

Quality Enhancement Grant Scheme

Half-Year Progress Report

Project No. :

Reporting Period : From October 2011 (month/year) to March 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: March 31, 2012

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

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The Language Centre (the Centre hereafter) is set up at The Town Centre of the Hong Kong Institute of Education (HKIED). The main purpose of the Centre is to provide vital language support and enhancement for sub-degree/degree students enrolled at self-financed programmes. They include over 1500 students from Project Yi Jin, Pre-Associate Degree, Associate Degree Programmes and various 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
 - (a) flexibility of time and entry level)
 - (b) different learning styles and
 - (c) 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 and other job-related language courses offered by the Centre.

To meet the above aims, a language centre with systematic and organized language learning resources and learning support services is necessary. Also, it should be well-supported by a language laboratory, a multi-function room with a resource corner, areas for group workshops and group/individual tutorials, as well as basic audio-visual equipment like wireless microphones, video cameras etc. Based on the proposed courses and services the Centre is going to offer, the basic provisions at the Centre are:

- A self-access language laboratory with 40 laptops
- A multi-function room for workshop, tutorial, consultation, assistance and help services.
- A self-study area with necessary learning facilities, namely 10 PCs, one photocopier, one scanner, one printer, desks and chairs, newspaper/magazine stand
- A Resource corner with learning materials and reference materials in the forms of hard copies and e-resources for on-site use.

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- A loan corner for audio-visual equipment that assists language production and learning
- A website with updated news and on-line learning materials
- Regular language courses on offer to students

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	<p>1. Planning and design of language activities and programmes:</p> <ul style="list-style-type: none"> • Project Leader and co-ordinator took the lead to design language activities and programmes with the help of all tutors on board. 	Project leader, project co-ordinator, centre managers and all tutors involved in the Project. (For details of the purchase of equipment and hiring of tutors and managers, please refer to Appendix A , B)
	<p>2. Setting up of the Language Centre:</p> <ul style="list-style-type: none"> • Tendering and quotes were obtained for the purchase of equipments and refurbishing job of the Centre. • An existing general room was converted into the setting for a language learning Centre • A multi-function area used for self-study and resource corner was set up by restructuring an existing general room • Self-access Language Learning materials/software were purchased for student's use • A loan counter (manned by Managers) was set up for students to access and use language support resources • Other equipments and resources like the scanner and printer were installed in the Centre. 	

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<p>November, December, January and February</p>	<p>3. Conduct of staff orientation and pilot tests on the use of new equipment and resources</p> <ul style="list-style-type: none"> • Throughout the months of November, December, January and February, staff on board the project met every other Monday to attend staff orientation to familiarize them with the new teaching software. The training workshops were run by Clarity Language Consultants Ltd. • New equipments and resources were pilot-tested by tutors and student-representatives • Review and improvement on the set-up/equipment were made basing on feedbacks gathered from both students and tutors during the pilot-tests. 	
<p>October 2011 to September 2012</p>	<p>4. Dissemination of information on services available at the Centre through traditional and electronic means</p> <ul style="list-style-type: none"> • Brochures, pamphlets and posters were distributed to students to disseminate the courses and services offered by the Centre. In-class visits and explanations by tutors were also made to promote the courses on offer. 	
	<p>5. Purchase of resources and equipment:</p> <ul style="list-style-type: none"> • Project Managers were recruited and appointed to assist Project Leader and co-ordinator to take part in the purchase logistics of equipment and language learning resources (according to the purchase guidelines of the Institute). They also take up the administration duties of the Centre. 	

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<p>October to December 2011 and February to May 2012</p>	<p>6. Offer of IELTS Preparation courses and Interest Class</p> <ul style="list-style-type: none"> • 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. 1st Priority is given to all AD Year 2 students enrolled in our Associate Degree level, while 2nd Priority: is given to Year 1 students. 3rd Priority is given to Pre Associate Degree and PYJ students. • During December to Feb 2012, end of course evaluation of courses were conducted to gauge feedback from students. <p>(Please refer to Appendix C, D, E & F)</p>	<p>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. Since some students took more than 1 course, the total number of headcounts for the courses amount to a total of 445. Over 90% of students who signed up for the courses had an attendance rate of over 80% and completed the courses satisfactorily. Their deposit for the courses had already been refunded to them. In general, usage statistics of learning software (Road to IELTS) that was used during the courses by students was promising.</p> <p>All 262 students who took part in the courses filled in an end-of-course evaluation. Their responses on the courses are positive and encouraging, reflecting that they have benefited from the hard work of the tutors teaching on the courses. (Please refer to Appendix G)</p>
<p>October 2011 to September 2012</p>	<p>7. Set up of website for promoting services</p> <ul style="list-style-type: none"> • A website was set up for students to access information of the Centre. <p>(Please refer to Appendix K)</p> <p>8. Publication of the ‘Guide to Language Learning Software and Multi-media resources’</p> <ul style="list-style-type: none"> • A 56-page full coloured Guide book was published to disseminate the services of the Center to students. 	

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

Milestones scheduled for completion during the reporting period **	% attained	Remarks
The implementation of the project involves three stages as follows:		
Stage I:	100%	
<ul style="list-style-type: none"> a. Planning and design of language activities and programmes b. Purchase of resources and equipment: 		
<ul style="list-style-type: none"> ● 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%	(Please refer to Appendix H)
<ul style="list-style-type: none"> ● Obtain tendering and quotes for the purchase of equipments and refurbishing job 	100%	
<ul style="list-style-type: none"> ● Purchase of and installation of computer equipments and resources (software included) needed in the multi-function cafeteria 	100%	
<ul style="list-style-type: none"> ● Set up of the teachers' workstations and student's workstations in the newly refurbished language learning area 	100%	
<ul style="list-style-type: none"> ● Installation of other equipments and resources like the scanner and printer etc. 	100%	
Stage II:	100%	
<ul style="list-style-type: none"> a. Conduct of staff orientation and pilot tests on the use of new equipment and resources b. Dissemination of information on services available at the Centre through traditional and electronic means c. Publication of the 'Guide to Language Learning Software and Multi-media resources' d. Offer of IELTS Prep Course and Interest Classes e. Establishment of website for promoting services 		
<ul style="list-style-type: none"> ● 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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● Review and make improvement on the set-up/equipment basing on feedbacks gathered from both students and tutors during the pilot-tests	100%	
Overall Project	70%	
** Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.		

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
Nil	

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	\$101,287.75	\$162,712.25
b. Equipment / facilities	\$560,800.00	\$491,663.19	\$69,136.81
c. Services	\$629,200.00	\$224,337.5	\$400,662.50
d. General expenses	0	0	0
e. Others	\$10,000.00	\$10,000	0
Total	\$1,464,000.00	\$827,288.44	\$636,711.56
<i>Project Income (if any)</i>			<i>0</i>
<i>Total Balance</i>			\$636,711.56