

Project Overview

Project Title (in English):

Development of Effective Pedagogical Practices and a Cross-institutional Online Sharing Platform for Hong Kong's Vocational Education and Training (VET)

Project Title (in Chinese):

聯校職業培訓教育 – 創新學與教資源共享平台

Executive Summary

Project Aims

This project aims at making reference with the Vocational Education and Training (VET) practices of places like Finland, Germany, Switzerland (whose VET systems are worldly regarded) to review and develop the suitable VET pedagogical practices in Hong Kong, devising the suitable e-learning means (e.g. differentiated instruction, work-integrated learning and assessment, technology enhanced learning in the workplace) for more effective workplace learning, and illustrating the findings with concrete examples on a few trades (a series of trade-specific learning and teaching materials). Training and workshops will be developed and delivered to facilitate the sharing of the developed exemplars on an online platform open to all stakeholders (including students, teachers, workplace mentors, institutions, and industries) of VET in Hong Kong.

Specifically, this project will 1) Identify learning and teaching needs of VET in Hong Kong to generate innovative pedagogical practices related to workplace learning, 2) Develop a series of Teaching and Learning Packages (TLPs) from selected programmes to cater for the needs of students, teachers and workplace mentors, 3) Establish an online learning and teaching platform to share the exemplary teaching and learning packages (TLPs) and 4) Develop and deliver continuous professional development programmes, mentorship workshop, co-teaching workshop and mentoring guidebooks to equip VET teachers and workplace mentors across institutions and industries with the most updated pedagogical strategies.

Rationale

Vocational Education and Training (VET) has received more attention in Hong Kong in recent years. The Chief Executive in the 2014 Policy Address highlighted that “mainstream education is not a straightjacket that fits all young people as everyone has his or her own interests and abilities. The Government should re-establish the positioning of vocational education in our education system and guide the younger generation in choosing their career” (Hong Kong SAR Policy Address 2014, p.102). He went on to announce a series of measures to strengthen VET and support its development alongside academic education. In particular, a pilot training and support scheme achieved by “integrating structured apprenticeship training programmes with clear career progression pathways” was proposed to attract and retain talent for industries with a keen demand for labour (Hong Kong SAR Policy Address 2014, p.106). The scheme was subsequently endorsed by the Legislative Council. The above signifies a growing anticipation in Hong Kong on the possible aid of VET towards a number of societal and economic issues – the higher unemployment rate of the youth, the large number of traditional schooling’s down-and-outers generated every year who are frustrated with where to go in employment or education, the shortage of suitably skilled manpower in the various service and industry sectors of the society etc. Indeed VET aims to give people skills – skills like lift maintenance, automobile repair, medicine dispensary, wine-and-dine, and so on – that would help engage them in useful endeavours and at the same time address the operational needs of the society. VET is also to recognise that people are of different talents – some more geared towards academic study, and others towards hands-on dexterities – and offer them education that suits their attributes.

While traditional education focuses on contemplation of academic concepts, VET emphasise mastery of hands-on skills, and pursues that students acquire more generic and higher level knowledge together with work professionalism (e.g. work ethics and work attitudes). Naturally, for effective delivery of VET, the education pedagogy has to go beyond the use of lectures, literature review, tutorials etc. heavily emphasised in traditional schooling. Competency in tackling a task as opposed to comprehension of the fundamental concept behind each process constituent is the target outcome of learning; and hands-on exposure to skills in workshops, in simulated work environment, and in real workplaces must be dwelled on. For the above reasons, VET in Hong Kong has developed to have heavy emphasis of workshop learning and industrial attachment. The Vocational Training Council (VTC) of Hong Kong, for instance, has made it a rule that all of her higher diploma programmes embed at least 90 hours of industrial attachment. Programmes related to nursing, catering and hospitality, and other professional practices in OUHK and Caritas Institute of Higher Education/ Caritas Bianchi College of Careers have similar emphases. The recent pilot training and support scheme put forward by the Chief Executive of Hong Kong SAR (Hong Kong SAR Policy Address 2014) only fuels the direction further.

However, fundamental questions remain on how school-based learning and workplace learning can be designed, delivered and assessed coherently so that they reinforce or complement each other. In addition, if students are to spend much of their time in the workplaces, having a certain number of learning sessions that do not require the students to go back to school but allow them to be in different workplaces to co-learn together at the same time-slot becomes desirable. For that to be possible, effective means of e-learning that take advantage of the modern technologies need to be introduced. More importantly, an effective learning and teaching pedagogy that is competency-based, that caters for the need of students who

are less inclined towards the traditional lecture hall-type of learning, and that fits the constraints and needs of Hong Kong is yet to be developed.

