



*Survey on Opinions of Employers
on Major Aspects of Performance of
First Degree Graduates in Year 2022*

- Survey Report -

Prepared For

Education Bureau

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Executive Summary

EXECUTIVE SUMMARY

Background

1. The Education Bureau¹ has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programme graduates in the past years with the aim of keeping track of the quality of graduates and employers' views over time.
2. Between 1998 and 2022, a total of nine surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee (UGC)-funded universities of the years 1998, 1999, 2000, 2003, 2006, 2010, 2013, 2016 and 2019, with the surveys being extended to self-financing first degree graduates since 2010. The surveys had also covered publicly-funded sub-degree graduates since 2000, and encompassed both publicly-funded and self-financing sub-degree graduates since 2006. The findings of the surveys enable the Government, post-secondary institutions, and the community at large to have a better understanding of the performance of graduates at work and the employers' views.
3. The present survey (the Survey) covers full-time locally-accredited publicly-funded and self-financing first degree and sub-degree graduates of 2022 from 18 post-secondary institutions.

Survey Objectives

4. The objectives of the Survey are summarised as follows:
 - (a) to obtain the opinions of employers on the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2022 employed in the work place with regard to nine major aspects of performance;
 - (b) to understand employers' common practices in graduate recruitment;
 - (c) to collect employers' suggestions on ways to further enhance the quality of graduates; and
 - (d) to identify changes in opinions of employers on graduates compared to the previous rounds of the survey.

¹ Including the former Education and Manpower Bureau before 1 July 2007.

Survey Methodology

5. All companies / organisations and Government bureaux / departments that employed graduates of 2022 from full-time locally-accredited first degree and sub-degree programmes were invited to participate in the Survey. A total of 170 Government employers² and 4 250 non-Government employers were invited.

6. Data were collected by using the approach of self-administered questionnaire. The target respondents of the Survey were the immediate supervisors of the graduates or persons at senior levels who had adequate knowledge of the performance of the graduates. Telephone follow-up calls were made to the human resources managers / immediate supervisors who did not return the questionnaire before the survey deadline to improve the response rate.

7. A total of 1 598 completed questionnaires (representing 1 344 first degree graduates and 254 sub-degree graduates) from 40 Government bureaux / departments and 1 558 companies / organisations were received by 21 February 2025. The overall response rate was 57.3%.

8. The data collected were weighted according to the consolidated sampling frame of 2022 first degree and sub-degree working graduates (including 13 812 first degree and 705 sub-degree graduates³).

² Government employers comprised Government departments, bureaux, and Government schools.

³ As a sizeable proportion of sub-degree graduates pursued further studies, the coverage of the sampling frame is comparatively smaller than that of first degree graduates.

Summary of Key Findings⁴

9. The following paragraphs present the key findings relating to first degree graduates.

Overall Performance Score

10. The overall performance of the 2022 first degree graduates as assessed by employers was satisfactory with an average score of 3.75 (out of 5), which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. In particular, 17% of graduates received a rating of 4.01 or above, indicating that these graduates “always” or “sometimes” went beyond employers’ expectation. The assessment results also show that all graduates met employers’ required standards in general, as there were no graduates who received a rating of 2.00 or below. (Table 1)

Table 1 Overall Performance Score of 2022 First Degree Graduates

	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.75	17	80	2	-	-

Note: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights.

11. The overall performance score of first degree graduates was trending up since the first inception of the survey (from 3.46 in 1998 to 3.75 in 2022). The 2022 overall performance score (3.75) was slightly higher than that in 2019 (3.74). (Table 2)

Table 2 Overall Performance Mean Score of First Degree Graduates by Year of Graduation

	Year of graduation									
	1998	1999	2000	2003	2006	2010	2013	2016	2019	2022
Overall performance mean score	3.46	3.46	3.51	3.58	3.59	3.53	3.62	3.70	3.74	3.75

Note: Readers should take caution that two new aspects (namely “technical knowledge required for the job” and “knowledge on current affairs and business issues, self-learning ability and self-confidence”) were added into the surveys from 2003 and 2010 onwards respectively. Also, the coverage of the surveys in previous years was different from that from 2010 onwards. Furthermore, the calculation of the overall performance score in surveys from 2016 onwards was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas that in surveys of previous years was based on weighted average of the performance scores of the constituent attributes, with respective importance scores taken as the weights. Hence, the overall performance scores of previous years are presented here for reference only and not recommended for direct comparison.

⁴ For the statistics presented in this report, figures may not add up to totals because of rounding or the question design allowing multiple answers.

Performance Scores and Importance Scores in respect of the Nine Major Aspects

12. The average performance scores of the nine major aspects were all above 3.50, implying that the graduates were “generally meeting employers’ requirements” or “exceeding employers’ requirements” in each of the aspects. (Table 3)

13. Specifically, graduates’ performed particularly well in the areas of “work attitude” (3.87), “information technology literacy” (3.87) and “language proficiency” (3.80). On the other hand, “management skills” (3.57), “analytical and problem-solving abilities” (3.65) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.67) were rated comparatively lower. (Table 3)

14. All nine aspects received average importance scores of over 3.70, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. Among them, “work attitude” was considered to be the most important aspect with an average score of 4.45, while “numerical competency” (3.79) and “management skills” (3.93) were opined to be relatively less important aspects for the positions held by the graduates. (Table 3)

Table 3 Performance Mean Scores and Importance Mean Scores of the Nine Aspects for 2022 First Degree Graduates

Aspect	Performance mean score	Importance mean score
A. Language proficiency	3.80	4.26
B. Numerical competency	3.79	3.79
C. Information technology literacy	3.87	4.04
D. Analytical and problem-solving abilities	3.65	4.29
E. Work attitude	3.87	4.45
F. Inter-personal skills	3.76	4.34
G. Management skills	3.57	3.93
H. Technical knowledge required for the job	3.76	4.40
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.67	4.14

15. Comparing the results of the performance mean scores and importance mean scores of the different aspects in the 2022 and 2019 surveys, the findings are as follows:

- (a) Most aspects showed a slight increase in performance scores over time. The increase was relatively more notable for “numerical competency” (from 3.73 in 2019 to 3.79 in 2022), “technical knowledge required for the job” (from 3.70 in 2019 to 3.76 in 2022) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (from 3.62 in 2019 to 3.67 in 2022). (Table 4)

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- (b) In terms of the importance score, both 2022 and 2019 surveys demonstrated that employers considered “work attitude” (4.47 in 2019 and 4.45 in 2022) as the most important aspect. (Table 4)

Table 4 Comparison of Importance Mean Scores and Performance Mean Scores of the Nine Aspects between 2019 and 2022 First Degree Graduates

Aspect	2019 Graduates		2022 Graduates	
	Importance mean score	Performance mean score	Importance mean score	Performance mean score
Overall	N/A	3.74	N/A	3.75
A. Language proficiency	4.13	3.78	4.26	3.80
B. Numerical competency	3.84	3.73	3.79	3.79
C. Information technology literacy	4.08	3.90	4.04	3.87
D. Analytical and problem-solving abilities	4.16	3.61	4.29	3.65
E. Work attitude	4.47	3.91	4.45	3.87
F. Inter-personal skills	4.15	3.75	4.34	3.76
G. Management skills	3.93	3.56	3.93	3.57
H. Technical knowledge required for the job	3.99	3.70	4.40	3.76
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.87	3.62	4.14	3.67

Satisfaction with Overall Performance of 2022 Graduates

16. Overall, about 98 per cent of the surveyed employers were satisfied with the work performance of first degree graduates, including about 79% who indicated that they were quite satisfied or very satisfied. The relevant results are comparable to those of the previous round of the survey. (Table 5)

Table 5 Satisfaction with Overall Performance of First Degree Graduates by Year of Graduation

Overall performance	Year of graduation								
	1999	2000	2003	2006	2010	2013	2016	2019	2022
	%	%	%	%	%	%	%	%	%
Very satisfied	13	16	18	19	18	20	20	20	24
Quite satisfied	56	52	53	50	55	55	54	59	55
Average	24	26	25	26	23	22	23	19	19
Quite dissatisfied	5	5	3	4	3	2	3	2	1
Very dissatisfied	1	1	1	*	1	1	1	*	*
No comment	-	-	-	-	*	*	*	*	-
Total	100	100	100	100	100	100	100	100	100

Notes: Readers should take note of the different coverage of the surveys across the various cohorts (please refer to paragraphs 2 and 3 above for details). The satisfaction levels of previous years are presented in the table for reference only and direct comparison of statistics is not recommended.

“*” denotes less than 0.5%.

Consideration Factors in Graduate Recruitment

17. The majority of employers acknowledged that academic qualification was a major consideration in graduate recruitment (94%) and the job positions required applicants to be graduated from specific academic programmes (59%). About one-quarter of employers indicated that the job positions required applicants to attain specific professional qualifications before taking up the job (27%). (Table 6)

Table 6 Whether Academic and Professional Qualifications of the Graduate were Major Consideration Factors in Recruitment

	Yes	No
	%	%
Whether academic qualification was a major consideration in recruiting for the job position	94	6
Whether the job position required an applicant to be graduated from any specific academic programme	59	41
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	27	73

18. Employers were asked to indicate three most important consideration factors in first degree graduate recruitment. Among the 12 listed attributes, the most widely mentioned attribute was “presentation skills ” (60%), followed by “interpersonal communication skills” (55%) and “character and work attitude” (45%). (Table 7)

Table 7 Three Most Important Consideration Factors in First Degree Graduate Recruitment

	Views of employers on the three most important consideration factors in graduate recruitment
	%
Presentation skills (e.g.: writing skills, expression through vocabulary, etc.)	60
Interpersonal communication skills (e.g.: negotiation, communication skills, etc.)	55
Character and work attitude	45
Knowledge about the company / industry	32
Self-learning ability	19
Analytical and problem-solving abilities	12
Job / internship experiences	11
Self-confidence	9
Overall language proficiency	8
Information technology literacy	5
Numerical competency	2
Moral values (e.g.: professional ethics, personal conduct, etc.)	*

Note: “*” denotes less than 0.5%.

Survey Objectives and Methodology

I. SURVEY OBJECTIVES AND METHODOLOGY

Background

1.1 The Education Bureau (EDB)⁵ has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programme graduates in the past years with the aim of keeping track of the quality of graduates and employers' views over time.

1.2 Between 1998 and 2022, a total of nine surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee-funded universities of the years 1998, 1999, 2000, 2003, 2006, 2010, 2013, 2016 and 2019, with the surveys being extended to self-financing first degree graduates since 2010. The surveys had also covered publicly-funded sub-degree graduates since 2000, and encompassed both publicly-funded and self-financing sub-degree graduates since 2006. The findings of the surveys enable the Government, post-secondary institutions and the community at large to have a better understanding of the performance of graduates at work and the employers' views.

1.3 The present survey (the Survey) covers full-time locally-accredited publicly-funded and self-financing first degree and sub-degree graduates of 2022 from 18 post-secondary institutions.

