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Your Reference 來函檔號 CB4/PAC/R65

7 January 2016



Mr Anthony Chu
Clerk
Public Accounts Committee
Legislative Council Secretariat
Legislative Council Complex
1 Legislative Council Road
Central
Hong Kong

Dear Mr Chu,

Public Accounts Committee

**Chapter 10 of the Director of Audit's Report No. 65
Shine Skills Centre**

Written questions for reply

Referring to your letter dated 23 December 2015 and 29 December 2015, I attach herewith our reply to your written questions in both Chinese and English for your perusal. Thank you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Carrie Yau', written over a horizontal line.

Carrie Yau
Executive Director
Vocational Training Council

Encls.

Public Accounts Committee

Chapter 10 of the Director of Audit's Report No. 65

Shine Skills Centre

Responses to Public Accounts Committee Questions

Q. 1

Why did the Shine Skills Centre ("SSC") not exclude those in supported employment or working in sheltered workshops in calculating the percentage of graduated students in employment (para. 2.3 to 2.5 and 2.12)? Can SSC report the destinations of its graduated students so as to provide a clear and comprehensive picture of how the students fared? Can follow-up employment surveys be conducted to monitor the graduated students' employment status in the longer term? Has the Administration taken any follow-up work to help these graduated students to integrate into society; if it has, of the details (e.g. additional efforts to help these students to seek employment and to further their studies, etc); if not, the reasons for that?

Answer (Q. 1)

SSC did not exclude those in supported employment or working in sheltered workshops in calculating the percentage of graduated students in employment as the presentation of the employment data has all along been accepted by the members of VTC's Committee for Vocational Training for People with Disabilities (CVTPD) and the community at large. The membership of CVTPD which has a good representation of the community includes the Commissioner for Rehabilitation, a rehabilitation professional nominated by the Hong Kong Polytechnic University; representatives nominated by Social Welfare Department, Labour Department and Education Bureau; and representatives nominated by the Hong Kong Special School Council, Hong Kong Council of Social Service and the business sector. VTC will further discuss the presentation of the data on open employment, supported employment and sheltered workshops in CVTPD under the agenda on employment statistics.

The destinations of SSC's graduates as set out in Table 7 of the Audit Report have been posted on VTC's website since 29 December 2015.

SSC shall attempt to design a follow-up employment survey for graduates of the past two years. The pilot run would start in summer 2016. At the same time, we are assessing the merit of a more comprehensive tracking system covering the first, second and fifth years' post-graduate destinations for SSC graduates.

SSC sees that some graduates may come back to SSC for counseling service and therefore SSC is committed to support graduates for a period of six months after their graduation.

Q. 2

Whether consideration would be given to strengthening the connection between the Vocational Training Council (“VTC”) and the business sector with a view to improving the effectiveness of the Work Orientation and Placement Scheme (“WOPS”) (para. 2.6 to 2.8)?

Answer (Q. 2)

WOPS is a scheme operated by the Labour Department. SSC has always had a strong tie with the business sector. Representatives of the business sector serving at VTC’s Committee on Vocational Training for People with Disabilities include major business associations: the Chinese Manufacturers’ Association of Hong Kong, Federation of Hong Kong Industries, Hong Kong Institute of Human Resource Management and Hong Kong General Chamber of Commerce. Business partners and our business donors also have a strong presence in activities such as the Open Days, Graduation Ceremony, Employers Award-giving Ceremony and Public Education Fund activities. Business connections also offer strong support to SSC in identifying employment opportunities for SSC graduates.

Q. 3

Why did SSC not request graduated students to state in the employment survey whether their employment was under WOPS? (para. 2.7) Will it request graduate students to provide such information in its future employment surveys?

Answer (Q. 3)

Throughout the years, the employment survey has been made less complicated to SSC’s graduates in order to ensure a reasonable response rate. SSC has not requested graduates to state whether their employment has been under WOPS since employers do not have the obligation to reveal their participation in WOPS to their employees. We are not sure if SSC graduates would be able to state whether their employment is under WOPS if we seek this information in future employment surveys.

VTC’s Statistics Section would review the validity and the usefulness of adding this question.

Q. 4

According to paragraph 2.8 of the Audit Report, since WOPS provides a financial incentive to employers to hire the graduated students, this could have boosted the employment rate of graduated students in open employment, why did SSC not provide two set of figures – figures about its graduated students’ employment status for the one-to-eight-months period and the eight-to-twelve months period – with a view to revealing a more genuine picture of its graduated students’ employment by off-setting the distorted influence of WOPS?