Problems Identified

(Please provide your assessments to the problems / needs identified.)

There are over 60,000 full-time VET students studying in different trade-specific disciplines in Hong Kong's VET institutions. Most of the programmes aim to equip students with 'authentic' trade-specific and generic competences, and work integrated learning has been a basic requirement in the related curricula. Yet other than a stronger emphasis of workplace learning, a sector-wide, cross-institutional study of how the learning and teaching pedagogy should be different from that in traditional schooling has been lacking.

Jiang (2014) asserted that applying theories to practices through competency-based training (CBT) and task-oriented learning approach in authentic work environment is extremely important in VET. Students receive theoretical knowledge and practice in simulated work environments in school, whilst the learning and practices of 'authentic' trade-specific and generic competences such as communication, team-work, problem solving, transferability and work ethics happen in their work engagements in real-life workplaces (Deissinger, 1997; Merrienboer, 2001; Tremblay and Le Bot, 2003, Mohamad, Heong et al., 2012). The salient issue is then the development of appropriate pedagogical approaches that enable the workplaces, in the settings of the Hong Kong, to be used as authentic learning environments.

For instance, given that many of the workplace mentors do not have formal teaching and assessment training, instructions in the workplace may be unclear, assessments may be inappropriate and learning outcomes may not be archived. Hence, students may not benefit from the workplace learning as much as desired. Furthermore, there is a lack of common learning framework across institutions and industries to make reference with. Appropriate pedagogical and assessment approaches, trade-specific learning and teaching materials especially designed for VET would set standard and generate mutual benefits between workplace mentors and students for better learning and teaching as well as nurture work ethics and work attitudes in the workplace.

To better facilitate learning of different disciplines (e.g. nursing, catering, language) in diverse learning environments, a number of studies with promising results have been conducted by local academics on using mobile technologies (Tsang, Yuen and Cheung, 2014), social media and instant messaging (Ng and Leung, 2014), and real time augmented reality (Lee, Lam, Liu et al., 2014; Tang, Pang, Wong, et al., 2014) etc. to enhance students' motivation, learning interest as well as their cognitive, psychomotor and communication skills. Such a set of flexible, mobile, web-based and blended learning tools would allow VET students to participate in learning sessions together in their own workplaces. It is desirable that a series of common VET modules' teaching and learning packages (e.g. on health care and community services, hotel and catering, business management and servicing) are developed using the tools in the format of technology enhanced pedagogical practices, and made available on an open platform for illustration of the pedagogy with examples as well as resource sharing among VET's stakeholders.

To summarise, there is a lack of in-depth study to review, develop and share innovative pedagogical practices and trade-specific examples of VET across institutions and industries in Hong Kong. A study of that sort will shed insights to VET's learning and teaching practices. It is also best that the findings can be made available on an open platform for a range of VET's stakeholders (students, teachers, workplace mentors and industry partners) to exchange and share their learning and teaching materials and teaching practices.

This project is a study on the above across the VTC (a key VET provider of Hong Kong), The Open University of Hong Kong (a self-financed university of Hong Kong with particular strength in distance education), Caritas Institute of Higher Education (CIHE) and Caritas Bianchi College of Careers (CBCC) (other major VET providers of Hong Kong).

Project Objectives and Deliverables	
Measurable Objectives	How it can be achieved
<p>1. <u>For the benefit of learning and teaching of VET in Hong Kong</u></p> <ul style="list-style-type: none"> ● <i>Identify learning and teaching needs of VET in Hong Kong</i> - To compare the current VET teaching and learning practices (e.g. institution-based learning, simulated work environment practice) with the competency-based training (CBT) and task-oriented learning approach in authentic work environments for the sake of generating innovative pedagogical practices related to workplace learning for the benefit of VET's stakeholders. 	<ul style="list-style-type: none"> ● <u>Conducting a cross-institutional study</u> of Vocational Education and Training (VET) students' learning needs as well as teacher and workplace mentors' teaching practices in collaboration with Vocational Training Council (VTC), The Open University of Hong Kong (OUHK), Caritas Institute of Higher Education (CIHE) and Caritas Bianchi College of Careers (CBCC) to reconfirm and identify VET's specific instructional strategies and derive innovative pedagogical practices to accommodate the educational needs of

