

Conference on Self-financing Tertiary Education:

# The Way Forward

13 November 2014

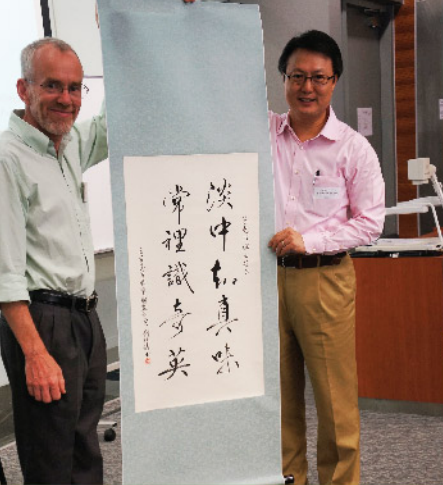
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Organized by:



Federation for Self-financing Tertiary Education





**FSTE** 自資高等教育聯盟  
Federation for Self-financing  
Tertiary Education

**2012**

**FCE** 香港高等院校  
持續教育聯盟  
The Federation for  
Continuing Education in  
Tertiary Institutions

**2009**



**1994**



*20 years of great memories,  
and many more to come.....*

# Federation for Self-financing Tertiary Education 20<sup>th</sup> Anniversary Conference

## Self-financing Tertiary Education: The Way Forward

13 November 2014

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## Message from Chairman



This year marks the 20<sup>th</sup> Anniversary of the Federation for Self-financing Tertiary Education (FSTE). In these twenty years, the Federation has made significant achievements and has established a unique position in the tertiary education sector in Hong Kong. It is my great honor to celebrate this special occasion with you as Chairman of the Federation.

The Federation for Continuing Education in Tertiary Institutions (FCE), the precursor of FSTE, was initially established in 1994 as a coalition for the continuing education arm of publicly-funded universities in Hong Kong, with a mission to advance lifelong learning and continuous professional development in the territory. Later on, these continuing education units also began to offer self-financing full-time programmes for secondary school leavers in a major way, and the Federation changed its name to FSTE in 2012. FSTE's membership has also been extended to include other major non-profit-making self-funded tertiary education institutions. FSTE membership now comprises thirteen institutions as Full Members and several heads of institutions or past Chairmen of FSTE as Individual Members.

On a self-financing basis, FSTE members offer programmes at degree and sub-degree levels, in full-time and part-time modes, lifelong learning, continuous professional development, and transnational education. Together, FSTE members cater for a full-time student load of well over 60,000, which is larger than the equivalent publicly funded sector. This has provided tertiary educational opportunities for a large number of secondary school leavers, satisfying the aspirations of these young persons, and contributing to Hong Kong's knowledge-based economy in no small way.

Over the years, the Federation has been serving as a platform for exchanges and advocacy for our sector. We have collaborated with Government on a number of important projects such as the Common Descriptors for Associate Degree, Project Yi Jin (and later Yi Jin Diploma), the Continuing Education Fund, the Qualifications Framework, and the standardization of Award Titles. It has also conducted research on various pedagogical and policy issues relevant to self-financing education.

Looking ahead, the Federation will continue to work closely with Government and other collaborators to advance our mission, as well as to further raise the quality and standards of self-financing tertiary education in Hong Kong.

I would like to take this opportunity to express our gratitude and appreciation to members and staff who have contributed to the Federation in the past twenty years.

Professor Peter P YUEN  
Chairman, Federation for Self-financing Tertiary Education





I am delighted to extend my warmest congratulations to the Federation for Self-financing Tertiary Education on this auspicious occasion of its 20<sup>th</sup> anniversary.

Since its establishment in 1994, the Federation has been playing a pivotal role in promoting the healthy and sustainable development of the self-financing tertiary education sector and facilitating the launch of various initiatives for the benefit of all stakeholders. Through providing a key platform for post-secondary institutions and programme operators to collaborate and exchange ideas, the Federation has helped enhance the quality and standards of academic and vocational programmes offered by the self-financing sector in Hong Kong. I am confident that building on its solid achievements, the Federation will continue to strive for excellence and the further advancement of Hong Kong into a regional education hub.

Besides, with Hong Kong becoming a knowledge-based society under a competitive globalized economy and the war for talents, there will be considerable challenges and opportunities ahead. I am sure the sector will be able to rise up to the challenges and excel with collaboration.

The 20<sup>th</sup> anniversary is a great opportunity for all who are associated with the Federation to celebrate its remarkable achievements. Once again, may I wish the Federation continued growth and success in the years to come.

Mr Eddie NG, SBS, JP  
Secretary for Education  
Education Bureau, Hong Kong Special Administrative Region



## Congratulatory Message from Secretary-General of University Grants Committee



In the last two decades the Federation for Self-financing Tertiary Education (FSTE) has spared no effort in raising the professional quality and standards of self-financing academic and vocational education in Hong Kong. Its success in building up a coalition among the higher education institutions engaged in continuing education is well recognised.

I am sure in the years to come, FSTE will continue the momentum for excellence and live up to the great expectations the society has on it – enhancing continuing education and lifelong learning that provides students an alternative path to quality higher education.

On behalf of the University Grants Committee, I wish to extend my heartfelt congratulations to FSTE for the many well-deserved laurels of achievements over the past 20 years.

Dr Richard ARMOUR  
Secretary-General  
University Grants Committee





On behalf of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), I extend our warmest congratulations to the Federation for Self-financing Tertiary Education (FSTE) and its member institutions on the occasion of its 20<sup>th</sup> Anniversary.

Over the past two decades, the FSTE has made valuable contributions to advancing the cause of lifelong learning in Hong Kong. HKCAAVQ and FSTE share common goals and have been close partners in raising the quality and standards of self-financing academic and vocational education in Hong Kong through collaboration on various projects, including the development of Associate Degree Common Descriptors, quality assurance of the Project Yi Jin, non-local courses and courses under the Continuing Education Fund Scheme.

As the Hong Kong Qualifications Framework develops, FSTE and HKCAAVQ continue to play a pivotal role in underpinning and supporting its implementation, like the Award Titles Scheme, Use of Credit and Credit Accumulation and Transfer. In the first quarter of 2014, the number of qualifications on the Qualifications Register has exceeded 10,000, many of which are qualifications awarded by FSTE member institutions. The HKCAAVQ values the partnership with FSTE and appreciates the fruitful collaborations to enhance quality assurance in pursuit of developing Hong Kong into a regional education hub.

On this joyous occasion I wish the Federation every success in its future endeavours and look forward to a continued fruitful cooperation in the decades to come.

Professor LEE Keng-mun William  
Executive Director  
Hong Kong Council for Accreditation of Academic and Vocational Qualifications

## About FSTE

The **Federation for Self-financing Tertiary Education** (FSTE), formerly known as “The Federation for Continuing Education in Tertiary Institutions” (FCE), was established in 1994 as a coalition amongst the extension arms of publicly-funded higher education institutions and major non-profit-making institutions engaged in continuing education in Hong Kong, to advance the professional quality and standards of such education. Over time, its membership extended to include the majority of non-profit-making self-funded tertiary education institutions with fully accredited programmes at the post-secondary level, a sizeable student body and a sound track record.



FSTE membership now comprises thirteen institutions as Full Members and several heads of institutions or past Chairmen of FSTE as Individual Members.



On a self-financing basis, FSTE members offer programmes at degree and sub-degree levels, in full-time or part-time mode, covering the academic and the professional/vocational streams, lifelong learning, and transnational education (non-local education). Together, FSTE members cater for a full-time student load of well over 60,000 in 2012-2013. The great majority of sub-degree programmes and Continuing Education Fund (CEF) courses in Hong Kong are provided by them.

## Mission

The Federation endeavours to:

1. Advance the cause of lifelong learning in Hong Kong, focusing on four sectors, namely, Self-financing Degree Education, Self-financing Sub-degree Education, Continuing Education, and Transnational (or Non-local) Education.
2. Raise the professional quality and standards of self-financing academic and vocational education in Hong Kong.
3. Enhance communication with Government, industries, professional bodies and other stakeholders in the four sectors afore-mentioned.
4. Provide a platform for the exchange of ideas and for the sharing of information and professional experience for the sectors.
5. Encourage, support and conduct research in the context of academic and vocational education and related areas.
6. Cooperate with Government in developing Hong Kong into an education hub in Asia and beyond.





