

Self-financing Post-secondary Education Fund

Annual Report in the 2013/14 Academic Year

Further Injection to the Self-financing Post-secondary Education Fund

The Self-financing Post-secondary Education Fund (SPEF) with a commitment of \$2.5 billion was established in August 2011 to support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.

2. An additional \$1 billion was injected into SPEF in 2012 to support more scholarships and awards in recognition of post-secondary students not only with outstanding academic performance but also achievements and talents in non-academic fields.

3. Another \$20 million was injected into SPEF in 2013 to establish the Endeavour Scholarship (EDS) in recognition of deserving post-secondary students with special educational needs¹ (SEN) in the pursuit of excellence in academic and other areas.

4. SPEF was set up as a trust with the Permanent Secretary for Education Incorporated acts as its trustee. The investment income from SPEF was used to support the following two main schemes –

(a) Self-financing Post-secondary Scholarship Scheme

5. For the 2013/14 academic year, there were five types of scholarships/awards under the Self-financing Post-secondary Scholarship Scheme (SPSS), namely the Outstanding Performance Scholarship (OPS), the Best Progress Award (BPA), the Talent Development Scholarship (TDS), the Reaching Out Award (ROA) and the new EDS:

¹ SEN includes specific learning difficulties, intellectual disabilities, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment, and others. Students usually declare their SEN with the institutions at their admission registration.

OPS

6. OPS was offered to students with –
- (a) a high standard of academic performance;
 - (b) demonstration of leadership and good communication skills;
 - (c) valuable contribution to the institution/community; and/or
 - (d) a strong commitment to the Hong Kong community.

For undergraduate and top-up degree students, the amounts of scholarship for each local and non-local awardee were \$40,000 and \$80,000 per year respectively. For sub-degree students, the amount of scholarship for each local or non-local student was \$30,000 per year.

BPA

7. BPA was established to encourage and recognise students with significant progress and improvement in their studies. Each undergraduate or sub-degree awardee would be granted \$10,000, irrespective of whether he/she was a local or non-local student.

TDS

8. TDS gave recognition to students who had demonstrated achievements or talent in non-academic areas and provided support for these students to further develop their talent and potential. Each undergraduate and sub-degree recipient would be granted \$10,000, irrespective of whether he/she was a local or non-local student.

ROA

9. ROA supported meritorious students who were nominated by institutions to participate in learning, internship or service programmes, as well as national, regional and international events and competitions that were to be conducted outside Hong Kong and organised/endorsed by institutions. Each undergraduate or sub-degree awardee would be granted \$10,000, irrespective of whether he/she was a local or non-local student.

EDS

10. EDS gave recognition to deserving post-secondary students with SEN in the pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient would be granted \$10,000, irrespective of whether he/she was a local or non-local student.

Distribution of Award/Scholarship

11. In the 2013/14 academic year, a total of 3 545 awardees, including 2 311 students studying sub-degree programmes and 1 234 pursuing undergraduate programmes from 32 participating institutions, received about \$67 million under SPSS. Among them, 1 311 students were granted OPS, 315 students were awarded BPA, 762 students received TDS, 1 107 students were selected for ROA and 50 students obtained EDS.

(b) Quality Enhancement Support Scheme

12. The Quality Enhancement Support Scheme (QESS) supported two types of projects, namely theme-based projects and open-ended projects. Theme-based projects should normally be joint initiatives developed by multiple institutions to foster closer collaboration among institutions and benefit the sector as widely as possible. With reference to the development and needs of the sector, the themes for the 2013/14 round of applications were set to be –

- (a) Joint institutions' platform for sharing of resources (e.g. e-library, common curriculum on general education and language courses to facilitate recognition and transfer of credits);
- (b) Joint institutions' platform/initiatives for improving teaching and learning, including the support for professional development of teaching staff and/or improvement of the language proficiency of students; and
- (c) Joint institutions' platform/initiatives on enhancing the employability and support services for students, including non-Chinese speaking students and students with special educational needs.

Approved Projects in the 2013/14 Round of Applications

13. In the 2013/14 round of applications, a total of 11 open-ended projects were approved (no theme-based project was approved). The total grant committed amounted to more than \$22.8 million. The selected projects mainly covered areas of improvement in quality assurance measures, development in students' language proficiency and enhancement in career support services, etc. Details of the approved projects are at **Annex**.

Secretariat, Self-financing Post-secondary Education Fund

Annex

Approved QESS Projects in the 2013/14 Round of Applications

Open-ended Projects

Applicant	Project Title	Grant Amount
Caritas Institute of Higher Education	Strengthening the System For Assurance and Enhancement of Educational Quality	\$1,928,300
Centennial College	Development of Career Planning and Support Services	\$1,944,200
Chu Hai College of Higher Education	Enhancing Quality Assurance in Teaching and Learning and Related Measures: Assessments and Strategies	\$1,563,423
Federation for Self-financing Tertiary Education Limited	Towards a Sub-Degree General Education Framework - Facilitating Credit Recognition and Transfer	\$3,172,685
Hang Seng Management College	Developing Language Proficiency for Post-Secondary Students: Online Assessment and Self-Learning of Putonghua Through Gamification and Automation	\$1,995,284
Hang Seng Management College	"Glocality" and Cultural Literacy: HSMC English Enhancement Project	\$1,657,200
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	HKCAAVQ IT Infrastructure Development Project (Phase 2)	\$4,000,000

Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Enhancing Quality Culture and Quality Assurance in Post-Secondary Education: Trends and Models from international and Local Quality Assurance Practices	\$1,978,940
Hong Kong Institute of Technology	Supports to Students with Special Educational Needs	\$1,060,550
The Open University of Hong Kong	Establishment of Career Advisory Resource Centre (CARC) and Provision of Project STRIDE to Post-Secondary Students	\$1,709,035
Tung Wah College	Location Aware e-Portfolio System	\$1,886,542
Total		\$22,896,159