

# Quality Enhancement Grant Scheme

Final Report	Project No. :
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Reporting Period : From October 2011 (month/year) to September 2012 (month/year)

## Part A

Project Title : Language Centre (Town Centre)  
Name of Grantee : HKIED School of Continuing and Professional Education Ltd.  
Project Period : From October 2011 (month/year) to September 2012 (month/year)

## Part B

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

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

Signature: \_\_\_\_\_



Organisation Chop: \_\_\_\_\_



Name of Authorised Person: Dr. Icy LUI

Name of Grantee: HKIED SCPE

Organisation: \_\_\_\_\_

Position of Authorised Principal Lecturer, SCPE,  
Person: HKIED

Date: June 14, 2013

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

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

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project *	Number and types of participants (if applicable)
October to December 2011, SCPE	Setting up of the Language Centre: purchase of equipments and Language Learning software; design of courses ;hiring of tutors and induction courses to familiarize tutors with software etc. (Please refer to Appendix A , B )	Project leader and all tutors involved in the Project.
	The IELTS and Interest Classes offered by the Language Centre are divided into two phases, phase 1 and 2, spanning from October to December 2011 and February to May 2012 respectively. Target Participants are students enrolled at sub-degree levels in SCPE. 1 <sup>st</sup> Priority is given to all AD Year 2 students enrolled in our Associate Degree level, while 2 <sup>nd</sup> Priority: is given to Year 1 students. 3 <sup>rd</sup> Priority is given to Pre Associate Degree and PYJ students.  (Please refer to Appendix C, D, E & F)	Up to the time of writing, a total of 262 students from 10 elective subjects of the Associate Degree Programmes participated in the 22 IELTS and Interest Classes. Usage statistics of learning software by students was satisfactory.
December to June 2012	End of course evaluation of courses (Please refer to Appendix G)	All 492 students. Response of students on the courses are positive and encouraging.
* Evidence showing the attainment of milestones scheduled for completion during the reporting period should be attached (e.g. photos, learning materials, webpage screens, promotion leaflets / posters, relevant reports, etc.).		

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

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Milestones scheduled for completion during the reporting period **	% attained	Remarks
The implementation of the project involves three stages as follows:		
a) Recruit and appoint a full-time Project Manager to plan and design language activities and programmes for the Centre. He/she will also take up the administration duties of the Centre.	100%	Adaptation necessary (Please refer to Appendix H)
b) Obtain tendering and quotes for the purchase of equipments and refurbishing job	100%	
c) Convert an existing general classroom (Capacity: 40) into the setting for a language learning area	100%	Adaptation necessary (Please refer to Appendix H)
d) Set up of the multi-function area used for self-study and resource corner by re-structuring another existing general classroom (Capacity: 40)	100%	
a) Purchase of and installation of computer equipments and resources (software included) needed in the multi-function cafeteria	100%	
b) Set up of the teachers' workstations and student's workstations in the newly refurbished language learning area	100%	
c) Installation of other equipments and resources like the scanner and printer etc.	100%	
a) Staff orientation on the use of new equipment and resources	100%	
b) Pilot-test the use of all new equipments and resources by inviting current language staff at SCPE to take the lead	100%	

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c) Review and make improvement on the set-up/equipment basing on feedbacks gathered from both students and tutors during the pilot-tests	100%	
d) Put the Centre into action by publishing the services available at the Centre through systematic dissemination, making use of both traditional and electronic means.	100%	
e) Offer the subsidized IELTS preparation course, which is a major milestone of the set-up of the Centre, to around 300 students.	100%	
<b>Overall Project</b>	<b>100%</b>	
<b>** Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.</b>		

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

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from QEGS Secretariat
(1) Hiring of part-time manager for the Language Centre instead of a full-time personnel.	(1) Sept. 20, 2011 (Appendix J)
(2) Purchase of Laptops instead of PCs.	(2) October 20, 2011

4. Financial position as at the end date of the reporting period (As at March 31, 2012)  
(please refer to Appendix I)

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower & Interest class	\$264,000.00	\$229,313.40	\$34,686.60
b. Equipment / facilities	\$560,800.00	\$513,120.99	\$47,679.01
c. Services	\$629,200.00	\$250,583.61	\$378,616.39
d. General expenses	0	0	0
e. Others	\$10,000.00	\$10,000.00	0
<b>Total</b>	<b>\$1,464,000.00</b>	<b>\$1,003,018.00</b>	<b>\$460,982.00</b>
<i>Project Income (if any)</i>			<i>11,750.17</i>
<i>*Total Balance</i>			<i>\$472,732.17</i>

