

UNIVERSITY GRANTS COMMITTEE  
大學教育資助委員會

# STRATEGIC DEVELOPMENTS AND TREMENDOUS OPPORTUNITIES

高瞻遠矚 迎接機遇



ANNUAL  
REPORT  
年報  
2014-15

# UNIVERSITY GRANTS COMMITTEE

大學教育資助委員會

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# UNIVERSITY GRANTS COMMITTEE (UGC) MEMBERS

大學教育資助委員會（教資會）成員



Photograph taken on 11 September 2015

攝於2015年9月11日

## Left to Right Rear :

Dr Richard Armour (Secretary-General, UGC), Professor Horace Ip, Professor Andrew Hamilton, Professor Gabriel Leung, Professor Mette Hjort, Dr Kam Pok-man, Professor Adrian K Dixon, Professor Wei Shyy, Professor Angelina Yuen, Professor Richard Saller, Mr Kwok Wing-keung

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# FOREWORD FROM THE CHAIRMAN

主席序言



# FOREWORD FROM THE CHAIRMAN

## 主席序言



**MR EDWARD CHENG WAI-SUN,**  
SBS, JP  
鄭維新先生, SBS, JP

As the Chairman, this is the fourth and final occasion that I present the Annual Report of the University Grants Committee (UGC). I am pleased that we have completed our work for a year which has been busy yet very rewarding for the UGC and the higher education sector.

### **“3+3+4” and Teaching and Learning**

We are expecting the first batch of students studying under the “3+3+4” academic structure to graduate in the 2015-16 academic year, and I hope they have enjoyed the additional year of dynamic experience and broad based study that helped them acquire a better understanding of the world around them. A broader education would more appropriately prepare them for further study and future career opportunities. The fruitful and rewarding study experience is made possible only with the hard work of the institutions. This transformation of our undergraduate education has been a significant development in the sector and we must build on the experience for continuous review and improvement.

To encourage further advances in pedagogy and innovations in teaching and learning, the UGC put in place a tripartite funding scheme in 2014 to foster competition to breed excellence, and also motivate collaboration amongst the UGC-funded institutions. This tripartite funding scheme with contributions from the government,

這是我以主席身分提交的第四份，亦是最後一份大學教育資助委員會（教資會）年報。我喜見教資會在過去一年完成了既繁重但對教資會與高等教育界均十分有意義的工作。

### **「3+3+4」和教與學**

首批「三三四」新學制的學生將於2015-16學年畢業。我希望他們已享受新增一年既生動又涵蓋廣泛的學習經驗，從而對世界有更深入的了解。涵蓋廣泛的教育能更適切地幫助學生為將來升學及就業作好準備。能夠讓學生得到充實和收穫豐富的學習經驗，全賴各院校的努力。學士學位課程學制的轉型是界別的重要發展，我們必須借鑒有關經驗以持續檢討和求進。

教與學方面，為鼓勵革新教學方法以及激發創新精神，教資會於2014年推出三方資助計劃，透過競爭鼓勵資助院校精益求精，同時推動跨院校協作。這個計劃由政府、教資會以及院校三方撥款，資助值得推行的項目，

## FOREWORD FROM THE CHAIRMAN 主席序言

the UGC and institutions has supported a number of worthwhile projects on the adoption of pedagogical changes and innovations. We are confident that the initiative will serve as a catalyst for more collaborative efforts in future.

The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. In 2015, we commenced the second round of Quality Assurance Council quality audits, which aims at assuring that the quality of our institutions' educational provision is sustained and improved, and that an internationally competitive level is attained and maintained.

### Internationalisation and Engagement with Mainland China

The world is becoming more interconnected across borders and internationalisation allows us to tap into excellence across the globe. Our institutions need to embrace a high degree of internationalisation so that our students possess a global outlook both for their development into global citizens and to sustain the level of internationalisation of Hong Kong as a world city. Recognising the importance and benefit of internationalisation to our students, institutions, economy, and to our city as a whole, the UGC rolled out a tripartite funding scheme to motivate institutions to enhance their pursuit of internationalisation. The scheme supported new initiatives to encourage multi-cultural integration in our campuses through funding student-initiated projects, enhance the promotion of Hong Kong's higher education sector as a united entity in major international education conferences, and bring about exchange opportunities for financially needy students. The valuable experience of implementing the initiatives will be useful for UGC to consider further incentivisation to enhance institutions' efforts on this front in future.

### Research Assessment Exercise (RAE) 2014

To stay competitive in the globalised higher education sector, the UGC continuously seeks to motivate and reward excellent research of our institutions. In the past year, the UGC implemented the RAE 2014 which aims at assessing the research quality of institutions using international benchmarks and sharpened measures, in order to encourage world-class research and the drive for excellence. The RAE 2014 was conducted in a fair, transparent and rigorous manner. Nearly half of the submissions from institutions attained international excellence or above, with 12 per cent judged by international experts as "world leading". It is a great pleasure to see such

落實教學方面的改變和創新措施。我們有信心這項計劃將成為推動更多院校協作的催化劑。

教資會致力確保及提升資助院校及其活動的質素。我們於2015展開了質素保證局第二輪質素核證，旨在確保院校教育質素得以保持並有所提升，而且在國際上具競爭力。

### 國際化及與內地加強連繫

世界各地越發相互聯繫，跨越地域界限，國際化讓我們得以涉獵全球的卓越領域。我們的院校需要體現高度國際化，令我們的學生擁有國際視野，從而培養他們成為世界公民，並保持香港作為國際都會應有的國際化水平。教資會深明國際化對學生、院校、經濟以至香港這城市整體的重要性及裨益，因此教資會推出了一個三方資助計劃，鼓勵院校進一步推動國際化。計劃支援多項新措施，透過資助由學生主導的項目促進校園內多元文化融合；於主要國際教育博覽會中加強推廣整個香港高等教育界；以及為有經濟需要的學生提供交流機會。這些項目帶來的寶貴實踐經驗將有助教資會考慮日後如何進一步鼓勵院校在這方面的努力。

### 2014年研究評審工作

為了在全球的高等教育界中保持競爭力，教資會持續推動並獎勵院校進行卓越研究。去年，教資會完成了2014年研究評審工作。是項工作採用國際基準及更精準的衡量標準，旨在評估各院校的研究質素，藉以鼓勵學者進行世界級研究及推動院校追求卓越。2014年研究評審工作以公平、透明及嚴謹的方式進行。近半院校提交的研究項目達到「國際卓越」水平以上，當中12%獲國際專家評為「世界領先」。



encouraging results and that the overall research quality in many areas compare favourably with the best in the world. The assessment carried out by renowned academics from around the world revealed the “centres of excellence”, the areas of strength in our institutions’ high quality research. The UGC encourages further efforts to build on the RAE results and enhance their relevance to Hong Kong’s social and economic developments, by actively translating their research results into real world applications for meeting different social and economic challenges. Closer collaboration among institutions, through redirecting and pooling resources in strategic and priority areas to build critical mass, will in turn foster closer ties with the government, industry, academia, research sectors and society. The results of the RAE 2014 will inform the research funding allocation for the coming years.

### Recurrent Funding for the 2015/16 Roll-over Year

The roll-over arrangement is mainly meant to be a simple extension of the approved financial arrangements for the current triennium to cover the 2015/16 academic year. There is no change in the planning parameters, except to accommodate necessary refinements for specific areas and the increase of senior year places as announced in the Policy Address 2014. Based on institutions’ submissions on their proposed allocation of student places to various disciplines, the UGC completed the calculation of the funding allocation and submitted the funding recommendation to the Government in September 2014. The recurrent funding for the 2015/16 roll-over year was approved by the Legislative Council in May 2015.

### The Academic Development Planning (ADP) Exercise for the 2016-19 Triennium

The ADP exercise for the 2016-19 triennium has made excellent progress. The UGC has evaluated the proposals submitted by the institutions on the basis of the four broad assessment criteria agreed by the institutions, namely “Strategy, Mission and Vision”, “Teaching & Learning”, “Academic Programme Design”, and “Addressing the Needs of Society in General”. The ADP exercise provides a platform for the institutions to conduct a self-critical review on their key areas of activities against a number of criteria that are important to the development of the higher education sector in Hong Kong. Through the ADP exercise, the UGC strives to further enhance dynamism and drive changes among the sector so as to ensure a better use of resources and advance the international competitiveness of the UGC-funded institutions. The UGC plans to submit its funding recommendations for the new triennium to the Government in the third quarter of 2015.

院校取得如此佳績，特別是在多個領域的整體研究質素可比肩世界頂尖水平，實在令人鼓舞。由世界知名學者進行的評審，展示了院校的高質素研究，其「卓越領域」及優勢。教資會鼓勵各院校在評審結果的基礎上繼續努力，積極應用研究結果，協助香港應對不同的社會及經濟挑戰，從而發揮其對香港社會和經濟發展的價值。院校之間更緊密的協作，並透過轉移及匯集資源於策略及優先領域來產生群聚效應，將能進一步加強官、產、學、研和社會之間的聯繫。2014年研究評審工作結果會用作釐定今後數年研究撥款的分配。

### 2015/16 延展年度經常性撥款安排

延展年度安排主要是純粹把現行三年期的核准財務安排順延一年，以涵蓋2015/16學年。除了就特定範疇作出必要調整，以及按照《2014年施政報告》所公布增加的高年級學額外，規劃準則不變。教資會已根據院校就個別學科提交的學額分配建議計算撥款分配，並於2014年9月把撥款建議提交予政府考慮。立法會已於2015年5月批准2015/16 延展年度的經常性撥款。

### 2016-19 三年期學術發展規劃工作

2016-19 三年期學術發展規劃工作取得了良好的進展。教資會根據與各院校商定的四項主要評審準則，即「策略、使命及願景」、「教與學」、「學術課程設計」及「切合社會整體需要」，評核院校遞交的計劃書。學術發展規劃工作為院校提供平台，讓院校根據關乎本港高等教育發展的多項關鍵標準，自行嚴格審視其主要活動範疇。教資會希望通過學術發展規劃工作，為高等教育界帶來更多活力及推動變革，以確保能夠更善用資源，並協助提升資助院校的國際競爭力。教資會計劃在2015年第三季向政府提交新一個三年期的撥款建議。

### Institutional and Financial Governance

In the past year substantial progress has been made in respect of the development of the new guidelines and arrangements in response to the recommendations related to enhancing financial transparency and cost allocation practices put forward by the UGC's Financial Affairs Working Group. Upon completion of the review of financial governance of institutions, assuring the public of the appropriate use of public funds by institutions, we believe that it is important to take a further step to look at institutional governance to satisfy the public as to its effectiveness.

The statutorily autonomous UGC-funded institutions, each with its own Ordinance and governing council, enjoy considerable institutional autonomy and academic freedom. The two core values upheld by the UGC must be underpinned by good governance and appropriately balanced by public accountability.

With the timely request by the Education Bureau in December 2013, we embarked on a study on governance of UGC-funded institutions. The study aims to identify some international good practices in the governance of higher education institutions, with which pointers and advice are drawn up to help enhance the effectiveness and transparency of the governing councils of UGC-funded institutions and also to better equip council members with the necessary knowledge, skills and protocol for the proper discharge of their duties. We have enlisted the assistance of the former Vice-Chancellor of the University of Liverpool Sir Howard Newby who has rich experience and expertise in university governance and management to conduct the study. The study is making good progress and I am confident that the study will be very useful for the sector and further protect the core values of institutional autonomy and academic freedom. It is only with effective and robust governance structure and practices that public trust in institutional autonomy of our funded institutions, and hence its legitimacy, can be assured.

### Review of the Hong Kong Institute of Education's Application for University Title

As invited by the Government, the UGC set up a review group led by Sir Ivor Crewe, Master of University College, Oxford in September 2014 to examine the application for university title submitted by the Hong Kong Institute of Education (HKIEd) in July 2014. The Review Group is tasked to assess HKIEd's application in accordance with the terms of reference provided by the Government. The UGC will advise the Government, amongst others, on

### 院校及財務管治

過去一年，教資會就其財務工作小組提出有關提升財政透明度及成本分攤方法的建議而制訂新指引及安排的工作，取得重大進展。隨著完成院校財務管治的檢討，公眾可以放心院校善用公帑，我們認為有必要進一步檢視院校管治，確保公眾滿意其成效。

教資會資助院校是獨立的法定機構，各有其條例及校董會，享有相當大的院校自主權及學術自由。這兩個教資會堅守的核心價值，必須由良好管治所鞏固，並適當地輔以向公眾負責。

隨着教育局於2013年12月適時的邀請，我們就教資會資助院校的管治展開研究。研究旨在找出國際上有關高等教育院校管治的一些良好做法，以便提出方針和建議，協助教資會資助院校的校董會提升效能和透明度，並讓校董會成員能更有效掌握其管治角色所需的知識、技巧和規約，從而適當地履行職責。我們得到在大學管治及管理方面有豐富經驗的利物浦大學前校長Howard Newby爵士襄助進行是項研究。研究現時進度理想，我有信心它將對界別帶來莫大裨益，進而維護院校自主和學術自由這些核心價值。只有院校具備有效和穩固的管治架構及安排，才可確保公眾會對我們資助院校的自主權具備信心，院校的自主地位亦能得以確立。

### 檢討香港教育學院要求獲授大學名銜的申請

應政府要求，教資會於2014年9月成立由牛津大學大學學院院長Ivor Crewe爵士領導的檢討小組，研究香港教育學院（教院）於2014年7月向政府提交授予大學名銜的申請。檢討小組的職責是根據政府所訂的職權範圍，評估教院的申請。教資會會就一系列事宜向政府提供意見，包括教院發展為一



HKIEd's progress in developing into a multi-disciplinary institution with a focus on teacher education and a good spread of other complementary disciplines and implementing the recommendations made in the UGC's Report of the Review Group on the Hong Kong Institute of Education's Development Blueprint published in February 2009; on whether HKIEd should be granted self-accrediting status in the programme areas covered by its existing Programme Area Accreditation status, having regard to the quality of the relevant programmes and in terms of both teaching and research performance; and on whether HKIEd already possesses the qualities and attributes commonly expected of a university and should be granted the university title at this juncture. The review is making good progress and is expected to be completed in September 2015.

### Discussion Forums

We also try to look ahead. During 2014-15, we took the unprecedented step of conducting in-depth discussions between the UGC and the institutions, with a view to building a collective future in the rapidly evolving higher education environment. The discussion forums and follow-up sessions with the presidents and senior management of the eight institutions explored three important areas, including research and collaboration, developments in teaching and learning, and funding matters. Top academics from around the world joined us in identifying the opportunities and threats, and the way to move forward. It has been a much discussed topic during the discussions that our UGC sector is comparatively a very small system. Accordingly we recognise the need to rise above individual ambition and engage in greater collaborations in order to maintain the sustainability and competitiveness of the sector as a whole internationally.

### Plans for 2015-16

We have either completed or set in train a number of major tasks in 2014-15. No doubt we will continue with those yet to be finalised, including the study on institutional governance, arrangements to enhance financial transparency and cost allocation practices; as well as HKIEd's application of university title, with a view to trying to complete these in 2015-16. The following areas are also high on our priority list:

所以師資教育為主、輔以適當互補學科的多學科院校的進度，以及教院落實教資會2009年2月有關教院《發展藍圖》檢討工作小組報告所載建議的進度；衡量相關學科的質素及教學與研究表現後，教院應否在現已通過「學科範圍評審」的學科範圍內獲授自行評審資格；以及教院是否已具備大學普遍應有的質素和特質，和現時是否應獲授大學名銜。檢討工作進度良好，並預計於2015年9月完成。

### 論壇

我們亦會展望將來。在2014-15年度，為了在高等教育界瞬息萬變的環境中共創將來，教資會與院校進行了前所未有的深入討論，與八間院校的校長及高級管理層在論壇及後續會議中探討了研究與協作、教與學的發展及撥款事宜三個重要範疇。世界頂尖學者與我們一起辨識機遇與威脅，及應如何向前邁進。討論中與會者多次指出教資會界別的體系相對十分細小，因此我們明瞭各院校有需要超越一己的抱負，齊心協力，使整個界別可持續發展以及在國際保持競爭力。

### 2015-16年度計劃

我們已經在2014-15年度完成或開展若干重點工作。我們必然會繼續努力，並希望在2015-16年度完成有關工作，包括院校管治的檢討、提升財政透明度與成本分攤方法的安排，以及教院要求獲授大學名銜的申請。以下亦是我們的優先項目：

### Second Round of Quality Audits

The second round QAC quality audit for three institutions have been conducted. The remaining five will continue to take place as a focus of our quality assurance work in the coming year. In this audit cycle, we have put particular focus on quality enhancement and identification of sector-wide improvement. Two audit themes: “Enhancing the student learning experience” and “Global engagements: strategies and current developments” have been introduced to support institutions’ strategic development of these key areas for quality enhancement and allow for dissemination of good practice. Not only will institutions benefit from the peer review of the auditors, we believe it is important for institutions to make use of the opportunity to conduct a critical self-review of themselves, thereby identifying areas for further development to enable high quality programmes to be offered to our students for rich learning experiences.

### Review of the Competitive Allocation Mechanism of the Research Portion (R-portion)

The UGC has been attaching considerable importance to promote an excellent, sustainable research environment for the long term benefit of our institutions and Hong Kong. To promote research excellence, we have introduced greater competitiveness in allocating research resources. The competitive allocation mechanism of using institutions’ achievement in Research Grants Council’s Earmarked Research Grant to determine the distribution of up to half of the R-portion of the Block Grant has been implemented progressively over a period of nine years starting from 2012/13. The mechanism serves as a proxy reference for the allocation of the R-portion. As agreed when the mechanism was introduced, the UGC has started the preparation work for conducting a review of the competitive allocation mechanism of the R-portion in 2015 to evaluate whether the mechanism is fit for purpose.

### Research Pooling and Collaboration

Building on the fruitful discussion arising from the discussion forums, the UGC will continue to explore with the sector the idea of research pooling and enhancing further research collaboration. It has been recognised that the higher education system in Hong Kong is comparatively very small. To maximise impact, we see the need to rise above individual ambition and engage in greater collaboration at all levels, pooling resources and sharing expertise to build critical mass. There is room for further support and development in several key areas distinct from basic research – sometimes known as translational or midstream research, that has the potential of generating in

### 第二輪質素核證

三間院校的第二輪質素核證已經完成，餘下五間院校的核證將是來年質素保證工作的焦點。我們於本輪核證特別著重質素提升及探討改善整個界別。我們在這輪核證中引入了「提升學生的學習體驗」以及「國際參與：策略與現況」兩個核證主題，支持院校在這些關鍵領域的策略性發展以提升質素，並傳播良好做法。我們相信，院校不單可以在評審員同儕覆檢中得益，亦可藉此切實自我檢視，找出可作進一步發展的範疇，從而確保會提供高質素的課程，豐富學生的學習體驗。

### 檢討以具競爭性方式分配研究用途撥款的機制

教資會致力營造卓越而可持續的研究環境，使院校和香港長遠得益。為推動研究工作達至卓越水平，我們引入更多競逐元素，以分配研究資源。具競爭性方式分配機制是根據院校申請研究資助局研究用途輔助金的結果，分配不多於整體補助金研究用途撥款的一半予院校。此安排由2012/13學年起實施，分九年逐步推行，作為分配研究用途撥款的參考標準。按照推出機制時的協定，教資會會於2015年檢討此機制是否切合所需，有關的準備工作已經展開。

### 匯集研究資源與協作

隨着一系列論壇的豐富討論，教資會會繼續與業界探討如何匯集研究資源及進一步加強研究協作。香港高等教育體系相對較小，為取得最大成效，我們認為有需要跨越各自的目標，共同推動協作，匯集資源，分享專長以建立群聚效應。幾個有別於基本研究的主要領域 – 有時稱之為轉化或中游研究，都具潛力在較短期帶來社會效益和影響，值得進一步發展並予以支持，此乃建基於現有基礎研究的

## FOREWORD FROM THE CHAIRMAN 主席序言

a shorter term societal benefits and impact. This builds on our current strengths in fundamental research. The UGC's broad objective is to help create a vibrant research culture and nurture a research and knowledge exchange eco-system that takes our fundamental research strengths enhanced by collaboration, through to the midstream or translational phase but in a model which connects with industry, government agencies and society where impact of research will be found. Midstream research and connectivity will be the key concepts which strengthen our future but not at the expense of what we do so well already.

### 50th Anniversary of the UGC

In late 2015, we will be celebrating the 50th anniversary of the establishment of the UGC. Any achievements in the past 50 years are not manifested just in terms of the Committee's own work but the continued achievements and successes of our institutions which have attained significant and sustaining international recognition. To celebrate this special occasion, we are putting together a commemorative album which will feature an account of the major milestones and accomplishments of the UGC since October 1965, a collection of thoughts and anecdotes from former and present members of the UGC family, as well as messages from the Heads of Institutions and graduates of the UGC-funded institutions over the years. I look forward to sharing the album with all our stakeholders and sincerely hope it will be an enjoyable and memorable read for all who have contributed to the development of the sector throughout the years.

### Concluding Remarks

The 2014-15 was another busy yet productive year of the UGC. I would like to thank all Members for their hard work and outstanding dedication. As ever, the UGC, acting as the buffer between the government and institutions, is committed to working for a brighter future of Hong Kong's higher education. I am confident that the UGC, with our distinguished local and non-local Members, as in the past 50 years, will continue to do its utmost to keep up our momentum and collaborate with all stakeholders, including the Administration, institutions and students, to progress towards the shared vision – a brighter future of Hong Kong's higher education.



**Edward CHENG Wai-sun, SBS, JP**  
Chairman

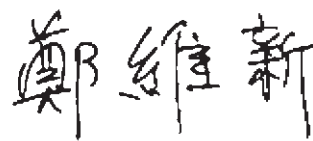
優勢之上。教資會的大方向是協助創造一個富有活力的研究氛圍以及培植研究與知識交流生態，透過在中游或轉化階段的協作，提升基礎研究的優勢，並連繫企業、政府機構及社會，發揮研究的影響力。在保持現有優勢的同事，強化中游研究及此等連繫的概念，將是推動未來發展的關鍵。

### 教資會五十周年

我們將於2015年稍後時間慶祝教資會成立50周年。過去半世紀的成就不僅在於教資會本身的工作，更在於院校持續成功，獲得國際高度認可。為慶祝這個特別的日子，我們會推出紀念冊，將教資會自1965年10月成立以來的里程碑及成就輯錄成書，並包括多年來歷任及現任成員的感言逸事，及院校校長和畢業生的分享。我熱切期待與所有這些年來貢獻過界別的持份者分享這本紀念冊，希望大家閱讀紀念冊時能重溫美好回憶。

### 結語

對教資會而言，2014-15年度又是忙碌而豐盛的一年。全體委員辛勤工作，全心奉獻，我謹此致謝。一如以往，教資會在政府和院校之間起着緩衝的作用，致力為香港的高等教育建設更輝煌未來。秉承過去五十年，我堅信教資會全人，包括本地及非本地的傑出成員，會繼續悉力以赴，保持幹勁，與政府、院校及學生等所有持份者攜手達致共同願景，使香港高等教育邁向更光輝未來。



主席  
**鄭維新, SBS, JP**

# ROLE AND FUNCTIONS OF THE UGC

教資會角色與職能

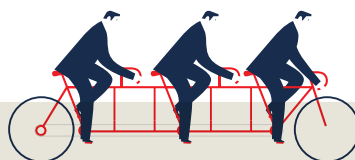


# ROLE AND FUNCTIONS OF THE UGC

## 教資會角色與職能

The UGC is an independent and non-statutory body which advises the Government of the Hong Kong Special Administrative Region on the funding and strategic development of higher education in Hong Kong. In this role, the UGC works with institutions, the Government and the community to promote excellence in the higher education sector, with a view to establishing Hong Kong as the education hub of the region and to nurturing high quality people to promote the economic, cultural and social development of Hong Kong. The UGC will:

大學教育資助委員會（教資會）為非法定的獨立組織，就香港高等教育的經費撥款安排及策略性發展，向香港特別行政區政府提供意見。為此，教資會致力與各院校、政府及社會各界人士共同努力，務求令高等教育界達至卓越水平，把香港發展為區內教育樞紐，同時培養高質素人才，以推動本港經濟、文化及社會蓬勃發展。教資會的職能包括：



### FUNCTIONS OF THE UGC

### 教資會的職能

- (a) oversee the deployment of funds for the strategic development of the higher education sector;  
負責經費調配，以配合高等教育界的策略性發展；
- (b) support the continuous development of the higher education sector to achieve greater impact and recognition, and as a source of innovation and ideas for the community;  
支持高等教育界不斷發展，以發揮更大的影響力及得到廣泛認同，並成為社會創新思維和意念的泉源；
- (c) give steering advice to the higher education sector from a system perspective and facilitate institutions to fulfill their distinctive roles;  
在整體層面向高等教育界提供方向性意見，並協助各院校發揮其獨特角色；
- (d) enhance the student experience and advance the international competitiveness in teaching, research and knowledge transfer by institutions in accordance with their agreed roles;  
優化學生的學習經驗，並促使院校按本身的角色，提升在教學、研究及知識轉移範疇的國際競爭力；
- (e) facilitate the sustainable development of higher education to meet the demands of the changing times;  
促進高等教育界持續發展，以配合時代轉變的需要；
- (f) encourage deep collaboration among institutions to develop an interlocking system to increase international competitiveness of the sector; and  
鼓勵院校深入協作，令香港高等教育界得以發展成一個互相緊扣的體系，以提高整體的國際競爭力；以及
- (g) safeguard quality and promote efficiency, cost-effectiveness and accountability in the activities of institutions.  
確保院校維持質素，並推動各院校提升各項工作的效率、成本效益和問責性。



In carrying out the above activities, UGC seeks to preserve institutional autonomy and academic freedom, in the context of appropriate financial and public accountability.

The UGC has under its aegis two semi-autonomous bodies: the **Research Grants Council** (RGC) is responsible for advising the needs of higher education institutions in academic research, and considering applications for disbursement of project-based research funding; and the **Quality Assurance Council** (QAC) is responsible for advising on quality assurance matters in the higher education sector, including specifically the conduct of quality audits of the UGC-funded institutions.

在執行上述工作時，教資會在恰當地向公眾及在財務上問責的前提下，將致力維護院校自主和學術自由。

教資會轄下有兩個半獨立組織，分別是**研究資助局**（研資局）和**質素保證局**（質保局）。研資局負責就本港高等教育院校在學術研究上的需要向政府提出建議，以及審批專題研究項目的撥款申請。質保局負責就香港高等教育界的質素保證事宜提供意見，包括對教資會資助院校進行質素核證。



### UGC-Funded Institutions

There are eight higher education institutions in Hong Kong funded through the UGC:

City University of Hong Kong (CityU)

Hong Kong Baptist University (HKBU)

Lingnan University (LU)

The Chinese University of Hong Kong (CUHK)

The Hong Kong Institute of Education (HKIEd)

The Hong Kong Polytechnic University (PolyU)

The Hong Kong University of Science and Technology (HKUST)

The University of Hong Kong (HKU)

Each of the UGC-funded institutions is an autonomous body with its own Ordinance and Governing Council. The institutions take full responsibilities in curricula and academic standards, the selection of students, conduct of research, staff recruitment and their terms of employment, and the internal allocation of resources.

### 教資會資助院校

現時透過教資會取得撥款的本地高等教育院校共有八所：

香港城市大學（城大）

香港浸會大學（浸大）

嶺南大學（嶺大）

香港中文大學（中大）

香港教育學院（教院）

香港理工大學（理大）

香港科技大學（科大）

香港大學（港大）

上述資助院校均是獨立的機構，有各自的法例和校董會。各院校全權負責監控課程與學術水準、甄選學生、進行研究、聘任教職員和其聘用條件，以及內部資源調配等。



香港城市大學  
City University of Hong Kong



# COMMITTEE STRUCTURE

(AS AT 30 JUNE 2015)

## 教資會架構

(截至2015年6月30日)



The terms of reference of the UGC, RGC, QAC and UGC's Sub-Committees/Groups are provided at Annex I.

教資會、研資局、質保局及轄下委員會／小組的職權範圍，詳列於附錄一。

## MEMBERSHIP OF THE UGC

(AS AT 30 JUNE 2015)

### 教資會委員名單

(截至2015年6月30日)

## CHAIRMAN

主席



**MR EDWARD CHENG WAI-SUN, SBS, JP**  
**鄭維新先生, SBS, JP**

*(Appointed as Chairman on 20 September 2011)*

*(2011年9月20日獲委任為主席)*

Deputy Chairman and Chief Executive of Wing Tai Properties Limited

Independent Non-Executive Director of Orient Overseas (International) Limited

Independent Non-Executive Director of Standard Chartered Bank (Hong Kong) Limited

永泰地產有限公司副主席兼行政總裁

東方海外(國際)有限公司獨立非執行董事

渣打銀行(香港)有限公司獨立非執行董事

Mr Cheng was the former Chairman of the Urban Renewal Authority (2004-2007). He has served on the Advisory Committee on Corruption of the Independent Commission Against Corruption (2004-2009), the Steering Committee on Innovation & Technology (2004-2008), the Commission on Strategic Development (2005-2007), the Securities and Futures Commission's Takeovers and Mergers Panel and the Takeovers Appeal Committee (1994-2005), the Executive Committee of HK Housing Society (2000-2004), the Councils of the PolyU (2006-2009), CityU (2003-2007), HKIEd (2000-2002) and HK Institute of Certified Public Accountants (2004-2005). Mr Cheng was also a part-time member of the Central Policy Unit (1994-1995). Currently, he is a Member of the Airport Authority Hong Kong and the Commission on Strategic Development.