## Milestones

1994	Incorporated in Hong Kong.
2000	Launched Project Yi Jin (equivalent to the local secondary school leaving qualification) by collaborative efforts with the EDB.
2001	Development of Sub-degree programmes and the subsequent Common Descriptors for Associate Degrees. Many of the first-generation Community Colleges were established by Member Institutions.
2002	With the introduction of Continuing Education Fund (CEF), Member Institutions provided the majority of CEF courses.
2004	Celebrated 10 <sup>th</sup> Anniversary with a 3-day conference on “Internationalization of Lifelong Education, Policy and Issues.”
2007	Signed “Exchange and Collaboration Memorandum of Understanding with the China Continuing Education Association of Higher Education Institutions” in Beijing, China.
2009	Celebrated 15 <sup>th</sup> Anniversary with a roundtable discussion on “Challenges for Post-secondary Education-Threats, Opportunities and Trends”.
2009	Commissioned by EDB to develop new Yi Jin (later Yin Jin Diploma) for the New Academic Structure.
2010	Launched two projects under the Quality Enhancement Grant Scheme (QEGS) – Enhancing Teaching Effectiveness; and Teacher Training and Staff Development.
2010	In partnership with the British Council on a survey on “Transnational Education at the Turning Point” which was followed by seminars and roundtables in Hong Kong and the United Kingdom.
2011	Launched the third project under QEGS on compiling exemplary General Education courses for the sub-degree sector in partnership with Fulbright Scholars from the United States.
2011	Commissioned by the Government to revise the Common Descriptors of Associate Degree and Higher Diploma programmes under the New Academic Structure.
2012	Renamed to “Federation for Self-financing Tertiary Education” (FSTE) to better reflect its representation in the four sectors – self-financing degree education, self-financing sub-degree education, continuing education and non-local education.
2012	The new Secretariat office opened, with the Permanent Secretary for Education as the Officiating Guest of the Opening Ceremony in May.
2012	Commissioned by the Government to undertake a pilot exercise on the Use of Credits and Standardization of Award Titles under the Hong Kong Qualifications Framework (QF), and to provide workshops in the use of QF Credits.
2012	Launched Yi Jin Diploma for students of Hong Kong Diploma of Secondary Education. 5,000 full-time students enrolled in the first cohort.
2012	The Secretary for Education visited the FSTE Secretariat office.
2013	Published <i>Inspiring Teaching</i> – a publication comprises 50 case studies on outstanding teachers of self-financing post-secondary education sector.
2013	Published <i>General Education Guidebook</i> .
2013	Implemented the Guidelines on Recruitment and Admission Practices.
2013	Launched a project under Quality Enhancement Support Scheme (QESS) on Teacher Competency Framework
2014	Published <i>Global Perspectives: Philosophy and Practice in Lifelong Learning</i> (in collaboration with UNESCO Beijing).
2014	Kickstart the second project under QESS – Towards a sub-degree General Education Framework.
2014	Celebrated 20 <sup>th</sup> Anniversary with a Conference on “Self-financing Tertiary Education: The Way Forward”; published the Special Edition of <i>Public Administration and Policy</i> (in collaboration with the Hong Kong Public Administration Association).
2014	Undertake pilot exercises for the development of Credit Accumulation and Transfer System.

# 專業·培育專才

## 全日制課程

海外學士學位 | 高級文憑 | 大學基礎教育文憑 | 文憑 | 毅進文憑

幼兒教育

心理學/社會科學

犯罪及紀律部隊

日本研究及日語

流行音樂

會計/金融

旅遊航空

商業管理

健康/護理

環境管理及公共衛生

時裝/室內設計



## 兼讀制課程

## 自在人生自學計劃

## 長青活學計劃



- 文化藝術
- 媒體藝術
- 金融投資
- 旅遊款待
- 環境及職安健
- 健康及護理學

- 人際關係系列
- 理財系列
- 生活系列
- 健康系列

- 健康管理
- 個人理財
- 藝術與文化
- 人際關係
- 個人生活管理
- 電腦與資訊科技
- 科學與科技
- 語文運用



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FSTE1101





**Full Members (in alphabetical order):**



Caritas - Hong Kong



City University of Hong Kong



Hong Kong Baptist University



Hong Kong College of Technology



Hong Kong Institute of Technology



Lingnan University



The Chinese University of Hong Kong



The Hong Kong Institute of Education



The Hong Kong Polytechnic University



The Hong Kong University of Science and Technology



The Open University of Hong Kong



The University of Hong Kong



Vocational Training Council

**Individual Members (in alphabetical order):**

Professor Robert DICKENSHEETS

Professor LEE Ngok

Dr Victor LEE

Dr Teddy SO

Ms TSE Shuk-in

Professor WAN Chin-chin

Dr Charles WONG

Professor Edwin WONG

Professor Enoch YOUNG



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	Professor Angela NG The Hong Kong University of Science and Technology
	Dr John CRIBBIN The University of Hong Kong
	Mrs Carrie YAU* Vocational Training Council

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\*Members of the Executive Committee

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### Self-financing Tertiary Education: The Way Forward

Time	Details	Venue
14:00 – 14:30	<b>Registration</b>	5/F
14:30 – 15:10	<p><b>Welcoming Remarks</b>  <b>Professor Peter YUEN</b>  <i>Chairman, Federation for Self-financing Tertiary Education</i></p> <p><b>Keynote 1</b>  Self-financing Higher Education Sector in Hong Kong:  Challenges and Responses  <b>Professor Edward CHEN</b>  <i>Chairman, Board of Directors, School of Professional and Continuing Education, The University of Hong Kong</i></p> <p><b>Keynote 2</b>  Challenges Ahead: Not Changing is Not an Option  <b>Mrs Cherry TSE</b>  <i>Permanent Secretary for Education, Education Bureau, Hong Kong Special Administrative Region</i></p> <p><b>Chairman's Address</b>  Self-financing Sub-degree Programmes: Facts vs Myths  <b>Professor Peter YUEN</b>  <i>Chairman, Federation for Self-financing Tertiary Education</i></p>	5/F
15:10 – 15:30	Coffee Break	5/F
15:30 – 17:15	<p><b>Breakout Sessions</b>  Session 1: Teaching and Learning Issues (1)  Moderator: Dr Ella CHAN</p> <p>Enhancing the Student Experience – A Hong Kong Perspective  <b>Guy PERRING</b>  <i>International Graduate Insight Group</i></p> <p>Development of Generic Skills of Associate Degree Students in Hong Kong  <b>HO Wai-tung, Joseph CH SO &amp; Derek SY LAM</b>  <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p>Comparing the Happiness of Chinese Undergraduates in H.K., U.K., U.S.A. and Australia  <b>Thomas WK YUEN &amp; Winnie WL CHU</b>  <i>Hong Kong Shue Yan University</i></p>	4/F & 5/F



Time	Details	Venue
	<p><b>Factors Affecting Student Satisfaction and Performance Gap in relation to the Model of Strategic Enrolment, Graduation and Articulation (SEGA): The Case of Self-financing Higher Education in Hong Kong</b></p> <p><b>Peggy ML NG, Connie KY MAK &amp; Phoebe WONG</b>  <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>Jason KY CHAN</b>  <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i></p> <p><b>Towards 2+2 Transfer: General Education Credit Recognition</b></p> <p><b>Selwyn SY CHENG</b>  <i>Federation for Self-financing Tertiary Education</i></p>	
	<p>.....</p> <p>Session 2: Teaching and Learning Issues (2)  Moderator: Professor Reggie KWAN</p> <p><b>Challenges Faced by Mainland Chinese Students of an Associate Degree (AD) Programme: A Case Study of College of International Education, Hong Kong Baptist University</b></p> <p><b>Sam LAU, Vicky LEE, Emily KO, William LAI &amp; Amy TSANG</b>  <i>College of International Education, Hong Kong Baptist University</i></p> <p><b>Don't Hide Our Students' Competencies: The Importance to Establish the Hidden Competence</b></p> <p><b>Jonathan ML KWOK, Macy MC WONG &amp; Peggy ML NG</b>  <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>A Pilot Study Examining the Relationship of Mentor-led Study Group to the Self-efficacy, Study and Generic Skills of Students Studying in the Associate Degree in Health Studies</b></p> <p><b>Ella YU</b>  <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p><b>Students' Perception on the Different Assessment Methods in a Chinese Language Course</b></p> <p><b>Catherine MS CHENG</b>  <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p><b>Who are the Preferred Part-time Lecturers?</b></p> <p><b>Students' Perceptions in a Hong Kong Self-financing Institute</b></p> <p><b>Ted TH POON</b>  <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p><b>Joseph WC LAU</b>  <i>Hong Kong Institute of Vocational Education, Vocational Training Council</i></p>	





Time	Details	Venue
	<p>Session 3: Self-financing Education Policy Issues (1) Moderator: Professor CHAN Tsang-sing</p> <p><b>Self-financed Higher Education: The Hong Kong Experience</b> <b>Raymond W SO</b> <i>Hang Seng Management College</i></p> <p><b>Regulating Power through Market (In)Segmentation: Inequality and Equivocal Diversification of Tertiary Education in Hong Kong</b> <b>Alvin NK KWOK</b> <i>Hong Kong College of Technology</i></p> <p><b>Education Hub - Concepts, Targets, and Policy Implications</b> <b>Peter P YUEN &amp; Jason KY CHAN</b> <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i></p> <p><b>LEE Ngok</b> <i>UNESCO Hong Kong Association</i></p> <p><b>Stephanie W LEE &amp; Vincent T LAW</b> <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>The Model of “Government, School &amp; Self-financing Institutions Partnership (GSSIP)” in Hong Kong: Successful Experiences of Education Bureau in Uplifting Kindergarten Teachers’ and Principals’ Qualification</b> <b>Vincent WL WONG</b> <i>School of Continuing Education, Hong Kong Baptist University</i></p> <p><b>A Study on the Application of Outcome-based Teaching and Learning in Higher Education in Hong Kong</b> <b>Peter KW FONG</b> <i>HK Chu Hai College of Higher Education</i></p> <p><b>Alice YC TE</b> <i>The University of Hong Kong</i></p>	
	<hr/> <p>Session 4: Self-financing Education Policy Issues (2) Moderator: Dr CHAN Cheuk-hay</p> <p><b>The Development and Challenges of Self-financing Higher Education in Hong Kong</b> <b>Jack MK LO, WK YUNG &amp; Eileen Q FENG</b> <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>Business Concept Model for Self-financing Higher Education Institutes</b> <b>Ted TH POON</b> <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p><b>Joseph WC LAU</b> <i>Hong Kong Institute of Vocational Education, Vocational Training Council</i></p>	