Answer (Q. 4)

As employers do not have the obligation to reveal their participation in WOPS to SSC management, SSC graduates are also unlikely to be able to distinguish whether they are employed under WOPS or otherwise. SSC considers that providing two rates of figures as proposed will unlikely form a valid basis for examining the correlation between WOPS and the period of graduates' employment. Our assessment is that it is probably far more effective to conduct a more comprehensive tracking system covering first, second and fifth years' post-graduate destinations for SSC graduates.

SSC is to launch a follow-up employment survey for graduates of the past two years , starting from mid-2016 (Also see A5).

Q. 5

What are the resources (in terms of manpower and money) incurred for conducting SSC report about the employment survey for its graduated students each year? Has VTC assessed the resources (in terms of manpower and money) incurred if the current employment surveys were expanded to monitor its graduated students' employment status in the longer term, i.e. 1-3 years, 3-5 years and 7-10 years; if it has, of the details; if it hasn't, of the reasons? (para. 2.13(d))

Answer (Q. 5)

The cost (manpower and money inclusive) incurred for conducting SSC report about the employment survey for its graduated students each year is about \$200,000. VTC has not assessed the resources (in terms of manpower) incurred if the current employment surveys were expanded to monitor its graduated students' employment status in the longer term, i.e. 1-3 years, 3-5 years and 7-10 years.

We feel that it is far more useful to conduct a tracer study covering second and fifth years' post-graduation destinations. The cost is not yet available. Once we have decided to adopt this system, we shall estimate the cost.

Q. 6

According to paragraph 2.14 of the Audit Report, SSC has started working with the VTC's Statistics Section for the presentation of a more detailed information on the destinations of graduated students. In this connection, what is the timetable for the completion of such work and what information will be provided under "a more detailed information"?

Answer (Q. 6)

The information of the destinations of the graduates has been posted to VTC's website in the format as in Table 7 of the Audit Report since 29 December 2015.

Q. 7

According to paragraph 2.14 of the Audit Report, VTC says it will consider providing detailed information on the destinations of SSC graduated students to the Finance Committee where appropriate. What does VTC mean by "appropriate"?

Answer (Q. 7)

'Where appropriate' refers to 'as and when the Finance Committee considers it appropriate'.

Q. 8

Please provide the type of assistance offered by the Shine Skills Centre to graduated students who plan for further study.

Answer (Q. 8)

To prepare SSC graduates who may aspire to pursue further study, SSC has adopted a holistic training approach. Apart from the regular trade-specific training, there are cross-programme common modules such as Chinese, English and Practical Mathematics and respective core trade modules for programmes of the same stream. There are also the Whole Person Development programme for all students to help them improve their life skills (e.g. social skills, self-care, time management, job seeking skills). SSC is also keen on arranging extra-curricular activities and competitions to develop students' different skill areas. Students are provided with the additional training in self-care and social skills as well as counselling service. All these aim to assist the students to acquire a sustainable life/ work skills for employment and further study.

Q. 9

As revealed in paragraphs 2.17 to 2.19 of the Audit Report, the performance of some Student Counsellors were not satisfactory, in particular concerning inaccurate information provided to management and low number of jobs secured and trial work placements arranged by these Students Counsellors. While VTC agrees to the Audit's recommendations on boosting the performance of Student Counsellors, please provide the number of cases handled by these Student Counsellors in 2013/2014 and specific plans and initiatives to implement the Audit's recommendations (para. 2.22 (a) to (c)). Does the current VTC's policies implicitly tolerate below par performance of its Student Counsellors? Will its Students Counsellors face any

consequences if their performance has not lived up to expectations after a specified period?

Answer (Q. 9)

In 2013/14, each Student Counsellor takes care of an average of 73 students in counseling and delivering other student development services. Unfortunately, there was inaccuracy in statistics returns in 2013/14. On Audit's recommendation stated in Para. 2.22 (a), a newly developed IT data compilation system is now in place to ensure accuracy of Student Counsellors' monthly returns.

On Audit's recommendation stated in Para. 2.22 (b) and (c), SSC will institute an overall review on the methodology for enabling a reasonably fair distribution of placement loading for Student Counsellors having regard to different levels of student abilities. The placement duties, among other duties that the Student Counsellors have, such as developing students' attributes (job/life attitude and skills), counseling work, centre activity involvement and communication with students' families and employers, are considered in totality in evaluating Student Counsellors' performance.

SSC would devise a benchmarking system taking account of the varying student abilities and relevant factors affecting placement counts.

