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Tertiary Education
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**The Social History of Higher Education
Expansion in Hong Kong
(1978-present)**



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Henry KWOK MPhil(Cantab)**



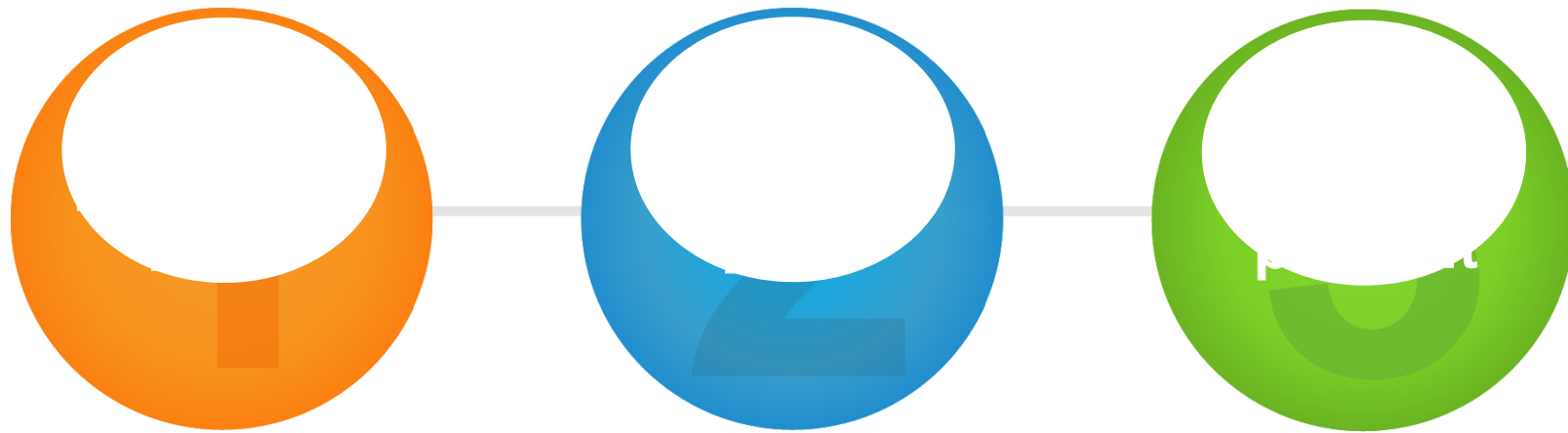
**School of Education and Languages,
The Open University of Hong Kong**

Issues

- Higher education development in HK should be understood in terms of integral development of both publicly funded and self funded programmes at sub degree and degree levels
- One social history not two social histories
- Institutions and Government making decisions affecting each other, as well as negotiating with each other on the basis of social, political and economic contexts