Time	Details	Venue
	<p><b>Dynamic Performance Measurement System for a Self-financing Tertiary Institution: Integrating Governance for Quality and Sustainability</b></p> <p><b>Artie NG</b> <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>Helen WONG</b> <i>Hong Kong Community College, The Hong Kong Polytechnic University</i></p> <p><b>Raymond WONG</b> <i>The Chinese University of Hong Kong</i></p> <p><b>Continuous Professional Development and Lifelong Learning: Needs Assessment and Way Forward for Hong Kong's Business and Industries</b></p> <p><b>Peter P YUEN &amp; Jason KY CHAN</b> <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i></p> <p><b>Florence HC HO &amp; Vincent T LAW</b> <i>School of Professional Education and Executive Development, The Hong Kong Polytechnic University</i></p> <p><b>The Social History of Higher Education Expansion in Hong Kong (1978 - Present)</b></p> <p><b>CHEUNG Kwok-wah &amp; Henry YS KWOK</b> <i>The Open University of Hong Kong</i></p>	
17:15 – 18:15	<p><b>Roundtable Discussion: The Way Forward</b> Facilitator: Professor Peter YUEN</p> <p><b>Dr Richard ARMOUR</b> <i>Secretary-General, University Grants Committee</i></p> <p><b>Mr IP Kin-yuen</b> <i>Legislative Councilor, Hong Kong Special Administrative Region</i></p> <p><b>Professor William LEE</b> <i>Executive Director, Hong Kong Council for Accreditation of Academic and Vocational Qualifications</i></p> <p><b>Mr Brian LO</b> <i>Deputy Secretary for Education, Education Bureau, Hong Kong Special Administrative Region</i></p> <p><b>Mr Tim LUI</b> <i>Chairman, Committee on Self-financing Post-secondary Education</i></p> <p><b>Professor WONG Yuk-shan</b> <i>President, The Open University of Hong Kong</i></p>	5/F
18:15 – 18:20	<p><b>Vote of Thanks and Closing Remarks</b> <b>Professor Reggie KWAN</b> <i>Vice-Chairman, Federation for Self-financing Tertiary Education</i></p>	5/F

Note: Programme is subject to change at the discretion of the organizer.



## Keynote Speakers



**Professor Edward CHEN CBE, GBS, JP**

Chairman, Board of Directors,  
School of Professional and Continuing Education,  
The University of Hong Kong

Professor Edward Chen Kwan-yiu, former President of Lingnan University, established Lingnan as a distinctive liberal arts institution. He was the Director of the Centre of Asian Studies at The University of Hong Kong. He is now a Distinguished Fellow of the Hong Kong Institute for the Humanities and Social Sciences (incorporating the Centre of Asian Studies) at The University of Hong Kong, and an Honorary Professor of The Open University of Hong Kong. Professor Chen is also Chairman of the Board of Directors of HKU SPACE (School of Professional and Continuing Education), and Chairman of the Council of Advisers of the Hong Kong Institute for Monetary Research of the Hong Kong Monetary Authority.



**Mrs Cherry TSE, JP**

Permanent Secretary for Education, Education Bureau,  
Hong Kong Special Administrative Region

Mrs Cherry Tse was appointed the Permanent Secretary for Education on 21 December 2010. Mrs Tse joined the Hong Kong Government in 1984 and has worked in bureaux and departments spanning a diverse range of public policy areas including international trade, public finance, poverty alleviation and labour matters.

Mrs Tse graduated from The University of Hong Kong with a Bachelor of Arts Degree. She continued studying while working and subsequently obtained two Master Degrees, in Public Administration and Education, respectively from Harvard University and The Chinese University of Hong Kong.





### Keynote 1: Self-financing Higher Education Sector in Hong Kong: Challenges and Responses

Professor Edward CHEN

Chairman, Board of Directors, School of Professional and Continuing Education,  
The University of Hong Kong

The role of higher education has changed in this modern world dominated by information and communications technologies. Undergraduate higher education is more for the nurturing of whole persons than the training of professionals and specialists. Higher education is also no longer a passport for upward social mobility. Higher education providers must therefore put emphasis on managing the quality and scope of teaching and learning, and the expectations of students. This poses huge challenges to self-financing providers which have limited resources and demanding students.

The responses would be three-fold: (1) to forge some kind of product differentiation between self-financing and UGC-funded institutions, (2) to operate self-financing institutions on the basis of an education model, not a business model, and (3) to actively secure external funding.

### Keynote 2: Challenges Ahead: Not Changing is Not an Option

Mrs Cherry TSE

Permanent Secretary for Education, Education Bureau, Hong Kong Special Administrative Region

The last decade or so has witnessed the phenomenal growth of the self-financing post-secondary education sector in Hong Kong, in terms of student number as well as the number and diversity of programmes offered. The availability of programmes at different levels and in a broad range of disciplines helps realise the policy objectives of lifelong learning and the nurture of diverse talents. This is encouraging.

No public policy can remain static. The objective circumstances are evolving, so must Government policy and the self-financing post-secondary education sector evolve to ensure their relevance.

Looking ahead, the number of secondary school graduates and as a corollary, the number of prospective student intakes of post-secondary education, is projected to decline. Also, in tandem with the growth in the sector is the growth in community expectations. For the sustainable development of the sector, the calls for enhancing the quality, the recognition and the vocational relevance of the programmes need to be addressed.

Hong Kong is an open economy much integrated with a globalized and knowledge-based world. Changes are happening at progressively accelerating pace and Hong Kong must keep abreast of the changes. The demand for flexible and diversified post-secondary education is stronger than ever. To thrive as an open economy, Hong Kong needs to welcome talents irrespective of backgrounds. Likewise, our doors cannot and should not be closed to high quality post-secondary programmes from other parts of the world. The openness of Hong Kong presents, to the Government and the self-financing post-secondary education sector, both a challenge and a catalyst for continuous self-improvement.

## Panelists of Roundtable Discussion



**Dr Richard ARMOUR, JP**

Secretary-General, University Grants Committee

Dr Richard Armour has extensive experience in the higher education (HE) sector and served in faculty and leadership positions in universities including Hong Kong, United Kingdom and Australia. A MA graduate of the University of Glasgow he then took his PhD at the University of London. His research and publications have concentrated principally on HE policy and management particularly in relation to the student experience.

Dr Armour began his career in Glasgow Caledonian University, the University of Strathclyde and the University of Edinburgh in the United Kingdom until 1992. In 1992, Dr Armour moved to Hong Kong as Director of Academic Planning at the City University of Hong Kong. He became the Registrar of The Open University of Hong Kong in 1996.

In 2006, Dr Armour joined Griffith University as Academic Registrar in Australia. In 2009, he served as Senior Advisor to the President at the Hong Kong University of Science and Technology. From January 2012 until now, he is Secretary-General of the University Grants Committee (UGC), which is the main funding, policy and quality assurance body for Hong Kong's publicly funded institutions.



**Mr IP Kin-yuen**

Legislative Councillor, Hong Kong Special Administrative Region

Mr Ip Kin-yuen holds a Bachelor of Arts, a Postgraduate Certificate of Education and a Master of Education from The University of Hong Kong. He is currently Legislative Councillor for the education constituency, Vice-President and Chief Executive of the Hong Kong Professional Teachers' Union, and adjunct lecturer at The University of Hong Kong. He has been a secondary school teacher, a principal as well as a lecturer at The Hong Kong Institute of Education.

Mr Ip has long engaged in education policy research. He has been President of The Comparative Education Society of Hong Kong and steering committee member of the Eight-Nation Education Research Project. He has also held positions in the Education Department as well as the Central Policy Unit. Mr Ip is a strong advocate for small-class teaching and is currently Chairman of the Hong Kong Society of Small Class Teaching. He frequently comments in the media on education issues.



**Professor William LEE**

Executive Director, Hong Kong Council for Accreditation of Academic and Vocational Qualifications

Professor William Lee Keng-mun is the Executive Director of Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ). The HKCAAVQ is an independent statutory body with a mission to safeguard the quality of academic and vocational qualifications in Hong Kong, to strengthen providers' quality assurance capability, and to develop, promote and disseminate good practices on quality assurance.

Professor Lee obtained his PhD in Sociology from the University of Toronto in 1992. Before joining the HKCAAVQ in August 2013, he was the Associate Vice-President (Academic Affairs) and Registrar overseeing the work of the Registry, academic developments, development of the Core Curriculum/General Education, Internationalization and 334 academic reforms at Lingnan University.

Professor Lee has substantial experience in tertiary administration and is actively involved in the quality assurance of higher education in Hong Kong. He has served on various universities, University Grants Committee and public committees on quality assurance.



