An Investigation into the Pedagogical Practices of a University WBL Course in Hong Kong

A project submitted to Middlesex University
in partial fulfilment of
the requirement for the degree of
Doctor of Professional Studies

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Institute for Work Based Learning
Middlesex University

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Volume Two of Two: Appendices

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Dear Friend,

RE: Questionnaire Participation in a Research Study on the Work Based Learning Studies Programmes Provided by Middlesex University in Hong Kong

I am being sponsored by Middlesex University to pursue my Doctor of Professional Studies (DProf) degree in *"Enhancing the Teaching and Learning and Pedagogical Practices of Middlesex University Work Based Learning Studies Programmes in Hong Kong"*, under the supervision of Associate Professor Kate Maguire (k.maguire@mdx.ac.uk) and Professor Paul Gibbs (p.gibbs@mdx.ac.uk).

My research focuses on evaluating the learning, teaching and pedagogy of Work Based Learning (WBL), which has been offered in Hong Kong for some years. I am interested in its continuing relevance in the cultural, educational and professional context of Hong Kong. My research invites participation from existing WBL stakeholders, including *students*, *alumni*, *tutors*, *programme leaders, employers*, *professional associations, and educational partners*. The data collection is through literature reviews, focus group, questionnaire, and interviews.

I would like to invite you to participate in this on-line questionnaire. I expect it to take around 30 minutes to complete. I am obliged, under the principles of research ethics, to which the University subscribes, to inform you that any information that is obtained in connection with this study will remain confidential and anonymized. Data will be extracted from the questionnaire and will be deleted within 6 months of the final research being submitted to the University.

If you have any questions, please feel free to contact me (Tel.: 2861 3660 / Email: r.fok@mdxu.org).

Thank you for your kind consideration and your time.

Yours sincerely,

Raymond Fok

DProf Student, Middlesex University

Date: _____

Dear Friend,

RE: Letter to Obtain Informed Consent from Participants in a Research Study of the Work Based Learning Studies Programmes Provided by Middlesex University in Hong Kong

I am sponsored by Asia Pacific Regional Hub, Middlesex University to pursue my Doctorate in Professional Studies (DProf) degree in *"Enhancing the Teaching and Learning and Pedagogical Practices of Middlesex University Work Based Learning Studies Programmes in Hong Kong"* to be awarded by Middlesex University, which is advised by Dr. Kate Maguire, DProf Advisor (k.maguire@mdx.ac.uk) and supervised by Professor Paul Gibbs, DProf Project Consultant (p.gibbs@mdx.ac.uk).

My project focuses on analyzing, reviewing, and evaluating various learning and teaching issues of the Work Based Learning Studies (WBL) programmes of the WBL Learners and Tutors in Hong Kong, and their perspectives on factors that affect transference of the UK WBL ethos of pedagogical practices to the Hong Kong context and culture. This includes examining how WBL programmes can be delivered effectively to respond to the needs of the WBL learners in Hong Kong. I am doing this through the participation of the major WBL stakeholders, including WBL *students, alumni, tutors, employers and professional associations.* The data collection is through focus group, literature reviews, learning diary, questionnaires, and interviews.

I am grateful to you for volunteering to be interviewed. The interview will be recorded and used for data extraction only. I am obliged under the principles of research ethics, to which the University subscribes, to inform you that any information that is obtained about this study and that can be identified with you will remain confidential and anonymized. The interview recordings will be destroyed once the data has been extracted and the final research project is submitted. All data until that time will be kept in a secure file in accordance with the Data Protection Act (UK). If at any time you believe that this has not been carried out, you will have recourse to the University Ethics Committee through the Chair of the WBL Ethics Committee Associate Professor Kate Maguire (k.maguire@mdx.ac.uk).

Confirmation of your agreement to participate requires your signature and the date at the bottom of this letter. The interview should take around 45 minutes.

If you have any questions, please feel free to contact me: Raymond Fok, Phone: 2861 3660, Email: r.fok@mdxu.org

Thank you for your kind acceptance in participating the research study.

Yours sincerely,

Raymond Fok
DProf Student, Middlesex University
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I, …………………………………….have read the Consent Letter and agree to participate
in this project as an interviewee.

Signed……………………………………………………………

Date …………………...

Contact Details……………………………………………………

Three sets of questionnaires in Google Form platform are prepared for the three different target groups of this research, one may review these questionnaires by the following links:

Questionnaire for Current student/Alumni:
https://goo.gl/E3ibmW

Questionnaire for Tutors:
https://goo.gl/Fue1mZ

Questionnaire for Employers/Professional Associations:
https://goo.gl/rdXmqH

Interview Questions – Students

Greetings and welcome

Thank you for participating in my DProf interview survey. My DProf Project Title is:

"Enhancing the Teaching and Learning and Pedagogical Practices of Middlesex University Work Based Learning Studies Programmes in Hong Kong"

Openers:

- *When did you study your WBL programme?*

- *Which WBL programme did you study?*

Interview Questions:

1. What do you think are the advantages and disadvantages of the WBL programme?

2. What are your views on the WBL students' learning needs for higher education? Does the WBL programme meet the WBL students' learning needs for higher education?

3. What are your views on the WBL students' development needs for the workplace skills? Does the WBL programme enhance the workplace skills?

4. What is your WBL experience like in Hong Kong?

5. What are your views on teaching and learning practices of WBL programme in the Hong Kong contexts?
   - What are the challenges?
   - How to overcome them?

6. What are your views on the tutors' teaching and learning practices in relation to supporting distance and adult learners on the WBL programme?

7. What are your views on the learning support of WBL programme in Hong Kong?

Greetings and welcome

Thank you for participating in my DProf interview survey. My DProf Project Title is:

"Enhancing the Teaching and Learning and Pedagogical Practices of Middlesex University Work Based Learning Studies Programmes in Hong Kong"

Openers:

- *How long have you been helping us in tutoring/teaching in the WBL programme in HK?*

- *Which module(s) you have been involved in tutoring/teaching?*

Interview Questions:

1. What do you think are the advantages and disadvantages of the WBL programme?

2. What are your views on the WBL students' learning needs for higher education? Does the WBL programme meet the WBL students' learning needs for higher education?

3. What are your views on the WBL students' development needs for the workplace skills? Does the WBL programme enhance the workplace skills?

4. What is the rationale underpinning your teaching and learning strategies in the WBL module?

5. What are your views on teaching and learning practices of WBL programme in the Hong Kong contexts?
   - What are the challenges?
   - How to overcome them?

6. How do you adopt your teaching and learning practices for distance and adult learners on the WBL programme?

7. What are your views on the learning support of WBL programme in Hong Kong?

Interview Questions – Employers/Professional Associations

Greetings and welcome

Thank you for participating in my DProf interview survey. My DProf Project Title is:

"Enhancing the Teaching and Learning and Pedagogical Practices of Middlesex University Work Based Learning Studies Programmes in Hong Kong"

Openers:

- *How do you come across with WBL programme?*
- *How many employees/members your organisation has?*
- *Does your organisation has an employee development/CPD policy?*

Interview Questions:

1.   What do you think are the advantages and disadvantages of the WBL programme?

2.   What are your views on the WBL students' learning needs for higher education? Does the WBL programme meet the WBL students' learning needs for HE?

3.   What are your views on the WBL students' development needs for the workplace skills? Does the WBL programme enhance the workplace skills?

4.   What are your views on incorporating the WBL programme in your organisation's employee development/CPD?

6.   If you incorporated the WBL programme in your organisation's employee development/CPD, what kinds of programme structure and tutors you would like to have in the WBL programme?

7.   What kind of roles your organisation would like to be involved in the WBL programme?

The full-scale survey consisted of three sets of questionnaires to collect data from different groups of target respondents, which were:

1. Students: UG and PG in WBL(MU) programmes

2. Tutors: Advisor/Supervisor and Module Tutor

3. Organisation: Employer and Professional Association

The number of respondents was 107 and the numbers of respondents from different targeted groups were shown in Section 5.2 in the Report.

Perspective of major stakeholder of WBL

One of the objectives of this DProf research was to identify the perspectives of students, tutors, and organisations on WBL in relation to the following:

(1) Workplace skills

(2) Characteristics of WBL

(3) WBL in HK contexts

(4) WBL as a form of distance learning

(5) WBL as a form of adult learning

(6) Learning support

(7) Other perspectives pertain to organisations

(1)   Workplace skills

Q1.1   "The important workplace skills required by a university graduate"

This question was targeted at Students, Tutors, and Organisations. Figure 5.1 below, shows that "Problem solving" "Communication and literacy", "Team working" and "Business & customer awareness" were the top four agreed important workplace skills from respondents, where each item obtained around 90% agreement rate. The least important workplace skills "Application of IT" and "Application of numeracy".

Figure 4.1
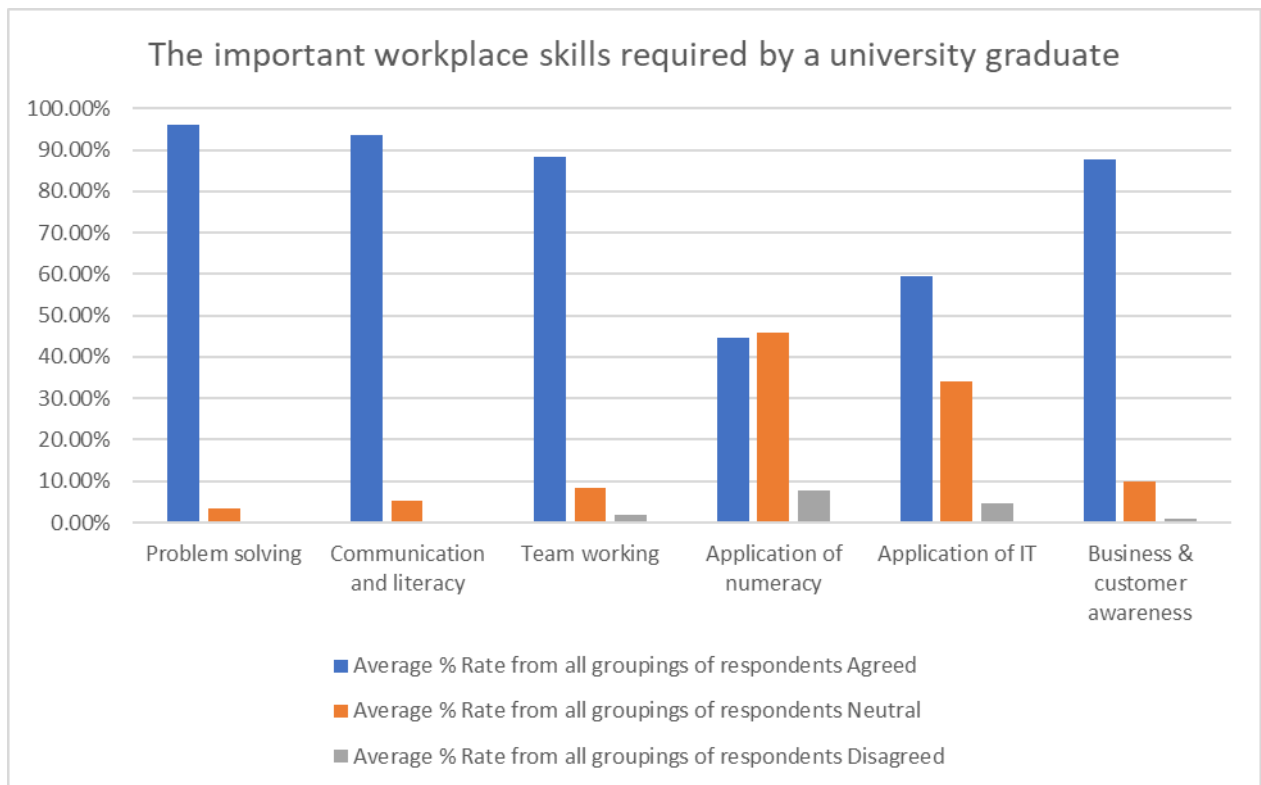
The important workplace skills required by a university graduate

There were other open comments collected under this question in the three questionnaires, which were:

Students	Advisor/Supervisor and Module Tutor	Employer and Professional Association
• emotional control and positive thinking • Find the right solutions • Local government rule and regulation • Self-management	• Business acumen, Finance concept, EQ, Self-awareness and management • Learning skills • Reasoning	• Willingness to learn and work with tasks of fundamental or of lower-end nature

Q1.2 "Which workplace skills you would like to develop further".

This question was to find out the developmental needs on workplace skills. The question asked respondents to rank their developmental needs on workplace skills. Figure 5.2 below, shows that "Communication and literacy" and "Problem solving" were ranked the top two

highest workplace skills that respondents would like to develop further. "Application of IT" and "Application of numeracy" were ranked the two lowest workplace skills for development.

Figure 4.2
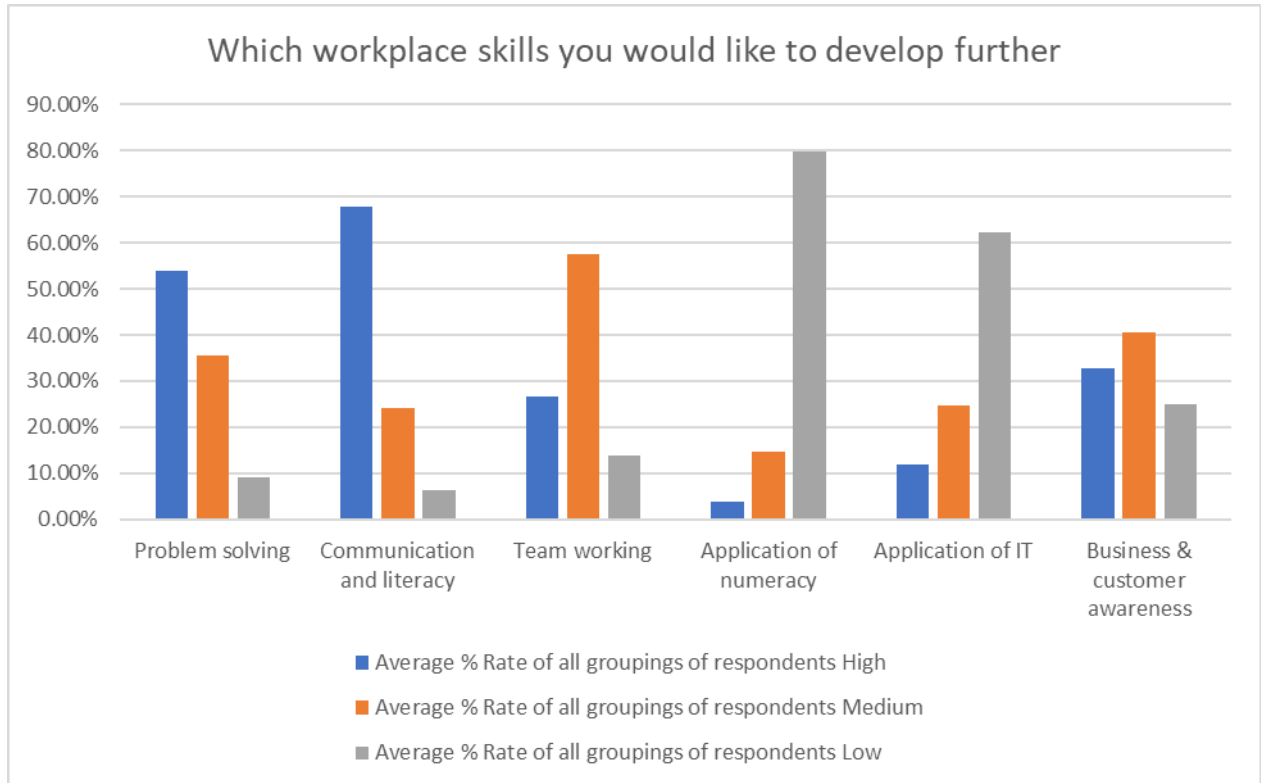
Further analysis of the low-ranking results of "Application of IT" and "Application of numeracy" were shown in the low-ranking rate breakdowns in table below, which were ranked by "Module Tutor", "Employer" and "Professional Association" as underlined below.

	UG Students	PG Students	Advisor/ Project Supervisor	Module Tutor	Employer	Professional Association
Problem solving	6.52%	5.88%	9.09%	<u>0.00%</u>	16.67%	16.67%
Communication and literacy	6.52%	5.88%	<u>0.00%</u>	25.00%	<u>0.00%</u>	<u>0.00%</u>
Team working	10.87%	29.41%	18.18%	25.00%	<u>0.00%</u>	<u>0.00%</u>
Application of numeracy	60.87%	61.76%	72.73%	100.00%	83.33%	100.00%
Application of IT	71.74%	61.76%	72.73%	<u>0.00%</u>	83.33%	83.33%

Business & customer awareness	34.78%	20.59%	27.27%	50.00%	16.67%	<u>0.00%</u>

There were other open comments collected under this question in the three questionnaires, which were:

Students UG/PG	Advisor/supervisor and Module Tutor	Employer and Professional Association
- Academic English (rank 1) - conflict management (rank 1) - Thinking broadly when analysis the issue	Learning skills (rank 1)	(Nil)

Q1.3 "Does the WBL programme helped you to develop your workplace skills".

This question was targeted at all three groups of respondents and aims to find out if WBL programmes helped to develop various workplace skills. Figure 5.3 below, shows that "Communication and literacy", "Problem solving" and "Business & customer awareness" were ranked the top three workplace skills WBL programme helped to develop. "Application of numeracy" and "Application of IT" were ranked the two lowest workplace skills WBL programme helped to develop.

Figure 4.3

Does the WBL programme helped you to develop your workplace skills

Further analyses of the low-ranking results of "Application of IT" and "Application of numeracy" in the low-ranking rates breakdown table below showed that all groupings of respondents responded that WBL programme did not help develop these two workplace skills. This may be because these two workplace skills were not taught in the WBL programmes.

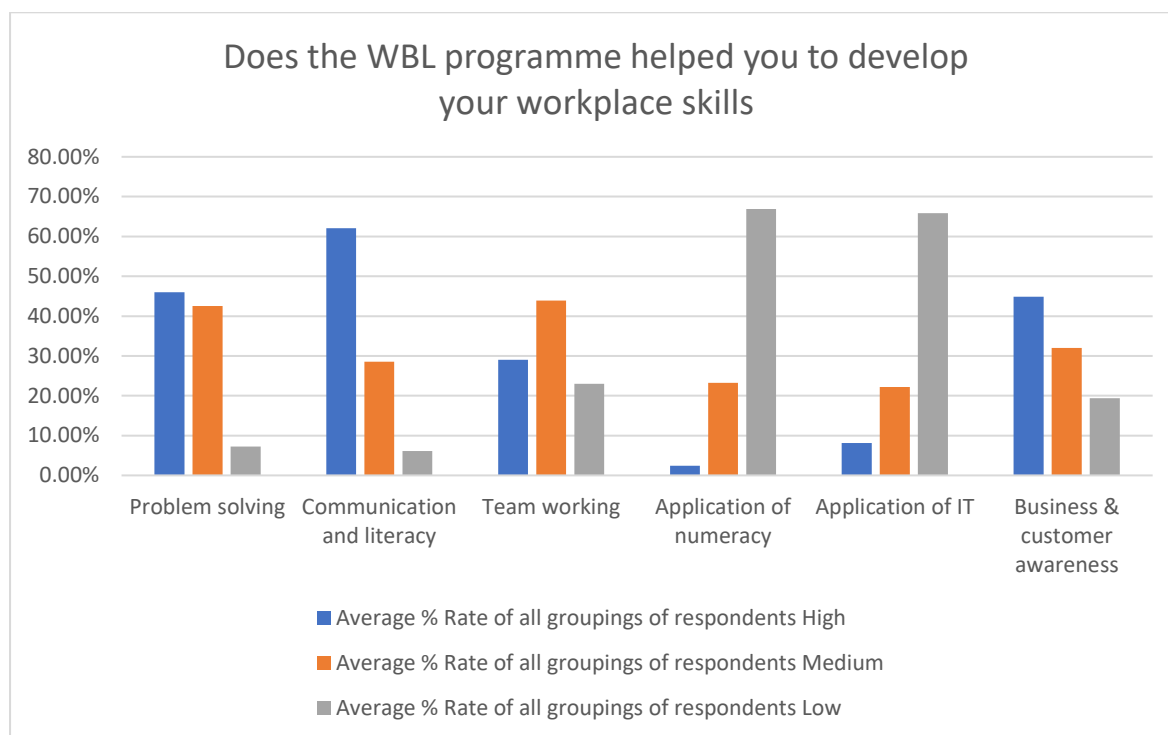|	UG Students	PG Students	Advisor/ Supervisor	Module Tutor	Employer	Professional Association
Problem solving	4.35%	5.88%	0.00%	0.00%	16.67%	16.67%
Communication and literacy	2.17%	8.82%	9.09%	0.00%	16.67%	0.00%
Team working	28.26%	32.35%	27.27%	50.00%	0.00%	0.00%
Application of numeracy	47.83%	55.88%	72.73%	75.00%	66.67%	83.33%
Application of IT	80.43%	67.65%	63.64%	50.00%	66.67%	66.67%
Business & customer awareness	32.61%	14.71%	27.27%	25.00%	16.67%	0.00%

There were other open comments collected under this question in the three questionnaires, which were:

Student UG and PG	Advisor/Supervisor and Module Tutor	Employer and Professional Association
• Skill of research (rank 1)	• Learning skills (rank 1)	(Nil)

Q1.4 "The major reasons for you to continue your studies in higher education"

This question was targeted at all three groups of respondents, to find out the reason for the respondents continuing their studies in HE. This question asked the respondents to rate their reasons continuing their studies in higher education. Figure 5.4 below, shows that "Professional development" and "Career development" were rated the top two agreed reasons for respondents to continuing their studies in HE. "Networking" is rated as the least agreed reason for respondents to continuing their studies in HE.
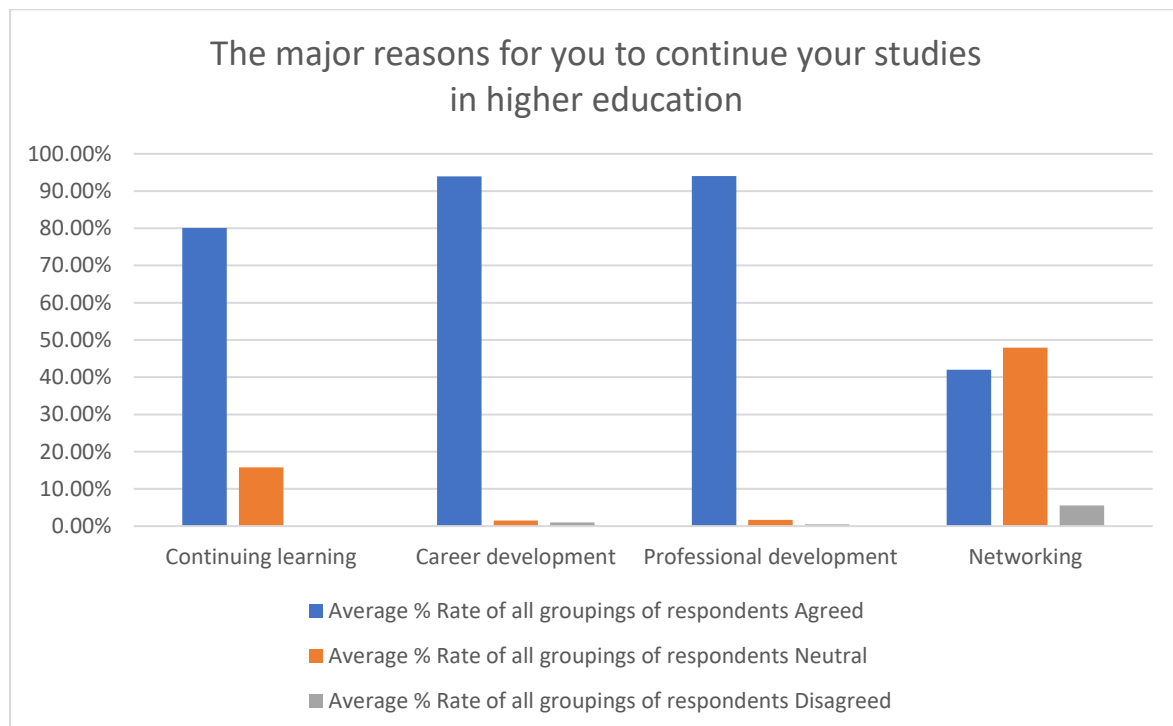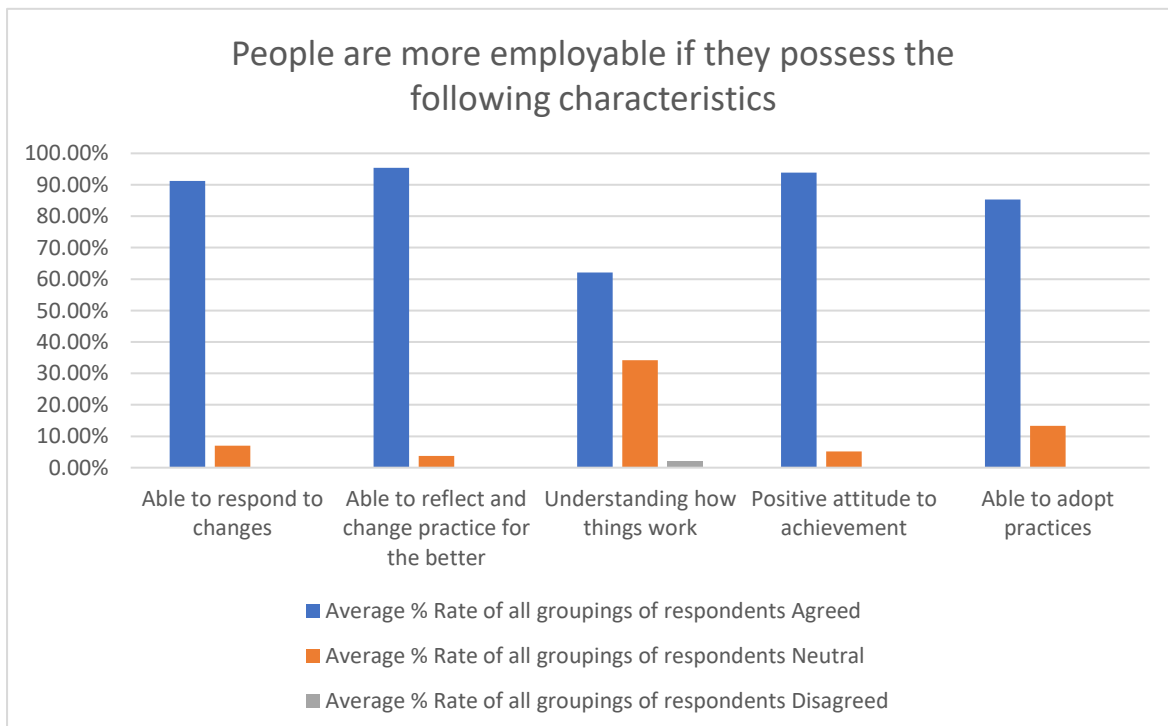
Figure 4.4

There were other open comments collected under this question in the three questionnaires, which were:

	Student UG and PG	Advisor/Supervisor and Module Tutor	Employer and Professional Association
• complete my own target (rank 1) • for relaxation	(Nil)	(Nil)

Q1.5 "People are more employable if they possess the following characteristics"

This question was targeted at all three groups of respondents, to find out characteristics of more employable people. This question asked respondents to rate which types of characteristics would make them more employable. Figure 5.5 below, shows that "Able to reflect and change practice for the better", "Positive attitude to achievement" and "Able to respond to changes" were rated the top three agreed employable characteristics. These characteristics were agreed by an average of over 90% respondents. Only 2 out of 107 respondents (i.e. 2.01%) disagreed that "Understanding how things work" was an employable characteristic.