Three Milestones of Higher Education Expansion in Hong Kong



A timeline of higher education development in Hong Kong 





Milestone 1, 1978-2000

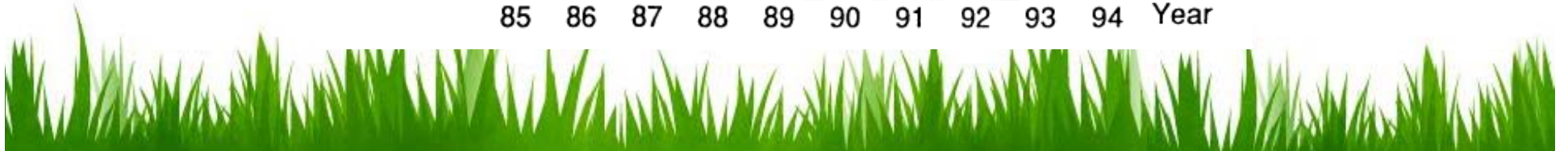
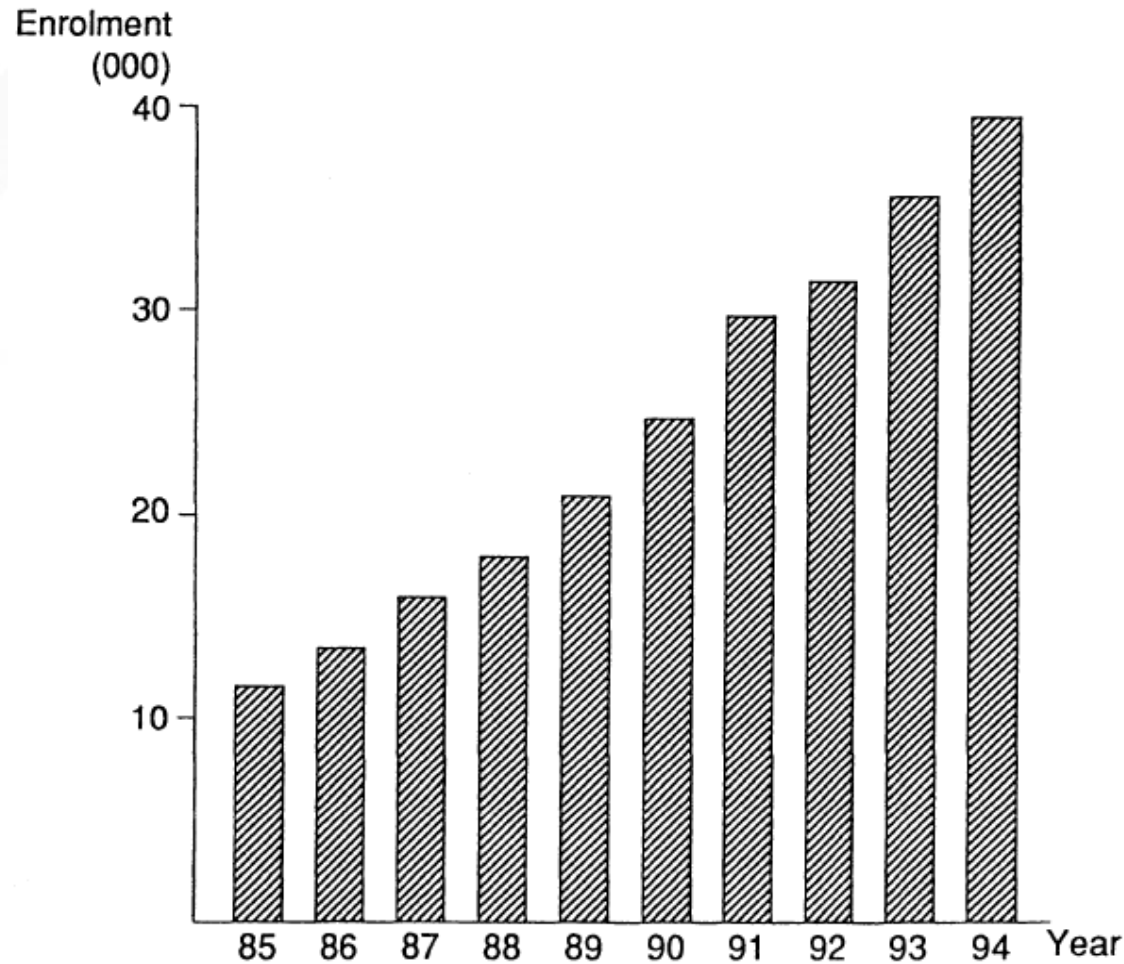
The first stage of development



Milestone 1 (1978-2000)

- In October 1978, the white paper *The Development of Senior Secondary and Tertiary Education* was released by the Government.
- Mainly publicly funded institutions initiated through public financing.
- Major considerations:
 - Manpower needs for transformation of an industrial society into a service- and knowledge-based economy
 - Anxiety over brain drain before sovereignty transfer in 1997

Enrolments in first-degree programmes in M1 (Morris, 1994, p.133)





Milestone 2, 2000-2011

The second stage of development 



Milestone 2 (2000-2011)

- In his Policy Address, Mr C. H. Tung, the first Chief Executive of Hong Kong SAR, announced the expansion policy to facilitate self-funded higher education sector.
- Expansion mainly initiated through self-financing.
- Major features:
 - Policy aim: 60% of cohort participation rate in a decade
 - Rapid growth of self-financing institutions and programmes in response to policy initiatives and social needs





Milestone 3, 2012- present

The third stage of development 



Milestone 3 (2012-present)

