

Part C Project Overview

Project Title (in English):

Means to an End: Employability Competency Development in Work-Integrated Education (Project ECD-WIE Office)

Project Title (in Chinese):

以工作和教育相結合的模式來完善學生的就業職能

Executive Summary*(Please provide, within this page, an executive summary of the project.)*

Persistent gaps in certain technical and non-technical skills in university graduates continue to have impact on graduate employability, institutional and organizational performance, and economic competitiveness in Hong Kong. In response to industry's call for work-ready graduates, the Hong Kong Polytechnic University (PolyU) has taken aggressive initiatives in enhancing graduate employability. Thus, starting from 2005 / 06, work-integrated education (WIE) component is part of the curriculum and graduation requirement for all students taking undergraduate degree programmes (PolyU's Work-Integrated Education, 2017). Indeed, WIE is not new to the academic world, as work-integrated learning has been developed into an important feature in higher education worldwide as students' industrial attachment opportunities expose them to the world-of-work and instrumental to graduate job-readiness, and thus, WIE is able to attract significant funding for future growth (Abeysekera, 2006; Jackson, 2013). The implementation of the WIE is closely aligned with 2017 Policy Address Education Bureau's Policy Initiatives on the promotion of vocational and professional education and training so that students and graduates can apply what they have learnt, and contribute to Hong Kong (Policy Address Education Bureau's Policy Initiatives, 2017).

Following PolyU's top priority on nurturing all-round students with professional competence, the School of Professional Education and Executive Development (SPEED)'s accredited and approved award programmes by PolyU will also require students to complete a mandatory WIE component. Although SPEED realizes the benefits and needs of WIE to assist students to experience authentic work practices and better prepare undergraduates for entry into the workforce, with two-year early stage experience since 2014/15, SPEED has experienced many challenges to fulfill such a mandatory mission due to resource constraint. WIE at SPEED has not been concerted and well-coordinated due to the absence of a dedicated WIE office, and more importantly, the current practices cannot satisfy the demands of stakeholders like industry, community, students, and government. Hence, SPEED seeks to consolidate and coordinate its WIE efforts through a dedicated WIE office (Project ECD-WIE office) to enhance students' authentic work practices and employability competences, and in turn, graduate job-readiness and employability.

Through the establishment of Project ECD-WIE office, at least 6,000 students will be benefited in the coming few years. Also, it is hoped that the following objectives of the project are fulfilled:

1. Develop a sustainable institutional framework for implementing and evaluating WIE by establishing an ECD-WIE office.
2. Arouse student awareness to better equip and position themselves in the Hong Kong labor market.
3. Provide a quality WIE student experience and training that aligns graduate capabilities to meet student, graduate and employer expectations.
4. Arrange career-related and competency development activities (e.g. work placements, internship opportunities, job shadowing, career talks, company visits, non-technical skills training and the like) for students to transfer to the workplace and conducive to higher employability.
5. Build effective business, industry, government and community relationships that support student learning experience and workforce readiness.

Part D Problems Identified

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

The complexities of the new economic era in Hong Kong due to low economic growth and global recession (Rae, 2010) mean work-ready graduates are vital for university graduates to stay competitive globally in order to contribute to the economic well-being in Hong Kong. Indeed, work integrated education (WIE) is one of the recognized mechanisms for universities to meet the demands of stakeholders, such as, industry, community, students and government (Ferns, Smith and Russell, 2014). Apart from WIE to provide students with learning experiences at work settings, graduate employability is strengthened when students possess the skills and competencies that match with the needs of the labor market (Andrews and Higson, 2008). Despite the needs for WIE and employability competency development in our students, SPEED has encountered many problems.

