

Department of Social Work & Social Administration The University of Hong Kong



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**Introducing an Outcomes-based
Undergraduate Social Work Education at
The University of Hong Kong**

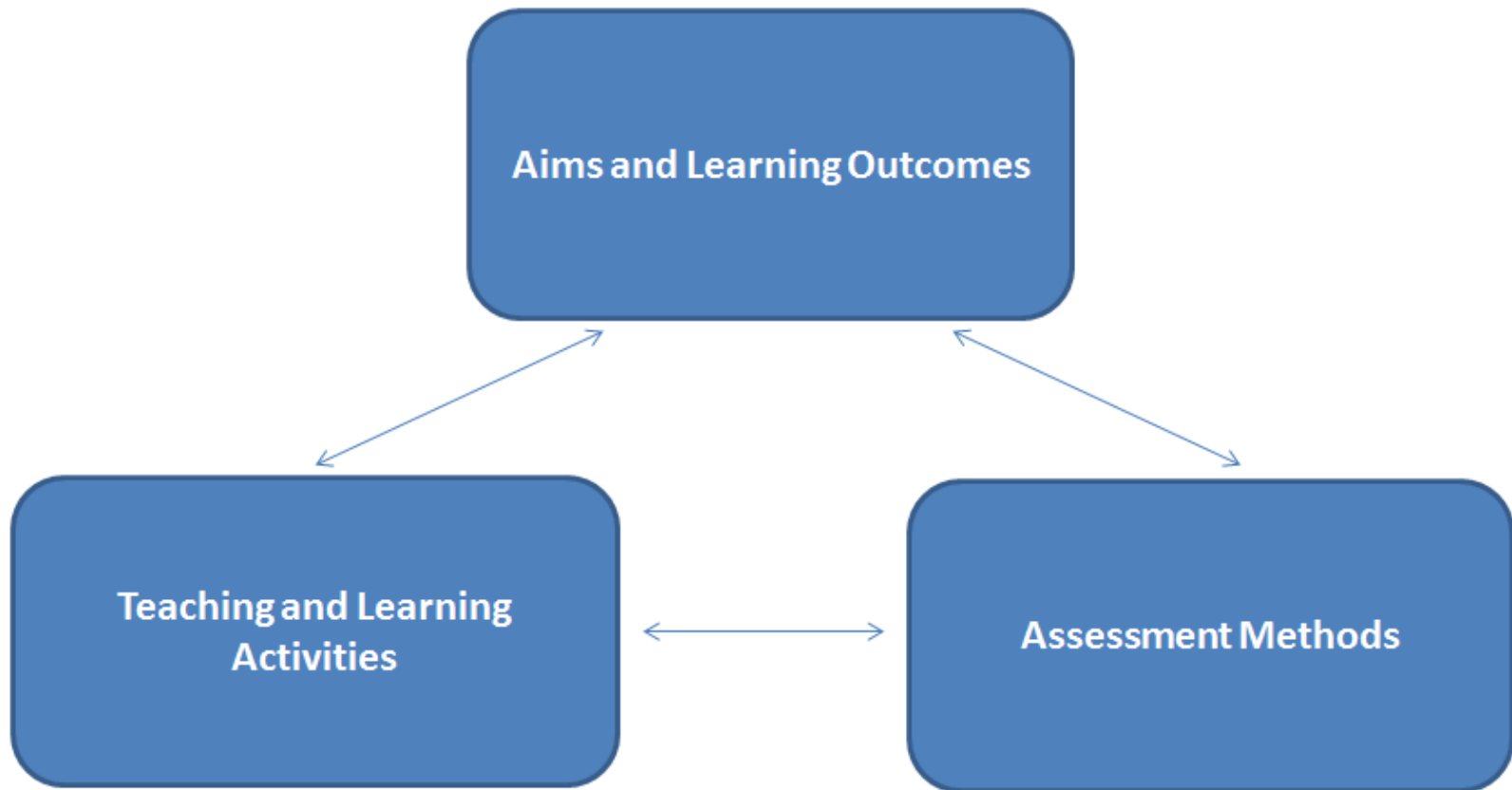
Aim of the Presentation

- To discuss how the outcomes-based approach has been planned and implemented in the Department of Social Work and Social Administration, HKU

What is an Outcomes-based approach to Student Learning (OBASL)?

Good teachers at HKU have always thought carefully about what they intend their students to learn and how that relates to their programme as a whole, how they can help students better understand what they intend them to learn, how they can design teaching and learning activities linked to what they intend their students to learn, and finally how they can assess students in ways to test that learning (Steering Committee on 4-year Undergraduate Curriculum, HKU, 2008: 1)

Relationship among Three Components of OBSAL



Three Ways of Defining Learning Outcomes

- Behavioural objectives perspective
- Competency based perspective
- Student learning perspective

Rationales of OBASL

- Accountability perspective
- Student learning perspective

Introducing OBASL within the BSW Curriculum at HKU (I)

Vision

- To become the leading academic centre of social work and social administration through research and educational excellence
- To create a better society by promoting social justice, empowering vulnerable populations, and improving the quality of their life

Introducing OBASL within the BSW Curriculum at HKU (II)