鄭先生為前市區重建局主席(2004-2007)。他曾參與廉政公署貪污問題諮詢委員會(2004-2009)、創新及科技督導委員會(2004-2008)、策略發展委員會(2005-2007)、證券及期貨事務監察委員會收購及合併委員會和收購上訴委員會(1994-2005)、香港房屋協會執行委員會(2000-2004)、香港理工大學校董會(2006-2009)、香港城市大學校董會(2003-2007)、香港教育學院校董會(2000-2002)，以及香港會計師公會理事會(2004-2005)。鄭先生亦曾於中央政策組擔任非全職顧問(1994-1995)。他現為香港機場管理局成員，以及策略發展委員會委員。

## MEMBERS

### 成員



**THE HON CHEUNG CHI-KONG, BBS, JP**

張志剛議員, BBS, JP

*(Appointed on 1 April 2013)*

*(2013年4月1日獲委任)*

**Member, Executive Council**

**Executive Director,**

**One Country Two Systems Research Institute**

行政會議成員

一國兩制研究中心總裁

The Hon Cheung is a Member of the ICAC Complaints Committee (2013-) and an Ex-officio Member of the Tung Wah Group of Hospital Advisory Board (2013-). He is also a Trustee of Hong Kong Development Forum (2004-). He served as the Vice-Chairman of Public Libraries Advisory Committee (2008-2014), Vice-Chairman of the Hong Kong Federation of Journalists (2006-2014) and a Member of Commission on Strategic Development (2005-2012).

張議員現任廉政公署事宜投訴委員會成員(2013-)及東華三院顧問局當然成員(2013-)。他亦為香港發展論壇董事會成員(2004-)。張議員曾擔任公共圖書館諮詢委員會副主席(2008-2014)、香港新聞工作者聯會副主席(2006-2014)及策略發展委員會委員(2005-2012)。



**MR CHEUNG PAK-HONG, BBS**

張百康先生, BBS

*(Appointed on 1 August 2012)*

*(2012年8月1日獲委任)*

**Principal, Munsang College (Hong Kong Island)**

港島民生書院校長

Mr Cheung served as the Chairman of the Advisory Committee on Teacher Education and Qualifications (2008-2013) and a Member of the Education Commission (2008-2013) and the Standing Committee on Language Education and Research (2008-2013). He was also a Member of the Council of HKIEd (2001-2007) and the Chief Executive's Award for Teaching Excellence Sub-Committee (2003-2005), and the Deputy Chairman of Hong Kong Examinations and Assessment Authority (2003-2006).

張先生曾任師訓與師資諮詢委員會主席(2008-2013)、教育統籌委員會委員(2008-2013)及語文教育及研究常務委員會委員(2008-2013)。他亦曾出任香港教育學院校董會委員(2001-2007)、行政長官卓越教學獎專責委員會委員(2003-2005)及香港考試評核局副主席(2003-2006)。

## MEMBERS

### 成員



**PROFESSOR CHUNG YIP-WAH, BBS**

鍾業華教授, BBS

*(Appointed on 1 January 2008)*

*(2008年1月1日獲委任)*

**Professor, Department of Materials Science and Engineering, Northwestern University, US**  
美國西北大學材料科學及工程教授

Professor Chung is a Fellow of the Society of Tribologists and Lubrication Engineers, American Vacuum Society (AVS) and American Society for Metals International. He is currently co-Director of the Institute for Sustainability and Energy at Northwestern University. He was the Director of NSF Center for Engineering Tribology (1987-1992), AVS Board of Directors (1998-1999), Chair of the Department of Materials Science and Engineering at Northwestern University (1992-1998) and Chair of AVS Advanced Surface Engineering Division (2004). He served as NSF Program Officer in Surface Engineering and Materials Design from 2003 to 2005. Currently, he is a Member of the Research Grants Council and chairing its Major Projects Steering Committee.

鍾教授是美國 Society of Tribologists and Lubrication Engineers、American Vacuum Society (AVS) 及 American Society for Metals International 的資深會員。他現任美國西北大學可持續能源學會聯執主任。他曾任美國國家科學基金會 Center for Engineering Tribology 主任(1987-1992)、AVS 董事會成員(1998-1999)、美國西北大學材料科學及工程學系主任(1992-1998)及 AVS Advanced Surface Engineering Division 主席(2004)。鍾教授亦曾擔任美國國家科學基金會 Surface Engineering and Materials Design 項目主任(2003-2005)。他現時為研究資助局委員及該局大型項目督導委員會主席。



**PROFESSOR ADRIAN K DIXON**

*(Appointed on 1 July 2013)*

*(2013年7月1日獲委任)*

**Master of Peterhouse, University of Cambridge, UK**  
英國劍橋大學彼得豪斯學院院長

Professor Adrian Dixon is Master of Peterhouse (until July 2016) at the University of Cambridge, where he is Professor Emeritus of Radiology. He has published extensively on Computed Tomography and Magnetic Resonance Imaging and has edited several textbooks. He was Warden of the Royal College of Radiologists (Clinical Radiology, 2002-2006) and MR Clinical Guardian to the Department of Health (2004-2007). He has been awarded Honorary Fellowship/Membership of Radiological Societies in Australia/New Zealand, France, Germany, Hungary, Ireland, Sweden, Switzerland and the USA and holds honorary Doctorates from Cork and Munich. He served as Editor-in-Chief of European Radiology from 2007 to 2013. He was awarded the Gold Medal of the European Society of Radiology in 2014.

Adrian Dixon 教授是彼得豪斯學院院長(直至2016年7月)，並為大學艾登布魯克醫院放射科名譽顧問及放射醫學榮休教授，曾廣泛發表關於電腦斷層與磁力共振掃描的文章，以及編訂多部教科書。他亦是英國皇家放射學學院(臨床放射學)院長(2002-2006)及英國衛生部磁力共振科臨床監督(2004-2007)。他曾獲澳洲與新西蘭、法國、德國、匈牙利、愛爾蘭、瑞典、瑞士及美國等地的放射醫學學會授予名譽會員資格，並持有愛爾蘭科克及德國慕尼黑所頒的名譽博士銜。2007至2013年，他一直擔任 European Radiology 學報的總編輯。他於2014年獲頒歐洲放射學會金獎。

## ROLE AND FUNCTIONS OF THE UGC 教資會角色與職能



### PROFESSOR SIR DAVID EASTWOOD

*(Appointed on 1 January 2011)*  
*(2011年1月1日獲委任)*

**Vice-Chancellor, University of Birmingham, UK**  
英國伯明翰大學校長

Professor Sir David Eastwood is also Chair of Universitas 21, and the Universities Superannuation Scheme, a Board member of Universities UK, and a member of the Arts & Humanities Research Council and Advisory Board of the Higher Education Policy Institute. Previous posts include Chief Executive of the Higher Education Funding Council for England, Vice-Chancellor of the University of East Anglia, Chief Executive of the Arts and Humanities Research Council, and Fellow and Senior Tutor of Pembroke College, Oxford. He has served on numerous national bodies and more recently was a member of the Government's Independent Review Panel looking at HE Funding and Student Finance.

David Eastwood爵士教授亦為Universitas 21及英國大學退休金計劃主席、英國大學組織董事局成員、英國藝術和人文科學研究委員會成員，以及英國高等教育政策研究所諮詢委員會成員。他過去亦曾任英格蘭高等教育撥款局行政總裁、University of East Anglia校長、英國藝術和人文科學研究委員會行政總裁，以及牛津大學Pembroke College研究員和高級導師。他參與過英國多個國家機構的工作，包括早前曾任英國政府高等教育撥款及學生資助獨立檢討委員會成員。



### PROFESSOR SIR MALCOLM GRANT, CBE

*(Appointed on 1 April 2007)*  
*(2007年4月1日獲委任)*

**Chairman, NHS England**  
**Formerly President and Provost, University College London, UK (2003-2013)**  
NHS England主席  
英國倫敦大學學院前校長兼教務長(2003-2013)

Professor Sir Malcolm Grant is a barrister and Bencher of Middle Temple, and has specialised in environmental, planning, property and local government. He is Chancellor of the University of York, President of the Council for At-Risk Academics (CARA), Life Fellow of Clare College Cambridge, a Governor of the Ditchley Foundation, a Director of Genomics England Ltd, a member of the Russian International Council for Universities, presidential adviser at Arizona State University and a British Business Ambassador.

He has served as Chairman of the Russell Group, the Local Government Commission for England and the UK Agriculture and Biotechnology Commission, and as a member of the Higher Education Funding Council for England and the Economic and Social Research Council.

Malcolm Grant爵士教授是專門處理環境規劃、物業事務及地區政府訴訟的大律師，亦為英國中殿律師學院主管委員。他現任約克大學校監、援助難民學者理事會主席、劍橋大學克萊爾學院終身會士、迪奇雷基金會理事、英格蘭基因組學有限公司董事、俄羅斯大學國際委員會委員及英國商務大使。

他曾任英國羅素大學聯盟、英格蘭地方政府委員會、英國農業及生物科技委員會主席、英格蘭高等教育撥款局及經濟及社會研究局成員。



## MEMBERS

### 成員



#### PROFESSOR ANDREW HAMILTON

*(Appointed on 1 April 2014)*

*(2014年4月1日獲委任)*

**Vice-Chancellor, University of Oxford, UK**

英國牛津大學校長

Professor Andrew Hamilton was Assistant Professor of Chemistry at Princeton University (1981-1988) and a department chair and Professor of Chemistry at the University of Pittsburgh (1988-1996). He joined Yale in 1997 and was Provost of Yale (2004-2008). In addition to serving as Provost he was Benjamin Silliman Professor of Chemistry and Professor of Molecular Biophysics and Biochemistry.

Professor Hamilton received the Arthur C Cope Scholar Award from the American Chemical Society in 1999 and was elected a Fellow of the Royal Society and a Fellow of the American Association for the Advancement of Science in 2004, and a Member of the American Academy of Arts and Sciences in 2010. He received the International Izatt Christiansen Award in Macrocyclic Chemistry in 2011.

On 1 January 2016 Professor Hamilton will become President of New York University.

Andrew Hamilton教授曾任普林斯頓大學化學系助理教授(1981-1988)及匹茲堡大學化學系系主任兼教授(1988-1996)。他在1997年加入耶魯大學，曾擔任耶魯大學常務副校長(2004-2008)，其間亦身兼Benjamin Silliman化學講座教授及分子生物物理學和生物化學教授。

1999年，他獲美國化學學會頒發Arthur C Cope Scholar Award。2004年，他分別獲英國皇家學會和美國科學促進會選為院士。2010年，他獲選為美國藝術及科學學院院士，並於2011年獲頒International Izatt Christiansen Award in Macrocyclic Chemistry。

Hamilton教授將於2016年1月1日出任紐約大學校長。



#### PROFESSOR METTE HJORT

樂美德教授

*(Appointed on 1 April 2013)*

*(2013年4月1日獲委任)*

**Chair Professor of Visual Studies, Lingnan University**

嶺南大學視覺研究系講座教授

Professor Hjort is the Chair Professor of Visual Studies at LU, an Affiliate Professor of Scandinavian Studies at the University of Washington, Seattle and an Adjunct Professor at the Centre for Modern European Studies, University of Copenhagen. Previous appointments include Director of Cultural Studies/Film and Communications at McGill University in Montreal, Canada (1993-1996), Head of Comparative Literature at HKU (2003-2004), Head of Department of Visual Studies at LU (2009-2013) and Associate Vice President (Academic Quality Assurance & Internationalisation) at LU (2013-2015). She was a Visiting Researcher at Kyoto University in 1996, a Visiting Professor of Scandinavian Studies at University College London in the Spring of 2007 and a Leverhulme Visiting Professor of Film Studies at St Andrews University in Scotland during the Fall of 2007.

樂教授為嶺南大學視覺研究系講座教授、西雅圖華盛頓大學北歐研究兼職教授及哥本哈根大學現代東歐研究中心榮譽教授。她亦曾擔任加拿大蒙特利爾McGill University文化研究及電影與傳訊系主任(1993-1996)、香港大學比較文學系主任(2003-2004)、嶺南大學視覺研究系主任(2009-2013)及嶺南大學協理副校長(學術素質保證與國際事務)(2013-2015)。樂教授曾於1996年到日本京都大學擔任客座研究員，於2007年春到英國倫敦大學學院擔任北歐研究客座教授，又於2007年秋到蘇格蘭聖安德魯大學擔任電影研究Leverhulme客座教授。



**PROFESSOR RICHARD HO YAN-KI, JP**

何忻基教授, JP

*(Appointed on 1 August 2009)*

*(2009年8月1日獲委任)*

**Honorary Professor, The Open University of Hong Kong**  
香港公開大學榮譽教授

Professor Ho is currently a member of the Process Review Panel for the Securities and Futures Commission, an Independent Non-Executive Director of Citibank (Hong Kong) Limited, and the 2012 Hong Kong Fulbright Distinguished Scholar. Professor Ho was the Dean of the Faculty of Business (1995-2001), Vice-President (Undergraduate Education) (2006-2007), Acting President (2007-2008), Provost (2008-2009) and Chair Professor of Finance (1994-2013) of CityU.

何教授現為證券及期貨事務監察委員會程序覆檢委員會成員、Citibank (Hong Kong)獨立非執行董事，2012年獲頒香港富布爾特傑出學人獎。他曾任香港城市大學商學院院長(1995-2001)、副校長(本科生教育)(2006-2007)、署理校長(2007-2008)、學務副校長(2008-2009)及金融學講座教授(1994-2013)。



**DR KAM POK-MAN**

甘博文博士

*(Appointed on 1 April 2013)*

*(2013年4月1日獲委任)*

**Certified Public Accountant, HK**  
香港註冊會計師

Dr Kam is currently a Member of the Hospital Authority (2013-) and Federation of Hong Kong Industries General Committee (2013-). He was formerly the Chief Executive Officer of Financial Reporting Council (2010-2013). He was the President of the Hong Kong Institute of Certified Public Accountants (1999-2000) and a Member of the Council of LU (1999-2004). He also served as a Member of the Corruption Prevention Advisory Committee of ICAC (1999-2004), Licensing Appeals Board (2000-2005), Travel Industry Compensation Fund Management Board (2001-2007), Process Review Panel for the Securities and Futures Commission (2004-2010), and Operations Review Committee of ICAC (2007-2010).

甘博士現任醫院管理局成員(2013-)及香港工業總會成員(2013-)。他是財務匯報局前行政總裁(2010-2013)，並曾擔任香港會計師公會會長(1999-2000)、嶺南大學校董(1999-2004)。他亦曾任廉政公署防止貪污諮詢委員會(1999-2004)、牌照上訴委員會(2000-2005)、旅遊業賠償基金管理委員會(2001-2007)、香港證監會程序覆檢委員會(2004-2010)及廉政公署審查貪污舉報諮詢委員會(2007-2010)的成員。

## MEMBERS

### 成員



#### PROFESSOR WILLIAM KIRBY

柯偉林教授

*(Appointed on 1 August 2009)*

*(2009年8月1日獲委任)*

**T M Chang Professor of China Studies,  
Harvard University  
Spangler Family Professor of Business  
Administration, Harvard Business School  
美國哈佛大學中國研究所 T M Chang 教授  
哈佛商學院 Spangler Family 工商管理教授**

Professor Kirby is a Harvard University Distinguished Service Professor. He serves as Chairman of the Harvard China Fund and Faculty Chair of the Harvard Center Shanghai. He also serves as Duke University's Senior Advisor on China. He is Honorary Visiting Professor at Peking University, Nanjing University, Chongqing University, East China Normal University, Zhejiang University, Fudan University, and National Chengchi University. He has also held appointments as Visiting Professor at the University of Heidelberg and the Free University of Berlin. Before joining Harvard in 1992, he was Professor of History, Director of Asian Studies, and Dean of University College at Washington University in St. Louis. At Harvard, he has served as Chairman of the History Department, Director of the Asia Center and the Fairbank Center for Chinese Studies, and Dean of the Faculty of Arts and Sciences.

柯教授為美國哈佛大學傑出貢獻教授，兼任哈佛中國基金會主席及哈佛上海中心主任，並在杜克大學擔任中國高級顧問。他亦是北京大學、南京大學、重慶大學、華東師範大學、浙江大學、復旦大學及國立政治大學榮譽客座教授，過去曾於德國海德堡大學及柏林自由大學擔任客座教授。1992年加入哈佛大學前，柯偉林教授在聖路易斯華盛頓大學出任歷史系教授、亞洲研究中心主任及大學學院院長。他在哈佛大學曾擔任歷史系系主任、亞洲中心主任、費正清中國研究中心主任，以及文理學院院長。



#### PROFESSOR GABRIEL LEUNG, GBS

梁卓偉教授, GBS

*(Appointed on 1 April 2014)*

*(2014年4月1日獲委任)*

**Dean of the Li Ka Shing Faculty of Medicine,  
The University of Hong Kong  
香港大學李嘉誠醫學院院長**

Professor Leung is Dean of Medicine at the University of Hong Kong (HKU). He was previously Head of Community Medicine in HKU (2012-2013) and served as Director of the Chief Executive's Office (2011-2012) and Under Secretary for Food and Health (2008-2011) in Government.

Professor Leung is one of Asia's leading epidemiologists. His research defined the epidemiology of two novel viral epidemics, namely SARS-CoV in 2003 and influenza A(H7N9) in 2013. While in government, he led Hong Kong's policy response against the 2009 influenza A(H1N1) pandemic. He was inaugural Chair of the Asia Pacific Observatory on Health Systems and Policies, former Vice President of the Hong Kong College of Community Medicine, and currently serves on the Council of the Hong Kong Academy of Medicine and the Hospital Authority Board.

梁教授現為香港大學李嘉誠醫學院院長。他曾擔任港大社會醫學系系主任(2012-2013)、香港特別行政區行政長官辦公室主任(2011-2012)及食物及衛生局副局長(2008-2011)。

梁教授是亞洲頂尖的流行病學專家。在2003年和2013年，他的研究分別確立了兩種新興流行病毒的流行病學－SARS冠狀病毒和甲型H7N9流感病毒。任職政府期間，他督導應對2009年的甲型H1N1流感大流行。他是亞太衛生系統和政策信息觀察站的首屆主席、前香港社會醫學學院副主席，現為香港醫學專科學院院務委員會及醫院管理局成員。



**DR MAK HOI-HUNG MICHAEL, SBS, JP**  
麥海雄醫生, SBS, JP

*(Appointed on 1 April 2013)*  
*(2013年4月1日獲委任)*

**Medical doctor**  
醫生

Dr Mak is a practising paediatrician. He is the Vice-Chairman of the Council of St. Paul's Co-educational College (2012-). He is a Member of the Court of HKUST (2008-) and an Honorary Clinical Assistant Professor in the Department of Paediatrics and Adolescent Medicine, HKU (2001-). He was the former Vice-Chairman of the Council of HKUST (2008-2013) and served as a Member of the Hospital Governing Committee for Hong Kong Red Cross Blood Transfusion Service (1991-2001). He was the Supervisor of St. Paul's Co-educational College during 1999-2010.

麥醫生是執業兒科專科醫生。他現時為聖保羅男女中學校董會副主席(2012-)，香港科技大學顧問委員會委員(2008-)，香港大學兒童及青少年科學系榮譽臨床助理教授(2001-)。他曾擔任香港科技大學校董會副主席(2008-2013)，以及香港紅十字會輸血服務中心管治委員會成員(1991-2001)。他在1999-2010期間出任聖保羅男女中學校監。



**PROFESSOR WEI SHYY**  
史維教授

*(Appointed on 1 April 2014)*  
*(2014年4月1日獲委任)*

**Executive Vice-President & Provost,**  
**The Hong Kong University of Science and Technology**  
香港科技大學首席副校長

Prior to joining HKUST in 2010, Professor Wei Shyy was Clarence L. "Kelly" Johnson Collegiate Professor and Chairman of the Department of Aerospace Engineering of the University of Michigan. Professor Shyy is a Fellow of the American Institute of Aeronautics and Astronautics (AIAA) and the American Society of Mechanical Engineers (ASME). He received the AIAA 2003 Pendray Aerospace Literature Award, the ASME 2005 Heat Transfer Memorial Award, and The Engineers' Council (Sherman Oaks, CA) 2009 Distinguished Educator Award, etc. He is also a member of Coursera Advisory Board, and Board of Directors of Hong Kong Science and Technology Parks Corporation and Board of Governors of Technion - Israel Institute of Technology.

史教授於2010年加入科大前，在密歇根大學擔任 Clarence L. "Kelly" Johnson 講座教授及航天工程學系系主任。史教授是美國航天及宇航學會及美國機械工程師學會院士。他曾獲得美國航天及宇航學會2003年 Pendray 航天文獻獎、美國機械工程師學會2005年熱能轉換紀念獎及工程師委員會(加州 Sherman Oaks 分會)、2009年傑出教育家獎等。他亦是 Coursera 顧問委員會和香港科技园董事會成員。

## MEMBERS

### 成員



#### PROFESSOR MARK WAINWRIGHT

*(Appointed on 1 January 2011)*  
(2011年1月1日獲委任)

**President Emeritus, the University of New South Wales, Sydney, Australia**  
澳洲悉尼新南威爾斯大學榮休校長

Professor Wainwright is an Honorary Visiting Emeritus Professor at the University of New South Wales following his retirement from the position of Vice-Chancellor and President of the same university (2004-2006). He currently holds a number of positions in the research and higher education sectors in Australia, including the Chairmanships of the Smart Services Cooperative Research Centre, the National Computational Infrastructure Board at the Australian National University, Intersect Australia Limited, the Cancer Institute of New South Wales Grants Program and the Higher Education Governing Council of the Technical and Further Education New South Wales. He is also a Director of the Australian Academic and Research Network (AARNet).

Professor Wainwright曾任澳洲新南威爾斯大學校長(2004-2006)，退休後在該校繼續擔任榮譽客座教授，現於澳洲的研究和高等教育界擔任多項要職，包括 Smart Services Cooperative Research Centre、澳洲國立大學國家計算機基礎設施委員會、Intersect Australia Limited、新南威爾斯資助計劃癌病研究所，以及新南威爾斯職業及持續教育高等教育管理委員會主席。他現為澳洲學術研究網(AARNet)主任。



#### PROFESSOR ANGELINA YUEN, BBS, JP

阮曾媛琪教授, BBS, JP

*(Appointed on 1 April 2014)*  
(2014年4月1日獲委任)

**Vice President of The Hong Kong Polytechnic University, (Institutional Advancement and Partnership)**  
香港理工大學副校長(學院發展及合作)

Professor Angelina Yuen became Vice President (Institutional Advancement and Partnership) of PolyU in 2010, and oversees institutional advancement and global partnerships of the University. Prior to her appointment as Vice President, Professor Yuen was appointed Head of the Department of Applied Social Sciences in 2004 and Associate Vice President in 2007. Before joining PolyU in 1986, Professor Yuen had taught at National University of Singapore and Hong Kong Shue Yan College. She was President of the Hong Kong Social Workers Association (2000-2004) and the International Association of Schools of Social Work (2008-2012), and a Member of the Committee on Economic Development and Economic Cooperation with the Mainland, the Commission on Strategic Development (2005-2007). She currently serves as a board member of the Hong Kong Press Council and Keswick Foundation.

阮教授於2004年擔任理大社會科學系系主任，於2007年任職協理副校長，並於2010年獲委任為副校長(學院發展及合作)，專責學院發展及大學的全球策略性合作。她於1986年加入理大之前，曾先後在香港樹仁學院及新加坡國立大學任教。阮教授曾任香港社會工作人員協會主席(2000-2004)及國際社會工作學校聯會主席(2008-2012)，並曾擔任策略發展委員會屬下之經濟發展及與內地經濟合作委員會委員(2005-2007)。現任凱瑟克基金會及香港報業評議會理事。



EX-OFFICIO MEMBER:  
CHAIRMAN OF THE RGC  
當然委員：研資局主席



**PROFESSOR ZHANG JIE**

張杰教授

*(Appointed on 1 January 2013)*  
*(2013年1月1日獲委任)*

**President, Shanghai Jiao Tong University**  
上海交通大學校長

Professor Zhang is an academician of Chinese Academy of Sciences, member of German Academy of Sciences Leopoldina, fellow of Third World Academy of Sciences, international fellow of the Royal Academy of Engineering as well as foreign associate of the U.S. National Academy of Sciences. He took office as the 39th president of Shanghai Jiao Tong University in 2006. Before that, Professor Zhang worked at the University of Oxford and other internationally renowned teaching and research institutes (1989-1998).

張教授為中國科學院院士，德國科學院院士，第三世界科學院院士，英國皇家工程院外籍院士和美國科學院外籍院士，以及中國共產黨第十七屆、十八屆中央委員會候補委員。2006年張教授就任上海交通大學校長，並曾於1989年至1998年期間在英國牛津大學等國際著名教學、科研機構工作。



**PROFESSOR BENJAMIN W WAH**

華雲生教授

*(Appointed as RGC Chairman on 1 January 2013)*  
*(2013年1月1日獲委任為研資局主席)*

**Provost,**  
**The Chinese University of Hong Kong**  
香港中文大學常務副校長

Professor Benjamin Wah is currently the Provost and Wei Lun Professor of Computer Science and Engineering of The Chinese University of Hong Kong. He was the Franklin W. Woeltge Endowed Professor of Electrical and Computer Engineering at the University of Illinois at Urbana-Champaign, and is a prominent computer scientist. He is a fellow of the Institute of Electrical and Electronics Engineers (IEEE), the Association for Computing Machinery (ACM), and the American Association for the Advancement of Science (AAAS) and has served as President of IEEE Computer Society.

He taught at Purdue University (1979-1985) and the University of Illinois at Urbana-Champaign (1985-2011). He also served as Director of the Advanced Digital Sciences Centre established by the University of Illinois in Singapore in 2009, with funding from the Singapore government's Agency for Science, Technology and Research.

華教授現為香港中文大學常務副校長及偉倫計算機科學與工程學講座教授。他曾任伊利諾伊大學厄本那－香檳分校電機及計算機工程學系Franklin W. Woeltge講座教授，為國際知名的計算機科學家。他為電機及電子工程師學會(IEEE)、計算機器學會(ACM)及美國科學促進學會(AAAS)院士，並曾任IEEE計算機學會會長。

華教授曾任教於普渡大學(1979-1985)及伊利諾伊大學厄本那－香檳分校(1985-2011)。他亦曾於二零零九年在新加坡擔任由伊利諾伊大學成立與新加坡政府科技研究局資助的先進數碼科學中心的總監。



**EX-OFFICIO MEMBER:  
CHAIRMAN OF THE QAC**  
當然委員：質保局主席



**MR LINCOLN LEONG KWOK-KUEN, JP**  
梁國權先生, JP

*(Appointed as QAC Chairman on 1 April 2014)*  
*(2014年4月1日獲委任為質素保證局主席)*

**Chief Executive Officer**  
**MTR Corporation Limited**  
香港鐵路有限公司行政總裁

Mr Leong was appointed Chief Executive Officer of MTR Corporation Limited on 16 March 2015 and prior to that was Acting Chief Executive Officer. Before joining MTR in 2002, he worked in both the accountancy and investment banking industries in London, Vancouver and Hong Kong. Mr Leong is currently the Vice Chairman of the Hong Kong Housing Society (2012-), and a Member of the Board of Governor of the Chinese International School (2003-). He is also a Non-Executive Director of Mandarin Oriental International Limited (2012-).

梁先生於2015年3月16日獲委任為香港鐵路有限公司行政總裁，在此之前則擔任署理行政總裁一職。他於2002年加入港鐵，早年曾在倫敦、溫哥華及香港任職會計及投資銀行界。梁先生現為香港房屋協會副主席(2012-)及漢基國際學校董事會成員(2003-)。此外，他亦是文華東方國際有限公司的非執行董事(2012-)。

**EX-OFFICIO MEMBER**  
當然委員



**MR TIM LUI TIM-LEUNG, BBS, JP**  
雷添良先生, BBS, JP

*(Appointed on 1 January 2008)*  
*(2008年1月1日獲委任)*

**Senior Advisor, PricewaterhouseCoopers**  
香港羅兵咸永道會計師事務所高級顧問

Mr Lui is a Senior Advisor of PricewaterhouseCoopers and a Past President of the Hong Kong Institute of Certified Public Accountants. Mr Lui is currently Chairman of the Education Commission; Committee on Self-financing Post Secondary Education and the Self-financing Post-secondary Education Fund Steering Committee. He has recently served as a member of the Committee on Professional Development of Teachers and Principals as well as the Committee on Free Kindergarten Education. In the past, he was a Member of the Council of HKUST (1999-2007), an ex-officio Member of the Court of HKUST (2001-2007) and the Chairman of the Appeal Boards Panel (Education) (2008-2011). Mr Lui is a Deputy of the National People's Congress of the PRC.

雷先生是羅兵咸永道會計師事務所的高級顧問，並曾出任香港會計師公會的會長。雷先生現任教育統籌委員會、自資專上教育委員會及自資專上教育基金督導委員會的主席。近期，他曾出任教師及校長專業發展委員會及免費幼稚園教育委員會的委員。雷先生亦曾擔任香港科技大學校董會成員(1997-2007)、香港科技大學顧問委員會當然委員(2001-2007)及香港特區政府上訴委員會(教育事宜)主席(2008-2011)。雷先生是全國人民代表大會的香港區代表。

## SECRETARY-GENERAL

### 教資會秘書長



#### **DR RICHARD T ARMOUR, JP**

#### 安禮治博士, JP

Appointed as the Secretary-General of the UGC in January 2012, Dr Armour has extensive experience in higher education administration and management, having served in senior positions in various local universities as well as in UK and Australia. Much of his academic work has been in the field of higher education. In 1992, Dr Armour first came to Hong Kong and took up the post of Director of Academic Planning at the CityU. He became the Registrar of the Open University of Hong Kong in 1996. In 2006, Dr Armour moved to Australia as the Academic Registrar at Griffith University. He returned to Hong Kong in 2009 to take up the post of Senior Advisor to the President at the HKUST.