Figure 4.5

There were other open comments collected under this question in the three questionnaires, which were:

Student UG and PG	Advisor/Supervisor and Module Tutor	Employer and Professional Association
• Good social communication skill (rank 1)	(Nil)	(Nil)

2. Work Based Learning (WBL)

Q2.1 What are the major reasons for studying the WBL programme.

This question asked the three groups of respondents to rank the reasons for the WBL learners to study the WBL programme. Figure 5.6 below, shows that "Obtain a university degree qualification" was ranked as the #1 reason for studying the WBL programme.

Figure 4.6
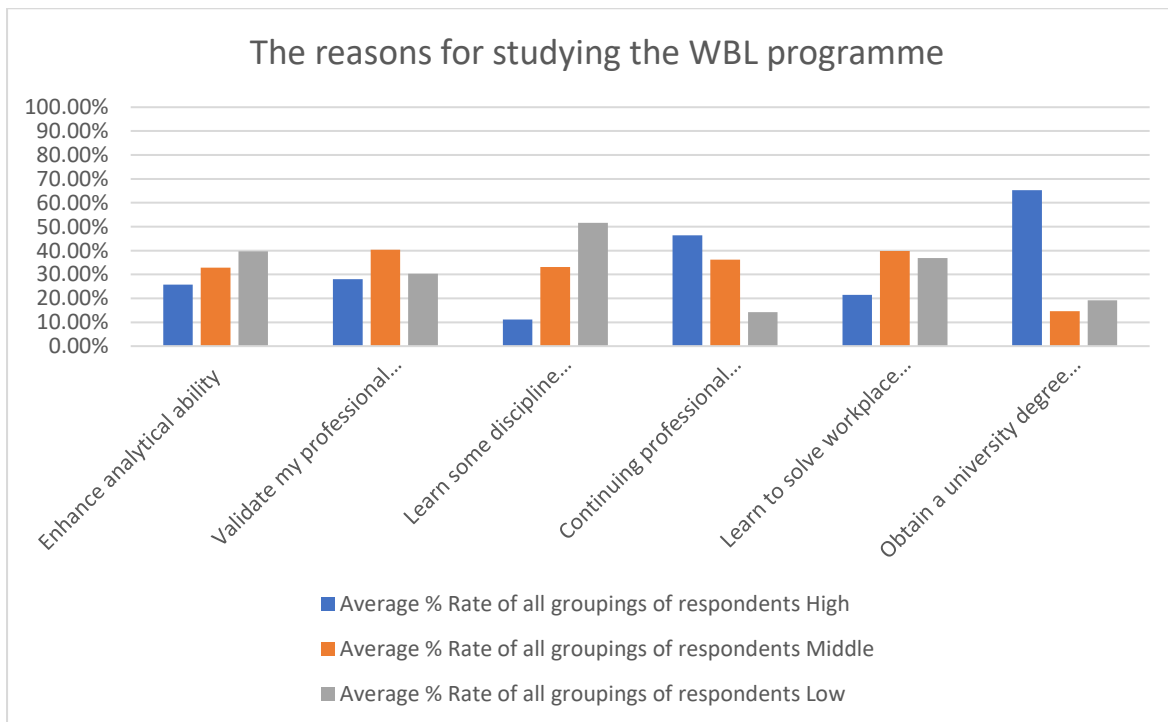
Further analyses of the ranking result of different types of respondents in the high-ranking rate breakdowns table below showed that UG students, Advisor/Supervisor and Module Tutor ranked "Obtain a university degree qualification" as a top reason for studying the WBL programme. PG students ranked two items highly for studying the WBL programme, which

were "Obtain a university degree qualification" and "Continuing professional development". The reason "Continuing professional development" was also ranked high in the response collected from Professional Associations. The views from Employers were totally different from other types of respondents, and they ranked "Enhance analytical ability" and "Learn to solve workplace problems" as top reasons for their employees studying WBL programme.

There was no open comment collected under this question in the three questionnaires.

Q2.2 "To find out the learning need for studying the WBL programme"
This question asked all three groups of respondents to rank their learning needs for studying the WBL programme. From the Figure 5.7 below, it showed that "To get credits for professional works already done", "To develop my career prospect" and "To develop skills to a professional standard" were ranked highly as the learning need for studying the WBL programme.

Figure 4.7
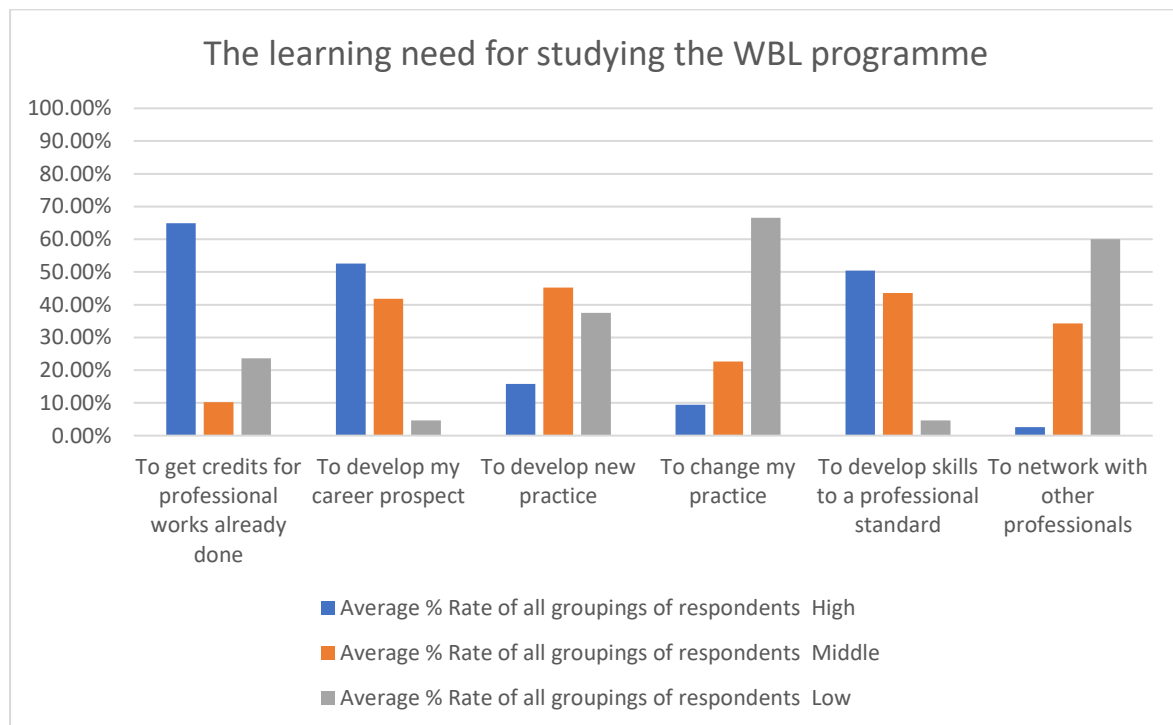
The learning need for studying the WBL programme

Further analyses of the ranking result of different types of respondents in the high-ranking rate breakdowns table below showed that there was a need for the academic programme to accredit professional works; the responses collected from Advisor/Supervisor and Module

Tutor, and Employer and Professional Association both ranked this learning need high. UG students together with Advisor/Supervisor and Module Tutor and Employer both ranked developing career prospect highly as a learning need. Another finding was that the need for develop skills to a professional standard was widely accepted by all types of respondents (in the range of around 50%), except Advisor/Project Supervisor.

	UG Students	PG Students	Advisor/ Project Supervisor	Module Tutor	Employer	Professional Association
To get credits for professional works already done	36.96%	47.06%	63.64%	75.00%	83.33%	83.33%
To develop my career prospect	73.91%	35.29%	72.73%	50.00%	50.00%	33.33%
To develop new practice	19.57%	23.53%	18.18%	0.00%	16.67%	16.67%
To change my practice	10.87%	11.76%	9.09%	25.00%	0.00%	0.00%
To develop skills to a professional standard	50.00%	58.82%	27.27%	50.00%	50.00%	66.67%
To network with other professionals	6.52%	8.82%	0.00%	0.00%	0.00%	0.00%

There was no open comment collected under this question in the three questionnaires.

Q2.3 "To find out the advantage of WBL programme"

This question asked all three groups of respondents to rate the advantages of WBL programme. Figure 5.8 below, shows that almost all types of respondents agreed highly (above 80%) that WBL programme had several advantages, except "It provides learning relevant and applicable to the workplace", which was agreed by over 60% of respondents. The disagreement rate of all provided options was low, at less than 10%.

Figure 4.8

The advantage of WBL programme

Categories (x-axis): It is learner-centered | It enhances my professional practice/learning | It provides learning relevant and applicable to the workplace | It provides the chance to reflect on practice | It provides professional education opportunities | It gives credits for previous professional learning

Legend:
- ■ Average % Rate of all groupings of respondents Agreed
- ■ Average % Rate of all groupings of respondents Neutral
- ■ Average % Rate of all groupings of respondents Disagreed

There was no open comment collected under this question in the three questionnaires.

Q2.4   For the UG and PG students on the question:

"The main challenges for professional practitioner in joining the WBL programme"

This question asked the students to rate the challenges for professional practitioners joining the WBL programme. Figure 5.9 below, shows that "Understanding learning assessment requirements", "Understanding the programme syllabus", "The tutors acting as learning facilitators rather than as traditional teachers" and "Understanding the learning outcomes" were agreed by respondents as the top four main challenges.

Figure 4.9

The main challenges for professional practitioner in joining the WBL programme
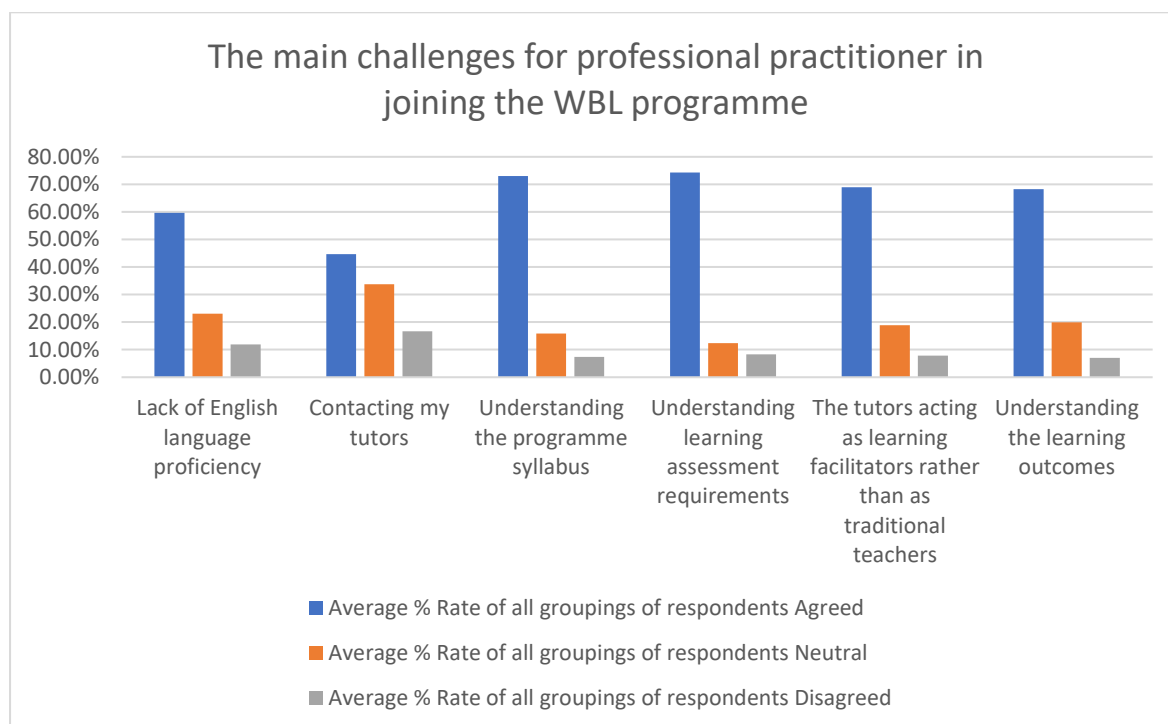
Further analyses of the rating results obtained from UG and PG students showed that the PG students tended to have lower ratings on challenges than the UG students as outlined below.

	UG student			PG student		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
Lack of English language proficiency	58.70%	19.57%	15.22%	41.18%	29.41%	23.53%
Contacting my tutors	47.83%	28.26%	19.57%	26.47%	29.41%	38.24%
Understanding the programme syllabus	69.57%	21.74%	8.70%	50.00%	23.53%	20.59%
Understanding learning assessment requirements	80.43%	10.87%	6.52%	52.94%	20.59%	17.65%
The tutors acting as learning facilitators rather than as traditional teachers	65.22%	21.74%	10.87%	47.06%	26.47%	20.59%
Understanding the learning outcomes	65.22%	26.09%	4.35%	44.12%	35.29%	14.71%

There were other open comments collected under this question in the questionnaires, which were:

UG and PG Students	Advisor/Supervisor and Module Tutor
• Attending lesson with my heavy business travel schedule • Limited input from WBL, most depend on self-reflection • Time management, working and studying at the same time, to meet the deadline in submitting assessment is a real challenge. (Strongly Agree)	(Nil)

Q2.5 For the UG and PG students, and Advisor/Supervisor and Module Tutor:

"The respondents' experience in the WBL programme"

As the experience from students and tutors staff would be different, the question's wording posted to these two target groups of respondents were slightly amended to fit the circumstances, and their results were tabulated as follow:
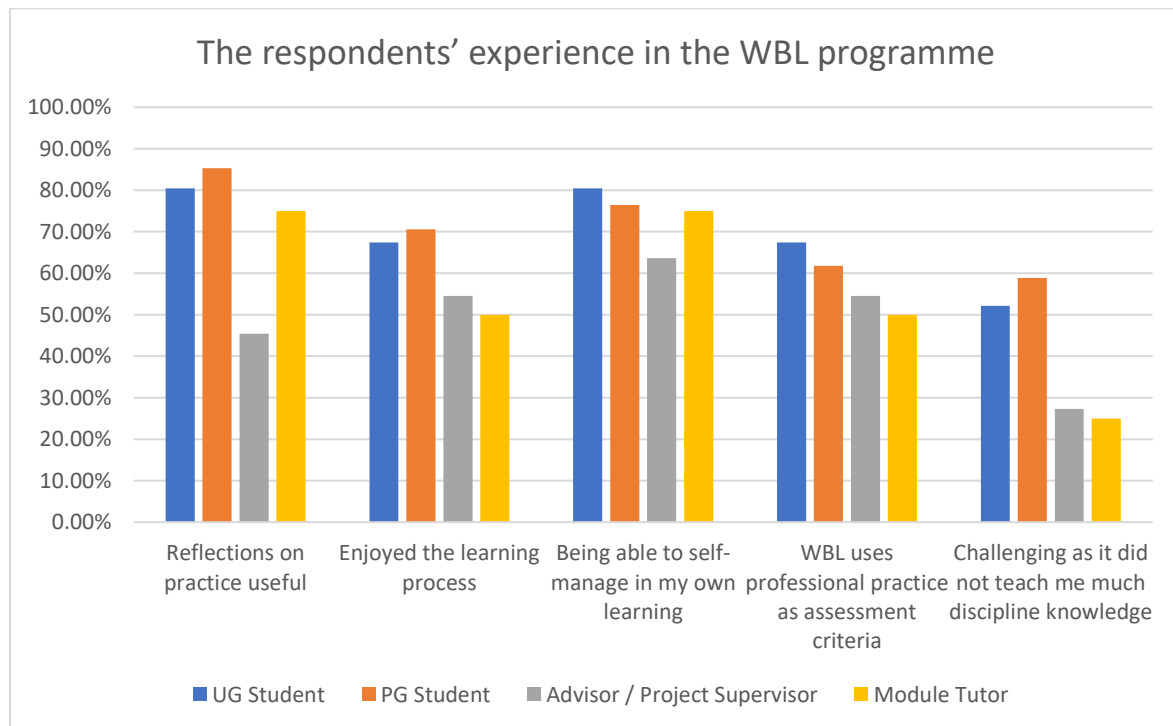
Figure 4.10

The respondents' experience in the WBL programme

Table 4.10　　The Respondents' Experience in the WBL Programme

Items for UG and PG Students	UG Student	PG Student	Items for Advisor / Supervisor and Module Tutor	Advisor / Supervisor	Module Tutor
Reflections on practice useful	80.43%	85.29%	Difficult to tutor the topic on reflection	45.45%	75.00%
Enjoyed the learning process	67.39%	70.59%	Enjoyed tutoring process	54.55%	50.00%
Being able to self-manage in my own learning	80.43%	76.47%	Like tutoring students who can self-manage their learning	63.64%	75.00%
WBL uses professional practice as assessment criteria	67.39%	61.76%	Easy to use professional practice to assess WBL assignments	54.55%	50.00%
Challenging as it did not teach me much discipline knowledge	52.17%	58.82%	Challenging as it did not involve teaching much discipline knowledge	27.27%	25.00%

There was one open comment collected under this question in the questionnaires, which was:

Student UG and PG	Advisor/Supervisor and Module Tutor
• Grading varies by different tutor and showed different in the cert	(Nil)

Q2.6 This is an open question for Students and Tutors:

"Collect suggestions on how to improve learning through WBL"

Responses from UG and PG students are listed below:

• Suggest setting up a team to encourage student to achieve WBL programme if available

• Can provide some online platform where we can connect with other local alumni or current students. Include some local company visits as such we can learn some best practices and market trend in the industries

- Suggest peer learning for enhancing the WBL, group project/assignment can provide an opportunity for students to learn from peers
- provide more lectures on each course because it is not enough for understanding the practice, e.g.: research methods
- Provide more lessons for discussion on assessment and share with fellow students about their own assessment. WBL is a good learning experience.
- Provide more resources through internet
- Provide opportunity for one-year campus study in UK
- Share documents and slides via Google which is popular in recent years of studies. It facilitates the collaboration with other students and tutors.
- Show the academic result via web-site
- Sometimes, advisor and lecturer has different points of view, student don't know which way is correct
- To provide some short courses on quantitative & qualitative research methods, especially on how to use the relevant tools
- To provide topics of learning that are applicable to the specific fields
- Vital point to make my learning experience smooth and enjoyable is the solid advice and support offered by the Module Tutor and the classmates. Without them, I hardly can complete my studies. To ensure the solid advised from school and form a good learning community are the best way to improve the learning experience.

Responses from "Advisor/Supervisor and Module Tutor" were listed below:
- Enhance students' communication skills on written and spoken English
- Enhance students' critical thinking abilities
- Strong focus on reflection and learning
- Students can be better prepared on the concept of WBL. I suggest they need to understand WBL before attending any classes
- Tutor will be given opportunity to teach one module to become familiar with students

3. WBL in Hong Kong Contexts

This section's questions are targeted to Students Tutors only. As the experience from students and tutors would be different, the question wording posted to these two target groups of respondents were slightly amended to suit the circumstances.

Q3.1 For both Students and Tutors on:

   "To find out the student-teacher relations"

Their results of average agreed rate were tabulated as follow:
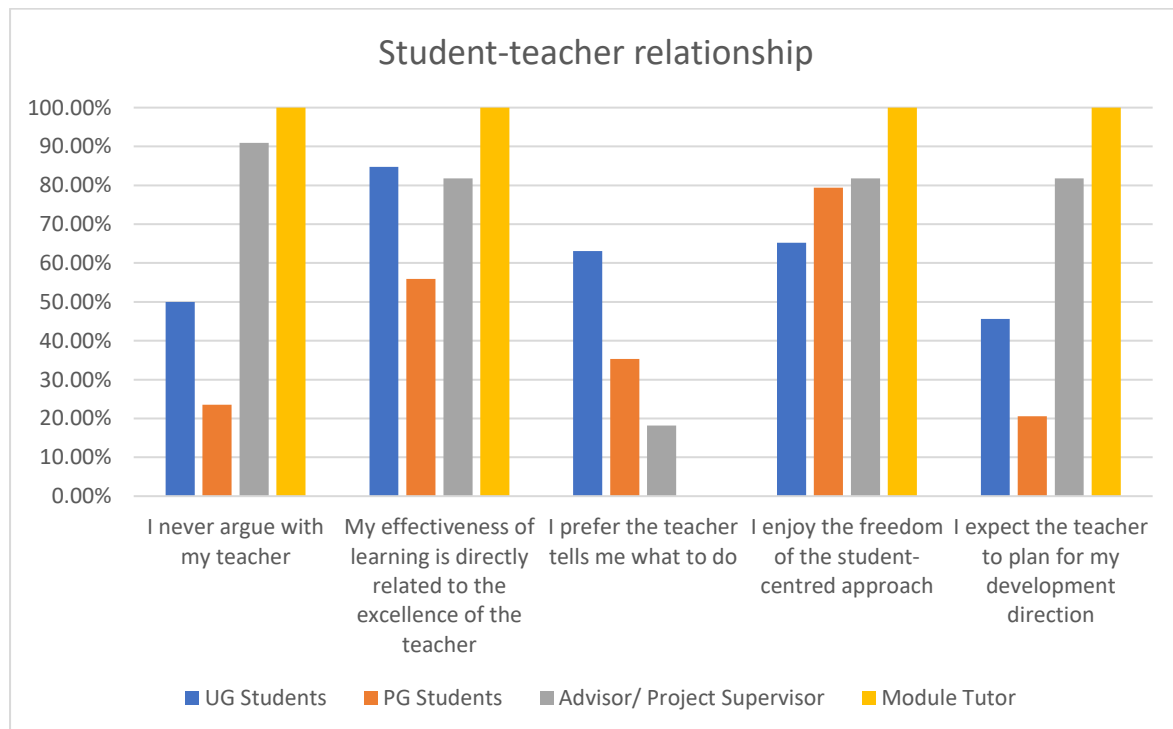
Figure 4.11

Table 4.11   The Student-teacher Relationship

Statements for UG and PG Students	UG Students	PG Students	Statement for Advisor/ Supervisor and Module Tutor	Advisor/ Supervisor	Module Tutor
I never argue with my teacher	50.00%	23.53%	I encourage students to have more discussions and debates	90.91%	100.00%

|					
My effectiveness of learning is directly related to the excellence of the teacher	84.78%	55.88%	The students should be responsible for their own learning	81.82%	100.00%
I prefer the teacher tells me what to do	63.04%	35.29%	I prefer to teach the students what to do	18.18%	0.00%
I enjoy the freedom of the student-centred approach	65.22%	79.41%	I expect the students to take a more active role in learning	81.82%	100.00%
I expect the teacher to plan for my development direction	45.65%	20.59%	I expect the students to have better time management and planning for their studies	81.82%	100.00%

There was no open comment collected under this question in the two questionnaires.

Q3.2 For both Students and Tutors on:

"To find out the student participation"

Their results of average agreed rate were tabulated as follow:

Figure 4.12
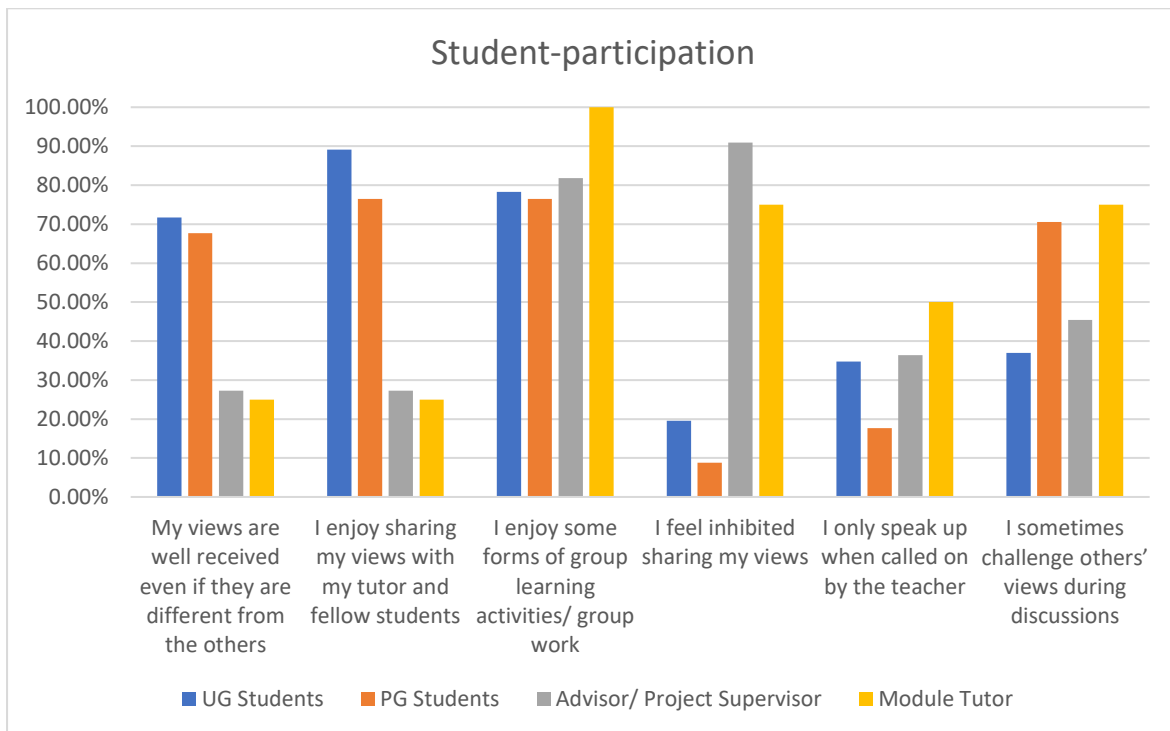
Student-participation

Statements for UG and PG Students	UG Students	PG Students	Statements for Advisor/ Supervisor	Advisor/ Supervisor	Module Tutor
My views are well received even if they are different from the others	71.74%	67.65%	Diverse views in class/project discussion are well received	27.27%	25.00%
I enjoy sharing my views with my tutor and fellow students	89.13%	76.47%	The students enjoyed sharing their views with tutor and peers	27.27%	25.00%
I enjoy some forms of group learning activities/ group work	78.26%	76.47%	I encourage the student to have some forms of group learning activities / group work	81.82%	100.00%
I feel inhibited sharing my views	19.57%	8.82%	I encourage the students to express and share their views	90.91%	75.00%
I only speak up when called on by the teacher	34.78%	17.65%	The students were not active in class/project discussion	36.36%	50.00%

I sometimes challenge others' views during discussions	36.96%	70.59%	I encourage the students to challenge others' views during class/project discussions	45.45%	75.00%

There was no open comment collected under this question in the two questionnaires.

