

Self-financing Post-secondary Education Fund

Annual Report in the 2017/18 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 2017/18 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 2017/18 academic year, a total of 5 199 awardees, including 2 625 students studying sub-degree programmes and 2 574 students pursuing undergraduate programmes from 32 participating institutions, received about \$83.39 million under SPSS. Among them, 1 209 students were granted OPS, 347 students were awarded BPA, 1 113 students received TDS, 2 430 students were selected for ROA and 100 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. For the 2017/18 round of application, applicants were allowed to set their own themes for theme-based projects as long as the proposals are collaborative in nature, i.e. proposed and undertaken by more than one eligible institution, to foster closer collaboration and synergy among institutions and benefit the sector as widely as possible.

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 project category of industrial attachment was launched in January 2016 on a pilot basis to encourage institutions to increase students' employability by sourcing more internship opportunities for post-secondary students; and to enhance relevant institutional support for students. The industrial attachment category has been extended for two more rounds to receive applications in the 2017/18 and 2018/19 round of application.

Approved Projects in the 2017/18 Round of Application

12. In the 2017/18 round of application, a total of one theme-based project, eight open-ended projects and two industrial attachment projects were approved. The total grant committed amounted to about \$26.8 million. The approved projects aimed to enhance internship support, improve students' learning experience, enhance students' language proficiency, etc. Details of the approved projects are at **Annex**.

Secretariat, Self-financing Post-secondary Education Fund

Approved QESS Projects in the 2017/18 Round of Application

Theme-based Projects

Applicant	Project Title	Grant Amount
School of Professional Education and Executive Development, The Hong Kong Polytechnic University (Principal) College of International Education, Hong Kong Baptist University Hong Kong Community College, The Hong Kong Polytechnic University Li Ka Shing Institute of Professional and Continuing Education, The Open University of Hong Kong Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Enhancing Teachers' Professional Competencies in Teaching Business-related Subjects in the Digital Era	\$1,934,285

Open-ended Projects

Applicant	Project Title	Grant Amount
Chu Hai College of Higher Education	Enhancing Teaching and Learning by Effective Utilization of Free and Open Source Software	\$2,159,190
Community College of City University / UOW College of Hong Kong	Student English Enhancement Unit (SEE U)	\$2,017,005
Gratia Christian College	Enhancing the English Language Learning Experience at Gratia Christian College	\$491,865
Hang Seng Management College	Integrating Service Learning into Classroom Learning	\$2,027,165
Hong Kong Community College, The Hong Kong Polytechnic University	Enhancing Students' Academic Engagement in Mathematics through a Bilingual Integrated "Concept + Language Mapping" Approach	\$2,367,710
Lingnan Institute of Further Education	Holistic Support Services for Student with Special Education Needs	\$1,922,108
School of Continuing and Professional Studies, The Chinese University of Hong Kong	iLearn English - English Learning Mobile Software Application (App)	\$2,312,726

Applicant	Project Title	Grant Amount
Tung Wah College	The eTeaching Literacy Project (eTeachLit): Improving Students' Learning Performance Through Empowering Teachers' Digital Teaching Capacity	\$2,174,000
Total:		\$15,471,769

Industrial Attachment Projects

Applicant	Project Title	Grant Amount
Hong Kong Shue Yan University	Establishment of an Industrial Attachment Office	\$5,663,000
School of Continuing and Professional Education, City University of Hong Kong	Formation of a Student Industrial Attachment Service Center	\$3,759,500
Total:		\$9,422,500