

## **Self-financing Post-secondary Education Fund**

### **Annual Report in the 2015/16 Academic Year**

#### **Establishment of the Self-financing Post-secondary Education Fund**

The Self-financing Post-secondary Education Fund (SPEF) with a commitment of \$2.5 billion was established in August 2011 to support worthwhile initiatives and schemes that aimed to enhance the quality of self-financing post-secondary education. An additional \$1 billion was injected into SPEF in 2012 to support more scholarships and awards in recognition of post-secondary students not only with outstanding academic performance but also achievements and talents in non-academic fields. Another \$20 million was injected into SPEF in 2013 to establish the Endeavour Scholarship (EDS) in recognition of deserving post-secondary students with special educational needs<sup>1</sup> (SEN) in their pursuit of excellence in academic and other areas.

2. SPEF was set up as a trust with the Permanent Secretary for Education Incorporated acted as its trustee. The investment income from SPEF was used to support the following two main schemes.

#### **(a) Self-financing Post-secondary Scholarship Scheme**

3. For the 2015/16 academic year, there were five types of scholarships/ awards under the Self-financing Post-secondary Scholarship Scheme (SPSS), namely the Outstanding Performance Scholarship (OPS), the Best Progress Award (BPA), the Talent Development Scholarship (TDS), the Reaching Out Award (ROA) and EDS.

#### *OPS*

4. OPS was offered to students with –

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<sup>1</sup> SEN includes specific learning difficulties, intellectual disabilities, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment, and others. Students usually declare their SEN with the institutions at their admission registration.

- (a) a high standard of academic performance;
- (b) demonstration of leadership and good communication skills;
- (c) valuable contribution to the institution/community; and/or
- (d) a strong commitment to the Hong Kong community.

For undergraduate and top-up degree students, the amounts of scholarship for each local and non-local awardee were \$40,000 and \$80,000 per year respectively. For sub-degree students, the amount of scholarship for each local or non-local student was \$30,000 per year.

#### *BPA*

5. BPA was established to encourage and recognise students with significant progress and improvement in their studies. Each undergraduate or sub-degree awardee would be granted \$10,000, irrespective of local or non-local students.

#### *TDS*

6. TDS gave recognition to students who had demonstrated achievements or talents in non-academic areas, and provided support for these students to further develop their talents and potential. Each undergraduate and sub-degree recipient would be granted \$10,000, irrespective of local or non-local students.

#### *ROA*

7. ROA supported meritorious students who were nominated by institutions to participate in learning, internship or service programmes, as well as national, regional and international events and competitions that were to be conducted outside Hong Kong and organised/endorsed by institutions. Each undergraduate or sub-degree awardee would be granted \$10,000, irrespective of local or non-local students.

#### *EDS*

8. EDS gave recognition to deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient would be granted \$10,000,

irrespective of whether he/she was a local or non-local student.

### *Allocation of Award/Scholarship*

9. In the 2015/16 academic year, a total of 4 563 awardees, including 2 545 students studying sub-degree programmes and 2 018 pursuing undergraduate programmes from 34 participating institutions, received about \$76.8 million under SPSS. Among them, 1 220 students were granted OPS, 339 students were awarded BPA, 1 057 students received TDS, 1 849 students were selected for ROA and 98 students obtained EDS.

### **(b) Quality Enhancement Support Scheme**

10. The Quality Enhancement Support Scheme (QESS) supported three types of projects, namely theme-based projects, open-ended projects and industrial attachment projects newly launched in January 2016. Theme-based projects should normally be initiatives jointly developed by multiple institutions to foster closer collaboration among institutions and benefit the sector as widely as possible. To keep up with the latest development of the sector, the themes for the 2015/16 round of applications were set to be –

- (a) Joint institutions' platforms/initiatives for improving teaching methodology and learning environment for students with special educational needs or non-Chinese speaking students;
- (b) Joint institutions' platforms/initiatives for facilitating closer alignment between the self-financing post-secondary education and industry sectors, as well as enhancing vocational and professional education and training and employment support; and
- (c) Joint institutions' platforms/initiatives for developing common systems which facilitate accessibility, synergy and enhancement of the sector (e.g. e-portfolio system for students, common curriculums and recognition/transfer of credits).

11. In response to a relevant recommendation made by the Task Force on Promotion of Vocational Education in its report submitted to the Government in July 2015, a new project category of industrial attachment was launched in January 2016 on a pilot basis for two rounds of

application to encourage institutions to increase students' employability by sourcing more internship opportunities for post-secondary students; and to enhance relevant institutional support for students.

*Approved Projects in the 2015/16 Round of Application*

12. In the 2015/16 round of application, a total of one theme-based, six open-ended projects and five industrial attachment projects were approved. The total grant committed amounted to more than \$47.5 million. The approved projects mainly covered areas of enhancement of internship and employment support for students, improvement in students' learning experience, and enhancement of students' language proficiency, etc. Details of the approved projects are at **Annex**.

**Secretariat, Self-financing Post-secondary Education Fund**

**Approved QESS Projects in the 2015/16 Round of Application**

**Theme-based Projects**

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Hang Seng Management College (Principal applicant) Caritas Institute of Higher Education Centennial College Chu Hai College of Higher Education Tung Wah College	Joint-institution Network for Student Success (JINESS)	\$20,418,243
<b>Total:</b>		<b>\$20,418,243</b>

**Open-ended Projects**

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
School of Continuing and Professional Education, City University of Hong Kong	English Language Centre of SCOPE	\$1,700,000
Federation for Self-financing Tertiary Education	The Development of Learning Materials in relation to Chinese as a Second Language for Post-secondary Education	\$2,705,505
College of International Education, Hong Kong Baptist University	Outcome-based Approach in Whole Person Development Programme	\$1,890,246

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	The Creation of a Credit Accumulation and Transfer (CAT) Centralised Database of CAT Information and Articulation Arrangements with a Dedicated Search Function on the Qualifications Register	\$2,445,934
Hong Kong Shue Yan University	Enhancement and Assessment of Students' Sustainable Life Skills (Phase I)	\$1,440,580
Vocational Training Council	The Establishment of a VPET Repository for Collection of Materials relating to Vocational and Professional Education and Training in Hong Kong	\$1,997,030
<b>Total:</b>		<b>\$12,179,295</b>

### **Industrial Attachment Projects**

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Caritas Institute of Higher Education	Development of Industry-aligned Programme to Support Internship	\$1,791,500
School of Continuing and Professional Studies, The Chinese University of Hong Kong	An Integrated Scheme for Career Planning and Development	\$1,992,524

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Lingnan Institute of Further Education	Career Guidance and Internship Enhancement Project	\$1,568,919
The Open University of Hong Kong	A Project to Integrate Internship Learning into Curriculum	\$7,967,480
Community College of City University	Project CARATS (Career Advisory Resources and Training Services)	\$1,634,150
<b>Total:</b>		<b>\$14,954,573</b>