**Mr Brian LO, JP**

Deputy Secretary for Education, Education Bureau,  
Hong Kong Special Administrative Region

Mr Brian Lo Sai-hung is the Deputy Secretary for Education in the Government of the Hong Kong Special Administrative Region. As the Deputy Secretary of the Education Bureau, Mr Lo is responsible for policies on higher and further education, covering the publicly-funded and self-financing post-secondary education sectors, the vocational education sector, adult education, the Hong Kong Qualifications Framework and external relations.

Before taking up the current post, Mr Lo has served in various government bureaux and departments, including the Trade and Industry Department, the Civil Service Bureau, the Development Bureau and the Innovation and Technology Commission.

Mr Lo received his Bachelor of Social Science and Master of Philosophy degrees from The Chinese University of Hong Kong.



**Mr Tim LUI, BBS, JP**

Chairman, Committee on Self-financing Post-secondary Education

Mr Tim Lui Tim-leung is a Senior Advisor of PricewaterhouseCoopers (PwC) in Hong Kong and a Past President of the Hong Kong Institute of Certified Public Accountants.

Mr Lui is currently the Chairman of the Committee on Self-financing Post-secondary Education, Self-financing Post-secondary Education Fund Steering Committee and the Standing Committee on Directorate Salaries and Conditions of Service of the HKSAR Government. He is a member of the Committee on Professional Development of Teachers and Principals as well as the Committee on Free Kindergarten Education. He is also an ex-officio member of the Education Commission and the University Grants Committee. Previously, he has served as a Member of the Council and Treasurer of Hong Kong University of Science and Technology as well as the Chairman of the Appeals Board Panel (Education) and the Joint Committee on Student Finance.

Mr Lui is a Deputy of the National People's Congress of the People's Republic of China.



**Professor WONG Yuk-shan, BBS, JP**

President, The Open University of Hong Kong

Professor Wong Yuk-shan is currently the President of The Open University of Hong Kong. He obtained his PhD in Plant Biochemistry from McGill University of Canada in 1979. Since the 1980s, Professor Wong has performed teaching, research and administration work at various local universities. He has published 8 books and over 160 international journal papers in the areas of environmental biotechnology, plant biochemistry and mangrove conservation. He is Fellows of the Society of Biology in the United Kingdom and the Hong Kong Institution of Science.

Professor Wong is a Deputy to the National People's Congress of China and a member of the Committee of the Hong Kong Basic Law, the People's Republic of China. He is also the Chairman of the Consumer Council, a member of the Hong Kong Basic Law Promotion Steering Committee. He has been appointed Justice of Peace in 2001 and received a Bronze Bauhinia Star medal in 2004.



# 傳知識 聚才俊



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### **Breakout Session 1: Teaching and Learning Issues (1)**

Moderator: Dr Ella CHAN

#### **Enhancing the Student Experience – A Hong Kong Perspective**

Guy PERRING

*International Graduate Insight Group*

This presentation will look at the role of student feedback in contributing to higher education in the area of policy formulation, resources allocation, regulatory measures, direction of institution efforts, curriculum design and the impact on teaching and learning.

Beginning with an overview of the global role of student surveys and feedback, it will show how increasingly the role of the student voice has become more critical in shaping both an institution's and policy maker's strategic direction. Presenting a number of case studies from around the world, this presentation will show clearly by example where institutional change has been facilitated by acting on student feedback.

The final part of the presentation will take a look at the international student experience in Hong Kong and give an insight into how domestic students view the process of internationalisation within their institutions. This is based on an ongoing project with Hong Kong Education Bureau surveying across a number of leading Hong Kong educational institutions. This presentation will outline some of the key aspects of how institutions can ensure they are delivering the best experience for their students. This will lead to some clear recommendations on how Hong Kong institutions can use the collation of such feedback to improve their institutions and facilitate strategic change throughout their institutions.

#### **Development of Generic Skills of Associate Degree Students in Hong Kong**

HO Wai-tung, Joseph CH SO & Derek SY LAM

*Hong Kong Community College, The Hong Kong Polytechnic University*

This study aims to identify potential factors influencing the development of generic skills of the cohort of associate degree students admitted to Hong Kong Community College in 2010/11 academic year. Self-reported generic skills were collected from two random samples on admission (Entry) and graduation (Exit). The collected data were then analyzed using a repeated measures model. The results indicated that different genders have significant difference in perceiving their generic skills. The exposure to student development activities was found to have positive effect on some generic skills. In addition, we observed large variation in the improvements of generic skills across different academic disciplines.

## **Comparing the Happiness of Chinese Undergraduates in H.K., U.K., U.S.A. and Australia**

Thomas WK YUEN & Winnie WL CHU  
*Hong Kong Shue Yan University*

The goal of this paper is to compare the happiness of Chinese undergraduates in H.K., U.K., U.S.A. and Australia. Using chain-referral sampling and email questionnaire, a total sample of 471 Chinese undergraduates (151 from Hong Kong, 94 from U.S.A., 71 from Australia and 101 from U.K.) were examined. It was found that students in H.K. are the most unhappy group in comparison with the other three areas. This paper tried to explain the difference in the current happiness of Chinese undergraduates in the four areas with six variables, namely, the happiness of students with their academic performance; the subjective positive mindset of students; the concern of students about other people's view; the ability of students to explore their potential; gender and household income. The empirical results showed that the current happiness of students depends on (1) their happiness with their academic performance in the case of H.K., U.K. and Australia but not in U.S.A.; (2) the students' subjective positive mindset in all four areas; (3) other peoples' views about them in case of H.K. and U.K. but not in U.S.A. and Australia; (4) their ability to explore their potential in case of U.S.A. but not in the other three areas. In all four areas, the current happiness of undergraduates did not depend on their household income or gender.

## **Factors Affecting Student Satisfaction and Performance Gap in relation to the Model of Strategic Enrolment, Graduation and Articulation (SEGA): The Case of Self-financing Higher Education in Hong Kong**

Peggy ML NG, Connie KY MAK & Phoebe WONG  
*School of Professional Education and Executive Development,  
The Hong Kong Polytechnic University*

Jason KY CHAN  
*College of Professional and Continuing Education,  
The Hong Kong Polytechnic University*

Understanding tertiary students' expectation and satisfaction is important to policy makers as well as senior management in the course of developing quality education strategies. This paper attempts to examine the performance gap of self-financing institutions in Hong Kong by comparing the perceived importance and satisfaction levels of their students studying at sub-degree and undergraduate degree levels. The study also identifies aspects that are more important in influencing student satisfaction in relation to the SEGA model, which comprises the areas of "enrolment", "graduation" and "articulation". It is found that the attributes of (1) articulation, (2) career services, (3) financial aid, (4) programme design and (5) academic advising have strong impacts on students' perceived importance at both sub-degree and degree levels. However, large performance gaps are concurrently found in these aspects, reflecting high student dissatisfaction in important SEGA attributes. The results suggest that specific strategies with reference to the SEGA model should be adopted to improve the satisfaction level of students on influential attributes of their educational experience.

## **Towards 2+2 Transfer: General Education Credit Recognition**

Selwyn SY CHENG

*Federation for Self-financing Tertiary Education*

Every year, publicly-funded institutions provide senior-year intake (SYI) places for graduates of sub-degree (Associate Degree and Higher Diploma) programmes offered by publicly-funded and self-financing providers. According to the 2014 Policy Address, the HKSAR Government will progressively increase the annual SYI from 4,000 places in the 2014/15 academic year to 5,000 places by the 2018/19 academic year.

As part of the credit recognition process, publicly-funded institutions have to assess the General Education (GE) courses completed by sub-degree graduates. In 2013, the Federation for Self-financing Tertiary Education (FSTE) published the General Education Guidebook (as one of the deliverables of a Quality Education Grant Scheme project) which was hoped to 'serve as a platform for the development of common credit transfer for General Education in the degree sector in the future'.

This paper investigates the GE credit exemption assessment processes used by publicly-funded institutions. It looks at the procedures used by publicly-funded institutions to determine credit units allowed for GE courses completed at sub-degree providers, highlighting challenges faced by publicly-funded institutions (and applicants) in the approval process of GE credits. Possible initiatives which may facilitate the process are also proposed for consideration by stakeholders such as the HKSAR Government, publicly-funded institutions, and the sub-degree sector.

## **Breakout Session 2: Teaching and Learning Issues (2)**

Moderator: Professor Reggie KWAN

### **Challenges Faced by Mainland Chinese Students of an Associate Degree (AD) Programme: A Case Study of College of International Education, Hong Kong Baptist University**

Sam LAU, Vicky LEE, Emily KO, William LAI & Amy TSANG

*College of International Education, Hong Kong Baptist University*

Sub-degree Mainland students in Hong Kong had received relatively little attention both in terms of media coverage or academic studies. Research and studies on Mainland students had been focused mainly on the undergraduate and postgraduate sectors. Yet, at the same time, the number of Mainland students coming to Hong Kong for AD programmes has been steadily increasing. One main reason for the increase in number is that the Associate Degree is slowly gaining public recognition and acceptance since its birth in 2000, under the "Education Blueprint for the 21st Century" initiated by the Education Commission. To many Mainland students and their parents, the concept of an Associate Degree which has transfer-function to degree programmes is very attractive, especially for those students who are unable to gain entry to universities of their choice.