<ul style="list-style-type: none"> ● <i>Develop and recommend specific pedagogical strategies for Hong Kong’s VET stakeholders</i> - To incorporate the concept of differentiation in VET’s instructional strategies so as to develop a series of Teaching and Learning Packages (TLPs) from selected programmes to cater for the needs of students, teachers and workplace mentors, the new VET disciplines and flexible delivery modes in VET institutions. 	<p>VET students, teachers, workplace mentors, institutions and industries.</p> <ul style="list-style-type: none"> ● <u>Conducting questionnaire survey, individual and focus group interviews</u> with programme coordinators, teachers, students and workplace mentors in some of the largest VET institutions in Hong Kong for multi-dimensional and multi-level analysis; ● <u>Conducting class and workplace visits</u> for the selected programmes to observe and document the needs of students, teachers and workplace mentors; ● <u>Collecting, comparing and analysing the participated institutions’ learning and teaching practices, curricular and instructional materials. Based on the findings to generating innovative competency-based and task-oriented instructional strategies related to workplace learning (e.g. differentiated instruction, work-integrated learning and assessment, technology enhanced learning in the workplace).</u> ● <u>Develop a series of trade-specific learning and teaching materials</u> that are responsive to the workplace learning needs in VET that <u>including a total of twelve Teaching and Learning Packages (TLPs), e-learning materials and work-integrated learning materials, etc. (modules from the most common VET programmes: hotel and catering, health care and community services, business and servicing in each of the three institutions (VTC, CIHE and CBCC).</u>
<p>2. <u>For the benefit of VET’s stakeholders and industry sector</u></p> <ul style="list-style-type: none"> ● <i>Establish an online learning and teaching platform to promote ‘communities of practice’ and develop continuous professional development for VET teachers and workplace mentors</i> – By establishing an online learning and teaching platform “VET City”, to initiate the practice of cross-institutional networking and ‘communities of practice’ to share good learning and teaching materials and practices in VET between students, teachers and workplace mentors. ● <i>Upload and share the exemplary teaching and learning packages (TLPs) on the online learning and teaching platform</i> – These employing the concept of open educational resources (OER) to enable task-oriented learning and work-integrated learning. 	<ul style="list-style-type: none"> ● <u>Developing an online cross-institutional learning and teaching platform named “VET City”</u> for students, teachers and workplace mentors; ● <u>Providing and promoting the use of technology enhanced learning with trade-specific TLPs</u> employing the concept of open educational resources (OER) to facilitate task-oriented learning and workplace learning activities for better learning and teaching experience; ● <u>Establishing a sustainable ‘communities of practice’</u> using the above online learning and teaching platform to initiate the practice of cross-institutional networking to share quality learning and teaching materials and practices between students, teachers, workplace mentors and industry partners; ● <u>Setting up a task force</u> and involving industry partners in the programme team to give advice on curriculum design, the development of learning

<ul style="list-style-type: none"> ● <i>To equip VET teachers and workplace mentors across institutions and industries with the most updated mobile learning, competency-based and task-oriented instructional strategies</i> – Structured continuous professional development programmes, including mentoring and co-teaching workshops and a series of mentoring guidebook will be developed and delivered for this purpose. 	<p>and teaching material and workplace learning instructional strategies;</p> <ul style="list-style-type: none"> ● <u>Involving industry partners in work group to design structured continuous professional development programmes</u> to provide support to workplace mentors and students in order to nurture students’ work ethics and work attitudes for the enhancement of their workplace learning experiences and during their workplace learning; ● <u>Developing and delivering a tailor-made continuous professional development programme</u> that consists of modules on innovative pedagogical practices to be offered around the year years for teachers and workplace mentors across institutions and industries; ● <u>Developing and delivering a series of mentoring and co-teaching workshops</u> on a regular basis around the years to keep teachers, workplace mentors and VET stakeholders abreast of the most updated flexible learning, competency-based and task-oriented instructional strategies it also serves the purpose of enhancing peer learning between institutions’ teachers and workplace mentors to maximise support to students during their workplace learning and industrial attachment; and ● <u>Developing a series of mentoring guidebooks</u> in the areas of VET learning and teaching, workplace mentoring and workplace assessment, and preparing industry practitioners to take up the role of workplace mentors through mentoring workshops.
--	---

Project Deliverables

(Please list out all the deliverables to be achieved and how they can be shared with, if possible, other institutions.)