*\*Total Balance includes 3<sup>rd</sup> installment (\$146,400) not yet received from EDB*

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## QEGS Final Evaluation Report

*Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.*

### 1. Attainment of Objectives

#### a. Objective statement :

To set up a Language Centre at the School of Continuing and Professional Education (SCPE) of the Hong Kong Institute of Education, which is based in the Town Centre. The main function of the Language Centre is to provide vital language support and enhancement for sub-degree students enrolled at self-financing programmes. They include over 1,500 students from Project Yi Jin, Pre-Associate Degree and Associate Degree Programmes. The Centre is proposed with the following aims: (1) to give systematic language support to students through an interesting, resourceful and supportive environment in which they can learn and exercise practical language skills that allows for (i) flexibility of time and entry level) (ii) different learning styles and (iii) if necessary, individual attention. (2) to enable students to plan and reflect on their own learning and decide what and when to study under the guidance of qualified ELT professionals.(3) to improve student's employability and suitability for further studies by providing subsidy for them to enroll on IELTS Preparation courses offered by the Centre.

b. Activities related to the objective (please refer to Appendix C)

c. Extent of attainment of the objective(please refer to Schedule III (b))

d. Evidence or indicators of having achieved the objective (please refer to Schedule III (b))

### 2. Project Impact

The project has positive effects on the learning effectiveness of students. In particular, students'/teachers' horizons have been broadened

(Please refer to Appendix C, D, E, F and G)

### 3. Cost-effectiveness

**Table 2: Financial Status**

<b>Budget Items</b> <i>(Based on Schedule I of Agreement)</i>	<b>Approved Budget</b>	<b>Actual Expense</b>	<b>Balance</b>
1. Manpower	\$264,000.00	\$229,313.40	\$34,686.60

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2. Equipment / facilities	\$560,800.00	\$513,120.99	\$47,679.01
3. Services	\$629,200.00	\$250,583.61	\$378,616.39
4. General Expenses	\$0	\$0	\$0
5. Others	\$10,000.00	\$10,000.00	\$0
Total	\$1,464,000.00	\$1,003,018.00	\$460,982.00
		Less reserve fund	-\$146,400.00
		Total Balance	\$314,582.00

- Owing to the fact that our full-time staff were totally involved in the project and the cost for hiring part-time staff was less than expected, there was a balance of \$314,582.00 utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))

## 4. Deliverables and Modes of Dissemination

The IELTS courses were very well received by students and the Language Centre serve as a meeting point for students to come together to enroll on courses and discuss language difficulties they encounter during their study.

## 5. Activity List

**Table 3: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants			Feedback from  participants
		teachers	students	others (Please specify)	
IELTS Preparation Course	Refer to attachment (Course Content)	09	492		Refer to attachment (Chart of evaluation included 5 questions)

