

Self-financing Post-secondary Education Fund

Annual Report in the 2018/19 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 2018/19 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 2018/19 academic year, a total of 5 237 awardees, including 2 649 students studying sub-degree programmes and 2 588 students pursuing undergraduate programmes from 34 participating institutions, received about \$83.59 million under SPSS. Among them, 1 209 students were granted OPS, 339 students were awarded BPA, 1 042 students received TDS, 2 504 students were selected for ROA and 143 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 2018/19 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 had been extended for two more rounds to receive applications in the 2017/18 and 2018/19 round of application.

Approved Projects in the 2018/19 Round of Application

12. In the 2018/19 round of application, seven open-ended projects and two industrial attachment projects were approved. The total grant committed amounted to about \$24.0 million. The approved projects aimed to improve students' learning experience, strengthen support for students with special educational needs, enhance internship support, etc. Details of the approved projects are at **Annex**.

Secretariat, Self-financing Post-secondary Education Fund

**Quality Enhancement Support Scheme
Projects Approved in the 2018/19 Round of Application**

Open-ended Projects

Applicant	Project Title	Grant Amount
Caritas Institute of Higher Education	Learning Resource Centre for Health Sciences (LRCHS)	\$2,255,056
College of International Education, Hong Kong Baptist University	A Learning Model in the Digital Age: Interactive Learning and Assessment Platform for Science Courses	\$2,319,381
Federation for Self-financing Tertiary Education	Promoting Emotional Wellness and Resilience in the Self-financing Tertiary Education Sector (Phase II) : Structured Professional Development Programme for Staff	\$2,406,582
Hong Kong Community College, The Hong Kong Polytechnic University	Comprehensive Support Services for Students with Special Educational Needs	\$2,018,274
The Hang Seng University of Hong Kong	Establishing the Centre for Asian Languages and Cultures (CALC) at HSUHK	\$1,897,898
The Open University of Hong Kong	Learning Effectiveness Enhancement through Virtual Reality and Co-Curricular Activities Engagement	\$2,354,314
Vocational Training Council	Enhancing Learning Experience of Engineering Students in Technical English Communication	\$2,039,920
	Total:	\$15,291,425

Industrial Attachment Projects

Applicant	Project Title	Grant Amount
School of Continuing Education, Hong Kong Baptist University	The establishment of an integrated, institution-wide centre to promote students' workplace readiness and employability for life – Careers and Employability Centre (CEC)	\$6,404,080
The Hang Seng University of Hong Kong	Enhancing Students' Employability through Internships under "the Belt and Road Initiative"	\$2,283,432
Total:		\$8,687,512