安博士於2012年1月出任教資會秘書長。他在高等教育界擁有豐富行政管理經驗，曾在多所本地大學及英國、澳洲擔任要職。他大部分的學術研究都與高等教育有關。他在1992年來港，於香港城市大學出任學術規劃主管，其後在1996年成為香港公開大學教務長。安禮治博士於2006年移居澳洲，並在格里菲斯大學擔任教務長。他於2009年返回香港，在香港科技大學受聘為校長資深顧問。

# THE "3+3+4" NEW ACADEMIC STRUCTURE

「3+3+4」新學制



# THE “3+3+4” NEW ACADEMIC STRUCTURE

## 「3+3+4」新學制

Since its inception in September 2012, the “3+3+4” new academic structure has been successfully implemented in the UGC sector for three years. We are expecting the first batch of students studying under the “3+3+4” academic structure to graduate in the 2015/16 academic year. We are confident that they have benefitted from the additional year of the carefully re-engineered undergraduate curriculum that helped them better prepare themselves for future careers and further study. These students are now proceeding to their final year of study. Broad-based admission mechanisms have been adopted by most of the institutions to admit students to the academic faculty or school, instead of specific programmes. Under these arrangements, students would be given the flexibility to defer their choice of a major/specific programme to a later stage of their study, which offers them an opportunity to have a taste of different subjects in their first year of studies before choosing their majors in the sophomore year.

### Capital Works

The implementation of new normative four-year undergraduate programme resulted in a substantial increase in the overall undergraduate enrolment at the UGC-funded institutions. With the Legislative Council's approval of \$5.84 billion, the UGC-funded institutions carried out a number of capital works projects to provide additional teaching and learning facilities in support of the new academic structure. All these capital works projects have been completed.

In 2014-15, the UGC also supported 9 projects under the Alterations, Additions, Repairs and Improvements block allocation with a total estimated cost of \$241 million for institutions to carry out consequential works related to their “3+3+4” capital projects and improvement works to their existing facilities necessary for the implementation of the new four-year academic structure.

高等教育界於2012年9月成功推行「3+3+4」學制，至今已經三年，預料首批新學制的學生將於2015-16學年畢業。學士學位課程經仔細重組，我們深信新增的一年有助同學投身事業發展及進修。該些學生現正修讀最後一年的課程。大部分院校均採取綜合招生機制，學生先獲錄取入讀某個學院而非修讀某項特定課程，待升上較高年級才選修主修科目／特定課程。此項安排為學生提供更大彈性，能讓學生有機會在一年級涉獵不同學科，然後在二年級才選修主修科目。

### 基本工程

新的四年制學士學位規範課程推出後，八所資助院校修讀學士學位課程的整體學生人數大增。立法會通過撥款58.4億元，供八所資助院校進行多項基本工程項目，增設教與學設施，以配合新學制的需要。所有項目現已完成。

2014-15年度，教資會亦支持了9項改建、加建、維修及改善工程整體撥款的項目，讓院校進行「3+3+4」基本工程項目的相應工程，以及改善現有設施，配合新四年學制的需要，預算費用合共約2億4,100萬元。

# INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA

國際化及與內地加強連繫



# INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA

## 國際化及與內地加強連繫

In an age of rapid globalisation and intense regional and international competition, the UGC sees internationalisation and engagement with Mainland China as the key to Hong Kong's future, and believes that it should be actively pursued by the UGC-funded institutions.

To map the way forward and set priorities for internationalisation and engagement with Mainland China, the UGC convened a series of strategic dialogues in 2012 with the Heads of Universities Committee (HUCOM) and the institutions. Through the dialogues, the UGC and the institutions have achieved better understanding on the importance of the two initiatives and the best practices in pursuing them, having regard to institutional autonomy and the institutions' plans and policies that are already in place.

After completion of the strategic dialogues, the UGC has identified a number of strengths of the institutions in developing the two initiatives, including, among others, strong leadership, international faculty, substantial percentage of non-local students and relative open-mindedness of local students to non-local students. At the same time, there are tremendous opportunities for institutions to further develop the two initiatives.

In order to motivate the UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme (involving funding from the Education Bureau, UGC and the eight institutions) of \$30 million to support four new initiatives on internationalisation

在全球化急速擴展及地區和國際競爭加劇的年代，教資會認為，走向國際化及加強與內地的連繫，對香港未來至為重要，各教資會資助院校均應積極落實相關工作。

為了就國際化及與內地加強連繫的相關工作擬訂未來路向，並定出落實優次，教資會在2012年與大專校長會及各院校展開了一系列策略性對話。在尊重院校自主並顧及院校現有計劃和政策的前提下，教資會與院校藉策略性對話，就上述兩個方針的重要性及相關良好做法，取得進一步共識。

策略性對話結束後，教資會確認院校在落實兩個方針方面各有所長，這主要體現於出色的領導層、來自世界各地的教學人員、佔一定比例的非本地學生，以及本地學生對非本地學生的相對包容。同時，各院校仍有很大空間循這兩個方針進一步發展。

為了鼓勵資助院校更銳意落實國際化，以期把該概念融入整個教資會界別的文化與思維，教資會推出了由三方撥款的資助計劃（撥款來自教育局、教資會及八大院校），資助額達3,000萬元，在2013/14及2014/15學年支援四項有關國際化的新措施。該四項源



## INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 國際化及與內地加強連繫

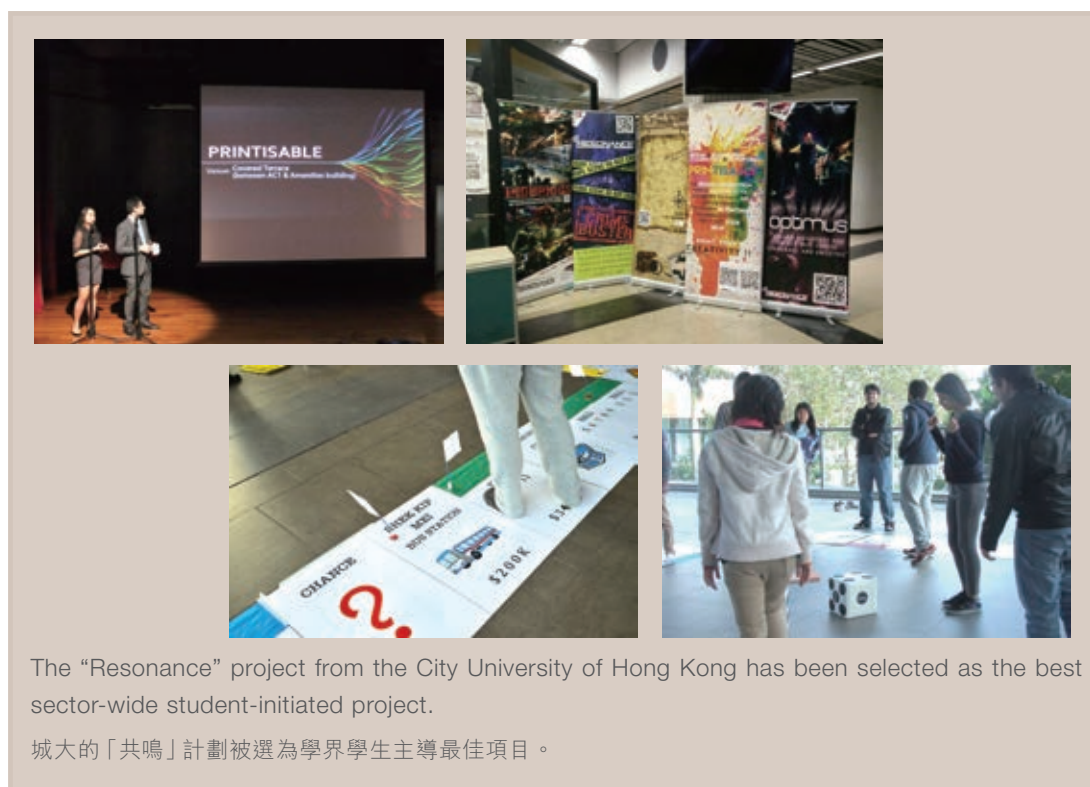
in the 2013/14 and 2014/15 academic years. Four initiatives originated from the strategic dialogues have been implemented. First, funding was provided for student-initiated projects that encouraged multi-cultural integration. Responses from students were encouraging and a total of 94 projects were. Of eight best projects nominated by the institutions themselves, the UGC selected the “Resonance” project from the City University of Hong Kong to be the best sector-wide project. “Resonance” was a six-month project involving organisation of five events selected from proposals originated from students on an event day, including games requiring science and forensic knowledge, 3D printing design workshop and competition, treasure hunt, life-size monopoly, etc. More than 200 local and non-local students participated in the project, of which around 80 were organisers and volunteers. Secondly, the UGC has helped to promote Hong Kong's higher education sector as a united entity by taking the lead in setting up a Hong Kong Pavilion in international conferences. By the end of 2014/15 academic year, the Hong Kong Pavilion has been set up in five international education conferences. They are the Asia-Pacific Association for International Education (APAIE) 2014 held in Seoul in March 2014, the NAFSA: Association of International Educators (NAFSA) Annual Conference & Expo 2014 in San Diego, California in May 2014, the European Association for International Education (EAIE) Conference 2014 in Prague in September 2014, the APAIE 2015 in Beijing in March 2015 and the NAFSA 2016 Annual Conference & Expo in Boston in May 2015. Similar pavilion will also be set up in the EAIE Conference in Glasgow in September 2015. Thirdly, a sector-wide search engine has been established at [www.hotcoursesabroad.com/hongkong/](http://www.hotcoursesabroad.com/hongkong/) and [www.studyinhongkong.edu.hk](http://www.studyinhongkong.edu.hk) to provide

自策略性對話的措施已相繼落實。第一，教資會資助由學生主導、鼓勵多元文化融合的項目或計劃。學生對此反應良好，共有94個相關項目獲得資助。教資會在分別由八間院校提名的八個優秀計劃之中選取了城大的「共鳴」計劃為學界最佳項目。「共鳴」計劃為期六個月，在活動日舉辦五個源自學生的項目，包括考驗科學及鑑證知識的遊戲、三維打印設計工作坊及比賽、尋寶遊戲及真人大小的「大富翁」遊戲等。超過200名本地及外地學生參與活動，當中約80人協助組織工作或擔任義工。第二，教資會在國際博覽會中設立香港館，推廣整個香港高等教育界。截至2014/15學年，教資會已於五個國際博覽會設立香港館。這些博覽會包括2014年3月於韓國首爾舉行的2014亞太國際教育協會年會、2014年5月於美國加州聖地牙哥舉行的2014美洲教育者年會暨教育展、2014年9月於布拉格舉行的2014歐洲國際教育者年會、2015年3月於在北京舉行的2015亞太國際教育協會年會以及2015年5月在波士頓舉行的2015美洲教育者年會。教資會亦會在2015年9月於格拉斯哥舉行的歐洲國際教育者年會設置展館。第三，教資會在網頁[www.hotcoursesabroad.com/hongkong/](http://www.hotcoursesabroad.com/hongkong/)及[www.studyinhongkong.edu.hk](http://www.studyinhongkong.edu.hk)設立跨院校搜尋器，讓有可能來港就讀的學生更易搜尋有關資訊。第四，教資會透過提供資助，為學生（特別是無法應

## INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 國際化及與內地加強連繫

easier access to information for prospective students. Fourthly, more exchange opportunities for students, in particular those who lack the means to travel abroad, were introduced through the provision of subsidies. Each eligible student was provided with a subsidy up to \$15,000 to go on exchanges. The UGC hoped that these initiatives would help bring long-term policy changes to strengthen the development on this front.

付外遊開支的清貧學生) 提供交流機會，每名合資格學生最多可獲資助1.5萬元參加交流。教資會期望上述新措施有助院校調整其長遠政策，促進這方面的發展。



Other than student exchange activities, the UGC also believes that students could grow and learn from international experiences in other ways too, such as service abroad, extended internships and study trips, etc.

除了學生交流活動外，教資會認為其他形式的國際經驗亦有助學生成長和學習，例如海外服務、較長時間的實習及遊學等。

In terms of non-local student recruitment, the non-local student quota for publicly-funded programmes at the sub-degree, degree and taught postgraduate levels of UGC-funded institutions is at 20% of the approved student number targets by level.

在招收非本地學生方面，資助院校錄取非本地學生修讀公帑資助課程（包括副學位、學位和研究院修課課程）的收生限額，定於各級核准學額指標的20%。

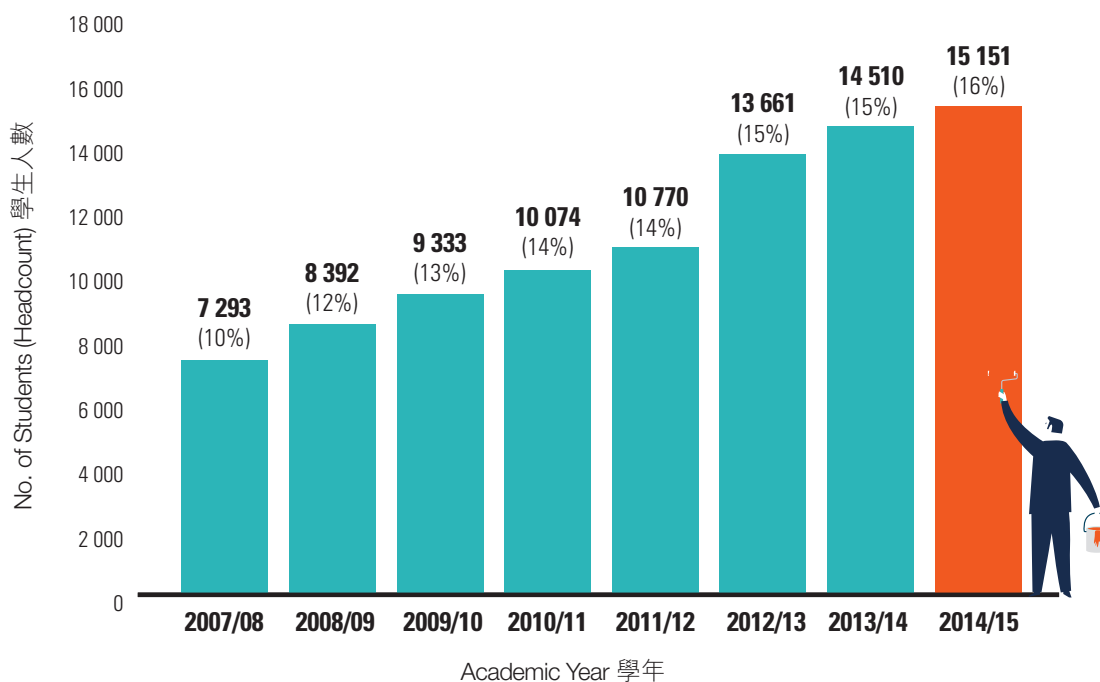
## INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 國際化及與內地加強連繫

In 2014/15, the eight institutions recruited a total of 2 560 first-year-first-degree (FYFD) non-local students from the Mainland and other places, accounting for about 17% of the planned intake. It is certainly a leap from the 1% and the 10% as recorded in 2000/01 and 2006/07 academic years respectively.

2014/15學年，八所資助院校一共錄取了2 560名來自內地及其他地區的非本地學生修讀第一年學士學位課程，約佔計劃收生人數的17%，遠高於2000/01學年的1%及2006/07學年的10%。

**Chart 1 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes, 2007/08 to 2014/15**

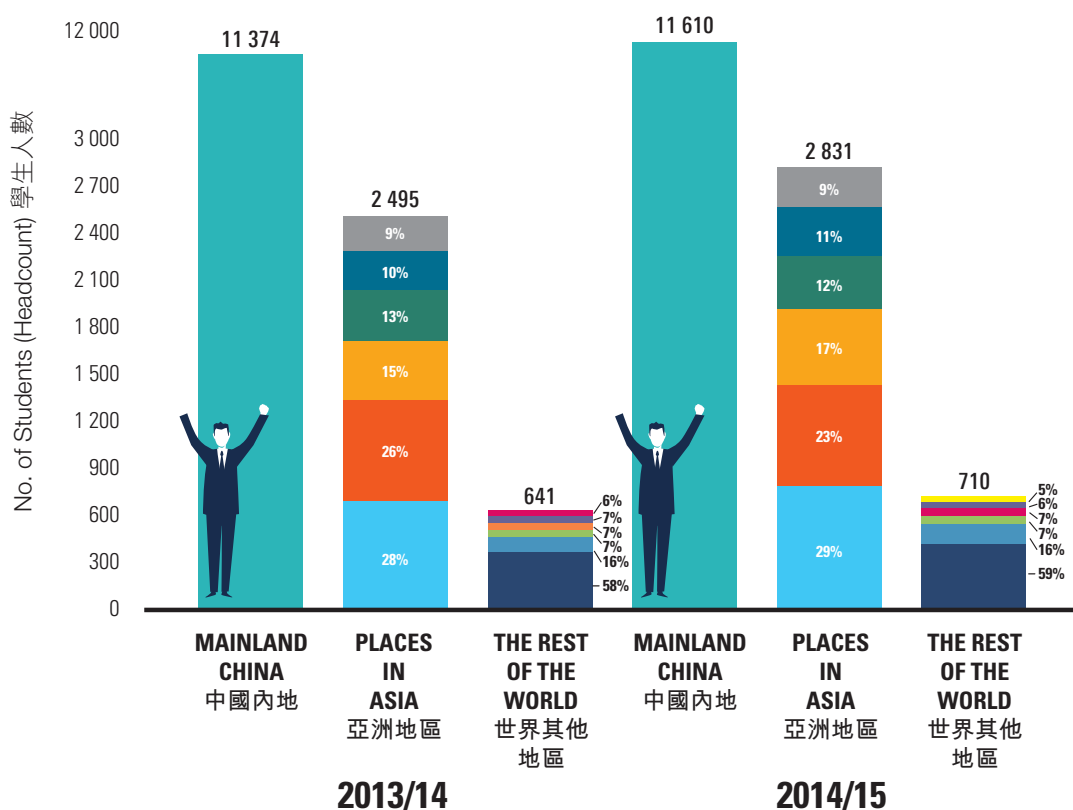
圖一： 2007/08至2014/15學年修讀教資會資助課程的非本地學生人數



- Note: 1. Figures in brackets denote percentages of non-local students to total student enrolment.  
 2. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.
- 註： 1. 括號內的數字是非本地學生佔學生總人數的百分比。  
 2. 為配合新學制的實施，院校在2012/13學年同時取錄新學制及舊學制的學生。

**Chart 2 : Non-local Student number by place of origin, 2013/14 and 2014/15**

圖二： 2013/14及2014/15學年按學生原居地劃分的教資會資助課程非本地學生人數



■ Mainland China 中國內地

■ Places in Asia other than the Mainland of China 亞洲地區

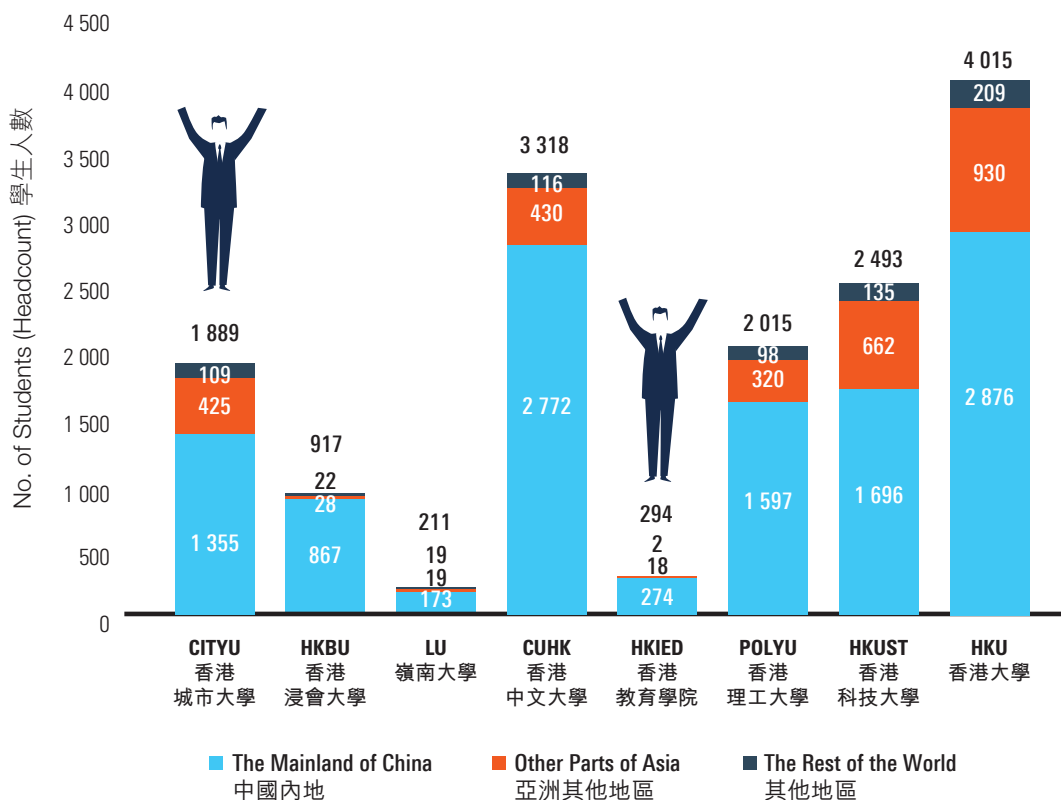
■ South Korea 南韓 ■ Taiwan 台灣 ■ Malaysia 馬來西亞 ■ India 印度 ■ Indonesia 印尼  
■ Other Asian Countries 其他亞洲國家

■ The Rest of the World 世界其他地區

■ Canada 加拿大 ■ France 法國 ■ Germany 德國 ■ Italy 意大利 ■ Portugal 葡萄牙  
■ USA 美國 ■ Others 其他地區

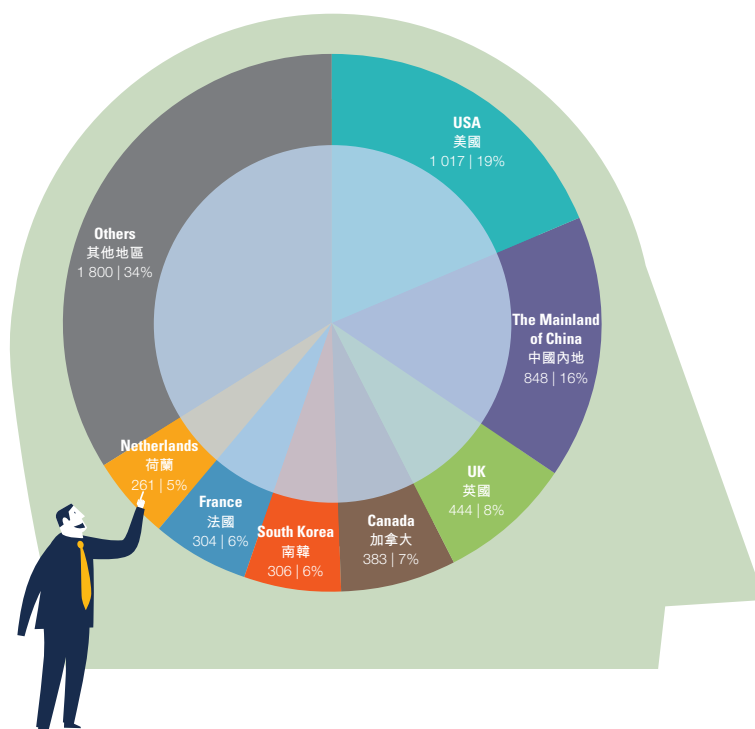
**Chart 3 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution and Place of Origin, 2014/15**

圖三： 2014/15學年按院校及學生原居地劃分的教資會資助課程非本地學生人數



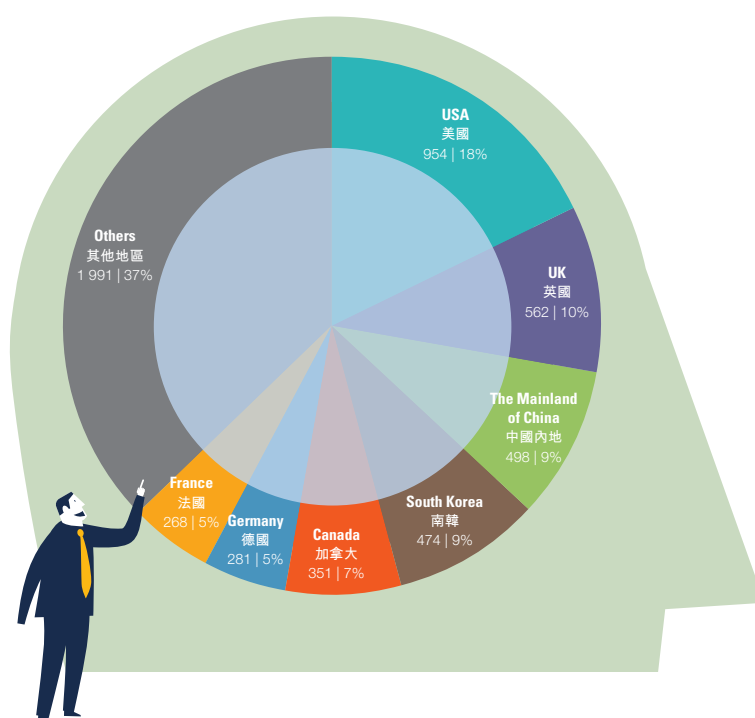
**Chart 4 : Distribution of Incoming Exchange Students by Place of Origin, 2013/14**

圖四： 2013/14學年按原居地劃分的來港交流生比例



**Chart 5 : Distribution of Outgoing Exchange Students by Destination, 2013/14**

圖五： 2013/14學年按目的地劃分的離港交流生比例





# TEACHING AND LEARNING QUALITY

教與學質素



# TEACHING AND LEARNING QUALITY

## 教與學質素

Teaching is the core mission and duty of our higher education institutions. The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The QAC which is a semi-autonomous non-statutory body under the aegis of UGC provides third-party oversight. One of the QAC's core operational tasks is to conduct quality audits of individual UGC-funded institutions to assure the quality of their educational provision (however funded) at first degree level and above leading to a Hong Kong award, with due regard to institutions' autonomy and self-accrediting status.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grant and Language Enhancement Grant, and implements other relevant initiatives. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

### Quality Audits

The QAC's approach to quality audits stems from the recognition that institutions have distinct and varied missions, reflecting the UGC's vision of a differentiated yet interlocking higher education system. Recognising that each institution has objectives appropriate to its mission, the QAC defines quality in terms of "Fitness for Purpose", where institutions have different purposes that reflect their missions and the role statements they have agreed with the UGC. The QAC sees itself as forming a partnership with institutions in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned.

教學是香港高等教育院校的核心使命和責任。教資會致力確保並提高教資會資助院校及其活動的質素，因此成立質保局，以第三者的身份，協助教資會履行質素保證工作。質保局是教資會轄下一個半獨立的非法定組織，其核心工作之一，是在尊重院校自主及其自行評審資格的前提下，對各資助院校進行質素核證，以確保所提供的本地學士學位及以上程度課程（不論是否受教資會資助）的質素。

除質素保證工作外，教資會還致力改善教學方法及學生學習成果，特別是學生的語文水平。為此，教資會向院校提供教學發展補助金及語文培訓補助金，並推行其他相關措施。教資會將繼續探求新方法，以持續提升教與學的質素。

### 質素核證

資助院校各有其獨特使命，反映教資會建立多元化而又互相緊扣的高等教育體系的理念。質保局深明此理，認同院校應按本身的使命訂定適當目標，因此採用「切合所需」的原則檢視院校的質素，以配合各院校根據與教資會所商定的角色說明而訂定的目標。質保局積極與院校建立合作關係，保證並提升香港學生學習經驗的質素，使社會各方均能獲益。

The QAC completed the first round of audits of the eight UGC-funded institutions in 2011. Having conducted a review on the audit methodology and approach in consultation with the eight UGC-funded institutions afterwards with regards to the experience in the first round, the QAC commenced its second audit cycle in 2015. The quality audits are conducted by independent audit panels appointed by the QAC, which consist of local and overseas academics as well as lay auditors (where appropriate). Quality audits on HKUST, CUHK and HKBU were conducted in January, March and May 2015 respectively. It is expected that all eight UGC-funded institutions will be audited by 2016 in this cycle. Audit reports, as endorsed by the QAC and UGC, will be made available on the QAC website for public inspection.

質保局於2011年完成對八所資助院校的第一輪質素核證後，總結相關經驗，檢討了核證的方法和方針，同時就此諮詢八所教資會資助院校，然後於2015年開始第二輪質素核證。質素核證由質保局委任的獨立評審小組進行，成員包括本地及海外學者，亦會在適當的情況下加入業外人士。科大、中大及浸大的質素核證已分別於2015年1月、3月及5月完成。預料八家院校的本輪核證會於2016年完結前完成。經質保局及教資會通過的核證報告會上載至質保局網站供公眾查閱。

Audit Manual for the second  
audit cycle

第二輪質素核證的《核證便覽》



## Teaching and Learning

### Teaching and Learning Initiatives

The UGC provides institutions with Teaching Development Grant to encourage the adoption of innovative approaches to teaching, and improvement to the quality of the learning environment. For 2014/15, the UGC disbursed a total of \$37.6 million as Teaching Development Grant. Allocation is mainly based on the student numbers at undergraduate and sub-degree levels.

## 教與學

### 教與學措施

為推動院校採用新穎而有創意的教學方法，並改善學習環境的質素，教資會向院校提供教學發展補助金。教資會主要按各院校學士學位及副學位課程的學生人數撥款，而在2014/15學年，教資會合計撥出3,760萬元教學發展補助金。

On top of the Teaching Development Grant, the UGC has injected \$5 million per annum to support teaching development activities of all front-line teaching staff members and established a fund of \$16 million to meet the startup costs of setting up communities of practices in institutions to enhance teaching and learning in the 2012-15 triennium.