**Attachment for Brief description  
Course Content**

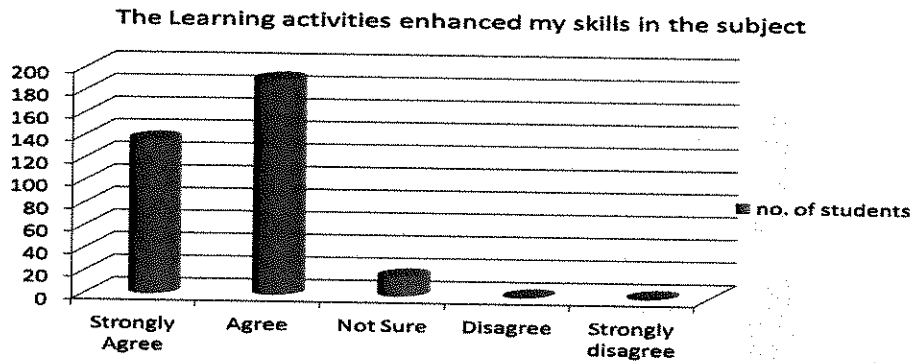
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<p><b>Advanced Grammar and Sentence Structures</b></p> <p><b>Course Objectives:</b></p> <p>This course aims to develop students' understanding of advanced level grammar rules and sentence structures.</p> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• Advanced level tenses and parts of speech</li> <li>• Comparing and contrasting</li> <li>• Relative clauses, reported speech, passive and active voice</li> <li>• Ways of organizing texts</li> <li>• Linking ideas</li> <li>• Showing your position in a text</li> <li>• Complex and compound sentence structures</li> <li>• Sentence transformation</li> </ul>	<p><b>Speaking</b></p> <p><b>Course Objectives:</b></p> <p>This course aims to enhance students' speaking skills to prepare for Speaking Test of the IELTS exam. By the end of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the requirements of the questions</li> <li>• provide the main and supporting ideas in organized form</li> <li>• use a range of language on a variety of topics</li> </ul> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• Responding to personal questions</li> <li>• Becoming more fluent</li> <li>• Preparing your talk</li> <li>• Giving your talk</li> <li>• Understanding abstract and analytical questions</li> <li>• Giving a reasoned response</li> </ul>
<p><b>Reading</b></p> <p><b>Course Objectives:</b></p> <p>This course aims to improve students' reading skills to prepare for Reading Test of the IELTS exam. By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• get the gist of the text</li> <li>• differentiate facts and opinions</li> <li>• handle various question types</li> </ul> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• Orientating yourself to the text</li> <li>• Scanning and skimming</li> <li>• Identifying main and supporting ideas</li> <li>• Improving reading skills</li> <li>• Summarizing</li> <li>• Understanding argument</li> <li>• Identifying the writer's views and claims</li> </ul>	<p><b>Listening</b></p> <p><b>Course Objectives:</b></p> <p>The course aims to sharpen students' listening skills to prepare for Listening Test of the IELTS exam. By the end of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• get the main idea and details of audio materials</li> <li>• better handle various listening tasks</li> </ul> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• Orientating yourself to the text</li> <li>• Listening for specific information</li> <li>• Identifying main ideas and details</li> <li>• Following a description: diagrams, maps and plans</li> <li>• Seeing beyond the surface meaning</li> <li>• Following signpost words</li> <li>• Following a talk</li> </ul>
<p><b>Writing Task 1</b></p> <p><b>Course Objectives:</b></p> <p>The course aims to help students prepare for Task 1 of the IELTS writing exam. By the end of the course, students are able to describe charts, diagrams, tables and process in a reasonable manner.</p> <p><b>Course Content:</b></p> <p><b>General skills:</b></p> <ol style="list-style-type: none"> <li>1. Using appropriate tenses to describe charts and graphs</li> <li>2. Describing numbers</li> <li>3. Writing conclusions</li> <li>4. Strategic glossaries (useful vocabulary and expressions)</li> </ol> <p><b>Graphs:</b></p> <ol style="list-style-type: none"> <li>1. Basic vocabulary to describe line graphs</li> <li>2. More advanced vocabulary to describe charts and graphs</li> </ol> <p><b>Bar charts / Pie charts:</b></p> <ol style="list-style-type: none"> <li>1. Identifying patterns in bar charts</li> <li>2. Using the language of percentages to describe pie charts</li> </ol> <p><b>Tables:</b></p> <ol style="list-style-type: none"> <li>1. Finding the right information on tables</li> <li>2. Making comparisons and vary the language of description</li> </ol> <p><b>Process diagrams:</b></p> <ol style="list-style-type: none"> <li>1. Describing a process cycle</li> </ol>	<p><b>Writing Task 2</b></p> <p><b>Course Objectives:</b></p> <p>The course aims to help students prepare for Task 2 of the IELTS writing exam. By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize task requirements</li> <li>• effectively brainstorm and plan for their writing</li> <li>• better handle argumentative writing</li> </ul> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• Analyze sample writing</li> <li>• Brainstorming and discussion</li> <li>• Write with formal expressions</li> <li>• Form complex sentences in writing</li> <li>• Determine tenses used in their own writing</li> <li>• Write with cohesion</li> </ul>



