

Self-financing Post-secondary Education Fund

Annual Report in the 2022/23 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 2022/23 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 \$15,000,

irrespective of local or non-local students.

Allocation of Award/Scholarship

9. In the 2022/23 academic year, a total of 3 517 awardees, including 1 407 students studying sub-degree programmes and 2 110 students pursuing undergraduate programmes from 30 participating institutions, received about \$70.68 million under SPSS. Among them, 1 260 students were granted OPS, 334 students were awarded BPA, 552 students received TDS, 1 071 students were selected for ROA and 300 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 2022/23 Round of Application

12. In the 2022/23 round of application, 1 theme-based project, 4 open-ended projects and 2 industrial attachment projects were approved. The total grant committed amounted to about \$22.40 million. The objectives of the approved projects include enhancing students' learning effectiveness and their understanding and practice of inter-professional communications through developing a virtual reality serious game; establishing a digital competency education resource centre for supporting students' learning and establishing an innovative gerontological learning hub with technology-assisted learning tools for improving students' knowledge and skills; and strengthening students' employability and job-readiness skills through various industrial attachment activities such as industry seminars, mentorships, exposure tours, job matching, virtual job tryouts and simulation-based assessments. Details of the approved projects are at **Annex**.

Secretariat, Committee on Self-Financing Post-secondary Education

**Quality Enhancement Support Scheme
Projects Approved in the 2022/23 Round of Application**

Theme-based Project

	Applicant	Project Title	Grant Approved
1	<ul style="list-style-type: none">Hong Kong Metropolitan University (Principal Applicant)Caritas Institute of Higher EducationTung Wah College	A virtual reality serious game for enhancing interprofessional communication in nursing and physiotherapy undergraduate students	\$ 7,972,828.8
Sub-total:			\$ 7,972,828.8

Open-ended Projects

	Applicant	Project Title	Grant Approved
1	Caritas Institute of Higher Education	Campus Life Instilled with Value Education (CamLIVE)	\$1,392,800
2	Hong Kong Baptist University - School of Continuing Education	Establishing an Innovative Gerontological Learning Hub	\$2,399,924
3	Hong Kong Shue Yan University	Establishing a Resource Centre for Digital Competence Education (RCDCE)	\$2,387,000
4	The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Improving the student learning experience by helping teachers develop and utilise chatbots	\$1,472,920
Sub-total:			\$7,652,644

Industrial Attachment Projects

	Applicant	Project Title	Grant Approved
1	The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Opportunities in the Future Dual Metropolis City: Boosting Students' Employability through Cross-Region Internships & Entrepreneurship	\$4,857,000
2	Vocational Training Council	Virtual Job Tryout (VJT) for Young Talents in Engineering on Vocational and Professional Education and Training (VPET)	\$1,917,490
Sub-total:			\$6,774,490