To encourage the sharing of experience and good practices in teaching development activities, a one-day mid-triennium seminar was held in May 2014 at LU. About 100 participants from the UGC-funded institutions attended to share their insights and experience on selected topics of teaching and learning including evaluation of student learning; development of scholarship of teaching and learning; students as partners; and recognition of good teaching.

除教學發展補助金外，教資會亦在2012-15三年期內每年投放500萬元支持全體前線教學人員參與教學發展活動，並設立總額1,600萬港元的基金應付在院校內建立專業社群所需的費用，以提升教與學質素。

為鼓勵院校交流教學發展活動方面的經驗及良好做法，教資會於2014年5月在嶺大舉行了為期一天的三年期中期研討會。約100名來自教資會資助院校的參加者分享了在教與學方面的心得和經驗，議題包括學生學習評估、教與學的學術研究發展、把學生視作夥伴及表揚良好教學等。

The Mid-triennium Seminar on Teaching Development Activities is well attended by staff from the UGC-funded institutions.

參與教學發展活動三年期中期研討會的教資會資助院校人員眾多。



With a view to motivating institutions to accelerate the adoption of necessary pedagogical changes and innovations, the UGC introduced a funding scheme with tripartite funding from the UGC, the Education Bureau and UGC-funded institutions. The funding scheme provides one-off funding to support worthwhile initiatives proposed by the UGC-funded institutions that could help meet the learning needs of the new generation of students of this information age and enhance students' learning experience. Proposals demonstrating inter-institutional collaboration in the UGC sector are given higher weighting in the selection process.

為推動院校早日落實教學法方面所需的轉變及革新，教資會推出由教資會、教育局及資助院校三方撥款的資助計劃。資助計劃提供一次性資金，資助由院校所提出並值得推行的措施，以滿足現今資訊時代中新一代學生的學習需要，提升他們的學習體驗；而包含院校合作元素的建議書在遴選過程中會獲得較高的評分。

There was overwhelming support from the institutions. A total of 54 proposals covering theme-based projects, collaborative forums and professional development activities on teaching and learning were received. After a rigorous selection process, 23 projects were selected for funding with a total project cost of \$123.7 million.

### UGC Teaching Award

The annual UGC Teaching Award was introduced in 2011 to honour those who excel in teaching in the UGC sector. In the 2014 round of the award, 16 nominations were received from UGC-funded institutions. They were assessed by a selection panel comprising UGC/QAC Members, a former award recipient and an external international expert. The three award recipients in 2014 were Professor Charles Kwong Yim-tze of the Faculty of Arts of LU, Mr John Lin Chun-han of the Faculty of Architecture of HKU and Dr Elaine Liu Suk-ching of the Department of Applied Social Sciences of CityU. Each recipient was awarded a grant of \$500,000 for, inter alia, undertaking learning and teaching initiatives for the benefit of their own institutions and the entire sector. The presentation ceremony of the 2014 UGC Teaching Award was held on 10 September 2014.

資助計劃得各院校踴躍支持。我們共收到54份建議書，當中包括主題項目、協作論壇及教與學的專業發展活動。當中23個項目在嚴格的遴選程序中脫穎而出，共獲批1.237億元撥款。

### 教資會傑出教學獎

教資會在2011年推出年度教資會傑出教學獎，以表揚教資會界別中教學表現卓越的教師。在2014年的教學獎遴選中，共收到資助院校提交的16項提名，並由教資會／質保局成員、一名前得獎人及一名外聘國際專家組成的遴選委員會負責評審。2014年的三位得獎人分別是嶺大文學院鄭龔子教授、港大建築學院林君翰先生及城大應用社會科學系廖淑貞博士。他們各獲50萬元獎金，其中部份會用作進行與教學有關的活動或計劃，從而惠及所屬院校及整個界別。2014年教資會傑出教學獎頒獎典禮於2014年9月10日舉行。

The three recipients of the 2014 UGC Teaching Award with Mr Edward Cheng, Chairman, UGC and Members of the 2014 Selection Panel at the Presentation Ceremony of 2014 UGC Teaching Award. (From left) Professor Alan Lau Kin-tak, Professor Adrian Dixon, Mr Edward Cheng, Dr Elaine Liu Suk-ching, Mr John Lin Chun-han, Professor Charles Kwong Yim-tze, Professor William Kirby and Professor Paul Blackmore.



三位2014年教資會傑出教學獎得獎者於2014年教資會傑出教學獎頒獎典禮與教資會主席鄭維新先生及2014年遴選委員會成員合照。(左起) 劉建德教授、Adrian Dixon教授、鄭維新先生、廖淑貞博士、林君翰先生、鄭龔子教授、柯偉林教授及Paul Blackmore教授。

Awardees of the UGC Teaching Award will become “ambassadors of good teaching” in their institutions as well as the entire sector. To foster experience sharing, video clips on the teaching philosophies of the former awardees of the UGC Teaching Award have been produced.

## Language Proficiency of Students

### Language Enhancement Grant

The UGC accords high priority to enhancing students’ language proficiency, which is an essential quality for a globally competitive graduate. To provide additional support to institutions for promoting students’ language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grant in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grant in 2014/15. The amount is allocated based on institutions’ respective student numbers.

### Collaborative Language Enhancement Projects

To encourage and support collaboration among the UGC-funded institutions in the promotion of language proficiency in English and Chinese, the UGC introduced in 2012 an arrangement of providing funding support for institutions’ collaborative language enhancement projects in the 2012-15 triennium. Funding of \$24.5 million has been allocated to 11 collaborative projects under the scheme.

教資會傑出教學獎的得獎者會成為各自院校以及整個界別的「傑出教學大使」。為促進經驗分享，教資會製作了以歷屆得獎人教學理念為題的短片。

## 學生的語文水平

### 語文培訓補助金

畢業生必須有良好的語文水平，才能與世界各地的人才競爭。因此，提升學生語文水平，是教資會的工作重點之一。為提供額外的支援以提高學生的英語和中文（包括普通話）水平，教資會向院校提供語文培訓補助金，作為院校所得整體補助金及其他資源以外的支援。教資會在2014/15學年向院校發放1.188億元語文培訓補助金；各院校所得的補助金額，按其學生人數釐定。

### 語文培訓協作項目

為鼓勵並支持教資會資助院校推行有助提升學生英語及中文水平的協作項目，教資會在2012年推出措施，在2012-15三年期向院校的語文協作項目提供資助。已有11個協作項目獲得合共2,450萬元的撥款。



# RESEARCH AND KNOWLEDGE TRANSFER

研究與知識轉移



# RESEARCH AND KNOWLEDGE TRANSFER

## 研究與知識轉移

The UGC supports the institutions' academic research activities through the allocation of the Block Grant, funding for research postgraduate places and various competitive research funding schemes. Through financial incentives and encouraging sharing of best practices among institutions and with overseas counterparts, the UGC also encourages institutions to further strengthen and broaden their endeavours in transferring knowledge, technology and other forms of research outputs into real socio-economic benefits and impacts for the community and society.

While the RGC is responsible for the assessment and monitoring of research grant projects funded under various funding schemes, the UGC established a Research Group to advise on the strategy to promote excellence in research and review the research assessment and funding methodology. Its objective includes working closely with institutions on issues such as how the research funding and research postgraduate student places should be best distributed to drive excellence, how to encourage research while keeping an appropriate balance with teaching, how to maintain and promote role differentiation, what is the best and most effective way to allocate the research resources, etc. The UGC also set up the Research Assessment Exercise Group to oversee the implementation of the Research Assessment Exercise 2014. The RGC has continued its efforts in taking the research results to the community by organising lectures and publishing newsletters to share the research findings with the community.

### UGC Funding Support

#### (a) Research Endowment Fund

The \$18 billion Research Endowment Fund (REF) was established in February 2009 after approval was granted by the Legislative Council. The Fund has been set up as a trust under the Permanent Secretary for Education Incorporated. An injection of \$5 billion into the REF was proposed in the Policy Address delivered by the Chief Executive in October 2011 and approved by the Legislative Council in January 2012. The investment income of at least \$16 billion replaces the recurrent subvention originally allocated to the RGC as Earmarked

教資會積極為院校的學術研究提供各項支援，包括提供整體補助金、資助研究院研究課程學額，以及推行多項以競逐方式分配資源的研究資助計劃。此外，教資會給予院校額外撥款，鼓勵他們與本地其他院校及海外院校分享良好做法，藉此推動院校進一步加強知識轉移的工作及擴大知識轉移的學術範疇，使知識、技術及其他形式的研究成果能轉化為實質的社會經濟效益，惠及社羣。

研資局負責評審及監察各資助計劃的研究資助項目。教資會成立的研究小組則負責就推動高等教育界研究工作的策略提供意見，以及就研究評審和資助方法進行檢討。小組的目標，是與院校緊密聯繫，共同探討不同議題，包括如何分配研究撥款及研究院研究課程學額以達致最佳效益；如何鼓勵院校兼顧研究與教學以取得適當平衡；如何維持及推動角色分工；以及如何制訂最佳和有效的方法分配研究資源等。教資會亦成立了研究評審工作小組，以監督2014年研究評審工作的執行。研資局繼續向市民宣揚學者的研究成果，藉舉辦公眾講座和出版通訊，讓大眾了解學者的研究成果。

### 教資會提供的資助

#### (a) 研究基金

立法會通過撥款180億元設立研究基金後，政府隨即於2009年2月以信託基金形式在教育局常任秘書長法團下成立該基金。行政長官在2011年10月發表的《施政報告》中，提出向研究基金注資50億元，而立法會於2012年1月通過有關撥款。至少160億元本金的投資收益，將取代原本撥予研資局作為研究用途補助金的經常資助金，以提

Research Grant, thus providing greater funding stability and certainty. The income of up to \$4 billion supports the Theme-based Research Scheme, thus allowing the institutions to work on research proposals on themes of a more long-term nature and strategically beneficial to the development of Hong Kong. The investment income of \$3 billion funds researches of the local self-financing degree-awarding sector on a competitive basis.

- **Earmarked Research Grant**

There are six funding schemes under the RGC Earmarked Research Grant: the General Research Fund (GRF), the Early Career Scheme (ECS), the Collaborative Research Fund (CRF), the Joint Research Schemes (JRS), the Humanities and Social Sciences Prestigious Fellowship Scheme (HSSPFS) and the Postgraduate Students Conference/Seminar Grants (PSCSG). For 2014/15, the RGC distributed \$843.45 million for the Earmarked Research Grant in the form of research project grants, representing an increase of 5.7% compared with 2013/14.

Details of these schemes and other research funding schemes administered by the RGC can be found on the RGC website ([www.ugc.edu.hk/eng/rgc](http://www.ugc.edu.hk/eng/rgc)) and in its Annual Report.

- **Theme-based Research Scheme**

The objective of the scheme is to focus academic research efforts of the UGC-funded institutions on themes of strategic importance to the long-term development of Hong Kong. The Education Bureau (EDB) has established a Steering Committee for Research Themes to advise on the selection of themes. The EDB has also asked the RGC to advise on the selection of grand challenge topics under each of the themes and review them on a regular basis. In 2010, the following three themes were selected:

*Theme 1: "Promoting good health"*

*Theme 2: "Developing a sustainable environment"*

*Theme 3: "Enhancing Hong Kong's strategic position as a regional and international business centre"*

供更穩定明確的資助；不多於40億元本金的投資收益，則會用來資助主題研究計劃，讓各院校進行年期長並在策略上有利香港發展的主題研究；而30億港元的投資收益則會以競逐形式資助本地自資學位界別的研究。

- **研究用途補助金**

研資局透過研究用途補助金分配撥款的計劃有六項，分別為優配研究金、傑出青年學者計劃、協作研究金、合作研究計劃、人文學及社會科學傑出學者計劃，以及研究生會議／研討會補助金。2014/15學年，研資局透過研究用途補助金計劃的形式，發放8.43億元，金額較2013/14學年增加5.7%。

上述各項計劃及其他研資局管理的研究資助計劃，詳見研資局網站 ([www.ugc.edu.hk/big5/rgc/](http://www.ugc.edu.hk/big5/rgc/))和該局年報。

- **主題研究計劃**

主題研究計劃旨在鼓勵資助院校進行對香港長遠發展有重大策略意義的主題研究。教育局已設立研究主題督導委員會，就選取研究主題提供意見。教育局亦邀請研資局就各主題所屬的具挑戰性的題目提供意見，並就有關題目進行定期檢討。計劃於2010年選定了以下三個主題：

*主題1：促進健康*

*主題2：建設可持續發展的環境*

*主題3：加強香港作為地區及國際商業中心的策略地位*

In 2014, the EDB conducted a consultation exercise on the research themes and decided to introduce a new theme “Advancing Emerging Research and Innovations Important to Hong Kong”, in addition to the three themes. In February 2015, the RGC consulted the institutions on the grand challenge topics under the four themes. Besides, a town hall meeting was held in June 2015 to discuss in detail with the local research community the proposed grand challenge topics under the new theme. After thorough deliberation, the RGC submitted four proposed grand challenge topics under the new theme and some proposed changes to the grand challenge topics under the three original themes for the EDB’s consideration and approval.

In 2014/15, the RGC distributed \$205 million under the Theme-based Research Scheme.

- **Competitive Research Funding Schemes for the Self-financing Degree Sector**

The three competitive research funding schemes, namely the Faculty Development Scheme, the Institutional Development Scheme and the Inter-Institutional Development Scheme, for the self-financing degree sector aim at enhancing the academic and research development of the sector. For 2014/15, the RGC distributed \$103.04 million.

### **(b) Research Expenditure of UGC-funded Institutions 2013/14**

The UGC-funded institutions continue to pursue excellent research. Their reported aggregate expenditure on research in 2013/14 amounted to HK\$7,984 million, representing 40% of the total expenditure in academic research of the institutions, and 0.37% of Hong Kong GDP. The UGC and the RGC funding, in the form of Block Grants and competitive research grants respectively, constituted the bulk of research funding for the institutions. Together, the two sources of funding made up about 74% of the total research expenditure in 2013/14 – breakdown is at Table 1.

教育局於2014年就研究主題進行諮詢，並決定在現有有三個主題以外增設「促進對香港起重要作用的新興研究及創新項目」主題。研資局於2015年2月邀請院校就四個主題的具挑戰性題目提供意見，並於2015年6月舉行論壇，就新主題下擬議的具挑戰性題目，與本地研究界別進行詳細討論。經過深入的討論後，研資局把新主題下四個擬議的具挑戰性題目，以及就原有的三個主題下具挑戰性題目的改善建議，提交教育局考慮及審批。

在2014/15學年，研資局透過主題研究計劃發放了2.05億元。

- **供本地自資學位界別競逐的研究資助計劃**

三項供自資學位界別競逐的研究資助計劃——教員發展計劃、院校發展計劃及跨院校發展計劃，旨在加強界別的學術及研究發展。在2014/15年度，研資局透過該三項計劃發放了1.0304億元。

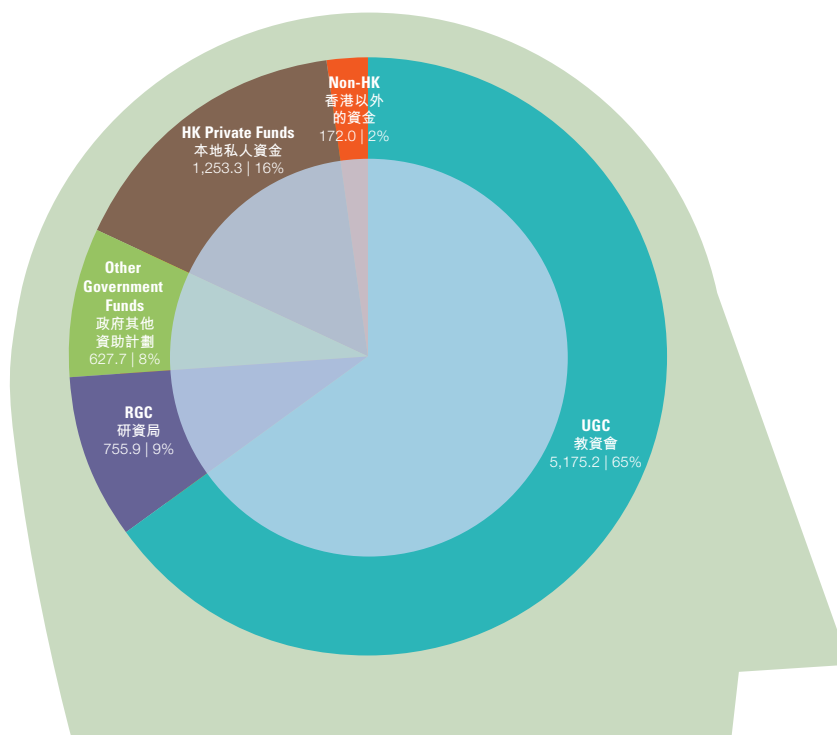
### **(b) 2013/14學年教資會資助院校的研究開支**

教資會資助院校繼續從事卓越研究工作。2013/14學年，各院校據報用於研究的總開支達79.84億港元，佔院校學術研究總開支的40%，相當於本地生產總值的0.37%。教資會及研資局分別以整體補助金及具競逐性研究補助金形式提供的資助，是各院校主要的研究經費。2013/14學年，該兩種資助來源約佔研究總開支的74%，分項數字載於下面表一。

**Table 1: Research Expenditure of UGC-funded Institutions 2013/14**

表一：2013/14學年教資會資助院校的研究開支

Source of Funding 資助來源	Amount (HK\$m) 金額 (百萬港元)
UGC 教資會	5,175.2
RGC 研資局	755.9
Other Government Funds 政府其他資助計劃	627.7
HK Private Funds 本地私人資金	1,253.3
Non-HK 香港以外的資金	172.0
Total 總額	7,984.2 (Up 5.4% compared with 2012/13) (較2012/13學年增加5.4%)
Ratio of expenditure on research to Hong Kong's GDP 研究開支佔本地生產總值的比率	0.37%



Note: Figures do not add up to the total due to rounding.  
 註：由於四捨五入，數字的總和可能與實際的總計略有出入。

## Policy Issues

### (a) Greater Competitiveness on Allocation of Research Resource

As elucidated in the “Aspirations for the Higher Education System in Hong Kong” report, the UGC has introduced greater competitiveness in allocating research funding and research postgraduate places in order to promote excellent research in the UGC-funded institutions. It is the outstanding research that drives innovation contributing to society and the economy. All our institutions aspire to be able to compete with the best in the world. The new funding arrangement of using institutions’ achievement in the RGC’s Earmarked Research Grant to determine the distribution of up to about 50% of the Research Portion of the Block Grant has been implemented progressively over a period of nine years starting from 2012/13. The mechanism serves as a proxy reference for the allocation of the Research Portion. As agreed when the mechanism was introduced, the UGC has started the preparation work for conducting a review of the competitive allocation mechanism of the Research Portion in 2015 to evaluate whether the mechanism is fit for purpose. Over a period of five years starting from 2012/13, an increasing portion of the 5 595 research postgraduate places has been allocated through five competitive methods, and 50% of such places will be competitively allocated by 2016/17.

In the course of implementing its plan to enhance competitiveness in allocating research funding, the UGC noted that humanities and social sciences (HSS) projects generally have a lower project cost and that HSS academics are less active in applying for research grants. The UGC has taken certain measures to strengthen research in such disciplines, including ring-fencing 18% of the competitive element in the Research Portion of the Block Grant for HSS research and providing additional annual funding of \$20 million to the RGC for HSS research, in particular to recognise the greater need of HSS projects for Principal Investigator’s time (in the form of teaching relief) and to set up the Humanities and Social Sciences Prestigious Fellowship Scheme.

## 政策事項

### (a) 提高研究資源分配的競逐程度

一如《展望香港高等教育體系》報告所述，教資會已在分配研究資源及研究院研究課程學額方面，引入更多競逐元素，以推動資助院校進行卓越研究。傑出的研究能促進創新，造福社會，惠益經濟。本港院校均期望能與世界頂尖大學競短爭長。新的資助安排根據院校申請研資局研究用途補助金的結果，分配不多於整體補助金研究用途撥款約50%予院校。新安排由2012/13學年起實施，分九年逐步推行，作為分配研究用途撥款的參考標準。按照推出機制時的協定，教資會會於2015年檢討此機制是否切合所需，有關的準備工作已經展開。由2012/13學年開始，5 595個研究院研究課程學額中，透過五個競逐方法分配的比例分五年逐步增加，到2016/17學年將有50%的學額以競逐方式分配。

教資會在推行計劃以增加研究撥款分配的競逐元素時，注意到人文學及社會科學的項目一般成本較低，該範疇的學者也較少申請研究撥款。因此，教資會已採取多項措施，推動人文學及社會科學的研究，包括在整體補助金研究用途撥款中競逐性質的部分，預留18%予人文學及社會科學研究，又鑑於人文學及社會科學研究一般需要首席研究員投放較多時間，每年增撥2,000萬元予研資局，以聘請替假教師的形式讓有關學者騰出時間進行研究。另外，研資局亦設立了人文學及社會科學傑出學者計劃。



**(b) Research Assessment Exercise 2014**

The UGC seeks to reward excellent research and strengthen differentiation. To this end, after consulting the eight UGC-funded institutions, the UGC has engaged the sector for implementing the Research Assessment Exercise (RAE) in 2014. The RAE 2014 aims to assess the research quality of the institutions by using international benchmarks and sharpened measures to delineate their areas of relative strength and make recommendations for further improvements.

A criterion-referenced assessment against agreed quality levels as defined by international standards, the RAE 2014 was implemented in a fair, transparent and rigorous manner. The results are most encouraging. In aggregate, across the exercise as a whole, 12% of the institutions' submission to the RAE 2014 has been adjudged of "world leading" standard, and 34% "internationally excellent". The RAE panels were generally impressed by the quality of research submitted, most of which in the professional peer review had reached the standard of being internationally competitive.

Thirteen RAE panels, comprising over 300 renowned academics of which over 70% were non-locals, were set up to conduct the assessment. The RAE 2014 covered 68 cost centres (or research units of assessment) over the assessment period of six years from October 2007 to September 2013. About 16 500 research outputs submitted by some 4 400 eligible academic staff, about 220 units of submission on external competitive peer-reviewed grants and about 230 units of submission on esteem measures were assessed. Subsequent to institutions' submission in December 2013, a trial assessment was conducted in early 2014 for aligning the standards and achieving consistency in the assessment for each of the 13 RAE panels. The formal assessment commenced in March 2014 and the panels met in August and September 2014 for the final assessment. The results were announced in January 2015.

**(b) 2014年研究評審工作**

教資會積極獎勵卓越研究，同時設法分辨院校的研究表現。為此，教資會經諮詢八所資助院校後，已邀請教資會界別參與推行2014年研究評審工作。2014年研究評審工作旨在評估各院校的研究質素，採用國際基準和更精確的衡量標準，以判別各院校的相對優勢，並建議可予改善之處。

2014年研究評審工作採用標準參照評估方法，按照國際準則評審研究項目的質素水平，以公平、透明及嚴謹的方式進行。評審結果令人鼓舞。綜合各院校因應2014年研究評審工作提交的研究項目，12%獲評為達到「世界領先」水平，34%達到「國際卓越」水平。評審小組普遍對各院校提交的研究項目的質素留下深刻的印象，大部分項目均在專家同儕評審中達致國際具競爭力的水平。

評審小組共有13個，由三百多位著名學者（當中七成以上為非本地學者）組成，以負責具體評審工作。2014年研究評審工作涵蓋68個成本中心（或研究評審單位），評審期為6年，由2007年10月至2013年9月。約有4 400位合資格教學人員提交約16 500項「研究成果」，約220項「競逐性質並經同儕評審的外來研究資助項目」及約230項「聲譽項目」接受評審。各院校於2013年12月提交研究項目後，教資會在2014年年初進行試驗評審，以統一13個評審小組的評審標準，使評審保持一致。正式評審在2014年3月展開，13個評審小組先後在2014年8月及9月舉行會議，以作最後評審。有關結果已於2015年1月公布。

Starting from the 2016-19 triennium, the results of the RAE 2014 will form the basis for distribution of the remaining part of the Research Portion of the Block Grant other than the part to be allocated on a competitive basis.

### **(c) Research Pooling and Collaboration**

The idea of research pooling and fostering collaboration arose from the UGC discussion forums and follow-up sessions with Heads of Institutions on focused issues. As resources for research are finite, there were views that some resources should be pooled together to bring in more cross-disciplinary and cross-institutional collaboration in strong research areas with a view to building critical mass that would generate societal impact in a shorter term. The UGC would continue to explore the initiatives of enhancing mid-stream research and develop proposition in advancing the idea of research pooling and fostering collaboration in the higher education sector.

## **Research Funding Schemes Administered by the RGC**

### **(a) UGC-funded sector**

Apart from the Block Grants allocated by the UGC, the various funding schemes administered by the RGC together represent the largest single source of funding for supporting academic research in Hong Kong's higher education. These funding schemes are managed by the RGC based on competition and peer review. With the transfer of administration of the Areas of Excellence Scheme to the RGC in February 2012, the annual research funding available to the RGC amounted to about \$1.1 billion in 2014/15, as follows:

由2016-19三年期起，2014年研究評審工作的結果，將用作釐定整體補助金研究用途撥款中競逐性質以外部分的分配。

### **(c) 匯集研究資源與協作**

匯集研究資源及加強協作的構思，源自教資會與各院校校長就主要議題進行的論壇及後續會議。由於研究資源有限，有意見認為部分資源應該匯集起來，在具優勢的研究領域引進更多跨學科和跨院校的協作，以建立群聚效應，在較短期帶來社會效益。教資會將繼續探討促進中游研究的相關工作，就推動匯集研究資源及加強協作制定建議。

## **研資局管理的研究資助計劃**

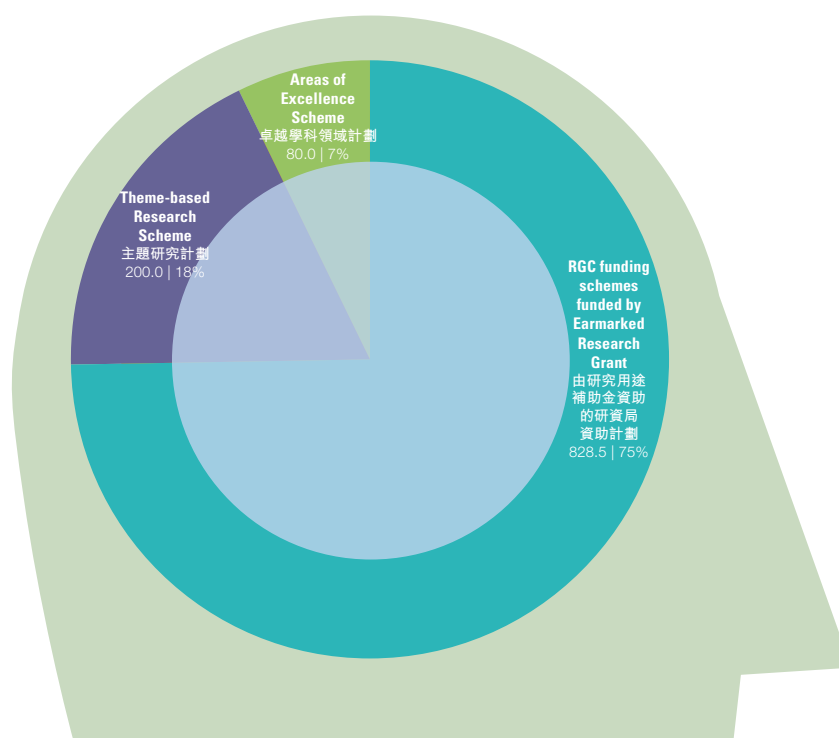
### **(a) 教資會資助界別**

研資局管理的多項研究資助計劃是教資會整體補助金之外，支持香港高等教育學術研究的最大單一撥款來源。研資局透過專家評審機制，以競逐方式發放撥款予申請院校。教資會於2012年2月把卓越學科領域計劃交由研資局管理，研資局在2014/15學年可用的年度撥款總額約為11億元，細分如下：

**Table 2: RGC's Research Funding Schemes**

表二：研資局的研究資助計劃

Research Funding Schemes 研究資助計劃	Amount Available (HK\$m) 可用金額 (百萬港元)
RGC funding schemes funded by Earmarked Research Grant 由研究用途補助金資助的研資局資助計劃	828.5
Theme-based Research Scheme 主題研究計劃	200.0
Areas of Excellence Scheme 卓越學科領域計劃	80.0
Total 總額	1,108.5



• **Individual Research Projects**

(i) General Research Fund

The objective of General Research Fund is to support basic and applied academic research projects through competitive bids. All proposals received under this funding scheme are subject to a rigorous peer review process via five subject panels supported by the RGC's international network of external reviewers. The average funding per project in 2014/15 was about \$0.61 million.

(ii) Early Career Scheme

The Early Career Scheme is intended to nurture junior academics and prepare them for a career in education and research. Applicants should be within three years of their first full time academic job as an Assistant Professor or career equivalent involving teaching and research duties and in substantiation track/tenure track position. The average funding per project in 2014/15 was about \$0.61 million.

• **Group Research Projects**

(i) Theme-based Research Scheme

The objective of this scheme is to focus academic research efforts of the UGC-funded institutions on themes of strategic importance to the long-term development of Hong Kong. The funding support per project in 2014/15 ranged from \$20.45 million to \$75.06 million with the duration of project up to five years.

(ii) Areas of Excellence Scheme

The Areas of Excellence Scheme seeks to build upon Hong Kong's existing research strengths and develop them into areas of excellence. It was formerly under the UGC since 1998. With effect from February 2012, the administration of the scheme was transferred to the RGC. The funding support per project in the last exercise (i.e. 2013/14) ranged from \$46.50 million to \$50.25 million with the duration of about eight years.