Problems encountered by the School (SPEED)

In the early stages of WIE implementation, SPEED has been constrained by manpower and other resources to support students to comply with the mandatory of at least 300 eligible WIE hours as one of the graduation requirements laid down by PolyU. Thus, even with limited resources, SPEED must fulfill such a strenuous policy. Under the existing establishment, each academic programme team will separately run its WIE activities so certain level of efforts is duplicated. As mentioned in the previous section, an absence of a WIE office means there is inadequate centralized coordination on WIE activities at the school level to process WIE applications; assist in sourcing relevant work-related experiences (e.g. work placements, internships, field work, job shadowing and the like); arrange various training opportunities for students to fill up the career competency gap; and provide proper career guidance and up-to-date job market information for students. Indeed, the additional workload to execute WIE component means more work burden is created and shared among existing academic staff and administrative staff in a self-financed institution with limited financial resources like SPEED.

Problems encountered by academics

In order to enhance students' authentic work experience and fulfill WIE requirements, some academic staff at SPEED have been appointed as WIE coordinators and advisors to process WIE applications, contact employers for any possible work-related opportunities, provide CV polishing and job hunting support, and career advisory support. Although many academics are willing to help out, the heavy teaching load together with WIE work is not the ideal situation, especially when some academics prefer to carry out research activities. Additionally, even when some academic staff are accommodating, they may not have the necessary expertise and diverse knowledge to provide the best support to students. For instance, it is rather difficult for a language teacher to update students about the commercial world like accountancy as it is beyond the disciplines they are teaching. Thus, it is imperative for SPEED to have a dedicated WIE office to provide the necessary support to students.

Problems encountered by employers

Universities are always concerned to produce highly skilled graduates. Yet, there are concerns on an increasingly wide 'gap' between the skills and capabilities of graduates, and the requirements and demands of the work environment to meet the needs of the employers (Andrews and Higson, 2008). According to the Survey on Opinions of Employers on Major Aspects of Performance of Hong Kong's First Degree Graduates in Year 2013, employers indicated the most important performance aspect of first degree graduates is work attitude, followed by interpersonal skills, analytical and problem-solving skills, technical knowledge, and language proficiency (Education Bureau, 2013). Understanding these survey results is important for SPEED to design its programme curriculum and co-curricular activities to bridge the 'gap' as mentioned. In fact, employers highly appreciated 'work-ready' graduates and they prefer graduates with previous authentic work-related experiences.

Another challenge encountered by SPEED is the lack of School's publicity and image to potential employers. Without sufficient confidence, employers will hesitate to recruit interns and provide work-related opportunities for SPEED students. Thus, SPEED has placed considerable efforts to persuade potential employers, and to provide extra guidance and supervision to the students to ensure optimal job matching. However, more resources are vital to enhance the publicity to employers for the creation of more authentic work experiences for students.

Problems encountered by students

Although it is of paramount importance to achieve the intrinsic link between graduate skills and competencies

and the needs of the labor market, many SPEED graduates are usually not well-equipped with the labor market. Graduates may struggle to develop a professional CVs; some may require pre-job assessment to understand what job type they prefer; some are lacking job hunting skills to find suitable jobs to fulfill their WIE requirements or as a career; and some may lack the necessary non-technical skills (e.g. self-management and time-management skills, written and verbal communication skills). These struggles have hindered their employment opportunities in the labor market, and caused students' difficulties to fulfill their WIE requirement, and in turn, employability.

Indeed, the issue of employability is potent but many Associate Degree/Higher Diploma students entering SPEED may not yet have high motivation of employability enhancement as their focus at AD/HD level is on articulation rather than employability. However, the issue of employability is amplified at degree level in SPEED as they will enter the labor market soon after graduation. Hence, more resources are needed to enhance the provision of career advisory services, industrial attachments, employability competency enhancement training to students.

