

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

### **Annual Report in the 2019/20 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 needs<sup>1</sup> (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 2019/20 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 –

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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.

- (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 \$15,000,

irrespective of local or non-local students.

#### *Allocation of Award/Scholarship*

9. In the 2019/20 academic year, a total of 5 065 awardees, including 2 496 students studying sub-degree programmes and 2 569 students pursuing undergraduate programmes from 33 participating institutions, received about \$82.69 million under SPSS. Among them, 1 200 students were granted OPS, 340 students were awarded BPA, 967 students received TDS, 2 399 students were selected for ROA and 159 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 2019/20 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. To encourage institutions to explore more initiatives to support students on industrial attachment, the industrial attachment category is expanded on a two-year pilot basis starting from the 2019/20 round of application. Under the expanded category, institutions may also submit applications on industrial attachment projects to be undertaken outside Hong Kong.

*Approved Projects in the 2019/20 Round of Application*

12. In the 2019/20 round of application, 2 theme-based projects, 15 open-ended projects and 2 industrial attachment projects were approved. The total grant committed amounted to about \$74 million. The aims of the approved projects included improving teaching practices and learning effectiveness through adopting e-learning and interactive instructional approaches, strengthening student support through promoting emotional wellness and integrated education, and enhancing students' employability through industrial attachment opportunities and domain-related skills training. Details of the approved projects are at **Annex**.

**Secretariat, Committee on Self-Financing Post-secondary Education**

**Quality Enhancement Support Scheme  
Projects Approved in the 2019/20 Round of Application**

**Theme-based Projects**

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
1	<ul style="list-style-type: none"><li>• Hong Kong Shue Yan University (Principal Applicant)</li><li>• Caritas Bianchi College of Careers</li><li>• Caritas Institute of Higher Education</li><li>• UOW College Hong Kong</li></ul>	Development of Online Teaching, Learning and Assessment Solutions	\$22,651,590
2	<ul style="list-style-type: none"><li>• The Hang Seng University of Hong Kong (Principal Applicant)</li><li>• Chu Hai College of Higher Education</li><li>• HKU School of Professional and Continuing Education</li></ul>	Development of real-time cooperative VR multi-CAVE systems for collaborative and team learning	\$8,770,761
<b>Sub-total:</b>			\$31,422,351

**Open-ended Projects**

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
1	Caritas Bianchi College of Careers	A mobile Comprehensive Learning Protocol (CLP) to enhance learning motivation and study skills of students	\$1,320,000
2	Caritas Institute of Higher Education	Sustainable Teaching and Effective Engagement in Learning (STEEL)	\$2,086,470
3	Caritas Institute of Higher Education	Establishment of Planning Office	\$1,920,421

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
4	Chu Hai College of Higher Education	Setting Up English Language and Culture Centre	\$1,212,021
5	UOW College Hong Kong	A College Level Student Learning Support System	\$2,377,760
6	Gratia Christian College	A Multi-dimensional Approach to Narrow the Learning Gaps among Marginal Students	\$496,800
7	Hong Kong Art School (a division of Hong Kong Arts Centre)	Art Cloud – Enhancement for Online Art Teaching and Learning Experience	\$1,851,000
8	Hong Kong Baptist University - School of Continuing Education	One Stop Service for Students with Special Educational Needs	\$2,400,000
9	Hong Kong College of Technology	Interactive Online Learning Platform as a part of English Learning Edutainment	\$1,751,390
10	Lingnan Institute of Further Education	Mental Health Awareness and Personal Enhancement Project	\$1,978,260
11	The Hang Seng University of Hong Kong	Towards Student Success – Developing Holistic Support for Students with Special Educational Needs	\$2,336,661
12	The Hang Seng University of Hong Kong	Interactive artificial intelligence assisted chatbot for self-improving oral English proficiency	\$1,252,458
13	The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Improve student learning effectiveness by helping teachers to understand and implement blended learning	\$1,863,496

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
14	Vocational Training Council	Enhancing Vocational and Professional Education and Training in Business Studies with Project-based Learning	\$2,136,456
15	Yew Chung College of Early Childhood Education	Language Interaction in Augmented Educational Space	\$2,399,680
<b>Sub-total:</b>			\$27,382,873

**Industrial Attachment Projects**

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
1	The Hong Kong Polytechnic University - School of Professional Education and Executive Development	International Experiential Learning and Application: Global Work-integrated Education (Global-WIE) and idea Generation Laboratory (iG-Lab)	\$5,971,600
2	The Open University of Hong Kong	Industrial Attachment Project for Science and Technology Students	\$9,304,000
<b>Sub-total:</b>			\$15,275,600