Survey Objectives

1.4 The objectives of the Survey are summarised as follow

- (a) to obtain the opinions of employers on the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2022 employed in the work place with regard to nine major aspects of performance, i.e.
 - (i) language proficiency in Chinese, English and Putonghua;
 - (ii) numerical competency;
 - (iii) information technology literacy;
 - (iv) analytical and problem-solving abilities;
 - (v) work attitude;
 - (vi) inter-personal skills;
 - (vii) management skills;

⁵ Including the former Education and Manpower Bureau before 1 July 2007.

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- (viii) technical knowledge required for the job; and
- (ix) knowledge on current affairs and business issues, self-learning ability and self-confidence;
- (b) to understand employers' common practices in graduate recruitment;
- (c) to collect employers' suggestions on ways to further enhance the quality of graduates; and
- (d) to identify changes in opinions of employers on graduates compared to the previous rounds of the survey.

Survey Coverage

1.5 The Survey covered companies / organisations and Government bureaux / departments that employed graduates of 2022 from full-time locally-accredited first degree and sub-degree programmes.

1.6 The target respondents of the Survey were the immediate supervisors of the graduates or persons at senior levels who had adequate knowledge of the performance of the graduates.

Sample Design

1.7 The sampling frame of the Survey covered a net of 14 517 working graduates (including 13 812 first degree and 705 sub-degree graduates) as of February 2024. The details are outlined as follows:

- (a) As reflected in the information sourced from the Graduate Employment Surveys conducted by individual institutions in end-2022, a total of 15 546 graduates (including 14 692 first degree and 854 sub-degree graduates⁶) were classified as eligible respondents who had reported their employment status to the respective institutions and were working full-time, whilst the rest of them were excluded in the initial sampling frame of the Survey in view of their status of pursuing further studies or working on a part-time basis.
- (b) A total of 1 041 graduates (including 889 first degree and 152 sub-degree graduates out of the initial sampling frame of 15 546 eligible graduates) were subsequently excluded from the Survey for reasons such as having insufficient employers' information for further processing.

⁶ As a sizeable proportion of sub-degree graduates pursued further studies, the coverage of the sampling frame is comparatively smaller than that of first degree graduates.

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- (c) A small number of 12 eligible cases (including 9 first degree and 3 sub-degree graduates) were later added back to the sampling frame during survey execution upon confirmation of their eligibility from the employers.

1.8 All companies / organisations and Government bureaux / departments that had employed graduates of 2022 were invited to participate in the Survey. A total of 170 Government employers⁷ and 4 250 non-Government employers were invited.

1.9 The procedures of selecting referencing graduate(s) are outlined as follows:

- (a) If the employer had employed only one first degree graduate of 2022, that specific graduate was automatically selected;
- (b) If the employer had employed more than one first degree graduate of 2022, the longest serving graduate of each eligible institution would be selected.

Data Collection Method

1.10 Data were collected by self-administered questionnaire. Survey packs comprising the following survey documents were sent to the human resources manager in July 2024:

- (a) a company questionnaire (**Annex 1**);
- (b) questionnaire(s) on graduate's performance (**Annex 1**);
- (c) a briefing note on the general guidelines on:
 - (i) graduate selection; and
 - (ii) points to note on questionnaire completion;
- (d) official invitation from EDB; and
- (e) official invitation from the Consultant.

1.11 The employers were requested to:

- (a) complete the company questionnaire;
- (b) select graduate(s) systematically for assessment by following the rules given in the general guidelines;
- (c) distribute the questionnaire(s) on graduate's performance to the immediate supervisor of the graduate(s); and

⁷ Government employers comprised Government departments, bureaux and Government schools.

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- (d) return the completed questionnaires to the Consultant using the pre-paid self-addressed envelope or fax / email the questionnaires to a dedicated fax number / email address of the Consultant.

1.12 Telephone follow-up calls were made to the human resources manager / immediate supervisors who did not return the questionnaire(s) before the survey deadline to improve the response rate.

Questionnaire Design

1.13 The Survey covered the following nine major aspects of performance:

- (a) language proficiency in Chinese, English and Putonghua;
- (b) numerical competency;
- (c) information technology literacy;
- (d) analytical and problem-solving abilities;
- (e) work attitude;
- (f) inter-personal skills;
- (g) management skills;
- (h) technical knowledge required for the job; and
- (i) knowledge on current affairs and business issues, self-learning ability and self-confidence.

1.14 Each aspect of performance was measured by a number of attributes, with a total of 36 attributes being included for gauging the nine aspects of performance. These aspects of performance were carefully chosen with reference to available survey reports and opinions of employers who had participated in the qualitative phase of the pilot survey.

1.15 For each attribute, respondents were requested to give their assessment on the performance of the graduates, which were indicated on a 5-point Likert scale with detailed description as summarised in the following table:

Score	Performance
5	Always exceeds the employers' requirements
4	Sometimes exceeds the employers' requirements
3	Generally meets the employers' requirements
2	Sometimes fails to meet the employers' requirements
1	Always fails to meet the employers' requirements

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1.16 The performance score for each aspect was measured on a 10-point Likert scale, where 1 referred to “always fails to meet the employers’ requirements”, and 10 referred to “always exceeds the employers’ requirements”.

1.17 Their assessment on the importance of each aspect for the posts held by the graduates were indicated on a 11-point Likert scale, where 0 referred to “not important at all”, and a higher rating between the scale of 1 to 10 indicated a greater importance of the aspect.

1.18 The overall performance score represented the weighted average of the performance scores of the nine aspects, with the respective importance scores taken as the weights.

1.19 To facilitate comparison of the findings obtained in the previous surveys up to 2013 graduates, the performance score and importance score for each aspect, and the overall performance score were rescaled to a 5-point scale.

1.20 Regarding the common practices of graduate recruitment, respondents were asked about (i) the factors considered in the hiring and selection process of graduates and (ii) whether on-the-job training was provided to the newly recruited graduates. In particular, 12 of the above performance attributes were included in the evaluation for gauging respondents’ views on the three most important consideration factors in graduate recruitment.

Pilot Survey

1.21 Before the commencement of the main survey, a pilot survey, comprising a qualitative study and a quantitative study, was carried out:

- (a) the qualitative study, comprising six in-depth interviews with representatives of employers (including personnel managers and human resources managers), was conducted in April 2024 to collect input on any necessary enhancement to the design of the self-administered questionnaires; and
- (b) the quantitative study was conducted in July 2024 to test the survey process, the sampling mechanism and comprehension of the questionnaires. Responses from 60 employers (including 30 employers of first degree graduates and 30 employers of sub-degree graduates) were received.

1.22 Minor modifications to the questionnaires and the survey process were implemented in response to the findings of the pilot survey.

Quality Control Measures

1.23 Suitable measures were taken in various stages of work to ensure the quality of data collected. These included prior fieldwork preparation, thorough training of fieldwork staff, monitoring of the fieldwork execution, checking of the completed questionnaires, and validation of the collected data.

Enumeration Results

1.24 A total of 1 598 completed questionnaires (representing 1 344 first degree graduates and 254 sub-degree graduates) from 40 Government bureaux / departments and 1 558 companies / organisations were received by 21 February 2025. The overall response rate was 57.3%. Details of the enumeration results are at **Annex 2**.

Estimation Method

1.25 The data collected were weighted according to the consolidated sampling frame of 2022 first degree and sub-degree working graduates (including 13 812 first degree and 705 sub-degree graduates).

Presentation of Survey Findings

1.26 For the tables presented in this report, figures may not add up to total because of rounding or the question design allowing multiple answers.

1.27 The following symbols are used in the tables in this report:

- “-” denotes 0%.
- “*” denotes less than 0.5%.
- “N/A” denotes not applicable.

Cautionary Remarks

1.28 Readers are advised to take caution in interpreting findings of subgroups based on small number of observations (i.e. with less than 50 responses). The findings for these subgroups are subject to relatively larger sampling error.

Reliability of the Estimates

1.29 Results of the Survey are subject to sampling error and non-sampling error. The estimates in this report are based on information obtained from a particular sample, which was one of the numerous possible samples that could be drawn by using the same sample design. By chance, estimates derived from different samples would differ from each other. The “sampling error” is a measure of these variations and also a measure of the precision with which an estimate derived from a particular sample would be applied to infer the population parameters that need to be measured.

1.30 It should be noted that since all estimates contained in this report are subject to sampling error, a zero figure might mean a non-zero figure of a small number of observations.

1.31 For comparing the precision of the estimates of various variables contained in this report, the coefficient of variation (CV) and levels of precision can be used. The majority of aspects have a low CV, indicating high reliability and low variability in the performance scores. The sample estimate shows a low standard error across these aspects, suggesting that the survey findings are reliable and consistent throughout the sample. The CV, standard errors and 95% confidence interval of the estimates of the main variable (i.e. the key aspects of performance) contained in this report are given below:

Table 1.1 Coefficient Variation and Levels of Precision of the Major Estimates

Aspect	2022 First degree Graduates			
	Performance score	CV	Standard Error	95% Confidence Interval
Overall	3.75	0.1	0.9%	3.74, 3.77
A. Language proficiency	3.80	0.1	1.1%	3.78, 3.82
B. Numerical competency	3.79	0.1	1.5%	3.76, 3.82
C. Information technology literacy	3.87	0.1	1.4%	3.84, 3.89
D. Analytical and problem-solving abilities	3.65	0.1	1.2%	3.63, 3.68
E. Work attitude	3.87	0.1	1.5%	3.85, 3.90
F. Inter-personal skills	3.76	0.1	1.4%	3.73, 3.79
G. Management skills	3.57	0.2	1.5%	3.54, 3.60
H. Technical knowledge required for the job	3.76	0.2	1.6%	3.73, 3.79
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.67	0.1	1.3%	3.65, 3.70

Survey Findings

II. SURVEY FINDINGS

Overall Performance of 2022 First Degree Graduates

Overall Performance Score

2.1 The overall performance of the 2022 first degree graduates as assessed by employers was satisfactory with an average score of 3.75 (out of 5), which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. Specifically, 98% of graduates were rated at 3.01 or higher, implying that most graduates’ overall performance generally met employers’ requirements or exceeded their requirements. (Table 2.1)

2.2 In particular, 17% of graduates received a rating of 4.01 or above, indicating that these graduates “always” or “sometimes” went beyond employers’ expectation. (Table 2.1)

2.3 The assessment results also show that all graduates met employers’ required standards in general, as there were no graduates who received a rating of 2.00 or below. (Table 2.1)

Table 2.1 Overall Performance Score of 2022 First Degree Graduates

	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.75	17	80	2	-	-

Note: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights.