Key roles of the Project ECD-WIE Office

The establishment of the ECD-WIE office is a strategic approach to the enactment of a three-year project. The overarching aim of the project is to enhance institutional capacity by setting up and implementing an ECD-WIE framework in order to increase students' learning experiences through the provision of curricular and co-curricular opportunities to augment employability competencies in SPEED graduates. Hence, utilizing the QESS funding support, the ECD-WIE office can perform two key roles: 1) execute and coordinate all WIE activities systematically and professionally with the aim to create ample work-based learning experiences that reflect real-world scenarios beneficial to students' future profession; and 2) arrange and provide relevant employability competency developmental workshops and courses to enhance students' competencies to match the needs of the labor market as it is always wrongly assumed that skills and competencies are transferred automatically. It is hoped that the notable gap in the 'work readiness' of graduates and the expectations of the employers can be bridged.

References

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Part E Project Objectives and Deliverables	
Measurable Objectives	How it can be achieved
1. Develop a sustainable institutional framework for implementing and evaluating WIE by establishing an ECD-WIE office.	Aligning with the mission of the School, a cohesive, customized ECD-WIE office is formed. The new and sustainable framework will serve as the basis for guiding the development of various students' work experiences and activities to achieve positive employment outcomes for students. The ECD-WIE office would continually revise the framework to maximise its effectiveness. It is imperative that the office is a united entity so that centralized WIE activities can be carried out to drive strategic initiatives. With an agreed way forward, the office will be extended to have 3 additional full-time staff and their individual roles and responsibilities are framed to explicitly address the project's key objectives and School's mission.
2. Arouse student awareness to better equip and position themselves in the Hong Kong labor market.	Self-understanding workshops will be organized and psychometric assessment tools (e.g. MBTI, Self-Directed Search, etc.) will be administered to assist students for self-understanding. Members of the Project team can provide relevant insights and discuss assessment results with the participants in order to provide advice on the suitable career direction based on one's personality characteristics. Additionally, sharing sessions by recent graduates will be organized to provide more up-to-date and authentic work experiences for students (e.g. job hunting experiences, career tracks, proper work attitude and language and key successful hints).
3. Provide a quality WIE student experience and training that aligns graduate capabilities to meet student, graduate and employer expectations.	With the establishment of an ECD-WIE office, we will enhance our support services, such as WIE orientation programme, personality assessment services, CV editing, mock interview, career advisory, job matching service, and the like to students and graduates in the hope to better meet the expectations of the employers. We will also assist students to establish individual career goals and portfolios.
4. Arrange career-related and competency development activities (e.g. work placements, internship opportunities, job shadowing, career talks, company visits, non-technical skills training and the like) for students to transfer to the workplace and conducive to higher employability.	According to a survey conducted by Deloitte (as mentioned in Huq and Gilbert, 2013), employers regard skills in communication, teamwork, problem solving, initiative and enterprise, planning and organizing, self-management, and learning and technology as key considerations in graduate employability.

	<p>By understanding the skills and competencies needed by graduates and the essence of WIE pedagogy, SPEED will strive the very best to obtain work-related opportunities for students, organize company visits, career talks and sharing sessions from different fields so students can explore different job nature. More importantly, SPEED will consult with specialists to offer relevant training workshops to enhance employability competencies (e.g. soft skills training), taking one step closer to the elusive ‘work-ready’ graduates. We will conduct follow-up reviews with all participants after all these career-related and competency development activities.</p>
<p>5. Build effective business, industry, government and community relationships that support student learning experience and workforce readiness.</p>	<p>Apart from providing the necessary support to students in obtaining relevant WIE learning opportunities, SPEED has to increase its publicity to employers to better understand industrial needs in order to update academic programmes and seek for more partnership and internship employment opportunities.</p> <p>With a spectrum of programmes offered at SPEED (i.e., more than 25 programmes, refer to Appendix A for a “List of SPEED Programmes”) that link with different industries, extra efforts are vital in order to actively build and maintain positive relationships with business, government and the community. Particularly, with strategic marketing campaigns we will network with existing employers and pro-actively approach new employers through various channels (e.g. graduates’ and staff’s connections, online job searching portals). To assess the effectiveness, the School will conduct graduate surveys and meet with employers to collect data and information related to graduate employment.</p>

