

# Quality Enhancement Support Scheme

**Progress Report**
**Project No. : 08/QESS/2013**

 Reporting Period : From March 2015 (month/year) to August 2015 (month/year)

**Part A**

Project Title : Teacher Competency Framework and related outcome-based professional development programme for teachers of self-financing post-secondary education sector

 Name of Grantee : Federation for Self-financing Tertiary Education Limited

 Project Period : From September 2013 (month/year) to August 2016 (month/year)

**Part B**

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation\*, if any, during the reporting period, together with details and justifications

Signature of Authorised Person:



 Name of Authorised Person : Professor YUEN Pok-man, Peter

 Position of Authorised Person : Chairman, FSTE

 Date : 30 SEP 2015

**Organisation Chop**

\* A separate written application should be submitted to the Grantor for prior written approval.

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## 1. Project activities held/completed during the reporting period

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project *	Number and types of participants (if applicable)
March 2015	<p>Based on feedbacks from different platforms, including comments from Members of the Working Group (WG), Structured Professional Development Programme (SPDP), Collaborative Professional Development Programme (CPDP) etc, the Teacher Competence Framework (TCF) was critically reviewed and revised.</p> <p>Amongst the various platforms, CPDP is the major contributors in identifying the key dimensions of the TCF and ideas on training needs. It is due to fact that members of each group of CPDP are frontline teachers of teaching similar subjects. There is a common context where teachers can have in-depth discussion based on real cases from their personal experiences.</p> <p>A major outcome of the review is that three strands of competence: Knowledge, Professional Values, and Practical Skills are identified for each domain of teacher competence.</p> <p>A subsequent outcome of the review is that the SPDP should focus on both knowledge inputs as well as the development of practical skills. From the feedbacks of both SPDP and CPDP, 10 modules on the following areas: Induction to teaching in the Self-financing Tertiary Sector, Course Design, Understanding Students, Design Learning Task, Design Assessment Task are identified as priority to implement. Amongst which, 8 of them are in 4 groups of 2 each, where the first module was on concept and structure while the second module would provide participants with hands-on experiences in applying the concept in their daily practices.</p>	NA
29 April 2015	<p>The Working Group had its third meeting on 29 April 2015. The Meeting discussed and agreed on:</p> <ul style="list-style-type: none"> <li>➤ The direction of development of the TCF, i.e. that there would be 3 strands of competences in each domain; and that Learning and Teaching Domain would be chosen as a</li> </ul>	NA

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head-start in developing the descriptors of competences; and also agreed to nominate frontline teachers from member institutions of FSTE to join the focus group in developing the descriptors.

- The proposals on SPDP, which would be implemented in stages according to the availability of experts as well as teachers for the programmes.

However, the Meeting has reservations on the proposed Credit Accumulation System. Their concerns are:

- A progression of teacher competences leading to qualifications should have sufficient credibility empowered by empirical data and consensus of stakeholders before it could be adopted by the Sector. It is unlikely that such empowerment could be achieved with the limited time and resources of the present project.
- Such a system might create burdens to both institutions as well as teachers in the present environment of the Sector.

The Meeting agreed the following arrangements as an alternative to the credit accumulation system for teachers who have completed SPDP.

1. SPDP programmes will be codified according to the domain, dimensions and strands;
2. every participant from member institutions of FSTE will be given a unique registration number when they register for any SPDP;
3. an unique account will be created for each registered participant;
4. module(s) completed by participants will be credited to their respective accounts;
5. a summary of module(s) completed by each participants, including the number, domains, dimensions and strands and the title of modules, will be given to the respective participants when they have completed a new module; and
6. a summary of module(s) completed by participants will be