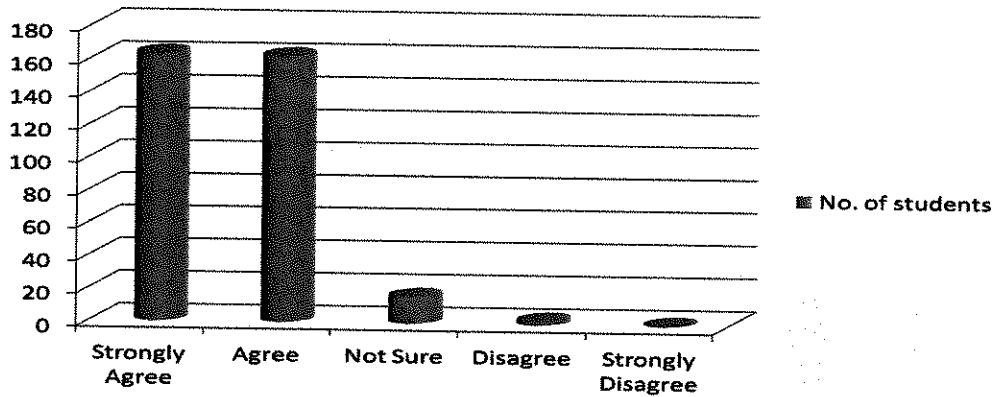
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## Question 1



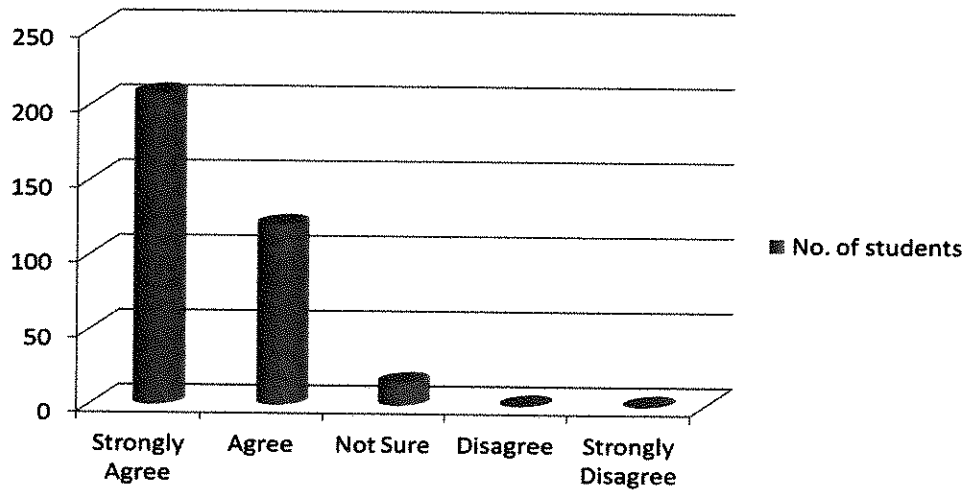
## Question 2

The presentation is clear and organized

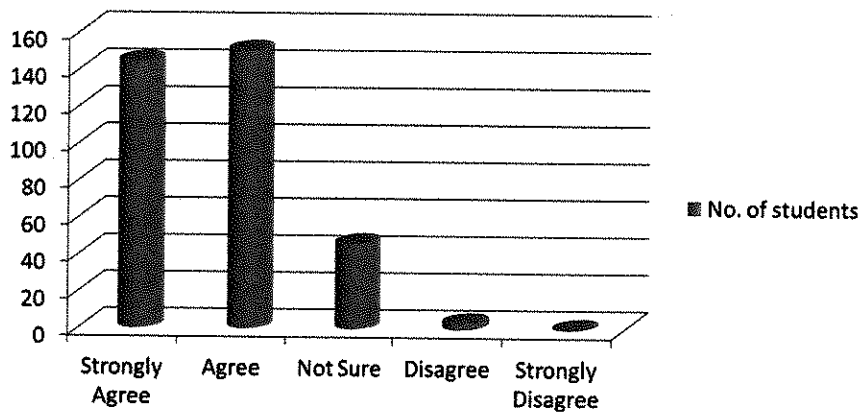


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**Question 3**  
**The teacher is helpful**



**Question 4**  
**The course has increased my interest and confidence in sitting for the IELTS**



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**Question 5**  
**Overall speaking, the course has equipped me with necessary skills in my IELTS preparation**