2.4 Analyses by demographic characteristics (in terms of different subgroups of gender, industry and company size) of first degree graduates also revealed that graduates generally met or exceeded employers’ requirements, with 80% or more graduates across the various subgroups being rated at 3.01 or higher (i.e. generally met or exceeded employers’ requirements). (Table 2.2)

2.5 No graduates across the various subgroups received a rating of 2.00 or below (i.e. failed to meet employers’ requirements). (Table 2.2)

2.6 In addition, the following observations were noted by subgroup analyses:

- (a) In terms of gender, no obvious difference was noted between the overall performance of male (3.76) and female (3.75) graduates. (Chart 2.1)

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- (b) Analysed by industries engaged in, graduates working in non-governmental organization (4.17)⁸, financing and insurance (3.81)⁸, miscellaneous social and personal services (3.77), real estate, professional and business services (3.77) and public administration, education, human health and social work activities (3.77) sectors received comparatively higher performance scores. (Chart 2.1)
- (c) Both graduates employed in companies / organisations with less than 50 full-time staff and employed in companies / organisations with 50 to 99 full-time staff showed the best overall performance (3.76). (Chart 2.1)
- (d) Graduates who were still working in the employers' companies at the time of enumeration achieved a relatively higher overall performance score (3.77) than those who had already left the companies (3.71). (Chart 2.1)
- (e) Graduates whose responsibilities were related to the programme that they had studied in (3.77) got relatively higher performance scores than those whose responsibilities were not related to the programme that they had studied in (3.70). (Chart 2.1)
- (f) Analysed by graduates' current positions in the companies (among those who were still working in the companies at the time of enumeration) or their positions before they left the companies (for those who had already left the companies), graduates who were employed as managers (3.86)⁸ attained relatively better overall performance, followed by those who were clerks / sales / workers (3.78), professionals (3.77) and executives (3.68)⁸. (Chart 2.1)

Table 2.2 Overall Performance Score of 2022 First Degree Graduates by Demographic Profile

Demographic Profile	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.75	17	80	2	-	-
Gender						
Male	3.76	17	80	2	-	-
Female	3.75	17	80	2	-	-
Industry of company / organisation						
Non-Governmental Organization @	4.17	63	37	-	-	-
Financing and insurance @	3.81	12	88	-	-	-
Miscellaneous social and personal services	3.77	27	73	1	-	-
Real estate, professional and business services	3.77	19	79	2	-	-
Public administration, education, human health and social work activities	3.77	18	80	2	-	-

⁸ Small number of observations (less than 50) and the findings should be interpreted with care.

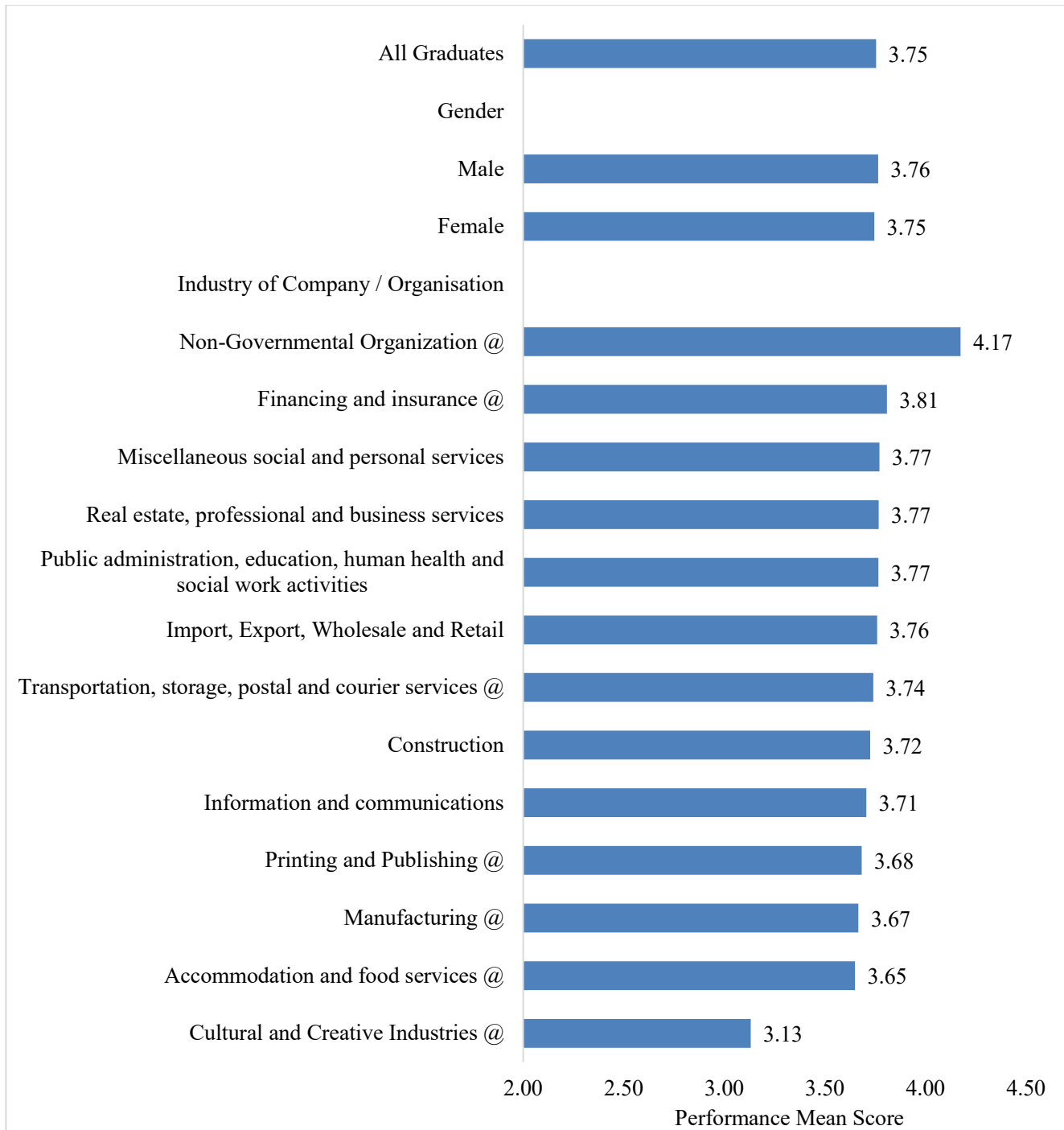
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Demographic Profile	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Import, Export, Wholesale and Retail	3.76	16	82	2	-	-
Transportation, storage, postal and courier services @	3.74	9	91	-	-	-
Construction	3.72	14	84	2	-	-
Information and communications	3.71	13	83	4	-	-
Printing and Publishing @	3.68	-	100	-	-	-
Manufacturing @	3.67	15	85	-	-	-
Accommodation and food services @	3.65	9	89	2	-	-
Cultural, Arts and Creative Industries @	3.13	-	41	59	-	-
Size of company / organisation (No. of full-time staff)						
Less than 50	3.76	18	80	2	-	-
50 – 99	3.76	17	81	2	-	-
100 – 499	3.64	19	76	5	-	-
500 – 999 @	3.64	2	98	-	-	-
1 000 or above @	3.46	-	100	-	-	-
Whether the graduates were still working in the company						
Yes	3.77	18	81	2	-	-
No	3.71	17	79	4	-	-
- Worked in company for less than 3 months	3.75	19	79	2	-	-
- Worked in company for 3 months or more	3.62	12	80	8	-	-
Whether the graduate's responsibilities are related to the programme that he/she studied in						
Yes	3.77	18	81	2	-	-
No	3.70	16	80	4	-	-
Current position in company / position before leaving company						
Manager @	3.86	24	76	-	-	-
Clerk / sales / worker	3.78	18	81	1	-	-
Professional	3.77	18	80	2	-	-
Executive @	3.68	17	83	-	-	-

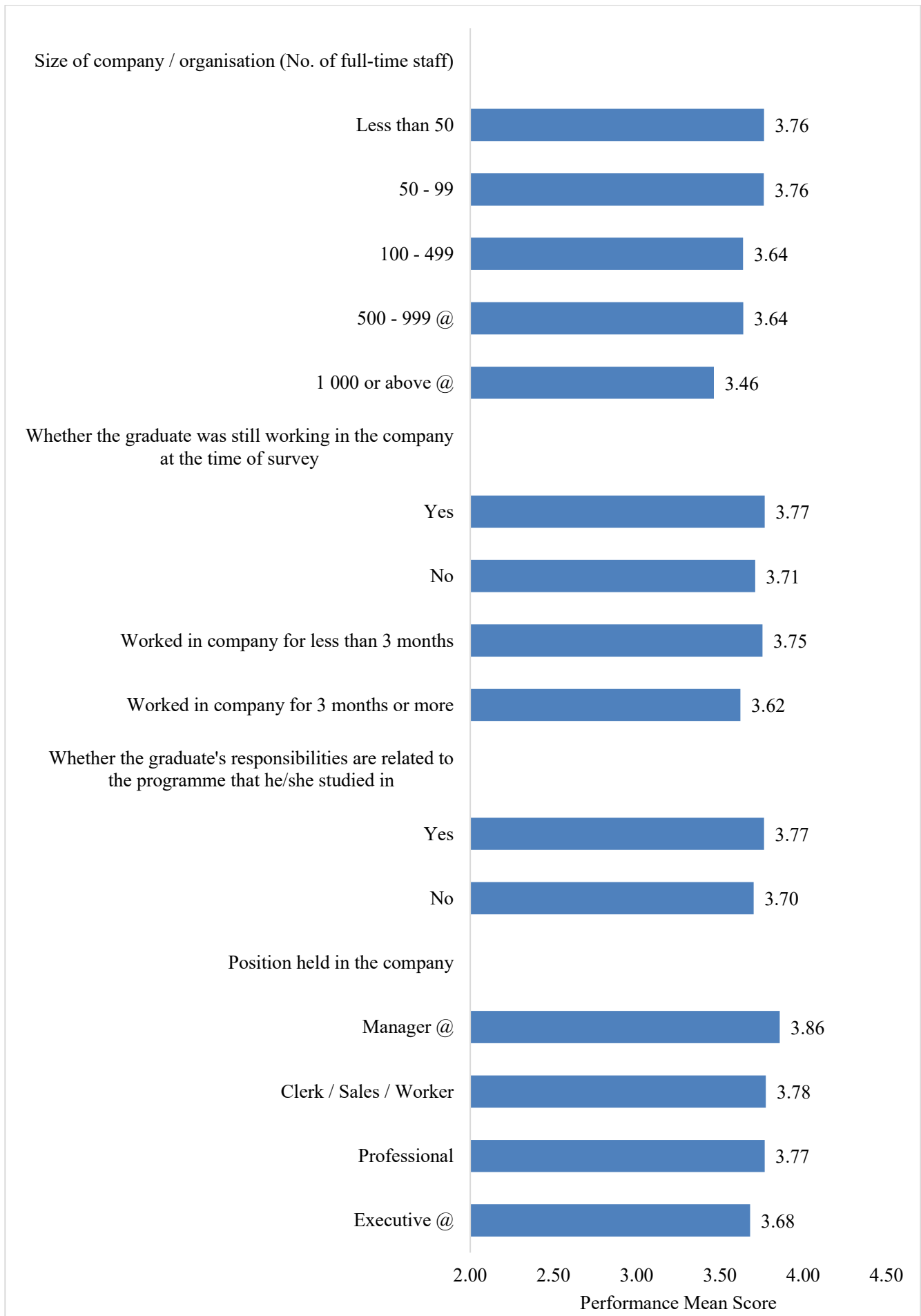
Notes: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights. “@” denotes small number of observations (less than 50).

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Chart 2.1 Overall Performance Mean Score of 2022 First Degree Graduates by Demographic Profile



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Note: “@” denotes small number of observations (less than 50).

