

Externally-funded Research Projects Recently Completed by CPCE Academics

CPCE學者完成獲校外撥款資助的研究項目

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

The Institute for Entrepreneurship (IfE) of The Hong Kong Polytechnic University commissioned a research team from CPCE to assess the needs of Hong Kong's businesses and industries for continuous professional development (CPD) and lifelong learning (LLL). The team is comprised of Prof. Peter Yuen, Dr Jason Chan, Dr Florence Ho and Dr Vincent Law. The study consists of collecting data from focus group discussions and in-depth interviews with employers, employees, relevant officials and course providers, as well as a questionnaire survey. Results show that various mechanisms are in place to support CPD and LLL, such as the Qualifications Framework (QF), the Recognition of Prior Learning (RPL) and the Credit Accumulation and Transfer (CAT) schemes, and the Continuing Education Fund (CEF). Courses in high demand, such as those on language and management-related topics, have ample supply. On the other hand, supply tends to be scarce for the more specialised or manufacturing-related courses. Besides, not many companies provide flexible work arrangements for employees undertaking training. Understaffing is a common problem. There is room for most companies to increase their training resources. The Government is therefore recommended to take the lead in coordinating various stakeholders, and further promote QF.



(Front row, from left) Dr Alwin Wong, Director of PolyU IfE, and CPCE researchers Dr Florence Ho, Prof. Peter Yuen, Dr Jason Chan and Dr Vincent Law, with representatives of The Professional Validation Council of Hong Kong Industries, The Professional Validation Centre of Hong Kong Business Sector, and the PolyU CEO Club.
(前排左起) 理大企業發展院院長黃亮博士及CPCE研究員何巧清博士、阮博文教授、陳繼宇博士和羅天昇博士，與來自香港工業專業評審局、香港商業專業評審中心及理大總裁協會的代表會面。

評估本港工商界對持續專業進修和終身學習的需要 探索未來發展方向

CPCE學者早前獲理大企業發展院委託，評估本港工商業界對持續專業進修（CPD）和終身學習（LLL）的需要。研究員阮博文教授、陳繼宇博士、何巧清博士和羅天昇博士透過焦點小組、深入訪談以及問卷調查方式，從僱主、僱員、政府人員及教育培訓機構蒐集數據。研究結果顯示，本港設有不同的機制推動CPD和LLL的發展，包括資歷架構、資歷認可機制、學分累積及轉移政策，以及持續進修基金等。課程供求方

面，進修人士對某些課程需求較大，例如語文和管理相關的課程，對此教育培訓機構能夠開辦充足的課程，相反一些較專門或與工業相關的課程供應卻較少。另外，企業普遍人手不足，在職進修的員工往往不獲彈性的工作安排，大多數企業仍需增撥培訓資源。研究建議政府應擔任主導的協調角色，引導各持份者進一步推廣資歷架構。

Education Hub — Concepts, Targets, and Policy Implications: The Case of Hong Kong

A project funded by the Federation for Self-financing Tertiary Education (FSTE) to study the feasibility and policy implications of developing Hong Kong into an education hub has been completed. The study aims to identify the key attributes of an internationalised tertiary education sector through a systematic collection of views of the major key stakeholders in Hong Kong's educational sector, including the senior government officials, and the presidents, key administrators and students of the public and privately-funded higher education institutions. Results indicate that attracting larger numbers of international students to study at local universities are most important within the Hong Kong context. However, many existing policies and regulations are ineffective and even counterproductive to achieving this internationalisation objective. The investigators include CPCE academics, namely Prof. Peter Yuen, Dr Jason Chan, Dr Stephanie Lee and Dr Vincent Law, and Prof. Ngok Lee of UNESCO Hong Kong. The paper, presented to the International Conference on Business and Social Sciences held in Tokyo, was selected as one of the best manuscripts by The Higher Education Forum, the conference organiser, and *The Standard International Journals*.



CPCE researchers, Prof. Peter Yuen, Dr Stephanie Lee and Dr Jason Chan (6th, 5th and 4th from the right, back row) participate in the International Conference on Business and Social Sciences in Tokyo.
CPCE研究員阮博文教授、李穎博士及陳繼宇博士（後排右六、右五及右四）出席於東京舉行的International Conference on Business and Social Sciences。

教育樞紐的概念、目標及政策影響 — 香港情況探討

CPCE學者早前獲自資高等教育聯盟的研究資助，探討把香港發展成為教育樞紐的可行性及相關政策的影響，研究工作已經完成。為探討高等教育界邁向國際化的關鍵因素，CPCE研究員阮博文教授、陳繼宇博士、李穎博士、羅天昇博士以及香港聯合國教科文組織協會李鐸教授，利用系統性抽樣方式，收集了本港高等教育界主要持份者的意見，包括高級政府人員，以及政府資助或自資高等教育機構的校長、行政要員及學生等。研究結果顯示，本港高等教育要邁向國際

化，便極需吸引更多海外學生來港升學。要達致此目標，現時不少相關的政策和規例卻沒有帶來積極效益，甚至與國際化背道而馳。是次研究的論文已發表於在日本東京舉行的International Conference on Business and Social Sciences，並獲主辦單位The Higher Education Forum 以及*The Standard International Journals* 期刊評選為最佳論文之一。

A Study of Strategic Enrolment, Graduation and Articulation (SEGA) of Self-financing Tertiary Education in Hong Kong

Understanding tertiary students' expectation and satisfaction is important to policy makers as well as senior management in the course of developing quality education strategies. A FSTE-funded research project undertaken by CPCE academics, namely Dr Peggy Ng, Dr Phoebe Wong, Ms Connie Mak and Dr Jason Chan, attempted 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.