Project Deliverables

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

<p>Deliverables</p>	<p>Sharing mechanism</p>
<p>1. The establishment of a dedicated WIE office (Project EDC-WIE Office)</p>	<p>Announcement on School’s website with WIE information for various stakeholders (e.g. government, community, employers, staff and students)</p>
<p>2. The EDC-WIE office will execute and coordinate all WIE activities systematically and professionally, and a number of services will be provided:</p> <ul style="list-style-type: none"> - WIE orientation programme - Perform WIE applications - Personality assessment services 	<p>Key learning points will be shared on School’s website</p> <p>Good qualities and common issues in the implementation of WIE in Hong Kong will be summarized and shared with other institutions annually. Such information is accessible online and it is a good reference for other institutions for the promotion of work-integrated learning in higher education.</p> <p>Invitations for selected sharing sessions will be sent to other institutions</p>

<ul style="list-style-type: none"> - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices - Individual career counselling and advisory services - Information on industrial updates and employers' expectations - Job hunting assistance and package - Creation of industrial attachment opportunities and job matching services - Company visits and sharing sessions by guest speakers from diverse industries - Follow-up reviews with students during and after industrial attachments 	<p>Selected photos and short video clips will be uploaded to School's website</p>
<p>3. Development of an ECD-WIE Project portal</p>	<p>This portal is an online platform to facilitate communication with various stakeholders so that students, staff and employers can easily accessible to useful resources related to job market information, job postings, and other work-related opportunities.</p>
<p>4. Relevant employability competency developmental (ECD) workshops and courses are arranged into three major learning areas:</p> <p>a. Information and Communication Technology</p> <p>Possible courses include:</p> <ul style="list-style-type: none"> - Using Advanced Microsoft for Building attractive CV - Adobe Photoshop for Graphic Design - Mobile Apps Development for Dummy - Professional Business PowerPoint Presentations for Selling Ideas - Advance Microsoft Excel - Etc. 	<p>Key learning points will be shared on School's website</p> <p>Articles/reports sharing our experience and case study will be published and share with academics and other institutions</p> <p>Sharing sessions of senior students who have completed the courses in different areas to junior students</p>

Each of the above proposed courses will be consisting of 4 3-hour workshops (Total training hours: 12 hours per course)

b. Vocational Language

Possible courses include:

- Vocational English course
- Putonghua for workplace environment
- Phonics and Phonetics for Adults
- Adult Literacy: We All Can Read
- Etc.

Each of the above proposed courses will be consisting of 6 2.5-hour workshops (Total training hours: 15 hours per course)

c. Key 'Transferable' Soft Skills and Competencies

Possible courses include:

- Analysis of 4 quotients (IQ, EQ, CQ and AQ)
- Understanding Generational Cohorts
- Self-management and Time-management Skills
- Key Soft Skills for Project Management
- Etc.

Each of the above proposed courses will be consisting of 2 2.5-hour workshops (Total training hours: 5 hours per course)

The School will make use of its existing academic strength to develop the above mentioned courses. Once courses are developed, the School will invite qualified trainers to deliver the courses to students.

(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)

1. Project proposal
2. Progress reports
3. Evaluation reports (both quantitative and qualitative findings)
4. Articles/reports published
5. Materials used in the sharing sessions/workshops
6. Relevant links of website created by the project

Beneficiaries	
Expected type and number of beneficiaries of the project	6,000
<i>(Please provide justification to support the above estimation and explain how they can be benefited from the project.)</i>	
<p>SPEED has about 1,500 new students in every intake, and for 2-year study, all the proposed ECD-WIE activities can benefit around 6,000 students.</p> <p>Project time: 3 years can cover 4 cohorts Each cohort = 1,500 students Total number of beneficiaries = 6,000 students</p> <p>All full-time SPEED students (with varying degree of engagement intensity) will benefit from the project (i.e. the newly established ECD-WIE office and its services, and various ECD courses and workshops). The school will try very best to motivate students to utilize the services offered by the ECD-WIE office as work-readiness is of vital importance to Hong Kong graduates.</p> <p>It is hoped that students enjoying the ECD-WIE services will better understand themselves and equip with the necessary work skills for their future career. Moreover, selected academic staff (especially WIE advisors) will obtain training in order to enhance their capabilities in providing career guidance to students. This will be very beneficial to both current and future students.</p> <p>Upon completion of the project, ECD-WIE office will continue to provide more integrated, coordinated and enriched services and activities for all future students. Therefore, the number of beneficiaries will increase significantly.</p>	