• **個別研究項目**

(i) 優配研究金

優配研究金旨在透過競逐撥款形式資助基礎及應用學術研究項目。在此資助計劃下，所有收到的建議書均須經過由國際外部評審員支援的五個學科小組嚴格的專家評審。2014/15學年，平均每個項目獲撥款61萬元。

(ii) 傑出青年學者計劃

傑出青年學者計劃旨在培育新進學者，幫助他們為日後的教學及研究事業作好準備。申請人須為首次從事全職學術工作，任職少於三年，受聘為實任制或終身聘任制的助理教授或同等職位，職務涵蓋教學及研究工作。2014/15學年，平均每個項目獲撥款61萬元。

• **集體研究項目**

(i) 主題研究計劃

主題研究計劃旨在鼓勵資助院校進行對香港長遠發展有重大策略意義的主題研究。2014/15學年，每個項目獲撥款2,045萬至7,506萬港元不等，項目的研究期可長達五年。

(ii) 卓越學科領域計劃

卓越學科領域計劃旨在把香港現有的優勢發展為卓越學科領域。自1998年起，教資會一直管理計劃，直至2012年2月把計劃交由研資局管理。在上一輪計劃（即2013/14學年），每個項目獲撥款4,650萬至5,025萬元不等，項目的研究期約為八年。

## (iii) Collaborative Research Fund

The Collaborative Research Fund (CRF) is provided to the UGC-funded institutions for the procurement of major research facilities and/or equipment or library collections to support collaborative research, or group research activities that operate across disciplines and/or normal institutional boundaries. In 2014/15, an Ad-hoc Equipment Grant exercise was implemented under the CRF, with a separate budget of \$60 million from the UGC, on a one off basis. The funding support per project in 2014/15, including the projects funded under the Ad-hoc Equipment Grant exercise, ranged from \$2.25 million to \$10.00 million, for the duration of about two to three years.

- **Joint Research Schemes**

In 2014/15 academic year, there were a total of seven Joint Research Schemes launched with five countries/regions in forms of project grants, travel/conference grants as well as fellowships. The funding per project ranged from \$0.03 million to \$2.55 million for the duration of 6 to 48 months.

## (i) Project Grants

- National Natural Science Foundation of China (NSFC)/RGC Joint Research Scheme
- The French National Research Agency (Agence Nationale de la Recherche, ANR)/RGC Joint Research Scheme
- Scottish Funding Council (SFC)/RGC Joint Research Scheme

## (ii) Travel/Conference Grants

- Germany/Hong Kong Joint Research Scheme
- PROCORE-France/Hong Kong Joint Research Scheme

## (iii) Fellowships

- Fulbright – RGC Hong Kong Senior Research Scholar/Research Scholar Award Programmes
- Hong Kong – Scotland Partners in Post Doctoral Research

## (iii) 協作研究金

協作研究金向院校合作的研究項目提供資助，購置主要的研究設備、儀器或圖書館資料以進行協作研究，或讓院校進行跨學科及／或跨院校的集體研究。2014/15學年，教資會額外提供6,000萬元的一次性撥款，予協作研究金作特設器材裝備補助金。連同特設器材裝備補助金，2014/15學年，每個項目獲撥款225萬至1,000萬元不等，項目的研究期約為二至三年。

- **合作研究計劃**

2014/15學年，研資局以項目補助金、旅費／會議補助金及獎學金形式，與五個國家／地區推出共七項合作研究計劃。每個項目獲撥款3萬至255萬元不等，為期6至48個月。

## (i) 項目補助金

- 國家自然科學基金委員會及香港研究資助局聯合科研資助基金
- 法國國家科研署與研資局合作研究計劃
- 蘇格蘭撥款委員會與研資局合作研究計劃

## (ii) 旅費／會議補助金

- 德國與香港合作研究計劃
- 法國與香港合作研究計劃

## (iii) 獎學金

- 富布萊特－研資局(香港)學人計劃
- 香港與蘇格蘭合作博士後研究計劃

• **Fellowship Schemes**

(i) Humanities and Social Sciences Prestigious Fellowship Scheme

The Humanities and Social Sciences Prestigious Fellowship Scheme aims at granting extended time-off and supporting funds to the outstanding investigators under the Humanities and Social Sciences Panel to enable them to focus on research work and writing. The fellowship provides resources for the employment of relief teachers, as well as the costs of travel, subsistence and dissemination of outputs. The average funding per project in 2014/15 was about \$0.75 million.

(ii) Hong Kong PhD Fellowship Scheme

The objective of the Hong Kong PhD Fellowship Scheme is to attract the best and brightest students in the world, irrespective of their country of origin and cultural background, to pursue their PhD studies and research in the UGC-funded institutions. It helps Hong Kong excel at research and widen our pool of talent and contacts. It also furthers internationalisation of the higher education sector. The Fellowship provides a monthly stipend of \$20,000, and travel and research-related allowance of \$10,000 per year for the awardees for a period of three years. In 2014/15, the scheme awarded 223 top students from 38 countries/regions.

**(b) Local Self-financing Degree Sector**

• Faculty Development Scheme

The Faculty Development Scheme aims at developing the research capability of individual academics in the local self-financing degree-awarding institutions so that they can transfer their research experiences and new knowledge into teaching and learning. The average funding per project in 2014/15 was about \$0.52 million.

• Institutional Development Scheme

The Institutional Development Scheme aims at building up the research capacity of the institutions in their strategic areas, involving physical research facilities and infrastructure supports. The average funding per project in 2014/15 was about \$11.33 million.

• **學者計劃**

(i) 人文學及社會科學傑出學者計劃

人文學及社會科學傑出學者計劃旨在為人文學及社會科學學科小組轄下的優秀研究人員提供休假及資助，讓他們專心從事研究及寫作。計劃不單提供資源聘請替假教師，還包括旅費、生活津貼及發表研究結果的費用。2014/15學年，平均每項項目獲撥款75萬元。

(ii) 香港博士研究生獎學金計劃

香港博士研究生獎學金計劃的目的，是吸引世界各地最優秀的尖子研究生，不論國籍和文化背景，前來教資會資助院校修讀博士研究生課程及進行研究。此計劃推動本港研究工作更上層樓，擴大本地人才庫及聯絡網，進一步促進本地高等教育院校國際化。獎學金計劃為獲獎的博士研究生提供每月2萬港元的津貼，以及每年1萬港元的旅費及研究活動津貼，為期三年。在2014/15學年，此計劃頒發獎學金予來自全球38個國家及地區共223位優秀學生。

**(b) 本地自資學位界別**

• 教員發展計劃

教員發展計劃旨在協助院校的個別教學人員發展研究能力，讓他們把研究經驗和新知識轉移至教與學的層面。2014/15學年，平均每項項目的資助額約52萬港元。

• 院校發展計劃

院校發展計劃旨在建立各院校在其策略發展範疇的研究能力，包括具體研究設施及支援研究的基礎建設項目。於2014/15學年，平均每項項目獲撥款約1,133萬港元。



- Inter-Institutional Development Scheme

The Inter-Institutional Development Scheme aims at enhancing academics' research capability in the local self-financing degree-awarding institutions, and keeping them abreast of new developments and challenging research topics in relevant fields, through organisation of workshops, seminars or short courses by an institution or jointly between institutions. The average funding per project in 2014/15 was about \$0.37 million.

### Knowledge Transfer

As a natural extension of institutions' teaching and research activities, knowledge transfer (KT) has become the third core function of Hong Kong's higher education institutions. The UGC strongly believes that the transfer of knowledge between institutions and the society would help bring about socio-economic impact and improvements to the community and businesses. This in turn would also help enrich institutions' research mission, thereby enhancing the international competitiveness of the local higher education sector. The UGC is encouraged to note that over the years, KT activities have taken roots in multiple disciplines, including health sciences, arts and humanities and the social sciences, architecture, business and economics, city planning and the environment, science and technology as well as engineering. KT has also been increasingly embedded in institutions' strategies and operations, with regular review in view of the constantly changing environment.

Since 2009/10, the UGC has introduced an additional stream of recurrent funding earmarked for the institutions to strengthen and broaden their endeavours in KT. After adjusting for inflation, the funding amounts to \$52.8 million per annum in the 2012-15 triennium. It is welcoming to see that considerable progress has been made by all institutions which have made good use of the funding. All institutions have engaged to some degree in consultancy, research contracts and collaborative research, spin out companies and licensing. They have all engaged in some form of Continuing Professional Development which was directed at business or social enterprises. Institutions have also employed a variety of other mechanisms to particularly cater for KT in the arts, humanities and social sciences. These include the setting up of websites for dissemination of knowledge, organisation of seminars, workshops, conferences, exhibitions and other public events.

- 跨院校發展計劃

跨院校發展計劃旨在提升本地教學人員的研究能力，透過個別院校籌組或與其他院校合辦的工作坊、研討會或短期課程，使他們在各自的專研範疇掌握最新的發展和充滿挑戰的研究專題。於2014/15學年，平均每個項目獲得約37萬港元的資助。

### 知識轉移

院校既然從事教學與研究，自然會更進一步，進行知識轉移。知識轉移已成為香港高等教育院校第三項核心功能。教資會深信，院校在社會上進行知識轉移，不但有利民生經濟，而且惠益社會及企業，更有助充實院校的研究政策方針，從而提升本地高等教育界在國際間的競爭力。經過多年努力，教資會喜見知識轉移已在多個學科扎根，包括衛生科學、文科、人文學與社會科學、建築、商學與經濟、城市規劃與環境、科學與科技，以及工程學科。院校亦越加將知識轉移融入其策略及運作中，並因應不斷轉變的環境定期檢討。

自2009/10學年起，教資會每年為院校撥備額外經常補助金，供院校鞏固並深化其知識轉移工作。因應通脹作調整後，補助金在2012-15三年期為每年5,280萬元。教資會欣悉各院校善用資助，在知識轉移方面取得重大進展。各院校或多或少都參與顧問工作、研究合約及協作研究，又或成立公司，以特許方式讓其他人應用其研究成果。院校以商業或社會企業為對象，進行某種形式的持續專業發展。此外，院校亦採用其他多種方法進行知識轉移，特別是在文科、人文學及社會科學等領域，包括設立網站傳播知識，以及舉辦研討會、工作坊、會議、展覽和其他公眾活動。



Much of the UGC funding was intended to be used for building institutions' capacity for KT and that has indeed been the case with all of them having established or reinforced their KT offices for better institution-wide coordination and promotion. Institutions are sensitive to the need to demonstrate that benefit has been conferred and they are conscious of the need to demonstrate impact in a measurable form. There has also been increased recognition of the importance of enterprise and entrepreneurship as an integral element of KT. It is hopeful that the promotion of entrepreneurship would resonate with the new 4-year academic structure with students to be given more opportunities to work with start-ups and networks could be formed to link undergraduate and postgraduate students, researchers, alumni, faculty members and other staff.

教資會提供的資助，主要旨在鞏固院校的知識轉移能力。事實上，各院校已成立或擴充負責知識轉移的部門，從而改善跨院校整體的協調及加強推廣。院校認同應該讓大眾認識其知識轉移工作，而且意識到有必要採用可量度的方式去展示知識轉移的效益。此外，院校越發明白，在知識轉移方面，企業及企業精神是關鍵的一環。教資會希望在四年制新學制下，學生會有更多機會參與新創辦公司的工作，培養企業精神，並期望學士學位課程學生可與研究生、研究人員、校友、教學人員及其他員工建立聯繫網絡。



An institution organises art education programmes to promote art appreciation among the general public.  
院校舉辦藝術教育活動，提升公眾藝術鑑賞能力。



An institution shares its technological findings and experience in a laboratory tour for the industrial sector.  
院校於實驗室參觀活動與業界分享其技術發現及經驗。

### Allocation of Knowledge Transfer Recurrent Funding to Institutions, 2014/15

2014/15學年分配予院校的知識轉移經常撥款

Institution 院校	KT Funding Allocation (\$M) 知識轉移撥款分配 (百萬元)
CityU 城大	6.23
HKBU 浸大	2.87
LU 嶺大	1.08
CUHK 中大	14.04
HKIEd 教院	1.52
PolyU 理大	7.33
HKUST 科大	7.54
HKU 港大	12.20
Total 總額	52.80

Note: Figures may not add up to the total due to rounding.  
註：由於四捨五入的關係，各項數字相加未必等於總額。

# GOVERNANCE

院校管治



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UNIVERSITY  
GRANTS  
COMMITTEE

大學教育  
資助委員會

# GOVERNANCE

## 院校管治

UGC-funded institutions are statutorily autonomous bodies with their own ordinances and governing councils. They enjoy academic freedom and considerable institutional autonomy. The UGC Notes on Procedures clearly state that institutions enjoy autonomy in the development of curricula and academic standards, selection of staff and students, initiation and conduct of research, internal allocation of resources, etc. The UGC has all along supported and safeguarded academic freedom and institutional autonomy in the context of proper financial and public accountability in view of the significant funding the institutions receive in the form of Government subvention and private contributions, as well as the importance of higher education to the development of the society. Institutions are expected to remain committed to transparency and accountability in their operations to ensure that funding is put to the appropriate use that serves the best interests of the community and students.

### Financial Governance

#### Financial Affairs Working Group (FAWG) and FAWG Report

To help ensure institutions uphold their good financial governance and sound financial planning, the UGC established a Financial Affairs Working Group (FAWG) in January 2011 with professional expertise to work with institutions with a view to acquiring a better understanding of the institutions' finances. Apart from focusing on the long-term financial outlook and the appropriate use of UGC funds for UGC-funded activities, the review also covered cost recovery and cost charging mechanisms, the demarcation and deployment of surpluses derived from self-financed activities, and the financial transparency of the institutional finances.

The purpose of the review is to offer recommendations in cost allocation practices and financial transparency, so as to provide more assurance to the public that the use and application of public funds is appropriate. Other than sending out questionnaires to all the eight UGC-funded institutions for their completion, the Group also met and discussed with the senior management of the institutions the findings and observations of the review, and exchanged views on areas for improving the financial governance within institutions. The FAWG completed its review, and published the FAWG Report in October 2013 after consultation with the institutions and the endorsement of UGC. The full report is available on the UGC website.

教資會資助院校均是獨立自主的法定機構，各有其條例和校董會，並享有學術自由和相當大的院校自主權。教資會的《程序便覽》清楚訂明，院校無論在制訂課程與學術水平、甄選教職員與學生、提出與進行研究，以至內部調配資源等方面，均享有自主權。有鑑於各院校獲政府及社會人士提供龐大經費，以及高等教育對社會整體發展的重要性，教資會一直在恰當地在財務上及對公眾問責的前提下，支持並維護院校的自主和學術自由。院校亦應致力就其運作保持透明度和向公眾問責，確保院校的經費用得其所，符合社會和學生的最佳利益。

### 財務管治

#### 財務工作小組及其報告

為協助院校維持良好的財務管治及作出穩健的財務規劃，教資會於2011年1月成立包括專業人士的財務工作小組（工作小組），通過與院校合作，進一步了解院校的財務。除集中研究院校的長遠財政狀況及教資會撥款是否妥善用於教資會資助活動外，該次檢討亦涵蓋收回成本和按成本收費的機制、自資活動所得盈餘的劃分和調配，以及院校的財政透明度。

檢討的目的，是在院校的成本分攤方法和財政透明度方面提出建議，以便加強向公眾保證公帑會得到妥善使用和運用。工作小組除向八所資助院校發出問卷收集資料外，亦與院校的管理層會面，討論檢討結果及觀察所得，並就院校在財務管治方面有待改善的地方交換意見。工作小組於2013年10月完成檢討，經諮詢院校並取得教資會確認後發表報告，全文現已上載教資會網站。

The review was not intended to be a comprehensive review of the financial operations of the institutions and the effectiveness of the institutions' internal control and governance practices. Neither was it an internal audit nor an external audit/assurance engagement. The FAWG had adopted a forward looking approach in conducting the review. During the course of the review, nothing had come to the FAWG's attention that would suggest that there were glaring irregularities in the financial governance of the institutions nor any use of public funds that was outside the mission of the institution.

### FAWG Report recommendations

The FAWG considered that there is room for improvement in the cost allocation practices and the level of financial transparency in institutions, and put forward a total of nine recommendations. The recommendations on cost allocation practices mainly relate to the methods for allocation of costs in particular indirect overheads of non-UGC-funded activities and premises as well as staff cost recovery; those on financial transparency concern the requirement to incorporate segment reporting in the financial statements of institutions, appropriate disclosures in respect of allocation of costs to UGC-funded and non-UGC funded activities and exemption of overhead charges.

To implement the above recommendations, the UGC also needs to update the Statement of Recommended Accounting Practice for UGC-funded institutions (SORP) to reflect both current and recommended accounting practices and disclosures, establish detailed guidance on cost allocation for institutions and identify an appropriate mechanism by which the cost allocation practices of the institutions can be periodically reviewed and endorsed.

The FAWG envisaged that the adoption of the recommendations would further enhance the cost allocation practices and financial transparency of the institutions, so as to provide more assurance to the public that the use and application of public funds is appropriate, i.e. institutions shall only use the UGC funds for the activities eligible for public support. Recognising the complexities of the implementation of some recommendations, the FAWG has adopted a phased implementation schedule to allow the institutions to implement them over a reasonable timeframe, having regard to the resources and time span that would be required.

該次檢討並非要全面檢視院校的財務運作及其內部監控與管理措施的成效，其性質既非內部審計，亦非外部審計／核證。工作小組是從前瞻的角度進行了該次檢討。工作小組察悉，檢討期間，工作小組並無發現任何情況顯示院校在財務管治方面有不當之處或有撥款並非用於履行院校的使命。

### 工作小組報告的建議

工作小組認為院校在成本分攤方法及財政透明度方面，均有改善空間，並就這兩大範疇共提出九項建議。有關成本分攤方法的建議特別針對非教資會資助活動的間接費用及建築物成本的分攤，以及收回員工成本的方法；而有關財政透明度的建議則涉及於院校財務報表中加入按撥款來源的分部報告的規定、適當披露教資會資助活動與非教資會資助活動之間的成本分攤，以及有關間接費用的豁免。

為落實上述建議，教資會需要更新供資助院校依循的《建議會計準則》，以反映現行和建議的會計方法，以及披露資料的情況；為院校制訂具體的成本分攤指引；以及訂定合適機制，以定期檢視並批核院校的成本分攤方法。

工作小組相信建議獲採納後，可進一步改善院校的成本分攤方法及財政透明度，以加強向公眾保證公帑會得到妥善使用和運用，亦即院校只會把教資會撥款用於可以公帑資助的活動。工作小組明白部分建議在落實時涉及複雜問題，因此提出分階段實施，容許院校因應所需資源及時間在合理時間內落實有關建議。

## Implementation of the FAWG Report recommendations

To take forward the implementation tasks of the recommendations in the FAWG Report, the UGC has set up two the Financial Affairs Group and the Financial Affairs Expert Working Group, each comprising members with financial and accounting backgrounds. With the assistance of an external consultant, the UGC has been working with the UGC-funded institutions on the implementation of the report recommendations. Some of the recommendations have been rolled out in 2014. The work on drawing up a new set of cost allocation guidelines and updating the accounting and disclosure practices of the institutions are in good progress. The UGC will continue to work with the UGC-funded institutions to help ensure their continuing good financial governance and sound financial planning.

## Institutional Governance

As part of the major review of the higher education in Hong Kong conducted in 2002, the UGC reviewed the institutional governance of higher education institutions. Pursuant to its recommendation in the Sutherland Report, UGC-funded institutions had all completed their internal reviews on governance and management structures that covered the size and composition of the governing bodies, the fitness for purpose of the governance structure, the relevant governing ordinances and codes of practices where applicable, and the need for periodic reviews of the effectiveness of the governing bodies. As a result of these reviews, necessary legislative changes have been made or, in the case of one institution, are being introduced.

Upon completion of the review of the financial governance of institutions, the UGC considered it opportune to look into institutional governance. At the request of the Education Bureau, the UGC has engaged Sir Howard Newby, former Vice-Chancellor of the University of Liverpool and an expert in higher education to conduct a consultancy study. The objective of the study is to identify international good practices in the governance of higher education institutions in order that pointers and advice could be drawn up to help enhance the effectiveness and transparency of the councils of the UGC-funded institutions and to better prepare members of the councils with the necessary knowledge, skills and protocol with regard to their roles for proper discharge of their duties.

The study consists of two parts – (i) a literature review which covers internationally recognised common good practices on governance in relevant jurisdictions and (ii) fieldwork with key stakeholders to collect information on the current practices in Hong Kong. The study is expected to be completed by end 2015.

## 落實工作小組報告的建議

為落實工作小組報告的建議，教資會成立了財務小組和財務專家工作小組，成員均具有財務及會計背景。部分建議已於2014年實行。有關訂立新的成本分攤指引及更新會計與資料披露安排的工作亦進展良好。教資會會繼續與院校合作，確保院校在財務方面維持良好的管治和穩健的規劃。

## 院校管治

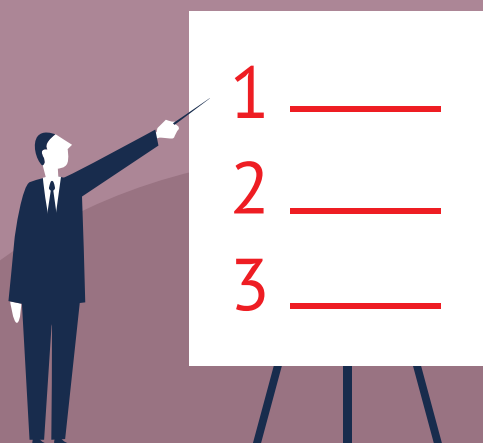
教資會於2002年就香港高等教育進行了大型檢討，範疇涵蓋院校的管治。根據《宋達能報告》的建議，所有教資會資助院校已自行檢討其管治及管理架構。檢討的主要內容包括管治組織的人數和成員組合、管治架構是否切合所需、相關管治條例、適用守則，以及了解定期檢討管治組織成效的需要。根據檢討結果，除了一所院校正進行有關工作外，所需的修訂法例工作均已完成。

有見院校財務管治的檢討已經完成，教資會認為現在是適當時候研究院校管治。教資會在教育局的邀請下，委託高等教育專家、利物浦大學前校長Howard Newby爵士進行顧問研究。是項研究旨在找出國際上有關高等教育院校管治的良好做法，以便提出方針和建議，協助教資會資助院校的校董會提升效能和透明度，並使校董會成員更有效掌握其管治角色所需的知識、技巧和規約，從而適當地履行其職責。

研究分為兩部分 – (i)透過文獻研究，檢視相關地區中院校管治的一些國際認可的良好做法及(ii)親身從主要持份者收集有關香港現行做法的資料。研究預計將於2015年底前完成。

# SECRETARY- GENERAL'S REPORT

秘書長報告





# SECRETARY-GENERAL'S REPORT

## 秘書長報告



**DR RICHARD T ARMOUR,  
SECRETARY-GENERAL, UGC**  
教資會秘書長安禮治博士

The function of the UGC Secretariat is to support the UGC (and the Councils and bodies under its aegis) in the fulfillment of its terms of reference. That is impartially: to advise the Government on the funding needs and the strategic development of the eight publicly-funded higher education institutions; and to safeguard the institutions' academic freedom on the one hand while ensuring accountability of the public funds entrusted to them on the other.

In this role, the Secretariat has a staff of around 80 with the main functions of: supporting the UGC in fulfilling its objective and formulating action plans to take forward UGC initiatives; working with the UGC-funded institutions on all fronts relevant to the committees' terms of reference; and disbursing funds to institutions and monitoring their effective use.

Subcommittees/working groups are formed to lead different aspects of the UGC's work. There are currently seven such groups. Two Groups completed their tasks in 2014-15 – (i) the Task Force for the Organisation of Discussion Forums after a series of discussion forums in 2014 and 2015 with UGC-funded institutions to discuss important issues pertinent to the future development of the UGC-funded sector were completed; and (ii) Research Assessment Exercise (RAE) Group after the announcement of the RAE 2014 results in January 2015. A review group on the Hong Kong Institute of Education (HKIEd)'s Application for University Title has been established to examine the application for university title submitted by HKIEd in July 2014.

教資會秘書處的職能，是協助教資會（包括轄下各局及小組委員會）充分履行職責，也就是就本港八所公帑資助的高等教育院校的撥款需要及發展事宜，向政府提供持平的意見，維護院校的學術自由，同時確保院校妥善運用公帑。

秘書處約有80名職員負責執行職能，主要包括：協助教資會達致目標，並制訂行動計劃推行教資會各項措施；在教資會職權範圍相關的各個領域與資助院校合作；以及向院校發放撥款，並確保撥款用得其所。

教資會設有小組委員會／工作小組，統領教資會不同範疇的工作。現時，教資會轄下共有七個小組。兩個小組在2014-15年度完成任務：(i)專題討論工作小組已於2014及2015年就有關教資會資助界別未來發展的重要議題，與院校舉辦一系列論壇；及(ii)研究評審工作小組亦隨着2014年研究評審工作結果於2015年1月公布後完成其工作。另外，年內新成立香港教育學院申請獲授大學名銜檢討小組，研究教院於2014年7月提交的有關申請。



# EXPENDITURE STATEMENT OF THE UGC SECRETARIAT

## 教資會秘書處 開支報表

Chart 1 below summarises the expenditure of the UGC Secretariat in 2014-15, which covers the recurrent UGC operating expenditure; the recurrent subventions to institutions; and the non-recurrent expenditure.

下面表一簡列教資會秘書處在2014-15年度的開支，當中包括教資會經常運作開支、向院校發放的經常資助金，以及非經常開支。

### Chart 1: Expenditure Statement for the year ended 31 March 2015

表一：截至2015年3月31日止年度開支報表

		Year Ended 31 March 截至3月31日止年度	
		2015 \$'000	2014 \$'000
<b>(1) Recurrent UGC Operating Expenditure</b>	<b>(1) 教資會經常運作開支</b>		
Staff Related Expenditure	與員工有關連的開支		
• Civil Services Salaries	• 公務員薪酬	37,371	35,098
• Allowances and MPF Contribution	• 津貼及公積金供款	2,185	1,947
Department Expenditure	部門開支		
• General Department Expenses (Note)	• 一般部門開支(註)	48,174	34,128
Expenditure for Members	委員開支		
• Honoraria for Overseas Members	• 海外委員津貼	17,011	8,305
• Meeting Expenses (i.e. air passage and hotel, etc.)	• 會議開支(即機票和酒店等)	32,231	17,928
<b>Sub-total (1)</b>	<b>小計(1)</b>	<b>136,972</b>	97,406
<b>(2) Recurrent Subventions to Institutions</b>	<b>(2) 經常資助金</b>		
Recurrent Grants to Institutions	資助院校的經常補助金	15,597,496	14,644,293
Refund of Government Rent and Rates	發還地租及差餉	322,118	268,491
Subventions for Housing Related Expenses	資助與房屋福利有關的開支	63,352	76,331
<b>Sub-total (2)</b>	<b>小計(2)</b>	<b>15,982,966</b>	14,989,115
<b>Total Recurrent Expenditure (1) + (2)</b>	<b>經常開支總額(1) + (2)</b>	<b>16,119,938</b>	15,086,521
<b>(3) Non-Recurrent Expenditure</b>	<b>(3) 非經常開支</b>		
General Other Non-recurrent	一般非經常開支		
• Sixth Matching Grant Scheme	• 第六輪配對補助金計劃	245,816	570,244
<b>Sub-total (3)</b>	<b>小計(3)</b>	<b>245,816</b>	570,244
<b>TOTAL (1) + (2) + (3)</b>	<b>總額(1) + (2) + (3)</b>	<b>16,365,754</b>	15,656,765

Note:

This includes salaries for non civil service contract staff and fees for professional and other hire services.

註:

這項目包括非公務員合約僱員的薪酬，以及專業和其他外判服務的費用。

The recurrent UGC operating expenditure remains very low as a percentage of total expenditure – at about 0.8%. But it has increased due to the need to appoint more non-local Members to the RGC and the increase in projects to be assessed by the RGC. The Secretariat has established clear internal rules and levels of approval authorities governing various matters (such as the award of consultancy contracts), while rigorously following all civil service, financial and accounting regulations of the Government. In addition, for offering consultancy contracts above \$50,000 through the invitation of single quotations, the agreement from either the Chairman, UGC or the convenor of sub-committees is necessary. The advice of the General Affairs and Management Sub-Committee/other Sub-committees – and the approval of the UGC – is required for any item of expenditure above \$1 million drawn from the Central Allocation Vote (CAV). The Sub-Committee also receives reports from the Secretariat on the year-to-date expenditure position and other internal administrative and financial matters.

Local Members of the UGC and all its Councils and Sub-Committees/Panels receive no remuneration for their extensive voluntary service – save for a \$215 per meeting day travel allowance. Meanwhile, non-local Members receive an annual honorarium at the following rate effective from 1 January 2015:

教資會的經常運作開支約佔開支總額的0.8%，比例依然很小。由於研資局有需要委聘更多非本地成員，而且該局有待評審的研究計劃亦越來越多，因此經常運作開支有所上升。秘書處訂有明確的內部規則及規管各類事務（例如批出顧問合約）的審批權限，並且嚴格遵從政府在公務員管理、財務及會計方面的規例。此外，金額超過5萬元的顧問合約如透過索取單一報價方式批出，必須獲得教資會主席或有關小組委員會召集人同意。超過100萬元的中央撥款開支項目，則須徵詢一般事務及管理小組委員會／其他小組委員會的意見，並獲教資會通過。至於年內開支情況及其他內部行政管理與財務事宜，秘書處亦會向一般事務及管理小組委員會匯報。

教資會及轄下各局與小組委員會的本地成員均義務參與教資會各項工作，並無領取任何薪酬，只獲發按每天會議215元計算的交通津貼。而由2015年1月1日起，非本地委員則按以下津貼率獲發津貼：

	<b>(HK\$ per annum/quality audit)</b> <b>(每年／每次質素核證工作)(港元)</b>
UGC 教資會	141,000
RGC/QAC 研資局／質保局	88,850
UGC Sub-Committees, RGC Panels* and QAC Audit Panel 教資會轄下小組委員會、研資局轄下小組*及質保局評審小組	48,950 – 68,600

\* payable only to members outside Hong Kong who are co-opted and do not serve on UGC/RGC proper

\* 只適用於加入小組（而非教資會／研資局）的非本地增補成員。

The rates were originally approved by the Legislative Council and are adjusted by the Government according to an approved formula.