Purposeful sampling of 626 students on the sub-degree, top-up bachelor's degree or the 4-year undergraduate degree programmes of the eight self-financing tertiary institutions in Hong Kong was employed. The study identifies the aspects that are more important in influencing student satisfaction in relation to the Strategic Enrolment, Graduation and Articulation (SEGA) model, which comprises the areas of "enrolment", "graduation" and "articulation". It is found that the five attributes of articulation, career services, financial aid, programme design and 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 these 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 the influential attributes of their educational experience.

利用SEGA模式研究 本港自資高等教育

了解專上學生對學習的期望與滿意度，有助政策制定者及院校的高級管理人員發展優質的教育政策。CPCE學者吳美蘭博士、黃慧心博士、麥君瑤女士及陳繼宇博士早前獲FSTE撥款資助，對本港自資高等院校的副學位及學士學位同學進行研究，探討他們在學習上最關注的事宜及相關的滿意度，藉以評估院校的表現與同學期望之差距。

研究員從本港八間自資高等院校中，抽樣調查了626名就讀副學位、學士學位銜接課程和四年



(From left) Ms Connie Mak, Dr Phoebe Wong, Dr Peggy Ng and Dr Jason Chan
(左起) 麥君瑤女士、黃慧心博士、吳美蘭博士及陳繼宇博士

制學士學位課程的同學。研究利用了「SEGA模式」——一項包含收生、畢業及升學為指標的策略性管理模式，探討影響同學對學習生活滿意度的主要因素。研究發現，院校在升學率、就業服務、經濟援助、課程設計及學業輔導服務方面，同屬副學位和學士學位同學最關注的事宜，可是院校在此五方面的表現與同學的期望有很大落差，反映同學在SEGA重要特質上有很大不滿。研究建議教育界應參考SEGA模式中一些關鍵性特質，採取策略性措施提升同學的學習經歷。

A Study to Identify the Commonalities and Differences in the Perceived Graduating Students' Competencies between UGC-funded and Self-financing Tertiary Institutions in Hong Kong



(From left) Ms Macy Wong, Dr Jonathan Kwok and Dr Peggy Ng
(左起) 王美芝女士、郭文龍博士及吳美蘭博士

Another FSTE-funded research project was recently completed by the CPCE research team comprising Ms Macy Wong, Dr Jonathan Kwok and Dr Peggy Ng. As there is a current gap in the educational literature related to student development in higher education through competency-based learning and assessment, this study aims to fill this gap by investigating (1) the similar and different competencies between UGC-funded and self-financing tertiary students, and (2) the competencies that are important and expected by potential employers.

This study analysed the perceived acquired competencies and inadequate competencies from the opinions of graduating students of self-financing institutions. Three focus groups with participants from three main

self-financing institutions in Hong Kong were conducted. Results showed that most of the competencies acquired are categorised as observed competence, which is easily learnt and can enhance job performance. However, the perceived insufficient competence lies in the hidden aspects, 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 conference paper was presented at the "Conference on Self-financing Tertiary Education: The Way Forward" organised by the FSTE on 13 November, 2014, and published in the journal of *Public Administration and Policy*.

本港資助大學與自資高等教育院校的學生能力比較的研究

由CPCE學者王美芝女士、郭文龍博士及吳美蘭博士組成的研究隊伍，最近亦完成一項由FSTE資助的研究項目。由於現時高等教育界在學生發展的工作上，欠缺有關職能導向學習和評估的教育文獻，是次研究旨在探討資助大學和自資高等院校的同學在能力上的異同，以及僱主對員工所著重和期望的能力。

研究員對本港主要三間自資高等院校的應屆畢業生，進行了三次焦點小組訪談，從而了解他們認為自己已掌握的能力，以及自我認為不足的能力。研究結果顯示，大部分應屆畢業同學認為已掌握的能力，均可歸納為可觀察到的能力，這些能力容易學到，也對工作表現很有幫助。

可是，同學自我認為不足的能力，例如自發性與專業化方面，則屬一些隱藏的能力，這些能力相對較難掌握，但對個人的長遠事業和工作發展非常重要。研究員因此為教育政策制定者及自資高等院校的高級管理層，在改進課程設計方面提出一些可行性建議。是次研究論文在FSTE於2014年11月13日舉辦的Conference on Self-financing Tertiary Education: The Way Forward上發表，並將刊登於*Public Administration and Policy*期刊。