

CONTINUOUS PROFESSIONAL DEVELOPMENT & LIFELONG LEARNING : Needs Assessment and Way Forward for Hong Kong's Businesses and Industries

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Objectives of the Study

- To assess the needs of industries and businesses in Hong Kong regarding continuous professional development (CPD) and lifelong learning (LLL);
- To review existing programmes of CPD and LLL;
- To assess the extent of organisational learning (OL) development in Hong Kong;
- To identify CPD and LLL pathways for individuals;
- To make recommendations regarding CPD, LLL and OL in Hong Kong.

Conceptual Framework

This Study adopts the OECD “lifelong learning framework” (2004) :

- (a) improving access, quality and equity;
- (b) ensuring foundation skills for all;
- (c) recognising all forms of learning;
- (d) mobilising resources; and
- (e) ensuring collaboration among a wide range of partners.

2 Parts

- Part 1 :
 - Qualitative Data : Focus Groups and In-depth Interviews
- Part 2:
 - Questionnaire Survey

Informants for the Study

- Category I:
 - Business/industrial personnel;
- Category II:
 - Government officials; and
- Category III:
 - Educational and/or professional institutes providing CPD and LLL

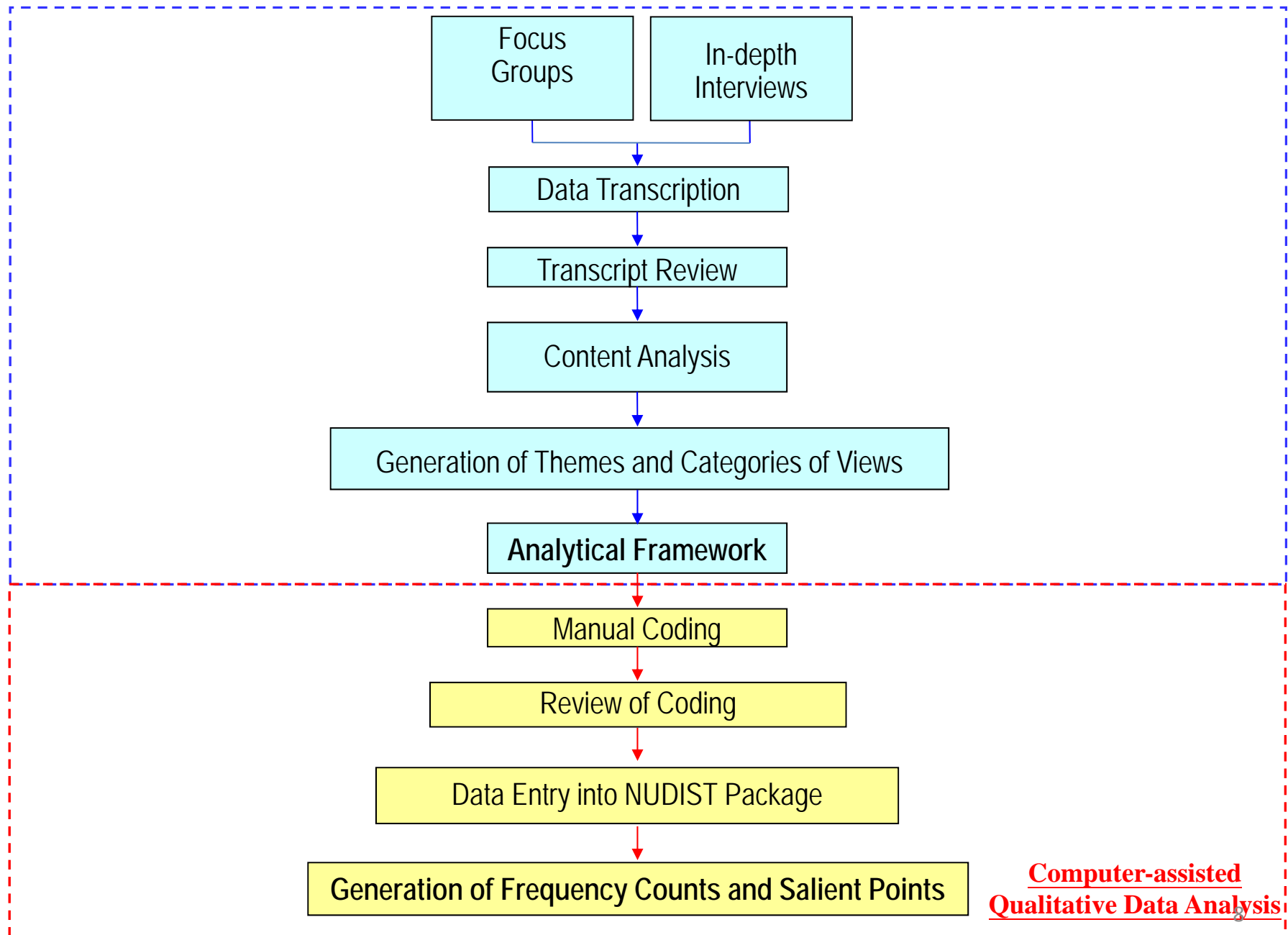
Informants for the Study

Category	Characteristics of Informants	Industry/ Business	No. of Focus Group	No. of Interviews
I	Owners/Executives/ Senior Managers	Manufacturing *	2	2 - 3
		Service #	2	2 - 3
	Human Resource Personnel	Manufacturing	2	-
		Service	2	-
	Supervisor Staff	Manufacturing	2	-
		Service	2	-
	Operational Staff	Manufacturing	2	-
		Service	2	-
II	Government Bureau/Department/ Agency		-	4
III	Providers of CPD, LLL, and OL		-	10
Total:			16	18 - 20

Providers

- HKU (The University of Hong Kong);
- CUHK (The Chinese University of Hong Kong);
- PolyU (The Hong Kong Polytechnic University);
- CityU (City University of Hong Kong);
- OpenU (The Open University of Hong Kong);
- VTC (Vocational Training Council);
- HKPC (Hong Kong Productivity Council);
- HKMA (The Hong Kong Management Association); and
- Two private consultants on OL.

Development of Analytical Framework and Coding Process for Qualitative Data Analysis



Qualitative Data Analysis

- This part follows a data-driven approach – using the Grounded Theory – through which an analytical framework will be derived from the data received.
- The views expressed by informants will be organized into “text units”.
- A “text unit” is a phrase, a sentence or a sequence of sentences representing a point made by the informants.

- Text units on each category/sub-category are then displayed via a computer software