The target for implementing a new transparent benchmarking system would be worked out by mid-2016.

VTC does not tolerate below-par performance of its staff members. The current Performance Management System provides the framework for evaluating the staff members' achievement of the goals and competency level.

Q. 10

According to paragraph 3.4 of the Audit Report, of the 15 specific vocational assessments examined by Audit, the time for issuing specific assessment reports ranged from less than 4 weeks to as long as 16 to 18 weeks. Please explain the reasons for such a huge divergence and provide details about the difficulties involved in issuing each of the delayed assessment reports.

Answer (Q. 10)

The divergence of timing in issuing specific assessment reports is due to the complexity of the cases which require longer processing time. For example, the applicants are unable to present their disability reports or their parents/ guardians cannot be reached.

Q. 11

About the target time of 4 weeks as pledged by VTC for issuing its assessment reports, has VTC notified the persons with disabilities (“PWDs”) concerned about its failure to deliver the relevant assessment reports as pledged within a reasonable time (para. 3.4), e.g. within 5 days after the delay occurs by letter or within 3 days by phone or other electronic means; if it has, please provide details; if not, the reasons. Will VTC improve in this regard? How will VTC adopt the Audit’s recommendation about releasing early comments on performance in vocational assessments to PWDs who are not recommended to receive vocational training to facilitate them to make alternative arrangements (para. 3.5(b))?

Answer (Q. 11)

SSC has made arrangement that in future, when there is a delay, SSC can inform the applicant in writing (by electronic means) within 5 days and by phone within 3 days. Since the examination conducted by the Audit, SSC has no cases of delay.

As Audit recommended, SSC has arranged to release early comments to those who are not recommended to receive vocational training. This can be arranged as soon as expert views of the trade assessor, medical doctor, Labour Officer from Labour Department, registered social worker, Specialist (Education Service) and Occupational Therapist are obtained and assessment results confirmed in the Case Conference.

Q. 12

With a view to collaborating with more non-governmental organizations (“NGOs”) for the provision of part-time training courses by SSC, will VTC provide an annual target number of NGOs to be collaborated for each SSC training sites in future (para. 3.12)?

Answer (Q. 12)

Whilst SSC is responsible for operating part-time (PT) programmes, NGOs collaborate with SSC in identifying their clients’ job training needs, discussing with SSC the training/ programme scopes for their clients. In fact, NGOs collaborating with SSC are not the course providers/ operators of these PT programmes.

The different locations of the centres could have a bearing on seeking collaboration with NGOs. Both Pokfulam and Tuen Mun are less accessible as there are no MTR stations nearby. Nonetheless, as recommended in the Audit Report, SSC would put extra efforts to reach out to more NGOs in offering PT programmes to PWDs. Rather than arbitrarily setting any target number, the number of NGO for collaboration will be reviewed on an annual basis.

Q. 13

With reference to paragraph 3.13 and 3.14 of the Audit Report, please provide the criteria adopted by VTC in the past four years in assessing the ability of the relevant NGOs in providing suitable and relevant training programmes. Under what circumstances will VTC replace the collaborated NGOs in the provision of part-time training courses?

Answer (Q. 13)

We wish to clarify that NGOs are not direct providers of training programmes (Also see A12).

Q. 14

According to paragraph 3.14 of the Audit Report, SSC solicits views from employers and trade participants for continuous improvement of the training programmes. In this connection, please provide the specific work undertaken by VTC and views collected through such a means in each of the past 5 years? Please provide details of the training programmes which are added/deleted or with contents modified in the past 5 years.

Answer (Q. 14)

SSC solicits views from employers and trade participants for continuous improvement of the training programmes. Views from the External members of Programme Committee such as (i) representative from the Selective Placement Division of the Labour Department (ii) representative from Special School Council, and (iii) employers are sought. For the programme changes by year, please refer to the following table. The key changes have been on developing the programmes with the 'outcome-based approach', adding the 'Whole Person Development Programme' to the curriculum, closing programmes such as 'Massage Service' in SSC (KT) and 'Programme Assistant Practice' in SSC (PF) and developing new modules for the IT stream to cater for the job market needs and developing new programmes for better match of the market. Examples of changes in applicant needs include, for example, greater chance of mainstream education for the visually impaired persons who would not need to take massage as their future jobs.