Q3.3 For Students and Tutors on:

    "To find out the achievement and effective learning"

Their results of average agreed rate were tabulated as follow:
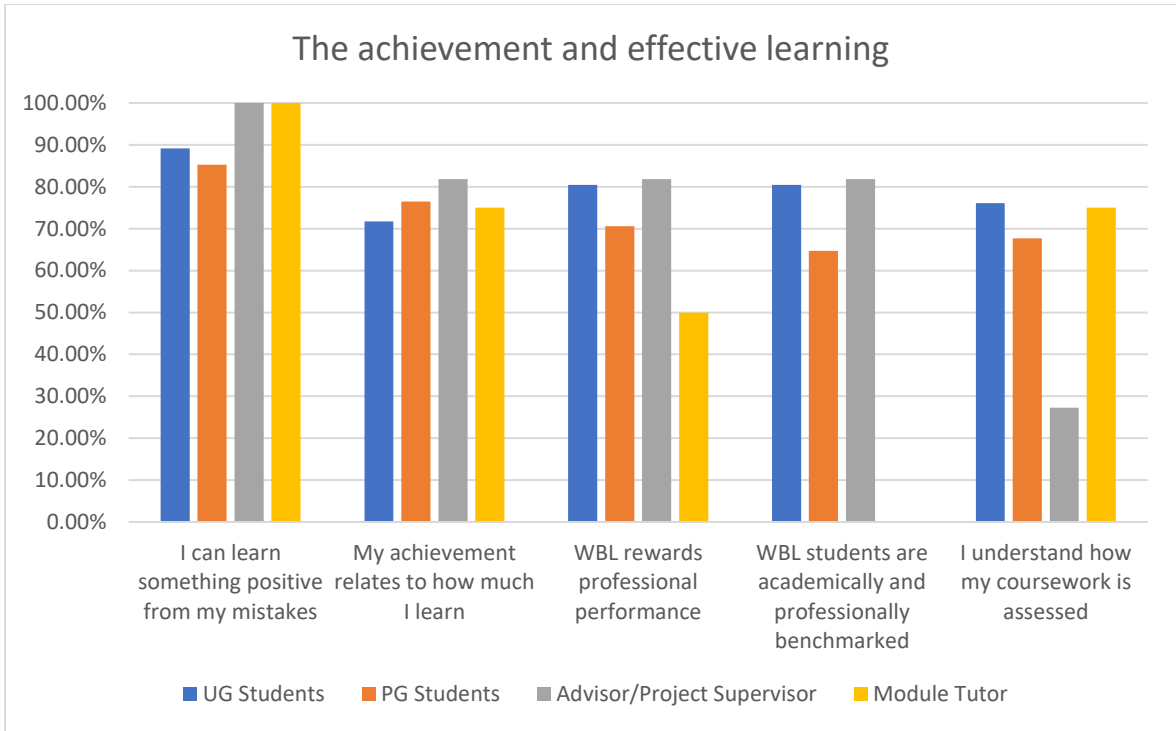
Figure 4.13

Table 4.13   The Achievement and Effective Learning

Statements for UG and PG Students	UG Students	PG Students	Statements for Advisor/Supervisor	Advisor/ Supervisor	Module Tutor
I can learn something positive from my mistakes	89.13%	85.29%	I encourage students learn something positive from their mistakes	100.00%	100.00%
My achievement relates to how much I learn	71.74%	76.47%	Students successful achievement relate to how much they learnt	81.82%	75.00%
WBL rewards professional performance	80.43%	70.59%	WBL rewards professional performance	81.82%	50.00%
WBL students are academically and professionally benchmarked	80.43%	64.71%	WBL students are academically & professionally benchmarked	81.82%	0.00%
I understand how my coursework is assessed	76.09%	67.65%	The students understand how their coursework are assessed	27.27%	75.00%

The Module Tutors' views on "WBL students are academically & professionally benchmarked", had a 0.00% agreement rate, and their views on this item were all "Neutral". The responses from Module Tutors on this question can be further analysed as follow:

	Module Tutor		
	Agreed	Neutral	Disagreed
I encourage students learn something positive from their mistakes	100.00%	0.00%	0.00%
Students successful achievement relate to how much they learnt	75.00%	0.00%	25.00%
WBL rewards professional performance	50.00%	25.00%	25.00%

WBL students are academically & professionally benchmarked	0.00%	100.00%	0.00%
The students understand how their coursework are assessed	75.00%	0.00%	25.00%

There was no open comment collected under this question in the two questionnaires.

Q3.4 For Students and Tutors

"To find out the overall experience in WBL programme"

Their results of average agreed rate were tabulated as follow:
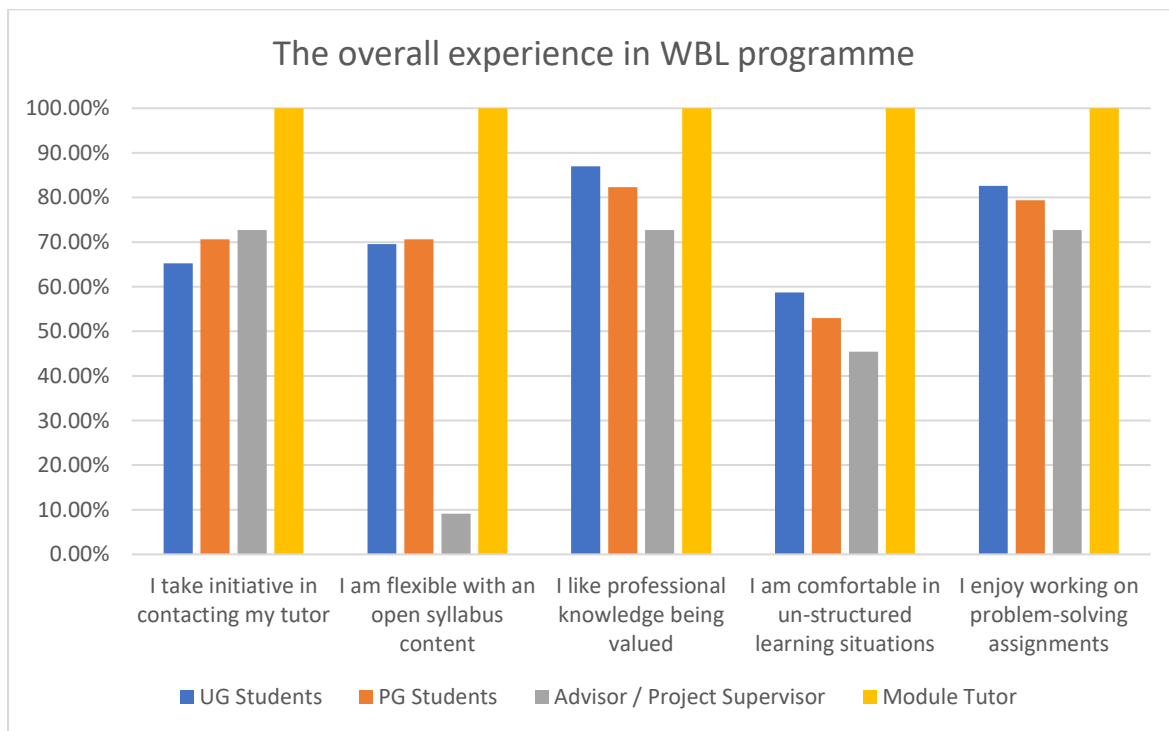
Figure 4.14

Table 4.14   The Overall Experience in WBL Programme

Statements for UG and PG Students	UG Students	PG Students	Statements for Advisor/Supervisor	Advisor / Supervisor	Module Tutor
I take initiative in contacting my tutor	65.22%	70.59%	I take initiative in asking my students to contact me	72.73%	100.00%

I am flexible with an open syllabus content	69.57%	70.59%	I am flexible tutoring an open syllabus content	9.09%	100.00%
I like professional knowledge being valued	86.96%	82.35%	I value professional knowledge as much as academic concepts	72.73%	100.00%
I am comfortable in un-structured learning situations	58.70%	52.94%	I am comfortable in un-structured tutoring situations	45.45%	100.00%
I enjoy working on problem-solving assignments	82.61%	79.41%	I enjoy tutoring on problem-solving issues and assignments	72.73%	100.00%

The Advisor/Supervisor views on "I am flexible tutoring an open syllabus content" had an extremely low agreement rate, their views on this item were almost "Neutral". The responses from Advisor/Supervisor on this question can be further analysed as follows:

	Advisor/Supervisor		
	Agreed	Neutral	Disagreed
I take initiative in asking my students to contact me	72.73%	9.09%	9.09%
I am flexible tutoring an open syllabus content	9.09%	81.82%	0.00%
I value professional knowledge as much as academic concepts	72.73%	18.18%	0.00%
I am comfortable in un-structured tutoring situations	45.45%	27.27%	9.09%
I enjoy tutoring on problem-solving issues and assignments	72.73%	18.18%	0.00%

There was no open comment collected under this question in the two questionnaires.

Q3.5 For Students, Tutors, and Organisations on:

　　"The ideas about learning"

This question asked the respondents to rate their ideas on learning. Table 5.15 below, shows that "There are several solutions to a problem" and "Learning is an unalienable right" were mostly agreed by respondents. "Lack of English language proficiency can be a barrier to learning" was agreed with comparatively low rating among students, and not as tutors and
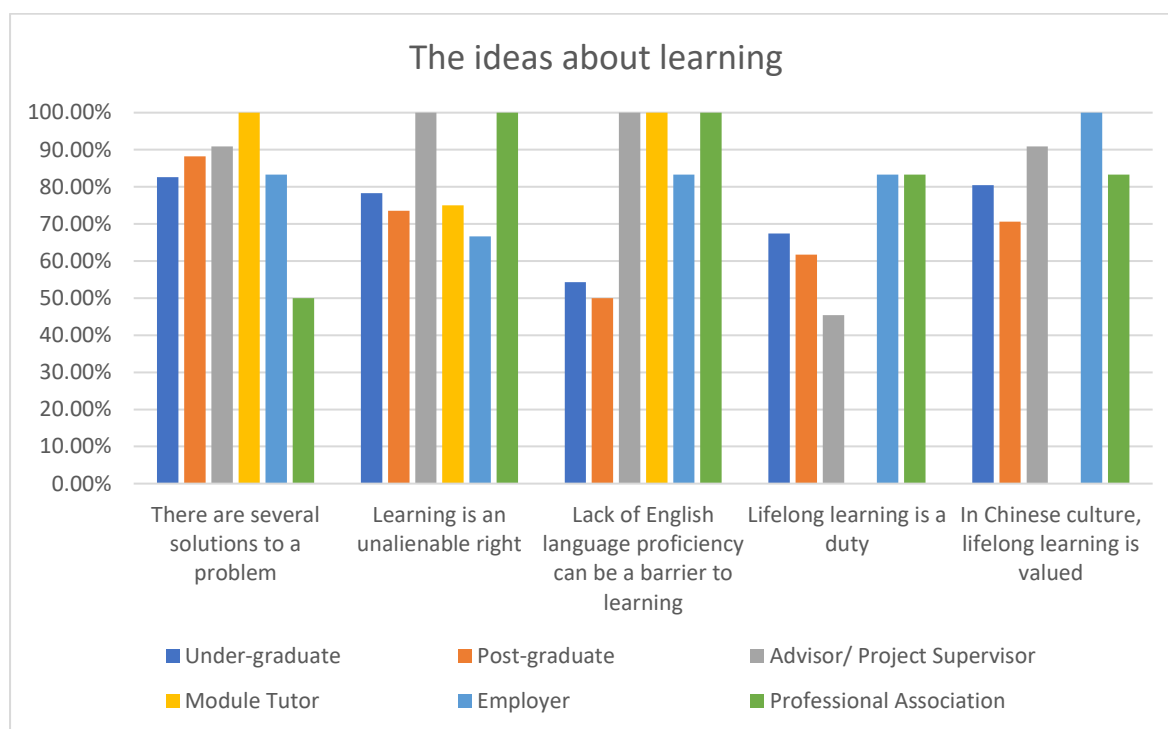
employer/professional association.

Figure 4.15

The ideas about learning

Table 4.15   The Ideas About Learning

	UG Students	PG Students	Advisor/ Supervisor	Module Tutor	Employer	Professional Association
There are several solutions to a problem	82.61%	88.24%	90.91%	100.00%	83.33%	50.00%
Learning is an unalienable right	78.26%	73.53%	100.00%	75.00%	66.67%	100.00%
Lack of English language proficiency can be a barrier to learning	54.35%	50.00%	100.00%	100.00%	83.33%	100.00%
Lifelong learning is a duty	67.39%	61.76%	45.45%	0.00%	83.33%	83.33%
In Chinese culture, lifelong learning is valued	80.43%	70.59%	90.91%	0.00%	100.00%	83.33%

The Module Tutors' views on "Lifelong learning is a duty" and "In Chinese culture, lifelong learning is valued" had a 0.00% agreed rate, their responses to this question can be further analysed as follows:

	Module Tutor		
	Agreed	Neutral	Disagreed
There are several solutions to a problem	100.00%	0.00%	0.00%
Learning is an unalienable right	75.00%	0.00%	25.00%
Lack of English language proficiency can be a barrier to learning	100.00%	0.00%	0.00%
Lifelong learning is a duty	0.00%	25.00%	75.00%
In Chinese culture, lifelong learning is valued	0.00%	50.00%	50.00%

There were other open comments collected under this question in the questionnaires, which were:

Current Student and Alumni of undergraduate and postgraduate	Advisor/Project Supervisor and Module Tutor
• Lifelong learning is a way to enjoy my life. I am happy to enlarge my eyesight, to boarder my network, and to learn something new every day	(Nil)

Q3.6 For Students, Tutors, and Organisations on:
   "Views on professional learning and development"

This question asked the respondents to rate their views on professional learning and development. Table 5.16 below, shows that "Continuous improvement is key to professional development" had a comparatively high agreed rating among other items.
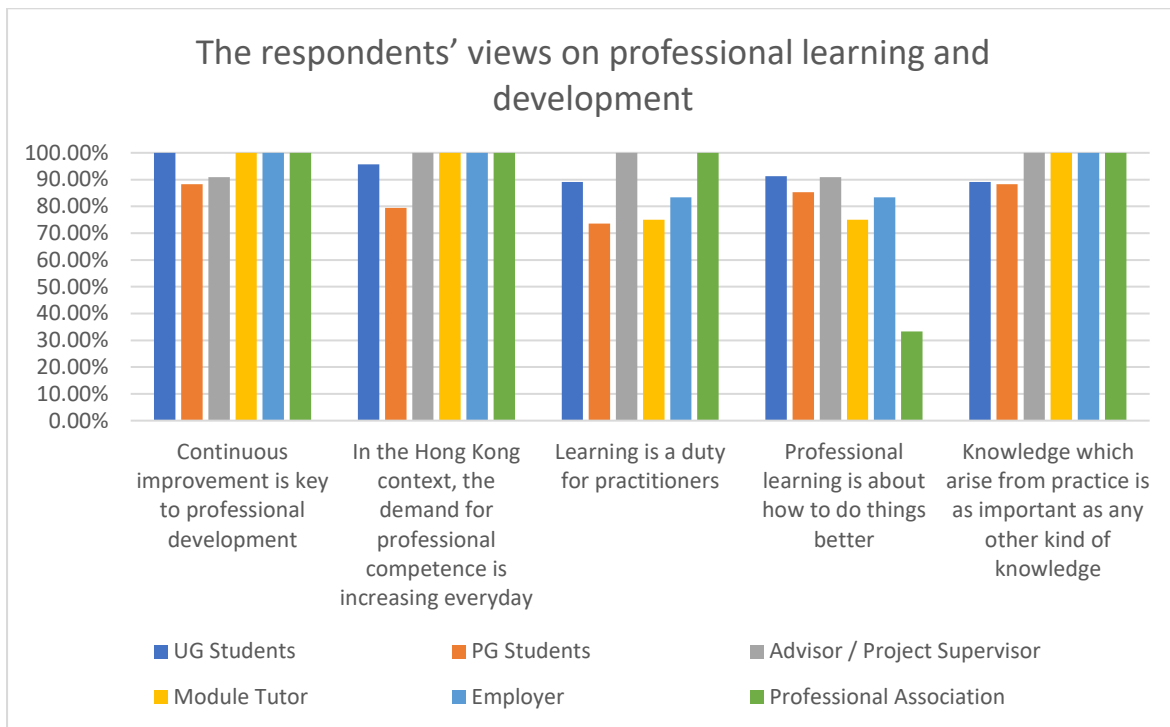
Figure 4.16

The respondents' views on professional learning and development

Table 4.16   Views on Professional Learning and Development

	UG Students	PG Students	Advisor / Project Supervisor	Module Tutor	Employer	Professional Association
Continuous improvement is key to professional development	100.00%	88.24%	90.91%	100.00%	100.00%	100.00%
In the Hong Kong context, the demand for professional competence is increasing everyday	95.65%	79.41%	100.00%	100.00%	100.00%	100.00%
Learning is a duty for practitioners	89.13%	73.53%	100.00%	75.00%	83.33%	100.00%
Professional learning is about how to do things better	91.30%	85.29%	90.91%	75.00%	83.33%	33.33%

Knowledge which arise from practice is as important as any other kind of knowledge	89.13%	88.24%	100.00%	100.00%	100.00%	100.00%

The "Professional Association" provided a low agreed rating for "Professional learning is about how to do things better", and their views on this item were almost "Neutral". Their responses to this question can be further analysed as follow:

	Professional Association		
	Agreed	Neutral	Disagreed
Continuous improvement is key to professional development	100.00%	0.00%	0.00%
In the Hong Kong context, the demand for professional competence is increasing everyday	100.00%	0.00%	0.00%
Learning is a duty for practitioners	100.00%	0.00%	0.00%
Professional learning is about how to do things better	33.33%	66.67%	0.00%
Knowledge which arise from practice is as important as any other kind of knowledge	100.00%	0.00%	0.00%

There was no open comment collected under this question in the two questionnaires.

Q3.7 For Students and Tutors on:

"People's motivation to invest in learning"

The responses collected from students and tutors are listed in able 5.17 below. It shows that respondents agreed very highly that "improve personal and professional performance" and "to secure new work outside their current employment" were their motivation to invest in learning.

Figure 4.17

People's motivation to invest in learning

Legend: UG Students | PG Students | Advisor / Project Supervisor | Module Tutor
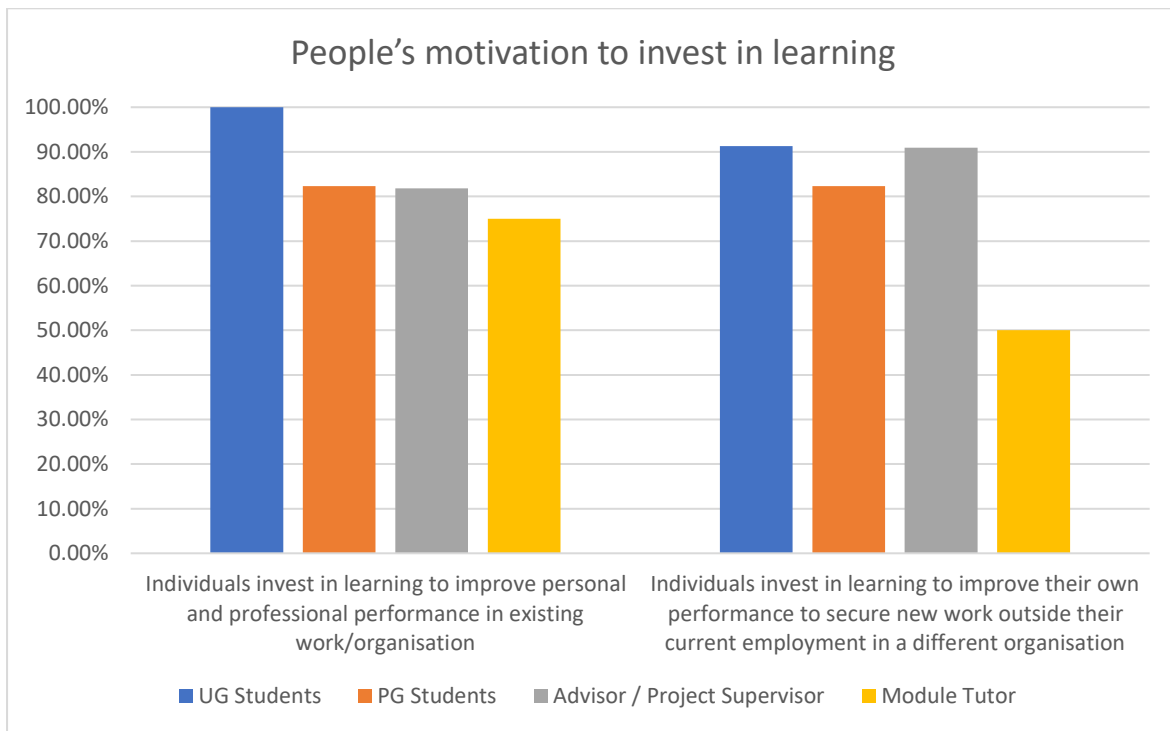
Q3.7   For Employers and Professional Association on:

"Organisation's motivation to invest in learning"

The "Employer and Professional Association" rated "improve the company performance and competitiveness" and "bring knowledge and skills to the company" with nearly 100 percentage agreement rate, and their responses are tabulated below:

	Employer	Professional Association
My organisation invests in learning to improve the company performance and competitiveness	100.00%	100.00%
My organisation invests in learning to bring knowledge and skills to the company	100.00%	83.33%

There was no open comment collected under this question in the two questionnaires.

Q3.8 This is open question for the Students and Tutors to collect:

"Suggestions on how WBL programme can be more culturally relevant for the professional practitioners in the Hong Kong context."

Responses from "UG and PG students":

- To create awareness of informal learning in the workplace, its value & recognition

- To promote the concept of WBL & its benefits

- To emphasises WBL are building-blocks for personal & professional development

- Insert some local business case studies (Hong Kong and China)

- Introduce culture related L&D topics into the curriculum, such as coaching in Chinese/Asian culture

- Local faculty to teach the workshop

- Arrange more business sharing sessions from other companies, like invite speakers from successful training programme in HKMA awards

- Lecturers or tutors should have solid experience in Hong Kong business, so that a good number of cases can be shared

- Enhance learning community formed and shared within lessons or even outside classroom

- Internship programme in some local organisations

- More professors from local practices

- Linkage with local university

- It should be more tailor-made to a specified field or workplace

- Promote the programme to other different industries

- Research the social contributions of graduates and announce to the public

- Publish captioned reading materials about WBL

- Relevant topics of learning

- Transfer of professional knowledge from tutors

- Recognition of academic qualifications by professional institutions

- To introduce WBL programme to HK professional institutes and association

- Let the professional bodies know what is WBL and what are its concepts

- Invite WBL alumni to share their experience in group gathering

- Obtain accreditation by HK Government

- Obtain accreditation by HK Professional Institutes

- Do more on promoting the effectiveness of WBL

- Achieve some professional recognitions in some Hong Kong standards

- Seek helps from government and prove that WBL is qualified all over the world

- Hong Kong practitioners often face challenge of long working hours, practitioners have more flexibility to extend their assignments submission

- Include local online resources, such as narrative video

- Assign coach for smaller group of students who require special assistance

- Most importantly is the acceptability of qualification for employers

- Perhaps try to adopt the language of Chinese for the WBL as well when the English is a barrier for some of the Hong Kong people.

- Provide more professional skills, information and legal studies on the related learning subject

- Tutors may know the onsite working condition

- Tutors may give more practical ideas to students

- Tutors may give more local examples for the learning instead only UK materials

- Understanding the workplace and job market of Hong Kong, which better suits the needs of the students

- Sharing more case scenarios with fellow students about new practices and workplace politics etc...

- Providing better tutorial time for projects consultation before the start of the projects

Responses from "Advisor/Supervisor and Module Tutor":

- Have students research the development or history of their disciplines

- Do a SWOT analysis of their organisation comparing to the competitors

- More classes for each module giving enough time for in-class discussions

- Promote understanding of concepts

- De-emphasises knowledge acquisition in favour of learning

- Improve students' English language competency

- More publicity on concept of WBL to cement better recognition

- A more aggressive promotion campaign to attract potential students

- A more user-friendly website for students/tutors

- Presentation in English and Q&A in Chinese if feasible

- Any previous good papers released to students for reference (Patent right)

- My experience from students they were familiar with their Projects but not really how to fit in the details with the prescribed academic requirements

- Field trips arranged for students

- Industry expect sharing for students

- Scholarship acquired form related industry for those outperformed students

- Application to the local case, local model, in some context can adopt bilingual

- Case studies; talks/forum by relevant speakers

- Tutors with teaching qualification and real business operation experience

- Suggest developing contextual studies courses which design to encourage students to make connections between theory and practice

- To engage in critical analysis

- To improve English speaking and writing skills

Responses from "Employer and Professional Association":

- Regular sharing sessions on experience sharing

- Show cases of WBL graduates to practitioners on the achievements, and to their employers

4. Distance Learning

Q4.1 For Students, Tutors, and Organisations on:

   "Preferred mode of Distance Learning in Hong Kong"

The responses showed that respondents preferred "on-line learning with face-to-face local tutor teaching" and "on-line learning with fly-in overseas tutors teaching" as the two most agreed options with higher average percentage. The option of "no tutor contacts either online or face-to-face" was the most disagreed option from respondents. The responses collected were listed in Figure 5.19 below:

Figure 4.19
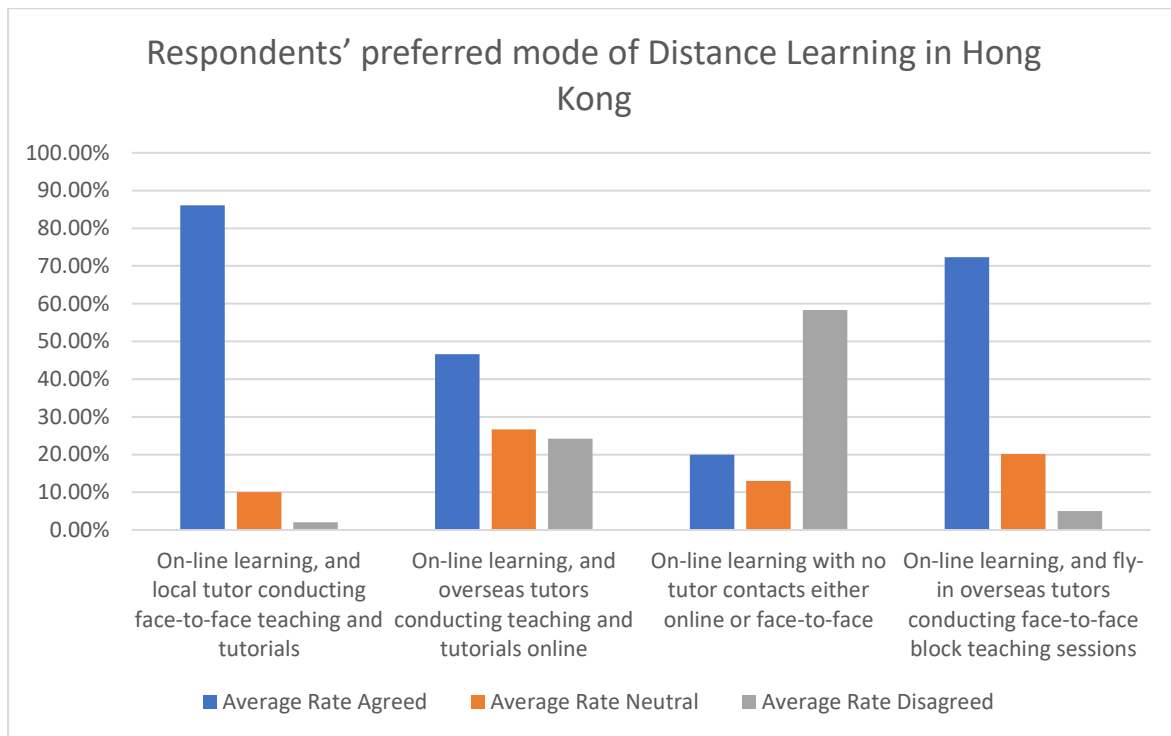
Respondents' preferred mode of Distance Learning in Hong Kong

There were other open comments collected under this question in the questionnaires, which are tabulated below:

Current Student and Alumni of UG and PG	Advisor / Project Supervisor and Module Tutor	Employer and Professional Association
• Online video download or live broadcast	• On Line learning, plus fly-in overseas tutors and local tutors face-to-face block teaching sessions	(Nil)

Q4.2 For Students and Tutors on:

"Views on WBL module handbooks and materials"

The collected responses showed that majority of responses were negative, which were "Neutral" or "Disagree". Most agreed that "The module handbooks and materials should contain some local contexts and materials" (72.39%).