- Frequency count for each category/sub-category also displayed
- “Salient points” on each category/sub-category are drawn up

Questionnaire Survey: Part 2

- The design of the questionnaire was based on the findings from the qualitative analysis
- Focusing on the needs for future CPD and LLL for the members of the target informants of the qualitative stage.
- 544 completed questionnaires were returned

INTEGRATED RESULTS

- Most Popular:
 - Language, communication and interpersonal skills, team building and management-related skills.
- Second most popular:
 - Skills related to functional roles (industry-specific technical knowledge, product knowledge, sales skills, and regulatory knowledge).
- Manufacturing enterprises want programmes on specialized technologies.

- Mechanisms already there:
 - Qualification Framework (QF)
 - Credit Accumulation and Transfer (CAT)
 - Recognition of Prior Learning (RPL), and
 - Continuous Education Fund (CEF)
- Courses in different formats, varying durations, range of choices at different levels
- E-learning is popular, but has limitations

- Non-accredited short courses are popular, and many hope that such courses can be credit accumulatable.
- RPL is well supported by Industry and business sectors, and training/education providers.
- Informal learning is prevalent among most of the enterprises.

- Most of the informants opined that the Government had not made sufficient efforts to promote QF and RPL.
- Many industries are not involved in the QF system.
- Most employers did not use QF in their recruitment, nor have them aligned with the remuneration or promotion policies.

- Industry and business sectors and training/education providers recognise the importance of Organisational Learning (OL) and Knowledge Management (KM).
- They also opined that enterprises should pursue them actively.

RECOMMENDATIONS

Government

- Should actively promote QF and set up life-long learning credit system;
- Include the attained QF level as recruitment criteria;
- Review the accreditation procedures and fee-charging mechanism regularly;
- Provide funding to those industries which drive Hong Kong's economy;
- Coordinate credit transfer mechanism among the stakeholders
- Should review CEF policy.

Enterprises and Industry and Business Associations

- Flexible working hours and more financial resources for those employees pursuing further study;
- Should organise training during working hours;
- Align training/further study with salary increment and promotion;
- Should cultivate a learning culture
- Should implement the licensing system, so that all the practitioners have to undertake CPD; and
- Collaborate with academic institutions to run specialized courses.