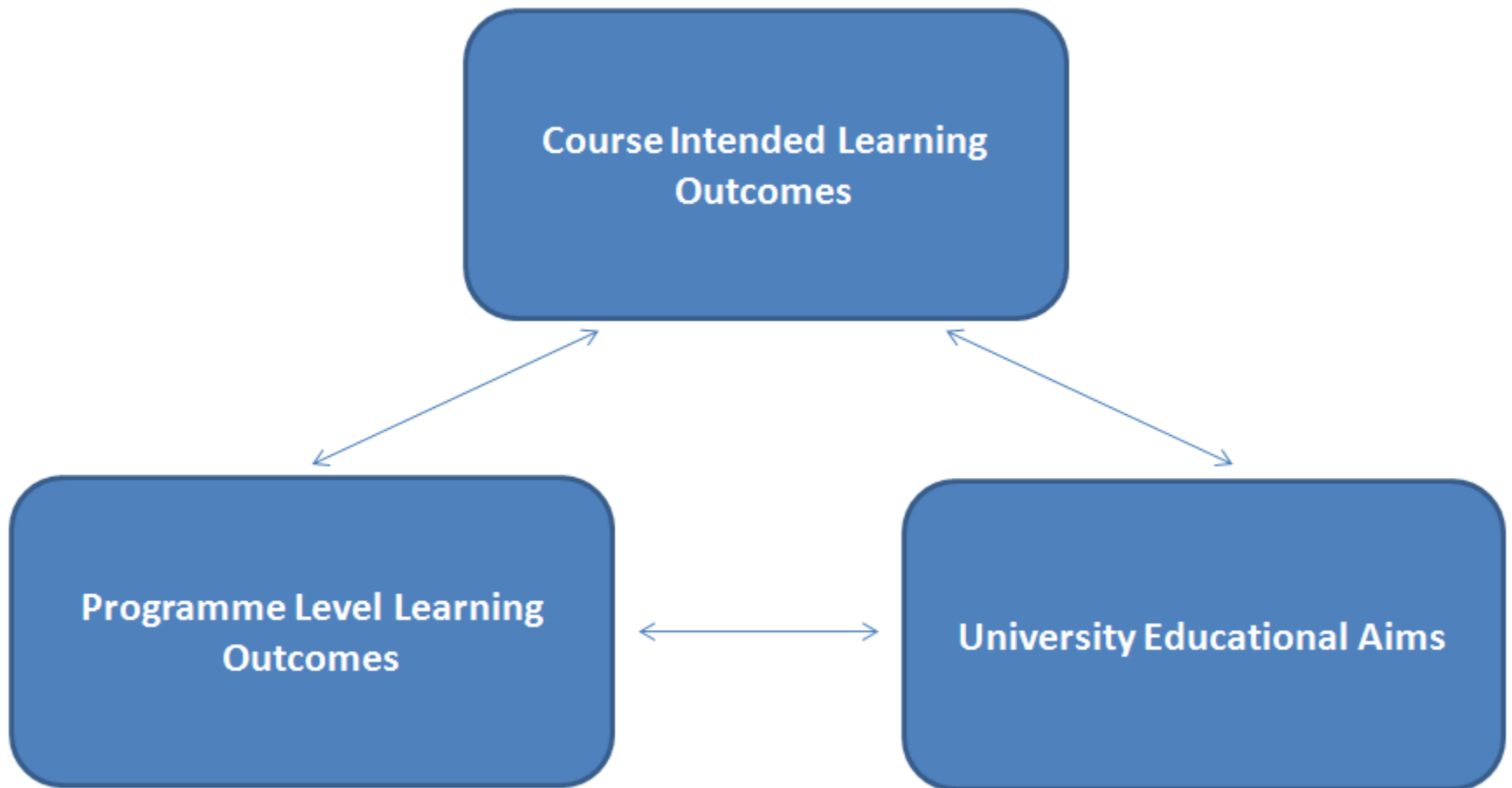
(1) Alignment of University Educational Aims
and Programme Learning Outcomes

Programme Level Learning Outcomes	University Educational Aims
<p>Show mastery of a critical and independent learning habit and readiness for lifelong learning</p>	<p>Critical intellectual inquiry, creativity and life-long learning</p>
<p>Apply multi-disciplinary knowledge and understanding to adapt to new and uncertain situations and problems</p>	<p>Tackling novel situations and ill-defined problems</p>
<p>Show commitment to ethical practice and recognize personal strengths and weaknesses</p>	<p>Critical self-reflection, greater understanding of others, and upholding personal and professional ethics</p>
<p>Recognize multi-cultural diversity and identify socio-cultural factors that contribute to the development of social problems</p>	<p>Intercultural understanding and global citizenship</p>
<p>Communicate effectively and ethically with clients and people from all walks of life and develop abilities in collaborative team work</p>	<p>Communication and collaboration</p>
<p>Show readiness to serve the needy in society through direct service provision, strategic research and policy advocacy</p>	<p>Leadership and advocacy for the improvement of the human condition</p>

Introducing OBASL within the BSW Curriculum at HKU (III)

(2) Alignment among the Course Intended Learning Outcomes, Programme Level Learning Outcomes, and University Educational Aims

Alignment



Introducing OBASL within the BSW Curriculum at HKU (IV)

(3) Quality Assurance Process

(4) Work-in-progress:

- Refining each course outline on an annual basis
- Refining the programme level learning outcomes
- developing a grid matrix for the overall teaching activities
- Designing a panel study to evaluate outcomes of the social work education at HKU