Deliverables	Sharing mechanism
<p>1. A sustainable online learning and teaching platform “VET City” developed for students, teachers and workplace mentors across institutions to build network and establish a sustainable learning community for sharing quality learning and teaching materials, teaching practices and work professionalism.</p>	<p>“VET City”, an online learning and teaching platform dedicated to this project to initiate the practice of cross-institution networking and to establish a sustainable ‘communities of practice’ for sharing quality learning and teaching materials , teaching practices and work professionalism between teachers, workplace mentors and industry partners.</p>
<p>2. Teaching and learning packages (TLPs) of twelve vocational skill modules of various programmes, each developed in the proposed pedagogy and delivered in the developed e-learning tools, are to be developed.</p>	<p>The pedagogy specific to VET, and the e-book version of these TLPs and links to the mobile applications will be uploaded to the online learning and teaching platform “VET City” and appear as OER for access by students, teachers, and workplace mentors.</p>

<p>The proposed core vocational modules from the programmes areas below will be developed in Mobile APP for just-in-time/ on-site learning and monitoring student learning process.</p> <ol style="list-style-type: none"> 1. Hotel and Catering: Hospitality and Tourism Management (4 modules) 2. Health Care and Community Services: Dispensing Studies (3 modules) 3. Business and Management: Banking and Finance (2 modules) 4. Servicing: Property Management (3 modules) 	
<p>3. A series of mentoring guidebooks on VET teaching, assessment and workplace mentoring, in either print, multimedia online version, or e-book format such as ePub.</p>	<p>These will be uploaded to the online learning and teaching platform “VET City” and appear as OER for access by students, teachers, and workplace mentors.</p>
<p>4. Continuous professional development programmes and mentoring and co-teaching 3s on a year-round basis for VET teachers and workplace mentors structured around the theme of ‘instructional differentiation’, ‘innovative pedagogical practices’ ‘flexible learning’, ‘competency-based and task-oriented instructional strategies’.</p>	<p>Using the online learning and teaching platform “VET City” to update and remind teachers and workplace mentors of the programmes and workshops regularly.</p> <p>With proper endorsement, mass emails will also be sent to members of federations, associations and institutions of the VET sectors for enrolment.</p>
<p>5. Full documentation of the study and findings of VET students’ learning needs and experience, VET’s teaching practices and the proposed innovative pedagogical practices for VET in the form of reports, handbooks and an online resources library.</p>	<p>These will be uploaded to the online learning and teaching platform “VET City”.</p>
<p>6. Archives of all the information, documentation, research results, good practices of learning and teaching as well as the teaching materials of the continuous professional development programmes, workshops, the mentorship and co-teaching workshop.</p>	<p>These will be uploaded to the online learning and teaching platform “VET City”.</p>
<p>7. An evaluation report and sharing sessions to disseminate project findings and deliverables.</p>	<p>The evaluation report will be uploaded to the online learning and teaching platform “VET City”.</p> <p>Sharing sessions to disseminate findings to stakeholders and the general public including press conferences will be organised if applicable.</p>
<p><i>(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)</i></p>	

The above deliverables will be uploaded timely and updated regularly onto relevant EDB websites.

Beneficiaries

Expected type and number of beneficiaries of the project

(Please provide justification to support the above estimation and explain how they can be benefited from the project.)

Number of beneficiaries for the Teaching and Learning Packages (TLPs)* on the online learning and teaching platform**

Institutions HD Programmes	VTC			CIHE/CBCC			*Other Institutions		
	Number of students	Number of teachers	Number of workplace mentors	Number of students	Number of teachers	Number of workplace mentors	Number of students	Number of teachers	Number of workplace mentors
Hospitality and Tourism Management	750+	60+	250+	150+	10+	20+	1500+	60+	750+
Dispensing Studies	250+	8+	60+	320+	20+	20+	600+	30+	150+
Banking and Finance	490+	20+	150+	100+	10+	20+	2000+	80+	700+
Property Management	1,300+	60+	400+	50+	5+	20+	800+	60+	400+
Sub-total	2,790+	148+	860+	620+	45+	80+	4900+	230+	2000+
Total Beneficiaries for institution(s) (students, teachers and workplace mentors)	3,798+			745+			7,130+		

