

Self-financing Post-secondary Education Fund

Annual Report in the 2016/17 Academic Year

Establishment of 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. 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. 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 their pursuit of excellence in academic and other areas.

2. 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

3. For the 2016/17 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.

OPS

4. OPS was offered to students with –

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.

- (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

5. 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

6. 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

7. 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

8. 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 local or non-local students.

Allocation of Award/Scholarship

9. In the 2016/17 academic year, a total of 4 856 awardees, including 2 538 students studying sub-degree programmes and 2 318 students pursuing undergraduate programmes from 34 participating institutions, received about \$79.85 million under SPSS. Among them, 1 213 students were granted OPS, 347 students were awarded BPA, 1 054 students received TDS, 2 143 students were selected for ROA and 99 students obtained EDS.

(b) Quality Enhancement Support Scheme

10. The Quality Enhancement Support Scheme (QESS) supported three types of projects, namely theme-based projects, open-ended projects and industrial attachment projects newly launched in January 2016. 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 2016/17 round of application were set to be –

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

11. In response to a relevant recommendation made by the Task

Force on Promotion of Vocational Education in its report submitted to the Government in July 2015, a new project category of industrial attachment was launched in January 2016 on a pilot basis for two rounds of application to encourage institutions to increase students' employability by sourcing more internship opportunities for post-secondary students; and to enhance relevant institutional support for students.

Approved Projects in the 2016/17 Round of Application

12. In the 2016/17 round of application, a total of six open-ended projects and four industrial attachment projects were approved. The total grant committed amounted to about \$22.6 million. The approved projects mainly covered areas of enhancement of internship support for students, improvement in students' learning experience, and/or enhancement of student guidance service etc. Details of the approved projects are at **Annex**.

Secretariat, Self-financing Post-secondary Education Fund

Approved QESS Projects in the 2016/17 Round of Application

Open-ended Projects

Applicant	Project Title	Grant Amount
Chu Hai College of Higher Education	Development of Virtual Reality Teaching Tools for Science and Engineering Education	\$1,778,000
Community College of City University/UOW College Hong Kong	Student Counselling Services and Personal Development Centre	\$1,999,150
Federation for Self-financing Tertiary Education	Promoting Emotional Wellness and Resilience in the Self-financing Tertiary Education Sector	\$2,710,245
HKU SPACE Po Leung Kuk Stanley Ho Community College	Enhancing Students' Presentation Skills, Spoken English and Confidence in Presentations	\$1,794,000
HKU School of Professional and Continuing Education	Development of a Virtual Reality Laboratory with Multi-User Virtual Reality Content for Aviation Industry	\$1,985,535
Vocational Training Council	Enhancing Learning in Pharmaceutical Care Services with E-platform Support	\$1,647,965
Total:		\$11,914,895

Industrial Attachment Projects

Applicant	Project Title	Grant Amount
Caritas Bianchi College of Careers	Whole College Approach Industrial Attachment Programme	\$1,297,900
Hong Kong Community College, The Hong Kong Polytechnic University	Building a Sustainable Internship Attachment Scheme and Global Perspective on Career Development for Sub-degree Students	\$3,413,826
Hong Kong Institute of Technology	Establishment of Student Industrial Attachment Services Centre (SIAS)	\$1,548,431
School of Professional Education and Executive Development, The Hong Kong Polytechnic University	Means to an End: Employability Competency Development in Work-Integrated Education (Project ECD-WIE Office)	\$4,384,695
Total:		\$10,644,852