances (2007 intake and 2008 intake) in delivering their Final Year Project (FYP) presentations. Specifically, the plan was to video the students' final FYP presentations for external assessors to grade and comment.

The difficulty encountered was that, due to confidentiality related concerns, the FYP supervisors from HTI allowed the external assessors to have access to about 20% of the 2008 cohort presentations only although the external assessors had been allowed to grade all the 2007 cohort presentations. The very small sample size of the 2008 cohort should have affected the reliability of the result of comparison (T-test results) between the two cohorts' performances. In response to this problem, the T-test results of the two cohorts of students' FYP presentation performances were only treated as a reference and will not be presented in this report.

**(d) Deliverables/useful findings/good practices emerged**

There are 4 main categories of findings: (1) Students' perceptions of their learning (2) Student performances in doing assignments, (3) Students' comments collected from interviews and (4) Human resources required for subject alignment. Interview findings with the ELC3611 teacher are discussed in each of the four categories below:

(1) Students' perceptions of their learning

The two main topics of ELC3611 were report writing and Final Year Project (FYP) proposal writing. Encouraging findings were obtained regarding Lab report writing. Survey findings show that the ELC3611 (2007 intake) students were more satisfied than the control group (2006 cohort) with the effectiveness of the ELC-HTI subject alignment for reports writing in helping them achieve BME programme outcomes; specifically, they were more satisfied with 6 out of 7 programme outcomes, 3 of which with significant difference. Regarding FYP proposal writing, no significant difference between the target group and the control group was found.

The 2008 intake students were found to be much more satisfied with their learning in ELC3611 than their 2007 intake counterparts in almost all the aspects covered by the questionnaire survey (see Tables 2-5). Table 2 compares the two cohorts' learning from FYP proposal writing and FYP oral presentations; Parts (1a) and (1b) of this table show students' perceptions of their achievement of the ELC subject outcomes while Part (1a,b) shows their perceived achievement of BME programme outcomes. The mean scores and p-values seem to indicate that (1) students felt quite strongly that ELC3611 successfully helped them to achieve the BME programme outcomes and (2) the 2008 cohort valued the FYP related input from ELC3611 more than their 2007

counterparts.

Table 2. Comparing students' evaluation of their own learning in ELC3611

	2007 intake mean score	2008 intake mean score	Difference p-value
<b><i>(1a) FYP proposal writing helps develop:</i></b>			
Language skills	3.48	3.56	0.71
Critical thinking	3.48	3.59	0.59
General English writing competence	3.40	3.48	0.71
<b><i>(1b) FYP oral presentation helps develop:</i></b>			
Language skills	3.40	3.52	0.51
Critical thinking	3.44	3.37	0.71
General English speaking competence	3.44	3.48	0.83
<b><i>(1a,b) FYP proposal writing &amp; FYP oral presentation help achieve BME programme outcomes:</i></b>			
Communicate effectively and advise clients, professional colleagues and other members of the community	3.56	3.81	0.15
Critically evaluate research and professional literature, and understand the principles and practice of conducting research in different environments relevant to BME	3.64	3.67	0.90
Evaluate the effectiveness of solutions against objective criteria	3.36	3.59	0.19
Demonstrate the ability to develop and apply knowledge to solve clinical problems	3.08	3.48	0.05*
Synthesize both knowledge and assessments to identify short and long term solution objectives	3.20	3.63	0.05*
Practise competently and in a professionally responsible manner	3.56	3.89	0.11
Understand the roles of BME in the health care system and society	3.12	3.44	0.17

Scoring scale: 5=strongly agree, 1=strongly disagree; T-test: \* indicates significant difference ( $p < 0.05$ )

Table 3 presents survey findings on the continuity of topics; that is, how much the first few learning topics of ELC3611 (Attachment report, OTR report, Lab report) were perceived by the two cohorts of students as being helpful to the subsequent learning topics – FYP proposal writing and FYP oral presentation. The findings show that the 2008 intake cohort evaluated the topic continuity much more positively than students in the previous cohort, especially the continuity between Lab report and FYP. One of the reasons for this big improvement was the ELC3611 teacher's effort. According to interview findings, the teacher improved his teaching of the 2008 intake students by modifying his teaching approach basing on his experiences in teaching the 2007 intake students. For example, When teaching the 2008 students Lab report writing, the teacher "drew students' attention to the scientific and linguistic features common to FYPs and Lab report, taking the FYP as a longer term target outcome to guide the teaching and learning of Lab report."

