

Quality Enhancement Grant Scheme

Final Evaluation Report

Project No. : 36/QEGS/A-08-09

Part A

Project Title : English Brings Opportunities - IELTS Preparatory Programme

Name of Grantee: Vocational Training Council

Project Period : From April 2009 (month/year) to September 2010 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature: _____



Organization
Chop: _____



Name of Authorized Person: Mrs. POON LEE Sau Lai

Name of Grantee
Organization: Vocational Training Council

Position of Authorized


Person: Assistant Executive Director

Date: 13 Jan 2011

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Part B

1. Project activities held and attainment of project objectives

- 1.1 Reference books and audio materials on IELTS were sourced and purchased in May 2009 to provide resources for the preparation and development of the course (Appendix 1).
- 1.2 One part-time Executive Assistant II post and one part-time Officer post were created for the duration of one year to provide office and administrative support for the project.
- 1.3 A workshop on teaching IELTS preparatory course was held on 26 June 2009 to familiarise IVE/SBI teaching staff with IELTS, in which 22 teachers from Language Centres of different campuses participated.
- 1.4 A selection panel was set up in July 2009 to recruit developers for course materials. Five candidates were appointed to form the course development team from mid July to August 2009. Sixty hours of supplementary materials were developed for the programme (Appendix 2).
- 1.5 Campus-based promotion started in mid September 2009 and course information was disseminated to students studying the self-financed Higher Diploma programmes in IVE/SBI.
- 1.6  A total of 974 students applied for the course.
- 1.7 An entry test using a computer based English proficiency test by Oxford Publisher was administered to the 974 applicants (Appendix 3).

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- 1.8 310 students who scored 52 marks or above were admitted to study the course. 12 classes were formed with a confirmed enrollment of 306 students (Appendix 4).
- 1.9 Part-time lecturers were appointed to deliver the course in 9 IVE/SBI campuses (Appendix 5).
- 1.10 One course coordinator was appointed to take charge of the administration and liaison work among operating campuses.
- 1.11 All classes commenced in November 2009 and completed in April 2010.
- 1.12 At the initial stage of the course, a diagnostic test comprising the four language skills, viz, Listening, Reading, Speaking and Writing, was administered to assess students' ability in English with reference to the testing format of IELTS.
- 1.13 Five tutorial sessions (two hours each), which aimed at providing students with more individualised support on their writing and speaking skills, were conducted in addition to fifty workshop hours.
- 1.14 Students completed a minimum of 10 hours of independent language learning, which aimed at reinforcing their language learning beyond workshop and tutorial hours.
- 1.15 Students' progress was regularly monitored and checked. On completion of every four lessons, a test practice was conducted to assess and consolidate their learning.
- 1.16 A mock test was administered at the end of the course to prepare students for taking the IELTS test and to consolidate their test taking strategies learned.
- 1.17 The mock test, which was comparable to the diagnostic test in terms of test format and level of difficulty, also aimed to assess students' overall performance and to evaluate their attainment on completing the course.

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- 1.18 85.45% of the students who took the diagnostic test and the mock test demonstrated improvement in their test scores. Among them, 5.45% achieved a thirty percent increase in their overall score. (Appendix 6).

2. Impact and benefits of the Project to the participants

- 2.1 There was no record of drop-out from the programme and students showed keen interest in learning and improving their English skills during the course.
- 2.2 Most of the students expressed their interest in taking the IELTS test on completion of the course, which had equipped them with the much needed test-taking strategies in addition to enhancing their English proficiency.
- 2.3 Very positive responses were received in the Student Feedback Questionnaire (Appendix 7a & 7b).
- 2.4 An overall mean of 8.4 out of 10 was scored in Part I (Lecture Experience) of the Questionnaire. Two items (Q.3 – I was encouraged to ask questions and take part in class activities and Q. 7 – The teacher cared for my learning and provided me with help) achieved the highest mean score of 8.5.
- 2.5 An overall mean of 8.3 out of 10 was scored in Part II (Tutorial Experience) of the Questionnaire. Two items (Q. 1 – I was happy with the smaller class setting and Q. 2 – The smaller class setting can help my language practice) achieved the highest mean score of 8.5.

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- 2.6 An overall mean of 8.1 out of 10 was scored in Part III (Overall Comments) of the Questionnaire. The item that achieved the highest mean score of 8.4 was Q.4 – I have better understanding of the IELTS test.
- 2.7 The overall mean score of all three parts of the Questionnaire was 8.3 out of 10.
- 2.8 The general comments from the students were that they were very satisfied with the teachers and the course. There was an overall improvement in their English skills and what they had learned was useful and practical.

3. Cost-effectiveness of the Project

- 3.1 A subsidy of \$3,333 (representing 80% of the course fee) was paid for each student who was admitted based on their achievement in the Entry Test.
- 3.2 The final financial report, which includes detailed breakdown of the expenditure and income of the project, will be submitted under a separate cover.
- 3.3 With the experience gained in running the self-financed short course of IELTS by VTC in the past, the Programme was smooth in the implementation from financial control, materials development, resources planning and course management.
- 3.4 As the students were studying full-time day courses in IVE/SBI programmes, classes were conducted from 5:30 to 7:30 p.m. in various campuses to suit their diverse timetables. The course was delivered from November 2009 to April 2010 with special and campus-based arrangements scheduled to avoid clashes with their study.

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- 3.5 Available teaching and learning resources and campus facilities including the language laboratories were utilised to best facilitate the needs of the students in language learning.
- 3.6 The experience gained in the programme will benefit similar projects to be run in the future.

4. Outcomes and deliverables of the Project

- 4.1 306 students benefited from taking the course.
- 4.2 Students expressed much satisfaction with the course and showed improvement in their English proficiency.
- 4.3 The small group tutorials tailored for the productive skills of speaking and writing received very positive student feedback and students showed marked improvement in the mock test.
- 4.4 Students indicated their better understanding of IELTS and their interest in taking the IELTS test on completion of the course.
- 4.5 It is recommended that the project be sustained to benefit IVE students who have the need of enhancing their language skills for employment and further studies.