

Vocational Colleges

An aerial architectural rendering of a modern vocational college campus. The central focus is a large, spherical building with a complex, woven lattice facade. It is surrounded by several long, rectangular buildings with similar white lattice exteriors. The campus is landscaped with green lawns, palm trees, and paved walkways. In the background, there are parking lots with cars and a residential area with white buildings. The overall scene is bright and clear, suggesting a sunny day.

ADVANCED VOCATIONAL COLLEGE 高级职业技术学院
INSTITUTE OF ADVANCED SKILLS 专业技能学院
ADVANCED PROFESSIONAL AWARDS COLLEGE 高级专科学院

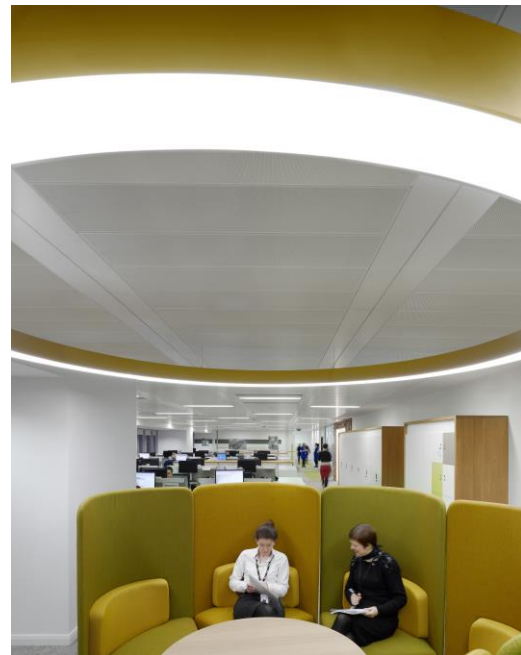
THE BUSINESS CASE 商业论证

Traditional pathways from school through university and into employment are increasingly being identified as not best suited to all students or employers. The McKinsey Report 'Education to Employment' 2013 highlighted the increasing gap in the OECD countries between the employer identification of required skills and the educators' understanding of the teaching, training and learning required to meet those expectations. 传统的升学就业途径并非适合所有学生。麦肯锡2013年的“教育、就业”报告强调，经济合作与发展组织的成员國中，雇主认为工作所需的技能和课堂教学、培训所达标准的差距日益扩大。

“Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. how can a country successfully move its young people from education to employment? What are the problems? Which interventions work? how can these be scaled up? these are the crucial questions.”

The McKinsey Report 'Education to Employment' 2013

‘在世界各地，各国政府和企业正面临的一个难题：青年失业程况严重，具备重要技能的求职者短缺。一个国家怎能成功地让年青人由学习转为就业呢？当中存在哪些问题？哪些干预措施会起作用？怎么可以扩大这些计划的规模？这些都是非常重要的问题。’麦肯锡“教育、就业”报告，2013年



THE BUSINESS CASE 商业论证

These innovative colleges, proposed by ASP, are designed for the demands of 21st century employers that require highly skilled employees that understand the deployment of technology to design, create, innovate and control the multifaceted aspects of commerce, industry, health and community needs of modern society.

ASP指出，这些新办的学院是专门应付雇主对高技术员工的需求，他们期望员工能掌握技术，用于设计、创作、革新和控制现时商业、工业、医疗和社会等多方面的问题，以满足21世纪的社会需要。

McKinsey noted that a global perception of low values, related to vocational courses, translates into social attitudes regarding kinds of work. This raises certain questions: for example, why are health-related occupations such as medical assistants and health care technicians so much more attractive in Mexico and Morocco than in other parts of the world?

麦肯锡指出，大部分人对职业课程都存有较低评价，并将其转化为一种社会态度。他亦提出了一些问题：为什么与医疗健康相关的职业，如医生助理和医疗保健助理等，在墨西哥和摩洛哥比在世界其他地方更具有吸引力？

“The vast majority of expected job growth is in occupations that do not require college degrees.

According to the US Bureau of Labor Statistics, of the top 30 occupations with the largest projected growth to 2020, only 4 require bachelor degrees. For sectors and occupations that are struggling to attract enough skilled personnel, such as home health or personal care aides, understanding the

drivers of student preferences can be instructive.” The McKinsey Report ‘Education to Employment’ 2013

‘在预计就业增长的职业中，大部分不需要大学学历。根据美国劳工统计局，预期在2020年，具最大预期升幅的30种职业中，只有4种职业需要学士学位。对于人才短缺的行业或职业，如家庭健康顾问或个人护理人员，了解学生的喜好能作业务发展的参考指标。’麦肯锡“教育、就业”报告，2013年

SECTOR SKILLS AND PROFESSIONAL AWARDS CENTRES职业技能培训中心

ASP has developed with its education partners and awarding bodies 3 bespoke solutions to address the skills shortage. Experience has demonstrated that where partnerships between employers and educators is focused on developing the specific skills a sector requires that the trainees enter the workplace, better prepared and able to assimilate quickly into the requirements of the institution.