New TLPs for different programmes will be developed and uploaded to the online learning and teaching platform on a regular basis by VTC after the project. It is expected with the new TLPs for different programmes, the primary beneficiaries (students, teachers and workplace mentors) of VTC, CIHE/CBCC will be **4,543+ in AY 2016/2017.*

***The online learning and teaching platform will be opened up to all VET institutions in Hong Kong subsequently during the project. It is expected the total beneficiaries (students, teachers and workplace mentors) will be increased to **11,673+ in AY 2017/2018**.*

Number of beneficiaries for the Continuous Professional Development Programmes, Mentoring and Co-teaching

Workshops***

Beneficiaries Programmes	VTC			CIHE/CBCC			*Other Institutions		
	Number of students	Number of teachers	Number of workplace mentors	Number of students	Number of teachers	Number of workplace mentors	Number of students	Number of teachers	Number of workplace mentors
Continuous professional development programmes and workshops	/	148+	860+	/	30+	50+	/	230+	2,000+
Mentoring	2,790+	/	/	50+	20+	/	4,900+	/	/
Co-teaching workshops	/	148+	860+	100+	50+	50+	/	230+	2,000+
Sub-total	2,790+	296+	1,720+	150+	100+	100+	4,900+	460+	4,000+
Total Beneficiaries for institution(s) (students, teachers and workplace mentors)	4,806+			400+			9,360+		

*** It is expected that for the training programmes, mentoring and co-teaching workshops, the primary beneficiaries (students, teachers and workplace mentors) of VTC, CIHE/CBCC will be **5,206+ in AY 2016/2017.**

Training programmes, mentoring and co-teaching workshops will be absorbed and provided continuously by CLT after the project. It is expected the total beneficiaries (students, teachers and workplace mentors) will be increased to **14,566+ after AY2018/2019.**

Implementation Schedule

(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)

Estimated start date of the project (month/year)	September, 2015
Estimated end date of the project (month/year)	August, 2018
Project duration (months)	36 months
Month	Key milestones

	In terms of project activities and deliverables	In terms of monitoring and evaluation
1 st - 6 th	<p><u>Phase One</u> Establish Project Committee, Central Project Team, Local Project Teams and the Technical Support Team.</p> <p>Establish Project Website.</p> <p>Submit study report to disseminate findings on the cross-institutional study on the shift in pedagogical practices and learning and teaching needs related to workplace of VET students, teachers and workplace mentors and generate effective learning and teaching strategies for VET.</p> <p>Set up a Task Force and Training Programme Development Team and involve industry partners in the programme team to give advice on the selection of trade-specific modules, curriculum design, the development of learning and teaching materials, the design of workplace learning programmes and instructional strategies.</p>	<p><u>A Project Committee</u> will be established in VTC to:</p> <ul style="list-style-type: none"> ● steer the project teams on the development and implementation of the project; ● formulate quality assurance system and implementation guidelines of the project; ● monitor the project’s financial position and human resources allocation; ● conduct meetings with the project teams on a regular basis; ● evaluate the quality of the project; and ● ensure the project fulfill the requirement of QESS. <p><u>Composition</u> Chairman Members (representatives from the project teams) External Members Secretary</p> <p><u>A Central Project Team</u> will be established in VTC to:</p> <ul style="list-style-type: none"> ● report regularly to the Project Committee; ● implement quality assurance of the project; ● carry out overall project administration, implementation and scheduling; ● monitor the project’s financial position and human resources allocation; ● carry out tendering according to VTC’s procurement policies and procedures; ● prepare and review audit reports, progress reports and final report; ● co-ordinate the effective implementation of the tasks between the local project teams; ● monitor the work progress of the local project teams against the planned schedule and the agreed tasks; ● review and evaluate the performance of and the deliverables by the project teams; ● conduct meetings with the local project teams on a regular basis; ● set up and manage the Task Force for training programme team and industry partners for training programmes, workshops, mentoring and co-teaching workshop development; ● manage the work of the Training Programme Development Team; ● manage the work of the Technical Support Teams; ● liaise with VET’s industries and stakeholders; ● implement the tasks of the project; and ● undertake any task refer to it by the Project Committee. <p><u>Composition</u> Chairman (Project Manager of the Central Project Team) Members (representatives from the project teams) External Members Secretary</p>
7 th - 12 th	<p><u>Phase Two</u> Completion of Teaching and Learning Packages (TLPs) for the selected trade-specific modules, including contents and learning materials related to workplace learning</p> <p>Blueprint (with indication of multimedia components) for the four selected modules (TLP) completed.</p> <p>Develop and deliver first round of continuous professional development programmes, and workshops on mentoring and co-teaching to introduce innovative pedagogies and maximise support to students during their workplace learning and industrial attachment for teachers and workplace mentors.</p>	<ul style="list-style-type: none"> ● report regularly to the Project Committee; ● implement quality assurance of the project; ● carry out overall project administration, implementation and scheduling; ● monitor the project’s financial position and human resources allocation; ● carry out tendering according to VTC’s procurement policies and procedures; ● prepare and review audit reports, progress reports and final report; ● co-ordinate the effective implementation of the tasks between the local project teams; ● monitor the work progress of the local project teams against the planned schedule and the agreed tasks; ● review and evaluate the performance of and the deliverables by the project teams; ● conduct meetings with the local project teams on a regular basis; ● set up and manage the Task Force for training programme team and industry partners for training programmes, workshops, mentoring and co-teaching workshop development; ● manage the work of the Training Programme Development Team; ● manage the work of the Technical Support Teams; ● liaise with VET’s industries and stakeholders; ● implement the tasks of the project; and ● undertake any task refer to it by the Project Committee. <p><u>Composition</u> Chairman (Project Manager of the Central Project Team) Members (representatives from the project teams) External Members Secretary</p>
13 th - 18 th	<p>Four trade-specific modules’ TLPs contents and learning materials related to workplace learning completed.</p> <p>Blueprint (with indication of multimedia components) for the four selected modules (TLP) completed.</p> <p>Selection of modules for the prototype</p>	<p><u>Composition</u> Chairman (Project Manager of the Central Project Team) Members (representatives from the project teams) External Members Secretary</p>