College of International Education (CIE) began admitting its first batch of Mainland students in 2004. The intake of Mainland students in the first few years remained very small. Each intake made up no more than 1% of the total student intake of the year. 2007 saw a



relatively more significant increase in the intake of Mainland students. The 2007 Mainland student intake took up 4.4% of total intake of the year. This increase was in response to the Government's plan to develop Hong Kong into a regional education hub. As at September 2013, the intake of Mainland students was 10.3% of the student intake of the year. The number of Mainland students in September 2013 (Yr 1 and Yr 2) in CIE was 5.5% of the total student population. With more Mainland students coming to the College, CIE has identified some of the challenges and difficulties faced by Mainland students at the Associate Degree level.

In our preliminary studies on CIE Mainland students, it has been found that major challenges faced by this group of students include, inter alia, the use of English as medium of teaching and learning, the emphasis on creative and critical thinking, the lack of certain essential study skills, the adaptation to a Cantonese speaking environment, as well as the cultural barriers separating them from local students. Being away from home and switching from a very rigid and exam-centric secondary school system, some Mainland students are having difficulties in acclimatizing to their new found independence in Hong Kong higher education. Another major issue of concern amongst Mainland students is articulation opportunities, in view of the limited quota for senior places and their inability to enroll in any foreign collaborated degree programme under the existing regulation.

This study looks into the different measures adopted by the College to help Mainland students in their adjustment to the new academic environment and to the Hong Kong cultural and social milieu away from home.

### **Don't Hide Our Students' Competencies: The Importance to Establish the Hidden Competence**

Jonathan ML KWOK, Macy MC WONG & Peggy ML NG  
*School of Professional Education and Executive Department,  
The Hong Kong Polytechnic University*

By reviewing the previous literature, this study integrated two main competence models from Delamare Le Deist and Winterton (2005) and Kim and Park (2014) to analyse the perceived acquired competencies and inadequate competencies from the view of graduating students of self-financing institutions. Three focus groups with participants from three main self-financing institutions in Hong Kong were conducted. Content analysis was adopted to identify the acquired or perceived inadequate competencies. Results showed that most of the competencies acquired are categorized as observed competence, which is easily learnt and useful for job performance. However, the perceived insufficient competence lies in the hidden aspect, for example, motivation and professionalism. These are difficult to acquire but very critical to sustain one's career and job success. In view of this, some feasible recommendations were provided for the education policy makers or senior management of self-financing institutions to reform the current design of the programme curriculum.

### **A Pilot Study Examining the Relationship of Mentor-led Study Group to the Self-efficacy, Study and Generic Skills of Students Studying in the Associate Degree in Health Studies**

Ella YU  
*Hong Kong Community College, The Hong Kong Polytechnic University*

This paper presents the results of a pilot study examining if there is any positive relationship of the Mentor-led Study Group to the self-efficacy, study and generic skills of students studying in the Associate Degree in Health Studies.

Graduates with high GPA of the Associate Degree in Health Studies act as mentors of the Stage 1 students with unsatisfactory GPA in 10-sessions 90 minutes small-scaled study group for sharing both study and generic skills. Pre and post assessment regarding students' self-efficacy, goal-setting, English proficiency, subject knowledge, study and generic skills were measured.

Both qualitative and quantitative data were analyzed for their significant relationships. Though the sample size is small, educators can design and modify with this blueprint to enhance the effectiveness of learning and personal growth of the students who may not have satisfactory academic results.

### **Students' Perception on the Different Assessment Methods in a Chinese Language Course**

Catherine MS CHENG

*Hong Kong Community College, The Hong Kong Polytechnic University*

This study examines students' orientation to their learning and assessment methods in a sub-degree course in the spring semester of 2013–14. At the end of the semester, students were invited to complete an online survey about their perception of the different assessment tasks of the course. Questions were grouped into sections according to different assessment methods. 118 out of 155 students responded to our surveys. The findings of this study are: (1) most participants chose individual learning as their preferred learning, rather than group learning; (2) individual-based assessment has the highest scores among different assessment tasks; (3) students' perception to the end-of-term test, has the strongest association with students' perception on the overall assessment method of the course.

Some highlights of the study are shared in the later part of this article. Firstly, students' experience of group learning needs to be enhanced. Only well-planned group learning activities could motivate students to be engaged in group learning. Secondly, blended learning should be promoted to encourage students to swap their learning space between individual and group if necessary. Thirdly, it is time for curriculum designers to develop an assessment method which could serve for purposes of assessment of learning and assessment for learning. That is, while the assessment results could be accessed to external parties with descriptions about students' learning progress, teachers could also use them to diagnose students' learning.

### **Who are the Preferred Part-time Lecturers? Students' Perceptions in a Hong Kong Self-financing Institute**

Ted TH POON

*Hong Kong Community College, The Hong Kong Polytechnic University*

Joseph WC LAU

*Hong Kong Institution of Vocation Education, Vocational Training Council*

Recruiting part-time lecturers (PTLs) has been a popular strategy adopted by universities to cut personnel expenses. It is more popular for self-financing institutions which are highly sensitive to financial pressure. Students' perceptions of PTLs' characteristics are different from that of school administrators and some researchers. The present study surveyed 225 students from different business courses of a Hong Kong self-financing institute. Students were asked to rate how the statements in a 31-item list match the traits or behaviour of an effective PTL in their minds. The result identifies that good presentation skills, good subject-related knowledge and good language skills are what students perceive to be preferable traits. The paper also discovers a range of behaviour of PTLs which are considered by students as effective. Based on the findings and implications of this study, recommendations are made for policy makers, university administrators and faculty members.

### **Breakout Session 3: Self-financing Education Policy Issues (1)**

Moderator: Professor CHAN Tsang-sing

#### **Self-financed Higher Education: The Hong Kong Experience**

Raymond W SO

*Hang Seng Management College*

This paper examines the challenges faced by private higher education in Hong Kong. The historical developments of private higher education in Hong Kong demonstrate some of its limitations and obstacles. Nevertheless, the importance of private forces in higher education is increasing globally. Successful private higher education requires policy support from the government, in addition to committed financial resources from the patronage bodies of the private higher education institutions. Public universities and private higher education institutions have issued calls for differentiation.

#### **Regulating Power through Market (In)Segmentation: Inequality and Equivocal Diversification of Tertiary Education in Hong Kong**

Alvin NK KWOK

*Hong Kong College of Technology*

While the participation rate of post-secondary education in Hong Kong has more than doubled in 10 years' time from 2002 to more than 70% in 2012, number of students enrolled in self-financed post-secondary programmes has increased more than seven-fold. Nevertheless, self-financed tertiary education institutions are facing stringent competition both among themselves and with publicly-funded institutions. This paper argues that it is a result of the exercise of regulating power by the government through a strategy of incongruent juxtaposition of private sector with state-enterprises through blurring of market segmentation, or market (in)segmentation. This discussion concludes by advocating for a re-examination of the legitimacy and limits of scope of regulating power on the private tertiary education sector and a re-definition of education as a hierarchical good rather than a pure public good. The implication is a re-shuffling of the respective roles and functions of private and public sector of tertiary education institutions through clearer market segmentation, fairer environment of competition and the subsequent power and freedom the private sector should enjoy.

## **Education Hub - Concepts, Targets, and Policy Implications: The Case of Hong Kong**

Peter P YUEN & Jason KY CHAN

*College of Professional and Continuing Education,  
The Hong Kong Polytechnic University*

LEE Ngok

*UNESCO Hong Kong Association*

Stephanie LEE & Vincent T LAW

*School of Professional Education and Executive Development,  
The Hong Kong Polytechnic University*

Internationalization in the tertiary education sector has been given much attention by policy makers and educationists. How to operationalize this policy, however, has seldom been made clear. Concepts range from having more international faculty members, more international students, sending students abroad, foreign participation and ownership of programmes and institutions, accreditation by regional/international bodies, etc. This Study aims to identify key attributes of an internationalized tertiary education sector through a systematic collection of views of major key stakeholders in Hong Kong – senior government officials, local and foreign university presidents/key administrators (public and private), students and parents. Content analysis of the interview records were organized into themes, categories and sub-categories in the development of the conceptual framework. NVivo, a qualitative data analysis software, was employed to organize, analyze and summarize the coded text data according to specific categories within the framework. Results indicate that while all of the above-mentioned concepts are relevant in the promotion of internationalization in the tertiary education sector, attracting larger numbers of international students to study at local universities are most important within the Hong Kong context. The results also show that many existing policies and regulations are ineffective and even counterproductive to achieving this internationalization objective.

## **The Model of “Government, School & Self-financing Institutions Partnership (GSSIP)” in Hong Kong: Successful Experiences of the Education Bureau in Uplifting Kindergarten Teachers’ and Principals’ Qualification**

Vincent WL WONG

*School of Continuing Education, Hong Kong Baptist University*

The purpose of this article is to illustrate the successful policy experience of the Education Bureau (EDB) in the Hong Kong Special Administrative Region (HKSAR) in enhancing the academic qualification of kindergarten teachers and principal in kindergarten education by providing Teacher Development Subsidies (TDS) to eligible applicants to select relevant self-financed teacher and principal training programs under the Pre-primary Education Voucher Scheme (PEVS).