Implementation Schedule		
<i>(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)</i>		
Estimated start date of the project (month/year)		Sept 2017
Estimated end date of the project (month/year)		Aug 2020
Project duration (months)		36 months
Month	Key milestones	
	In terms of project activities and deliverables	In terms of monitoring and evaluation
1-6	<ul style="list-style-type: none"> a. Establish the Project ECD-WIE office b. Recruit project staff members (Programme Officer x 1 and Industry Liaison Officer x 2) c. Allocate and confirm roles and responsibilities among project members and finalize work plan to move the Project forward d. Develop a comprehensive student database of all SPEED students in order to increase accessibility and support to students e. Develop an online platform and settle service agreement with service provider f. Conduct WIE orientation programme and WIE applications g. Develop the contents for various employability competency developmental (ECD) workshops and courses. 	<ul style="list-style-type: none"> a. Announcement of the establishment of the Project ECD-WIE Office in School's website and promotions around School campuses b. Select project staff members with relevant work experience and qualifications c. Regular periodic evaluation meetings will be arranged to review the allocation of responsibilities and work plan. Regular progress reports will be submitted to the QESS Control Committee for review and comments d. The student database will be used by project team members and WIE-related staff. The usefulness and areas of improvements to the database will be obtained by the users through a questionnaire e. The effectiveness of the online platform will be assessed by surveying various stakeholders (e.g. students, staff and employers) f. Monitor the number of students in attending the WIE orientation programmes and submitting applications g. The Project team will keep monitoring the content quality of the ECD workshops and courses developed by the internal academic staff h. QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project.

<p>7-12</p>	<ul style="list-style-type: none"> a. Update staff about various service provisions by ECD-WIE office in order to promote services to students b. Select and settle service agreements with trainers/providers to offer relevant employability competency developmental (ECD) workshops and courses c. Process WIE applications d. Liaise with existing employers' network and explore potential employers for work-related opportunities e. Offer various WIE services to students: <ul style="list-style-type: none"> - Personality assessment services - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices - Individual career counselling and advisory services - Up-to-date industrial information and employers' expectations - Job hunting assistance and package - Job matching services - Follow-up reviews with students during and after industrial attachments f. Conduct at least 13 ECD workshops and courses (5 courses from Information & Communication Technology, 4 courses from Vocational Language and 4 courses from Key 'Transferable' Soft Skills and Competencies) 	<ul style="list-style-type: none"> a. Staff feedback will be gathered on the role and activities of ECD-WIE office b. Course proposals and service agreements will be reviewed and evaluated by ECD-WIE project team and QESS Control Committee c. The number of WIE applications will be monitored d.&e. The effectiveness of the WIE services will be measured with measureable outcomes (e.g. number of internships, usage rate) in the first year to ensure it is achieving the aims of the project. Data collection from students and employers will be carried out using both qualitative (e.g. interviews and focus groups) and quantitative research methods (e.g. questionnaires) so that the services provided by the ECD-WIE office are meeting the expectations of all stakeholders. f. Complete evaluations after each of the ECD workshop or course and hold periodic meetings to evaluate the results and areas for improvements g. QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project.
<p>13-18</p>	<ul style="list-style-type: none"> a. Conduct WIE orientation programme to new students b. Review of students' WIE status and process WIE applications c. Review existing service agreements with trainers/providers that offer ECD workshops and courses, and develop new service agreements, if necessary d. Liaise with existing employers' network and explore potential employers for work-related opportunities e. Offer various WIE services to students: 	<ul style="list-style-type: none"> a.&b. Monitor the number of students in attending the WIE orientation programmes and submitting applications c. Periodically evaluate and revise the service agreements by WIE Project team and QESS Control Committee to ensure the workshops and courses are useful to the students d.&e. To ensure the services offered by ECD-WIE office are useful, we will continuously conduct career needs assessment questionnaire to all SPEED students; arrange individual interview sessions; and distribute questionnaire

