

## **Self-financing Post-secondary Education Fund**

### **Annual Report in the 2014/15 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 aimed 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 needs<sup>1</sup> (SEN) in their pursuit of excellence in academic and other areas.

4. SPEF was set up as a trust with the Permanent Secretary for Education Incorporated acted 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 2014/15 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 EDS.

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<sup>1</sup> 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 local or non-local students.

### *TDS*

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

### *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 local or non-local students.

## *EDS*

10. EDS gave recognition to deserving post-secondary students with SEN in their 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.

### *Allocation of Award/Scholarship*

11. In the 2014/15 academic year, a total of 4 139 awardees, including 2 355 students studying sub-degree programmes and 1 784 pursuing undergraduate programmes from 31 participating institutions, received about \$71.8 million under SPSS. Among them, 1 205 students were granted OPS, 343 students were awarded BPA, 881 students received TDS, 1 635 students were selected for ROA and 75 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 initiatives jointly developed by multiple institutions to foster closer collaboration among institutions and benefit the sector as widely as possible. To keep up with the latest development of the sector, the themes for the 2014/15 round of applications were set to be –

- (a) Joint institutions' platforms/initiatives for improving teaching methodology and learning environment for students with special educational needs or non-Chinese speaking students;
- (b) Joint institutions' platforms/initiatives for facilitating closer alignment between the self-financing post-secondary education and industry sectors, as well as enhancing vocational education and employment support; and
- (c) Joint institutions' platforms/initiatives for developing common systems which facilitate accessibility, synergy and enhancement of the sector (e.g. e-portfolio system for students, common curriculums and recognition/transfer of credits).

*Approved Projects in the 2014/15 Round of Application*

13. In the 2014/15 round of application, a total of two theme-based and seven open-ended projects were approved. The total grant committed amounted to more than \$41.6 million. The selected projects mainly covered the areas of enhancement of vocational education and employment support, improvement in students' learning experience, and development in students' language proficiency, etc. Details of the approved projects are at **Annex**.

**Secretariat, Self-financing Post-secondary Education Fund**

**Approved QESS Projects in the 2014/15 Round of Application**

**Theme-based Projects**

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Hang Seng Management College (Principal Applicant) Hong Kong Shue Yan University Chu Hai College of Higher Education	A visual platform for the design, implementation, and analysis of collaborative business simulation games	\$6,600,140
Vocational Training Council (Principal Applicant) Caritas Bianchi College of Careers Caritas Institute of Higher Education The Open University of Hong Kong	Development of effective pedagogical practices and a cross-institutional online sharing platform for Hong Kong's Vocational Education and Training	\$20,956,580
<b>Total:</b>		<b>\$27,556,720</b>

**Open-ended Projects**

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
Caritas Institute of Higher Education	An integrated approach for whole-person development	\$1,395,000
Centennial College	Enhancing students' communicative competence in academic contexts: Adopting a blended approach to	\$1,568,000

<b>Applicant</b>	<b>Project Title</b>	<b>Grant Amount</b>
	teaching and learning of English for Academic Purposes	
Chu Hai College of Higher Education	Setting up a digital teaching and learning enhancement platform	\$1,743,510
School of Continuing and Professional Education (SCOPE), City University of Hong Kong	English language centre of SCOPE	\$1,700,000
Hang Seng Management College	The development of an education and research center with automatic virtual reality platform for 3D interactive learning and big data analytics	\$2,000,000
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)	HKCAAVQ IT infrastructure development project (Phase 3)	\$4,000,000
Tung Wah College	Centre for Academic and Professional Language Enhancement	\$1,674,280
<b>Total:</b>		<b>\$14,080,790</b>