In the paper, the genealogy of PEVS is discussed as the policy background for the policy measures of “professional upgrading”. The two policy effects: surge of kindergarten teacher qualification & attraction of more people in joining the profession are discussed, with the model of “Government, School & Self-financing Institutions Partnership (GSSIP)”.

In summary, this article yields three useful lessons for policy-makers in Government, School and Self-financing Institutions in local and overseas contexts. First, the policy makers in



Government should bear in mind that “financial support is the key to upgrade teacher qualification”. Second, the policy makers in School should understand that a “strategic staff development plan” is essential to the direction of qualification upgrade”. Third, the policy makers in Self-financing Institutions should, on one hand, forge closer cooperation with principals and schools, and on the other hand, propose to the Government on “filling-in” the gap of training that the Government might not be in best position to provide.

### **A Study on the Application of Outcome-based Teaching and Learning in Higher Education in Hong Kong**

Peter KW FONG

*HK Chu Hai College of Higher Education*

Alice YC TE

*The University of Hong Kong*

In line with the change from focusing on output to measuring outcome in the public sector reform in Hong Kong, Outcome-Based Teaching and Learning (OBTL) has been one of the key government policy initiatives advocated by the University Grants Committee (UGC) since 2006. Most studies on OBTL applications in higher education in Hong Kong were on its effectiveness when applied on particular programmes, especially in measuring the level of students' achievements of the Course Intended Learning Outcomes. There were very few studies on how this policy initiative has been received and adopted by different higher educational institutions. This paper aims to provide a comprehensive review of how the eight UGC-funded (HKU, CUHK, HKUST, CityU, PolyU, HKBU, LN, HKIEd) and seven self-financing (OUHK, SYU, CHC, HSMC, TWC, Caritas, Centennial College) higher education institutions responded to the UGC's request and their adaptation of OBTL. It will examine how OBTL is used in these institutions and identify the reasons why some institutions have high application while others have low application. For those with high application, the paper will analyse the critical success factors in the application of OBTL, including senior management endorsement, development of strategies and measures to enable the practice of OBTL, and allocation of resources for teachers' support. It is hoped that this paper will give government policy makers a better understanding on OBTL implementation and facilitate future policy enhancements on teaching and learning for higher education institutions.

### **Breakout Session 4: Self-financing Education Policy Issues (2)**

Moderator: Dr CHAN Cheuk-hay

#### **The Development and Challenges of Self-financing Higher Education in Hong Kong**

Jack MK LO, WK YUNG & Eileen Q FENG

*School of Professional Education and Executive Development,*

*The Hong Kong Polytechnic University*

In order to enhance Hong Kong's position as an international metropolis, it is essential to improve its competitiveness through the training of a skillful workforce. Continuing education plays a crucial role in this aspect, particularly top-up bachelor degree programmes, which provide articulation paths for associate degree and higher diploma holders. In light of limited provisions of government-funded bachelor's degree places as compared to the

number of academically qualified secondary school graduates, a sizeable number of these graduates need to pursue their post-secondary education through self-financing tertiary institutions. Focusing on the development of the self-financing higher education sector in Hong Kong, this paper will first review different modes of operations for self-financing institutions and highlight the achievements of the self-financing higher education sector over the past decade. The paper will then identify and analyze challenges that this sector is facing. Constructive suggestions on the future development of self-financing higher education in Hong Kong will also be made in the conclusion of this paper.

### **Business Concept Model for Self-financing Higher Education Institutes**

Ted TH POON

*Hong Kong Community College, The Hong Kong Polytechnic University*

Joseph WC LAU

*Hong Kong Institute of Vocational Education, Vocational Training Council*

In deciding how to attract and retain students, self-financing higher education institutes are often conceptualized as service providers that can be benefited by copying the business concept models from other business sectors where furious competition for customers is observed. Gilmore and Pine (1998) suggested that modern business should move beyond providing goods or services that have become unattractive commodities and moved on to the offering of experience and transformation to their guests or aspirants. The key question is: what economic offering self-financing institutes should provide to students? This paper identifies the offering desired by students through investigating their preferences for their instructors – the key channel through which services are provided to students. This study surveys 225 students of a self-financing institute in Hong Kong and investigates what students consider as the most important characteristics of their effective part-time lecturers. The result reveals that students value chance to participate actively in the learning activities, and they show a strong desire in learning to become better persons in terms of competence. This finding supports that higher education should be offered as transformation and self-financing institutes can gain competitive advantages if they treat students as aspirants.

### **Dynamic Performance Measurement System for a Self-financing Tertiary Institution: Integrating Governance for Quality and Sustainability**

Artie NG

*School of Professional Education and Executive Development,  
The Hong Kong Polytechnic University*

Helen WONG

*Hong Kong Community College, The Hong Kong Polytechnic University*

Raymond WONG

*The Chinese University of Hong Kong*

Performance of self-financing tertiary education institutions are predominately measured by their overall quality as assessed by designated external agencies. For management purpose, prior studies have pointed out adoption of a performance measurement system, such as balanced scorecard, to monitor and manage performance of tertiary education

institutions under an increasingly competitive environment. In the case of Hong Kong, there have been a number of newly established degree offering, self-financing institutions that are monitored closely by various stakeholders mainly for quality assurance purpose. Building on a literature review of performance measurement for tertiary education institutions as part of the third sector, a strategy-focused balanced performance measurement framework is explored and constructed. We argue that this framework reconfigured from the conventional balanced scorecard for the self-financing tertiary institutions must be led by a governance of complementary visions in seeking causal-effects for continuous improvement and sustainable performance.

### **Continuous Professional Development and Lifelong Learning: Needs Assessment and Way Forward for Hong Kong's Business and Industries**

Peter P YUEN & Jason KY CHAN  
*College of Professional and Continuing Education,  
The Hong Kong Polytechnic University*

Florence HC HO & Vincent T LAW  
*School of Professional Education and Executive Development,  
The Hong Kong Polytechnic University*

This Study aims to assess the needs of Hong Kong's industries and businesses for continuous professional development (CPD) and lifelong learning (LLL) as well as the state of development of organisational learning (OL) in selected industries and businesses. The Study consists of two stages. The qualitative stage adopts a data-driven approach through which the analytical framework is derived from the data collected from focus group discussions and in-depth interviews of employees, employers, relevant officials, and course providers. A total of 133 informants participated in the exercise. The text data is organized with the aid of the NVivo software. The subsequent quantitative stage collects data via a questionnaire survey. A total of 544 completed questionnaires were received.

Results show that industries and businesses in Hong Kong show concern for CPD, and recognise its importance. Government, industry/business sector, and training/education providers have put in effort in setting up a series of mechanisms to support CPD and LLL. Courses that are in high demand such as language and management-related topics have ample supply. Programmes for the service industry are not in short supply. For more specialized or manufacturing-related courses, the supply tends to be scarce. The importance of non-credit bearing short courses is recognized. All are supportive of Government's Recognition of Prior Learning (RPL) scheme, as well the Qualifications Framework (QF) and Credit Accumulation and Transfer (CAT) schemes. Most working individuals are familiar with Continuing Education Fund (CEF) and many have received support from the Fund. Not many companies provide flexible work arrangements for employees undertaking training. There is room for most companies to increase their training resources. Under-staffing is a common problem.

Government is recommended to take the lead in coordinating various stakeholders for CAT. It should further promote QF, and establish mechanisms to enable credit accumulation on a lifelong basis. It should review CEF's policy details, including the range of eligible subjects and the amount of entitlement for each eligible applicant. Employers are recommended to provide flexible working hours for employees pursuing training/further study.

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

CHEUNG Kwok-wah & Henry YS KWOK

*The Open University of Hong Kong*

Higher education in Hong Kong has undergone tremendous changes in the past three decades, which has transformed the system from elite to mass access. Drawing upon published statistical data and academic literature, this paper attempts to chart and explain the expansion history of higher education in Hong Kong and illustrate the changing patterns of programmes on offer and participation in the field across times. The expansion history is divided into three milestones. During the first period from 1978 to 1999, the expansion project of higher education was largely characterised by the increase of publicly funded first-degree places and initiatives of institutional restructuring. The second phase of expansion since 2001 has witnessed the rapid growth of self-financing institutions which offer a wide range of sub-degree and degree-level courses to secondary school leavers with an aim of reaching 60% of cohort participation rate in ten years' time. Following the academic restructuring in 2012, the history of higher education in Hong Kong has entered into a new milestone. This new phase is characterised by the advent of a more diversified undergraduate curriculum, which is extended into four years of study. The paper is going to explore the trajectory path of the expansion decision as a result of the Government policy decision as well the historical and specific conditions of the higher institutions of Hong Kong, which serves to shape the outlook of the mode of expansion of higher education in Hong Kong.

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## **Abstracts for Sharing**

### **The Process of Privatization in Higher Education: A Comparative Study between Mainland China and Hong Kong**

CHAN Chung-kit & LAM Ka-yin

*School of Professional and Continuing Education, The University of Hong Kong*

This paper aims to study the process of privatization in higher education from a comparative perspective between mainland China and Hong Kong. The shifts of ideology and changes of public policy of the governments would be analyzed as prerequisite. The reform of higher education in mainland China could be theoretically divided into four stages, in which the privatization was launched in the second stage, along with China's Open Door Policy. The development of higher education in Hong Kong could be also systemically separated into four stages, in which a large scale of privatization was launched in the third stage, accompanied with Hong Kong SAR's policy of community colleges. The findings reveal that mainland China's process of privatization in higher education is faster than Hong Kong's, including the development of private colleges and private universities. However, a large scale of privatization in higher education has not yet implemented in mainland China. Evidences indicate that privatization and self-financing higher education are the ways and the global trends to enhance the quality of research and higher education, alleviate the fiscal burden, and increase economic growth.