Academic Years	Details of the training programmes which are added deleted or with contents modified (training and learning methodologies) in the past 5 years
2010/11	<ol style="list-style-type: none"> 1. Review of the Curriculum Framework of SSC programmes (covering mainly the module hours and module scope, dividing modules to common and electives to cater for better training effectiveness) 2. New programmes: <ol style="list-style-type: none"> (a) Health and Beauty Care Assistant; (b) Business and Computer Practice; and

	(c) Catering and Housekeeping Service
2011/12	<ol style="list-style-type: none"> Staff training for developing SSC programmes on Outcome-based Curriculum Design New programmes: <ol style="list-style-type: none"> Catering and Housekeeping Services; Multiple Intelligences Enhancement Programme; and YouShine Programme
2012/13	<ol style="list-style-type: none"> Pilot Development of outcome-based curriculum Development of two new part-time evening programmes: <ol style="list-style-type: none"> Gift Wrapping, Flower Arrangement; Packaging Practices; and Refreshment Production and Cleaning Practices
2013/14	<ol style="list-style-type: none"> Development of outcome-based curriculum – Phase 1 Revision of Courses of Information Technology Stream, by adding the modules ‘Web Shop Practice’ and ‘Application Software for Smart Device’
2014/15	<ol style="list-style-type: none"> Development of outcome-based curriculum – Phase 2 Revision of the programme, ‘Design and Desktop Publishing’, by adding the module ‘Popular Photography’ Revision of programmes of Service Stream, by adding the module ‘Special Cleaning’. Closing of the programme ‘Massage Service’ in SSC (KT) and ‘Programme Assistant Practice’ in SSC (PF)
2015/16	<ol style="list-style-type: none"> Development of outcome-based curriculum – Phase 3 Development of a new full-time programme ‘Sports and Recreation Service’ – survey and curriculum writing completed. Teaching and Learning Materials to be prepared for operation in AY 2016/17 – Progress as scheduled.

Q. 15

According to paragraph 3.18 of the Audit Report, the actual time taken for processing PWDs' admission applications for 2013-2014 varied from less than 1 month to 7 months. What were the reasons for such large variation of processing time? Will VTC provide a timetable for formulating a target time for processing applications for SSC full-time training programmes?

Answer (Q. 15)

Some cases take longer to process due to the complexity of the situations described in the answer to Q. 10 above. e.g. The applicants are unable to present their disability reports or the applicants, their parents/ guardian cannot be reached.

Only upon completing the vocational assessment reports, are we in the position to assign applicants to relevant programmes. SSC has now formulated a target timeline for processing admission applications. Having regard to different duration required for processing assessment reports, applications from Special Schools will normally be processed within 6 weeks and applications from non-Special School sources will normally be processed within 16 weeks.

Q. 16

According to paragraph 3.23 of the Audit Report, the reasons for students dropping out included "prolonged absence", "not interested in vocational training", "to study in another institution", "to attend day activity centre" and "family or health reasons". SSC told Audit that the training sites had taken measures to assist students who were going to drop out. In order to provide more personalized services for the students, in particular for the dropout students, whether VTC would review the student-teacher ratio? Please provide the measures to be taken to attract more teachers to join the SCC.

Answer (Q. 16)

Drop-out cases come with reasons such as 'family or health reasons' or 'not interested in skills training' are not unexpected. SSC respects individuals' choice while SSC has also taken appropriate measures in assisting students who are going to drop out through counselling work and reviewing the training issues that they might be faced with.

The current student-teacher ratio is one teacher-count for 10 students. This has not been considered as inadequate.

Q. 17

According to paragraph 3.24 of the Audit Report, two programmes, namely "Office practice" and "Catering and housekeeping practice" were consistently rated by more than half of the

graduated students as “fairly relevant: or “not relevant” to their employment in the period 2011/2012 to 2013/2014 academic year. In this connection, whether VTC has taken any efforts since 2011/2012 academic year to address the graduated students’ concern; if it has, please provide details; if not, the reasons?

Answer (Q. 17)

For enhancing the relevance levels, SSC has been working on:-

- (a) Capturing the up-to-date market information on job needs – arranging staff for industrial visits; seeking advice from programme advisors
- (b) Reviewing the teaching content of the modules within the programmes to ensure that job market needs have been catered for; revising the materials where necessary by phases
- (c) Reviewing the intake number for each programme with reference to estimated job numbers in different trades as provided by the Labour Department

Q. 18

The Audit noted that SSC did not send questionnaires to employers of all graduated students (para. 3.26). For instance, the rating of 7.7 in 2014/2015 academic year was based on 28 returned questionnaires out of the 34 questionnaires sent by SSC. However, this was only a fraction of the whole picture, given 137 graduated students reported that they were in open employment according to the 2013/2014 employment survey. SSC said the Student Counsellors would only send a questionnaire to those employers who, based on their experience, would be willing to respond to the questionnaire. How did SSC justify the Student Counsellors’ experience as reliable? Is the Student Counsellors’ experience subject to review? Why did SSC not take a more proactive approach to persuade the employers who deemed by the Student Counsellors as unresponsive?