	<p>development.</p> <p>Development of framework and workflow for interactive components.</p> <p>Design and development of the Tracked Practice in workplace learning.</p> <p>Start System Integration of the learning materials and functional components into a mobile application.</p> <p>Establish an online learning and teaching platform “VET City”.</p> <p>Develop and deliver second round of continuous professional development programmes, and workshops on mentoring and co-teaching to introduce innovative pedagogies and maximise support to students during their workplace learning and industrial attachment for teachers and workplace mentors.</p>	<p>Administrative Support</p> <p>Local Project Teams will be established in OUHK and CIHE/CBCC to:</p> <ul style="list-style-type: none"> ● give advice on the development of learning and teaching materials, the design of workplace learning programmes and instructional strategies; ● implement the tasks and generate the deliverables of the project agreed in the Project Committee; ● monitor the work progress of the agreed tasks against the planned schedule; ● monitor the Project’s financial position and human resources allocation; ● submit meeting notes and evaluation report to the Central Project Team; and ● report to the Central Project Team on a regular basis. <p>Composition Chairman (Project Manager of the Local Project Team) Members (representatives from the project teams)</p> <p>A Task Force involving industry partners and programme development team will be established under the Central Project Team to:</p>
<p>19th -24th</p>	<p>Four trade-specific modules’ TLPs contents and learning materials related to workplace learning completed.</p> <p>Blueprint (with indication of multimedia components) for the four selected modules (TLP) completed.</p> <p>Development of learning materials including multimedia components.</p> <p>Layout and presentation for each module completed.</p> <p>Production and development for the multimedia components.</p> <p>Continue System Integration of the learning materials and functional components into a mobile application.</p> <p>Final editing before layout and programming. Post-production of multimedia components. Fine-tuning all activities and exercises.</p> <p>System Integration of the learning materials and functional components into a mobile application.</p> <p>Pilot test the online learning and teaching</p>	<ul style="list-style-type: none"> ● develop and deliver the continuous professional development programmes and workshops; ● develop the co-teaching workshop and make arrangement with the participants; ● carry out the administrative work related to the programme and workshop, such as facilitator/trainer recruitment, preparation of programme team meetings, programme promotion, enrolment and evaluation; and ● report progress to the Central Project Team. <p>Composition Training Programme Development Team Industry partners Facilitators/Trainers</p> <p>Technical Support Team will be established under the Central Project Team to:</p> <ul style="list-style-type: none"> ● establish the Project website; ● establish the online learning and teaching platform “VET City”; ● produce innovative learning and teaching materials; ● provide daily maintenance of and update the materials in the Project website and “VET City”; and ● report progress to the Central Project and the Local Project Teams. <p>Composition Programmers Technicians</p> <p>A Programme Evaluation Team will be established to:</p>