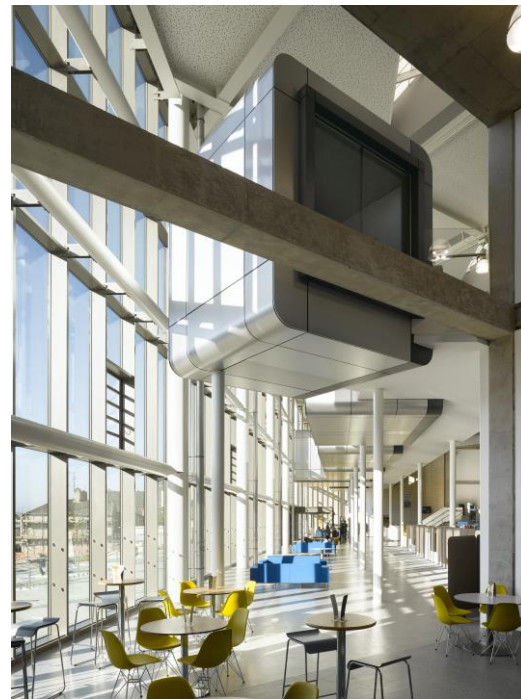
ASP与教育合作伙伴和获奖机构制定了三个解决方案，以应付人才短缺的问题。经验所及，雇主和学院之间的合作以培训专业技能为主，让学员能适应和融入新的工作环境，作更充分的准备，并能够迅速达到公司的要求。

There are 3 distinct training institutions with a differing range of accredited awards and skills focus. This is to offer both a wider range of general skills and training for careers that may bridge different sectors in a variety of roles and also highly focused specific skills firmly aimed at a particular skill sector requirement, for example Health.

三所学院均有不同范畴的专业认证及职业导向，让需要不同范畴或注重某专业技能的员工都得到适当的培训，例如健康卫生服务培训。

The 3 award granting institutions are: 三个认证学院如下：

1. **ADVANCED VOCATIONAL COLLEGE** 高级职业技术学院
2. **INSTITUTE OF ADVANCED SKILLS** 专业技能学院
3. **ADVANCED PROFESSIONAL AWARDS COLLEGE** 高级专科学院



ADVANCED VOCATIONAL COLLEGE 高级职业技术学院

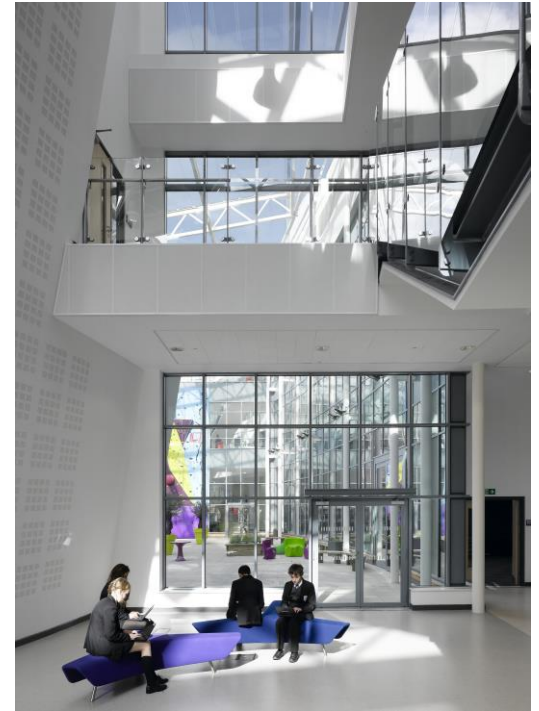
An Advanced Vocational College (AVC) delivers a range of qualifications and experiences to provide cross skills sector abilities and transferable employment opportunities for the students. 高级职业技术学院 (AVC) 提供一系列的专业技能课程和培训，提升学员的跨部门技能和就业机会。

Qualifications will be chosen from a range of Level 1 – Level 4 awards, where 1 is an Introductory Course and 4 is a Foundation Degree Specialist award. The students will select 1 core specialism and a number of supporting accredited awards that best match the skills sector they are training for. 课程共分为四个阶段，第一阶段是入门课程，而第四阶段属预科学位课程。学生需要选择一个专科及数个相关学科，以配合该行业专科的应用。