Table 3. Comparing students' evaluations of continuity of ELC3611 topics

<b><i>Report writing topics are helpful to FYP</i></b>	2007 intake mean score	2008 intake mean score	Difference p-value
Attachment report → FYP	2.84	3.40	0.013*
OTR report → FYP	2.72	3.33	0.009*
Lab report → FYP	3.08	3.74	0.006*

Scoring scale: 5=strong agree, 1=strongly disagree; T-test: \* indicates significant difference ( $p < 0.05$ )

Table 4 compares the two cohorts' perceptions of whether the ELC-HTI subject alignment contributed to their learning quality and learning motivation. The findings show that the 2008 intake students generally agreed that the subject alignment benefited their learning and increased their motivation whereas their 2007 counterparts tended to be less positive.

The above improvements were the results of the actions taken in response to the requests of the 2007 students. One of the requests was to change the teaching and assessing of the OTR report since ELC3611 taught the 2007 students OTR report

writing skills whereas HTI assessed their OTR oral reporting skills. In response to this request for change, the ELC added an oral component to the teaching and assessing for the OTR topic. Another problem raised by the 2007 students was that there were discrepancies between the expectations of the ELC and HTI teachers from students' writing. In response, the ELC communicated more with HTI to study the assessment criteria further, and the ELC teacher explored ways to narrow the discrepancies accordingly.

Table 4. Perceived relationship between ELC-HTI subject alignment and learning quality and learning motivation

<i>Alignment of subjects contributes to students' learning</i>	<u>2007intake</u> mean score	<u>2008 intake</u> mean score	<u>Difference</u> p-value
ELC3611 Attachment report ↔ HTI3171-2	2.92	3.26	0.12
ELC3611 OTR report ↔ HTI3141	2.60	3.22	0.003*
ELC3611 Lab report ↔ HTI4151	3.12	3.63	0.04*
ELC3611 FYP proposal ↔ HTI3418, HTI4153	3.16	3.59	0.07
<i>Alignment of subjects contributes to students' motivation</i>			
ELC3611 Attachment report ↔ HTI3171-2	2.80	3.41	0.006*
ELC3611 OTR report ↔ HTI3141	2.64	3.26	0.007*
ELC3611 Lab report ↔ HTI4151	3.08	3.52	0.086
ELC3611 FYP proposal ↔ HTI3418, HTI4153	3.20	3.70	0.036*

Scoring scale: 5=strongly agree, 1=strongly disagree; T-test: \* indicates significant difference (p<0.05)

The findings provided in Table 5 seem to show a sign of perceived continuous progress in students' report writing maturity and competence. Further findings to be presented in (2) below will shed more light on this interpretation.

Table 5. Comparing ELC3611 students' and ELC3601 students' self- evaluation of learning from report writing

	<u>2006 intake</u> <u>ELC3601</u>	<u>2007intake</u> <u>ELC3611</u>	<u>2008 intake</u> <u>ELC3611</u>
Language skills	Mean 3.28	Mean 3.48	Mean 3.56
Critical thinking	3.00	3.48	3.59
General English writing competence	3.28	3.40	3.48

Scoring scale: 5=strongly agree, 1=strongly disagree; T-test result: no significant difference between any two adjacent years.

## (2) Student performances as assessed by externals

The performances of the 2007 intake of ELC3611 students and the 2006 intake control group of ELC3601 in writing the Lab report and the FYP proposals were graded by 3 external assessors and compared by T-test. Some significant differences were found between some of the grades of the two groups' Lab report writing (see Table 6).