津貼水平經立法會批准，並由政府按核准公式調整。

## UGC FUNDING TO INSTITUTIONS

UGC funding for the UGC-funded institutions is composed of **recurrent grants** and **capital grants**.

Recurrent grants support institutions' academic work and related administrative activities; and capital grants are used to finance major works projects and minor campus improvement works.

### Recurrent Grants

The recurrent funding for the 2012/13 to 2014/15 triennium was approved by the Legislative Council in January 2012. The total approved recurrent funding for the UGC-funded sector in the triennium amounts to \$42,209 million, covering both block grants and earmarked grants.

The bulk of the recurrent grants are disbursed to institutions normally on a triennial basis to tie in with the academic planning cycle, and in the form of a block grant to provide institutions with maximum flexibility in internal deployment. Once allocations are approved, institutions have a high degree of freedom in deciding on how the resources available are put to best use. Determination of the grants to institutions is largely based on an established formula.

The 2012/13 academic year was the first year of the implementation of the New Academic Structure in the UGC-funded sector. From then on, there has been new recurrent funding for the additional year under the New Academic Structure ("new pot of money") in addition to the existing funding ("existing pot of money") for the three years of undergraduate study and other levels of study. In this regard, a "two pots of money" approach/funding methodology has been applied to the whole of the 2012/13 to 2014/15 triennium as detailed below. However, institutions still receive a lump-sum block grant, and the separate methodology in allocating the new Year 1 funding will not affect the existing autonomy with which institutions deploy their block grant.

The UGC usually conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To allow more time for institutions to study the impact of the New Academic Structure in the higher education sector and to take into account the results of the Research Assessment Exercise 2014 in funding allocation in the next full triennium, a roll-over arrangement is decided to be implemented for the 2015/16 academic year. The arrangement is intended to be a simple extension of the approved financial arrangements for the 2012/13 to 2014/15 triennium to cover the 2015/16 academic year. There is no change in the planning parameters, except to accommodate necessary refinements for specific areas and the increase of senior year places as announced in the Policy Address 2014. The recurrent funding for the 2015/16 roll-over year was approved by the Legislative Council in May 2015. The total approved recurrent funding for the UGC-funded sector amounts to \$17,106 million, representing an increase of 19.4% as compared with \$14,321 million for 2014/15.

## 教資會資助院校的補助金

教資會給予資助院校的撥款，分為**經常補助金**及**非經常補助金**。

經常補助金用於支援院校的學術活動及相關行政工作，而非經常補助金則用以資助大型工程項目及較小型的校園改善工程。

### 經常補助金

2012年1月，立法會通過在2012/13至2014/15三年期向資助院校提供經常撥款，核准金額總數422.09億元，當中包括整體補助金及指定用途補助金。

經常補助金一般按三年期的方式發放予院校，以配合學術發展規劃的周期，主要為整體補助金性質，供院校在內部靈活調配。撥款一經批准，院校可自行決定如何善用所得資源。各院校所得的補助金額，大致按既定的撥款公式計算。

教資會資助界別在2012/13學年首度推行新學制。由該年起，除現時撥予三年制學士學位課程以及其他修課程度課程的撥款（「現有撥款」）外，當局還為新學制下新增的一年修業期額外提供一筆經常撥款（「新增撥款」）。兩筆撥款的批撥方法／資助方式已應用於整個2012/13至2014/15三年期，詳情載於下文。不過，院校仍會獲得一筆過的整體補助金，故用以分配新學制第一年撥款的特定方式，並不影響院校現時運用整體補助金的自主權。

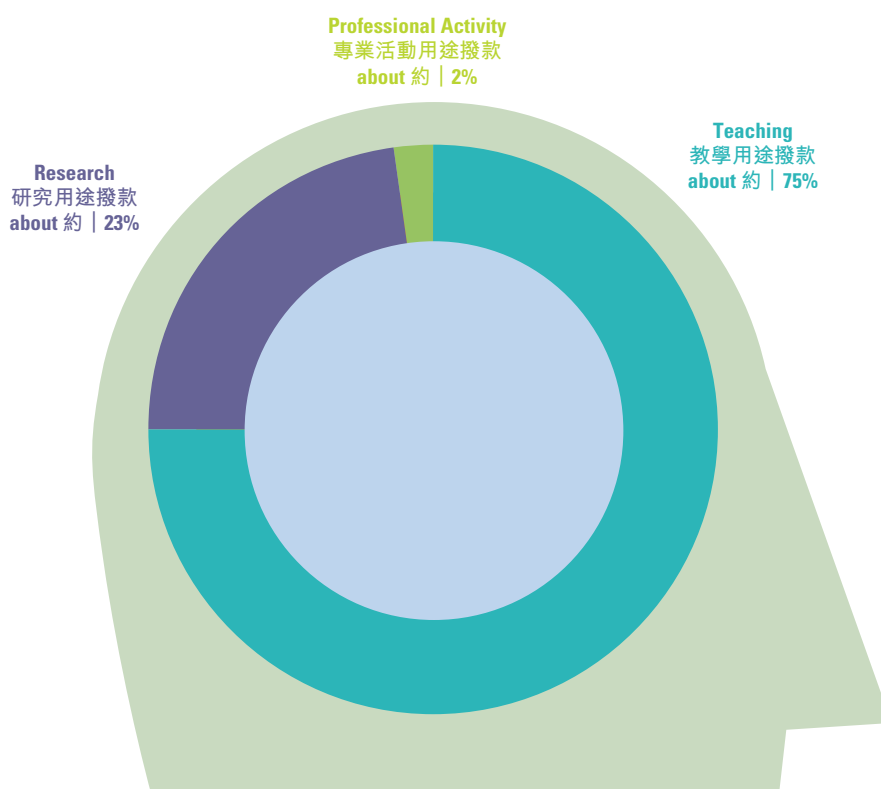
教資會與其資助院校一般每三年進行一次學術發展規劃及經常補助金評估。為了讓院校有更多時間檢視新學制對高等教育界的影響，並在下一個完整三年期的撥款分配工作中，考慮2014年研究評審工作的結果，2015/16學年決定實行延展年度的安排。這項安排主要是純粹把2012/13至2014/15三年期的核准財務安排順延一年，以涵蓋2015/16學年。除了就特定範疇作出必要調整，以及按照《2014年施政報告》所公布增加的高年級學額外，規劃準則不變。立法會已於2015年5月批准2015/16延展年度的經常性撥款，核准總金額為171.06億元，較2014/15學年的143.21億元增加19.4%。

## “Existing pot of money” for the three years of undergraduate study and other levels of study

現有撥款（撥予三年制學士學位課程及其他修課程度課程的撥款）

The amount of block grants comprises three elements:

整體補助金分為三個部分：



### Teaching (about 75%)

The Teaching element is based on student numbers, their levels (i.e. sub-degree, undergraduate, taught postgraduate and research postgraduate (RPg)), modes of study (i.e. part-time and full-time) and disciplines of study. Some subjects are more expensive than the others because they require special equipment, laboratories, more staff time, etc. Relative cost weightings by broad academic programme categories (APCs) have been grouped into three price groups with effect from the 2005/06 to 2007/08 triennium. Details are shown at Chart 2.

### 教學用途撥款（約佔75%）

教學用途撥款根據學生人數、修課程程度（即副學位課程、學士學位課程、研究院修課課程和研究院研究課程）、修課形式（即兼讀制和全日制）及學科等因素計算。部分學科需要特別設備或實驗室，或須佔用教職員較多時間，因此成本較高。由2005/06至2007/08三年期起，按概括學科類別劃分的相對成本加權數值分為三個成本類別，詳見表二。

## Chart 2: Relative Cost Weightings by Price Groups of Academic Programme Categories

表二：按概括學科類別劃分的相對成本加權數值

Academic Programme Categories (APCs) 學科類別		Price Group of APCs 學科成本類別	Relative Cost Weightings 相對成本加權數值		
			Teaching Programme 修課課程	Research Programme 研究課程	
1	Medicine 醫學	A	Medicine & Dentistry 醫學及牙醫學	3.6	1.8
2	Dentistry 牙醫學				
3	Studies Allied to Medicine and Health 與醫學及衛生有關的學科	B	Engineering & Laboratory Based Studies 工程及實驗室為本的學科	1.4	1.4
4	Biological Sciences 生物科學				
5	Physical Sciences 物理科學				
6	Engineering and Technology 工程及科技				
7	Arts, Design and Performing Arts 藝術、設計及演藝				
8	Mathematical Sciences 數學科學	C	Others 其他	1.0	1.0
9	Computer Science and Information Technology 電腦科學及資訊科技				
10	Architecture and Town Planning 建築學及城市規劃				
11	Business and Management Studies 工商管理				
12	Social Sciences 社會科學				
13	Law 法律				
14	Mass Communication and Documentation 大眾傳播及文件管理				
15	Languages and Related Studies 語言及相關科目				
16	Humanities 人文學科				
17	Education 教育				

### Research (about 23%)

The Research element comprises two parts. One part is informed by the research performance of institutions, and the cost of research in respective fields. The research quality of institution is identified in the context of the Research Assessment Exercise which assesses the research activity of different cost centres within institutions through expert review by subject panels. Another part is informed by the success of institutions under the Research Grants Council (RGC) Earmarked Research Grant. Starting from 2012/13, the UGC has gradually allocated about 50% of the prevailing Research Portion on a more competitive basis according to institutions' success in obtaining RGC Earmarked Research Grant over nine years. The mechanism serves as a proxy reference for the allocation of the Research Portion.

### 研究用途撥款 (約佔23%)

研究用途撥款包括兩部分：一部分根據院校的研究表現和相關學術領域的研究成本批撥。透過研究評審工作，教資會可釐定院校的研究質素，以學科小組的專家評核，評估院校內不同成本中心的研究活動；另一部分根據院校申請研資局研究用途補助金的結果批撥。教資會在2012/13學年起計的九年內，根據院校在申請研資局研究用途補助金的結果，逐步把大約相等於當時研究用途撥款的50%，以更具競爭性的方法分配予院校，此機制是分配研究用途撥款的參考指標。

### Professional Activity (about 2%)

The Professional Activity element is associated with professional activities expected to be undertaken by all members of academic staff. These include, for example, community service undertaken and advice rendered on societal or professional issues. It is calculated based on the number of academic staff.

### 專業活動用途撥款 (約佔2%)

專業活動用途撥款與院校全體教學人員均應參與的專業活動相關，範圍涵蓋社區服務或就社會或專業問題提供意見。撥款額按教學人員的數目計算。

### “New pot of money” for the additional year under the New Academic Structure

The new funding for the additional year under the New Academic Structure is treated as a separate pot of money and is allocated wholly as “teaching funding”, while recognising differentiation in the teaching cost among faculties with price weights of 1.4 and 1.0 for (i) Medicine, Dentistry, Engineering and Laboratory-based studies; and (ii) Others respectively.

### 新增撥款 (為新學制下新增一年修業期提供的撥款)

為新學制新增一年修業期額外提供的撥款會當作一筆獨立的款項處理，並全數分配給院校作為教學用途撥款。教資會明白各學院的教學成本不同，因此，會分別按 (一) 1.4 的成本加權數值計算醫學、牙醫學、工程及實驗室為本學科的撥款，以及 (二) 1.0 的成本加權數值計算其他學科的撥款。



The funding formula is the key parameter used to assess institutions' needs. But in finalising its funding recommendations, the UGC also takes into account the special needs of individual institutions and other factors not captured by the formula and will introduce extra-formulaic adjustments where required.

Earmarked grants for specific purposes are allocations outside the block grant system. Examples are the grants for knowledge transfer activities and grants for the Areas of Excellence Scheme.

Once determined, recurrent funding for a triennium will not be adjusted during the period except for adjustments to take into account changes in the indicative tuition fee levels, new initiatives from the Government and civil service pay adjustments. Following the civil service 2014 pay rise which took effect on 1 April 2014, the subvention for 2014/15 was increased by approximately \$1,850 million.

### **The 2016/17 to 18/19 Triennium Academic Development Planning Exercise**

The UGC usually conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, the UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government.

The Academic Development Planning (ADP) Exercise is interactive and transparent. We consulted institutions, and took their views on board, before taking forward the principles, evaluation criteria, rules and procedures of the exercise. The institutions generally agreed to continue to adopt the competitive allocation mechanism of First-Year First-Degree (FYFD) places. In a similar vein as the 2012/13 to 2014/15 triennium, Lingnan University and six other UGC-funded institutions were each required to notionally set aside 4% and 6% respectively of their FYFD places that were not subject to manpower requirements to a central pool, for subsequent possible re-distribution among institutions to reflect the comparative merits of their ADP proposals as assessed against agreed criteria. The remaining bulk of the FYFD places, which in effect accounted for 95.1% of all FYFD places, were unaffected.

撥款公式計得的結果，是教資會評估院校撥款需要的主要參數。不過，教資會擬定最終撥款建議時，會一併考慮個別院校的特殊需要和公式沒有計算的其他因素，視乎情況作出公式以外的調整。

教資會還會在整體補助金制度之外，向院校發放有特定目標的指定用途補助金，例如供進行知識轉移活動的補助金及卓越學科領域計劃補助金。

經常補助金額一經釐定，在有關三年期內不會更改，除非指示性學費水平有變，又或者政府推出新措施或調整公務員薪酬。由於公務員在2014年增薪（2014年4月1日起生效），2014/15學年的補助金亦相應增加約18.5億元。

### **2016/17至2018/19三年期學術發展規劃工作**

教資會與資助院校一般每三年進行一次學術規劃及經常補助金評估。為確保珍貴的公帑資助學額能夠用得其所，惠及社會，我們有需要設立機制，不時重新分配學額，藉此鼓勵各院校定期檢討院校策略和學術優次，並在切合個別院校以至整個高等教育界的角色下，提升院校的國際競爭力。為此，教資會已根據政府訂下的規劃準則，開展2016/17至2018/19三年期的學術發展規劃工作。

學術發展規劃工作的過程互動及具透明度。我們已就這項工作諮詢各院校，在推出規劃工作的大原則，評審準則，規條和程序之前，考慮了院校的意見。院校均大致同意繼續採用「優配學額」機制調配第一年學額。與2012/13至2014/15三年期的做法一樣，嶺南大學及其他6所資助院校須分別預留4%及6%不受人力需求影響的第一年學額，讓教資會根據協定的準則進行評審，按院校學術發展建議書的優劣，集中處理並重新調配學額予各院校。餘下絕大部分的第一年學額（即全部第一年學士學位課程95.1%的學額），則不受影響。



We published the four broad evaluation criteria used to evaluate institutions' Academic Development Proposals as follows:

1. Strategy, Mission and Vision – The institution has effective strategy in enabling it to advance its mission, vision and agreed role, with respect to enhancing its competitiveness in Hong Kong and internationally, collaboration within and outside the UGC sector, capacity building in mission-critical areas such as internationalisation and knowledge transfer, the opportunities arising from the “3+3+4” new academic structure, development of the self-financing sector, and incorporation of the outcomes of the QAC audits and experience in preparing for the RAE 2014 into future strategic planning.
2. Teaching & Learning – The institution provides teaching and learning opportunities, in both taught and research programmes, which are effective in enabling students to achieve intended learning outcomes, attest to their personal and intellectual development, and prepare for their future careers.
3. Academic Programme Design – The institution has effective processes to design and restructure its academic portfolio (including both publicly-funded and self-financing programmes) in line with its mission and agreed role.
4. Addressing the Needs of Society in General – The institution's education provision is effective in meeting the wider needs of society and in preparing students both for their careers and to become engaged citizens.

The Academic Development Proposals Group under the UGC undertook a rigorous process to evaluate the institutions' ADPs against the above criteria and met with institutions face-to-face in May 2015 to exchange views on the ADPs. We informed the institutions of UGC's advice on their ADPs in June 2015. The UGC plans to submit its funding recommendations for the new triennium to the Government in the third quarter of 2015.

我們公布了四項總體準則，以評審院校提交的學術發展建議書，詳情如下：

1. 策略、使命及願景 – 院校是否具有有效的策略推展其使命和願景，以及發揮議定角色，特別是有關下列的工作範疇：提升院校在香港及國際上的競爭力；加強教資會界別內外的協作；鞏固與使命有關的重要範疇（例如在國際化及知識轉移方面）；把握「3+3+4」新學制帶來的機遇；發展自資界別；綜合質保局質素核證的結果，以及總結2014年研究評審工作的前期經驗，以訂定未來的策略計劃。
2. 教與學 – 院校能否提供有效的教與學機會（包括在修課及研究課程內），培育學生取得預期的學習成果、彰顯學生個人和知識發展，以及為學生日後就業作準備。
3. 學術課程設計 – 院校是否有有效的程序，設計和重整學術課程組合（包括公帑資助及自資課程），以配合其使命和議定角色。
4. 切合社會整體需要 – 院校能否提供有效及切合社會的整體需要的教育，為學生就業作準備，並培育他們成為關心社會的公民。

教資會轄下的學術發展規劃小組按上述評審準則，嚴格評核學術發展建議書，並於2015年5月與院校會面，交流對學術發展建議書的意見。我們於2015年6月告知院校有關教資會對其學術發展建議書的意見。教資會計劃在2015年第三季向政府提交新一個三年期的撥款建議。

## Diagrammatic Illustration of UGC Recurrent Grant Cycle

### 教資會經常補助金周期圖解



## Financial Reporting and Monitoring

The UGC-funded institutions are autonomous statutory bodies governed by their respective Ordinances. They enjoy institutional autonomy in such areas as curriculum design, selection and recruitment of staff and students, and internal allocation of finances. To provide institutions with substantial financial freedom, the bulk of the subvention to institutions are in the form of the block grant, which provides for a “one-line” allocation of resources for a funding period (usually a triennium) without prescription attached as to how it should be spent. The major requirement is that such grant must be used within the ambit of “UGC-fundable activities” while adhering to approved student number targets. The precise amount of the block grant has to be approved by the Legislative Council before the start of every triennial funding period, after which the responsibility falls squarely upon the institutions to apply those funds appropriately.

### Institutions are accountable for any unspent balances of public funds

While respecting the institutional autonomy of our funded institutions in allocating and managing their internal finances, the UGC adopts an accountable and transparent approach in ensuring the public money entrusted to the institutions are applied meaningfully and provide value for money. Institutions are entitled to maintaining a general reserve of up to 20% of the institution's total approved recurrent grants (excluding any earmarked grants) in a triennium for future and new development needs, any excess of that level has to be returned to the UGC. The use of the general reserve is subject to the same rules and regulations governing the use of recurrent grants. For grants earmarked for specific purposes, any amount unspent after the close of financial year or approved funding period must be returned.

### Institutions provide regular reports on their finances to the UGC

Institutions submit for each financial year an annual return on the use of all UGC funds. Heads of Institutions also provide a Certificate of Accountability to the UGC annually to confirm that the public funds allocated via the UGC have been spent in accordance with the rules and guidelines as agreed with the UGC.

## 財務報告及監察

教資會資助院校是獨立自主的法定組織，受各自的條例規管。院校在設計課程、甄選學生、招聘員工及內部調配資金方面，均享有自主權。為了讓院校在財政方面享有高度自主權，教資會主要以整體補助金形式資助院校。整體補助金以整筆撥款方式，為院校提供資助期間（通常為三年期）所需的資源。教資會並無規定院校應如何運用該筆款項，惟整體補助金必須用於「教資會可資助活動」所涵蓋的範圍，同時院校須按照核准學生人數指標提供學額。整體補助金的確實金額須於有關三年資助期開始前，經立法會批准。此後，院校全權決定如何善用該筆款項。

### 院校須交代未動用的公帑

教資會尊重院校分配和管理內部資金的自主權，同時依循有關問責性及透明度的方針，確保撥予院校的公帑用得其所、合乎效益。院校可備存部分經常補助金，以作為應付日後新發展需要的一般儲備金。儲備金上限為該三年期獲批經常補助金總額（不包括指定用途補助金）的20%。超逾該上限的款項須退還教資會。經常補助金的使用規則及規例，同樣適用於一般儲備金。至於指定用途補助金，在財政年度或核准資助期結束後如有餘款，須悉數退還教資會。

### 院校須定期向教資會提交財務報告

院校會在每個財政年度完結後向教資會提交年度報表，匯報各項撥款的使用情況。此外，各院校校長每年亦會向教資會呈交一份責任證明書，確認經教資會批撥的公帑按照院校與教資會議定的規則和指引使用。

### **No cross-subsidisation of UGC resources to non-UGC-funded activities**

Recurrent grants are provided to the UGC-funded institutions to support their academic and related activities based on approved UGC-funded activities. As such, there should be no cross subsidisation of UGC resources to non-UGC-funded activities (including, but not limited to, self-financing activities). To avoid hidden subsidy to non-UGC-funded activities, the institutions should levy overhead charges on such activities, including projects funded by other Government departments/agencies and projects/programmes conducted by their self-financing subsidiaries or associates.

### **Institutional finances are subject to professional accounting standards and external audit processes**

Institutions are required to keep proper accounting records in accordance with the Hong Kong Financial Reporting Standards and the house guidelines on recommended accounting practice adopted by the UGC where appropriate. Institutions also arrange their own external annual audits on their financial statements and the annual return, in accordance with prevalent assurance engagement standards adopted by the audit profession. For the purpose of efficient use of public funds, institutions are also subject to examination by the Director of Audit.

### **Financial Affairs of Institutions**

From time to time, the UGC may undertake review of the financial well-being of UGC-funded institutions and enquire on specific financial issues concerning the UGC sector. The UGC established a Financial Affairs Working Group in January 2011 with professional expertise to work with institutions to help ensure their continuing good financial governance and sound financial planning. The Group completed its review and published a Report in October 2013, offering recommendations in cost allocation practices and financial transparency in institutions with a view to providing more assurance to the public that the use and application of public funds is appropriate. While new arrangements on disclosures were rolled out in 2014, the UGC will continue to work with the institutions on the implementation of the other recommendations.

### **教資會資源不可補貼非教資會資助活動**

教資會向資助院校提供經常補助金，以支持院校在核准的教資會資助活動範圍內，舉辦學術和相關活動。因此，教資會的資源不能用於補貼非教資會資助活動（包括但不限於自資活動）。為免變相津貼非教資會資助活動（包括其他政府部門／機構資助的項目及院校轄下自負盈虧的附屬或聯營機構所辦的項目／課程），院校應該對這些活動收取間接費用。

### **院校的財務狀況須按專業會計準則記錄並經外聘核數師審核**

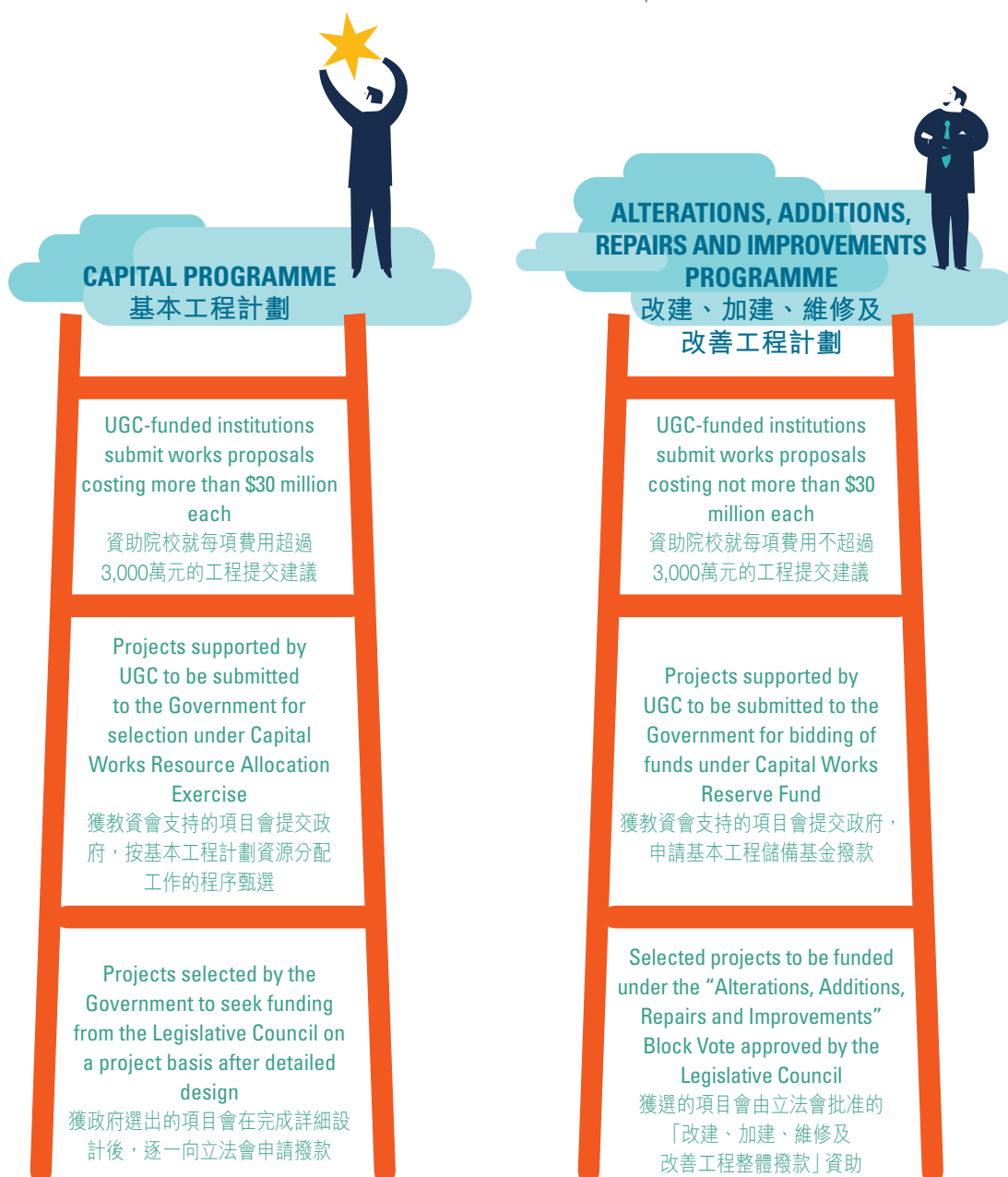
院校須按照香港會計師公會頒布的《香港財務報告準則》，另參考教資會根據建議會計準則而訂定的指引（如適用），妥善保存會計記錄。院校每年亦須自行外聘核數師，按審計行業普遍採用的審核準則，審核財務報表及年度報表。為確保公帑運用得宜，院校亦須接受審計署署長審核。

### **院校財務事宜**

教資會會審視資助院校的財務狀況，不時就教資會界別的特定財務事宜向院校查詢。教資會於2011年1月設立由專業人士組成的財務工作小組，通過與院校合作，協助院校維持良好的財務管治及作出穩健的財務規劃。工作小組完成檢視工作後，於2013年10月發表報告，就院校的成本分攤方法及財政透明度提出建議，以期更充分地向公眾保證，公帑會得到妥善使用和運用。有關資料披露的新安排已於2014年實行；教資會會繼續與院校合作，落實其他有關建議。

## Capital Grants

The UGC supports capital works projects of institutions for UGC-approved activities by capital grants sought from the Government on an annual basis under the Capital Programme, and the Alterations, Additions, Repairs and Improvements Programme. Details of the two capital grants programmes are illustrated in the flowcharts below:



## 非經常補助金

教資會以非經常補助金的形式，資助院校為教資會核准活動進行的基本工程項目。院校每年透過「基本工程計劃」和「改建、加建、維修及改善工程計劃」，向政府申請非經常補助金進行工程項目。上述兩項計劃的流程圖如下：



In 2014-15, there were 19 ongoing capital works projects under the Capital Programme with a total estimated project cost of about \$10.8 billion. The building and building service works of most projects have already been completed. The expenditure on these projects in 2014-15 was some \$452 million. The spending in 2015-16 is anticipated to be decreased to about \$283 million.

In 2014-15, the UGC supported a total of 38 new Alterations, Additions, Repairs and Improvements projects submitted by institutions with a total estimated cost (to be spread over up to three years) of some \$836 million. To meet the expenditure of the ongoing and newly approved projects in 2014-15, a total of \$600 million was allocated to institutions. The allocation will be increased to about \$616 million in 2015-16.

在2014-15年度，基本工程計劃下有19項基本工程項目正在進行，估計工程費用總額約為108億元。大部分項目的建築及裝備工程均已完竣。該些工程計劃在2014-15年度的開支約為4.52億元，2015-16年度的開支預計會減至約2.83億元。

在2014-15年度，教資會支持總數38項由院校新提交的改建、加建、維修及改善工程項目，估計工程費用（最長在三年內撥付）合共約8.36億元。為應付進行中和新核准工程項目在2014-15年度的開支，教資會已向各院校合共撥款6億元。2015-16年度的撥款會增至6.16億元。



Spatial reorganisation of  
Chung Chi Tang, CUHK  
香港中文大學眾志堂空間改善工程



Reorganisation of space at  
Hung Hing Ying Building, HKU  
香港大學孔慶燐樓重整工程



Research and Academic Building, HKUST  
香港科技大學科研與教學大樓



Replacement of existing chiller plant in Phase 5 Building, PolyU  
香港理工大學更換五期製冷機組工程



Baptist University Road Campus Development (Entrance Plaza), HKBU  
香港浸會大學浸會大學道校園發展（入口廣場）



Weather protection cover on G/F at Areas Adjacent to the Central Plaza, HKIEd  
香港教育學院中央廣場兩側及通道有蓋空間加建工程



Construction of Footbridge linking the Patrick Lee Wan Keung Academic Building and Indoor Sports Complex to the existing Public Footbridge, LU  
嶺南大學建設行人天橋連接李運強教學樓及現有公眾行人天橋工程



Enhancement of barrier-free facilities on campus, CityU  
香港城市大學無障設施改善工程



## Financial Reporting and Monitoring

The capital grants are charged to the Capital Works Reserve Fund and are part of the Capital Works Programme of the Government. Institutions' projects under capital subvention follow the procedures for creating and managing a capital works project under the Capital Works Programme. Institutions assume full responsibility and accountability for their projects under capital subvention. They should ensure that works expenditure stays strictly within the approved project estimate in accordance with the approved project scope *i.e.* the scope approved by the Legislative Council for capital works projects exceeding \$30 million, and the scope approved by the UGC for Alterations, Additions, Repairs and Improvements projects up to \$30 million.