Figure 4.20

Respondents' views on WBL module handbooks and materials
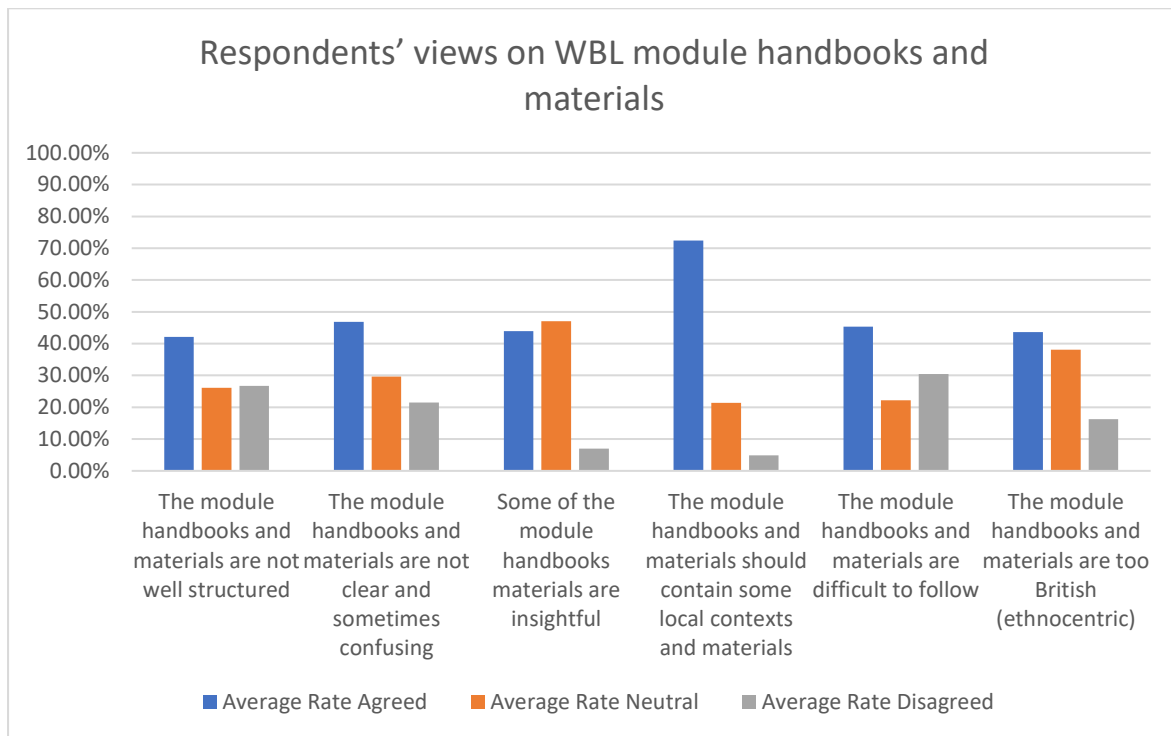
Also 100% of the tutors responded "Neutral" on "Some of the module handbooks materials are insightful" as tabulated below:

	Module Tutor		
	Agreed	Neutral	Disagreed
The module handbooks and materials are not well structured	75.00%	0.00%	25.00%
The module handbooks and materials are not clear and sometimes confusing	75.00%	25.00%	0.00%
Some of the module handbooks materials are insightful	0.00%	100.00%	0.00%
The module handbooks and materials should contain some local contexts and materials	75.00%	25.00%	0.00%
The module handbooks and materials are difficult to follow	75.00%	0.00%	25.00%
The module handbooks and materials are too British (ethnocentric)	75.00%	0.00%	25.00%

There was one open comment collected under this question in the questionnaires, which was:

Current Student and Alumni of undergraduate and postgraduate	Advisor/Project Supervisor and Module Tutor
• The briefing session on the module handbook is important. If have one-on-one walk-through section that would be much appreciated as it is very important to understand it correctly and deeply	(Nil)

Q4.3 For Students and Tutors on:

   "Communications between students and tutor"

The collected responses showed that the students responded with a highly agreed rating on "The feedback provided are helpful and easily understood" and "There was an established communication channel between the tutor and myself". Similarly, the tutors rated highly on: "The students found my feedback helpful and easily understood" and "There was an established communication channel between the students and myself"; and the collected responses are tabulated as follows:
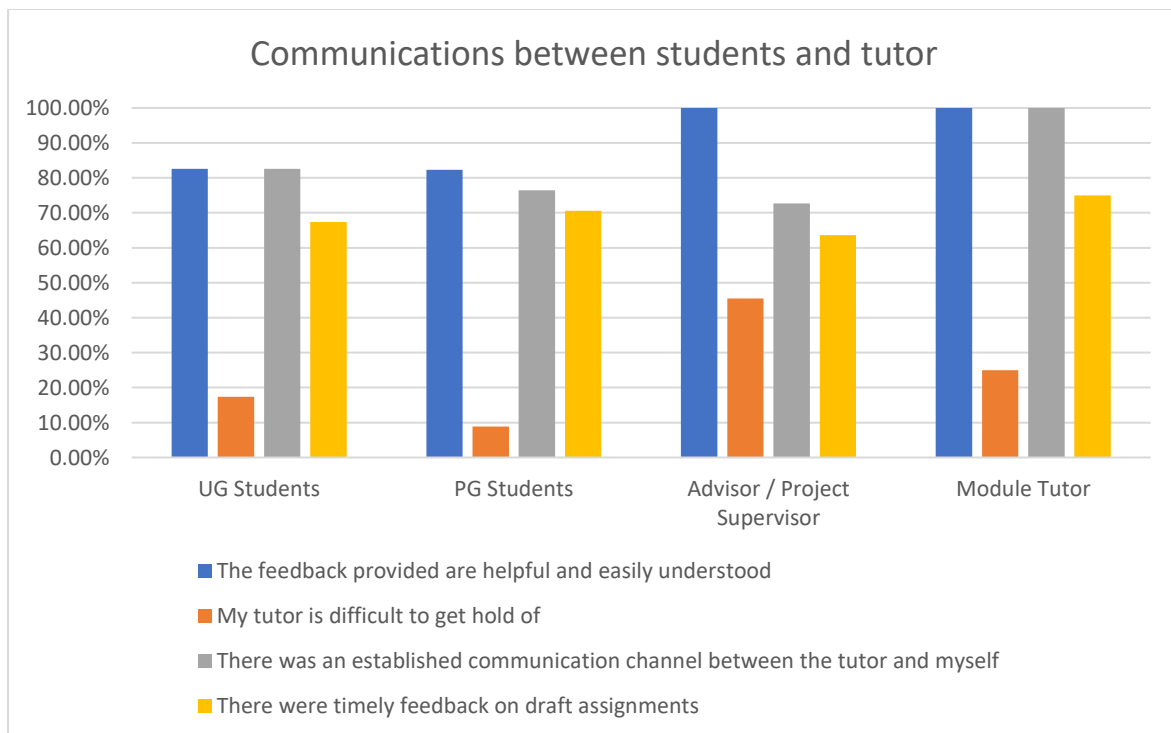
Figure 4.21

Table 4.21   Communications between Students and Tutor

Statements for UG+G and PG Students	UG Students	PG Students	Statements for Advisor / Project Supervisor and Module Tutor	Advisor / Project Supervisor	Module Tutor
The feedback provided are helpful and easily understood	82.61%	82.35%	The students found my feedback helpful and easily understood	100.00%	100.00%
My tutor is difficult to get hold of	17.39%	8.82%	My students are difficult to get hold of	45.45%	25.00%
There was an established communication channel between the tutor and myself	82.61%	76.47%	There was an established communication channel between the students and myself	72.73%	100.00%
There were timely feedback on draft assignments	67.39%	70.59%	They hardly submit any draft assignments on time for comments	63.64%	75.00%

There was no open comment collected under this question in the two questionnaires.

Q4.4 For Students and Tutors on:

   "Preferred mode of contacting tutor/student"

The collected responses showed that contacting methods of "Instant Messenger" and "Face-to-face" were comparatively highly preferred mode of contact. "Phone call" and "Email" were in middle ranking by half of respondents. Other online methods of "Skype" received a low ranking from half of respondents. The collected data were listed in Table 5.22 as follows:
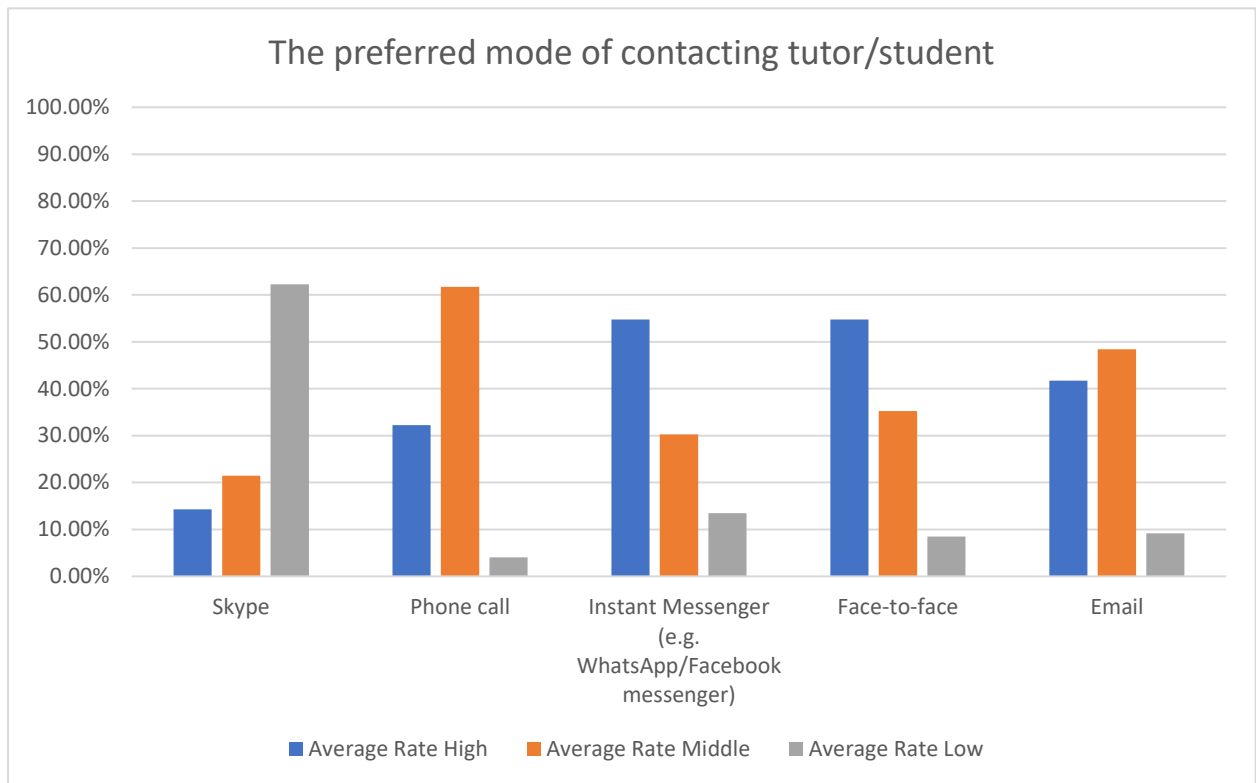
Figure 4.22

Table 4.22 Preferred Mode of Contacting Tutor/Student

	Average Rate for Students and Tutors		
	High	Middle	Low
Skype	14.32%	21.43%	62.24%
Phone call	32.25%	61.71%	4.03%
Instant Messenger (e.g. WhatsApp/Facebook messenger)	54.78%	30.25%	13.50%
Face-to-face	54.73%	35.27%	8.52%
Email	41.71%	48.39%	9.16%

There was no open comment collected under this question in the two questionnaires.

5. Adult Learning

Q5.1 For Tutors on:

 "Views on involving and using the WBL students' experience in teaching and learning activities"

Results showed that the use of students' experience and student involvements were agreed by both Advisor/Supervisor and Module Tutor, and their responses are collected as follows:
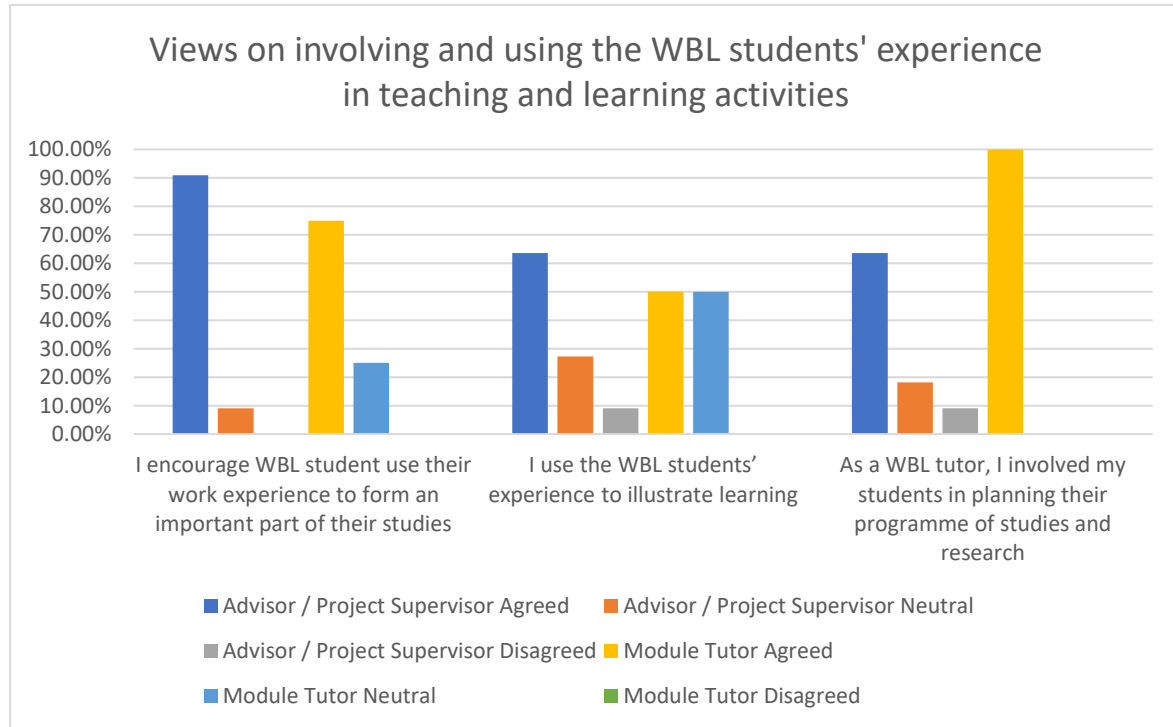
Figure 4.23

Table 4.23   Views on Involving and Using the WBL Students' Experience in Teaching and Learning Activities

	Advisor/Supervisor			Module Tutor		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
I encourage WBL student use their work experience to form an important part of their studies	90.91%	9.09%	0.00%	75.00%	25.00%	0.00%
I use the WBL students' experience to illustrate learning	63.64%	27.27%	9.09%	50.00%	50.00%	0.00%
As a WBL tutor, I involved my students in planning their programme of studies and research	63.64%	18.18%	9.09%	100.00%	0.00%	0.00%

There was no open comment collected under this question in the two questionnaires.

Q5.2 For Tutors on:

    "Views on WBL as a form of adult learning"

Results showed that the characteristics of adult learning in WBL programme were agreed by both Advisor/Supervisor and Module Tutor, and their responses are collected as follows:

Figure 4.24-1

Figure 4.24-2

Respondents' views on WBL as a form of adult learning
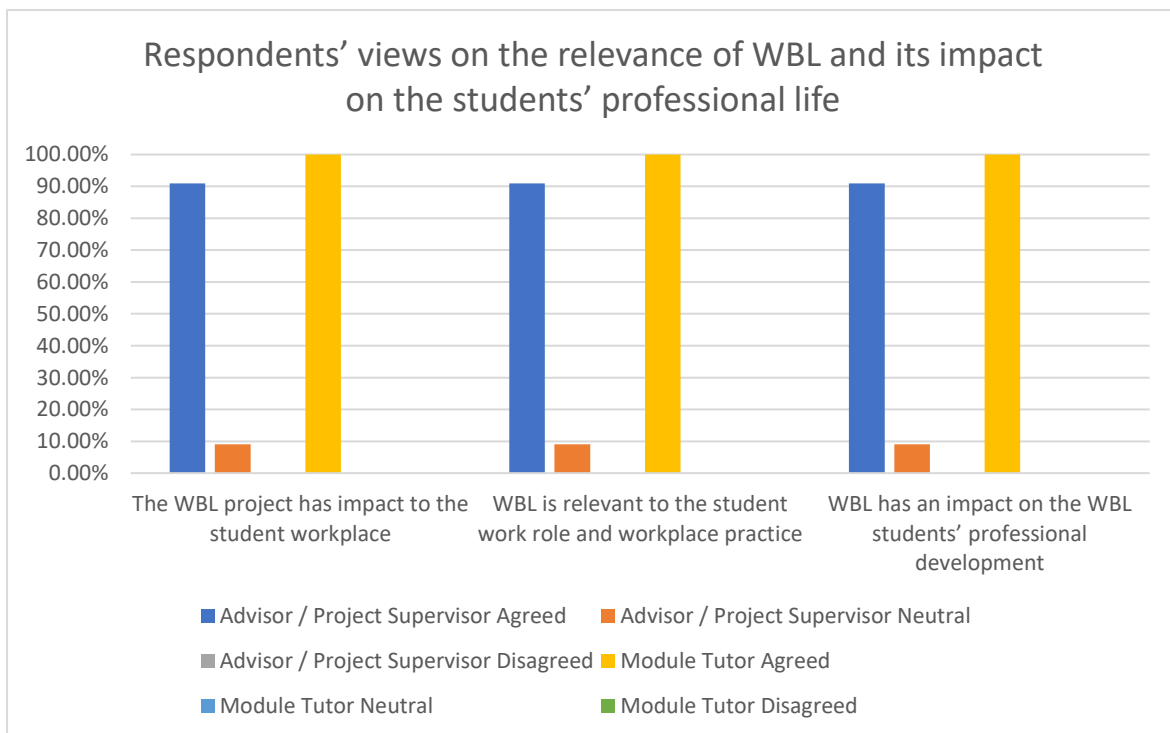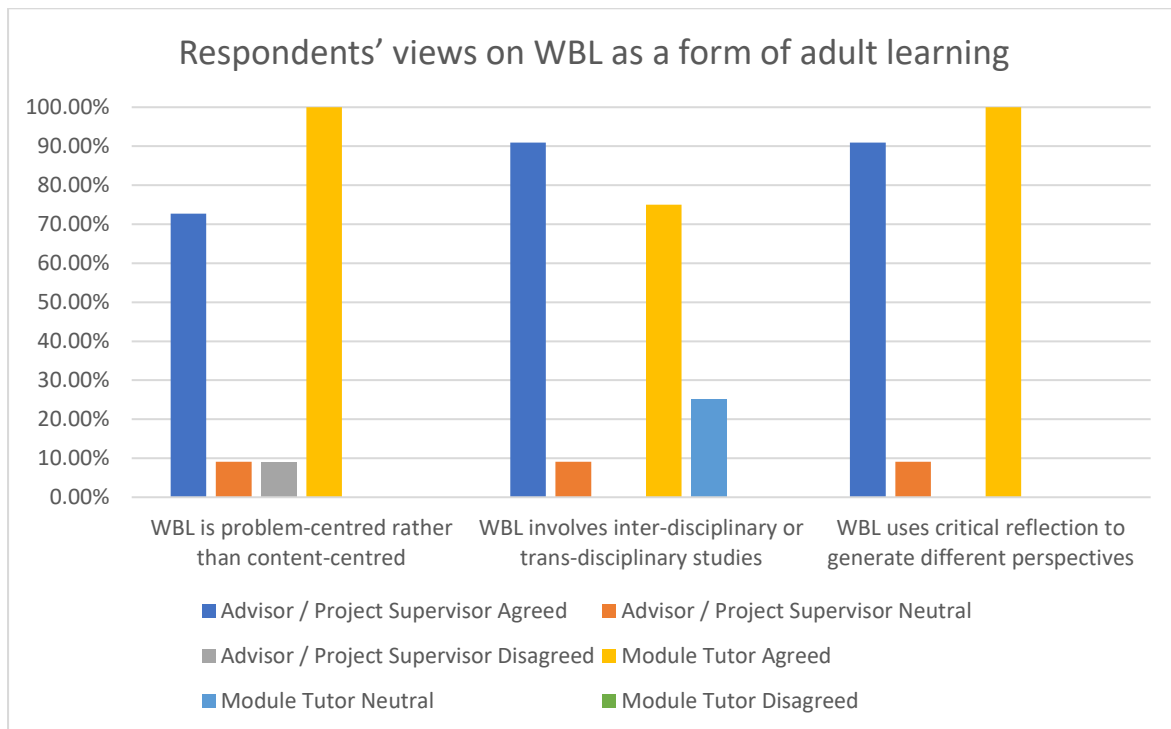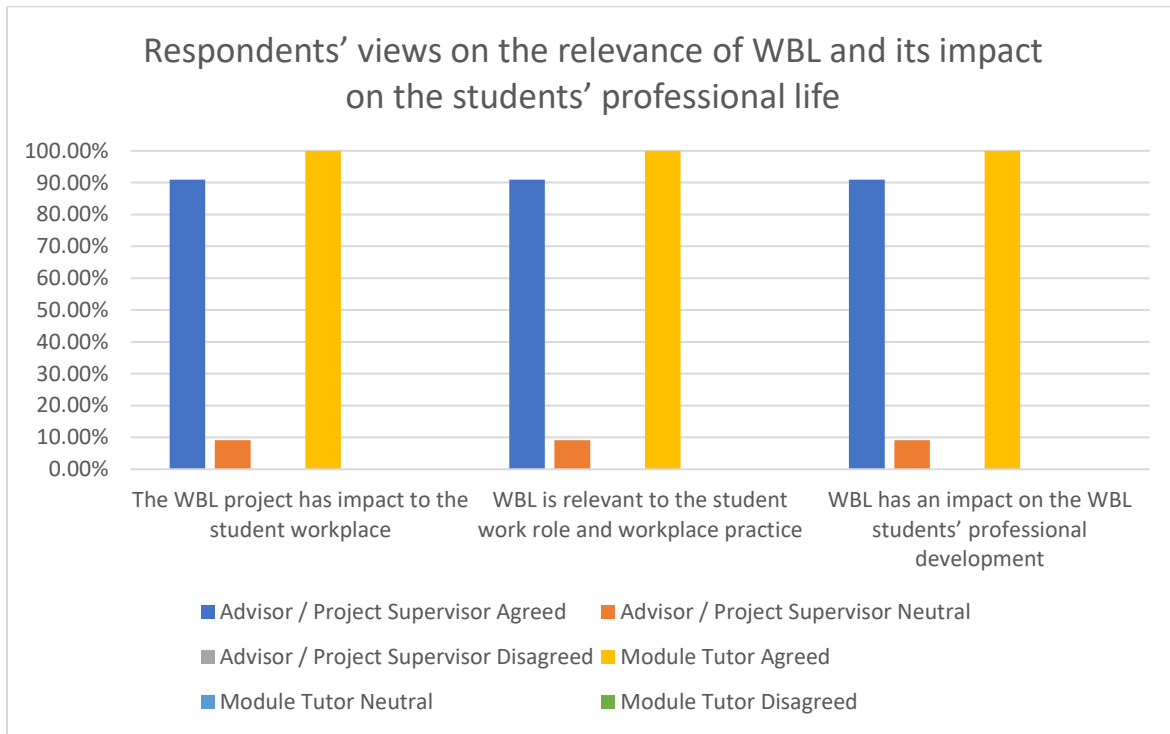
There was no open comment collected under this question in the two questionnaires.

Q5.3 For Tutors on:

"Views on the relevance of WBL and its impact on the students' professional life"

Results showed that both Advisor/Supervisor and Module Tutor agreed WBL programme impact on the students' professional life, and their responses are collected as follows:

Figure 4.25

Respondents' views on the relevance of WBL and its impact on the students' professional life

There was one open comment collected under this question in the questionnaires, which was: "One of the ways to give them structured planning for their future personal development (Strongly Agree)"

Q5.4 For Tutors on:

   "If the respondents' tutoring style support adult learning.

It showed that both Advisor/Project Supervisor and Module Tutor agreed their tutoring style did support adult learning, and their responses were collected as follow:

Figure 4.26
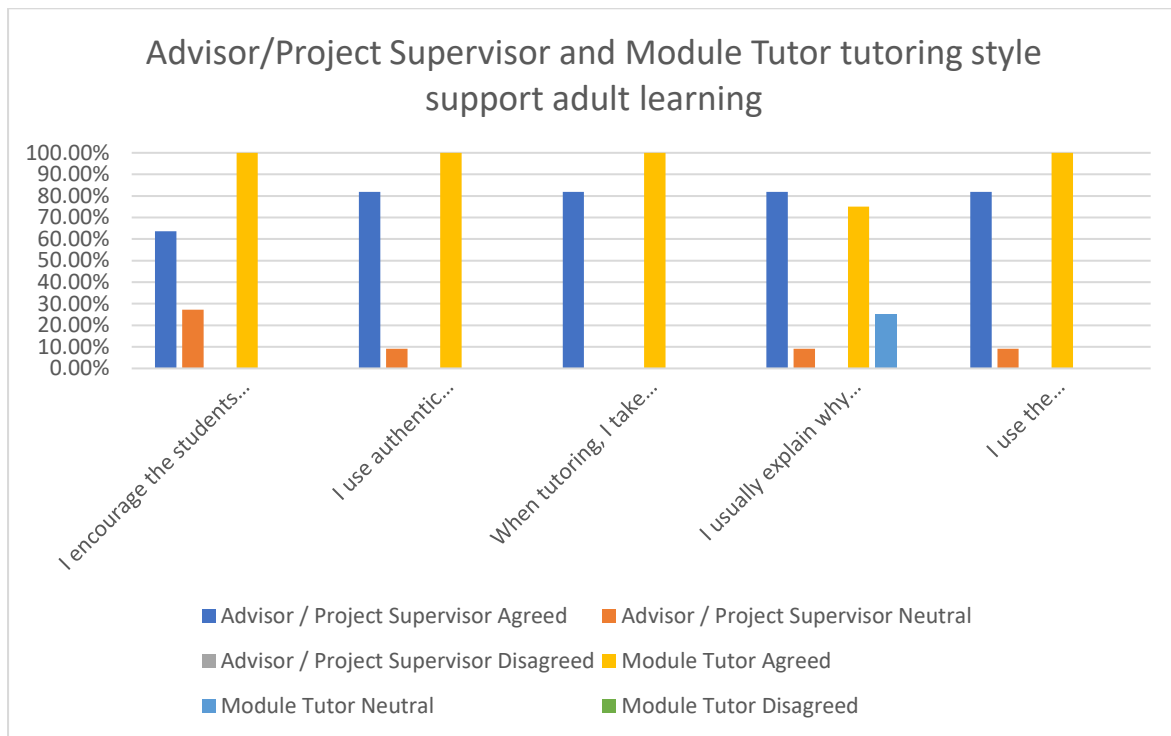
In this question, the number of response on "Don't know/NA" was comparatively high, and the figure that showed in "Don't know/NA" breakdown and tabulated below:

	Advisor/ Supervisor	Module Tutor
I encourage the students to adopt a self-discovery approach in exploring their WBL	1	0
I use authentic workplace tasks in the instruction process	1	0
When tutoring, I take into account of different work/ learning backgrounds of individual learners	2	0
I usually explain why specific things are being presented in particular ways	1	0
I use the industry/professional context to elaborate student's learning	1	0

There was one open comment collected under this question in the questionnaires, which was: "I conduct my tutoring, advising and supervising solely in English"

6.   Learning Support

This section's questions were targeted for "Current Student and Alumni of UG and PG in WBL programmes" and "Advisor/Project Supervisor and Module Tutor only. As the experience between students and tutors would be different, the question wording posted to these two targeted groups of respondents were slightly amended to suit the circumstances.

