

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

### **Annual Report in the 2021/22 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 2021/22 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 2021/22 academic year, a total of 3 251 awardees, including 1 344 students studying sub-degree programmes and 1 907 students pursuing undergraduate programmes from 31 participating institutions, received about \$67.55 million under SPSS. Among them, 1 268 students were granted OPS, 333 students were awarded BPA, 715 students received TDS, 671 students were selected for ROA and 264 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. Under the category of theme-based projects, since the 2017/18 round of application, applicants are allowed to set their own themes for projects under this category 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 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 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 2021/22 Round of Application*

12. In the 2021/22 round of application, 1 theme-based project, 4 open-ended projects and 3 industrial attachment projects were approved. The total grant committed amounted to about \$30 million. The objectives of the approved projects include improving teaching practices and learning effectiveness through developing online learning or artificial intelligence-assisted proficiency training platforms; strengthening students' employability and job-readiness skills through virtual learning and electronic teaching and learning kits to be designed in collaboration with the industries; and enhancing the quality of work integrated learning (WIL) through establishing an institutional framework with essential features that could maximise benefits and outcomes of WIL. Details of the approved projects are at **Annex**.

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

**Quality Enhancement Support Scheme  
Projects Approved in the 2021/22 Round of Application**

**Theme-based Project**

	<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>Tung Wah College</li></ul>	Developing a national and values education online learning platform	\$6,259,278
<b>Sub-total:</b>			\$6,259,278

**Open-ended Projects**

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
1	Hong Kong Baptist University - School of Continuing Education	Virtual Exchange for Authentic Teaching and Learning Innovation	\$1,713,820
2	Hong Kong Nang Yan College of Higher Education	Developing a Career Planning and Development Centre (CPDC)	\$1,904,600
3	The Hong Kong Polytechnic University - School of Professional Education and Executive Development	AI-Assisted Academic Writing Platform: An Interactive Cross-Disciplinary English Feedback System	\$2,399,996
4	Tung Wah College	Enhancing the students' job-readiness by developing an electronic teaching and learning kit (e-JR kit) with industry involvement	\$2,118,000
<b>Sub-total:</b>			\$8,136,416

### **Industrial Attachment Projects**

	<b>Applicant</b>	<b>Project Title</b>	<b>Grant Approved</b>
1	<ul style="list-style-type: none"><li>• Caritas Institute of Higher Education (Principal Applicant)</li><li>• Caritas Bianchi College of Careers</li></ul>	Web-based and mobile Work Placement Management and Learning System	\$4,080,000
2	The Hong Kong Polytechnic University - Hong Kong Community College	Embracing the World of Industry 4.0: Career Learning through Virtual Knowledge Base (VKB)	\$5,925,200
3	Vocational Training Council	Formation and Development of a Work Integrated Learning Hub for Diverse Programmes of THEi	\$5,867,715
<b>Sub-total:</b>			\$15,872,915