	<p>platform “VET City” with selected modules to share trade-specific learning and teaching materials.</p> <p>Develop and deliver third round of continuous professional development programmes, and workshops on mentoring and co-teaching to introduce innovative pedagogies and maximise support to students during their workplace learning and industrial attachment for teachers and workplace mentors.</p> <p>Develop a series of mentoring guide books to enable peer learning between institutions’ teachers and workplace mentors for the enhancement of students’ workplace learning experiences during their workplace learning and industrial attachment.</p>	<ul style="list-style-type: none"> ● ensure quality assurance of the project; ● review, assess and evaluate the project; and ● give feedback and comments to the project teams for improvements. <p><u>Composition</u> Chairman of the Project Committee External Members (subject specialist, educational and technology specialist and learning and teaching specialist)</p>
<p>25th - 30th</p>	<p>Four trade-specific modules’ TLPs contents and learning materials related to workplace learning completed.</p> <p>Launch the online learning and teaching platform “VET City” to promote cross-institutional networking and ‘communities of practice’ to share the twelve trade-specific learning and teaching materials, teaching practices and work professionalism appear as OER for access by students, teachers, and workplace mentors.</p> <p>Develop and deliver fourth round of continuous professional development programmes, and workshops on mentoring and co-teaching to introduce innovative pedagogies and maximise support to students during their workplace learning and industrial attachment for teachers and workplace mentors.</p>	
<p>31st - 36th</p>	<p><u>Phase Three</u> Develop and deliver fifth round of continuous professional development programmes, and workshops on mentoring and co-teaching to introduce innovative pedagogies and maximise support to students during their workplace learning and industrial attachment for teachers and workplace mentors.</p> <p>Evaluating the new initiatives to determine their worth and merits; and on sharing and institutionalising good practices.</p>	<ul style="list-style-type: none"> ● <u>The Project Committee, the Central Project Team, the Local Project Teams</u> will review, and report the project in the form of written report, sharing sessions and press conferences. ● <u>The Project Evaluation Team</u> will review, assess and evaluate the project and give feedback and comments to the project teams for improvements.

	<p>Review, evaluate and report the project in the form of written report.</p> <p>Conduct sharing sessions to disseminate findings to stakeholders and the general public including press conferences if applicable.</p>	
<p>Publicity Plan <i>(Please describe all the publicity activities to be organised and materials to be produced to acknowledge the support of Quality Enhancement Support Scheme. Please suitably reflect the publicity activities as key milestones in the implementation schedule above.)</i></p>		
<ol style="list-style-type: none"> 1. Promote the project website through mass email to VET's institutions and stakeholders (1st to 6th month of the project) 2. Mass emails to update stakeholders on the project progress on a regular basis (1st to 36th month of project) 3. Mass emails will also be sent to members of federations, associations and institutions of the VET sectors for enrolment of training programmes, workshops, mentoring and co-teaching workshops (7th to 36th month of the project) 4. Sharing sessions including press conferences if applicable will be conducted to disseminate findings, to share trade-specific teaching and learning materials and good learning and teaching practices to stakeholders from 13th to 36th month of the project. 		

Cash Flow and Budget				
Project Expenditure				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Manpower	792,000	831,600	350,620	1,974,220
Equipment / Facilities	1,630,000	3,580,000	2,510,000	7,720,000
Services	2,392,960	4,792,960	2,646,480	9,832,400
General Expenses	20,000	8,000	10,000	38,000
Auditor's Fee	--	--	100,000	100,000
Publicity/ Media	--	120,000	371,960	491,960
Copyright/ Licences	--	--	--	--
Training Workshops/ Seminars	100,000	200,000	300,000	600,000
Contingencies	--	--	200,000	200,000
Total	4,934,960	9,532,560	6,489,060	20,956,580
Project Income (if any, e.g. fees received)				
	Amount in HK\$			