- Following the first cohort of DSE graduates and academic restructuring, higher education has entered into a new era.
- The third stage of expansion was mainly initiated through self-financing.
- Major features:
 - Diversification of undergraduate curriculum: from 3 years to 4 years
 - The self-funded sector of higher education continues to grow, e.g. The Hong Kong Shue Yan University



Factors affecting development

1. Costing: publicly funded vs privately funded

- Start-up and maintenance costs of profession-oriented and general education programmes

2. Policy factors: regulatory and monetary regime

Examples:

- Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)
- expansion of senior-year places in UGC-funded institutions

3. Institutional factors

Self defined role differentiation:

- Example: Hang Seng Management College in post 3+3+4 years

4. Social and market demand

- Quick response to contextual factors such as ageing population and a need for knowledge-based economy, e.g. health-related studies



Framework

	Degree	Sub-degree
Publicly funded	Institutions: UGC-funded institutions	Institutions: VTC-funded institutions
Self funded	Institutions: <ol style="list-style-type: none">1. self-funded arms of UGC-funded institutions2. institutions affiliated with sponsoring bodies3. self-funded arm of VTC4. independent institutions	Institutions: <ol style="list-style-type: none">1. self-funded arms of UGC-funded institutions2. institutions affiliated with sponsoring bodies3. self-funded arm of VTC4. independent institutions

Publicly funded

Sub-degree

Orientation: **Professional**, i.e. mainly higher-diploma (HD) programmes



Horizontal tension: profession-driven vs. general



Vertical tension:
Profession-oriented vs. general

Self-funded

Orientation: **General**, i.e. both Associate Degree (AD) and HD programmes



Horizontal tension: profession-driven vs. general



Publicly funded

Degree

Disciplinary emphasis: **Traditional academic studies**



Horizontal tension: research-led development vs. social demand

Vertical tension:
academic standing vs.
market demand

Self-funded

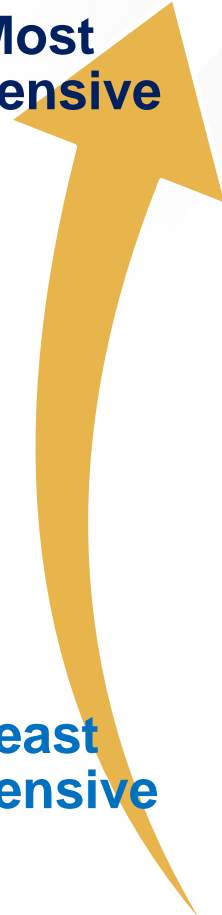
Disciplinary emphasis: **Emerging academic studies**



Horizontal tension: social needs and market demand vs. academic standing

Relative Cost Weightings of 17 Academic Programme Categories (UGC and Audit Commission, 2003)

**Most
expensive**



**Least
expensive**

Programme Category	Relative Cost Weightings
1. Medicine	4.0 - 5.0
2. Dentistry	3.5 - 5.0
3. Studies Allied to Medicine & Health	1.4 - 2.4
4. Biological Sciences	1.3 - 3.8
5. Physical Sciences	1.3 - 3.2
6. Engineering & Technology	1.2 - 2.3
7. Arts, Design & Performing Arts	1.3 - 1.8
8. Social Sciences	1.0 - 1.6
9. Law	1.0 - 1.6
10. Mass Communication & Documentation	1.0 - 1.6
11. Architecture & Town Planning	1.0 - 1.6
12. Mathematical Sciences	0.9 - 1.5
13. Computer Science & IT	0.9 - 1.5
14. Humanities	0.9 - 1.2
15. Education	0.9 - 1.4
16. Business & Management Studies	0.8 - 1.6
17. Languages & Related Studies	0.8 - 1.5

Relative Cost Weightings of 17 Academic Programme Categories (UGC and Audit Commission, 2003)