Q4.5 This question was to find out:
   "The technological support in WBL programme"

The university's technological support covered mainly the provisions of e-resources such as e-submission, RefWork and UniHub. Most of the responses collected agreed that there should be more training on university e-resources. Most agreed that UniHub was difficult to access, and the students found UniHub "neutrally" useful. The collected data are tabulated as follows:
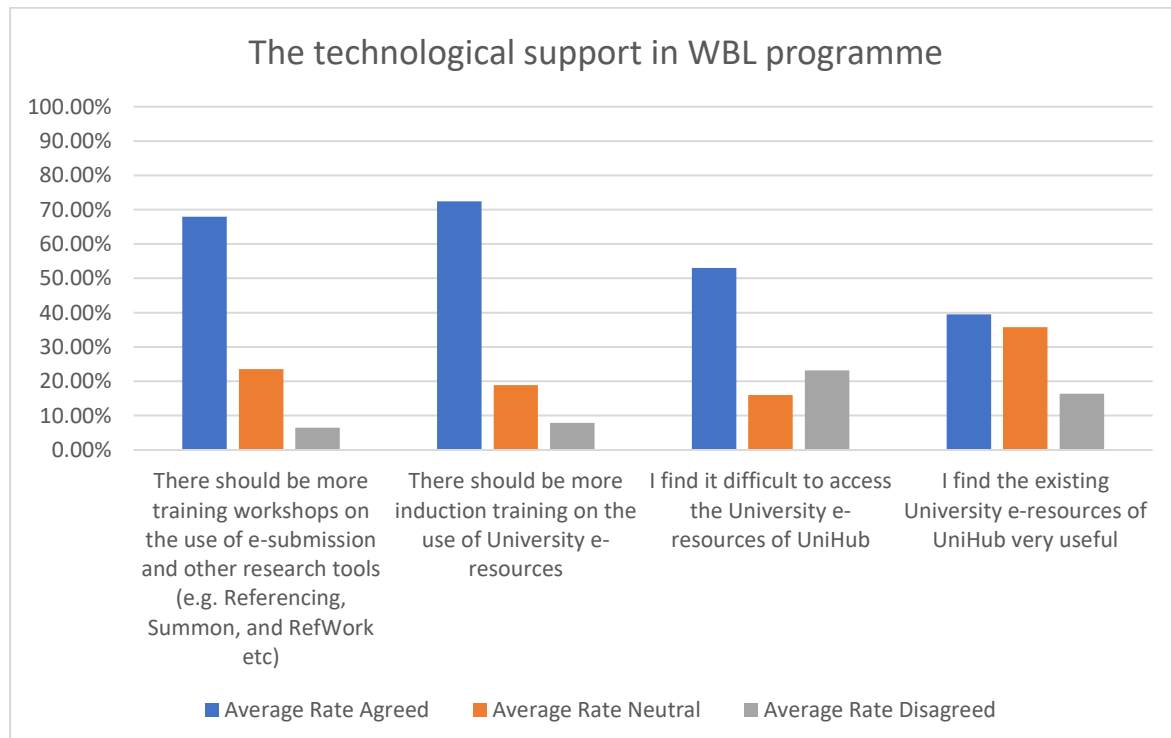
Figure 4.27

Table 4.27   The Technological Support in WBL Programme

	Average Rate		
	Agreed	Neutral	Disagreed
There should be more training workshops on the use of e-submission and other research tools (e.g. Referencing, Summon, and RefWorks etc.)	67.94%	23.58%	6.46%
There should be more induction training on the use of University e-resources	72.42%	18.91%	7.93%
I find it difficult to access the University e-resources of UniHub	53.01%	15.96%	23.20%
I find the existing University e-resources of UniHub very useful	39.51%	35.75%	16.36%

There were other open comments collected under this question in the questionnaires, they were:

Current Student and Alumni of undergraduate and postgraduate	Advisor / Project Supervisor and Module Tutor
• e-resources of UniHub is great but sometimes when I am using UniHub, the system was very slowly • the UniHub interface is not user friendly (Strongly Agree)	(Nil)

Q5.1 This question was to find out:

Students' views on the induction session

They all agreed that the induction session provided a clear overview of WBL and there should be more induction sessions on WBL at beginning of the course. The collected data are tabulated as follows:

Figure 4.28

Students' views on the induction session
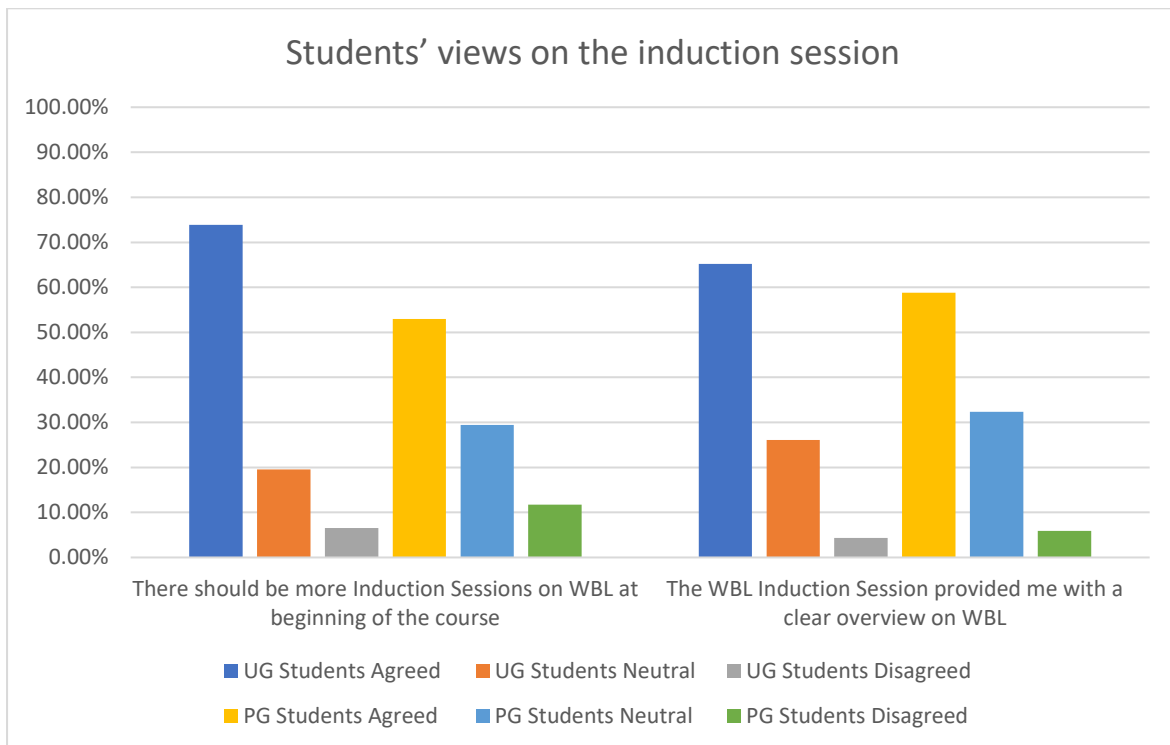
Table 4.28   Students' Views on the Induction Session

	UG Students			PG Students		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
There should be more Induction Sessions on WBL at beginning of the course	73.91%	19.57%	6.52%	52.94%	29.41%	11.76%
The WBL Induction Session provided me with a clear overview on WBL	65.22%	26.09%	4.35%	58.82%	32.35%	5.88%

There was one open comments collected under this question:

"suggest to have at least 2 times on induction session: (1) before the program - get the overall view; and (2) after the program started or in between1/4 of the program - I know what I don't know at that stage and thus the induction session become valuable."

Q5.2 This question was to find out:

"The topics which should be included in the induction sessions"

The collected responses from the students show that all suggested options were agreed by UG students with a high agreemeent rate. The agreement rate on the suggested options by PG students were all lower than UG, especially on "Learning theories".

Figure 4.29

Topics which should be included in the induction sessions
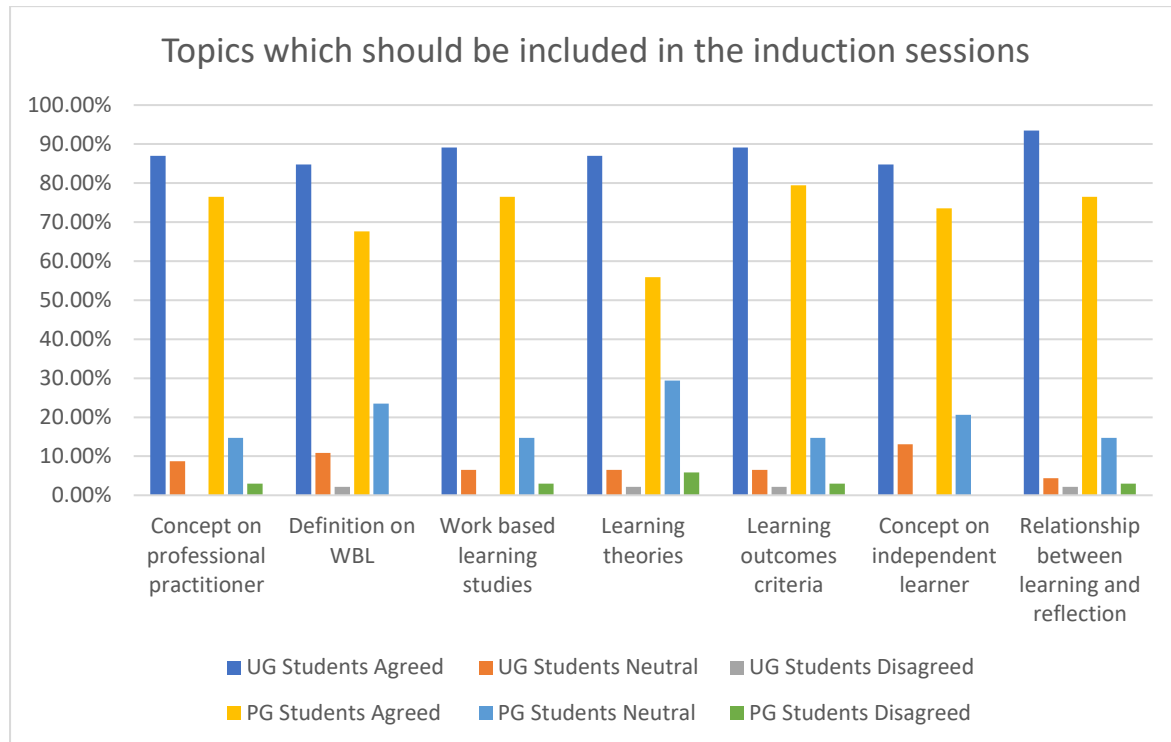
Table 4.29   The Topics Which Should be Included in the Induction Sessions

	UG Students			PG Students		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
Concept on professional practitioner	86.96%	8.70%	0.00%	76.47%	14.71%	2.94%
Definition on WBL	84.78%	10.87%	2.17%	67.65%	23.53%	0.00%
Work based learning studies	89.13%	6.52%	0.00%	76.47%	14.71%	2.94%
Learning theories	86.96%	6.52%	2.17%	55.88%	29.41%	5.88%
Learning outcomes criteria	89.13%	6.52%	2.17%	79.41%	14.71%	2.94%
Concept on independent learner	84.78%	13.04%	0.00%	73.53%	20.59%	0.00%
Relationship between learning and reflection	93.48%	4.35%	2.17%	76.47%	14.71%	2.94%

There was no open comment collected under this question in the questionnaire.

Q5.3 This question was to find out:

"The provisions of support in academic literacy, English language and study skills in WBL programme in Hong Kong."

The collected response showed that UG agreed with those provisions, especially on Academic Writing, and a similar finding was noticed among PG students.

Figure 4.30
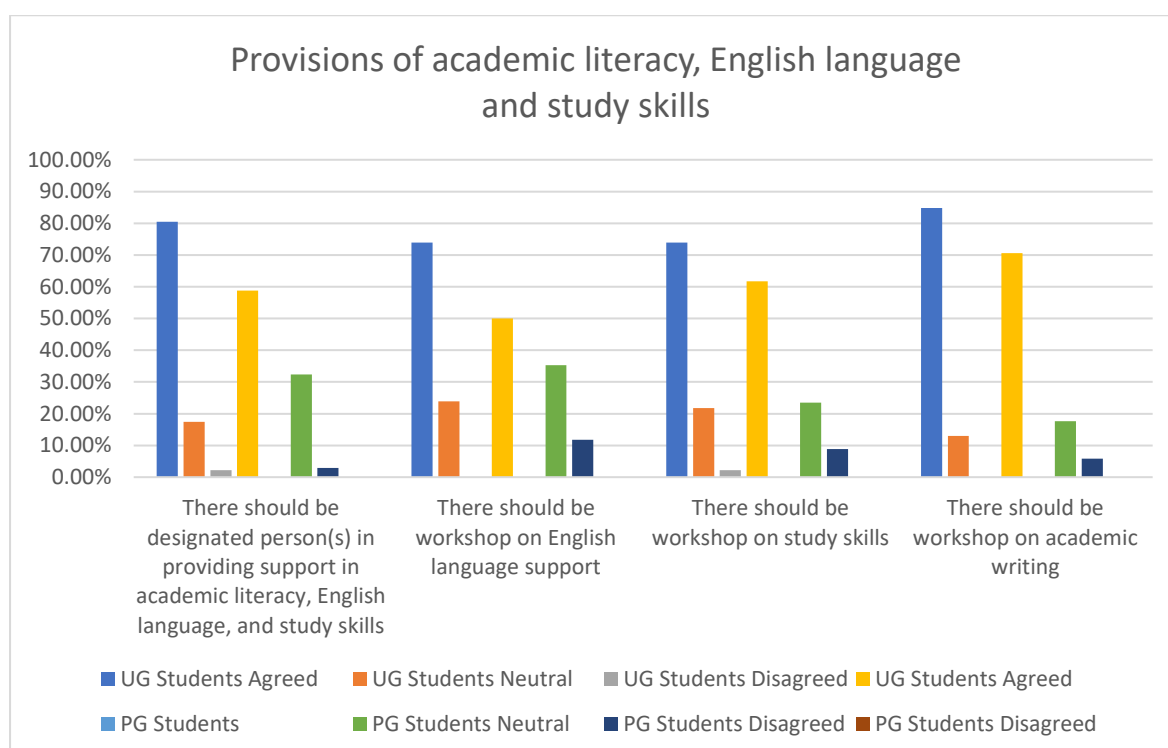
Table 4.30   The Provisions of Support in Academic Literacy, English Language and Study Skills in WBL Programme in Hong Kong

	UG Students			PG Students		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
There should be designated person(s) in providing support in academic literacy, English language, and study skills	80.43%	17.39%	2.17%	58.82%	32.35%	2.94%

There should be workshop on English language support	73.91%	23.91%	0.00%	50.00%	35.29%	11.76%
There should be workshop on study skills	73.91%	21.74%	2.17%	61.76%	23.53%	8.82%
There should be workshop on academic writing	84.78%	13.04%	0.00%	70.59%	17.65%	5.88%

There was no open comment collected under this question in the questionnaire.

Q5.4 This question was to find out:

  "The students' responses on provision of formative feedback."

The collected responses showed that formative feedback provided were agreed by both UG and PG students as important and useful. The negative option of "Some feedback provided are confusing" was agreed with a lower rate.

Figure 4.31
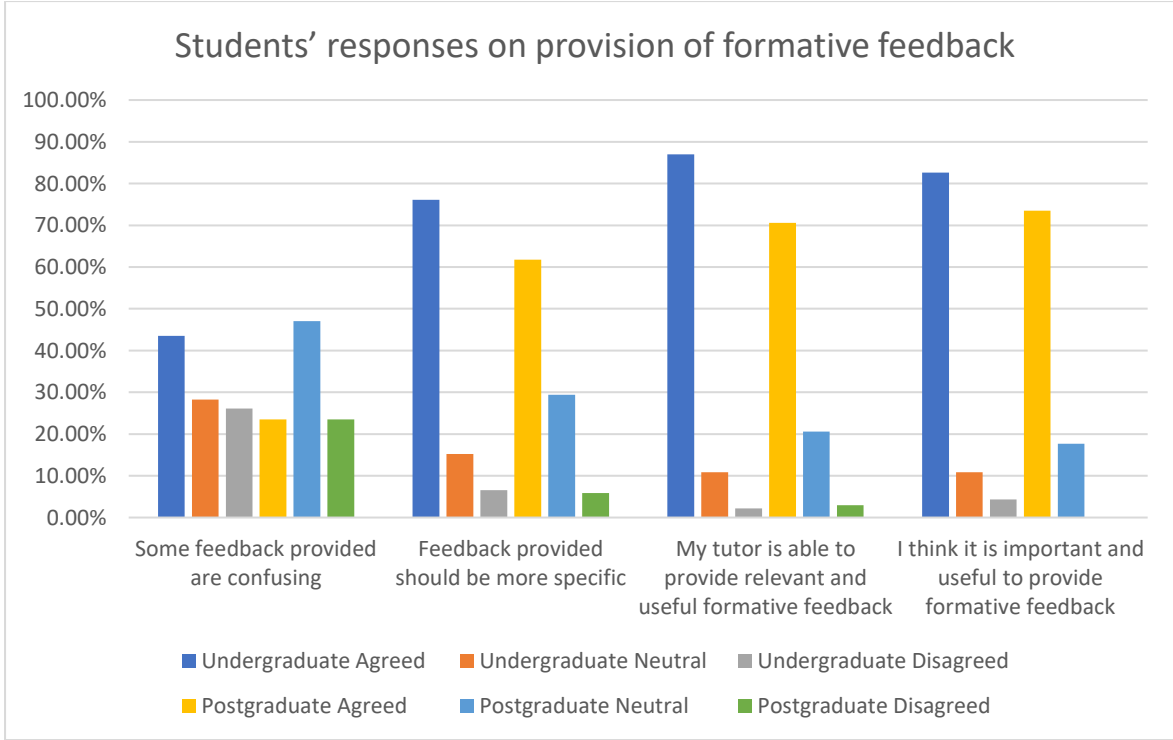
	Undergraduate			Postgraduate		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
Some feedback provided are confusing	43.48%	28.26%	26.09%	23.53%	47.06%	23.53%
Feedback provided should be more specific	76.09%	15.22%	6.52%	61.76%	29.41%	5.88%
My tutor is able to provide relevant and useful formative feedback	86.96%	10.87%	2.17%	70.59%	20.59%	2.94%
I think it is important and useful to provide formative feedback	82.61%	10.87%	4.35%	73.53%	17.65%	0.00%

There was one open comment collected under this question in the questionnaires, which was: "Tutor matching is also important to me. If I can grant the tutor who got strong knowledge and experience in my wish to develop area, that would be great. If tutor is easily approachable and easy to communicate that would perfect as I won't feel confusing."

Q5.5 This question was to find out:

"The students' views on peer support."

The collected responses showed that both UG and PG students agreed that peer support is important in WBL. And both UG and PG students agreed that Programme Team support should provide support for study groups.

Figure 4.32

Students' views on peer support
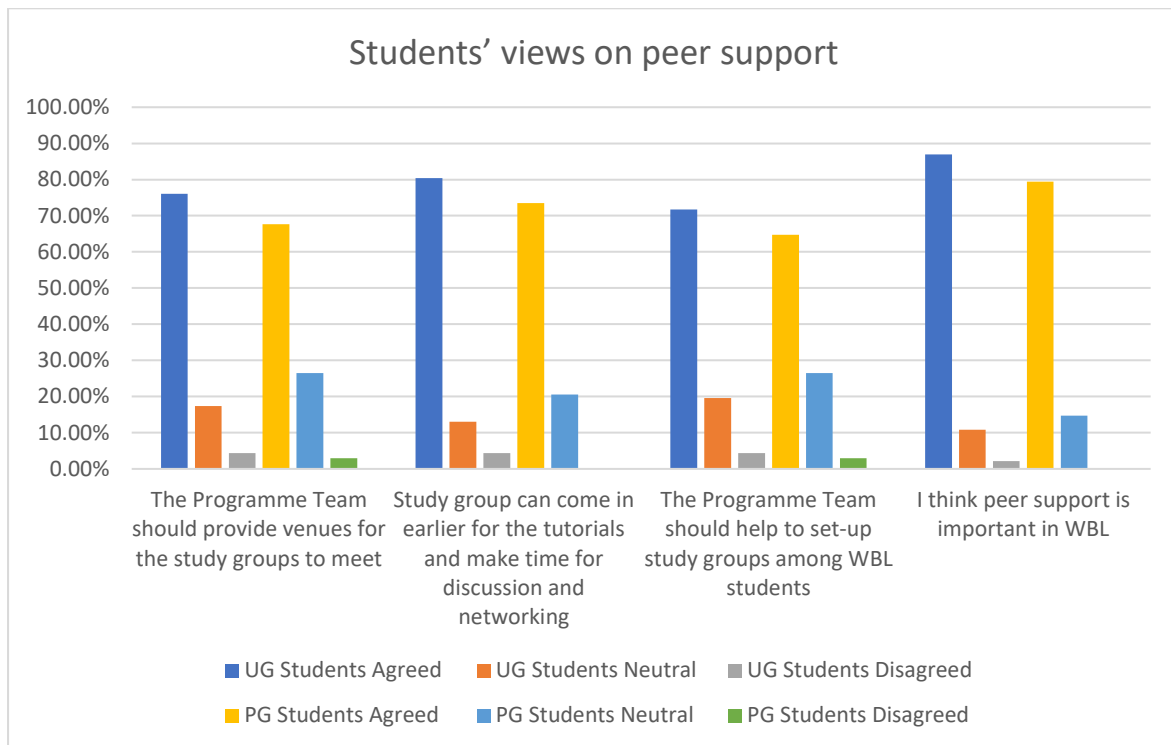
Table 4.32   The Students' Views on Peer Support

	UG Students			PG Students		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
The Programme Team should provide venues for the study groups to meet	76.09%	17.39%	4.35%	67.65%	26.47%	2.94%
Study group can come in earlier for the tutorials and make time for discussion and networking	80.43%	13.04%	4.35%	73.53%	20.59%	0.00%
The Programme Team should help to set-up study groups among WBL students	71.74%	19.57%	4.35%	64.71%	26.47%	2.94%
I think peer support is important in WBL	86.96%	10.87%	2.17%	79.41%	14.71%	0.00%

There was one open comment collected under this question in the questionnaires, which was: "Without peer support, I won't graduate smoothly"

Q5.6 This question was to find out:

"The students' views on the WBL programme administration support."

The collected responses showed that both UG and PG students agreed highly that "Programme administrators are helpful and efficient". UG students also agreed that "Teaching venues are good" and "Timetabling is appropriate for working professionals" while PG students agreed these items with a comparatively lower rate. Also both UG and PG students agreed "The WBL Centre's resources should go on-line".

Figure 4.33
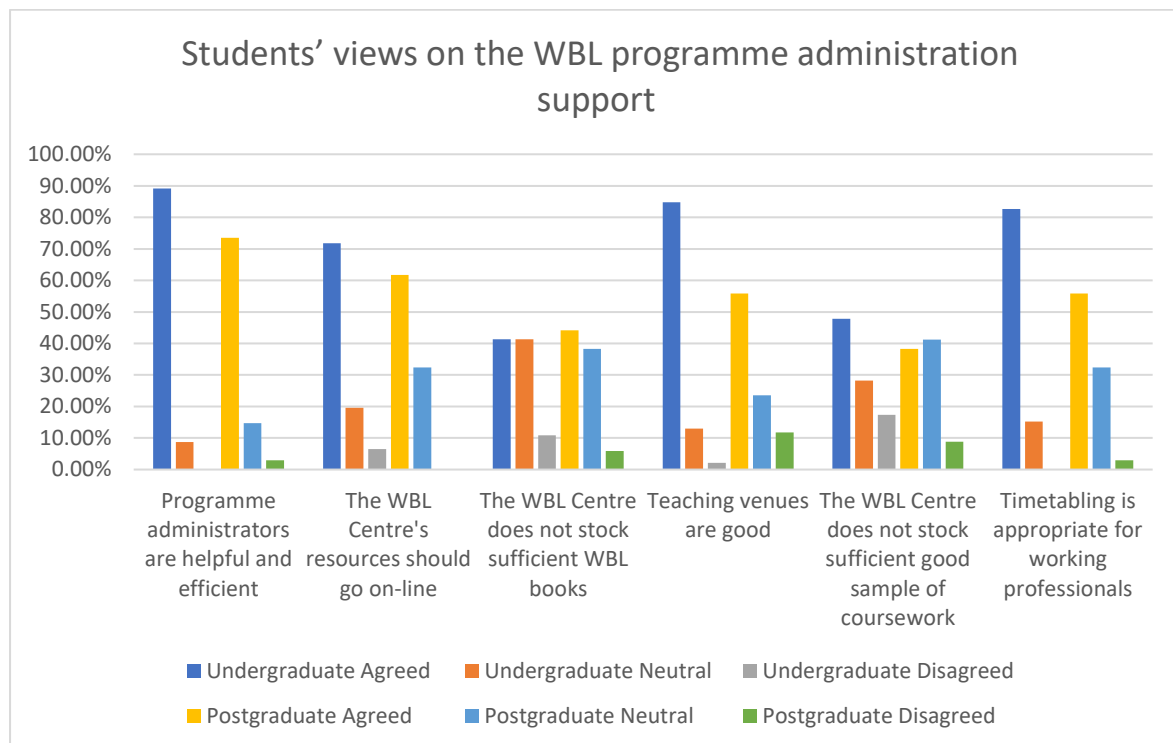
Table 4.33   The Students' Views on the WBL Programme Administration Support

	Undergraduate			Postgraduate		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
Programme administrators are helpful and efficient	89.13%	8.70%	0.00%	73.53%	14.71%	2.94%

The WBL Centre's resources should go on-line	71.74%	19.57%	6.52%	61.76%	32.35%	0.00%
The WBL Centre does not stock sufficient WBL books	41.30%	41.30%	10.87%	44.12%	38.24%	5.88%
Teaching venues are good	84.78%	13.04%	2.17%	55.88%	23.53%	11.76%
The WBL Centre does not stock sufficient good sample of coursework	47.83%	28.26%	17.39%	38.24%	41.18%	8.82%
Timetabling is appropriate for working professionals	82.61%	15.22%	0.00%	55.88%	32.35%	2.94%

There was no open comment collected under this question in the questionnaire.

Q 5.7 This question was to find out:

The students' suggestions on how to enhance Learning Support for WBL students.

The responses from the target group were as follow:

- Accessibility to tutors needs to be greatly improved
- Better magnitude of engagement from tutors should be provided
- Sufficient academic input from tutors are required
- Create common data environment (e.g. Facebook) for students to discuss
- Have a chat group set up for the batch of students or somewhat a channel which students are able to connect with others or the hub to find out answers of various queries
- I think peer support is important in WBL
- Interactive communication apps (of Smartphone) should be applied from support group
- More information or resources can get from internet can help
- More venues for discussions and more books/technical papers, which are not always available from the University e-resources
- Notes can be downloaded online
- Please do not employ the tutor who is without any educational philosophy as a helping professional. Students are suffering
- Rapid response by WhatsApp, phone call or email
- To create an online platform for WBL students to share their experience and learning
- Using WhatsApp learning group or Facebook learning group with tutors and students

7. Other Perspective pertain to Organisations

Q3.1 For Employer and Professional Association on:
    "Organisations views on employee development"

The collected responses showed they agreed that employee development was related to organisational workforce development. The agreement rate of employee development on skills, continuing learning and professional competence and standards in Employer was not as high as Professional Association.