Overall Performance by Year of Graduation

2.7 The overall performance score of first degree graduates was trending up since the first inception of the survey (from 3.46 in 1998 to 3.75 in 2022). The 2022 overall performance score (3.75) was slightly higher than that in 2019 (3.74). (Table 2.3)

Table 2.3 Overall Performance Mean Score of First Degree Graduates by Year of Graduation

	Year of graduation									
	1998	1999	2000	2003	2006	2010	2013	2016	2019	2022
Overall performance mean score	3.46	3.46	3.51	3.58	3.59	3.53	3.62	3.70	3.74	3.75

Note: Readers should take caution that two new aspects (namely “technical knowledge required for the job” and “knowledge on current affairs and business issues, self-learning ability and self-confidence”) were added into the surveys from 2003 and 2010 onwards respectively. Also, the coverage of the surveys in previous years was different from that from 2010 onwards. Furthermore, the calculation of the overall performance score in surveys from 2016 onwards was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas that in surveys of previous years was based on weighted average of the performance scores of the constituent attributes, with respective importance scores taken as the weights. Hence, the overall performance scores of previous years are presented here for reference only and not recommended for direct comparison.

Performance of 2022 First Degree Graduates in Respect of the Nine Major Aspects

Performance Scores

2.8 The average performance scores of the nine major aspects were all above 3.50, implying that the graduates were “generally meeting employers’ requirements” or “exceeding employers’ requirements” in each of the aspects. (Table 2.4)

2.9 Specifically, graduates’ performed particularly well in the areas of “work attitude” (3.87), “information technology literacy” (3.87) and “language proficiency” (3.80). On the other hand, “management skills” (3.57), “analytical and problem-solving abilities” (3.65) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.67) were rated comparatively lower. (Table 2.4)

2.10 In terms of the distribution of performance scores as shown in Table 2.4, over 80% of graduates (81% to 98%) attained a score of 3.01 or above for each of the nine aspects, implying that more than eight in ten employers considered that graduates’ performance generally met or exceeded their requirements. (Table 2.4)

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2.11 Specifically, 40% or more graduates received ratings that were 4.01 or above in the areas of “work attitude” (58%), “inter-personal skills” (49%), “information technology literacy” (46%), “numerical competency” (43%) and “technical knowledge required for the job” (43%), indicating that at least two-fifth of graduates “always” or “sometimes” went beyond employers’ requirements in these five aspects. (Table 2.4)

2.12 Only a few graduates (less than 0.5%) failed to meet employers’ performance expectation (i.e. receiving a rating of 2.00 or below). (Table 2.4)

Table 2.4 Performance Score of 2022 First Degree Graduates by Performance Aspect

Aspect	Performance mean score	Distribution of performance score					
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1	Not applicable
		%	%	%	%	%	%
Overall	3.75	17	80	2	-	-	-
A. Language proficiency	3.80	38	60	2	*	-	*
B. Numerical competency	3.79	43	38	2	*	-	17
C. Information technology literacy	3.87	46	47	2	-	-	5
D. Analytical and problem-solving abilities	3.65	31	63	5	*	-	-
E. Work attitude	3.87	58	36	5	*	-	-
F. Inter-personal skills	3.76	49	45	5	*	-	-
G. Management skills	3.57	27	61	11	*	-	1
H. Technical knowledge required for the job	3.76	43	53	4	*	-	-
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.67	34	61	5	*	-	*

Notes: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights. “*” denotes less than 0.5%.

Importance Scores

2.13 Employers were asked to rate the importance of each of these performance aspects for the posts held by first degree graduates. All nine aspects received average importance scores of over 3.70, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. (Table 2.5)

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2.14 Among the nine performance aspects, “work attitude” was considered to be the most important with an average score of 4.45, while “numerical competency” (3.79) and “management skills” (3.93) were opined to be relatively less important for the positions held by the graduates. (Table 2.5)

2.15 In terms of the distribution of importance scores as shown in Table 2.5, 95% or more employers rated “language proficiency” (99%), “analytical and problem-solving abilities” (99%), “work attitude” (98%), “inter-personal skills” (98%), “technical knowledge required for the job” (98%), “information technology literacy” (96%), “knowledge on current affairs and business issues, self-learning ability and self-confidence” (96%) and “management skills” (95%) as “quite important” or “very important”. (Table 2.5)

2.16 “Numerical competency” was opined to be the least important aspect for the positions held by the graduates (3.79). In terms of distribution of importance scores, 12% of the employers perceived that the aspects of “numerical competency” as of “average” importance / “not quite important” / “not important at all”. (Table 2.5)

Table 2.5 Importance Score of Performance Aspects for 2022 First Degree Graduates

Aspect	Importance mean score	Distribution of importance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
A Language proficiency	4.26	79	21	1	-	-
B Numerical competency	3.79	48	40	4	4	4
C Information technology literacy	4.04	58	38	3	*	*
D Analytical and problem-solving abilities	4.29	79	20	1	*	-
E Work attitude	4.45	90	8	2	*	-
F Inter-personal skills	4.34	83	15	2	*	*
G Management skills	3.93	47	48	5	*	*
H Technical knowledge required for the job	4.40	88	11	2	*	-
I Knowledge on current affairs and business issues, self-learning ability and self-confidence	4.14	64	32	3	*	-

Note: “*” denotes less than 0.5%.

Comparison of Importance Scores and Performance Scores between 2019 and 2022

2.17 Comparing the results of the performance mean scores and importance mean scores of the different aspects in the 2022 and 2019 surveys, the findings are as follows:

- (a) Most aspects showed a slight increase in the performance scores over time. The increase was relatively more notable for “numerical competency” (from 3.73 in 2019 to 3.79 in 2022), “technical knowledge required for the job” (from 3.70 in

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2019 to 3.76 in 2022) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (from 3.62 in 2019 to 3.67 in 2022). (Table 2.6)

- (b) In terms of the importance score, both 2022 and 2019 surveys demonstrated that employers considered “work attitude” (4.47 in 2019 and 4.45 in 2022) as the most important aspect. (Table 2.6)

Table 2.6 Comparison of Importance Mean Scores and Performance Mean Scores of the Nine Aspects between 2019 and 2022 First Degree Graduates

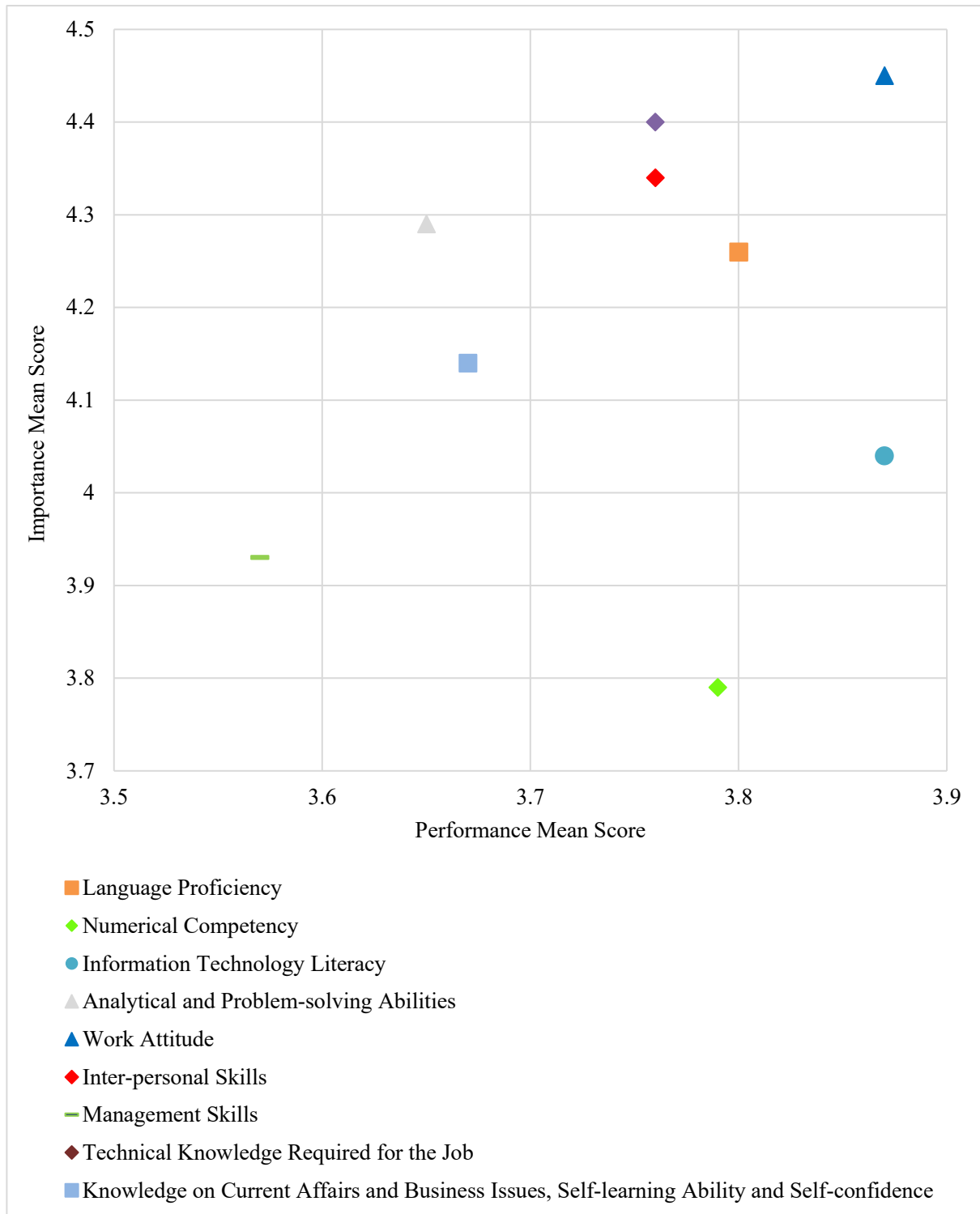
Aspect	2019 Graduates		2022 Graduates	
	Importance mean score	Performance mean score	Importance mean score	Performance mean score
Overall	N/A	3.74	N/A	3.75
A. Language proficiency	4.13	3.78	4.26	3.80
B. Numerical competency	3.84	3.73	3.79	3.79
C. Information technology literacy	4.08	3.90	4.04	3.87
D. Analytical and problem-solving abilities	4.16	3.61	4.29	3.65
E. Work attitude	4.47	3.91	4.45	3.87
F. Inter-personal skills	4.15	3.75	4.34	3.76
G. Management skills	3.93	3.56	3.93	3.57
H. Technical knowledge required for the job	3.99	3.70	4.40	3.76
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.87	3.62	4.14	3.67

Relationship between Importance Scores and Performance Scores

2.18 On the whole, a positive relationship between the importance scores and the performance scores is observed: for aspects that were considered relatively more important, graduates generally received relatively higher ratings in their performance scores. (Chart 2.2)

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Chart 2.2 Performance Scores and Importance Scores of 2022 First Degree Graduates by Aspect



Performance of 2022 First Degree Graduates in Respect of 36 Attributes

2.19 Tables 2.7 and 2.8 summarise the detailed analyses on the importance of the 36 attributes under the nine performance aspects as perceived by the employers and the respective performance scores attained by the first degree graduates.

