

香港輔導教師協會對「香港自資專上教育」意見書

香港輔導教師協會為中學界別中惟一以支援中學輔導、升學及就業輔導教師協助中學生訂立升學及就業計劃(生涯規劃)為目的的教師組織，現有會員學校四百十一多間，佔公營中學九成。在 11-12 學年，因應首屆新高中學生的需要，本會及與不同高等院校或機構合作舉辦的升學輔導培訓或資訊講座達數十場次。從前線的接觸，我們非常認同政府、立法會及公眾須對自資專上教育，特別是自資院校於收生及課程質素方面，作嚴肅而廣泛的檢視以至監察，以保障香港專上教育成效。

現況及問題

就 2012 年度入學情況，就讀自資專上課程的佔新高中繼續升學的人數一半，意味著大部份高中學生都需要有關課程的資訊及跟進輔導。

收生程序操作混亂

我們支持教育局延續及高等教育科回應前線訴求，開發 E-APP 讓中學畢業生可於同一平台向二十多間自資專上院校課程提交入學申請；本學年又因應前線意見，簡化學校和學生提交資料步驟，提高 E-APP 平台運作時間，皆為正面發展。可惜，E-APP 仍未能做到真正一站式處理及分配取錄結果，造成收生及取錄過程中不少混亂及資訊誤導，令學生使用 E-APP 之餘仍要向額外個別院校報名，應付這些院校要求提交的大量資料、文件、申請自述文章等，疲於奔命；學校老師全年無休協助學生申請程序，撰寫推薦信等，工作量增長數以倍計。第一屆個別院校對新學制了解不足，我們尚能明白，但本學年仍有個別院校「搶先」於 E-APP 啟動前要求學生自行報名、參加入學筆試、老師撰寫大量推薦書…令我們有理由相信，這等院校志在製造聲勢，「搶收」學生，卻無視學生、教師的工作量和壓力。我們明白實行一站式的收生及取錄平台存在一些協調上的難題，但不致難以解決。期望局方和各院校加快步伐，於來年逐步落實此方案。

超收及課程質素保證問題

2012 年部份院校嚴重超收學生，是我們亟表關注的問題。大專院校雖擁有大量資源，卻應難以在既定的硬件（課室、校園空間、設備）和師資預算以外大幅超收 50、60% 的學生，而不直接影響教學質素。部份大專院校有自行評審課程的自由、所有院校都有收生的自由，但我們強烈要求院校不單視學生為「收入」，而在整個收生到課程執行至資訊提供等，都抱持對公眾責任，給學生在學習質素和畢業後的銜接作最好的準備。

資訊欠透明

我們收到不少前線老師的投訴個案，皆針對自資課程的收生問題例：(一)學生未符 3322 成績，院校卻「邀請」學生以 IELTS 成績補救，入讀學位課程；(二)學生原已獲某院校取錄，開課前才知會學生因選修科不符而收回學位。我們絕不鼓勵學生以「名聲」及「往績」(收生成績)決定個人路向，但就現況所見，院校對 2012 年收生情況及成績水平欠透明度，各自表述之餘輔導老師和學生都無從理解所謂「入學分數」的計算方式，部份更視為機密，不願公開。以上

都有關資訊透明度的問題，期望透過院校加強與中學輔導老師、學生溝通聯繫，和公眾監察的力量，得以改善。

建議

專上教育院校的自發性完善

我們仍相信大專界應有學術及行政的自主；但如大學聯招系統建立的經驗，以至英國高等教育的經驗，一個聯合的招生及分配系統，可以是「多贏」的方案；開放更多由收生準則及數據、課程特質、升學及就業銜接、以至對學生發展支援工作等，致能循序漸進讓公眾了解各院校的特色和優勢，扭轉現時以「名牌」為選校準則的困局。

強化由教育局推動的協調角色、引入公眾監察

教育局在如市場機制般運作的自資專上教育圈子裡，仍可從分配資源方面入手，同時加強現存的協調游說工作，特別在起步階段投入資源，協助大專院校盡早完善現存的 E-App 功能；至於公眾（包括前線教育同工、專業協會、學生輔導機構及傳媒）的監察方式，除收集問題個案及通報、跟進，忽發奇想，可效法英國高等教育體系的「自資大專課程選擇年刊」，除客觀因素外，引入就學學生的評價和意見，以市場手段監察「教育市場」。

發掘及回應學生群體的特殊需要

沒受主流媒體多少關注的，是一群有各類型特殊教育需要的學生。隨著大專教育普及化，專上教育如何為他們提供足夠及適切的教育及培訓機會、學習支援，以及專上教育後的出路和跟進，是教育局和大專界須積極開始探討的課題。