Institutions have in place an appropriate system of cost control and monitoring mechanism for overseeing the spending of public money having regard to economy, efficiency and effectiveness in the delivery of their projects. In particular, institutions have to ensure that proper procurement procedures are in place, taking reference from Government's latest rules and regulations applicable to public capital works.

Approved funds for the projects are released to the institutions on a monthly basis. Institutions are required to submit a monthly statement on the financial position and a quarterly report on the progress of their projects. Upon completion of a project, the institution will submit a certified statement of final accounts to the UGC and return any unspent balance or unapproved expenditure to the Government. For the final accounts of capital works projects, a separate assurance engagement should be carried out by an external auditor engaged by the institutions.

## 財務報告及監察

非經常補助金來自基本工程儲備基金，是政府基本工程計劃的一部分。院校在處理由非經常補助金資助的工程項目時，會遵循基本工程計劃有關開立及管理工程項目的程序。院校須就非經常補助金資助的項目承擔全部責任並作出交代，嚴格確保工程開支不會超逾核准工程範圍內的核准工程預算，即不得超出立法會就費用逾3,000萬元的基本工程項目所核准的工程範圍，或教資會就費用不超逾3,000萬元的改建、加建、維修及改善工程項目所核准的工程範圍。

院校已制訂合適的成本監控機制，管理公帑的使用，以確保工程項目既合乎經濟原則，亦具效率與成效。院校尤應參考適用於公共基本工程的最新政府規則及規例，制訂適當的採購程序。

教資會按月向院校發放工程項目的核准撥款，而院校須按月提交財務狀況報表，以及按季提交工程進度報告。工程項目完成後，院校須向教資會提交經核證的決算帳目，並把結餘或未核准的開支款項退還政府。基本工程項目的決算帳目，須經院校的外聘核數師獨立核證。

## HONG KONG INSTITUTE OF EDUCATION'S APPLICATION FOR UNIVERSITY TITLE

At the invitation of the Government, the UGC set up a review group in September 2014 to examine the application for university title submitted by the Hong Kong Institute of Education (HKIEd) in July 2014. The Review Group is tasked to assess HKIEd's application in accordance with the terms of reference provided by the Government. Membership of the Review Group comprises both overseas academics and local educators/community leaders who are conversant with university management and experienced in teaching and research assessment, as well as familiar with the higher education sector in Hong Kong.

The Review Group adopts an evidence-based approach, consider all essential issues from multiple perspectives, conducts the review with an open mind and maintains a close dialogue with HKIEd, the Government and other stakeholders throughout the process.

The Review Group plans to submit a report to the UGC for consideration by the third quarter of 2015.

## 香港教育學院申 請獲授大學名銜

應政府的邀請，教資會於2014年9月成立檢討小組，研究香港教育學院（教院）於2014年7月向政府提交要求獲授大學名銜的申請。檢討小組的工作是根據政府訂定的職權範圍，評估教院的申請。檢討小組成員包括海外學者及本地教育家／社區領袖，他們熟悉大學管理工作，在教學與研究的評審方面富有經驗，而且了解本地高等教育界的情況。

檢討小組採用實證為本的探究方式，從不同角度考慮所有相關事宜，在整個檢討過程持開放態度，並與教院、政府及其他持份者保持緊密聯繫。

檢討小組計劃於2015年第三季將報告提交予教資會考慮。

## COMMUNICATIONS/ INTERFACE WITH STAKEHOLDERS

We attach great importance to enhancing communications with our stakeholders so they can understand accurately the functions and operations of the UGC, and also for the UGC to get to know our stakeholders' views on its decisions and policies. There is a wide range of stakeholders in higher education – the institutional management, staff and students, the Government and Legislature, the media and the community at large. The UGC works in close partnership with our stakeholders on sector-wide issues, including resource allocation and strategic development. Effective communication with stakeholders brings transparency and accountability.

The UGC's Communications Group looks into all matters concerning public relations and publicity in respect of the activities of the Committee and the UGC-funded sector, with the objective of fostering better understanding and communication. Effective communication with the various stakeholder groups often takes different forms. The Group continues to devise plans and undertakes a range of activities to enhance our stakeholder relations, including:

### **Institutional Management**

The UGC works closely with institutions and conducts meetings – regular and ad hoc, formal and informal – with the Council Chairmen, Heads and Vice Presidents of the eight funded institutions to share our thoughts and suggestions on various subjects of mutual concern. From May 2014 to January 2015, UGC held a number of discussion forums and follow-up sessions for the Heads of institutions, UGC and Members of the Task Force for the Organisation of Discussion Forums to collectively discuss a number of important issues pertaining to the development and future of higher education in Hong Kong. The first discussion forum on research was held in May 2014, followed by the second discussion forum on teaching and learning and the third discussion forum on funding in September 2014 and January 2015 respectively. Follow-up sessions to the discussion on research and teaching and learning have been held to further explore interesting ideas that came up at the respective discussion forums.

The Chairman, UGC conducted his second round of campus tours to meet with the Faculty Deans and Department Heads as well as frontline faculty in each of the eight institutions

## 與持份者的溝通／ 接觸

教資會重視與持份者增進溝通，藉此讓他們確切明白教資會的職能和運作，同時讓教資會了解持份者對教資會的決定和政策的看法。高等教育界有不同持份者，包括院校管理層、教職員和學生、政府、立法會、傳媒及市民大眾。教資會一直就涉及整個界別的議題，包括資源分配和策略性發展，與相關持份者緊密合作。有效溝通能提高透明度，並加強向持份者問責。

教資會的傳訊小組專責處理與教資會及教資會資助界別相關的一切公關及宣傳事宜，目的是促進了解，加強溝通。與不同持份者保持良好溝通，往往要依循不同途徑。傳訊小組會繼續制訂計劃，透過一系列活動，促進與以下持份者的關係：

### **院校管理層**

教資會與院校緊密合作，定期及就特定議題與八所資助院校的校董會主席、校長及副校長舉行正式或非正式會議，環繞共同關心的議題交換意見。教資會在2014年5月及2015年1月期間，舉辦了數個論壇及相關後續會議，讓院校校長、教資會與轄下專題討論工作小組成員一同探討多個關乎香港高等教育發展及未來的重要議題。第一次論壇以研究為題，於2014年5月舉行。第二次及第三次論壇分別聚焦教與學及撥款，先後於2014年9月及2015年1月舉行，隨後更分別有後續會議，進一步探討源自論壇、值得深思的構思。

此外，教資會主席於2013年3月至2014年12月進行第二輪院校巡迴訪問，與八所院校的學院院長、系主任及

from March 2013 to December 2014. At the visits, he briefed them on the aspirations and operations of the UGC and exchange thoughts with them on issues related to the higher education sector.

前線教學人員會面。主席在訪問中向院校闡述教資會的抱負和運作，並就關乎高等教育界的議題與院校交換意見。



The second discussion forum on Teaching and Learning is held at the PolyU in September 2014. 有關教與學的第二個論壇於2014年9月在理大舉行。



The third discussion forum on Funding is held at the Asia Society Hong Kong Centre in January 2015. 有關院校撥款的第三個論壇於2015年1月在亞洲協會香港中心舉行。



## Students

Students are the key stakeholders of the UGC. Thus their views are very important to us. Members of the UGC visit the eight institutions on a regular basis, of which an important part is to meet with the students. UGC Members as a group visited HKBU in May 2014, CityU in September 2014 and PolyU in May 2015. During the visits, Members exchanged views with student representatives on a wide array of topics of mutual concern. There was no set agenda for these meetings, which were conducted in a more relaxed and friendly environment to encourage more active participation in the discussions and freer exchange.

## 學生

學生為教資會重要的持份者，因此教資會十分重視學生的意見。教資會委員定期到八所院校進行訪問，當中一個重要環節是與學生見面。委員分別於2014年5月、2014年9月及2015年5月到訪浸大、城大及理大。訪問活動期間，委員與學生代表就多項雙方關注的議題交換意見。會面不設議程，讓雙方在輕鬆融洽的氣氛中積極討論，坦誠交流。



HKBU in May 2014 浸大，2014年5月



CityU in September 2014 城大，2014年9月





PolyU in May 2015 理大·2015年5月



UGC Members visit HKBU, CityU and PolyU and meet their students.  
教資會委員訪問浸大、城大及理大，並與學生會面。

## Legislators

The UGC welcomes the opportunity to work with, and explain aspects of our work to, the Legislative Council. Informally, the Chairman, UGC met with members of the Legislative Council Panel on Education in January 2015 to listen to their views on various topics in relation to higher education. We also attend meetings of the Council whenever appropriate to explain our work.

## The Community

With escalating public expectations on the responsiveness of public agencies, the cyber network allows us to gather and disseminate information in a more timely and instantaneous fashion. The UGC website describes our roles, membership, activities, and the latest news. It includes also a “Frequently Asked Questions” section and detailed biographies of UGC members.

## 立法會議員

教資會重視與立法會合作的機會，樂於向議員闡述其工作。教資會主席於2015年1月與立法會教育事務委員會的委員非正式會面，聽取他們對高等教育不同方面的意見。此外，教資會會視乎情況派員出席立法會會議，向議員講解教資會的工作。

## 市民大眾

市民對公共機構的要求日益提高，期望訴求盡早得到回應，教資會正好借互聯網之便，適時快捷地收集和發放資訊。教資會網站介紹教資會職能、成員組合、工作及最新動向，另設「常見問題」專欄，並提供教資會委員簡歷。





Starting from 12 July 2013, the UGC launched the revamped statistics page which seeks to provide the public with convenient access to statistical data on UGC-funded institutions. These initiatives have facilitated better understanding of the UGC structure and policies by the readers.

At the same time, the UGC also holds briefings with the media after UGC meeting as necessary, where the Chairman, UGC keeps the media informed of the latest decisions and deliberations of the Committee. The UGC also responds to media enquiries whenever they arise.

由2013年7月12日起，教資會推出經革新的統計數據網頁，讓市民以便捷的方式查閱資助院校的各種統計資料。新功能有助市民更深入了解教資會的架構和政策。

教資會會在教資會會議後按需要舉行傳媒簡報會，由教資會主席向傳媒扼述教資會的審議事項及最新決策。對傳媒提出的查詢，教資會會盡力一一回應。



UGC media briefing in January 2015.

教資會於2015年1月舉行傳媒簡報會。

The UGC is committed to openness, transparency and accountability in promoting excellence in Hong Kong's higher education sector. To achieve this goal, we will continue to explore more effective and innovative ways to communicate with our various stakeholders, and continually seek ways to foster better understanding and engagement with the community.

教資會一向恪守開放、透明及問責的原則，推動香港高等教育界更臻完善。為此，我們將繼續探求更有效、更創新的方式，與持份者保持緊密聯繫，讓公眾更深入了解並積極參與教資會的工作。

**Dr Richard Armour, JP**  
*Secretary-General*  
University Grants Committee

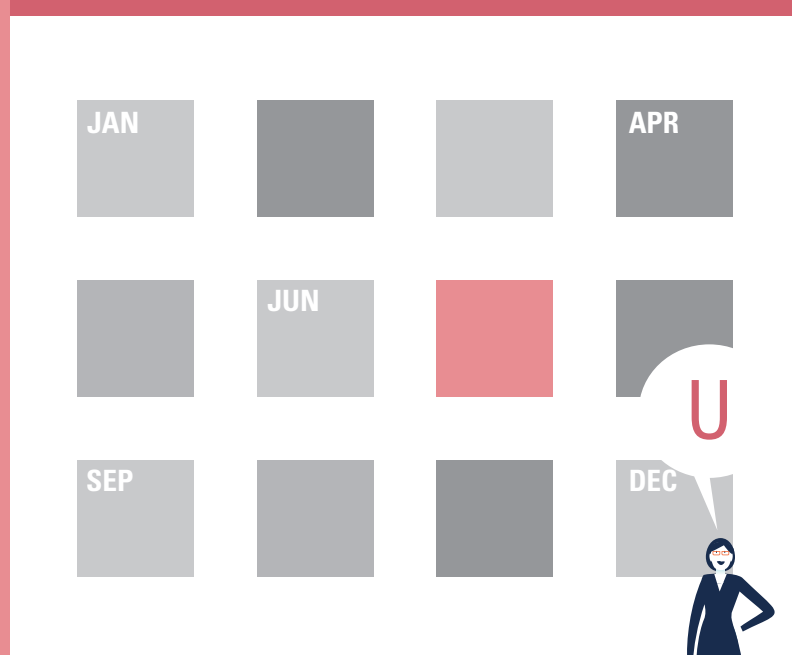
大學教育資助委員會  
秘書長  
安禮治博士, JP



# ACTIVITIES HIGHLIGHTS

年度回顧

## 2015 HIGHLIGHTS



# ACTIVITIES HIGHLIGHTS

年度回顧

## COMMUNICATIONS/ INTERFACE WITH STAKEHOLDERS

### Chairman Meeting Faculty Deans and Heads of Departments of Institutions

In December 2014, Chairman, UGC visited CUHK and met with their Faculty Deans and Heads of Departments. Through the meeting, the Chairman, UGC introduced the work of the UGC as well as listened to faculty members' views and concerns on various higher education issues.

### Media Briefing on UGC Activities

Chairman, UGC and several UGC members met the media following the UGC meeting held in January 2015 to brief them on main issues discussed at the UGC meeting.

## 與持份者溝通／ 接觸

### 主席與院校學院院長及系主任會晤

教資會主席於2014年12月到訪中大並與學院院長及系主任會面，聆聽學院成員對高等教育不同議題的意見和關注。

### 向傳媒簡報教資會工作

教資會主席與數名委員於2015年1月的教資會會議後會見傳媒，簡報會上討論過的主要議題。



### UGC Members' Visit to HKBU, CityU and PolyU

UGC Members visited HKBU in May 2014, CityU in September 2014 and PolyU in May 2015 to meet with the senior management, faculty staff as well as student representatives. Members also took the opportunity to tour around the campuses.

### 教資會委員到訪浸大、城大及理大

教資會委員分別於2014年5月、2014年9月及2015年5月到訪浸大、城大和理大，與院校的高層管理人員、教學人員及學生代表會面。委員亦藉此機會參觀院校校園。



HKBU  
浸大



CityU  
城大



PolyU  
理大



UGC Members visit HKBU, CityU and PolyU in May 2014, September 2014 and May 2015 respectively.

教資會委員分別於2014年5月、2014年9月及2015年5月到訪浸大、城大和理大。

## TEACHING AND LEARNING QUALITY

### Mid-Triennium Seminar on Teaching Development Activities

The Mid-Triennium Seminar on Teaching Development Activities was held in May 2014 at LU. Participants of the seminar share their views on several topics of teaching and learning, including evaluation of student learning; development of scholarship of teaching and learning; students as partners; and recognition of good teaching.

## 教與學質素

### 教學發展活動三年期中期研討會

教學發展活動三年期中期研討會於2014年5月假嶺大舉行。與會者就若干教與學議題分享意見，包括學生學習評估、教與學學術研究發展、把學生視作夥伴及表揚良好教學等。

The one-day Mid-Triennium Seminar on Teaching Development Activities is held in May 2014.

為期一天的教學發展活動三年期中期研討會於2014年5月舉行。



## The 2014 UGC Teaching Award

The UGC held the presentation ceremony of the 2014 UGC Teaching Award on 10 September 2014 to honour academics in the UGC sector for their outstanding teaching performance and achievements, as well as their leadership in and scholarly contribution to teaching and learning within and across institutions. Over 100 guests, including the Council Chairmen and Heads of the UGC-funded institutions, their senior management responsible for teaching quality, as well as award nominees and other outstanding teaching staff, joined the event to celebrate the achievements of the three award recipients.

## 2014年教資會傑出教學獎

教資會於2014年9月10日舉行2014年教資會傑出教學獎頒獎典禮，表揚教資會資助院校優秀學者的傑出教學表現和成就，以及他們在院校內外為提升教與學質素所展現的領導才幹及所作出的學術貢獻。當晚出席的嘉賓逾百，當中包括各教資會資助院校的校董會主席和校長、負責教學質素的高層管理人員、獲提名的學者及其他傑出教學人員，一起祝賀三位傑出教學獎的得獎人。



The three award recipients of 2014 UGC Teaching Award deliver their award acceptance speech at the award presentation ceremony. (From left) Professor Charles Kwong Yim-tze of LU, Mr John Lin Chun-han of HKU and Dr Elaine Liu Suk-ching of CityU.

三位2014年教資會傑出教學獎得獎者於頒獎典禮發表得獎感言。(左起)嶺大鄺龔子教授、港大林君翰先生及城大廖淑貞博士。

## Discussion Forums on “Teaching and Learning” and “Funding”

To engage the Heads and senior management of institutions on important issues pertaining to the sector's development and to help the sector in formulating strategies to address future threats and opportunities, the UGC held the second forum on teaching and learning at PolyU on 10 September 2014 and the third forum on funding at Asia Society Hong Kong Center on 7 January 2015. The theme for the second forum on teaching and learning was “What is the future of higher education, particularly undergraduate education in Hong Kong?”. Professor Stephanie Marshall, Chief Executive of the Higher Education Academy of the United Kingdom, was the speaker of the session.

## 「教與學」和「撥款」論壇

為與院校校長及高級管理層商討關乎界別發展的重要議題，及協助界別制訂策略應對未來的挑戰與掌握機遇，教資會分別於2014年9月10日在理大以及於2015年1月7日在亞洲協會香港中心環繞教與學以及撥款舉行了第二及第三個論壇。第二個論壇探討香港高等教育，特別是本科生教育的未來。該論壇的講者為英國高等教育學院行政總裁Stephanie Marshall教授。

## ACTIVITIES HIGHLIGHTS 年度回顧



Professor William Kirby moderates and Professor Stephanie Marshall speaks at the discussion forum on teaching and learning. Stephanie Marshall教授於由William Kirby教授主持的教與學論壇上發言。

The theme of the third discussion forum on funding was “Funding system for Hong Kong’s higher education sector – how could funds be best allocated among the UGC-funded institutions to enable the sector to meet the challenges ahead and excel?”. UGC Member Professor Sir David Eastwood was the moderator.

第三個論壇由教資會委員David Eastwood爵士教授主持，探討香港高等教育撥款制度，如何最適當地在資助院校間分配撥款，以助界別應對挑戰，精益求精。



UGC Members, senior management of institutions and Members of the Task Force on the Organisation of Discussion Forums attend the forum on funding.

教資會委員、院校高級管理層及專題討論工作小組成員出席以撥款為題的論壇。



## RESEARCH AND KNOWLEDGE TRANSFER

## 研究與知識轉移

### Collaborative Research Fund Symposium 2014

### 2014年協作研究金論壇

The annual Collaborative Research Fund (CRF) Symposium was held on 11 December 2014 at the City University of Hong Kong where the progress of 12 funded projects was presented. The Symposium generated interesting discussions among researchers and provided excellent opportunities for research students to exchange views and strengthen collaborations.

協作研究金年度論壇於2014年12月11日在城大舉行，會上匯報了12項資助項目的進度。論壇促進了研究者之間饒富趣味的討論，為從事研究的學生提供了交流及加強協助的良機。



Professor Edward Yeung, Chairman of the CRF Committee, delivers a speech at the CRF Symposium.

協作研究金委員會主席楊仕成教授於2014年協作研究金論壇致詞。



Project teams of 12 research projects present their progress at the CRF Symposium and have interesting discussions and exchange with researchers.

12個研究項目的團隊在協作研究會論壇上匯報進度，並與其他研究人員進行饒富趣味的交流討論。



### Research Grants Council – Public Lectures

### 研資局公眾講座

To promote the work of the UGC and the RGC and the achievements of the research community in Hong Kong, the RGC has been organising public lectures on a regular basis since April 2009.

為推廣教資會和研資局的工作，宣揚香港在研究的成果，研資局自2009年4月起定期舉辦公眾講座。

In 2014, two public lectures in four sessions in total were held in April and July at the Hong Kong Science Museum

2014年4月及7月先後在香港科學館舉行兩場共四節的公眾講座，並分別於9

## ACTIVITIES HIGHLIGHTS 年度回顧

and two public lectures in two sessions were held in September and November at the Hong Kong Central Library. In addition, a public lecture in two sessions was held in May 2015 at the Hong Kong Science Museum covering the achievements of RGC competitive funding schemes in various academic areas.

月及11月假香港中央圖書館舉行兩場共兩節的公眾講座；此外，又於2015年5月在香港科學館舉行一場共兩節的公眾講座。講題包括研資局的多個競爭性撥款資助計劃在各個學科領域的研究成果。

Professor Edwin Chan Hon-wan, Associate Head (Research) of Department of Building and Real Estate, PolyU, gives a talk entitled “Social Considerations in Planning Public Open Space to Integrate Elderly People in Urban Renewal” at the Hong Kong Central Library.

理大建築及房地產學系副系主任（研究）陳漢雲教授在香港中央圖書館就「市區重建中公共開放空間的規劃與融合長者的社會因素」發表演說。



Professor Ng Mee Kam, Department Vice-chairman of Department of Geography and Resources Management, CUHK, gives a talk entitled “Pathways towards a Sustainable Built Environment” at the Hong Kong Science Museum.

中大地理與資源管理學系副系主任伍美琴教授於香港科學館就「可持續發展之道－建築環境」演講。

### Hong Kong PhD Fellowship Scheme (HKPFS) – Awardees Reception

The awardees of the 2014/15 round of the HKPFS, the Steering Committee, Selection Panel Members and representatives of institutions, together with some awardees of the 2011/12, 2012/13 and 2013/14 rounds, met at a tea reception on 24 November 2014 to welcome the new awardees, share experience and build a vibrant awardee community for further promoting the Scheme among students overseas.

### 香港博士研究生獎學金計劃 得獎者茶敘

2014/15學年香港博士研究生獎學金計劃的得獎者茶敘於2014年11月24日舉行，督導委員會、遴選委員會成員、各院校代表及部分2011/12、2012/13及2013/14學年的得獎者與今屆得獎者聚首一堂，除透過是次活動歡迎新一屆得獎者外，亦有分享經驗，促進他們日後合力向海外學生推廣香港博士研究生獎學金計劃。



HKPFS awardees with Professor Benjamin Wah, Chairman, RGC.

香港博士研究生獎學金計劃的得獎者與研資局主席華雲生教授合照。

### Hong Kong Pavilion at EAIE 2014, APAIE 2015 and NAFSA 2015

To provide opportunities for the institutions to work together in promoting Hong Kong's higher education sector as a single brand, the eight UGC-funded institutions participated in the European Association for International Education (EAIE) Conference 2014 in Prague in September 2014, the Asia-Pacific Association for International Education (APAIE) 2015 in Beijing in March 2015 and the NAFSA: Association of International Educators (NAFSA) Annual Conference & Expo in Boston in May 2015. A Hong Kong Pavilion for the entire sector was set up. The Secretary-General of UGC led the delegations to APAIE and NAFSA. The breakfast reception he hosted at NAFSA was well attended by over 300 delegates. It provided an excellent networking occasion for UGC-funded institutions to explore collaboration opportunities with new partners and to renew relations with existing partners.

### 在2014歐洲國際教育者年會、2015亞太國際教育協會年會及2015美洲教育者年會設立香港館

為了共同推廣香港高等教育界，八所資助院校參與於2014年9月於布拉格舉行的2014歐洲國際教育者年會、2015年3月在北京舉行的2015亞太國際教育協會年會以及2015年5月在波士頓舉行的美洲教育者年會，並為整個界別設立香港館。教資會秘書長率領參與亞太國際教育協會年會及美洲教育者年會的代表團，並於美洲教育者年會期間主持早餐會，有超過300位嘉賓參與。教資會院校正好藉此良機與新夥伴探索協作機會，並與現有夥伴保持聯繫。



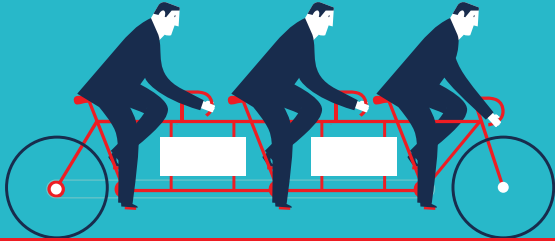
The Hong Kong pavilion at the EAIE 2014 in Prague, the Czech Republic in September 2014. 2014年9月在捷克布拉格舉行的2014歐洲教育者年會中設立的香港館。



A breakfast reception hosted by the Secretary-General of UGC during the NAFSA 2015. 教資會秘書長在2015美洲教育者年會期間主持早餐會。

# FIGURES AND STATISTICS

統計數字



8      21      50      2 015      9 419      97 583

# FIGURES AND STATISTICS

## 統計數字

### Key Statistics on UGC-funded Institutions

#### 教資會資助院校主要統計數字

Statistics on Overall Student Enrolment of UGC-funded Programmes (Headcount)	教資會資助課程整體學生人數統計數字 (人數)	Academic Year	
		2013/14	學年 2014/15
<b>Total Student Enrolment</b>	<b>整體學生人數</b>	94 635	97 583
<b>Student Enrolment by Level of Study</b>	<b>按修課程度劃分的學生人數</b>		
Sub-degree	副學位課程	5 975	6 076
Undergraduate	學士學位課程	78 219	80 914
Taught Postgraduate	研究院修課課程	3 427	3 475
Research Postgraduate	研究院研究課程	7 014	7 118
<b>Student Enrolment by Sex</b>	<b>按性別劃分的學生人數</b>		
Male	男	43 898	44 955
Female	女	50 737	52 628
<b>Student Enrolment by Broad Academic Programme Category</b>	<b>按主要學科類別劃分的學生人數</b>		
Medicine, Dentistry & Health Sciences	醫科、牙科和護理科	10 081	10 352
Engineering & Technology	理學科	16 027	15 760
Business & Management	工程科和科技科	17 533	18 898
Social Sciences	商科和管理科	17 060	18 145
Arts & Humanities	社會科學科	12 640	13 162
Education	文科和人文科學科	13 159	12 703
	教育科	8 135	8 563

Statistics on Specific Groups of Students	特定組別學生人數統計數字	Academic Year	
		2013/14	學年 2014/15
<b>Student Enrolment of First-year-first-degree (FYFD) Places (Full-time Equivalent)</b>	<b>第一年學士學位課程學生人數 (相當於全日制人數)</b>	17 089	17 309
<b>Senior Year Intakes (Full-time Equivalent)</b>	<b>高年級學士學位收生人數 (相當於全日制人數)</b>	3 303	4 317
<b>Non-local Students by Place of Origin<sup>1</sup></b>	<b>按原居地劃分的非本地學生人數<sup>1</sup></b>	14 510	15 151
The Mainland of China	中國內地	11 374	11 610
Other Places in Asia	亞洲其他地區	2 495	2 831
The Rest of the World	其他地區	641	710
<b>Incoming and Outgoing Exchange Students<sup>2</sup></b>	<b>來港及離港的交流生人數<sup>2</sup></b>		
Incoming Exchange Students	來港的交流生	5 363	— <sup>2</sup>
Outgoing Exchange Students	離港的交流生	5 379	— <sup>2</sup>
<b>Graduates by Level of Study<sup>3</sup></b>	<b>按修課程度劃分的畢業生人數<sup>3</sup></b>	25 895	30 453
Sub-degree	副學位課程	3 252	4 496
Undergraduate	學士學位課程	18 459	21 086
Taught Postgraduate	研究院修課課程	1 992	2 029
Research Postgraduate	研究院研究課程	2 192	2 842
<b>Graduates by Broad Academic Programme Category<sup>3</sup> (Headcount)</b>	<b>按主要學科類別劃分的畢業生人數<sup>3</sup></b>	25 895	30 453
Medicine, Dentistry & Health Sciences	醫科、牙科和護理科	1 974	2 344
Engineering & Technology	理學科	3 996	5 036
Business & Management	工程科和科技科	5 097	5 619
Social Sciences	商科和管理科	4 696	5 108
Arts & Humanities	社會科學科	3 323	3 910
Education	文科和人文科學科	3 307	4 192
	教育科	3 502	4 243

Statistics on Academic and Research Staff (Headcount)		Academic Year	
		2013/14	2014/15
Academic and Research Staff in Academic Departments of UGC-funded Institutions with Salaries Wholly Funded from General Funds by Staff Grade		9 372	9 419
Senior Academic Staff	高級教學人員	1 883	1 927
Junior Academic Staff	初級教學人員	3 227	3 229
Academic Supporting Staff	教學輔助人員	2 568	2 586
Technical Research Staff	研究技術人員	1 693	1 677

Statistics on Grants for UGC-funded Institutions		Financial Year	
		2013-14	2014-15
Grants for UGC-funded Institutions <sup>4</sup> (\$m)		17,500	17,867
Recurrent Grants	經常補助金	88.6%	93.0%
Earmarked Grants for Home Financing Scheme and Other Housing-related Benefits	居所資助計劃及其他與房屋福利有關之指定用途補助金	0.4%	0.4%
Matching Grants	配對補助金	2.3%	0.8%
Capital Grants <sup>5</sup>	非經常補助金 <sup>5</sup>	8.7%	5.9%
Total Government Expenditure <sup>4</sup> (\$m)		435,791	397,140
Total Amount of Grants as % of Total Government Expenditure <sup>6</sup>	補助金金額佔政府開支總額 <sup>6</sup> 的百分比	4.0%	4.5%
Total Amount of Grants as % of Total Government Expenditure on Education <sup>6</sup>	補助金金額佔政府在教育方面的開支總額 <sup>6</sup> 的百分比	22.8%	24.1%

## NOTES 註釋：

- The place of origin of non-students is determined having regard to their nationality.  
原居地是指非本地學生的國籍。
- "Exchange" refers to activities primarily for study purpose and covered by a formal exchange agreement with a non-local partner institution which stipulates a two-way movement of students between the two institutions. Exchange students refer to those who stay in the local/non-local institution concerned and enrol in credit-bearing courses for due to exchange activities. In counting the number, an exchange student who participates in more than one student exchange programmes in an academic year for at least one semester in each of the programmes is counted once in each of the exchange programmes concerned. Since figures are collected based on the enrolment of at least one semester (including summer semester), figures for 2013/14 will be available upon the completion of the entire academic year.  
「交流」指根據與非本地伙伴院校訂定的正式交流協議進行以學習為主的活動。協議訂明兩所院校之間學生雙向交流的安排。交流生指因交流活動而在有關本地／非本地院校修讀學分課程的學生。在統計時，如一名學生在同一學年參加超過一個交流計劃，並在每個計劃下修讀至少一個學期，該學生在每個交流計劃下均計算一次。由於數字顯示修讀至少一個學期（包括夏季學期）學分課程的學生人數，2014/15學年的數字會在整個學年結束後提供。
- Graduate numbers for the academic year 2014/15 are projected figures.  
2014/15學年的畢業生人數是推算數字。
- The figures on Grants to UGC-funded Institutions and Total Government Expenditure refer to the financial year of the Government from April to March.  
教資會資助院校的補助金金額及政府開支總額的數字是以4月至3月的政府財政年度計算。
- The figures on Capital Grants cover both grants for capital works projects and Alterations, Additions, Repairs and Improvements (AA&I) projects.  
非經常補助金包括基本工程計劃項目及改建、加建、維修及改善工程的撥款金額。
- The figures on Total Government Expenditure and Total Government Expenditure on Education are extracted from The Budget.  
政府開支總額和政府在教育方面的開支總額的數字是摘錄自政府財政預算案。
- Figures may not add up to the corresponding totals owing to rounding.  
由於四捨五入，數字總和可能與相對的總計略有出入。



## Detailed Statistics on UGC-funded Institutions at the Statistics Page of the UGC Website 列載於教資會網站統計網頁的詳細統計資料

The statistics page of the UGC (<http://cdcf.ugc.edu.hk/cdcf/statIndex.do?language=EN>) provides an interface to facilitate the retrieval of customised statistical tables. Users can select different types of statistical tables about UGC-funded institutions to meet their need.