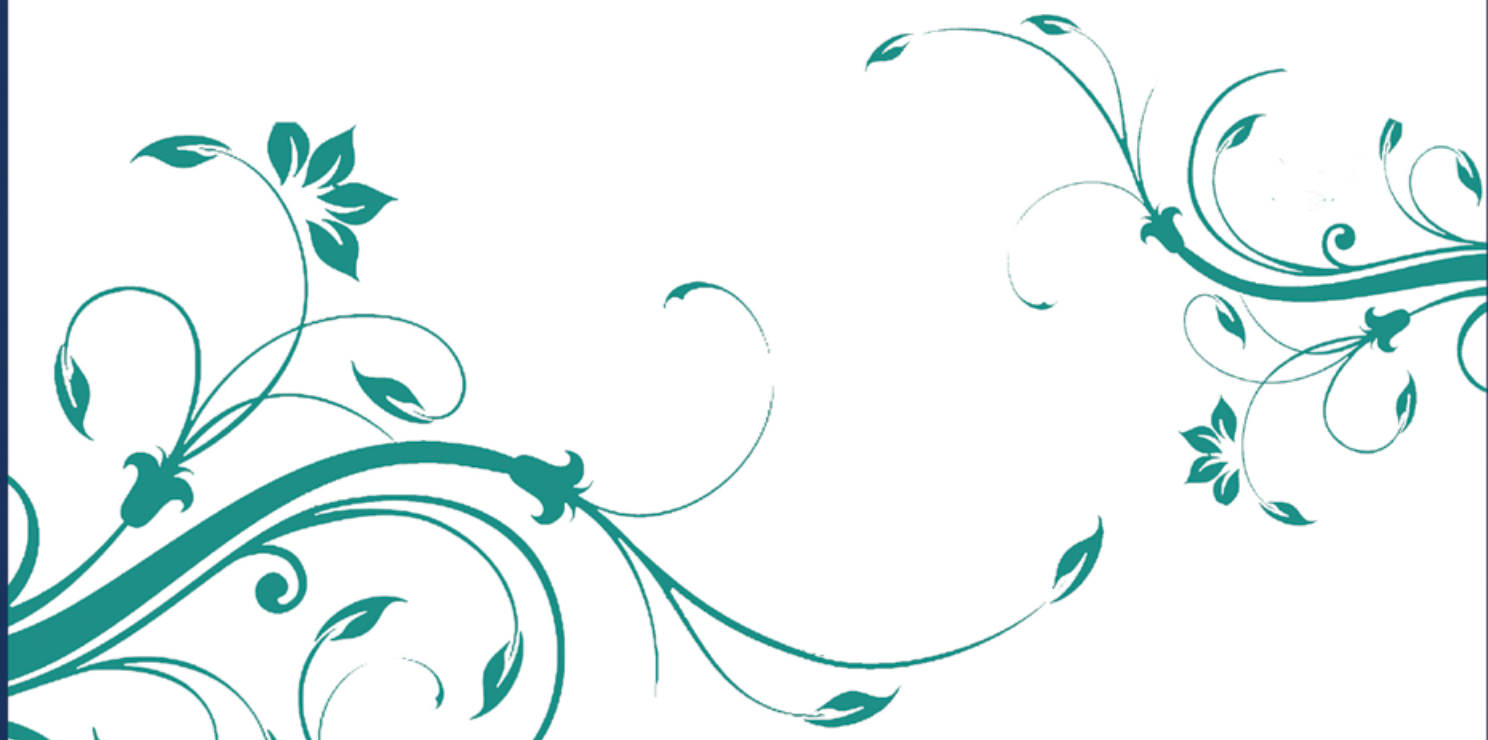
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*20th Anniversary*



## **Embracing Health and Sustainability in Tertiary Education: An Interdisciplinary Approach for the Global Agendas**

Simon CHEUNG, Ben FONG, Jack MK LO & Artie NG

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Global institutions like UN and WHO (World Health Organization) have pointed out the emerging adverse impacts of climate change over the environment on human health. In particular, WHO (2012) emphasizes the linkage between environmental and health agendas by advising on the responses needed to deal with the health risks caused by large-scale environmental changes. Social, environmental and economic sustainability has become a concern of public policy around the world. In light of these interrelated issues, tertiary education institutions need to reconsider their health promotion strategies to engage an interdisciplinary approach for local students to learn about such global agendas that are critical for the next generations to come. A framework of health and sustainability promotion integrating issues across disciplines as well as a case of a local top-up undergraduate degree programme are explored. We argue that the opportunity to embed health and sustainability in studies of corporate social responsibility is yet to be exploited.

## **Entrepreneurship Education: A Hong Kong Study**

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Although some entrepreneurs might not be totally convinced by Drucker's argument that "Entrepreneurship is nothing more than a discipline, and, like every discipline, it can be learned." (Drucker, 1985, p.24), the proliferation of entrepreneurship education in the past few decades has been phenomenal, suggesting that tertiary education institutions have provided a thriving environment for those who want to go through the formal education process to learn about entrepreneurship.

This paper discusses the current state of entrepreneurship education in Hong Kong's self-financing tertiary education institutions, examining the pedagogical approaches currently adopted. It will also examine the causal linkage between entrepreneurship education and its intended outcomes among the students—their entrepreneurial intentions and propensity to act entrepreneurially.

This study will examine the followings: (1) the delivery of entrepreneurship education in the higher education sector; (2) the impact of entrepreneurship education in enhancing learners' interest and preparedness to see entrepreneurship as a career choice; (3) the viability of curriculum innovation designed to stimulate the student learning process; and (4) the role of policy-makers and self-financing tertiary education institutions in shaping the future of entrepreneurship education.

## **The Potential Impacts of Academic Coaching in Higher Education: Learning from the Empirical Studies of Coaching in Business Sector**

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Coaching in education setting (i.e., academic coaching) is a tool that many higher education institutions use to enhance students' capability in learning or set goals related to their life-long learning (Murphy, Mahoney, Chen, Mendoza-Diaz, & Yang, 2005; Robinson & Gahagan, 2010; Tripp, 2008; Stein, Wanstreet, Slagle, Trinko, & Lutz, 2013). Therefore, studies of academic coaching specifically related to higher education are beginning to emerge in the recent years (Austin, 2009; Etkina et al., 2010; Murphy et al., 2005; Robinson & Gahagan, 2010; Thalluri, Kokkinn, & O'Flaherty, 2008; Vandekerckhove, 2010). Although previous studies have identified numerous positive impacts of coaching on student's learning capability and academic performance, our understanding of academic coaching is still sparse.

In contrast, studies of coaching in the business setting, such as executive and employee coaching, are well represented in the coaching literature with concrete empirical evidence (Averweg, 2010; Bluckert, 2005; Brown & Grant, 2010; Gilbert & Rosinski, 2008; Longnecker, 2010; Ward, 2008). Especially in human resource development literature, a wide range of studies has been conducted in understanding the positive value, impacts, and possible mechanisms of coaching in enhancing individual performance and unlocking a person's potential for advancement (Bartlett & Ghoshal, 2002; Beattie, 2002; Ellinger & Bostrom, 1999; Ellinger, Ellinger, & Keller, 2003; Ellinger, Watkins, & Bostrom, 1999; Hui, 2012; Hui & Sue-Chan, 2013; Hui, Sue-Chan, & Wood, 2013; Latham, Almost, Mann, & Moore, 2005; McLean, Yang, Kuo, Tolbert, & Larkin, 2005).

In order to enhance our understandings about the potential value of academic coaching on students' emotion, behavior and academic performance, the aims of this paper aims to introduce and discuss the empirical evidence of coaching in business sector and further extend the implications of those findings to academic coaching in Higher Education. The implications of this study may serve as an impetus for subsequent research in academic coaching.

## **Philosophy of Tertiary Civic Education in Hong Kong: Formation of Trans-Cultural Political Vision**

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This paper explores the philosophy of tertiary civic education in Hong Kong. It does not only investigate the role of tertiary education that can play in civic education, but also explore the way to achieve the aim of integrating liberal democratic citizenship and collective national identity in the context of persistent conflicts between two different identity politics in Hong Kong: politics of assimilation and politics of difference. As Hong Kong is part of China and is inevitably getting closer cooperation with the mainland in the future, I argue that Hong Kong citizenship should affirm its own distinctiveness while also identifying with Chinese nationality. Thus, tertiary civic education should foster a trans-cultural political vision so that the two different horizons can be synthesized and the political framework and identity can be transformed in order to reduce conflicts between the two groups of people.