Figure 4.34
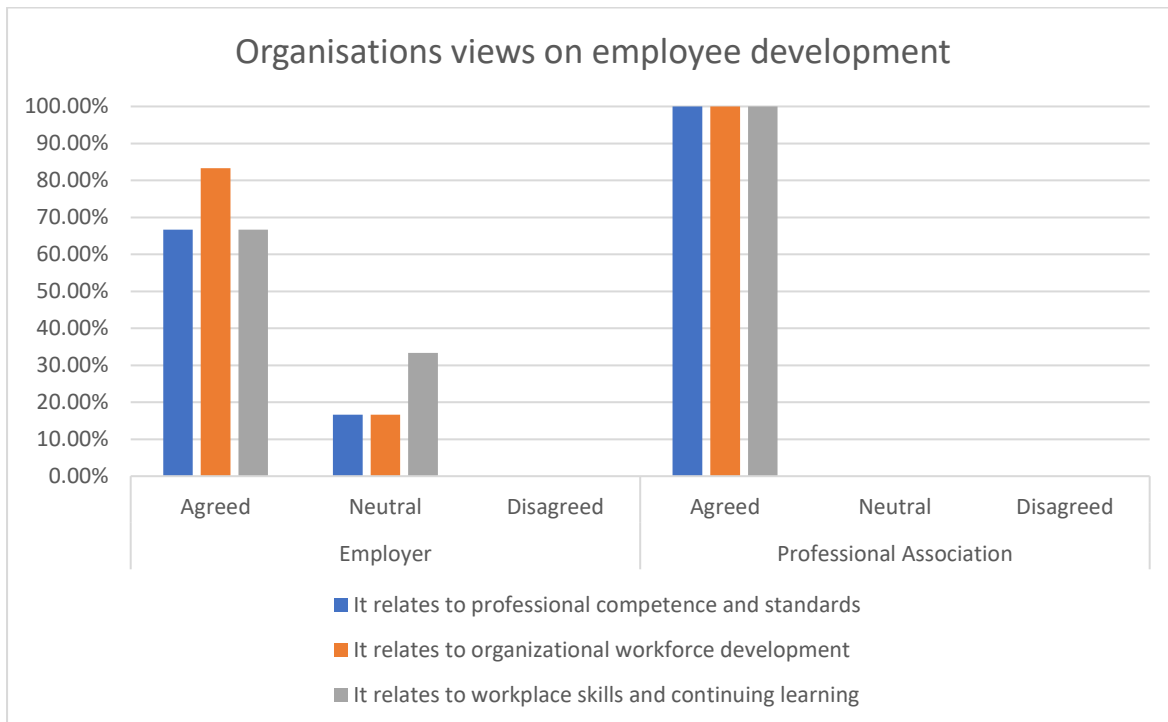
Table 4.34   Organisations' Views on Employee Development

	Employer			Professional Association		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
It relates to professional competence and standards	66.67%	16.67%	0.00%	100.00%	0.00%	0.00%
It relates to organizational workforce development	83.33%	16.67%	0.00%	100.00%	0.00%	0.00%

It relates to workplace skills and continuing learning	66.67%	33.33%	0.00%	100.00%	0.00%	0.00%

There was no open comment collected under this question in the two questionnaires.

Q3.2.1 For Employers and Professional Associations on:

　　"The CPD policy in respondents' organisations"

The responses collected were as follow:

Table 4.35　　The CPD Policy in Respondents' Organisations

	Yes	No
Employer	2	4
Professional Association	6	0

Q3.2.2 For Employer and Professional Association on:

　　"The type of CPD policy in respondents' organisations"

The responses collected were as follow:

Table 4.36　　The Type of CPD Policy in Respondents' Organisations

	Voluntary	Compulsory
Employer	6	0
Professional Association	0	6

Q3.3 For Employer and Professional Association on:

　　"Organisation's views on who else need to have a role in the WBL programme, apart from the university"

The collected responses showed that they disagreed with the role on 'One single party'. They all agreed "All three parties; employees/members, employer/professional association, and Government" need to play a role. The responses collected are as follows:

Table 4.37   Organisation's Views on Who Else Need to Have a Role in the WBL Programme, Apart from the University

	Employer			Professional Association		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
All three parties; employees/members, employer/professional association, and Government	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Only employer/professional association	16.67%	16.67%	66.67%	16.67%	66.67%	16.67%
Both employees/members and employer/professional association	66.67%	16.67%	16.67%	66.67%	33.33%	0.00%
Only Government	0.00%	0.00%	100.00%	0.00%	33.33%	66.67%
Only employees/members	0.00%	0.00%	100.00%	16.67%	0.00%	83.33%

There was no open comment collected under this question in the two questionnaires.

Q3.4 For Employer and Professional Association on:

"Organisation's views on employee/members' learning and development"

The collected responses showed that "value practitioner knowledge", "clear employee/member learning & development plan", "reward professional performance" and "value employees/ members acquiring and applying new learning" were the top four agreed items. The responses collected are as follows:

Table 4.38   Organisation's Views on Employee/Members' Learning and Development

	Employer			Professional Association		
	Agreed	Neutral	Disagreed	Agreed	Neutral	Disagreed
We value practitioner knowledge	83.33%	16.67%	0.00%	100.00%	0.00%	0.00%

We have a clear employee/member learning & development plan	83.33%	0.00%	16.67%	100.00%	0.00%	0.00%
We encourage employees/members to learn somethings positive from their mistakes	66.67%	33.33%	0.00%	33.33%	50.00%	16.67%
We reward professional performance	83.33%	16.67%	0.00%	100.00%	0.00%	0.00%
We value employees/members acquiring and applying new learning	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
We equate employees'/members' achievement with how much they learn	33.33%	50.00%	16.67%	50.00%	50.00%	0.00%

There was no open comment collected under this question in the two questionnaires.

Appendix 4.2.3 A - Summary - Q2.6 Suggestions on how to improve learning through WBL

Summary - Q2.6 Suggestions on how to improve learning through WBL

	Students	**Tutors**
Teaching	• To Provide more lectures on each course because it is not enough for understanding the practice, e.g.: research methods • To provide some short courses on quantitative & qualitative research methods, especially on how to use the relevant tools • To provide topics of learning that are applicable to the specific fields • Suggest peer learning for enhancing the WBL, group project/assignment can provide an opportunity for students to learn from peers	• Students can be better prepared on the concept of WBL. I suggest they need to understand WBL before attending any classes • Strong focus on reflection and learning
Sharing	• Can provide some online platform where we can connect with other local alumni or current students	

	• Include some local company visits as such we can learn some best practices and market trend in the industries • Share documents and slides via Google which is popular in recent years of studies. It facilitates the collaboration with other students and tutors. • Provide more lessons for discussion on assessment and share with fellow students about their own assessment. WBL is a good learning experience.	
Support	• Provide more resources through internet • Vital point to make my learning experience smooth and enjoyable is the solid advice and support offered by the Module Tutor and the classmates. Without them, I hardly can complete my studies. To ensure the solid advised from school and form a good learning community are the best way to improve the learning experience.	• Enhance students' communication skills on written and spoken English • Enhance students' critical thinking abilities

| Others | • Sometimes, advisor and lecturer have different points of view, student don't know which way is correct
 • Provide opportunity for one-year campus study in UK | |

Appendix 4.2.3 B - Summary - Q3.8 Suggestions for WBL programme to be more culturally relevant

Q3.8   **Suggestions on how WBL programme can be more culturally relevant**

	Students	**Tutors**
Recognition & Promotion	• To create awareness of informal learning in the workplace, its value & recognition • To promote the concept of WBL & its benefits • To emphasis WBL are building-blocks for personal & professional development • Scholarship acquired from related industry for those outperformed students • Recognition of academic qualifications by professional institutions • To introduce WBL programme to HK professional institutes and association • Let the professional bodies know what is WBL and what are its concepts	• Promote understanding of concepts • De-emphasis knowledge acquisition in favour of learning • More publicity on concept of WBL to cement better recognition • A more aggressive promotion campaign to attract potential students • My experience from students they were familiar with their Projects but not really how to fit in the details with the prescribed academic requirements • Scholarship acquired form related industry for those outperformed students --- **(Organisation)** • Show case of WBL graduates to practitioners on the achievements, and to their employers

	• Obtain accreditation by HK Government • Obtain accreditation by HK Professional Institutes • Do more on promoting the effectiveness of WBL • Achieve some professional recognitions in some Hong Kong standards • Seek helps from government and prove that WBL is qualified all over the world	
Tutor Quality	• Local faculty to teach the workshop • Lecturers or tutors should have solid experience in Hong Kong business, so that a good number of cases can be shared • More professors from local practices • Transfer of professional knowledge from tutors • Tutors may know the onsite working condition • Tutors may give more practical ideas to students • Tutors may give more local examples for the learning instead only UK materials	• Tutors with teaching qualification and real business operation experience

	• Understanding the workplace and job market of Hong Kong, which better suits the needs of the students	
Sharing	• Arrange more business sharing sessions from other companies, like invite speakers from successful training programme in HKMA awards • Enhance learning community formed and shared within lessons or even outside classroom • Invite WBL alumni to share their experience in group gathering • Sharing more case scenarios with fellow students about new practices and workplace politics etc...	• More classes for each module giving enough time for in-class discussions • Field trips arranged for students • Industry expert sharing for students • Case studies; talks/forum by relevant speakers --- (Organisations) • Regular sharing sessions on experience sharing
Authenticity	• Insert some local business case studies (Hong Kong and China) • Introduce culture related L&D topics into the curriculum, such as coaching in Chinese/Asian culture • It should be more tailor-	• Have students research the development or history of their disciplines • Do a SWOT analysis of their organisation comparing to the competitors • Suggest developing contextual studies courses which design to encourage students to make connections between theory and practice

	• made to a specified field or workplace • Relevant topics of learning	
Support	• Assign coach for smaller group of students who require special assistance • Providing better tutorial time for projects consultation before the start of the projects • Include local online resources, such as narrative video • Provide more professional skills, information and legal studies on the related learning subject	• A more user-friendly website for students/tutors • Any previous good papers released to students for reference
Language	• Application to the local case, local model, in some context can adopt bilingual • Perhaps try to adopt the language of Chinese for the WBL as well when the English is a barrier for some of the Hong Kong people	• Improve students' English language competency • Presentation in English and Q&A in Chinese if feasible • Application to the local case, local model, in some context can adopt bilingual
Others	• Internship programme in some local organisations • Linkage with local university • Hong Kong practitioners	• To engage in critical analysis

	often face challenge of long working hours, practitioners have more flexibility to extend their assignments submission	

Appendix 4.2.3 C - Summary - Q5.7 Suggestions on how to enhance learning support for WBL students

Summary – Q.5.7 'Suggestions on how to enhance Learning Support for WBL students'

	Students
On-line platform and social media	• Create common data environment (e.g. Facebook) for students to discuss • Have a chat group set up for the batch of students or somewhat a channel which students are able to connect with others or the hub to find out answers of various queries • More information or resources can get from internet can help • To create an online platform for WBL students to share their experience and learning • Notes can be downloaded online • Interactive communication apps (of Smartphone) should be applied from support group • Rapid response by WhatsApp, phone call or email • Using WhatsApp learning group or Facebook learning group with tutors and students
Tutor quality	• Accessibility to tutors needs to be greatly improved • Better magnitude of engagement from tutors should be provided • Sufficient academic input from tutors are required • Please do not employ the tutor who is without any educational philosophy as a helping professional. Students are suffering
Others	• More venues for discussions and more books/technical papers, which are not always available from the University e-resources • I think peer support is important in WBL

Interviewee Profile

(1) Students

Students	Backgrounds
UG 1	Work experience - 6 years plus Profession – HE academics Full-time role – HE lecturer Education – Advanced Diploma (HK) Years joined WBL - 2008 Date completed - 2010 WBL cohort – UG Recreation and Sports Management
UG2	Work experience - 20 years plus Profession – Real Estate Full-time role – Real Estate Consultant Education – Professional Diploma (HK) Years joined WBL – Sept 2013 Date completed – Jan 2015 WBL cohort – UG Real Estate
UG 3	Work experience – 12 years Profession – Civil servant Full-time role – Law enforcement officer Education – High school (UK), Advanced Diploma (HK) Years joined WBL – Sept 2016 Date expected to complete – Apr 2018 WBL cohort – UG Recreation and Sports Management

PG1	Work experience - 15 years plus
	Profession – Airline
	Full-time role – Training Manager
	Education – Matriculation and Professional Diploma (HK)
	Years joined WBL - 2015
	Date completed – May 2017
	WBL cohort – MA Coaching, Learning & Development
PG2	Work experience - 30 years plus
	Profession – Technical and vocational education
	Full-time role – College lecturer
	Education – BSc and MSc (HK)
	Years joined WBL - 2015
	Date completed – May 2017
	WBL cohort – MA Counselling Studies (the cohort had been ceased since 2006)
PG3	Work experience - 20 years plus
	Profession – Training and Development
	Full-time role – Assistant Training Manager
	Education – Matriculation (both obtained in UK)
	Years joined WBL - 2013
	Date expected to complete – August 2017
	WBL cohort – MA Coaching, Learning & Development

(2) Tutors

Tutors	*Backgrounds*
T1	Work experience - 10 years plus
	Profession – Director – Professional Sport Association
	Part-time role – HE lecturer
	Education – BA (non-local, obtained in HK), MSc (obtained in HK)
	Years in WBL tutoring - 8 years
	Level in WBL tutoring – UG
	Module tutored –

		• WBL Negotiated Project
T2	Work experience - 30 years plus	
	Profession – Health Care	
	Part-time role – HE lecturer	
	Education – BA (obtained in Canada) MSc (obtained in HK)	
	Years in WBL tutoring - 8 years	
	Level in WBL tutoring – PG and UG	
	Module tutored –	
	• Practitioner Inquiry	
	• WBL Negotiated Project	
T3	Work experience - 30 years plus	
	Profession - HE academics	
	Full-time role - Programme Director	
	Education - BA, MSc (both obtained in UK)	
	Years in WBL tutoring - 18 years	
	Level in WBL tutoring - UG	
	Module tutored –	
	• Review of Learning	
	• Programme Planning	
	• Practitioner Inquiry	
	• WBL Negotiated Project	
T4	Work experience - 30 years plus	
	Profession – Retired Disciplinary Force Senior Officer	
	Part-time role – Senior Lecturer HE	
	Education – BA (non-local, obtained in HK), MSc (obtained in UK)	
	Years in WBL tutoring - 8 years	
	Level in WBL tutoring - UG	
	Module tutored –	
	• Programme Planning	
	• WBL Negotiated Project	

(3) Organisations

Employers/ Professional Associations	Backgrounds
Employer E1	Nature of business – large retail chain No. of employees – 1,800 Employee development plan – yes Interested in incorporating employee development to WBL-yes
Employer E2	Nature of business – large conglomerate No. of employees – 9,000 Employee development plan – yes Interested in incorporating employee development to WBL-yes
Professional Association P1	Nature of business – Professional Association No. of members – 5,400 CPD – yes (compulsory) Interested in incorporating CPD to WBL – yes
Professional Association P2	Nature of business – Professional Association No. of members – 2,300 CPD – yes (voluntary) Interested in incorporating employee development to WBL-yes

Name	Sources	References	Created On	Created By	Modified On	Modified By
suitability	0	0	18/3/2018 5:32 P	SK	18/3/2018 5:45 PM	SK
Tutor quality	6	28	18/3/2018 5:32 P	SK	18/3/2018 3:05 PM	SK
T & L strategies	10	92	18/3/2018 5:32 P	SK	18/3/2018 3:33 PM	SK
Others	11	15	18/3/2018 5:32 P	SK	18/3/2018 5:32 PM	SK
Needs of adult learners	14	172	18/3/2018 5:32 P	SK	18/3/2018 5:25 PM	SK
Work related	13	93	18/3/2018 5:32 P	SK	18/3/2018 5:22 PM	SK
Professional developm	10	29	18/3/2018 5:32 P	SK	18/3/2018 5:23 PM	SK
Continuing higher edu	13	33	18/3/2018 5:32 P	SK	18/3/2018 5:26 PM	SK
challenges	11	62	18/3/2018 5:32 P	SK	18/3/2018 5:17 PM	SK
interesting findings - SL	13	38	18/3/2018 5:34 P	SK	18/3/2018 5:34 PM	SK
enhancement	0	0	18/3/2018 5:33 P	SK	18/3/2018 5:46 PM	SK
Proposed changes	8	20	18/3/2018 5:33 P	SK	18/3/2018 5:33 PM	SK
program structure	5	20	18/3/2018 5:33 P	SK	17/3/2018 3:17 PM	SK
Others	9	48	18/3/2018 5:33 P	SK	18/3/2018 5:34 PM	SK
Learning support	8	34	18/3/2018 5:33 P	SK	18/3/2018 3:59 PM	SK
delivery improvement	8	28	18/3/2018 5:33 P	SK	18/3/2018 4:52 PM	SK
differences	0	0	18/3/2018 5:31 P	SK	18/3/2018 5:45 PM	SK
T & L	10	86	18/3/2018 5:31 P	SK	18/3/2018 4:29 PM	SK
cultural differences	9	39	18/3/2018 5:31 P	SK	18/3/2018 4:39 PM	SK
program	17	85	18/3/2018 5:31 P	SK	18/3/2018 5:18 PM	SK
Flexibility	12	24	18/3/2018 5:31 P	SK	18/3/2018 5:31 PM	SK
Learning support	10	32	18/3/2018 5:31 P	SK	18/3/2018 2:06 PM	SK

1 Interview data on differences

The WBL programme is different from traditional programmes. For instance, it is work-related and practical, with an emphasises on the learning process with no fixed syllabus and content, using and studying the learners' work roles and activities with reflection on practice to enhance performance and create knowledge. It is experiential in nature, and targeted for the adult learner, who may have different learning needs, and approach for learning and orientations for teaching practice. The transference of WBL programme to the HK context will necessarily involve cultural differences in teaching and learning. The students and tutors may or may not be aware of these differences; therefore, it would be natural for them to tune-in to their native learning approaches and teaching practices, which may or may not be appropriate to the WBL programme. Because of these characteristics, WBL delivery in HK may require extensive learning support.

1.1 Characteristic

(1) Work-related and practical

All three types of respondents agree that WBL is work-related and practical, a PG student reflects:

> "… due to all the assignment and works is in work …work experience to share in my assignment is… at the same time, I can reflect my work settings… anything I can improve…Yes, and also sometimes we will have some projects like design a program… actually, I can use that program back to my work, in my job". (PG1)

The employer also agrees with this view:

> "To my understanding, work-based learning seems… can work very tight with the contents of the working environment so that to the student itself, it is much more practical to apply their work life routine job or project combined with their study, that's what I know as an advantage, because what you did actually can reflect to your studies and also can benefit to your work…". (E1)

The professional association remarks:

> "So, I think the work… the WBL … should be very much related to the work. So, it should be

very practical… it should be somehow they build in the real-life practices into the programme". (PA1)

Compared to the traditional programme, WBL programme is work-related and practical and can be applied to the workplace to enhance practice immediately.

(2)   Inclusiveness

The WBL programme is also inclusive and flexible. There is no written examination, time schedules, no fixed syllabus.

The inclusive nature of WBL programme is acknowledged by the PG student:

> "I quite understand for someone if they want to study a master degree, there is some pre-requirements… Yes, but for those already have a rich experience. Even though academically they are not that good. But I think this programme can give them some allowance". (PG2)

The tutor agrees to the inclusive nature of the WBL programme that has open admission to the professional practitioners:

> "Now, the other advantage is that I've noticed that some of the students have not been able to get into our traditional academic programme… I mean it's more grassroots type of thing. It's not elitist type of thing. If you look at other universities, the traditional universities are that they would only take the cream of the crops. You got good marks, then they will take you". (T2)

WBL programme provides continuous learning and development for the working adult, recognising the knowledge and skills that they gained from the workplace and admitting them to continuing HE and for professional development.

(3) Flexibility

WBL programme has a flexible schedule, and it has no fixed syllabus and written examination, which are suitable for the working professionals. This view is agreed by a UG student who needs to attend shift work:

> "… I am deployed by the shift duty roster which means I need to work like 24 hours, sometimes I work in night shifts, so the WBL programme convinced me because it doesn't require me to attend a lot of lessons, and I can have spare time to complete the essays and the written work… sometimes I need to shift my roster duty with colleagues so I that I can attend the lessons". (UG3)

Flexible time schedule encourages busy working people to join the WBL programme as it meets their time management in work and studies, hence, meeting the adult learners' needs

WBL programme has no written exams which the local adult learners prefer as they do not want to have the study pressure. As one UG student remarks:

> "… we have to go to overseas for the tournaments, and around 2 months per year, so this schedule is very suitable for us, and the process for this… there are no examinations for this which is very good, and then the study pressure is not very too much to us. Very suitable to me". (UG1)

The tutor also holds the same view:

> "So, in terms of advantages, I think the programme is achievable in the sense that it would be quite easy for the students to complete the programme. Bearing in mind that there is no examination, this is something that local students hate quite a lot." (T4)

WBL emphases the application of knowledge and not memorization of knowledge, no study pressure, making the learning process enjoyable.

The WBL programme encompasses the professional development of the learners, using the learner as an object of study, which is wider and relevant. As one UG student observes:

> "You have to make it your own effort more in the WBL programme, but that will give you a more flexibility and then you can have more creation, creative, more creative and then if you put more effort you can learn a broader knowledge… But in WBL there was no syllabus, so you cannot ask everything you want so easy, so it's a broader way to learn more knowledge or deepen the knowledge." (UG1)

WBL is work-related learning that studies the work roles and practices of the professional practitioner; hence, no fixed syllabus. The focus of which is on the learner's continuing professional development.

(4)   Recognition of knowledge

WBL is a mode two knowledge. It recognises that knowledge is out there, and embedded within the practice of the professional practitioners; as one tutor puts it:

> "The WBL programme recognises I think, the work… They recognise their knowledge within their job. And, it facilitates the students to look into their practice to really reflect on their work.

And I think that's the good point because it recognises the experience, the knowledge, and the skills that somebody acquires at work". (T2)

WBL is mode two knowledge, whereby the learner becomes a researching professional, who can investigate her practices proactively, and undertake work-based research to enhance practices; i.e. creating knowledge. In fact, not many respondents recognise it.

1.2 Cultural differences in teaching and learning

WBL programme differs from the traditional programme and it is being transferred from the UK to be delivered in the HK context. There may be some cultural differences in the teaching and learning of the WBL programme.

(1) Teaching style

The one-way teaching style is highlighted by the UG student:

"… the local style of teaching is quite one-direction. I don't know if it's a cultural difference, but I don't think the student expect the need to answer many questions or put their own experience or put their knowledge, to output during the lesson to reply to the tutor". (UG3)

The expatriate tutor also observes:

"They are not used to it I'm not sure the UK students are either, to be honest with you. Perhaps Hong Kong students aren't so open to it because it's not a natural part of their upbringing. The culture and what's happened in school is all sort of one-way, they are not encouraged to express themselves." (T3)

According to the student and tutor, who hahave been living overseas, there might be a cultural difference in the HK style of teaching that is mostly one-way.

HK students are used to a didactic teaching style and expected the teacher would transfer knowledge. This is being reflected by a tutor:

"I think in a way, you can say it's a cultural difference because most students in Hong Kong throughout their education years, they are more used to … lecturing teacher transferring skills and knowledge. And so, in a way, a lot of the students in this programme would expect their instructors to give them knowledge". (T2)

The didactic teaching style emphases on the teacher's role as an authoritative figure, transferring knowledge and ideas from the teacher to the students, placing the teacher in a dominant role in the teaching and learning process.

(2)   Student-teacher relations

The student-teacher relations represent the distance between the students and the tutors in the teaching and learning process, the students never argue with the teachers and have high regard for the teachers. As one student remarks:

> "In Hong Kong, in the conventional programme, we used to be taught by the teachers, we don't argue with the teacher and there are little discussions between the teachers and the students. It is more or less one-way communication of giving knowledge to the students". (UG1)

However, in the WBL programme, there may be close student-teacher relations because the learning approaches and teaching practices are different from the traditional programme. This is being observed by the student:

> "In the WBL programme, we need to maintain a close relationship with the tutor and project supervisor, unlike the conventional programme, we normally keep the relationship in a distance." (UG1)

Another student agrees:

> "But this programme requires to make a lot of reflection and feedback from the student to the tutor in order to progress to the next step. So, the relation between the student and the tutor is quite I would say close and interactive". (UG2)

(3)   Student participation

The students and tutors both think that the HK students lacks initiative in participating in the teaching and learning processes. There are minimal interactions and discussions among the students, and between the students and the tutor. One of the students who has studied overseas comments:

> "The main difference is that I found it from, maybe not UK, but the Western culture, the students will take the initiative in learning, in HK we always wait our tutors provide information and then we follow the instructions to do, lack of innovation, lack of … we will not pro-active to ask how I can learn from the module, usually, we wait the tutor tell us what to do. I think this is the main difference… I think western, maybe UK want us to have more discussions, to express our insights, our opinion or comments, but actually, during the classes, I found we always wait

for the tutor to tell us the knowledge, tell us the course content, we are not too active in the discussion…". (UG3)

The tutor holds a similar view*:*
> "But to my understanding, I think the UK students may be more active, more proactive, take more initiative in learnings, but in Hong Kong, the Hong Kong student maybe more sit back and just receives what the teachers give so it's quite different in that kind of learning culture in Hong Kong." (T1)

(4)   Congruence of cultural differences

HK is a place where the East meets the West, it has been under British colonial rule for more than one hundred years, an international city which embraces cultural diversity. The HK people are practical and result-driven. Certain values embodied in the WBL programme may be in alignment with the Confucian ideals that most HK people believe in. Adopting to another culturally different learning approach and teaching practice would not pose huge barriers to the local adult learners.

The practical-oriented culture of the HK students is highlighted by the PG student:
> "Hong Kong students will be more reluctant to change… Reluctant to receive information… they are more refused to be open minded… And then they would … find it is not practical they would shut down their ears. I think Hong Kong students is like this… they would like everything is practical, efficient, they can use it immediately, and they can use it tomorrow…". (PG1)

The concepts of continuous improvements and reflective practice are congruent with Confucius ideals; as one student puts it:
> "In the Hong Kong education system, we have not been brought up in the reflective manner. However, the teaching of Confucius emphasised continuous self-reflection to improve oneself". (UG2)

The cultural differences in teaching and learning can be initially related to the 'teaching style', 'student-teacher relations' and 'student participation' issues and most of the respondents seem to echo these three perceptions. The local teaching style is didactic, mostly one-way, and the students are not pro-active and usually sit back and receive instructions from the tutors. However, as the students' remarks indicate, due to the programme nature that requires reflection on practice from students and feedback from tutors, there exists a close

and interactive relationship between the students and the tutors. WBL emphases the use of reflection, though the local students have not been encouraged to undertake reflection at high schools, the teaching of Confucius emphases reflection on practice and continuing improvements. In addition, the student remarks that the HK students are result-oriented and efficient and if they find something useful, they would adopt it immediately if it is practical.

1.3   Teaching and learning practices

Because of its characteristics, the teaching practices and learning approaches of the WBL programme are different from the traditional programme. It requires plenty of facilitation and support from the tutors, and extensive use of discussions on practices and provisions of feedback from tutor to support the teaching and learning process, which encourage the students to look at issues in different perspectives.