2.20 In terms of performance, the 2022 graduates were able to “exceed their employers’ requirements” (score 3.01 or above) to varying degrees in all of the 36 attributes. “Oral proficiency (Chinese)” (4.08) received the highest performance ratings. “Use of job-specific computer software” (3.85), “comprehension of verbal and written communication” (3.82), “expression of ideas” (3.79) and “writing ability (Chinese)” (3.77) were also amongst the top performing attributes. The performance of 8% to 24% of graduates were considered to be “always exceeding employers’ requirements” in these attributes. (Table 2.7)

2.21 The areas with lower performance scores were “foresight” (3.31) and “leadership” (3.37). Less than one-fifth of graduates (13% and 17% respectively) were considered by employers to be “sometimes” or “always” failing to meet their requirements in these two performance attributes. (Table 2.7)

2.22 The perceived importance of and graduates’ performance in the various attributes are detailed in the ensuing paragraphs by descending order of mean performance scores:

Work Attitude

2.23 This aspect received the highest importance score of 4.45. The average performance score was 3.87, which was one of the highest among all aspects. (Table 2.7)

2.24 Among the five attributes of “work attitude”, “adaptability” received the highest performance score of 3.75, with 76% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.25 “Ability to work independently” and “professional / business ethics” both had a performance score at 3.70, with 72% and 64% of graduates being able to “exceed their employers’ requirements” respectively. (Table 2.7)

2.26 “Passion for work” had the lowest performance score at 3.61, with 61% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Information Technology Literacy

2.27 This aspect had an importance score of 4.04. The average performance score was 3.87, which was another one of the highest among the nine aspects. (Table 2.7)

2.28 Among the five attributes of “information technology literacy”, “use of job-specific computer software” had the highest performance score at 3.85, with 73% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.29 This was followed by “social media management skills”, which had a performance score of 3.75, with 63% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.30 “Mastery of new technologies” had the lowest performance score at 3.72, with 62% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Language Proficiency

2.31 This aspect had an importance score of 4.26. The average performance score was the third highest on the list at 3.80. (Table 2.7)

2.32 Among the seven attributes of “language proficiency”, “oral proficiency (Chinese)” had the highest performance score at 4.08, with 85% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.33 “Comprehension of verbal and written communication” followed with a performance score at 3.82, with 73% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.34 “Oral proficiency (Putonghua)” had the lowest performance score at 3.42, with 40% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Numerical Competency

2.35 This aspect obtained a comparatively lower importance score at 3.79. The average performance score was 3.79, which was the fourth on the list. (Table 2.7)

2.36 Among the two attributes of “numerical competency”, “data processing abilities” had the highest performance score at 3.60, with 55% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

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2.37 “Application of data” had the lowest performance score at 3.54, with 50% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Inter-personal Skills

2.38 This aspect had the third highest importance score of 4.34. The average performance score was 3.76, ranking fifth on the list. (Table 2.7)

2.39 Among the three attributes of “inter-personal skills”, graduates’ performance on “openness to accepting or offering suggestions” was best rated at 3.65, with 64% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.40 “Negotiation and communication skills” followed closely with a performance score of 3.64, with 64% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.41 “Teamwork” had the lowest performance score at 3.58, with 56% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Technical Knowledge Required for the Job

2.42 This aspect had the second highest importance score of 4.40. The average performance score was 3.76, which also ranked fifth on the list. (Table 2.7)

2.43 Among the three attributes of “technical knowledge required for the job”, graduates’ performance on “ability to utilise various tools and technologies” was best rated at 3.63, with 62% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.44 “Awareness of occupational health and safety” had the lowest performance score at 3.57, with 58% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Knowledge on Current Affairs and Business Issues, Self-Learning Ability and Self-Confidence

2.45 This aspect obtained an importance score at 4.14 and the third lowest performance score at 3.67. (Table 2.7)

2.46 Among the four attributes of “knowledge on current affairs and business issues, self-learning ability and self-confidence”, “self-confidence” had the highest performance score at 3.64, with 59% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.47 “Personal career planning” received the lowest performance scores at 3.41, with 46% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

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Analytical and Problem-solving Abilities

2.48 This aspect obtained an importance score of 4.29. The performance score was 3.65, which was the second lowest among all aspects. (Table 2.7)

2.49 Among the four attributes of “analytical and problem-solving abilities”, “common sense” had the highest performance score at 3.68, with 63% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.50 “Foresight” had the lowest performance score at 3.31, with 41% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Management Skills

2.51 This aspect received an importance score of 3.93. The performance score was 3.57, which was the lowest among all aspects. (Table 2.7)

2.52 Among the three attributes of “management skills”, graduates’ performance in “resource utilisation abilities” was best rated at 3.54, with 57% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

2.53 “Leadership” had the lowest performance score at 3.37, with 53% of graduates being able to “exceed their employers’ requirements”. (Table 2.7)

Table 2.7 Performance Score of 2022 First Degree Graduates in respect of the 36 Attributes

Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates’ performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
A. Language proficiency	4.26	3.80						
1 Expression of ideas		3.79	8	63	27	1	-	-
2 Comprehension of verbal and written communication		3.82	10	63	26	1	-	-
3 Oral proficiency (Chinese)		4.08	24	61	14	1	-	-
4 Oral proficiency (English)		3.58	7	48	42	4	*	-
5 Oral proficiency (Putonghua)		3.42	7	33	55	5	*	-
6 Writing ability (Chinese)		3.77	13	55	30	2	1	-
7 Writing ability (English)		3.52	7	45	43	4	1	-

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Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
B. Numerical competency	3.79	3.79						
8 Data processing abilities		3.60	7	49	43	2	*	-
9 Application of data		3.54	7	43	47	2	*	-
C. Information technology literacy	4.04	3.87						
10 Mastery of new technologies		3.72	12	50	37	2	-	-
11 Use of job-specific computer software		3.85	12	61	26	1	-	-
12 Processing and application of multimedia		3.73	11	54	31	3	-	-
13 Awareness of cybersecurity		3.74	13	51	33	3	-	-
14 Social media management skills		3.75	13	50	36	1	-	-
D. Analytical and problem-solving abilities	4.29	3.65						
15 Common sense		3.68	7	56	36	2	-	-
16 Problem-solving abilities		3.56	5	51	39	5	-	-
17 Innovative thinking abilities		3.38	4	39	48	8	*	-
18 Foresight		3.31	4	37	47	12	1	-
E. Work attitude	4.45	3.87						
19 Passion for work		3.61	8	53	33	6	1	-
20 Patience and perseverance		3.66	6	61	27	6	*	-
21 Ability to work independently		3.70	5	67	21	7	-	-
22 Adaptability		3.75	4	72	19	5	*	-
23 Professional / business ethics		3.70	10	54	32	3	1	-
F. Inter-personal skills	4.34	3.76						
24 Negotiation and communication skills		3.64	5	60	31	5	*	-
25 Openness to accepting or offering suggestions		3.65	6	57	31	4	*	-
26 Teamwork		3.58	6	50	40	4	*	-

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Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
G. Management skills	3.93	3.57						
27 Time management and organisation of work		3.52	4	49	42	4	*	-
28 Resource utilisation abilities		3.54	2	55	38	4	*	-
29 Leadership		3.37	2	51	30	17	1	-
H. Technical knowledge required for the job	4.40	3.76						
30 Mastery of professional knowledge		3.62	7	52	38	3	*	-
31 Ability to utilise various tools and technologies		3.63	5	57	35	3	*	-
32 Awareness of occupational health and safety		3.57	3	55	39	3	*	-
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	4.14	3.67						
33 Self-confidence		3.64	6	53	38	2	*	-
34 Self-learning ability		3.63	6	57	33	4	1	-
35 Knowledge about current affairs, job and industry trends		3.42	4	43	45	7	1	-
36 Personal career planning		3.41	4	43	45	9	*	-

Note: “*” denotes less than 0.5%.

2.54 The analyses of graduates' performance in the nine performance aspects and 36 attributes by gender and employment size of companies / organisations are presented below:

Gender

- (a) Male and female graduates showed similar performance in the aspects of “work attitude” (male: 3.87; female: 3.88), “language proficiency” (male: 3.79; female: 3.80), “technical knowledge required for the job” (male: 3.78; female: 3.75), “inter-personal skills” (male: 3.76; female: 3.76), “analytical and problem-

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solving abilities” (male: 3.66; female: 3.64) and “knowledge on current affairs and business` issues, self-learning ability and self-confidence” (male: 3.66; female: 3.68). (Table 2.8)

(b) Male graduates generally performed better than female graduates in “information technology literacy” (male: 3.92; female: 3.82) and “numerical competency” (male: 3.81; female: 3.77). (Table 2.8)

(c) Female graduates scored better in “management skills” (male: 3.55; female: 3.59). (Table 2.8)

Table 2.8 Performance Score of 2022 First Degree Graduates in respect of the 36 Attributes by Gender

Attribute	Total	Gender	
		Male	Female
OVERALL	3.75	3.76	3.75
A. Language proficiency	3.80	3.79	3.80
1 Expression of ideas	3.79	3.80	3.78
2 Comprehension of verbal and written communication	3.82	3.81	3.82
3 Oral proficiency (Chinese)	4.08	4.08	4.07
4 Oral proficiency (English)	3.58	3.58	3.58
5 Oral proficiency (Putonghua)	3.42	3.39	3.45
6 Writing ability (Chinese)	3.77	3.77	3.77
7 Writing ability (English)	3.52	3.52	3.52
B. Numerical competency	3.79	3.81	3.77
8 Data processing abilities	3.60	3.68	3.52
9 Application of data	3.54	3.59	3.48
C. Information technology literacy	3.87	3.92	3.82
10 Mastery of new technologies	3.72	3.77	3.69
11 Use of job-specific computer software	3.85	3.89	3.81
12 Processing and application of multimedia	3.73	3.77	3.70
13 Awareness of cybersecurity	3.74	3.83	3.66
14 Social media management skills	3.75	3.77	3.73
D. Analytical and problem-solving abilities	3.65	3.66	3.64
15 Common sense	3.68	3.68	3.68
16 Problem-solving abilities	3.56	3.61	3.51
17 Innovative thinking abilities	3.38	3.39	3.37
18 Foresight	3.31	3.32	3.30
E. Work attitude	3.87	3.87	3.88
19 Passion for work	3.61	3.62	3.61
20 Patience and perseverance	3.66	3.65	3.67
21 Ability to work independently	3.70	3.70	3.70
22 Adaptability	3.75	3.74	3.76
23 Professional / business ethics	3.70	3.64	3.74
F. Inter-personal skills	3.76	3.76	3.76
24 Negotiation and communication skills	3.64	3.65	3.63
25 Openness to accepting or offering suggestions	3.65	3.66	3.64
26 Teamwork	3.58	3.56	3.60
G. Management skills	3.57	3.55	3.59
27 Time management and organisation of work	3.52	3.49	3.55
28 Resource utilisation abilities	3.54	3.53	3.55
29 Leadership	3.37	3.34	3.39