Answer (Q. 18)

SSC has worked out with VTC’s Statistics Section to revamp the methodology and work flow for sending out employment survey questionnaires to all employers starting from the survey for the 2014/15 graduates.

Q. 19

According to paragraph 3.30 of the Audit Report, SSC will consider setting a target completion rate for each full-time training programme. What is the timetable for the completion of such work? What is the justification for setting the target completion rate of 80% as one single rate

for all full-time training programmes?

Answer (Q. 19)

Following the recommendation made in para. 3.30 of the Audit Report, SSC is considering the basis/ rationales for determining different target completion rates for different types of programmes. The varying completion rates would be deliberated at Shine Skills Centre Academic Board and the different rates may be confirmed by mid-2016. The previously set target of 80% hitherto aimed to achieve the best possible outcome. However, in the light of experience, we feel it may be more useful to set more realistic targets taking into account factors such as students' disability types.

Q. 20

The employer satisfaction survey conducted by SSC is quantitatively based (para. 3.21). Does VTC consider that this method has satisfactorily and effectively reflected the merits and demerits of the employer satisfaction survey? Will VTC consider, in addition to the quantitatively based employer satisfaction survey, introducing a qualitatively based employer satisfaction survey as a complement to gauge more specific opinions, criticisms and recommendations from the employers; if it will, please provide details; if not, the reasons?

Answer (Q. 20)

SSC agrees to the suggestion for obtaining qualitative data of employers' views. The current survey system would be reviewed to incorporate the qualitative elements.

Q. 21

Concerning the 2nd and the 7th floors of the SSC(Pokfulam) building, which has been left vacant for a long period of time (para. 4.4), please provide the expenditure incurred for the repair and maintenance of such vacant premises by the authorities in each of the financial years since they have been left vacant?

Answer (Q. 21)

The expenditure incurred for the repair and maintenance of the 2/F and 7/F of the SSC (PF) Building is minimal as there were no additional staff counts or service costs allocated to these floors.

Q. 22

Why have the 2nd and the 7th floors of the SSC (Pokfulam) building been left vacant over a long

period of time (para. 4.5)? What is the way forward for the SSC (Pokfulam)? Could the services offered at SSC (Pokfulam) be integrated with the other two centres?

Answer (Q. 22)

The 2nd and the 7th floors of SSC (Pokfulam) were originally intended to be surrendered to SWD/LWB for alternative use. The case was processed between October 2011 and October 2013. As new needs from SSC have risen, VTC has put forward new proposals to put the vacant floors for training purposes as outlined in Audit Report para. 4.5 (b). Considering the needs of different users, LWB/SWD then maintains that they would wish the premises be made available for NGO use.

SSC (Kwun Tong) was already 47 years old and the building does not allow sufficient space nor substantial improvement works to accommodate the needs of the training and learning activities of the SSC (Pokfulam) students. SSC is discussing with LWB on the redevelopment of the building. Should redevelopment plan be taken forward and space provision be increased, there is the possibility to integrate the services.

Q. 23

With reference to paragraphs 4.5 and 4.8 of the Audit Report, please provide the reasons for VTC not taking action to apply to the Lands Department for change of land use of the 2nd and the 7th floors of the SSC (Pokfulam) building since February 2011. What is the latest progress of the matter?

Answer (Q. 23)

There was exchange of views between VTC and SWD from October 2011 to October 2013. In October, 2015, LWB coordinated the exercise for change of land use. The following provides the key information of the process:

- (a) Technical details were clarified for the waiver application for the land use of the two floors of the SSC (PF) Building in the October meeting convened by LWB and joined by VTC, SWD and Lands Department. VTC then filed the waiver application to Lands Department. To VTC's understanding, Lands Department had then circulated the proposed waiver application to relevant Government bureaux and departments for comments and there had been local consultations via Southern District Office.
- (b) VTC, in collaboration with SWD, had also been working on the cost estimate of the fitting-out works for submission of a funding application to the Lotteries Fund Advisory Committee (LFAC), as was understood in the meeting held on 11 December 2015. To VTC's understanding, LFAC has agreed to funding the fitting works.