(1)   Tutor facilitation

As the student comments:

> "Because it is a WBL, so our tutors will tell us about the module content, how to relate it to work…It is not pure academic, theories is academic, but the teaching process is not academic, because for my class I include, we have 5 peers, but our tutor will discuss one by one, and explain the particular case in each of our company, or another company, so I can learn a lot from the peers, or the facilitation from our tutors. They facilitate us on understand how the theories can be worked in our workplace… so converting the theories into live examples, it is different from traditional training or teaching". (UG3)

Another student observes:

> "In WBL actually the tutor did not do much teaching, except some WBL learning concepts. and the tutor spent most of the time in facilitating us in discussions". (UG1)

(2)   Tutor support

Regarding tutor support, the UG student remarks:

> "And then there were supervisors for us so that we can ask him or her anytime we want, so it is very useful when doing our assignments… We can contact through email, and through telephone and through face to face, and then whenever I need I just call or email my supervisor and then he will teach me and give some comments, feedback related to our assignments, paper or the final coursework". (UG1)

The PG student comments:

> "I can learn a lot from my tutors… All tutors in the programme provide good knowledge and skills to me. I think WBL programme needs a lot of self-discipline, it is not easy for me. But under the guidance … Finally, I can graduate I can graduate from the programme. Because of all my tutors, they are very helpful". (PG3)

Tutor facilitation and support are important in the WBL teaching and learning process and the work based learners usually require a higher level of support from tutors as they have not been studying for a while.

(3) Tutor quality

The WBL tutors need to have experience from the industry to relate the teaching to practices. As the student points out:

> "The tutors share their professional experience with us, and encourage the students to have discussions… The tutor uses our work practice and problems to illustrate the teaching and learning. It is result-oriented which would give the solutions to our working problems." (UG3)

This is also agreed by the PG student:

> "… but I think the tutor is very important because you can imagine you can learn from the book. But I still value the experience, they are very important because they can tell you how to put into practice… I think it depends on the tutor's experience, whether the tutor has experience in that area. I think this is very important". (PG2)

WBL is practice-based, and tutors need to have sufficient industry experience and can relate practices to theories, facilitating discussion on solving workplace issues.

(4) Discussions on practices

The teaching and learning of WBL are mainly through sharing of experience and discussions. As one UG student states:

> "… because this is WBL learning courses, it was not like the usual programme that will teach us the materials, and then we need to study or search information by ourselves, and then there are lots of discussions. So, you have to do good preparation before the lessons if not you won't understand what the tutors are talking about and then you have to study well or read a lot of documents so that you can have a better understanding to the theories or the courses… Most of our classmates, they are working already, so they can share their working experience through the discussions". (UG1)

The WBL programme's preparations and discussions differ from the traditional programme in several ways. The students are professional practitioners who need to review their practices and relate them to theories and prepare for group discussions. Different people may have different practices, hence, there will be extensive and intensive preparations and discussions.

(5)   Reflections

WBL programme uses Schon's concept of 'reflective practitioner' to enhance practices and performance. As the UG student notes:

"WBL is individually-centred, the more efforts I put in, the more I will get out of it. It is through the continuous reflective learning that I can bring out the best of my potentials… In WBL, it emphasises on reflection". (UG2)

One Module Tutor elaborates how she facilitates reflective learning:

"… you have to think back on what you have done and what happened and what was the process, and also thinking back on very personally about what happened to you when you went through that process, so it's thinking back at that, and in order to teach that to students, you actually have to put them in situations. And step-by-step have then think about 'What did I do", "what was the impact of that", and then "what did I do because of that, and then they begin to analyse and understand where all this fits in, and then of course the other important thing is what's the impact in the future for me, so if I gone through this what am I going to do in the future. And I think by the end of the programme for many students, they are able to articulate that…" (T3)

The WBL programme studies one's professional practice through reflection, which follows the concept of continuous improvements on practice and brings out the best potentials of the professional practitioners.

(6)   Feedback

Formative feedback is a powerful tool for adult learners to enhance their learning. In the WBL programme, the emphasis is on the provision of formative feedback to the students to improve their learning.

A UG student comments:

'… because these courses is very depending on how many efforts you put in by yourself, and then as long as the tutor will give you some ideas to brainstorming your ideas, and then the supervisor or the advisor will give you comment, feedback, but your own have to put the first step… You have to take the initiative to ask. Once you have to take the initiative step, the first

step to contact the advisor or the tutors or the supervisor and then they will give you feedback and then you can learn more." (UG1)

Formative feedback is an important element in the WBL process; there needs to be constant contact between the tutors and the students, and the students need to take initiative in preparing drafts for the tutors' feedback.

(7)   Teaching and learning on different perspectives

The WBL programme values the diversity of opinions and perspectives through open communications, discussions, and debate. As one UG student states:

"The tutor encourages us to look at things from different angles". (UG3)

A PG student comments:

"… because through different channels in communications, and through different kinds of discussion, I can think out of the box, because mostly I worked for my organisation for a long time, over 5 years; so, I think my mindset is bounded in this. WBL broadened my eye-sights". (PG3)

The WBL programme tends to broaden the learner's horizon, because of its facilitative nature that encourages students to think broadly and discuss with their peers.

1.4   Teaching and learning of WBL Core Modules

One of the key objectives of this DProf research is to examine the WBL pedagogy, which according to Costley, is embedded in the delivery of the four WBL core modules. In this section, I shall present and analyse the interview data of the module tutor on their teaching and learning of their respective core module. The four core WBL modules are tutored by the respective Module Tutor:

(1) Review of Learning: Module Tutor 3 (T3)
(2) Programme Planning: Module Tutor 4 (T4)
(3) Research Methods: Module Tutor 2 (T2)
(4) WBL Project: Module Tutor 1 (T1)

(1)   Learning Objectives

"In the first module, the students are going to reflect on their past experiences and their current skills, and they also begin to look at where they like to be in the future. Therefore, it kind of sets the platform for them to strategically look at where they are now, and to begin to think about what they need to do in the future in order to help them be the type of person they want to be in the future…". (T3)

"… the purpose of that module … is to tell them how they should review their learning thus far and, also the professional development…" (T4)

"… One purpose is to look at the different ways that they could acquire knowledge, which is practitioner inquiry research methods. And the other is critical thinking and looking at the impact of the research…". (T2)

"The learning objectives of that project will be the students have to be capable and able to conduct a survey to find out what they want to study, so I think the most important thing is how to carry out the survey in order to complete their projects aims… They also have to learn about the…research skill, and also to understand the concept, and the theory of the subject related literatures as well, in order to apply to the project as well." (T1)

(2)   Tutor's roles and focuses

"… that is the key really in all the modules, is reflecting, reflection and also this is something that students actually naturally do but they are not aware that they do it". (T3)

"… it is important for them to reflect and look back to how they have studied and what they have studied and what sort of information they have gained, and then how this information can benefit them in the workplace as well as in their academic pursuit". (T4)

"To make sure that they get the reflective practice idea as well as getting research methods... How they can conduct a proper research and the concept of research. Concept of finding knowledge". (T2)

"I think my strategy is to give them a framework so that they will understand what is the basic requirements of the project, so they will know step-by-step how they will complete the project". (T1)

(3)   Learning approaches

"The way in which the programme is delivered is very student-centred. It gives the student opportunity not to just think about the theories but to think about themselves and to see how they interact with the theories". (T3)

"… there is no fixed curriculum. These learning modules give them a good opportunity to structure their learning journey, how they should plan the whole programme… so that would give them an overview and a snapshot of their learning odyssey… My purpose is to let them be aware of what sort of modules and what sort of programmes that have already gone through, and what they will have to go through". (T4)

"… I can't say teach. It facilitates learning of reflection to look at some time points that they overlooked at the workplace… so that students can recognise that's knowledge within their workplace". (T2)

"… I will take a proactive approach so I will contact the students, to see what's the progress, to check with them and see if I can offer any assistance to them". (T1)

(4)   Teaching practices

"I think the rationale needs to be participatory, because what we are trying to do is focus on the individual students, so whatever strategies are used in terms of encouraging them to learn, it has to be focused on them and getting them to be able to understand how they fit the theory to their own work experiences. Therefore, they

need to be able to connect their work experience with the theory that is being taught or delivered." (T3)

"The teaching practices they would adopt would be for them to do some in-class discussions and try to think back the skills, the knowledge, and maybe sometimes coupled with their working experiences… that's my teaching practices for review of learning of professional development… I need to give them some advice and guidelines… programme planning… they tend to ask me quite a lot and of course I need for my teaching practices, I need to make myself available. So, I think this is one of the beauties of this work based learning programme, is the interaction between students and the tutors". (T4)

"I try to have small group discussions. I try whole group discussions and it doesn't work because people are shy. So, it works in small group discussions. And I try to make different videos. I have discussions. I have plain lectures in the programme… the design of the programme is to empower students such that they possess knowledge. They empower students to look at their workplace and to look at their experience and recognise that rather than from a positivist point of view where they say it's more for the academic knowledge… And I think this brings the acquisition of knowledge to a level that they realise that they could master". (T2)

"… because the student has already defined their project topics, so, from there we have to guide them to set up the project aims, objectives as well as how they are going to do the literature review related to their studying topics, and then it's about the research methodology, how they choose, how they select the most appropriate research methodology for their project, as well as, we also have to concern about the project activities that are involved throughout the project from stage one to the end. Last but not least, it will be the project finding and discussions, and how they interpret or how they analyse the data they have collected. The last one is recommendation, how they apply what they study and what they collected to the current organisation". (T1)

(5)   Challenges

"… that's not easy, and sometimes you are not really sure that all students understand what reflection is… but I think sometimes when you are actually learning in a second language which of course Hong Kong students are, it's not always easy for them to articulate that in writing". (T3)

"… it is a very difficult module because in this module, we need to make sure that they understand the concept of WBL. And they need to think about the knowledge that's within their workplace, and, also a systematic way to organise those knowledge so that these knowledges can guide their future practice… that's the challenge for the students… Given the length of the programme, that needs a lot of time to make sure the students can understand the WBL programme… And on the other hand, I have to make sure that we are teaching them the basics of research, like survey and questionnaire… To a lot of students, that's the first time that they learn research methods. So, it is a very ambitious programme. Very important programme in the research methods in the WBL. But I don't have enough time". (T2)

To be able to facilitate effective teaching and learning of the WBL core modules, the Module Tutors need to possess a good understanding of the module's learning objectives; grasping the module' focus and the tutor's roles; adopting appropriate learning approaches and teaching practices. From the interview data, it emerges that most of the module tutors have good understanding on the module's learning objectives, except one module tutor who may be more content and task-oriented. Similarly, reflective practices emphasises delivery of the first three core modules. The learning approaches are appropriate to WBL and the working professionals, which are student-centred, re-structuring, facilitative, and pro-active. The teaching practices are participatory, with the use of discussions and guidance. Some challenges for the students have been identified, which include whether the students understand what reflection is, and it is not easy for the second language HK students to articular their reflective learning. Another challenge for the students is the Research Methods module, which is a content-intensive module with insufficient time for students to absorb the learning of research methods and skills, and the WBL concept that there is knowledge in the workplace for the professional practitioners to discover.

2.   Interview data on suitability

WBL programme has its advantages and disadvantages. Respondents find some parts of it relevant, useful, beneficial to the professional, career and personal development of the learners. The extent to which the learners' needs are being fulfilled result corresponding levels of suitability. There are other challenges that the students and tutors need to overcome to yield more effective WBL. For the organisations, they may find the WBL programme suitable for their organisational needs, and they may be concerned about how to integrate the WBL into their organisational and employee/member development.

2.1   Learning needs of professional practitioners

(1)   Workplace skills and industry knowledge

Most of the respondents agree that the WBL programme helps learners develop their workplace skills such as problem-solving and communication skills, especially for the WBL project because of its trans-disciplinary nature. As one UG student comments:

> "The WBL programme can help enhancing the workplace skills… strategic thinking, problem-solving and decision making… in particular, the diagnostic ability in analysing the issues and finding solutions at the workplace". (UG2)

Similarly, a PG student remarks:

> "This programme can enhance my English, communication, negotiation skills because I need to discuss with my company to complete the project because it will involve a lot of ethical issues". (PG1)

The WBL programme is work-related and it helps students to develop related workplace skills and other skills that are required for completing their work tasks.

In addition, the students would like to acquire specific industry knowledge and skills as one PG student comments:

> "I would like to learn … coaching skill… knowledge transfer skill, training skill, and facilitation skill… maybe I can say that because the project I handled is qualification framework project. It is very important to get some knowledge and skills from the university so that I can use such kind of skill and knowledge to help the (company) programme for re-accreditation… Finally, I

know how to review the training programme, how to enhance the training programme. All these knowledge and skills is provided by the WBL programme". (PG3)

The WBL programme provides the opportunity for the professional practitioners to share their experience among themselves and with the tutors so that they could learn from one another. The programme's project is trans-disciplinary, and the students are required to conduct work-based research on an issue at the workplace, which provides practical learning and enhancement on practice. As one tutor states:

"…during the project, they have to, like interview the people, they have to conduct survey, they have to coordinate with different parties, with the school, with the teachers, with the organisation. So, I think the most important thing for the sport professional to acquire is people skill". (T1)

The organisation also thinks that the WBL programme can enhance workplace skills and knowledge, as one employer comments:

"But this (WBL) programme would enable the staff while working in the project with the help of advisers and supervisors. They are able to develop and got inspired, and in order to develop the critical thinking". (E2)

The WBL programme's coursework and in particular, the WBL project makes use of academic and professional resource persons providing comments, insights, and feedback to the students' project, developing the students' critical faculties and guiding the completion of WBL in a stringent and practical manner.

(2)   Verifications and accreditations of prior learning

WBL provides an opportunity to the learners to verify and consolidate their prior learning as suggested by a PG student:

"So, I think the WBL programme can help me to re-organise all my skills, knowledge in the training field…I want to facilitate all my skills and knowledge in my workplace, to consolidate, so that I can have a better performance" (PG3)

And another UG student claims:

"To get an international university to verify my work experience… to enhance work practice". (UG2)

The WBL programme values professional learning provides opportunities to the students reviewing, reflecting and enhancing their work performance through integrating theories with practice.

(3) Continuing higher education

According to the students and tutors, most of their learning needs relate to continuing HE and obtaining degree qualifications to aid them to progress in their career and professions. For some UG students, they do not want only a bachelor's degree, but aiming to progress to postgraduate studies, as one UG student replies:

> "… after doing this course we have a degree… and then this provides me to have a higher education in studying masters" (UG1)

Another UG student claims:

> "It provides opportunity for the working people to pursue higher education… to develop to a degree level… to equip my academic ability to further my postgraduate studies". (UG2)

Acquiring degree qualifications is important for the students' career and professional developments, and the tutor has this view:

> "To be honest, I think most of them want to get a degree. Actually, go up in qualification for their future job promotion. So, I think this is the core part for the students" (T2)

Another tutor states:

> "… it's relative short programme and student can acquire a degree, either undergraduate or graduate degree…I think particular in Hong Kong, a degree is a sort of plus, a bonus for promotion and moving up higher in the corporate ladder". (T4)

(4)   Professional, career and personal development

The WBL process uses the concept of 'reflective practitioner' (Schon 1983), as an effective way of learning and understanding of one's potentials and professional self, and personal and professional development. As one tutor puts it:

> "… it is an effective way of learning…As they become enlightened through the programme, they begin to understand themselves better, they understand their skill-sets better, and they also understand their potentials better, and in terms of their career development, they can plan strategically for where they can be in future". (T3)

The developmental views are also echoed by another PG student:

"I think when I acquire this MA degree, my company has a different point of view on my development. Because I use my company's background and resources to complete the WBL programme, and they know what my progress is, they understand what I had learned from the programme… So, it benefits not only myself but my company…I think it also builds up my self-esteem". (PG3)

The employer observes that WBL can broaden the learners' horizon:

"… she found it very practical and it can also broaden her eyesight and bring in some academic or other people point of views and then come back to the workforce and try to apply it and see how is the results". (E1)

And another tutor remarks:

"So, in terms of learning needs for higher education, I think they would need to develop a more in-depth analytical thinking, analytical mind. They probably need to broaden their horizon, try to see things differently…". (T2)

(5) Working adults' learning needs

Working adults have different kinds of needs when pursuing their part-time studies; these may include flexibility, efficiency, practicality, and affordability. One UG student provides the rationale:

"So, I would say the traditional Hong Kong local students they won't easy to get used to the WBL programme at the start. But since they start like few months later they will enjoy it because the flexibility suits the Hong Kong people lifestyle…The programme is fast and effective". (UG3)

A professional association also finds WBL meeting the working adults' learning needs:

"The advantage of WBL is of course, I think the trend nowadays is to continuous lifelong learning… So, the programme must be both have a good volume of theory and real-life case study… or cases or practices…". (PA1)

Another tutor agrees that WBL has its advantage:

"…is quite short in terms of the length of study. Basically, a conscientious student will probably require 16 or 18 months to complete the final year of this bachelor programme, so it is quite easy to handle in terms of money… so it is affordable and is quite easy". (T4)

In short, the WBL programme is suitable to the HK working adults' learning needs for a versatile, fast, applied, and efficient, practical, and inexpensive part-time university degree programme.

(6)   Adult learning approaches

WBL is a form of adult learning that provides freedom and flexibility to the learners, which require self-initiative from the learners and support from tutors and peers to sustain the always lone learning journey. The learning approach is interactive, and the teaching style is facilitative, using the teaching practices of discussions and sharing of experience, which encourage group learning and peer learning.

The WBL teaching and learning processes have been summed up by one UG student:

"It is very flexible so I like this learning process, and then this teaching… as long as they didn't teach us very much and they didn't provide us many materials many documents but we can search it ourselves, and then they will teach you through the discussions in the lessons… we need self-discipline… because this course is very much depending on how many efforts you put in by yourself… you have to take the initiative to ask". (UG1)

Regarding the teaching practices, the UG student remarks:

"For the tutor they support us because they will guide us during the discussions, and then they will listen more what we are discussing and give us some comments and feedback during the lesson". (UG3)

There are different kinds of support for the adult learners, which include contact with tutors, formative feedback, resources library, and sample works. Adult learners prefer interactive and authentic and practical learning environments, as elaborated by the UG student:

"The tutors share their professional experience with us and encourage the students to have discussion… the tutors use our work practices and problems to illustrate the teaching and learning. It is result-oriented which would give the solutions to our working problems". (UG3)

WBL adopts an interactive approach to learning, as another UG student observes:

"I think the WBL programme requires a lot of interaction between the tutors and the students… The traditional education on me actually, I mean from Hong Kong is like kind of one-way direction. From the tutor to the student and doesn't require a lot of reflection or feedback from

the student. But this programme requires to make a lot of reflection and feedback from the student to the tutor in order to progress to the next step. (UG3)

The teaching style is one of facilitative as the tutor remarks:

> "We are not really teaching some of the solid skill for them. We are only a facilitator…I think for facilitation I will ask them more questions rather than to give them the answers so as to they have to think about what they are going to learn.". (T1)

For working adults, peer learning is also important, and the tutors encourages the students to talk to their classmates, joining group discussions so that they can share their experience and learn from each other.

2.2. Challenges

Due to its characteristic, the WBL programme poses challenges to both students and tutors. For the professional practitioners joining the WBL programme of studies, they are faced with serval challenges. These include balancing full-time work and part-time study and requiring self-discipline for independent learning; attendance rates due to late or missing classes; English language proficiency; problems caused by lack of understanding in WBL concept, learning outcomes, and module handbooks; and learning environment of a small class that did not sustain learning momentum and atmosphere.

Both the students and tutors agree that the WBL students had time management difficulties. Students are required to balance their full-time work, part-time studies, and family commitments. This is reflected by the UG student:

> "… so, they need to have a very good time management to balance their work and then the school work…WBL programme has to have a good self-discipline… they need to proactively to learning." (UG1)

Another UG student shares this view:

> "…it requires a lot of self-discipline for studying the WBL programme… some of my classmates they work regularly 9 to 7 during the weekdays they may feel tired to attend the lesson… Yes, the self-discipline does affect many factors, because you need to make priority of your lifestyle in order to complete the requirement of the programme. It sounds like you need to give up a lot of spare time". (UG3)

A PG student also remarks:

> "The challenge, is self-discipline, because we are very busy so, very tired, we need to find time to study…Time management is challenging". (PG3)

Time management and self-discipline are success factors for working adults pursuing part-time independent studies.

(2)   English language proficiency

Some students and tutors find that English language proficiency may be a challenge for the WBL students. Because English is not the first language of the local students, they may find it difficult to articulate their learning, taking a long time to find, read, and digest literature, asking questions in class, participating in discussions, and prepare coursework. As one PG student experienced:

> "… because my English is not very good, the whole programme is English based… I had used more English than the sum of my whole life. I have never read and write so much English in my life…For instance, 12,000 words in the research project… it is quite crazy, but this is a positive point of the WBL programme." (PG3)

As one tutor remarks:

> "… most students… have problems with writing. The writing skills and language skills, English skills… but their language skills is not up to that standard". (T2)

This view is shared by another tutor, who comments:

> "So, I think the weak language ability is going to handicap their achievement in this programme. I really have seen really, badly written projects". (T4)

Most tutors think that the English language proficiency is a challenge for the students pursuing their WBL programme.

(3)   Lack of understanding on WBL

There are other difficulties related to the students' lack of understanding of the learning objectives and outcomes; to some extent, even the tutors find the WBL learning outcome and module handbooks difficult to follow, as one tutor states:

"I think another challenge is how the student understands the learning objectives of … the programme. Because sometimes they don't really know what is expected from the school, what's the learning outcome is about… even I am a teacher, sometimes, I really can't catch the meaning of the learning outcome…". (T1)

It is important for the students and tutors to understand the learning outcomes clearly so that the student could prepare the assignment in accordance with the requirements, and the tutors can provide appropriate tutoring to that effect. These would require more tutor training and development and thorough understanding of the learning outcomes among the tutors.

There is concern from a local tutor on the emphasis of the research methods module handbook, as he comments:

"The module handbook was… it went through different emphasis of the programme. I think in the beginning, in emphasis on the methodology…But just now… there are two parts of it. The first part if on the reflective practitioner. And then the other is on the methodology. And combining the two together… I think what happened is the learning objective did not change". (T2)

Over time, the module handbook's emphasis may have been changed and updated, but the learning objectives remain unchanged. This requires clarifications and liaisons between London module tutor and HK tutors, and regular review on module objectives and updating on module handbooks.

(4)   Small size of WBL cohorts and HK WBL team

In some cases, there are problems caused by the small class size of some HK WBL cohorts, as the tutor comments:

"… in a way, the class size matters too. If we can have …I would say it's optimal if we can have 10 to 15 students and up…because that way, the learning atmosphere, and momentum …peer learning…There are group dynamics that keep them going, whereas if you have a very small class like seven or eight students, the atmosphere is different". (T2)

WBL uses group learning and peer learning as dominant teaching and learning practices, small size classes may inhibit the development of learning momentum and atmosphere.

The small size HK WBL team has its problems in group learning and peer learning too, as one tutor remarks:

"We have some kind of support within the group, but not a lot. If we have a bigger pool of instructors, then we can tap into the strength and also the … individual instructors. The other is it's also the training. I think the training for instructor as well. The training for instructors, we could use a lot more training to prepare the instructors. To get them all up to par with the main principles of work-based learning and also teaching skills". (T2)

The size of student cohort and tutor team affect interactions and cross-fertilisation of ideas and learning among its members; hence, more group learning. Also, tutor development and training are crucial.

2.3. Suitability for organisations

The organisations relate WBL to workforce development, organisational learning, and/or part of their CPD processes, and they readily incorporate WBL into their existing employee/member development and CPD courses. They have some views on the programme structure, roles and involvement, and tutor quality of the WBL programme.

(1) Programme structure

The organisations are prepared to integrate their existing organisational learning and development initiatives to the WBL programme. As one employer suggests:

"… I think the programme can be incorporated into part of our organisational learning and development curriculum… and then we can partner with different tutors and professors from Middlesex, and then incorporate some of the existing training too…". (E2)

Professional associations, see several advantages and suitability of the WBL programme, which include lifelong learning, an additional channel for continuing education, practical programme and effective professionalisation of practitioners, as one of the professional association comments:

"The advantage of WBL is, of course, I think the trend nowadays is to continuous lifelong learning… I think this is good that there is an additional channel like the WBL programme… So, I think the WBL as the name suggested… should be very much related to the work. So, it should be very practical... But for some of the HR practitioners they are not necessary have the HR degree… So, once they become like having this role as a HR or talent management responsibility they may want to go back to the basic to learn about the proper knowledge to have… to find a way to gain the optimal knowledge in the subject matter. So, I think WBL will

be one channel for this group of people who are for example all HR people… but their first degrees are not HR". (PA1)

Another professional association also remarks on the flexibility of the WBL programme:

"I think the advantage will definitely be the flexibility, that allows working people to continue like taking their professionalism to the next degree… Members would need to take at least 10 CPD courses per year but it's not necessary to be taken at our organisation because there's a lot of professional bodies arranging CPD courses as well so they can… as long as they prove that or certify themselves that they have completed 10 CPD course that's fine". (PA2)

The professional association, however, expresses concerns on the length and commitments of the WBL programme:

"It depends on whether people have enough time to do it because usually for our attendees they prefer to have just CPD hours. So, complete the entire course it will be quite time-consuming. So, it really depends on how much time it takes for the WBL and how much commitment they need to put in". (PA2)

(2)   Type of programme

One professional association remarks that there are too many Bachelor in HRM programmes in the market, their association would like to have a postgraduate WBL programme, in areas such as strategic HRM, OD, change management, transformation, those that are more strategic ones. It also suggests that WBL may have certain advantages over the full-time academic programme:

"… the field of HRM has continued to evolve in terms of the subject matter, for example like this couple of years we talk about data analytics, technology… go digital… so if the university… if the formal academic programme hasn't been able to respond to that changing demands… if the WBL programme, they are fast enough… because they supposed to close to the market, right?... Yes, if they're agile programme they can immediate … just build … bring in those new trends… new HRM trends into the programme. So, they have the advantage". (PA1)

The employer comments:

"I think the programme is able to provide part-time study format for students. And it also fits our company needs because students/staff can go to attend classes in the evening. And they can study part-time, and also another advantage is that the programme provides the projects like the final projects, and the homework and assignments based on what you work, and then you can

actually find projects from work. Topics related to the staff daily work function or work challenges. That adds on to the programme content itself, we are not just learning concepts or theories stuff, we are able to practice while working on the work projects… it might need more external perspectives. Like apart from the staff's own, other company or organisation work projects plus the theories… More seminars, more external speakers would be better". (E2)

(3)   Roles and involvements

The employer can adopt a partnership approach in the WBL programme and would like to have their in-house training activities accredited to increase their investment in training and motivate staff to attend the courses. As one employer comments:

"I think our programme facilitator can partner up with the WBL programme tutors to work… I think because WBL programme can provide some extra credits, so if we partnered, like my organisation partners with Middlesex to work on that, then one of the returns on investment option is to provide credits… And it would be an incentive for the staff to attend the courses". (E2)

The professional association would like to have more involvements in the WBL programme and states:

" I guess it definitely would be the course content… we are in the forefront of connecting the HR… so, we suppose to know what are most needed… And what are the trends… what are the next generation of HR… what kind of skills are they supposed to build… And secondly… probably we still have the connection to bring in a facilitator or tutor… So, I guess we also have the connection to bring their expertise into the programme… So, I guess it will be building the programme, and help in identify a suitable tutor". (PA1)

(4)   Tutor quality

The students show their appreciation of the practical experience of the tutors, who can share their professional experience and provide feedback on their workplace practice. On the other hand, the organisations have higher and different expectations of the WBL tutor quality and competence for the corporate programmes. The organisations would expect the WBL tutors to be experienced, an industry practitioner with all-rounded experience, senior management level with regional exposure, and familiarity with consultancy process and tools.