	<ul style="list-style-type: none"> - Personality assessment services - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices - Individual career counselling and advisory services - Up-to-date industrial information and employers' expectations - Job hunting assistance and package - Job matching services - Follow-up reviews with students during and after industrial attachments <p>f. Conduct at least 13 ECD workshops and courses (5 courses from Information & Communication Technology, 4 courses from Vocational Language and 4 courses from Key 'Transferable' Soft Skills and Competencies)</p> <p>g. Work with project team to develop appropriate marketing strategies to promote ECD-WIE services to various stakeholders (e.g. staff, students, employers), especially outreach to potential employers both locally and offshore for industrial partnership opportunities</p> <p>h. Launch a new Pre-placement Preparatory course for students intending to take up internships and work-related opportunities during the summer semester</p> <p>i. Project team will visit selected employers on-site to better understand the needs and expectations of employers and students for job matching enhancement in the future</p>	<p>surveys to internship place providers and employers of students and students.</p> <p>f. Complete evaluations after each of the ECD workshop or course and hold periodic meetings to evaluate the results and areas for improvements</p> <p>g. The Project In-charge will meet with the project team members to monitor the implementation and effectiveness of the marketing strategies</p> <p>h. Feedback from students will be collected on the usefulness of the new Pre-placement Preparatory course</p> <p>i. Feedback from employers will be collected to ensure appropriate job matchings are carried out</p> <p>j. QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project</p>
<p>19-24</p>	<p>a. Review of students' WIE status and process WIE applications</p> <p>b. Liaise with existing employers' network and explore potential employers for work-related opportunities</p> <p>c. Offer various WIE services to students:</p> <ul style="list-style-type: none"> - Personality assessment services - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices 	<p>a. The number of WIE applications will be monitored</p> <p>b.&c. The effectiveness of the WIE services will be measured with measureable outcomes (e.g. number of internships, usage rate) in the second year to ensure it is achieving the aims of the project. Data collection from students and employers will be carried out using both qualitative (e.g. interviews and focus groups) and quantitative research methods (e.g. questionnaires) so that the services provided by the ECD-WIE office are meeting the expectations of all</p>