High-cost

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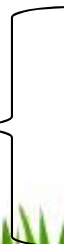
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Medium-cost	7. Arts, Design & Performing Arts	1.3 - 1.8
	8. Social Sciences	1.0 - 1.6
	9. Law	1.0 - 1.6
	10. Mass Communication & Documentation	1.0 - 1.6
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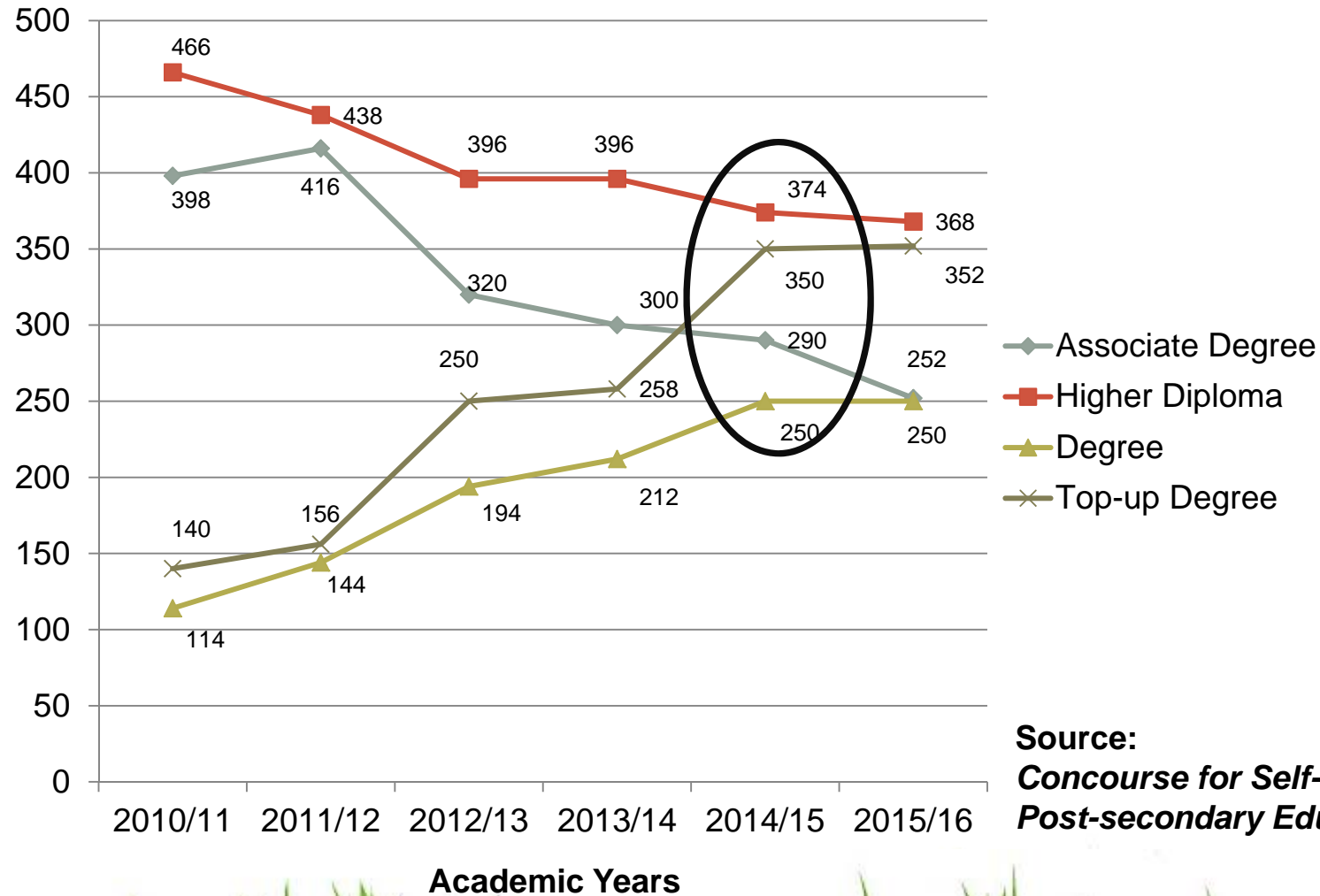
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Low-cost



Number of Full-time Accredited Self-financing Programmes (Academic Years 2010/11 to 2015/16)

Number of Programmes



Comparison between 2013/14 and 2014/15 (Top-up Degree):