落實到位的升學及就業輔導政策

大專教育的重要性不是給學生一個兩年或四年的避難所、提供一紙文憑；大專教育給年青人學術和事業發展的準備，為他們踏入工作世界打好基礎。所以，我們鼓勵中學生認清個人特質，了解不同的升學及培訓機會如何能幫他們一展所長，那不單是資訊，多辦講座就可以；生涯規劃，升學輔導，要由小開始；在所有成熟的教育體系裡，都是備受重視的學生成長支援重點項目！多年來，升學及就業輔導在教育局編制內都被忽視。由於新高中的關係，我們喜見局中不少有心人都多走幾步，與前線協作，加上不少學校輔導老師「超額」付出，2012年7月，學生放榜、升學都比我們想像的順利。但若不把握時機，在學校加強生涯規劃和教育，重整支援政策和資源，兩三年後畢業生又會如從前以成績主導選擇的循環。

Position Paper on ‘Self-financing Post-secondary Education in Hong Kong’ by HKACMGM

The Hong Kong Association of Careers Masters & Guidance Masters (HKACMGM) is the only teacher association which aims at providing professional support on career and life planning (individual student planning) for all front-line student guidance and career guidance teachers in secondary schools in Hong Kong. Currently, we have a membership of over 410 schools, covering 90% of all Hong Kong schools. In 2011/12, dozens of training sessions and information seminars were held in collaboration with various tertiary institutions or organizations to meet the needs of the first cohort of students under the new academic structure (NAS). From our front-line experience, to ensure the effectiveness of tertiary education in Hong Kong, our Association agrees to the joint call of the Administration, the Legislative Council and the general public for a serious and comprehensive review and even monitoring of self-financing post-secondary education, especially the admission practices and the programme quality of those self-financing institutions.

Current Situation and the Problem

As regards the 2012 admission status, half of the NAS graduates who wished to pursue further studies were enrolled in self-financed post-secondary programmes, manifesting the huge demand of the majority of our NAS students for information related to those programmes and the subsequent guidance needs.

Chaos in Admission Practices

The effort of the Further & Higher Education Branch of the Education Bureau (EDB) to set up the Electronic Advance Application System for Post-secondary Programmes (E-APP) platform was commendable. However, self-financing post-secondary institutions are adopting various admission practices requiring student applicants, teachers and schools to take extra admission tests, provide extra credentials to obtain information that is repetitive and already available from the E-APP platform. These high-sounding yet unnecessary and unwelcomed gestures have resulted in mounting grievances and chaos among secondary schools. We are of the view that only by setting up a one-stop platform integrating application, admission, allocation of offers, confirmation and acceptance can various malpractices and chaos be minimized. It is expected that the Administration should take lead to further put this proposal into reality.

Over-enrolment and the Issue of Programme Quality

The recent serious over-enrolment (up to 50%-60%) of some post-secondary institutions has sparked off the issue of programme quality of these institutions. Our Association holds the belief that post-secondary institutions should not regard student admission purely as a source of income at the expense of students' learning quality and their articulation paths upon graduation while neglecting their own social or public responsibility.

Lack of Information Transparency

Various malpractices of institutions regarding the 2012 admission were reported to our Association. They include admitting students failing to attain 3322 to degree programmes provided that a result in the IELTS equivalent can be presented, and withdrawing an offer given to applicants shortly before the commencement of a new school term due to an alleged mismatch of the elective subject requirement. The lack of information transparency in the 2012 admission exercise regarding the detailed admission requirements and formulae has necessitated the urge need for self-financing institutions to communicate clearly with students, school teachers and the general public.

Recommendations

Encouraging Spontaneity of Tertiary Institutions in Self-improvement

Our Association respects the academic freedom and the administrative autonomy of the tertiary education sector; yet the success experiences of the JUPAS in Hong Kong and the UCAS in the UK are two vivid examples of an ‘all-win’ situation. More transparency and student support are indispensable to break the current “cult of brands”.

Strengthening the Co-ordinating Role of the EDB & Bringing in Public Surveillance

More work on resources allocation, co-ordination and liaison from the EDB is expected and recommended, especially in channeling resources for establishment of the one-stop E-App system; while the public (including front-line educators, professional associations, student guidance organizations and the media) is expected to have a larger involvement in reporting various irregularities and malpractices. Some market strategies such as the preparation of annual league table involving public participation in the UK education could be introduced to monitor this highly-marketized education sector.

Discovering & Meeting Special Needs of Different Student Groups

Relatively less attention has been given to this group of students with special needs. With the popularization of tertiary education, every effort has to be made to ensure that they are not deprived of appropriate and fair education and training opportunities and support measures.

Implementing a Necessary and Sufficient Career Guidance Policy

Tertiary education is to foster youths’ academic and career development, and their work readiness. In a highly sophisticated education establishment, career and life planning alongside with career guidance is an integral part that is in place as soon as in the early schooling years. In Hong Kong, career guidance has long been off the EDB’s agenda, and institution-wise is a marginalized item within the Administration. Over the past few years, with the advent of the NAS, we were glad to see extra efforts and steps taken by various EDB officials and front-line educators. Thanks to the joint efforts of those parties, the implementation of the NAS enjoyed a soft-landing in 2012. Building on the existing good practices, it is believed that now is the opportune time to recognize and step up career guidance and education from an institutional and policy level so that the traditional vicious circle of ‘results-orientedness’ can be broken.