- (c) Upon the issuance of the waiver for change of land use, LWB/SWD would assign the premises to the specified NGO/s.

Q. 24

As revealed by paragraph 4.17 of the Audit Report, continuous professional development (“CPD”) of SSC staff has left much to be desired, with 46% of the staff were found to have attained less than 40 CPD hours in 2012/13 and 2013/14 academic years. Worse still, 6.4% of its staff or 4 staff had not even attained any CPD hours. As VTC said SSC has made conscious efforts in arranging for a wider range of staff development programmes covering areas such as rehabilitation tools, competency-based curriculum, and teaching and learning package development, will VTC provide more details about these efforts? Given the CPD Scheme operates on a mandatory basis, between meeting the recommended 40 CP hours and the voluntary nature of the CPD Scheme, how will VTC strike a balance? What is the VTC’s plan to enhance its monitoring of the attainment of CPD hours by SSC staff, particularly the attainment of the underperformed SSC staff?

Answer (Q. 24)

VTC attaches great importance to staff’s capability building. Under the established policy, teaching staff and some other designated groups of staff are encouraged to attain not less than 40 CPD hours within two consecutive years. Apart from SSC management’s efforts in encouraging staff development, reminders are issued centrally by the Human Resources Division to advise staff to continuously upgrade their knowledge and skills through various training activities. The latest CPD statistics of SSC showed a significant improvement in staff’s participation in the CPD Scheme. For 2013/14 and 2014/15 academic years, 82.5% of SSC staff attained not less than 40 CPD hours, with only 1.6% (one staff) had not attained any CPD hours. VTC will continue to step up measures for monitoring the implementation of the CPD Scheme for all SSC staff. They include drawing up staff development plan for incorporating into staff’s annual appraisal reports, initiating a range of staff training activities by the SSC management to suit staff’s training needs, and making periodic CPD report available to facilitate SSC management’s timely follow-up.

VTC has attended up CPD programmes for SSC staff in 2014/15 and 2015/16 as follows:

2014/2015

- (a) Enhanced scheduling of CPD sessions for individual staff
- (b) “Sharing of good practice” becomes a core item at academic board and management committee meetings.
- (c) In-house sharing and training was also promoted

2015/16

- (a) A designated staff has been assigned to identify training needs and suggest training items for different staff members
- (b) An additional staff has been assigned to support staff's industrial attachment
- (c) Management of staff attachment programmes is better structured to take account of development of staff in both specific and general areas related to their teaching

As regards details of SSC's staff development programmes, they include Teaching and Learning Programmes, IT Skills (Word/ Excel), rehabilitation related training, industrial and trade-specific knowledge, TLP development, handling violent behaviour of students (elementary and advanced/ cultivating a culture of mutual appreciation in the workplace, team building activities, Student Record System training, e-learning with tablet and individual staff's degree programmes.

Q. 25

According to paragraph 4.35 of the Audit Report, VTC said that SSC has taken immediate measures to improve on the stocktaking and recording process and arranged additional staff training to support the improvement measures, will VTC provide details about these measures, including the stocktaking and recording process, the contents and frequency and number of hours of additional staff training? Will additional staff training to be conducted after office hour; if yes, what is the additional expense to be incurred for additional staff training?

Answer (Q. 25)

VTC has taken the following improvement measures:-

- (a) For 2015-16 annual stock taking exercise, all SSC's branches have already conducted annual stocking in December 2015 in accordance with the VTC's Stores Manual and relevant inventory guidelines.
- (b) To enhance stock control and recording, VTC has sourced contractors to develop a stock tracking system with the use of QR code to replace the use of barcode labels.
- (c) To provide support in respect of stocktaking and recording process, procurement and supplies matters, a designated hotline has been set up since 1 Sept 2015 by the Finance & Supplies Division for handling enquiries and addressing matters raised by SSC's branches.
- (d) The Heads of SSC's branches have held meetings on 11 Nov, 1 Dec and 16 Dec 2015 to review the policies on scrutiny and reinforcement on the inventory management of SSC.

- (e) The following two staff training sessions have been organized/scheduled to enhance staff's understanding of inventory management:-

Date	Nature	Parties Involved	No. of training hours
17 Sept 2015	Cross-campus training and sharing of good practice	Supplies staff in SSC and VTPDO	3 hours
13 Jan 2016	Training on inventory, stores and procurement administration	Finance & Supplies Division and VTPDO staff	Half day

Since all staff training is held within office hours, no additional expenses will be incurred.