	<ul style="list-style-type: none">- Individual career counselling and advisory services- Up-to-date industrial information and employers' expectations- Job hunting assistance and package- Job matching services- Follow-up reviews with students during and after industrial attachments <p>d. Conduct at least 13 ECD workshops and courses (5 courses from Information & Communication Technology, 4 courses from Vocational Language and 4 courses from Key 'Transferable' Soft Skills and Competencies)</p> <p>e. Collection of students' feedback from employers, then identify and resolve trouble shoot issues</p> <p>f. Collection of good internship and other work-related stories from students and employers to identify and share good practices</p> <p>g. Enhanced marketing efforts launched with more showcases to share</p>	<p>stakeholders.</p> <p>d. Complete evaluations after each of the ECD workshop or course and hold periodic meetings to evaluate the results and areas for improvements</p> <p>e. Feedback from employers and students to resolve trouble shoot issues.</p> <p>f.&g. Gather as many internship and work-related stories as possible from students and employers for sharing and marketing efforts</p> <p>h. The QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project.</p>
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<p>25-30</p>	<ul style="list-style-type: none"> a. Conduct WIE orientation programme to new students b. Review of students' WIE status and process WIE applications c. Review existing service agreements with trainers/providers that offer ECD workshops and courses, and develop new service agreements, if necessary d. Liaise with existing employers' network and explore potential employers for work-related opportunities e. Offer various WIE services to students: <ul style="list-style-type: none"> - Personality assessment services - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices - Individual career counselling and advisory services - Up-to-date industrial information and employers' expectations - Job hunting assistance and package - Job matching services - Follow-up reviews with students during and after industrial attachments f. Conduct at least 13 ECD workshops and courses (5 courses from Information & Communication Technology, 4 courses from Vocational Language and 4 courses from Key 'Transferable' Soft Skills and Competencies) g. Work with project team to develop appropriate marketing strategies to promote ECD-WIE services to various stakeholders (e.g. staff, students, employers), especially outreach to potential employers both locally and offshore for industrial partnership opportunities h. Continue to provide the Pre-placement Preparatory course for students intending to take up internships and work-related opportunities during the summer semester i. Project team will visit selected employers on-site to better understand the needs and expectations of employers and students for job matching enhancement in the future 	<ul style="list-style-type: none"> a.&b. Monitor the number of students in attending the WIE orientation programmes and submitting applications c. Periodically evaluate and revise the service agreements by WIE Project team and QESS Control Committee to ensure the workshops and courses are useful to the students d.&e. To ensure the services offered by ECD-WIE office are useful, we will continuously conduct career needs assessment questionnaire to all SPEED students; arrange individual interview sessions; and distribute questionnaire surveys to internship place providers and employers of students and students. f. Complete evaluations after each of the ECD workshop or course and hold periodic meetings to evaluate the results and areas for improvements g. The Project In-charge will meet with the project team members to monitor the implementation and effectiveness of the marketing strategies h. Feedback from students will be collected on the usefulness of the new Pre-placement Preparatory course i. Feedback from employers will be collected to ensure appropriate job matchings are carried out j. The QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project.
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<p>31-36</p>	<ul style="list-style-type: none"> a. Review of students' WIE status and process WIE applications b. Liaise with existing employers' network and explore potential employers for work-related opportunities c. Offer various WIE services to students: <ul style="list-style-type: none"> - Personality assessment services - Personal stock-taking and career planning - Employability and pre-industrial attachment self-assessment - CV editing and mock interview practices - Individual career counselling and advisory services - Up-to-date industrial information and employers' expectations - Job hunting assistance and package - Job matching services - Follow-up reviews with students during and after industrial attachments d. Conduct at least 9 ECD workshops and courses (approximately, 3 courses from each of the learning area) e. Collection of students' feedback from employers, then identify and resolve trouble shoot issues f. Collection of good internship and other work-related stories from students and employers to identify and share good practices g. Enhanced marketing efforts launched with more showcases to share 	<ul style="list-style-type: none"> a. The number of WIE applications will be monitored b.&c. The effectiveness of the WIE services will be measured with measureable outcomes (e.g. number of internships, usage rate) in the third year to ensure it is achieving the aims of the project. Data collection from students and employers will be carried out using both qualitative (e.g. interviews and focus groups) and quantitative research methods (e.g. questionnaires) so that the services provided by the ECD-WIE office are meeting the expectations of all stakeholders. d. Complete evaluations after each of the ECD workshop or course and hold periodic meetings to evaluate the results and areas for improvements e. Feedback from employers and students to resolve trouble shoot issues. f.&g. Gather as many internship and work-related stories as possible from students and employers for sharing and marketing efforts h. The QESS Control Committee will conduct two quarterly evaluation meetings for monitoring the progress and problems of the Project. Also, ECD-WIE services and activities will continue to be enhanced, delivered and sustained.
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Publicity Plan

(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.)

The support of Quality Enhancement Support Scheme (QESS) will be acknowledged in all the promotional and publicity materials, as well as in training materials and event venues.