The employers are very clear on the kind of tutors that they would like to have in the WBL programmes as the employer points out:

"Certify our own trainer… however, we need some fresh eyes… the tutor if I can choose I prefer they can have solid experience in the related field…she can bring up the other company good example to us, so that it can inspire us to think something more...". (E1)

Another employer remarks:

"… facilitate the discussion and then provide external perspectives. Experienced, like for example, how to inspire students or staff in critical thinking or do research, and then have experience from outside (regional) business or in Hong Kong… and being creative… can make it more creative and use different perspective to look at the same problem". (E2)

One professional association would like to have some professors from Middlesex to facilitate the corporate WBL programme. As for the other professional association, they have high and specific expectations for the tutor quality involved in the corporate WBL programme:

"…it's better that they've all-rounded HR… they have been exposed to all facets of HRM throughout their career, and then they ended up as like a HR director of a large-scale organisation, international organisation, and then they have decided to... contributing all their experience and knowledge to groom the younger generation… that's why the best would be for those who have been with the corporate world for all their life and they become consultant themselves". (PA1)

3 Interview data on enhancements

Apart from informing us about the 'suitability' of WBL, the respondents' overall programme experience would offer suggested enhancements in learning approaches and teaching practices, support, and programme structure and delivery, which would yield effective WBL to students.

3.1 Teaching and learning

Effective teaching and learning require interactions and engagements from the students, among the students, and between the students and tutors. There are several suggested enhancements in teaching and learning practices to achieve interactions and engagements. Both PG and UG students propose that peer discussions and peer learning are useful in the learning process.

(1)   Peer learning

Peer learning is an education practice in which students interact with each other students to attain education goals (O'Donnell and King 1999), and it has its theoretical connection to constructivism. Peer learning is a form of collaborative learning, in which students engage in a common task such as a group project or group assignment where everyone depends on and is accountable to each other.

As one PG student suggest:

> "…there should be more group discussions or maybe group work assignment…yes, on group work, we had a lot of peer teaching, peer learning". (PG1)

(2)   Peer discussions

The tutor puts forward the idea of using WhatsApp as a platform for group discussion, because it can take photos, videos, and have a voice, and is immediate as he comments:

> "So, maybe a chat room like WhatsApp where we can share information as well… have group announcements, and, also information about seminars. Information not just Middlesex, but other learning opportunities… it certainly creates an identity for the students and … cohesiveness. And they feel like they're part of something… if they receive ongoing type of things, it creates an identity… A group identity. A sense of belonging. A sense of being part of Middlesex… work-based learning type of thing". (T2)

The use of social media in sharing of information and learning and group learning activities represent faster and easier interactions in collaborative learning, which would gradually build up its group identity and cohesiveness and developing into a Middlesex HK WBL learning community.

(3)   Small group teaching and learning

The small group for teaching and learning helps the tutors understand the backgrounds and pay more attention to individual students' learning needs, generating more interactions, and a closer student-teacher relationship; hence, creating more engaged learning. As one UG student echoes this:

> "… because the interaction is important… I think to keep in a small group will help… because we are in a small group the tutor always easy to speak out the background or the history of the particular student, save time and easier to get the students involved… because the relationships is close … they pay more attention to the tutor". (UG3)

(4)   Group activities and learning

Regarding facilitating adult learning in group activities and learning, a PG student reckons that:

> "Maybe more activities, involve the students to present… to share views… how to analyse and apply those learning… you can show it in the class… maybe push it to another level to analyse… This is for the learning … higher order thinking". (PG1)

The group learning activities and sharing of views among the students, and facilitation by the tutors onto the right direction and higher orders would result in higher order thinking for the students.

(5)   Understanding of concepts and content

Insufficient understanding on the concepts and content of the WBL programme would impede learning. One UG student comments:

> "Maybe there should be more introduction on the backgrounds and concepts of WBL in the beginning; though we had two sessions in induction, it will take us some time to understand WBL concepts…Perhaps there should be more teaching and learning on reflection, and how to do reflection in a systematic manner…". (UG3)

Another UG student would like the tutors to offer more notes and directions as she remarks:

> "Maybe the tutor can give us more notes, because they seldom distributing notes to us, but just a few slides only, so they can elaborate more, and then let us… the thinking can be more… give us more direction…yes, because some tutors are good they are guiding us in a very clear picture…" (UG1)

Tutor can use some traditional classroom instructional techniques to help students better understand the concepts and contents through ice-breaking and elaborating vocabularies. One tutor suggests:

> " I may need to adjust the way I cover the content for that session because when I teach elsewhere, I like to spend about 15 or 10 minutes at the start of the lecture to test the vocabulary and tell them the meaning of the vocabulary". (T4)

There are other students who tend to have the cultural expectation on the teaching of theory in the classroom, and prefer the tutors giving more theoretical inputs, as one PG student suggests:

"… they (the students) are working in counselling (the particular field) … the course is really helpful, because they already have a lot of practical experience, but they don't have the theory to back them up… for experienced people, the problem is what they did… what decisions did they make, always based on their past experience. But no one can tell them whether this is right or wrong, so why the theory can make them reflect what they are doing…". (PG2)

This is an interesting suggestion, apart from asking to have more teaching on theories, the student relates this to Schon's idea on 'reflection in practice' and 'reflection on practice', the case of theory in practice. The implication for the WBL programme is that it is always important to have the teaching of theories, the question is to what extent, one would like to cater the theoretical components in the WBL teaching and learning process.

(6)   Teaching and learning momentum
According to the tutor, it is important to keep the teaching and learning momentum and suggests:

"So, I think some kind of improvements need to keep going to get the momentum going. We need to probably design that sort of … actually, exercise so that sort of we can keep the students in the loop, so to speak". (T2)

This may require the design of some exercise in the programme structure to produce a better learning atmosphere and sustain students' engagements in the learning process.

(7)   Video-taping of core module teaching
There should be alternate teaching methods using online learning to support students who have poor attendance rates in missing classes and/or being late to classes. As one tutor suggests:

"I think we might want to explore videos. Each module. So, if the instructor can make a video so that if students missed the class and they still… take a look at their concept. So, we can group the videos by concept or by categories. Not by the order of the classes. So, I think that would be a good idea". (T2)

This provides the opportunity to the students who did not attend classes to understand some of the core concepts.

3.2 Support

In general, the response from the students regarding support are good.

(1) WBL requirements

Some students are concerned with obtaining support in meeting the WBL requirements such as assessment criteria, literature reviews, and academic writing. As one PG student comments:

> "Maybe for each part of the handbook, it can explain more details…For example, how to prepare the assignment… But sometimes the details is too generic… so, therefore, sometimes I am not too clear what they want to expect me to do". (PG3)

This is reflected by the tutor, who comments:

> "I think it's good for the student to understand what is the expectation from the teachers, just to align all assessment criteria. Think it is good for the student to understand the requirements of the module". (T2)

It seems that there is a lack of understanding of the WBL assessment criteria from the students' perspective. This may be because they did not spend sufficient time to understand the requirements, or, they tended to expect the tutors to explain everything to them.

(2) Literature search and reviews

The students also require enhancements on support relating to literature search and reviews and academic writing, as a PG student comments:

> "The learning support is good… I would like to mention two points I think can really help WBL students. The first is tell us how to find relevant literature reviews… maybe more directions to be given to find out relevant information… The second point is very simple, providing more English assistance and English classes, and on how to write academic papers". (PG3)

To some extent, the tutor also agrees with the difficulties in doing a literature search and reviews in studying the WBL programme. As one tutor remarks:

> "…build up a resource library for the students to conduct their research. Give them some reference for the sport-related books or reference so that they can try to find out the kind of reference. So just list out all the reference book to the sport related topics, then it is more easy for the students to source their reference". (T1)

Another tutor supports this view, saying:

"The assigned readings in the handbook, it's not available to me. Part of them it's available to me, but part is not. So, they're all over the place, the suggested reading. I suggest that we need to have all of those readings in PDF file so that I could… every student have that. Because I'm pretty sure some students have not gone through the readings. The assigned readings. Because it's partly available on the website. And it's not grouped together, so it's not convenient." (T2)

The WBL project is an important component of the programme, the students need to search and review relevant literature extensively to identify a suitable research area and topic and develop related research questions. The setting up of a resource library for specific disciplines would facilitate the undertaking of the WBL project. Similarly, the preparation of a reader that contains all assigned readings would help tutors and students to become familiar with the WBL concepts and processes, and important issues of the individual module.

(3)   Familiarisation of participants

Another improvement to support would be sharing of experience and familiarisation of participants in the WBL programme, which are related to understanding, confidence and relationship buildings. One UG student remarks:

"I think we can share some more experience by the tutors or even by the students who study the programme before… if they come back to school for our lesson, we may have some specific questions to ask them such as how can you arrange the time in order to complete the lesson before? I think this may help the new students… if we understand more the backgrounds of the tutors at the beginning also may help us. At least it will give a little more confidence to the students because we know by the time like the sixth modules will be taught by a very professional athlete maybe or very high-rank police officer, which is very good experience…". (UG3)

The familiarisation with former students would allow the students sharing their experience on how to tackle some of the challenges in pursuing their WBL programmes. The familiarisation between the students and the tutors facilitates their understanding, and confidence and relationship buildings among themselves, which would produce a more interactive and engaged teaching and learning process.

This view is shared by one tutor, who says:

> "…the centre staff would arrange an induction session, I would like to know the date, so if I am free on that night, I can join. I can meet my students in a social environment, talk to them, because well, if I don't use the opportunity. The other way I can understand the background is probably in class". (T4)

In addition, the tutor would like to know what the other tutors had been teaching, as he suggests:

> "I would like to know the stuff taught by the other tutors. So that I could relate those stuff to my students, let's say I talk to the student, remember we are told about this". (T4)

The familiarization between students and tutors would enable them to understand each other's' backgrounds and build up relationships in the teaching and learning process. And the sharing of what had been taught by the other tutors would enable the tutor to build on the previous teaching.

(4)   Effective use of support

One tutor expresses the view that there is sufficient support for the WBL students, including learning resources, advice from module tutors. advisers, and supervisors, who also offer valuable formative feedback to the adult learners, which should have a powerful effect on learning support. As she comments:

> "…it is the most heavily resource programme… in terms of support of the resources is sufficient… the formative and summative feedback student get… that could have been very very powerful, however, not all the students used it as well as they could, to me that could be very powerful, particularly with adult learners where you can as an adviser really get into a lot of depth with them on what they are trying to do, and also now they have the support from the tutor, the module tutor, which should also be powerful if the students use it. And then when they get onto their project, they have the support of both the module tutor and the expert in the field, their supervisor, and again that is unlike other degrees. Maybe they only have one supervisor. The support the programme gives to the students doesn't have many weaknesses, but it's how well the students make use of the support…". (T3)

The issue may not be due to the insufficient support provided to the WBL students, it is a matter of how effectively the students use the support and feedback provided by the three resource persons; namely, module tutor, adviser, and supervisor.

3.3 Programme structure and programme length

There are other suggested enhancements related to programme structure and programme length.

(1) Programme structure

Some students find the sequencing of modules confusing; for instance, they are being asked to come up with a research project title at the second module on programme planning before the teaching of the third research methods module. As one tutor suggests:

> *"... And more time in working on the work on the project. Full two years will be nice…. If you do preparation in the first year… forget that four modules… so, you do effective writing. You do research methods. And then they should have time to think about the project and then they come up with the title… They need to think of a useful programme that they like, that they would enjoy… And they become more self-motivated… I think the research needs to precede that programme planning".*

This is to suggest that the students need to be offered with the preparations courses such as effective writing and research methods in the first year before going into developing their programme planning, and identifying a suitable WBL project to aid their professional development.

(2) Length of programme

The student and the tutor have concerns on the length of the WBL programme and would like to extend it longer. As the PG student points out:

> "A little bit rush… I think with the whole programme is 20 months as stated in the marketing brochure, two years will be better… for us to absorb the learning, maybe we will have more time to think about the project". (PG3)

Another tutor also agrees to this view and says:

> "The length of the programme, maybe it takes longer… Yeah. Given the fact that it is work-based learning, it's different from the traditional type of learning… So, right now if the time is too tight for the students, they've not enjoyed it. I've noticed. Partly of the design of the programme. Because they came in, they went through four modules, which expected out there… 16 months… And usually, that four modules was that they sit and absorb… So, it was very

rushed for second part. So, they are not enjoying it. None of the students enjoy …". (T2)

It is important to extend the length of the WBL programme so that the students would have sufficient time to absorb the learning, engage with the learning, making the WBL self-discovery learning journey an enjoyable one. There are other suggested enhancements related to programme structure and programme length.

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4   Other interesting findings

There are other interesting finding and dilemmas revealed by the interview data. Most respondents do not find WBL a distance learning programme; and there exist several dilemmas for the WBL programme due to its characteristics, programme structure, perceptions and expectations of students and tutors.

(1)   Distance learning

Both students and tutors do not find the WBL programme is a distance learning programme. As one PG student remarks:

"Not really… no, because distance learning you don't have a chance to have some networking… ". (PG1)

This is also reflected by a UG student:

"I don't think WBL in Hong Kong is a distance learning, because I have frequent contacts with my tutors, and with peers. We also attend the classes at the classroom". (UG3)

Another PG student presents a somewhat different perspective:

"I think work-based learning is something between full-time or conventional one and distance learning. Some course in between. This means for someone, they want to study distant basically they don't want to spend the time to attend the class". (PG2)

A similar view is being shared by the tutor, who remarks:

"Distant learning meaning that they could … as advantage is that they could use their own time in learning…". (T2)

Nonetheless, both the student and tutors do not feel the distance problem as HK is a small

city, and there are frequent contacts among students, and between students and tutors, and regular tutorials at the HKWBL centre. However, WBL has the flexibility to be offered in a (pure) distant learning mode, whereas, now, it is being offered in a blended learning mode. WBL has the benefit of offering the flexibility to those students who do not want to attend the classes.

(2)   Students' suitability for pursuing WBL programme

WBL is a flexible programme that requires a great deal of self-disciplines, self-initiative, and good time management to undertake effective independent learning, and these views are shared by both the UG and PG students. A UG student remarks:

> "…WBL programme has to have a good self-discipline and then good time management… they need to proactively to learning… ". (UG1)

Another PG student agrees:

> "The challenge, is self-disciplines because we are all very busy so, very tired, we need to find time to study, and it is not easy, sometimes we will call ourselves deadline fighters… time management is challenging". (PG3)

The tutors also hold similar views that WBL may not be suitable for everyone, as one tutor observes:

> "I think it is like fifty-fifty… because it's so flexible so the students really have to work hard by themselves not only like you go to school and you attend a class and then you do the exam and finish. It is not like that kind of thing, so you have to be more self-motivated… so it depends on how the student takes and how the student adapts to that kind of learning environment". (T1)

Another tutor comments on the flexible nature of the WBL programme:

> "Of course, 50% or at least 50 of the students thrive by the flexibility, they thrive in that environment, they thrive by being able to plan their own learning and they are very successful in the programme. So, there are some issues of misconception and lack of understanding… I think sometimes about how the programme is delivered. It's not a weakness of the programme itself though". (T3)

WBL may have an inclusive nature however, not every student is suitable to pursue the WBL programme, which requires a high level of self-discipline, self-motivation, and time management in managing its independent learning. There might be misconceptions from the

students who think that WBL is flexible and an easy way out to attain a degree qualification. This may imply the needs for elaborating the self-management quality for WBL and screening suitable applicants before admitting to the programme

(3)   Attendance rates

Missing classes or being late causes problems to the teaching and learning of the professional practitioners, which is unavoidable for the part-time working professionals. As one tutor observes:

> "There is one thing about the attendance… when they are late, that may cause a problem… it is difficult to arrange additional or supplementary or remedial training for them. So, if they miss one class unless he's willing to make this up or try to contact his peers, to find out what he missed by being absent from the class. Sometimes they could not follow the next lecture". (T4)

Ironically, it is the weak students who are usually missing classes and/or being late for classes; even if the tutor would like to provide supplementary classes and review what was taught in the last missing classes, the weak students would usually be unable to enjoy that kind of make-up and review sessions.

(4)   English language proficiency

Some of the students do not find the English language proficiency a hurdle in pursuing the WBL programme. However, most tutors think that the English language seems to be a big barrier for the student to study the WBL programme. A UG student comments:

> "I won't say it is a challenge, I would say the proficiency of English does help, and the advantage while you're taking the course because it saves time from finding definitions or the words in sentence from dictionaries ". (UG3)

Another PG student finds the English language a challenge in studying the WBL programme, but regards it as a positive aspect to enhancing his English language proficiency; as he comments:

> "It is a challenge for me. Why… because you reckon you need to improve my English proficiency… I can comment that during the WBL programme, I had used more English than the sum of my whole life. I have never read and write so much English in my life… But this is a positive point of the WBL programme". (PG3)

One tutor feels that the English language is a real challenge for the HK WBL students as she comments:

"I think in the Hong Kong context especially, language is one of the problems, especially those who didn't have their first degree. Their English is part of the most difficult part... for the student to overcome. So, how they write their English, especially in the academic writing it's quite difficult for them". (T1)

However, there is an expatriate tutor who lived and worked in HK for more than 30 years and taught at the HE has a view on the English language proficiency issue; she thinks that because the HK students are studying the WBL programme in a second language, it poses certain barriers, but these are not insurmountable, and she comments:

"But again, because they are working in a second language, it means they have to spend more time to understand the content of the learning and the resource packs. In addition to that, they then have to do more research around the reading. They are working they are studying part-time, they are studying in a second language there are certainly some barriers for the students to overcome…However, they should have, if they have come through an English language system, English language education, they should be able to cope with it". (T3)

For the HK students, the English language is their second language, and most of them go through an English education system (i.e. English college using English as a medium of instruction on majority of the classes); therefore, she reckons that English language proficiency is not a major issue if the students come through the English education system.

The expatriate tutor furthers comments:

"I don't think it is an issue if they spend the time to draft their thoughts, and to write them and to work with their adviser. With Hong Kong students, it's more an issue with time. They don't spend enough time in drafting their work. I don't think English language should be a huge barrier to them, because you can write about these things in simple words, you don't need to use difficult and complex sentences. It can be written simply, but it's actually being able to reflect personally about their experience during that process and the impact. And that can be done simply, but they need to be able to spend time writing drafts, correcting drafts". (T3)

Accordingly, the students need to be finding the time, sitting back and reflecting on the workplace experience and impact, drafting the account in simple English, contacting the adviser for commenting on the draft, re-drafting and fine-tuning the thought process,

correcting draft and articulating the relevant learning.

(5)   Mismatching on WBL

Most students are joining the WBL programme without having sufficient understanding of the principles, concepts, and processes of work-based learning. As one tutor puts it:

> "I have to say that there might be a little bit of mismatch. Because a lot of students when they came into this programme, they are still not sure. They're still not clear about the principles of WBL. So, they're in a knowledge acquire mode which is the more traditional skill transfer type of education programme as opposed to work-based learning. So, I said, there needs to be a very particular emphasis to educate the students about this". (T2)

This means that the HK WBL tutors need to explain the differences in learning concepts, approaches, and processes between the WBL programme and traditional programme to the students before joining the WBL programme, which requires the students to adopt a different teaching and learning styles.

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BA in WBS BoS Minutes 2013

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	• WBL is very different form the traditional learning • Traditional learning is mainly spoon-feeding where the WBL requires the students to review themselves in their past, present and future learning, and most of the time is self-study • WBL is suitable for the students' further studies as it is flexible to suit their work and study at the same time	
Programme Structure	• It is difficult to complete three components of two modules (i.e. Review of Learning, CPD and Programme Planning) in one semester	

Teaching & Learning		• Suggest that it would be good to group the students to create a peer group and give them more motivations. As peer group can encourage students to have direct communications and build relationships and work together • It is very important for the students to know the expectations of the coursework
Support	• Students appreciate the help from module tutor and advisers who gave them lot of advice, guidance and support on their studies; without which, they would not be able to complete their coursework • Appreciate the support from the advisers as they give the knowledge on the learning • Advisory Session is very helpful as this session can refresh students on the module requirements and allows them to interact with the adviser, and enable them to focus on the coursework	• Advisory session is a platform for the students to contact their advisers • There is an e-library in the learning resources, UniHub for students to contact the subject librarian to help them to find relevant information for their studies • It is observed that students seldom use the facilities and reading resources at the centre and would like to see more students using the centre's resources more effectively.

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BA in WBS BoS Minutes 2014

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	• WBL programme is very different from the traditional learning, which the student found it difficult and needed more time to adopt to the new learning mode • Appreciate and enjoy the new learning mode from WBL programme as it motivates the student to become more self-disciplined and reflective on learning practices • Students learnt and benefited hugely from the WBL programme, especially in research skill and English language	• Students need to turn their learning style to become positive and pro-active learners • Agree that some students do not know how to begin their studies since WBL is new to them and need more time to adopt • Students need to spend sufficient time in reading, digesting and reviewing critically the learning materials in order to be able to produce written coursework that are at bachelor's degree level
Programme Structure	• It would be best if the Programme Planning module is scheduled in the middle of the programme so that students could have a clearer direction for their project planning	• WBL is a self-discovery and a continuous learning process facilitated by reflections. Students need to plan a project title in the beginning because they

			need to have a target for planning and learning at beginning of the programme
	• It is difficult to plan a project title at the beginning of the programme and comments that it would be helpful if the University can provide an additional session for this		• Advisers are willing to provide help and support to students in project title planning at beginning of the programme. However, students must take initiative to approach their advisers for discussions • Students do not understand the requirements of WBL, and suggests that an additional and enhanced induction session would help students to familiarise the WBL learning process
Support	• It would be helpful to have a preparatory session for each module before the trimester, so that the students have sufficient time to read and understand the learning materials		• Encourage students to use UniHub at the beginning of the trimester because all module handbooks are available to download or view online • It requires a lot of time discussing with students to support their studies, and this related to the transition from traditional mode of teaching and learning to WBL. The Programme Team should facilitate

		students to transit to the WBL learning mode with more support and resources
		• Suggest providing more support for students at the beginning of the programme in order to strengthen the WBL programme
		• Some support is already being implemented at the induction session; e.g. inviting former WBL students to share their learning experience, concepts on WBL, requirements of WBL programme, plus introducing members of the Programme Team to new students

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BA in WBS BoS Minutes 2015

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	- WBL is very different from traditional course, and students find it difficult and require more time to adopt - Students can apply their work experience and knowledge during assignment preparations - Appreciate support from Adviser and Supervisor, and learnt and benefited from the WBL programme, which also improve their Research and Writing skills - WBL programme is suitable for students' further studies as it is flexible and suits their busy working schedules	- Most students do not understand requirements of WBL, and suggests that an extra enhanced induction session would help student to familiarise with the WBL learning process - Some students do not understand the deferral system offered by the flexible nature of the WBL programme
Support		Advisers are willing to provide help and support to student in preparing coursework. However, students must maintain communications with their Adviser for

			discussion/feedback
			• Students to use more of the University's e-resource (i.e. UniHub) when preparing coursework in WBS 3220 Effective Writing for Professional Practice
			• Encourage students to use UniHub e-resource more often, and will add one more session to facilitate students to familiarise with the UniHub e-resource learning system

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BA in WBS BoS Minutes 2016

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	• Students appreciate support from the Module Tutors and Supervisors, and they learnt and benefited a lot from the WBL programme and improved their research and English writing skills	
Programme Structure	• To schedule WBS 3220 Effective Writing for Professional Practice before WBS 3630 Professional Practitioner Inquiry so that students could have better direction and learning, in their project planning and preparation	• Agree to re-schedule WBS 3220 before WBS 3630 to enhance learning • Suggest that Briefing on Project Oral Presentation Session should be made compulsory and students should be encouraged to practise oral presentation
Support	• Tutorial sessions are important for students to progress their learning and they would like to obtain more feedback from Module Tutor either through face-to-face or email contacts	• WBS 3220 Effective Writing for Professional Practice module is useful for students to use the University's e-resources (i.e. UniHub) to help preparing coursework • E-submission system has

		already been implemented in Semester One 2015/16, and related workshop will be provided to all assessors

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BA in WBS BoS Minutes 2017

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	• Students find the programme difficult because they were not adopted to WBL • However, the students begin to enjoy the learning experience after grasping essence of WBL and completing the first module	
Programme Structure		• WBS 3220 Effective Writing for Professional Practice has now been designed into two parts, where most of the UniHub tools are now introduced at beginning to support the students' academic writing

Support	• Appreciate the learning support from the HK WBL Team • The on-line learning platform (i.e. UniHub) is not user-friendly, even though several workshops were provided by the HK WBL Team	• Module tutor appreciates the full support from the WBL Programme Team by offering him related module teaching notes and PowerPoints, suggested format for coursework, and detailed module briefing and guidance to facilitate his teaching • Regular workshop is essential for all HK WBL assessors, which allow them to share experience and strengthen the student support • Workshops provided by the UK colleagues via Skype or visit would be helpful to development of tutors • There are sufficient materials to support tutors

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MA in WBS BoS Minutes 2012

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
WBL	• Appreciate the inclusiveness nature of WBL programme for them to pursue higher education professional development • Appreciate the WBL learning process	
Programme Structure		• To conduct the Programme Planning and Research Methods modules session together to offer a holistic perspective of the review and planning of the students' professional development
Teaching & Learning	• Some student likes to do things step-by-step, and requires clear guidelines	• In the Coaching programme, some students did not have the opportunity to practice. WBL process offers insights to the students as they are required to reflect on their learning and practice; therefore, the lack

		of practice may be difficult for them to learn • Students did not spend sufficient time to read the Research Methods module
Support	• The e-resource is a useful online platform for studies	• The coursework requirements are in the module handbooks, which provide clear guidance to students

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MA in WBS BoS Minutes 2013

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
Programme Structure	• Students do not expect to have lots of written works for the WBL programme which is a practical programme	• MA students are required to do the transfer of knowledge via a WBL research project to complete postgraduate studies • Students needs read more reference books as well as module handbook since students may expect spoon-feed instead
Teaching & Learning	• There are many individual coursework and though some of them can be worked as group coursework as students can have more interactions and discussions in the assigned group work	

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MA in WBS BoS Minutes 2014

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
Programme Structure	• To re-arrange sequencing of the modules; i.e. bringing forward the WBS 4630 Advanced Practitioner Inquiry, because students lack the research methods knowledge and had not picked up school works for a while	• To have additional session for induction and WBS 4810 Continuing Professional Development for students to have better learning
Support	• Appreciate the programme team's efforts in providing help and support throughout the WBL learning process • Appreciate the learning support of library reference books and Suggested Format of Coursework to complete the coursework	• Students to refer more to the module handbook. • To have a bi-weekly WBL forum to help and support the students before their coursework submission • To have an evening workshop on specific module that will help students to understand the module's requirements • To have the Research Methods module handbook to be more comprehensive

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MA in WBS BoS Minutes 2015

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
Programme Structure		• Schedule WBS 4220 Effective Writing for Practitioners be the first module of programme, and students should have UniHub login before teaching commencement
Teaching & Learning		• Peer learning is important, and students can book venue at the Centre for peer discussions
Support	• Module guidelines could be clearer and more specific • Tutors to provide feedback on draft works within a reasonable timeline • To have more feedback on grade and coursework submitted	• Student should conduct resource search through UniHub to facilitate students' self-study

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MA in WBS BoS Minutes 2016

Items Raised	Students' Views and Suggestions	Tutors' Views and Suggestions
Teaching & Learning	• Set up of peer study group to support each other	• To have frequent communications between Module Tutors and Students to enhance the latter's' learning
Support	• Appreciate the help and support offered by Module Tutors throughout the programme • Some students have difficulties in incorporating conflicting feedback from Module Tutor and Supervisor • Feedback on project oral presentation is good for student to fine tune the project before final submission	• There is a division of labour between Module Tutor and Supervisor; the former provides feedback on project format, and the latter provides feedback on the project area • Formative feedback provided for oral project presentation is for continuing improvement purpose, which is part of the WBL progress