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Attribute	Total	Gender	
		Male	Female
H. Technical knowledge required for the job	3.76	3.78	3.75
30 Mastery of professional knowledge	3.62	3.63	3.62
31 Ability to utilise various tools and technologies	3.63	3.65	3.62
32 Awareness of occupational health and safety	3.57	3.58	3.56
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.67	3.66	3.68
33 Self-confidence	3.64	3.61	3.66
34 Self-learning ability	3.63	3.61	3.65
35 Knowledge about current affairs, job and industry trends	3.42	3.42	3.42
36 Personal career planning	3.41	3.43	3.39

Employment size

- (d) Graduates employed in companies / organisations with 1 000 or above⁹ full-time staff tended to be scored lower in most of the aspects, while those working in companies / organisations with less than 50 and 50 to 99 full-time staff showed relatively stronger performance in various aspects. (Table 2.9)

Table 2.9 Performance Score of 2022 First Degree Graduates in respect of the 36 Attributes by Employment Size

Attribute	Total	Employment size				
		Less than 50	50 – 99	100 – 499	500 – 999@	1 000 or above@
OVERALL	3.75	3.76	3.76	3.64	3.64	3.46
A. Language proficiency	3.80	3.82	3.77	3.72	3.62	3.81
1 Expression of ideas	3.79	3.81	3.76	3.71	3.93	3.91
2 Comprehension of verbal and written communication	3.82	3.83	3.81	3.75	4.00	3.91
3 Oral proficiency (Chinese)	4.08	4.09	4.06	4.08	4.18	4.15
4 Oral proficiency (English)	3.58	3.62	3.53	3.47	3.73	3.76
5 Oral proficiency (Putonghua)	3.42	3.44	3.39	3.35	3.57	3.20
6 Writing ability (Chinese)	3.77	3.78	3.75	3.80	3.92	3.61
7 Writing ability (English)	3.52	3.54	3.48	3.45	3.69	3.76
B. Numerical competency	3.79	3.80	3.79	3.69	3.75	3.77
8 Data processing abilities	3.60	3.62	3.56	3.49	3.74	4.00
9 Application of data	3.54	3.54	3.56	3.41	3.39	3.82
C. Information technology literacy	3.87	3.89	3.85	3.75	3.78	3.36
10 Mastery of new technologies	3.72	3.77	3.68	3.59	3.63	3.15
11 Use of job-specific computer software	3.85	3.87	3.82	3.81	4.11	3.15
12 Processing and application of multimedia	3.73	3.70	3.79	3.74	4.04	3.15
13 Awareness of cybersecurity	3.74	3.71	3.81	3.61	4.08	3.15
14 Social media management skills	3.75	3.79	3.71	3.56	3.88	3.15

⁹ Small number of observations (less than 50) and the findings should be interpreted with care.

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2022 (Survey Report)

Attribute	Total	Employment size				
		Less than 50	50 – 99	100 – 499	500 – 999@	1 000 or above@
D. Analytical and problem-solving abilities	3.65	3.67	3.65	3.53	3.56	3.60
15 Common sense	3.68	3.69	3.70	3.48	3.60	3.71
16 Problem-solving abilities	3.56	3.58	3.53	3.43	3.50	3.71
17 Innovative thinking abilities	3.38	3.40	3.35	3.35	3.61	3.35
18 Foresight	3.31	3.31	3.31	3.23	3.51	3.35
E. Work attitude	3.87	3.88	3.90	3.78	3.77	3.35
19 Passion for work	3.61	3.61	3.65	3.43	3.49	3.20
20 Patience and perseverance	3.66	3.65	3.71	3.52	3.58	3.20
21 Ability to work independently	3.70	3.69	3.77	3.45	3.86	3.00
22 Adaptability	3.75	3.75	3.79	3.56	3.77	3.20
23 Professional / business ethics	3.70	3.69	3.73	3.60	3.96	3.29
F. Inter-personal skills	3.76	3.76	3.80	3.61	3.62	3.31
24 Negotiation and communication skills	3.64	3.63	3.69	3.52	3.24	3.00
25 Openness to accepting or offering suggestions	3.65	3.64	3.71	3.49	3.52	3.00
26 Teamwork	3.58	3.57	3.63	3.47	3.22	3.20
G. Management skills	3.57	3.57	3.60	3.47	3.39	3.22
27 Time management and organisation of work	3.52	3.52	3.58	3.36	3.41	3.00
28 Resource utilisation abilities	3.54	3.54	3.60	3.30	3.34	3.00
29 Leadership	3.37	3.35	3.42	3.29	3.08	3.00
H. Technical knowledge required for the job	3.76	3.77	3.77	3.71	3.72	3.63
30 Mastery of professional knowledge	3.62	3.61	3.68	3.49	3.58	3.35
31 Ability to utilise various tools and technologies	3.63	3.62	3.67	3.53	3.65	3.35
32 Awareness of occupational health and safety	3.57	3.57	3.59	3.51	3.68	3.35
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.67	3.68	3.70	3.52	3.53	3.22
33 Self-confidence	3.64	3.64	3.66	3.48	3.56	3.15
34 Self-learning ability	3.63	3.65	3.66	3.38	3.77	3.15
35 Knowledge about current affairs, job and industry trends	3.42	3.40	3.45	3.41	3.40	3.20
36 Personal career planning	3.41	3.41	3.43	3.32	3.40	3.20

Note: “@” denotes small number of observations (less than 50).

Satisfaction with Overall Performance of 2022 First Degree Graduates

2.55 Overall, about 98 per cent of the surveyed employers were satisfied with the work performance of first degree graduates, including about 79% who indicated that they were quite satisfied or very satisfied. The relevant results are comparable to the previous round of the survey. (Table 2.10)

Table 2.10 Satisfaction with Overall Performance of First Degree Graduates by Year of Graduation

Overall performance	Year of graduation								
	1999	2000	2003	2006	2010	2013	2016	2019	2022
	%	%	%	%	%	%	%	%	%
Very satisfied	13	16	18	19	18	20	20	20	24
Quite satisfied	56	52	53	50	55	55	54	59	55
Average	24	26	25	26	23	22	23	19	19
Quite dissatisfied	5	5	3	4	3	2	3	2	1
Very dissatisfied	1	1	1	*	1	1	1	*	*
No comment	-	-	-	-	*	*	*	*	-
Total	100	100	100	100	100	100	100	100	100

Notes: Readers should take note of the different coverage of the surveys across the various cohorts (please refer to paragraphs 1.2 and 1.3 above for details). The satisfaction levels of previous years are presented in the table for reference only and direct comparison of statistics is not recommended.

“*” denotes less than 0.5%.

Consideration Factors in Graduate Recruitment

2.56 The majority of employers acknowledged that academic qualification was a major consideration in graduate recruitment (94%). Nearly three-fifths of employers indicated that the job positions required applicants to graduate from specific academic programmes (59%). (Table 2.11)

2.57 About one-quarter of employers indicated that the job positions required applicants to attain specific professional qualifications before taking up the job (27%). (Table 2.11)

Table 2.11 Whether Academic and Professional Qualifications of the Graduate were Major Consideration Factors in Recruitment

	Yes	No
	%	%
Whether academic qualification was a major consideration in recruiting for the job position	94	6
Whether the job position required an applicant to be graduated from any specific academic programme	59	41
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	27	73

2.58 Employers were asked to indicate the three most important consideration factors in first degree graduate recruitment. Among the 12 listed attributes, the most widely mentioned attribute was “presentation skills” (60%), followed by “interpersonal communication skills” (55%) and “character and work attitude” (45%). (Table 2.12)

Table 2.12 Three Most Important Consideration Factors in First Degree Graduate Recruitment

	Views of employers on the three most important consideration factors in graduate recruitment
	%
Presentation skills (e.g.: writing skills, expression through vocabulary, etc.)	60
Interpersonal communication skills (e.g.: negotiation, communication skills, etc.)	55
Character and work attitude	45
Knowledge about the company / industry	32
Self-learning ability	19
Analytical and problem-solving abilities	12
Job / internship experiences	11
Self-confidence	9
Overall language proficiency	8
Information technology literacy	5
Numerical competency	2
Moral values (e.g.: professional ethics, personal conduct, etc.)	*

Note: “*” denotes less than 0.5%.

On-the-job Training for Graduates

2.59 About three-fifths of graduates hired were provided with on-the-job training (57%). Among them, industry-specific training was generally provided (89%), such as company / industry overview (63%) and training required of a professional qualification (35%). Besides, graduates were also provided with some general training (39%), particularly in relation to communication / inter-personal skills (29%). (Table 2.13)

Table 2.13 Type of Training Provided

	Total
	%
Industry-specific training	89
<i>Company / industry overview</i>	63
<i>Training required of a professional qualification(s) (e.g. Certified Public Accountant)</i>	35
General training	39
<i>Communication / inter-personal skills</i>	29
<i>Occupational Safety and Health ^</i>	8
<i>Information technology</i>	4
<i>Leadership and teamwork</i>	*

Note: “^” denotes newly added training type in the 2022 survey.

“*” denotes less than 0.5%.

2.60 Training provided was mostly delivered in the forms of mentorship programme (50%). This was followed by talk / seminar (44%) and workshop (20%). (Table 2.14)

Table 2.14 Format of Training Provided

	Total
	%
Mentorship Programme	50
Talk / Seminar	44
Workshop	20
E-learning	17

Areas of Suggested Improvements

2.61 About 18% of employers provided further comments / suggestions that were related to the performance of first degree graduates. Among them, most commented on areas related to “work attitude” (9%) and “inter-personal skills” (4%). (Table 2.15)

Table 2.15 Other Comments or Areas of Suggested Improvements

Major areas	Employers with comments
	%
Work attitude	9
Inter-personal skills	4
Language abilities	1
Analytical and problem-solving abilities	1
Technical knowledge required for the job	1
Others	1

2.62 Regarding “work attitude”, some employers commented that graduates had to be more proactive, more willing to take others’ advice, be more punctual and self-disciplined, and be more patient and polite in their work. Graduates were expected to enhance their work enthusiasm, stay humble, work diligently, take on more responsibility and collaborate with teammates.

2.63 In respect to “inter-personal skills”, some employers suggested that graduates need to communicate more with others, be more proactive, improve their communication skills and be more polite.

2.64 As for “language abilities”, some employers commented that graduates should improve their English speaking skill and writing skill in both English and Chinese.

2.65 In respect to “analytical and problem-solving abilities”, some employers suggested that graduates should solve problems more independently, provide suggestions more proactively and avoid being self-centered.

2.66 Regarding “technical knowledge required for the job”, some employers commented that graduates should improve their basic knowledge and skills relating to the industry, and upgrade themselves continuously.

Annex



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<u>Survey on Opinions of Employers on Performance of First Degree and Sub-degree Graduates in Year 2022 – Company Questionnaire</u>	SSN:	Edit:
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This questionnaire should be completed by the co-ordinator of this survey in your company (e.g. representative of the Human Resources Department).