Table 6. Comparing students' Lab report writing performance graded by external assessors

	<b>Content</b>	<b>Cohr/Cohs/Org</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Style &amp; tone</b>
<i>Assessor 1: BME professional</i>					
ELC3611[2007]	2.55 p =	2.60 p =	2.95 p =	2.75 p =	2.65 p =
ELC3601[2006]	2.84 .040*	3.19 .008*	3.19 .247	3.19 .027*	3.06 .046*
<i>Assessor 2: BME professional</i>					
ELC3611[2007]	2.40 p =	2.85 p =	2.80 p =	2.65 p =	2.80 p =
ELC3601[2006]	3.77 .000*	3.61 .001*	3.39 .013*	3.35 .001*	3.41 .004*
<i>Assessor 3: Language expert</i>					
ELC3611[2007]	2.15 p =	2.70 p =	3.00 p =	2.30 p =	2.15 p =
ELC3601[2006]	2.55 .008*	2.48 .164	2.68 .046*	2.52 .164	2.32 .217

Scoring scale: 1=highest grade, 5=lowest grade

T-test: \* indicates significant difference (p<0.05)

Cohr=Coherence, Cohs=Cohesion, Org=Organisation

The grades given by the two BME professionals, which are consistent with the findings of Tables 4 and 5, show that the ELC3611 (2007 intake) students' performance in Lab report writing were significantly better than that of the control group. However, the Language expert gave significantly lower grade to the Grammar of the target reports than the control reports. One likely reason is that 7 out of 35 of the 2007 intake students, whose English competence were higher than average, were attending exchange programmes overseas when the study was conducted and hence their lab reports were not available for external assessment. More importantly, the subject taken by the target students (ELC3611) covered 4 main topics while the subject taken by the control students (ELC3601) focused mainly on sentence structure. On balance, there are not sufficient findings from this project to comment conclusively on students' general English competence.

The alignment of ELC3611 with the corresponding HTI subjects, together with support from academic and administrative staff involved, has also led to the emergency and maintenance of some good practices for the continuous improvements of the subject:

- Holding more ELC-HTI meetings to discuss matters concerning the ELC-HTI collaborations;
- Adjusting the subject curriculum and syllabus of ELC3611 to meet student needs. Examples are (1) modifying the ELC3611 schedule to provide more timely Lab report input for students, (2) adding an oral component to the topic of OTR report to prepare students for the HTI assessment task which required discussion and communication skills;
- Continuing to provide more curriculum space for the 42-hour subject, ELC3611, by a special schedule design. In this design, the subject is divided into several parts, which are separated by temporal space. This is to allow an intermission between any two topics so that the students and the teacher can have time to digest the first topic and mature before turning to the second one;
- The ELC3611 teacher modifying his teaching approach continuously. For example, the teacher adjusted the management of class time so that the longer term learning outcome of mastering the scientific concepts of report writing and the shorter term outcome of developing language skills necessary for report writing can be covered at the same time in class. Specifically, the adjustment work involved requiring students to read the learning materials before coming to class so that more class time could be devoted to facilitating discussions among students about the essential scientific concepts latent in the learning materials and less time would need to be spent on teacher-centred delivery of materials.

### (3) Students' comments

Students seemed ambivalent towards OBE. Their comments (collected from focused group interviews, SSCMs, and survey open questions) show that they would not reject OBE on the one hand because it emphasises the importance of assessments, which is in harmony with their grade-oriented mindset (see Comments 4-7 below), but on the other hand were concerned that the opportunities to broaden their horizons might be reduced by emphases on OBE. Comments reflecting their ambivalence include:

- 1) *A purpose initiates us to learn more [for achieving BME outcomes];*
- 2) *A goal is essential in learning, but it shall not be the only outcome in learning. Learning should be an open-minded process;*
- 3) *Since BME is a multi-disciplinary subject, a wider view rather than only the outcome should be better.*

A number of students tended to spend more time on obtaining good grades than on broadening their horizons when their workload was heavy:

- 4) *We focused all our efforts on the content subjects and had no time to slowly taste the language input from ELC3611 in order to further develop language sense ... although the ELC input is interesting and useful for the future.*
- 5) *If we want to get high marks or grades, we must follow HTI instructions instead of ELC comments.*

To secure good grades, which is one of their short-term goals, students requested more concrete skills to be taught and closer teaching-assessment alignment to help them cope with HTI assessments:

- 6) *The ELC input was interesting and useful for the future, but more practical elements should be added in.*
- 7) *We are assessed [for the BME programme] only on oral presentations of OTR reports, so it would be better for the ELC to teach and assess oral presentations of OTR reports instead of OTR report writing.*

Overall, the above findings lend some support to the argument that the territory-wide promotion of OBE in the past few years, together with the consequential PolyU-wide support, has been enforcing the grade-oriented

culture among students in Hong Kong. The specific grade-oriented culture of the ELC3611 students was reflected in the findings that the students tended to focus on their HTI assessment results, resulting in more requests for help from the ELC to modify the subject curriculum to match the HTI assessments in order for students to meet their grade-oriented needs or wants. The role of the ELC in the ELC-HTI collaborations seemed to be secondary and that of HTI primary; the related student comments include:

- 8) *The role of the ELC seems smaller than HTI.*
- 9) *It seems that there was on equal status in alignment – ELC only supported and assisted HTI. We easily get lost, not knowing which to follow – ELC expectations or HTI expectations.*
- 10) *[repeating comment 5] If we want to get high marks or grades, we must follow HTI instructions instead of ELC comments.*

#### (4) Human resources required for subject alignment

Findings from interviews with ELC academic and administrative staff show that an approximately 4-fold increase in human resources was required for the subject alignment of ELC3611 with HTI subjects, compared to the previous ELC subject for HTI students, ELC3601, which was a non-aligned subject:

##### Increase in teaching related resources:

- Materials development [4-fold]
- Post-teaching materials revision for improvement [2-fold]
- Teacher feedback to student performances [4-fold]

##### Administrative resources:

- General office support (e.g. timetabling, sorting information manually) [5-fold]
- Subject coordination (e.g. liaison, QA, documentation) [4-fold]

#### (e) Dissemination activities taken/planned to sustain impact

Dissemination activities taken or planned are presented in Table 6:

Table 6: Dissemination activities taken/planned to sustain impact

Presented a paper in a PolyU OBE symposium (14 Dec 2009)
Presented a paper in a RELC Seminar in Singapore (19-21 April 2010)
Presented a conference paper in Malaysia (July 2010)
Presented a paper in a conference organised by University of Hong Kong (Dec 2010)
Disseminated project findings in an ELC staff development session ( Mar 2011)
Published an article in RELC Anthology No. 52, pp.190-217 (2011) (publisher: SEAMEO Regional Language Centre; ISBN: 978-9971-74-102-0; ISSN: 0129-8895)
Presented a conference paper in the ELC Symposium2011 (June 2011)
Disseminated project findings in a round-table symposium organised by Faculty of Humanities, PolyU (June 2011)
A paper accepted and to be published by Asian ESP Journal (in August 2012)
Planning to do a follow-up research to sustain impact
Started holding one or more ELC-HTI collaboration meeting per semester for ELC3611 and related subjects

#### (f) Self-evaluation or additional information/remarks

It is important to reflect on the above findings with some additional background information. The syllabus and curriculum of the target subject (ELC3611), which was designed before the University conspicuously promoted OBE in 2008, were mainly directed towards covering as many outcome topics as possible – four topics compared to one of the control subject (ELC3601) – and improving student performance and assessment results. Further to that, since the university-wide promotion of OBE has been, among other things, emphasising the importance of assessment, the target students' grade-oriented mindset has become even more obvious, according

to the survey findings and the fact that the requests students made were mostly related to assessment related concerns.

External assessment results, however, were not quite encouraging. While the 2007 intake students' Lab report writing performance was rated by two of three external assessors to be better than that of the 2006 intake control group, their FYP proposal writing performance was rated to be slightly worse than the control. No data were collected regarding whether the 2008 intake students have performed better than their 2007 counterparts in report writing and FYP proposal writing because the project did not receive funding for external assessment of the 2008 intake students' writing performance.