教資會網站的統計網頁 (<http://cdcf.ugc.edu.hk/cdcf/statIndex.do?language=TC>) 是為方便檢索特定統計數據。使用者可以使用這個用戶界面來選擇關於教資會資助院校不同類別的統計表，以符合本身的需要。

Type of Statistical Tables Available at UGC Website	教資會網站發佈的統計表類別
<b>General Information</b>	
01 Key Statistics on UGC-funded Institutions	綜合資料 教資會資助院校主要統計數字
02 List of UGC-funded Programmes	教資會資助課程表
03 List of Academic Programme Categories	學科類別表
<b>Student Numbers (Full-time Equivalent)</b>	
00 Approved Student Number Targets of UGC-funded Programmes by Level of Study and Institution	學生人數 (相當於全日制的學生人數) 按修課程度及院校劃分的教資會資助課程的核准學生人數指標
01 Approved Senior Year Student Intakes (Full-time Equivalent) of UGC-funded Undergraduate Programmes by Institution and Programme	按院校、課程劃分的教資會資助學士學位課程的高年級學生核准取錄人數 (相當於全日制人數)
02 Student Enrolment of First-year-first-degree Places of UGC-funded Programmes	教資會資助課程的第一年學士學位課程的學生人數
03 Student Enrolment by Institution and Level of Study	按院校及修課程度劃分的學生人數
04 Student Enrolment by Broad Academic Programme Category	按主要學科類別劃分的學生人數
05 Student Enrolment by Institution, Level of Study, Mode of Study and Academic Programme Category	按院校、修課程度、修課形式及學科類別劃分的學生人數
06 First-year Student Intakes by Institution, Level of Study, Mode of Study and Academic Programme Category	按院校、修課程度、修課形式及學科類別劃分的第一年學生取錄人數
07 Non-local Student Enrolment by Institution, Level of Study, Broad Academic Programme Category and Mode of Study	按院校、修課程度、主要學科類別及修課形式劃分的非本地學生人數
08 Students Who Discontinued Their Studies by Level of Study, Mode of Study and Institution	按修課程度、修課形式及院校劃分的終止學業的學生人數
<b>Student Numbers (Headcount)</b>	
01 Student Enrolment by Institution, Level of Study, Mode of Study and Sex	學生人數 (人數) 按院校、修課程度、修課形式及性別劃分的學生人數
02 Student Enrolment by Institution, Level of Study, Mode of Study and Academic Programme Category	按院校、修課程度、修課形式及學科類別劃分的學生人數
03 Student Enrolment by Broad Academic Programme Category and Sex	按主要學科類別及性別劃分的學生人數
04 First-year Student Intakes by Institution, Level of Study, Mode of Study and Academic Programme Category	按院校、修課程度、修課形式及學科類別劃分的第一年學生取錄人數
05 First-year Student Intakes by Level of Study, Broad Academic Programme Category and Sex	按修課程度、主要學科類別及性別劃分的第一年學生取錄人數
07 Non-local Student Enrolment by Institution, Level of Study, Broad Academic Programme Category and Mode of Study	按院校、修課程度、主要學科類別及修課形式劃分的非本地學生人數
08 Non-local Student Enrolment by Level of Study and Sex	按修課程度及性別劃分的非本地學生人數
09 Non-local Student Enrolment by Institution, Level of Study, Place of Origin and Mode of Study	按院校、修課程度、原居地及修課形式劃分的非本地學生人數
10 Non-academic Information of First-year Student Intakes	第一年取錄學生的非學術性資料
11 Non-academic Information of First-year Student Intakes by Institution by Institution	按院校劃分的第一年取錄學生的非學術性資料

<b>Graduate Numbers</b>		<b>畢業生人數</b>
01	Graduates by Institution, Level of Study, Mode of Study and Academic Programme Category	按院校、修課程度、修課形式及學科類別劃分的畢業生人數
02	Graduates of Undergraduate Programmes by Exit Qualification	按學位等級劃分的學士學位課程的畢業生人數
03	Graduates by Level of Study, Broad Academic Programme Category and Sex	按修課程度、主要學科類別及性別劃分的畢業生人數
04	Average Annual Salaries of Graduates of Full-time Programmes who were in Full-time Employment	已全職工作的全日制課程畢業生的平均年薪
05	Employment Situation of Graduates of Full-time Programmes by Level of Study	按修課程度劃分的全日制課程畢業生的就業情況
06	Employment Situation of Graduates of Full-time Undergraduate Programmes by Institution	按院校劃分的全日制學士學位課程畢業生的就業情況
<b>Staff Numbers (Full-time Equivalent)</b>		<b>職員人數 (相當於全職人數)</b>
01	Staff Number by Source of Salary Funding, Staff Grade, Mode of Employment and Institution	按薪金的資金來源、職級、受聘形式及院校劃分的職員人數
02	Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Institution	按薪金的資金來源、部門成本中心組別及院校劃分的職員人數
03	Student-teacher Ratio by Departmental Cost Centre Group	按部門成本中心組別劃分的學生對教師的比例
04	Number of Academic Staff Leaving by Mode of Employment and Institution	按受聘形式及院校劃分的離職教學人員人數
05	Research Related Staff by Departmental Cost Centre Group and Staff Grade	按部門成本中心組別及按職級劃分的研究有關的職員人數
06	Student-teacher Ratio by Institution and Departmental Cost Centre Group	按院校及部門成本中心組別劃分的學生對教師的比例
<b>Staff Numbers (Headcount)</b>		<b>職員人數 (人數)</b>
01	Staff Number by Source of Salary Funding, Staff Grade, Mode of Employment and Institution	按薪金的資金來源、職級、受聘形式及院校劃分的職員人數
02	Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Institution	按薪金的資金來源、部門成本中心組別及院校劃分的職員人數
03	Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Sex	按薪金的資金來源、部門成本中心組別及性別劃分的職員人數
04	Academic and Research Staff with Salaries Wholly Funded from General Funds by Staff Grade, Sex and Institution	按職級、性別及院校劃分的以綜合撥款支付全部薪金的教學和研究人員人數
<b>Grants/Finance</b>		<b>補助金／財政</b>
01	Grants for UGC-funded Institutions	教資會資助院校的補助金
02	Grants for UGC-funded Institutions as a whole	教資會資助院校整體的補助金
03	Expenditure of UGC-funded Institutions as a whole	教資會資助院校整體的開支
04	Average Student Unit Cost by Level of Study	按修課程度劃分的平均學生單位成本
05	Average Student Unit Cost by Level of Study, Academic Programme Category and Teaching/Research Cost	按修課程度、學科類別及教學／研究開支劃分的平均學生單位成本
<b>Research Projects</b>		<b>研究項目</b>
01	Summary of Statistics on General Research Fund	優配研究金撥款一覽表
02	Summary of Funding for New Research Grant Projects	各院校新增研究項目撥款摘要
03	Summary of Funding for On-going Research Grant Projects	各院校進展中研究項目撥款摘要
04	Summary of Funding for New Research Contract Projects	各院校新增合約研究項目撥款摘要
05	Summary of Funding for On-going Research Contract Projects	各院校進展中合約研究項目撥款摘要
06	Research Outputs by Broad Subject Area and Institution	按學科及院校分項的研究成果
07	Research Outputs by Institution and Type	各院校按研究作品類別劃分的研究成果
08	Research Outputs by Institution and Research Output Category	各院校按研究作品種類劃分的研究成果

# ANNEXES

## 附錄



# ANNEXES

## 附錄

### ANNEX I:

#### Terms of Reference of the UGC, its Councils and Sub-Committees/Groups

##### UGC

**The UGC is appointed by the Chief Executive of the HKSAR with the following terms of reference:**

- (a) To keep under review in the light of the community's needs:
  - (i) the facilities in Hong Kong for education in universities and such other institutions as may from time to time be designated by the Chief Executive of the HKSAR;
  - (ii) such plans for development of such institutions as may be required from time to time;
  - (iii) the financial needs of education in such institutions; and
- (b) To advise the Government:
  - (i) on the application of such funds as may be approved by the Legislature for education in such institutions; and
  - (ii) on such aspects of higher education which the Chief Executive of the HKSAR may from time to time refer to the Committee.

##### Research Grants Council (RGC)

**The terms of reference of RGC are:**

- (a) To advise the SAR Government, through the UGC, on the needs of the institutions of higher education in Hong Kong in the field of academic research, including the identification of priority areas, in order that a research base adequate for the maintenance of academic vigour and pertinent to the needs of Hong Kong may be developed; and
- (b) To invite and receive, through the institutions of higher education, applications for research grants from academic staff and for the award of studentships and post-doctoral fellowships; to approve awards and other disbursements from funds made available by the SAR Government through the UGC for research; to monitor the implementation of such grants and to report at least annually to the SAR Government through the UGC.

### 附錄一：

#### 教資會及其轄下委員會／小組職權範圍

##### 教資會

教資會由香港特別行政區行政長官委任，職權範圍如下：

- (a) 按社會的需要，檢視下列事項：
  - (i) 香港各所大學及行政長官指定的其他院校的教育設施；
  - (ii) 各院校的發展計劃；
  - (iii) 各院校所需的教育經費；以及
- (b) 就下列事項向政府提供意見：
  - (i) 如何在各院校運用獲立法機關批核作教育用途的撥款；以及
  - (ii) 行政長官向教資會提出的各項高等教育事宜。

##### 研究資助局（研資局）

研資局的職權範圍如下：

- (a) 透過教資會，向香港特別行政區政府建議香港高等教育機構在學術研究上的需要，包括鑑定優先範圍，以發展一個足以維持學術蓬勃發展和合乎香港需要的學術研究基礎；以及
- (b) 透過高等教育機構，邀請和接受學術人士申請研究資助及各類研究生申請獎學金；將香港特別行政區政府透過教資會提供的經費撥作研究資助和其他有關支出之用。此外，並負責監管這些撥款的運用，以及最少每年一次透過教資會向香港特別行政區政府報告。

## Quality Assurance Council (QAC)

### The terms of reference of QAC are

- (a) To advise the UGC on quality assurance matters in the higher education sector in Hong Kong and other related matters as requested by the Committee;
- (b) To conduct audits and other reviews as requested by the UGC, and report on the quality assurance mechanisms and quality of the offerings of institutions;
- (c) To promote quality assurance in the higher education sector in Hong Kong; and
- (d) To facilitate the development and dissemination of good practices in quality assurance in higher education.

### General Affairs and Management Sub-Committee

- To advise on and improve the UGC management information and statistical systems to meet the Committee's strategic, policy and monitoring needs;
- To consider matters related to space and accommodation requirements of UGC-funded institutions, including capital and other works projects; and
- To consider ad hoc proposals requiring funding and monitor progress.

### Strategy Sub-Committee

- To advise on emerging policy issues and directions pertaining to the development of the local higher education sector and system-wide policy development and strategic planning;
- To consider matters related to institutional and academic development of UGC-funded institutions; and
- To devise methodologies to assess the funding requirements of UGC-funded institutions, and measures to assess quality and encourage enhancement within the UGC-funded institutions.

### Research Group

- To advise the UGC on the strategy to promote research within the UGC sector; how it should formulate a strategy in allocating publicly-funded research postgraduate places; and the balance between teaching and research within the UGC-funded institutions.

## Quality Assurance Council (QAC)

### 質素保證局 (質保局)

質保局的職權範圍如下：

- (a) 就香港高等教育界的質素保證事宜及應教資會要求就其他相關事項向教資會提供意見；
- (b) 應教資會要求就院校的質素保證機制及課程質素進行檢視和核證，並就此作出報告；
- (c) 在香港高等教育界促進質素保證工作；以及
- (d) 在高等教育範疇，協助發展及推廣質素保證的良好實踐方法。

### 一般事務及管理小組委員會

- 就教資會的管理資訊系統和統計系統，提供意見，並作出改善，以應付教資會在策略上、政策上和監察方面的需要；
- 研究有關教資會資助院校校園空間及校舍需求的事宜，包括基本工程和其他工程項目；以及
- 審議須撥款推行的特別建議，並監察這些建議的推行進度。

### 策略小組委員會

- 就本地高等教育界發展政策及路向，以及整個高等教育體制的政策制訂與策略規劃事宜，向教資會提供意見；
- 研究教資會資助院校的體制和教務發展有關的事宜；以及
- 制訂用以評估教資會資助院校撥款需求的方法，以及制訂質素評核的措施，並鼓勵教資會資助院校自我提升學術水平。

### 研究小組

- 就教資會界別內推動研究工作的策略，如何釐定策略以分配公帑資助的研究課程研究生學額，以及如何令教資會資助院校在教學及研究工作取得平衡等事宜，向教資會作出建議。

### Communications Group

- To advise the UGC on all matters relating to public relations and publicity in respect of the activities of the UGC and the UGC-funded sector; and
- To foster understanding and communication between the UGC and the community in general, and the relevant professions/sectors in particular.

### Financial Affairs Group

- To oversee the implementation of the recommendations in the Financial Affairs Working Group (“FAWG”) Report;
- To advise UGC on the implementation of the recommendations in the FAWG Report;
- To advise UGC on the appropriate mechanism by which the cost allocation practices of the institutions can be periodically reviewed and endorsed;
- To consider and endorse Financial Affairs Expert Working Group (“FAEWG”)’s proposals necessary for the implementation of the recommendations in the FAWG Report;
- To advise UGC on any issues relating to the good financial governance and sound financial planning of the UGC-funded institutions; and
- Where necessary, to engage external professional services to support the work.

### Financial Affairs Expert Working Group

- To work with UGC-funded institutions on the implementation of recommendations in respect of cost allocation and financial transparency in the Financial Affairs Working Group (“FAWG”) Report;
- To review the cost allocation recommendations with a view to establishing detailed guidance for institutions;
- To explore the possibility of introducing the Transparent Approach to Costing and full Economic Costing guidelines;
- To advise Financial Affairs Group (“FAG”) on drawing up and updating related guidelines, and any financial matters in connection with the implementation of recommendations in the FAWG Report; and
- Where necessary, to engage external professional services to support the work.

### 傳訊小組

- 就教資會及該會資助界別的活動的公關及宣傳事宜向該會提供意見；以及
- 促進教資會與社會大眾（特別是與相關專業／界別）的了解及溝通。

### 財務小組

- 監察財務工作小組報告中建議的執行情況；
- 就財務工作小組報告中建議的執行情況向教資會提供意見；
- 就定期檢視及確認院校成本分攤方法的合適機制向教資會提供意見；
- 審議及確認財務專家工作小組就執行財務工作小組報告中建議所作出的提議；
- 就任何有關教資會資助院校於良好財務管治和穩健財務規劃方面的事宜向教資會提供意見；以及
- 如有需要，僱用專業服務，以履行工作。

### 財務專家工作小組

- 與教資會資助院校合作執行財務工作小組報告中有關改善成本分攤方法及財政透明度的建議；
- 檢視成本分攤的建議，以期為院校制訂具體指引；
- 研究引入「透明為本計算成本法」及「全部經濟成本法」作為指引的可能性；
- 就制定及更新相關指引，及有關執行財務工作小組報告中建議的任何財務事宜向財務小組提供意見；以及
- 如有需要，僱用專業服務，以履行工作。



## Review Group on the Hong Kong Institute of Education's Application for University Title

- To advise the Government, in the light of the community's needs and the promotion of excellence in the higher education sector, and having regard to the Government's decision on institutional development of The Hong Kong Institute of Education (HKIEd) on June 23, 2009, the Programme Area Accreditation (PAA) Report on HKIEd issued by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications in July 2014, as well as any other evidence that may be obtained through a special review on HKIEd -
  - (a) on HKIEd's progress in developing into a multi-disciplinary institution with a focus on teacher education and a good spread of other complementary disciplines and implementing the recommendations made in the University Grants Committee (UGC)'s Report of the Review Group on Hong Kong Institute of Education's Development Blueprint published in February 2009;
  - (b) on whether HKIEd should be granted self-accrediting status in the programme areas covered by its existing PAA status, having regard to the quality of the relevant programmes and in terms of both teaching and research performance;
  - (c) in light of (a) and (b), on whether HKIEd already possesses the qualities and attributes commonly expected of a university and should be granted the university title at this juncture;
  - (d) on whether there are any other actions HKIEd should take in future to further its role and improve the quality of education it provides.
- To bring to the Government's attention issues of concern, if any, in relation to HKIEd's application for university title.

## 香港教育學院申請獲授大學名銜檢討小組

- 為切合社會需要及推動高等教育界的卓越發展，在參考政府於2009年6月23日就香港教育學院（教院）作出的院校發展決定、香港學術及職業資歷評審局於2014年7月發表的教院學科範圍評審報告，以及通過對教院進行專題檢討而可能取得的任何其他資料後，就以下事宜向政府提供意見：
  - (a) 教院發展為一所以師資教育為主、輔以適當互補學科的多學科院校的進度，以及教院落實大學教育資助委員會2009年2月有關教院《發展藍圖》檢討工作小組報告所載建議的進度；
  - (b) 衡量相關學科的質素及教學與研究表現後，教院應否在現已通過「學科範圍評審」的學科範圍內獲授自行評審資格；
  - (c) 總結(a)項及(b)項，教院是否已具備大學普遍應有的質素和特質，以及現時是否應獲授大學名銜；
  - (d) 教院是否尚須採取其他行動，以進一步加強其角色，提升其教育質素。
- 向政府提出任何與教院申請大學名銜有關的其他事項（如有的話）。

## ANNEX II:

Membership of the Research Grants Council  
(As of June 2015)

## 附錄二：

研究資助局成員名單  
(2015年6月)

Name 姓名	Title 職銜
Professor Benjamin W WAH (Chairman)  華雲生教授 (主席)	Provost, Wei Lun Professor of Computer Science and Engineering, The Chinese University of Hong Kong  香港中文大學 常務副校長 偉倫計算機科學與工程學講座教授
Professor Terry KF AU  區潔芳教授	Chair Professor, Department of Psychology, The University of Hong Kong  香港大學 心理學系講座教授
Professor Peter BAEHR  區潔芳教授	Chair Professor of Social Theory, Department of Sociology and Social Policy, Lingnan University  嶺南大學 社會學及社會政策系 社會理論講座教授
Professor Iris BENZIE	Chair Professor of Biomedical Science, Department of Health Technology & Informatics, The Hong Kong Polytechnic University  香港理工大學 醫療科技及資訊學系 生物醫學講座教授
Professor Moses HW CHAN  陳鴻涓教授	Evan Pugh Professor of Physics, The Pennsylvania State University, U.S.A.  美國賓夕法尼亞州立大學 Evan Pugh物理學教授
Professor Louis KC CHAN  陳國器教授	Professor of Finance and Department Head and Hoeft Professor of Business, University of Illinois at Urbana-Champaign, U.S.A.  美國伊利諾大學香檳分校 金融學教授兼系主任及Hoeft商學教授

## ANNEXES 附錄

<b>Name</b> 姓名	<b>Title</b> 職銜
Professor Jack CHENG Chun-yiu 鄭振耀教授	Professor and Chairman, Department of Orthopaedics and Traumatology, The Chinese University of Hong Kong 香港中文大學 矯形外科及創傷學系教授兼系主任
Dr Nim-kwan CHEUNG 張念坤博士	Senior Advisor, Ross Sciences Limited 諾資有限公司 高級顧問
Professor Yip-wah CHUNG, BBS 鍾業華教授, BBS	Professor of Materials Science and Engineering and Professor of Mechanical Engineering, Northwestern University, U.S.A. 美國西北大學 材料科學及工程教授暨機械工程教授
Professor Paul CLARK	Professor of Chinese, School of Cultures, Language and Linguistics, The University of Auckland New Zealand 新西蘭奧克蘭大學 文化、語言及語言學學院 中國語文教授
Professor Anne COOKE	Professor of Immunology, Department of Pathology, University of Cambridge, U.K. 英國劍橋大學 病理學系免疫學教授
Professor Arthur B ELLIS	Provost and Chair Professor, Department of Biology and Chemistry, City University of Hong Kong 香港城市大學 學務副校長兼生物及化學系講座教授
Professor Joanna HO 何莉芸教授	Professor of Accounting and Director of International Programmes, The Paul Merage School of Business, University of California, Irvine, U.S.A. 美國加州大學爾灣分校 Paul Merage商學院 會計學教授兼國際課程總監

## ANNEXES 附錄

<b>Name</b> 姓名	<b>Title</b> 職銜
Professor Ronnie Po-chia HSIA 夏伯嘉教授	Edwin Erle Sparks Professor of History, The Pennsylvania State University, U.S.A. 美國賓夕法尼亞州立大學 Edwin Erle Sparks歷史學講座教授
Professor Chun HUI 許濬教授	Associate Dean (Teaching and Learning), Faculty of Business and Economics, The University of Hong Kong 香港大學 經濟及工商管理學院副院長(教與學)
Professor Chao-jun LI 李朝軍教授	Professor of Chemistry, Department of Chemistry, McGill University Canada 加拿大麥基爾大學 化學系教授
Mr Allen MA Kam-sing 馬錦星先生	Chief Executive Officer, Hong Kong Science & Technology Parks Corporation 香港科技園公司 行政總裁
Professor Ross MURCH 穆樂思教授	Chair Professor and Head, Department of Electronic and Computer Engineering, The Hong Kong University of Science and Technology 香港科技大學 電子及計算機工程學系講座教授兼系主任
Professor Jay Steven Siegel	Dean, School of Pharmaceutical Science and Technology, Tianjin University, P.R.China 中國天津大學 藥物科學與技術學院院長
Professor Kar-yan TAM 譚嘉因教授	Associate Provost and the Dean of Students, Hong Kong University of Science and Technology 香港科技大學 協理副校長兼學務長
Professor Paul KH TAM 譚廣亨教授	Pro-Vice-Chancellor and Vice President (Research), The University of Hong Kong 香港大學 副校長(研究)

## ANNEXES 附錄

<b>Name</b> 姓名	<b>Title</b> 職銜
Professor Rocky S TUAN 段崇智教授	Director, Centre for Cellular and Molecular Engineering and Professor and Executive Vice Chairman for Orthopaedic Research, Department of Orthopaedic Surgery, School of Medicine University of Pittsburgh, U.S.A. 美國匹茲堡大學醫學院 細胞及份子工程中心總監及 骨科手術系骨科研究教授兼常務副主席
Professor Wing-hung WONG 王永雄教授	Professor of Statistics, Stanford University, U.S.A. 美國史丹福大學 統計學教授
Professor Edward YEUNG Sze-shing 楊仕成教授	Distinguished Professor of Liberal Arts and Sciences, Iowa State University, U.S.A. 美國愛荷華州立大學 Liberal Arts and Sciences傑出教授
Professor Paul KL YU 余劫離教授	Provost of Revelle College and William S C Chang Endowed Chair and Distinguished Professor, Department of Electrical and Computer Engineering, University of California, San Diego, U.S.A. 美國加州大學聖地牙哥分校 Revelle College教務長 電機及計算機工程學系張慎四講座傑出教授
<b>Ex-officio Member 當然委員</b>	
Professor On-ching YUE 余安正教授	Science Advisor, Innovation and Technology Commission 創新科技署 科學顧問

## ANNEX III:

Membership of the Quality Assurance Council  
(As of 30 June 2015)

## 附錄三：

質素保證局成員名單  
(2015年6月)

Name 委員	Title 職銜
<b>Chairman 主席</b>	
Mr Lincoln LEONG Kwok-kuen, JP 梁國權先生 · JP	Chief Executive Officer, MTR Corporation Limited 香港鐵路有限公司行政總裁
<b>Members 委員</b>	
Mr Roger Thomas BEST, JP 路沛翹先生, JP	Former Partner, Deloitte Touche Tohmatsu 前德勤•關黃陳方會計師行合夥人
Professor Adrian K DIXON	Emeritus Professor of Radiology, University of Cambridge, UK 英國劍橋大學放射醫學榮休教授
Dr Judith EATON	President, Council for Higher Education Accreditation, USA 美國高等教育評審局主席
Mr Paul SHIEH Wing-tai, SC 石永泰資深大律師	Senior Counsel, Temple Chambers Temple Chambers 資深大律師
Dr Michael SPENCE	Vice-Chancellor and Principal, The University of Sydney, Australia 澳洲悉尼大學副校監及校長
Professor Amy TSUI Bik-may 徐碧美教授	Chair Professor of Language and Education, The University of Hong Kong 香港大學語言及教育講座教授
Professor Kenneth YOUNG 楊綱凱教授	Master of CW Chu College, The Chinese University of Hong Kong 香港中文大學敬文書院院長
<b>Ex-officio Member 當然委員</b>	
Dr Richard ARMOUR 安禮治博士	Secretary-General, UGC 大學教育資助委員會秘書長



## ANNEX IV:

**Members' attendance at the meetings of the UGC, its subcommittees and groups  
(from 1 April 2014 to 31 March 2015)****教資會委員出席教資會及轄下小組委員會會議次數  
(2014年4月1日至2015年3月31日)**

Name 姓名	Total number of meetings of the UGC sub-committees and groups attended 委員出席教資會及轄下 小組委員會會議次數	Total number of meetings of the UGC sub-committees and groups 教資會及轄下小組委員會 總會會議次數	Attendance rate 出席率
<b>Chairman 主席</b>			
Mr Edward CHENG Wai-sun, SBS, JP 鄭維新先生, SBS, JP	19	19	100
<b>Members (in alphabetical order) 委員 (依英文姓氏排列)</b>			
The Hon CHEUNG Chi-kong, BBS, JP 張志剛議員, BBS, JP	7	7	100
Mr Tommy CHEUNG Pak-hong, BBS 張百康先生, BBS	8	8	100
Professor CHUNG Yip-wah, BBS * 鍾業華教授, BBS*	9	9	100
Professor Adrian K DIXON *	9	9	100
Professor Sir David EASTWOOD *	15	15	100
Professor Sir Malcolm GRANT, CBE *	6	6	100
Professor Andrew HAMILTON *	6	6	100
Professor Mette HJORT 樂美德教授	8	8	100
Professor Richard HO Yan-ki 何焯基教授	12	13	92
Dr KAM Pok-man 甘博文博士	9	9	100
Professor William KIRBY *	4	9	44
Professor Gabriel LEUNG, GBS 梁卓偉教授, GBS	11	13	85
Dr MAK Hoi Hung Michael, SBS, JP 麥海雄醫生, SBS, JP	8	8	100
Professor Wei SHYY 史維教授	7	8	88
Professor Mark WAINWRIGHT *	12	12	100
Professor Angelina YUEN, BBS, JP 阮曾媛琪教授, BBS, JP	8	10	80
Professor ZHANG Jie * 張杰教授*	3	3	100
<b>Ex-officio Member 當然委員</b>			
Professor Benjamin W WAH 華雲生教授	17	17	100
Mr Tim LUI Tim-leung, BBS, JP 雷添良先生, BBS, JP	10	11	91
Mr Lincoln LEONG Kwok-kuen, JP 梁國權先生, JP	3	3	100

\* Overseas Members

\* 海外委員

UNIVERSITY GRANTS COMMITTEE  
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