## **Investigating Relationships between Corporate Social Responsibility Orientation and Employer Attractiveness in Hong Kong's Graduate Labour Market**

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Achieving a good organization-person fit is vital to organizational survival and can also create a win-win phenomenon for both employers and job applicants. One of the factors of this 'fit' can hinge on how job applicants perceive whether their prospective employers have corporate social responsibilities ('CSR') that match their own corporate social responsibility orientation ('CSRO') and CSRO can be one of the employer-attractiveness influencing factors. However, the construct and definition of CSR and CSRO have been elusive, subject to different social-cultural environments, time frame and value orientations of people.

This study qualitatively investigates the relationships, if any, between the Corporate Social Responsibility Orientation of undergraduate students in their senior years (full-time and part-time students) and Employer Attractiveness ('EA') in Hong Kong's graduate labour market. It tries to find out whether students' CSRO would influence their employment decisions towards organizations which have exhibited various extents and types of socially responsible behaviours.

There were 97 participants spread among 15 focus-groups later classified into 6 categories in various study majors and study modes. They were all undergraduate students in their senior year of study.

Findings from the study provide evidence that students generally aspired to work for a good CSR organization, and this was a telling factor in their employment-decision. However, students had a 'CSR' connotation differing from those established in previous research. Most of the students in this research thought that for an organization to be considered socially responsible and attractive in terms of their employment-decisions, the organization is normally expected to take up some responsibilities associated with a responsible-employer ('RER'). However, it was found that their actual employment decisions were at variance from their espoused ethical position prior to seeking employment. Alternative interpretations, based on sensemaking, of the qualitative data will be explored and insights for students, educators and companies will be derived.

The outcomes of the research could be informative for both human resources management theory and practice in organisations where there is a debate over whether, and how, they should pursue a CSR agenda. Furthermore, this research adds to literature which seeks to link CSR, CSRO, employment, recruitment and employer attractiveness.

## **The Importance of Legal Issues in the Hospitality Law Curriculum: Students' Perceptions vs Reality**

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Hospitality and tourism operations involve with many stakeholders every day, and all kinds of legal responsibilities arise from these encounters. It is recommended that legal knowledge is necessary for hospitality operators to meet the industry requirements



(McConnell and Rutherford, 1988). Therefore, legal training is important for hospitality and tourism students. However, the fact is not all universities agree that legal training is crucial; some universities make legal subject as mandatory training; some put them under elective categories; and some offer no law courses at all.

This study is to explore, from the students' perspectives, (1) the importance of legal issues in hospitality and tourism education; and (2) in their working environment, whether their employers value those legal issues. The findings of this study can supplement teaching materials with a business law focus.

A questionnaire is designed to collect data; sixteen legal topics are listed and they are chosen based on the study of McConnell and Rutherford (1988) and the law subject contents of hospitality and tourism program at PolyU SPEED (School of Professional Education and Executive Development, The Hong Kong Polytechnic University). Respondents are asked to rank the importance of these sixteen legal topics based on their perceptions. 5-point Likert-type scales are used, 1 means 'Least Important' and 5 means 'Most Important'. Also, respondents are asked to rank how much emphasizes their employers stress on these sixteen legal topics in their workplace; the rankings for the components are measured as 1 – 'Very Low' through 5 – 'Very High'.

Students in the hospitality and tourism undergraduate programs are the target population. Participants are in their senior years who have taken the subject, "Business Law" or "Legal and Ethical Aspects in Hospitality and Tourism Industry" before; and have work experiences in the hospitality and tourism sector. The survey was conducted in December 2013, there are 162 students voluntarily participated in the exercise.

We find that 63% of respondents agree and strongly agree that the law subject is the most important subject; and 68% of them believe that the law subject should be assigned to the compulsory category. In terms of the importance of legal subjects, the discrepancies between students' perceptions and realities are rather small, except for the topic, 'employment law'. In students' perceptions, it is the most important legal topic, but their employers do not value the issue as much as they do.

### **Bounded Rationality and Decision Making of Policy Makers of Higher Education**

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The toughest decision facing policy makers of higher education nowadays lies in the ideological gap pertains to students' wants versus educators' interests (Chonko, 2004; Ng & Forbes, 2009; Nguyen & Rosetti, 2013). To go beyond the obvious debate on whether or not institutions should look at themselves at market places and their students the customers, social identity theory (Tajfel & Turner, 1979) triangulates the situation where the internalisation of students' group membership exists and serves as a unique part of their self-concept. While curriculum, pedagogy and assessment are seen as the foundations of teaching and learning, the direction policy makers of higher education decide to go in light of the current trend of the commercialization of higher education should directly affect how decisions are made on the following issues: (1) Should academic standards ever be lowered in order to cater for the needs of students? (2) Should students ever be generously rewarded and provided with grading leniency? (3) Should teachers demonstrate the utmost

caring for students, being the priority, regardless of how the students behave or perform in class? While it would have been ideal to achieve an optimizing or maximizing decision, theories of bounded rationality (Simon, 1972) argues that rationality, particularly in complex situations, can be “bounded” due to risk and uncertainty, incomplete information about alternatives and environmental complexity. Theories of bounded rationality tell policy makers that what count sometimes does not have to be perfect. What is the satisficing choice for higher education? How do policy makers reconcile the conflicting demands arise from students who perceive themselves as customers, those who do not perceive themselves as customers, and faculty members who are helplessly caught in between such conflict every day in the classroom? An acceptable proposal for reconciliation should naturally consist of the fundamental goal of ensuring students learn what they have to learn happily. Theories of bounded rationality offer a way how policy makers of higher education should consider when making salient strategic decisions concerning how an institution should handle the curriculum, pedagogy and assessment. The present paper believes that a satisficing approach, being more heuristic than perfect, for the decision making lies in ensuring a positive teaching and learning experience for both the faculty members and students of higher education. This cannot be overemphasized in view of how student motivation is enhanced and how a change of focus is feasible: from giving in to everything students want to making sure students are happily being well prepared for their future.

### **Tertiary Education of Sustainable Building Cycle: An Analysis on Waste and Green Building Education in Hong Kong**

Rita YM LI

*Hong Kong Shue Yan University*

In Hong Kong, a small city in China houses a population of more than 7 million. The densely populated built environment has led to the problems of environmental issues. Sustainable building cycle has become one of the critical concerns in our concrete jungle. The construction sector in Hong Kong has produced large amount of construction waste every year. Many of the regulations and policies are implemented to relieve the waste problems. On the other hand, the unsustainable buildings which consumed too much energy and water have increased the environmental burden. As the idea of sustainable building cycle encompass sustainable construction, occupation and demolition, this paper reviews the sustainable building education in Hong Kong's tertiary education: (1) construction and demolition waste and (2) sustainable building on idea of co-development of social, economics and environment perspective.

### **Self-financed Top-up Degree related to Information and Communication Technologies (ICT) - The Benefits of Work Integrated Learning and the Role of the Government**

Adam KL WONG

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Based on the government's persistent intention to strengthen Hong Kong's development in innovation and technology, this article examines the benefits of self-financed top-up degrees related to ICT awarded by local universities. It was found that despite the government's past and recent measures to assist the ICT industry, there is continuing acute shortage of ICT professionals who has suitable technical skills and generic soft-skills. A study of the

web sites of the self-financed units of the UGC funded universities was conducted. It was found that among all the ICT-related top-up degrees, only one program is awarded by a local university. Furthermore, all the ICT-related top-up degree programs, except the one awarded by a local university, has no requirement for WIL (Work Integrated Learning). The benefits of WIL were examined. It also reviewed the existing and recent initiatives taken by the government to foster ICT developments and education. It was found that that repercussions are serious when public funds are involved and the some university may be seen as taking advantage of government subsidies.

It is suggested that the government should increase the scope of the internship programs facilitated by Cyberport. Also, the government should provide more fund for WIL related research in order to encourage firms to offer more places and to encourage universities to improve their WIL designs.

### **Cross-border Education between Hong Kong and China: The Case of HKU SPACE**

Jonathan ZH YU

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Hong Kong is gradually transforming itself from an industrial and service-oriented economy to a knowledge-based one, and therefore adult and continuing education becomes more and more important in the foreseeable future considering Hong Kong relies heavily on service industries. It is also anticipated that as Hong Kong society evolves, lifelong learning will become an essential feature of the city's culture and living style. Meanwhile, as China is still considered as a major driving force of the world's economy, Chinese professionals and management personnel, especially those who were born after 1978 when China launched the policy of opening and economic reform, are eager to take adult and continuing education that contains global vision and mission to enhance their career prospects. Against this backdrop, Hong Kong, well known as its international and cross-cultural background and also due to its convenient location to China, is playing an increasingly important role in offering cross-border educational programs in China in the past decades.

The University of Hong Kong's School of Professional and Continuing Education (HKU SPACE), originally coming from the University's Department of Extra-Mural Studies in 1957, has grown into Hong Kong's largest provider and one of the world's five largest providers of continuing and lifelong learning programs. Since the 1990s, especially after 1997 when Hong Kong's sovereignty was returned to China, HKU SPACE's involvements in China's professional and continuing education market have dramatically increased.

This paper aims at examining important factors how Hong Kong's leading educational institutions have been offering cross-border adult and continuing education in China, by intensively looking into the case of HKU SPACE when it started to enter explore the educational market in China. It also aims at investigating how the rise of cross-border educational programs between Hong Kong and China, and how such cross-border education cooperation between Hong Kong and China will impact on Hong Kong's endeavor towards a regional education hub.



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