This OBE project has apparently contributed to the emergence and maintenance of good practices for the continuous improvement of ELC3611. Survey findings show that the 2008 intake students' learning motivation and satisfaction with the ELC-HTI subject alignment were higher than those of their 2007 counterparts. The positive perceptions of the 2008 intake students could be attributed to the efforts made by the academic staff concerned, but whether the positive perceptions could also be attributed to OBE per se is not clear, judging from the student comments showing ambivalence towards OBE (see Section D3).

The ELC3611 teacher was found to have strived to explore ways to help students develop scientific concepts and linguistic sense in report writing classes by comparing FYP features with the features of reports. To develop scientific concepts and linguistic sense, curriculum space is required. The curriculum design of ELC3611 was very much valued by the ELC3611 teacher because, among other things, the additional curriculum space obtained by allowing an intermission between the deliveries of any two topics was very beneficial to learning and teaching and was essential for the students and the language teacher to mature scientifically. However, this mode of subject alignment -- dividing the subject into a few parts to be taught in different time slots separated by intermissions -- requires much more human resources and hence might not be feasible for the new DSR subjects in the coming 4 year curriculum because during the double cohort years the ELC human resources will be spent on both the old and the new subjects.

Assuming that human resources were not an issue, the following recommendations made on the basis of the project findings could be considered for developing the new DSR English subjects:

- 1) Host departments' assessments should not be the main consideration of the DSR English subject design. Instead, the ELC academic staff should design the DSR English subject curriculum and assessments in consultation with content specialists from the host department or elsewhere, and the assessment tasks should focus primarily on achieving the subject level outcomes, with a sub-focus of helping students achieve the programme level outcomes.
- 2) The curriculum of the DSR subject should be designed primarily to (a) develop intrinsic learning motivation and meet long-term needs by educating students to convey scientific/professional thinking through language and communication, with a sub-focus of (b) satisfying students' short-term needs and wants by providing timely and practical assessment related language input, which is transferable to language required for doing the assessments of the host department.
- 3) The role of the ELC in the DSR English education should be complementary with, instead of supplementary to, that of the host department.

Name of Project Leader: Freeman Chan  
(in block letters)

Date: 28 October 2011



**Part III: Evaluation by D/SLTC (or by HoD/Dean of School<sup>^</sup>)**

(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	✓		Well-managed
Overall project progress	✓		Delays + incompletion of 2 (out of 18) objectives were beyond PI control
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/Dean of School and/or the funding authority

—

(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

The recommendations have already been of value with ref. to the FLC's planning for DSR subjects.

(d) Additional comments/remarks

The findings highlight the need for cooperation between the FLC and host departments - cooperation that is not always easy to achieve. This was a valuable project that was diligently carried out, resulting in useful insights.

Name of D/SLTC Chair

(or HoD/Dean of School):— Dr Bruce Morrison  
(in block letters)

Date: 2 Nov 2011

<sup>^</sup> To be prepared by HoD/Dean 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/Dean 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:

In addition to the strengths noted by the HoD, the project has achieved a lot in disseminating findings to an international readership.

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

✓

Name of FLTC Chair/  
Dean of School:

WINNIE CHENG  
(in block letters)

Date: 6 Nov 2011

# The Dean 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.)

[Empty box for response and follow-up plan]

Name of Project Leader:

(in block letters)

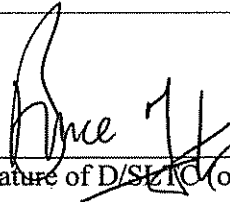
Date:



Signature of Project Leader

Freeman Chan

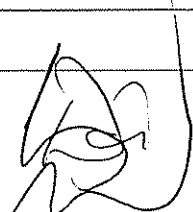
(Name in block letters)



Signature of D/SLTC (or HoD)@

BRUCE MORRISON

(Name in block letters)



Signature of FLTC/  
Dean of School

Prof Winnie Cheng  
(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.