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	<p>sent to the administrative department of institutions upon requests.</p> <p>(Meeting documents and sample certificate are attached for reference.)</p>	
<p>June to July 2015</p>	<p>11 frontline teachers from FSTE Member Institutions were nominated to join the Focus Group on developing the descriptors for the Learning and Teaching Domain of the Teacher Competency Framework.</p> <p>A total of four meetings were held in the period. Before each meeting, discussion papers were prepared by the Project Specialist and sent to group members. The papers were examined critically during the meeting and revised by the Project Specialist thereafter. The revised versions were examined in the subsequent meetings and so on.</p> <p>Group members gave constructive comments and inputs from the perspective of frontline teachers. Consensus were arrived as follows:</p> <ol style="list-style-type: none"> <li>a. The three strands are renamed as             <ul style="list-style-type: none"> <li>➤ Professional Attributes;</li> <li>➤ Professional Knowledge and skills; and</li> <li>➤ Professional Practices</li> </ul> </li> <li>b. Based on the notion that a Novice Teacher is a person with proper training in discipline and wishes to become a teacher, three levels of teacher competences have been identified with descriptors:             <ul style="list-style-type: none"> <li>➤ Competent teacher</li> <li>➤ Proficiency teacher</li> <li>➤ Master teacher</li> </ul> </li> <li>c. The Group agreed that Professional Attributes were underpinning values and beliefs of teachers in their day-to-day works and should not be progression.</li> </ol>	<p>11 teachers from FSTE Member institutions</p>

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	<p>d. Descriptors for the other two strands in the Learning and Teaching Domain were identified.</p> <p>The Group also discussed on the alignment of Professional Development Programmes with the TCF. The 10 proposed modules were used as examples in the discussion. The Group gave constructive comments and suggestions on:</p> <ul style="list-style-type: none"> <li>➤ The timeframe and modes to offer SPDP to match the calendars of institutions;</li> <li>➤ The priority in offering different modules of SPDP</li> <li>➤ The possibilities in extending the out-reaching of CPDP</li> <li>➤ A simple system to accumulate both the SPDP and CPDP taken by individual teachers of institutions was suggested, i.e. showing the domain, strands and name of modules taken and completed.</li> <li>➤ Assessment of modules should be on voluntary basis and should not be made mandatory for the time being.</li> </ul> <p>(Suggested reading and other papers are attached for reference.)</p>	
<p>August 2015</p>	<p>According to the suggestions of the Focus Group, mid-August till one week before end month will be a good timeframe for implementation of SPDP: most of the staff were back to HK while there still had some rooms before the busiest time to prepare for the commencement of semester.</p> <p>After checking the availability of tutors, 5 modules of the 10 proposed modules, plus an additional module on Special Education Needs (SEN), making a total of 6 modules, are chosen for implementation in August 2014.</p> <p>According to the suggestions of the Focus Group, the six 6-hour modules are offered during office hour: from 9.30 am to 4.30 pm with an one-hour lunch break.</p> <p>Furthermore, the 6 modules are grouped under 3 programmes:</p> <ul style="list-style-type: none"> <li>➤ Programme 1: Unveil the Self-financing Education Sector in Hong Kong (1 module)</li> </ul>	<p>Around 100 practitioners participated in all the modules</p>

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	<ul style="list-style-type: none"> <li>➤ Programme 2 : Understanding Target Students (3 modules)</li> <li>➤ Programme 3: Construct Assessment Tasks (2 modules)</li> </ul> <p>Modules under each programme are related but with different foci: on theory or on practice etc. Participants are encouraged to enroll in all the modules under the same programme.</p> <p>(Class attendances, learning materials and photos are attached for reference.)</p>	
<p><b>* Evidence showing the attainment of milestones scheduled for completion during the reporting period should be attached (e.g. photos, learning materials, webpage screens, promotion leaflets / posters, relevant reports, etc.).</b></p>		

## 2. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period **	% attained	Remarks
✓ Development of the assessment requirements and credits for the professional and development programmes	100%	
✓ Drafting and consultation of the credit accumulation system	100%	
<b>Overall Project</b>	<b>75%</b>	
<p><b>** Please seek prior approval from the Education Fund Secretariat if the project milestones cannot be completed at the end of the reporting period.</b></p>		

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3. Project variation (a separate written application should be submitted to the Education Fund Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from Education Fund Secretariat
N/A	N/A

4. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	1,800,000	1,084,000	716,000
b. Equipment / facilities	596,000	95,750	500,250
c. Services	177,000	153,000	24,000
d. General expenses	240,000	50,499.66	189,500.34
e. Others	50,000	0	50,000
<b>Total</b>	<b>2,863,000</b>	<b>1,383,249.66</b>	<b>1,479,750.34</b>
<i>Project Income (if any)</i>			<i>Nil</i>
<i>Total Balance</i>			<i>1,479,750.34*</i>

*\*An amount of \$216,000 received from structured programme enrolment fees will be contributed by FSTE and excluded in the total balance.*