- The project objectives and the support of QESS will be clearly stated in the School website, the newly developed ECD-WIE online platform and printed materials for students, employers, academics and the general public (e.g. PolyU SPEED's newsletter).
- The project launch will be announced to all students through School website and ECD-WIE online platform. Moreover, promotional materials like brochures, leaflets, banners, posters and plastic folders will be produced to publicize the ECD-WIE office and its many WIE services and ECD workshops and activities to stakeholders, especially students. Selected photos and short video clips will be uploaded to School's website.
- All students will be invited to participate in the WIE orientation programme. The project team will work closely with academic divisions to promote the ECD-WIE office and its services and activities.
- As mentioned, good qualities and common issues in the implementation of WIE in Hong Kong will be summarized and shared with other institutions annually. Such information is accessible online and it is a good reference for other institutions for the promotion of work-integrated learning in higher education. Additionally, invitations for selected sharing sessions will be sent to other institutions.
- Publication of the qualitative and quantitative reports and academic papers (if any) for sharing the project effectiveness, experiences and good practices will acknowledge the support of QESS.

Part F Cash Flow and Budget				
Project Expenditure				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Manpower	904,500	1,206,000	1,206,000	3,316,500
Equipment / Facilities	88,000	96,000	96,000	280,000
Services	207,400	280,000	236,000	723,400
General Expenses	0	0	0	0
Others (e.g. auditor's fee)	0	0	64,795	64,795
Total	1,199,900	1,582,000	1,602,795	4,384,695
Project Income (if any, e.g. fees received)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
	--	--	--	--
	--	--	--	--
	--	--	--	--
Total	--	--	--	--
<i>(Please provide a detailed breakdown of the project budget by completing the following Excel file.)</i>				
Grant Sought under the Quality Enhancement Support Scheme			HK\$4,384,695	
Funding from the Applicant			--	
Funding from Other Sources			--	
Total Project Value			HK\$4,384,695	
<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>				
Please refer to the Excel file "Project Budget Detailed Breakdown" for assumptions of various costs.				
<i>(Please provide the duty lists of manpower to be funded by this project.)</i>				
Post	Duties			
Programme Officer x 1	The appointee will be required to: 1) Assist in planning and implementing activities related to student employability projects			

	<ol style="list-style-type: none"> 2) Assist in liaising and establishing good relationships with existing and new potential business partners to contribute to the success of various students' employability projects such as recruitment talks, onsite recruitment day, career training workshops, job referrals (i.e. internships, part-time & temporary positions, graduate career opportunities), employer feedback survey, etc. 3) Provide all-rounded administrative support and in-house coordination in the various industry liaison projects such as career competency workshops, prepare regular management reports 4) Closely monitor and regular update the content of the Work-Integrated Education (WIE) portal 5) Perform ad hoc duties as assigned. Working outside normal office hours will be occasionally required
<p>Industry Liaison Officer x 2</p>	<p>The appointee will be required to:</p> <ol style="list-style-type: none"> 1) Assist in planning and implementing activities related to student employability projects 2) Assist in liaising and establishing good relationships with existing and new potential business partners to contribute to the success of various students' employability projects such as recruitment talks, onsite recruitment day, career training workshops, job referrals (i.e. internships, part-time & temporary positions, graduate career opportunities), employer feedback survey, etc. 3) Provide all-rounded support for the fresh graduates such as career consultation, job referrals, etc. 4) Provide career counseling & advising service for undergraduate students 5) Perform ad hoc duties as assigned. Working outside normal office hours will be occasionally required
<p>Project Sustainability <i>(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.)</i></p>	
<p>The sustainability of this Project could be broken down into 3 components:</p> <ol style="list-style-type: none"> 1) The on-line platform and learning materials developed by this Project can easily be enhanced by our existing internal academic and administrative staff even after this Project ends. Therefore, the information that the on-line platform contains could be easily shared to many cohorts of new students. 2) The School will absorb the annual manpower costs right after this Project ends by its internal re-allocation of resources. 3) After the completion of this Project, the School will re-allocate its internal resources to sponsor about 50% of the training costs of the proposed ECD courses. The rest 50% of the training costs will be shared by the students or through various other sources such as donations, etc. 	