Programme Category	No. in 2013/14	No. in 2014/15	Growth Rate
Education, Teacher Training and Sports Science	4	12	200%
Medicine, Dentistry and Health Sciences	4	10	150%
Computing and Information Technology	10	24	140%
Engineering and Technology	12	28	133%

Cost of top-up degree programmes with the fastest growth rates is relatively high



Distribution of self-funded degree programmes w.r.t. relative cost weightings:

Programme Category	No. in 2014/15	% of total in 2014/15
Business & Management, General	40	16%
Economics, Accountancy, Finance & Investment	30	12%
Fine Arts, Performing Arts, Design and Creative Media Art & Industry	44	17.6%
Languages, Translation and Literature	24	9.6%
Medicine, Dentistry and Health Sciences	16	6.4%
Social Sciences	28	11.2%

A high proportion of medium-high-cost degree programmes is on offer in the self-financing higher education sector.



The Growth of Degree Sector

- A significant increase of degree and top-up degree programmes
- A growing market demand for profession-driven programmes
- The desire to meet social needs is also one consideration, in addition to costing.
- **Self-financing degree programmes are not just 'low-cost' replication of UGC-funded degree programmes**



Case Studies

The Open University of Hong Kong

- Tailor-made degree programmes in quick response to 'Six New Industries' policy initiative
- Six New Industries:
 - Medical Services
 - Environmental Industries
 - Testing and Certification Services
 - Education Services
 - Cultural and Creative Industries
 - Innovation and Technology



Case Studies: OUHK

Relevant degree programmes at OUHK

Creative Advertising and Media Design

Creative Writing and Film Arts

Animation and Visual Effects

Photographic Digital Art

Nursing (General Health Care and Mental Health Care)

Testing and Certification

Early Childhood Education



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Creative Advertising and Media Design

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Animation and Visual Effects

Photographic Digital Art

Nursing (General Health Care and Mental Health Care

Testing and Certification

Early Childhood Education



Case Studies: OUHK

Features:

- Cost of 'Six New Industries' degree programmes is relatively high
- Programmes on offer are in quick response to policy initiatives
- New programmes belong to emerging academic studies which are not easily found in UGC-funded institutions



Case Studies

Technological and Higher Education Institute (THEi)

- a self-financing arm of the Vocational Training Council
- diversified undergraduate curriculum and institutional role differentiation



Case Studies: THEi

Relevant degree programmes at THEi

Advertising

Culinary Arts and Management

Fashion Design

Hotel Operations Management

Landscape Architecture

Product Design

Professional Accounting

Civil Engineering



Case Studies: THEi

Relevant degree programmes at THEi

Advertising

Culinary Arts and Management

Fashion Design

Hotel Operations Management

Landscape Architecture

Product Design

Professional Accounting

Civil Engineering



Case Studies: THEi

Features:

- Relatively expensive according to both relative cost weightings as well as start-up cost
- **Emerging academic studies** which are not easily found in UGC-funded institutions



Case Studies

Tung Wah College

- Disciplinary specialisation in health-related studies is clearly demonstrated in degree programmes on offer
- A rapid expansion of actual intakes
 - 2011/12: 309
 - 2012/13: **714**
 - Growth rate: **more than double**



Case Studies: Tung Wah College

Relevant degree programmes at TWC

Accounting, Finance, Health Services Management & Marketing

Nursing & Applied Gerontology

Nursing (Post-registration)

Basic Medical Sciences, Forensic Science, Medical Laboratory Science, Radiation Therapy & Veterinary Health Studies

Applied Psychology

Occupational Therapy



Case Studies: Tung Wah College

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Nursing & Applied Gerontology

Nursing (Post-registration)

Basic Medical Sciences, Forensic Science, Medical Laboratory Science, Radiation Therapy & Veterinary Health Studies

Applied Psychology

Occupational Therapy



Case Studies: Tung Wah College

Features:

- An emphasis on health-related disciplines in response to social needs in an ageing society
- Relatively expensive according to both relative cost weightings and start-up cost
- A higher number of subjects in **emerging academic studies**, which are not easily found in the health-related study programmes in UGC-funded institutions



The Story So Far

- Self funding courses are not just an economic version of publicly funded courses.
- While the Government is obviously the major player, decisions on choices of self funded courses by institutions seem to have an impact on Government decisions.