Part I Basic Information of the Company

Please provide basic information about your company:

【 Please put a ✓ in the appropriate box 】						
Industry						
S1.	Manufacturing	<input type="checkbox"/> 1	Construction	<input type="checkbox"/> 2	Import/export, wholesale and retail trades	<input type="checkbox"/> 3
	Transportation, storage, postal and courier services	<input type="checkbox"/> 4	Accommodation and food services	<input type="checkbox"/> 5	Information and communications	<input type="checkbox"/> 6
	Financing and insurance	<input type="checkbox"/> 7	Real estate, professional and business services	<input type="checkbox"/> 8	Public administration, education, human health and social work activities	<input type="checkbox"/> 9
	Miscellaneous social and personal services	<input type="checkbox"/> 10	Others, please specify: _____			<input type="checkbox"/> 98

Number of <u>full-time staff</u>						
S2.	Less than 50	<input type="checkbox"/> 1	50-99	<input type="checkbox"/> 2	100-499	<input type="checkbox"/> 3
	500-999	<input type="checkbox"/> 4	1000 or above	<input type="checkbox"/> 5		

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Part II Considerations in Graduate Recruitment

This part is about your company's **overall** considerations in recruiting **First Degree (S3a) and Sub-degree (S3b) graduates** of Year 2022.

【 Please put a ✓ in the appropriate box 】 【 You may choose one or more items 】						
【 Applicable to companies which have hired First Degree graduate(s) of Year 2022 】						
Among the qualities of graduates as listed below, please indicate the three most important considerations when recruiting First degree graduates of Year 2022. (You may choose at most three items)						
S3a.	Presentation skills (e.g.: writing skills, expression through vocabulary, etc.)	<input type="checkbox"/> 1	Interpersonal communication skills (e.g.: negotiation and communication skills, etc.)	<input type="checkbox"/> 2	Knowledge about the company /industry	<input type="checkbox"/> 3
	Self-learning ability	<input type="checkbox"/> 4	Self-confidence	<input type="checkbox"/> 5	Character and work attitude	<input type="checkbox"/> 6
	Job/internship experiences	<input type="checkbox"/> 7	Numerical competency	<input type="checkbox"/> 8	Overall language proficiency	<input type="checkbox"/> 9
	Analytical and problem-solving abilities	<input type="checkbox"/> 10	Information technology literacy	<input type="checkbox"/> 11	Moral values (Example: professional ethics and personal conduct, etc.)	<input type="checkbox"/> 12
	Other important qualities, please specify: _____					<input type="checkbox"/> 98

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【Please put a ✓ in the appropriate box】 【You may choose one or more items】						
【Applicable to companies which have hired <u>Sub-Degree</u> graduate(s) of Year 2022】						
Among the qualities of graduates as listed below, please indicate the three most important considerations when recruiting <u>Sub-degree</u> graduates of Year 2022. (You may choose at most three items)						
S3b.	Presentation skills (e.g.: writing skills, expression through vocabulary, etc.)	<input type="checkbox"/> 1	Interpersonal communication skills (e.g.: negotiation and communication skills, etc.)	<input type="checkbox"/> 2	Knowledge about the company /industry	<input type="checkbox"/> 3
	Self-learning ability	<input type="checkbox"/> 4	Self-confidence	<input type="checkbox"/> 5	Character and work attitude	<input type="checkbox"/> 6
	Job/internship experiences	<input type="checkbox"/> 7	Numerical competency	<input type="checkbox"/> 8	Overall language proficiency	<input type="checkbox"/> 9
	Analytical and problem-solving abilities	<input type="checkbox"/> 10	Information technology literacy	<input type="checkbox"/> 11	Moral values (Example: professional ethics and personal conduct, etc.)	<input type="checkbox"/> 12
	Other important qualities, please specify: _____					<input type="checkbox"/> 98



Part III On-the-job Training for Graduates

【Please put a ✓ in the appropriate box】					
S4a.	Does your company provide on-the-job training to the graduate(s)? 【Single choice】				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Yes 【Go to S4b and S4c】 </td> <td style="width: 10%; text-align: center;"> <input type="checkbox"/> 1 </td> <td style="width: 40%;"> No 【Skip to contact information】 </td> <td style="width: 10%; text-align: center;"> <input type="checkbox"/> 2 </td> </tr> </table>	Yes 【Go to S4b and S4c】	<input type="checkbox"/> 1	No 【Skip to contact information】	<input type="checkbox"/> 2
Yes 【Go to S4b and S4c】	<input type="checkbox"/> 1	No 【Skip to contact information】	<input type="checkbox"/> 2		
S4b.	What kind of on-the-job training has your company provided to the graduate(s)?				
	【If “Yes” in S4a.】				
	【You may choose one or more items】				
	<i>Industry-specific training</i>				
	Company/industry overview	<input type="checkbox"/> 1			
	Training required of a professional qualification(s) (e.g.: Certified Public Accountant)	<input type="checkbox"/> 2			
	<i>General training</i>				
	Communication/interpersonal skills	<input type="checkbox"/> 3			
	Occupational Safety and Health	<input type="checkbox"/> 4			
	Information Technology	<input type="checkbox"/> 5			
	Leadership and Teamwork	<input type="checkbox"/> 6			
	Others, please specify: _____	<input type="checkbox"/> 98			
S4c.	Format of training				
	【If ‘Yes’ in S4a.】				
	【You may choose one or more items】				
	Talk/Seminar	<input type="checkbox"/> 1			
	Workshop	<input type="checkbox"/> 2			
	Mentorship Programme	<input type="checkbox"/> 3			
	e-learning	<input type="checkbox"/> 4			
	Others, please specify: _____	<input type="checkbox"/> 98			

Part IV Contact information

Please provide your contact information for quality assurance purpose:

Name : _____	Position : _____
Contact number : _____	E-mail : _____

~ End of questionnaire • Thank you very much for your time ~



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Survey on Opinions of Employers on Performance of First Degree Graduates in Year 2022 – Questionnaire on Graduate’s Performance	SSN:	Edit:
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Your company has hired the **First Degree** Graduate of **Year 2022** from the following institution:
Name of Institution: _____

To fill in this questionnaire, please make sure that:

- (i) The questionnaire should be completed by a person in charge of your company or an immediate supervisor who is familiar with the performance and the job duties of the graduate(s) from the institution which appears at the top of this page **【Remarks: If More Than ONE graduate from the institution which appears at the top of this page has been hired, the questionnaire should be completed by the immediate supervisor of the longest serving graduate.】**
- (ii) (Please return the completed questionnaire(s) to Aristo Market Research & Consulting Company Limited (Aristo) **on or before 31 November 2024** by email at survey@aristoresearch.com, by fax at **3185 7633**, or by post using the enclosed return envelope. If you have any questions on the survey, please contact Ms. Ching of Aristo (Tel: 3185 7638).
- (iii) Please rest assured that the information you provide in this questionnaire will be kept strictly confidential for the purpose of aggregated statistical analyses only. Information pertaining to individuals will not be published.

Part I Basic Information of the Graduate

Please provide some basic information about the **FIRST DEGREE** graduate from the **ABOVEMENTIONED INSTITUTION** (“the GRADUATE”):

Q1a.	Whether the GRADUATE is still working at your company at present	Yes 【Skip to Q2a】	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2
Q1b.	【If “No” in Q1a.】 Length of service in your company	Less than 3 months	<input type="checkbox"/> 1	3 months or more	<input type="checkbox"/> 2
Q2a.	Present <u>position</u> held in your company or <u>position</u> held before leaving your company				
Q2b.	<u>Department</u> to which the GRADUATE belongs to at present or belonged to before leaving your company				
Q2c.	Gender	Male	<input type="checkbox"/> 1	Female	<input type="checkbox"/> 2
Q3.	The GRADUATE's responsibilities are related to the degree programme that he/she studied in	Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2

Part II Considerations in Graduate Recruitment

This part is about your company’s considerations in recruiting for the job position held by the GRADUATE.

【Please put a ✓ in the appropriate box】【Single choice】					
Q4.	Was the academic qualification of the graduate a major consideration in recruiting for the job position?	Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2
Q5.	Did the job position require an applicant to graduate from any specific academic programme(s)?	Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2
Q6.	Did the job position require an applicant to attain any specific professional qualification(s) before taking up the job?	Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2

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Part III Performance of the Graduate

Please take note of the following when filling in this part:

- (i) Please indicate your assessment on the performance of the GRADUATE in respect of a range of skills and knowledge shown below in a 5-point scale:

Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

If the skill or knowledge is not required by the post of the GRADUATE or has not been tested, please tick the “Not Applicable” box (99).

- (ii) Please provide your assessment on the overall performance of the GRADUATE in respect of each major aspect. Please indicate your assessment in a 10-point scale, where 10 refers to “Performance always exceeds your requirement” and 1 refers to “Performance always fails to meet your requirement”. If the aspect of skill or knowledge is not required by the post of the GRADUATE or has not been tested, please tick the “Not Applicable” box (99).

Aspect I: LANGUAGE PROFICIENCY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
A1	Expression of ideas (e.g.: clear, precise, logical)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
A2	Comprehension of verbal and written communication (e.g.: able to understand the meaning expressed by others)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
Oral proficiency							
A3	Chinese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
	English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
	Putonghua	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
Writing ability							
A4	Chinese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
	English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to “Always exceeds your requirement”	1 refers to “Always fails to meet your requirement”	Not applicable									
A5	Overall performance in Language Proficiency	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Aspect II: NUMERICAL COMPETENCY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
B1	Data processing abilities (e.g.: understanding the meaning of data, organising data)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
B2	Application of data (e.g.: able to make use of data or statistical/ mathematical methods in drawing conclusions and making recommendations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to “Always exceeds your requirement”	1 refers to “Always fails to meet your requirement”	Not applicable									
B3	Overall performance in Numerical Competency	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

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Aspect III: INFORMATION TECHNOLOGY LITERACY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
C1	Mastery of new technologies (e.g.: big data, artificial intelligence, automation)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
C2	Use of job-specific computer software (e.g.: proficient in using software, such as database or data processing, at work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
C3	Processing and application of multimedia (e.g.: image processing, using videos for presentations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
C4	Awareness of cybersecurity (e.g.: handling email links or attachments with caution, avoiding logging into company accounts on public devices, encrypting sensitive company and customer information)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
C5	Social media management skills (e.g.: customer engagement, marketing campaign management, copywriting)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to "Always exceeds your requirement "					1 refers to "Always fails to meet your requirement"					Not applicable	
C6	Overall performance in Information Technology Literacy	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Aspect IV: ANALYTICAL AND PROBLEM-SOLVING ABILITIES

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
D1	Common sense (e.g.: able to display a practical sense in handling daily tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
D2	Problem-solving abilities (e.g.: analysing problems, proposing solutions, implementing solutions)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
D3	Innovative thinking abilities (e.g.: having an innovative mindset, generating new ideas)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
D4	Foresight (e.g.: able to plan ahead for future work/anticipate potential issues)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to "Always exceeds your requirement "					1 refers to "Always fails to meet your requirement"					Not applicable	
D5	Overall performance in Analytical and Problem-solving Abilities	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note: RESTRICTED when filled with data



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Aspect V: WORK ATTITUDE

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					Not applicable
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	
E1	Passion for work (e.g.: taking responsibility for work, striving to achieve goals, proactively responding to/seizing opportunities)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
E2	Patience and perseverance (e.g.: coping with pressure, patiently completing complex tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
E3	Ability to work independently (e.g.: able to complete a task/project independently)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
E4	Adaptability (e.g.: adaptability to new ideas and environment, ability to handle unforeseen circumstances)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
E5	Professional/ business ethics (e.g.: establishing a professional image, complying with industry and company regulations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to “Always exceeds your requirement ”					1 refers to “Always fails to meet your requirement”					Not applicable	
E6	Overall performance in Work Attitude	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Aspect VI: INTER-PERSONAL SKILLS