To a large extent the courses will be determined by local need and developments, the local employers and with input from local government that seeks to deliver a social infrastructure to its community. Typical courses of study entail significant input from employers with extended periods of work related activities that enable students to apply their learning and skills in a true employment environment. 课程内容很大程度将取决於本地市场的需求和发展，而当地政府和雇主亦需要参与课程，为社区提供基础建设。传统课程要求雇主参与行业相关的活动，使学生能将他们所学到的知识和技能应用在一个真正的就业环境中。

Advanced Vocational courses and awards may include: 课程包括：

- Hotel and Resort Management 酒店及度假村管理
- Retail Sector Skills 零售行业技能
- Distribution Logistics and Transport 分销物流与运输
- Entrepreneurship and e.Commerce 创业营销及电子商务
- Security and Event Management 保安及活动管理



ADVANCED VOCATIONAL COLLEGE 高级职业技术学院



ADVANCED VOCATIONAL COLLEGE 高级职业技术学院



INSTITUTE OF ADVANCED SKILLS 专业技能学院

An Institute of Advanced Skills (IAS) has a very specific focus on sector need. Qualifications are aimed very firmly at providing students with specialists skills for a career path in a sector that requires high levels of knowledge, skills and training in a specialist area. 专业技能学院 (IAS) 着重个别行业的需要。课程旨在培训学生专业技能，为他们提供该领域的专业知识、技巧和职业训练。

Qualifications will be chosen from, as a minimum, a Level 2 Diploma and a Level 3 Higher Diploma in a core specialism that best match the skills sector the students are training for. For example in the Health Sector a student may take a Level 2 Diploma in **'Care for the Elderly'** but a specialist Level 3 Diploma in **'Pharmacy'** for example. 课程要求学生至少修读一个专科的2级文凭和3级文凭，以配合学员在该行业/领域所需。例如，医疗卫生部门的学生需要修读“长者护理”2级文凭，而专科护理员须修读“药剂”3级文凭。

To a large extent the courses will be determined by the growth of local infrastructure and address key areas of skills shortages. These skills, whilst allowing for social mobility, normally involve the student in making a specific career choice that is committed to a specialist employment opportunity within a specific skill sector. 课程内容很大程度将取決於当地基础设施的发展及技能短缺的领域。这些技能不但能增加学员的社会流动性，亦能让学员为自己的职业前途作出选择，确认在特定的领域中进行专科发展。

Advanced Skills courses and awards may include: 课程包括下列各项：

- Health Sector 健康卫生服务
- High Performance and Aeronautical Engineering 高性能及航空工程
- Construction 建筑业
- Rail Technology and Signalling 铁路科技及讯号工程



ADVANCED PROFESSIONAL AWARDS COLLEGE 高级专科学校

The colleges for Advanced Professional Awards (APAC) focus on professional career paths. Qualifications are aimed at providing students with specialist skills in a sector that requires high levels of knowledge, skills and accreditation from a professional organisation such as the Chartered Management Institute. 高级专业学院 (APAC) 专注于专业的职业路径。课程旨在为学生提供该领域的专业知识、技巧和职业训练。为学生提供专业技能要求高层次的知识，技能和从专业机构的认证，如英国特许管理学会的认证。

Qualifications will be chosen from a range of relevant Level 3 Higher Diplomas and those institutional requirements of the related professional body for the award of Post Nominal letters such as Associate of the Chartered Management Institute (ACMI) or Licentiate of the Chartered Institute of Personnel and Management (LCIPD). 学位是按一系列3级高级文凭课程及相关受勋的专业机构的要求而定，如英国特许管理学会或工程监督及建设监理学会 (LCIPD) 。

There will be a high degree of employer engagement in the design and running of courses with the students providing 'back office' expertise to the employer sector through business enterprise units. These will be a feature of the course experience for the students. Enterprise units enable students to work alongside employer mentors in work related experiences which may not otherwise be possible as an intern or through conventional work-placement study. 在课程设计和执行过程中与雇主合作，使学生运用所学的专业知识在“支援”工作方面实践出来。课程亦会加入工作体验的环节，企业让学生与相关范畴的导师一齐工作，这种体验并不是传统的实习计划或工读课程能提供的。

Advanced Professional courses and awards may include: 高级专科的课程包括:

- Management and Human Resources; MCMI and MCIPD 人力资源管理；
- Project Management and Leadership; CIPM and ILM 计划及团队管理
- Law and Finance; ALP and MAFP 法律和金融