Period	Year 1	Year 2	Year 3	Total
	/	/	/	/
	/	/	/	/
	/	/	/	/
Total	/	/	/	/
Grant Sought under the Quality Enhancement Support Scheme			20,956,580	
Funding from the Principal Applicant / Applicant(s)			0	
Funding from Other Sources			0	
Total Project Value			20,956,580	
<i>(Please specify the amount to be funded by each funding source (e.g. donations, contributions from applicant / its parent organisation) and whether the funding has been secured. If not, please provide the plan to obtain the funding.)</i>				
As the principal applicant, VTC's contributions are as follows:				
<ol style="list-style-type: none"> 1) Provide office space and facilities for the project team in VTC's premises during the project; 2) VTC will contribute a number of staff from various units to manage and support the project; 3) The Information Technology Services Division of VTC will assign senior staff to manage the technical implementation of the project, and technical staff to support the secure hosting of the online learning and teaching platform "VET City" as well as the daily operation of its underlying infrastructure after the project; and 4) VTC will continue to maintain the material on the learning platform after the project. VTC's academic and learning and teaching specialists will also continue to provide consultations on the development of trade-specific learning and teaching exemplars upon requests. 				
<i>(Please provide the duty lists of manpower to be funded by this project.)</i>				
Post	Duties			
Project officer	<ol style="list-style-type: none"> 1. Co-ordinate, design and conduct a cross-institutional study of VET's learning needs and innovative pedagogies 2. Work with subject teachers on the development of TLPs 3. Provide daily administrative support to the project 			
I.T. officer	<ol style="list-style-type: none"> 1. Set up and maintain the online learning and teaching platform "VET City" 2. Manage the software assurance, release and deployment of mobile applications within the scope of the project 			
Subject specialists (Service out by VTC and CIHE)	<ol style="list-style-type: none"> 1. Provide and write subject contents for the development of trade-specific TLPs 2. Test the mobile learning application and upload the Apps, TLPs of the developed modules 			
Trainers (Service out by VTC and CIHE)	<ol style="list-style-type: none"> 1. Develop and deliver training programmes, workshops, mentoring and co-teaching workshops for teachers, students and workplace mentors 			
Programmer (Service out by OUHK)	<ol style="list-style-type: none"> 1. Design the architecture of the mobile learning application and the server-side platforms 2. Implement the mobile learning application and other auxiliary systems 			

	3. Test and evaluate the mobile application
Instructional designer (Service out by OUHK)	<ol style="list-style-type: none"> 1. Work with content writers to identify what students need to learn 2. Structure content and activities for student learning 3. Co-ordinate various parties to develop learning materials and corresponding multimedia components
Multimedia designer (Service out by OUHK)	<ol style="list-style-type: none"> 1. Provide illustrations, infographics and cartoons for learning materials 2. Develop Flash animations for video productions 3. Retouch photos for interactive video scenarios 4. Provide layout and design of the learning materials
AV producer (Service out by OUHK)	<ol style="list-style-type: none"> 1. Take part in the production and post-production of multimedia projects 2. Edit audio and video footages and clips

Project Sustainability

(Please estimate the amount of recurrent expenditure and describe how you will commit the resources to ensure sustainability of the project. Please put supplementary information (e.g. proof of financial support) at appendix.)

Sustainability of the project is given high priority. The project will be continuously supported by VTC's various units after the end of the project in August 2018.

VTC will continue to maintain the material on the learning platform after the project. VTC's academic and learning and teaching specialists will also continue to provide consultations on the development of trade-specific learning and teaching exemplars upon requests.

Centre for Learning and Teaching (CLT) of VTC

As a key member of this project's implementation team, VTC through her Centre for Learning and Teaching (CLT) will continue to develop the trade-specific learning and teaching exemplars and deliver the training programmes and workshops to the workplace mentors and other stakeholders on a regular basis after the project. The CLT has been providing a range of training programmes and workshops to VET teachers, workplace mentors and stakeholders, e.g. VTC's internal teaching staff, industry practitioners and workplace mentors in the Recognition of Prior Learning Scheme and part-time teachers from different VET sectors so as to keep them abreast of the latest pedagogies in VET. CLT also provides e-learning trainings, media production services and online learning and teaching platform supports to teachers. Currently, the CLT initiated a series of curriculum, industrial attachment and workplace mentoring workshops to cope with the changing VET's learning and teaching needs, e.g. The new Earn and Learn Pilot Scheme and the Dual System. These initiatives well align with the objectives of this project and these would benefit the sustainability of this project by sharing out CLT's practices to VET's stakeholders on the online learning platform "VET City". Subsequently, the project will be incorporated into CLT's services.

Information Technology Services Division (ITSD) of VTC

The Information Technology Services Division of VTC will continue to host and maintain the server and manage the daily operations of the online learning and teaching platform “VET City” after the project.