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					Not applicable
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	
F1	Negotiation and communication skills (e.g.: able to handle conflicts, expressing opinions and engaging in negotiations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
F2	Openness to accepting or offering suggestions (e.g.: able to accept and provide feedback in a constructive and considerate manner)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
F3	Teamwork (e.g.: able to co-operate with colleagues, listen to other people's views, contribute positively to teamwork, build social networks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:	10 refers to “Always exceeds your requirement ”					1 refers to “Always fails to meet your requirement”					Not applicable	
F4	Overall performance in Inter-personal Skills	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note: RESTRICTED when filled with data



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Aspect VII: MANAGEMENT SKILLS

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					Not applicable
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	
G1	Time management and organisation of work (e.g.: having good time management, planning work efficiently)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
G2	Resource utilisation abilities (e.g.: able to manage available resources and seek resources and assistance)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
G3	Leadership (e.g.: able to lead a team to achieve predetermined goals)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:		10 refers to "Always exceeds your requirement "					1 refers to "Always fails to meet your requirement"			Not applicable		
G4	Overall performance in Management Skills	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Aspect VIII: TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					Not applicable
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	
H1	Mastery of professional knowledge (e.g.: able to apply professional knowledge in work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
H2	Ability to utilise various tools and technologies (e.g.: able to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
H3	Awareness of occupational health and safety (e.g.: paying attention to posture during work, adopting appropriate preventive measures when necessary)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:		10 refers to "Always exceeds your requirement "					1 refers to "Always fails to meet your requirement"			Not applicable		
H4	Overall performance in Technical Knowledge Required for the Job	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note: RESTRICTED when filled with data



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Aspect IX: KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-CONFIDENCE

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
11	Self-confidence (e.g.: able to accept and complete work with confidence)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
12	Self-learning ability (e.g.: able to develop new technical skills and acquire new knowledge required for the job or profession)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
13	Knowledge about current affairs, job and industry trends (e.g.: understanding of industry news and emerging knowledge)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99
14	Personal career planning (e.g.: having a certain plan for personal career and future development)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Note:		10 refers to “Always exceeds your requirement ”					1 refers to “Always fails to meet your requirement”					Not applicable
15	Overall performance in Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

Part IV Overall Performance of the Graduate

OVERALL PERFORMANCE		【 Please put a ✓ in the appropriate box 】 【 Single choice 】					
		Very Satisfied	Quite Satisfied	Average	Quite Dissatisfied	Very Dissatisfied	No Comment
J1	Are you satisfied with the overall performance of the GRADUATE?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99



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Part V Importance of Each Skill Set

When filling in this part, please assess the importance of each aspect of skills and knowledge to the position held by the GRADUATE using an **11**-point scale. A score of 0 indicates “not important at all”, and the higher the score, the more important it is.

【 Please put a ✓ in the appropriate box 】 【 Single choice 】													
How important do you think the following aspects of skills and knowledge are for the position held by the GRADUATE?		The higher the score, the more important it is										Not important at all	
K1	Language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		10	9	8	7	6	5	4	3	2	1	0	
K2	Numerical competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K3	Information technology literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K4	Analytical and problem-solving abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K5	Work attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K6	Inter-personal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K7	Management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K8	Technical knowledge required for the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	
K9	Knowledge on current affairs and business issues, Self-learning ability and self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		10	9	8	7	6	5	4	3	2	1	0	



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Part VI Suggestions for Improvement

Please give your further suggestions, if any, for IMPROVING the performance of first degree graduates in the following aspects:	
L1	Language abilities:
L2	Numerical competency:
L3	Information technology literacy:
L4	Analytical and problem-solving abilities:
L5	Work attitude:
L6	Inter-personal skills:
L7	Management skills:
L8	Technical knowledge required for the job:
L9	Knowledge on current affairs and business issues, Self-learning ability and self-confidence:
L10	Others:



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Part VII Person Completing the Questionnaire

Q7	This questionnaire has been completed by the GRADUATE'S... 【Single choice】	Immediate supervisor	<input type="checkbox"/> 1
		Department manager	<input type="checkbox"/> 2
		Others, please specify:	<input type="checkbox"/> 98

Please provide your contact information for quality assurance purpose:

Name: _____	Position: _____
Contact number: _____	E-mail: _____

~End of questionnaire • Thank you very much for your time~

Fieldwork Enumeration Results

Fieldwork Enumeration Results

Table A1. Enumeration Results by Employer

	Government*	Non- government	Total
(1) Number of employers with completed questionnaires returned	40	1 558	1 598
(2) No. of confirmed unsuccessful cases	39	1 150	1 189
(a) Refusal	39	1 137	1 176
(b) Partially completed	0	13	13
(3) No. of invalid employer cases	91	1 542	1 633
(a) Claimed company closed	0	17	17
(b) Claimed duplicated employer	61	375	436
(c) Unable to locate the company / organisation	0	846	846
(d) 2022 graduates having left with no one knowing their performance	0	10	10
(e) Claiming not having appointed any 2022 graduates	30	294	324
(4) Total = (1) + (2) + (3)	170	4 250	4 420
Effective Response Rate: (1) / (1) + (2)	50.6%	57.5%	57.3%

Note: * Including Government departments, bureaux and Government schools

Table A2. Number of Completed Questionnaires Received by Graduate Type

	First Degree	Sub-degree	Total
Number of completed questionnaires received	1 344	254	1 598

Table A3. Distribution of Employers Surveyed by Industry of Company / Organisation for First Degree Graduates

Industry of Company / Organisation	Distribution (%)
Public administration, education, human health and social work activities	44
Real estate, professional and business services	19
Construction	7
Import, Export, Wholesale and Retail	7
Information and communications	6
Miscellaneous social and personal services	5
Financing and insurance	4
Manufacturing	3
Accommodation and food services	3
Transportation, storage, postal and courier services	1
Cultural, Arts and Creative Industries	*
Non-Governmental Organization	*
Printing and Publishing	*

Note: “*” denotes less than 0.5%.

Table A4. Distribution of Employers Surveyed by Size of Company / Organisation for First Degree Graduates

Size of Company / Organisation	Distribution (%)
Less than 50	58
50 – 99	35
100 – 499	7
500 – 999	1
1 000 or above	*

Note: “*” denotes less than 0.5%.

Table A5. Institutions Covered by the Survey for First Degree Graduates

Institution
City University of Hong Kong
Hong Kong Baptist University
Hong Kong Metropolitan University
Lingnan University
The Chinese University of Hong Kong
The Education University of Hong Kong
The Hang Seng University of Hong Kong
The Hong Kong Academy for Performing Arts
The Hong Kong Polytechnic University
The Hong Kong University of Science and Technology
The University of Hong Kong
Vocational Training Council – Technological and Higher Education Institute of Hong Kong
Vocational Training Council – School for Higher and Professional Education
Yew Chung College of Early Childhood Education

Estimation Method

Estimation Method

A. Overall Performance Score

1. Let –

(a) x_{gh} : performance score of graduate h under aspect g ; and

(b) I_{gh} : importance score of graduate h under aspect g .

2. Then the overall performance score of graduate h can be presented by the following formula:

$$x_h = \frac{\sum_g I_{gh} x_{gh}}{\sum_g I_{gh}}$$

3. All aspects with either performance score not applicable or missing, or importance score missing are excluded from the calculation of overall performance score.

B. Mean and Proportion Estimates of All Graduates

4. Let –

(a) y_h : response of graduate h (e.g. performance score in an aspect, with the response “very important” for importance score in an attribute);

(b) n : number of graduates enumerated; and

(c) w_h : corresponding weight of graduate h represented by the formula $\frac{N_k}{n_k}$ with –

(i) k representing the institution that a graduate belongs to;

(ii) n_k representing the sample size of institution k ; and

(iii) N_k representing the total number of graduates in institution covered by the survey.

5. Then the mean and proportion estimate is represented as $\bar{y} = \frac{1}{\sum_{h=1}^n w_h} \sum_{h=1}^n w_h y_h$.

6. All graduates with responses of “not applicable” / “missing answer” are excluded from calculation of average scores, while they are included in calculation of the proportion of response.

C. Variability of Key Estimates

7. Table A6 summarised the standard deviations of the importance scores and performance scores attained by the first degree graduates in respect of the 36 attributes under the nine major performance aspects.

Table A6. Performance Score of 2022 First Degree Graduates and its Distribution in Respect of the 36 Attributes

Attribute	Importance score		Performance score	
	Mean	Standard Deviation	Mean	Standard Deviation
A. Language proficiency	4.26	0.39	3.80	0.39
1 Expression of ideas			3.79	0.60
2 Comprehension of verbal and written communication			3.82	0.60
3 Oral proficiency (Chinese)			4.08	0.64
4 Oral proficiency (English)			3.58	0.68
5 Oral proficiency (Putonghua)			3.42	0.70
6 Writing ability (Chinese)			3.77	0.71
7 Writing ability (English)			3.52	0.73
B. Numerical competency	3.79	0.85	3.79	0.51
8 Data processing abilities			3.60	0.65
9 Application of data			3.54	0.67
C. Information technology literacy	4.04	0.49	3.87	0.48
10 Mastery of new technologies			3.72	0.69
11 Use of job-specific computer software			3.85	0.62
12 Processing and application of multimedia			3.73	0.70
13 Awareness of cybersecurity			3.74	0.71
14 Social media management skills			3.75	0.69
D. Analytical and problem-solving abilities	4.29	0.44	3.65	0.46
15 Common sense			3.68	0.63
16 Problem-solving abilities			3.56	0.67
17 Innovative thinking abilities			3.38	0.71
18 Foresight			3.31	0.76
E. Work attitude	4.45	0.41	3.87	0.55
19 Passion for work			3.61	0.74
20 Patience and perseverance			3.66	0.68
21 Ability to work independently			3.70	0.67
22 Adaptability			3.75	0.61
23 Professional / business ethics			3.70	0.72
F. Inter-personal skills	4.34	0.47	3.76	0.51
24 Negotiation and communication skills			3.64	0.65
25 Openness to accepting or offering suggestions			3.65	0.69
26 Teamwork			3.58	0.68
G. Management skills	3.93	0.47	3.57	0.54
27 Time management and organisation of work			3.52	0.66
28 Resource utilisation abilities			3.54	0.62
29 Leadership			3.37	0.81
H. Technical knowledge required for the job	4.40	0.44	3.76	0.58
30 Mastery of professional knowledge			3.62	0.67
31 Ability to utilise various tools and technologies			3.63	0.64
32 Awareness of occupational health and safety			3.57	0.61

Attribute	Importance score		Performance score	
	Mean	Standard Deviation	Mean	Standard Deviation
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	4.14	0.50	3.67	0.47
33 Self-confidence			3.64	0.64
34 Self-learning ability			3.63	0.69
35 Knowledge about current affairs, job and industry trends			3.42	0.71
36 Personal career planning			3.41	0.71