

FOREWORD FROM  
THE CHAIRMAN  
主席序言



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**The new academic structure provides us with a golden opportunity that we must grasp to broaden and deepen our efforts to consolidate our position as the premier higher education system in Asia. There is absolutely no time or space for complacency. We shall look critically into different elements of the system.**

新学制为我们造就良机，我们必须好好把握，付出加倍的努力，以巩固香港作为亚洲高等教育体系的卓越地位。我们深知不能自满，故步自封，而须仔细审视教育体系的不同元素。



Mr Edward CHENG Wai-sun, SBS, JP  
郑维新先生, SBS, JP

This is the second time for me to present to you an Annual Report of the University Grants Committee (UGC) in the capacity as its Chairman. On the cover of our last Annual Report, we had a pair of caring hands planting a seedling in fertile soil. Figuratively speaking, the “3+3+4” academic structure was at its inception stage in the tertiary education sector. This year, with all the efforts that have gone into the transition, the seedling has now started to take root, develop firm foundations and the appearance of some healthy foliage that demonstrates a strong beginning with a great deal of potential still to come. I hope you will read on and find the information in this Report useful in understanding the UGC’s mission, activities and achievements in the past year.

I take pride in Hong Kong’s higher education sector. Many aspects of it are of world-class standard and many other systems look at us with envy. However, there is absolutely no time or space for complacency. We should continue to work hard to prepare our students for a future that is full of challenges and uncertainties, intense global competition and an environment in which knowledge is becoming even more valuable.

这是我第二次以主席身份向大家提交大学教育资助委员会(教资会)的年报。在上一份年报的封面，有一对充满关爱的双手小心翼翼把幼苗放进肥沃的泥土中，象征着专上教育界落实「3+3+4」学制的起始阶段。全赖大家努力耕耘，今年新学制成效渐显，幼苗经已扎好根基，茁长成叶，预示着根壮叶茂，开花结实的未来。我殷切大家细阅年报，希望所载资料有助各位了解教资会的使命，以及我们去年的动向和工作成果。

香港高等教育界表现卓越，在许多方面均已达世界级水平，令不少体系称羨，我实在引以自豪。不过，我们深知不能以此自满，故步自封。对本港学生来说，未来充满挑战，变幻难测，而且全球竞争激烈，身处其中，吸取知识更显重要。因此，我们必须继续努力不懈，帮助莘莘学子作好准备。

### “3+3+4”

During a visit to institutions, I came across a group of first-year students who were benefiting from the new 4-year academic structure and the ensuing broad-based curriculum. They shared with me how much pleasure it had given them to be able to learn in a much more liberal and student-oriented manner. They felt like mature individuals moving up from a traditional teacher-student school setting into a tower of learning. They were also very appreciative of the trust institutions had placed in them in pursuing independent learning and treating them responsibly.

Once again I was reminded of the scale of the task which our institutions had undertaken on time, and with such excellent first results. I truly understand that the introduction of a new academic structure is a marathon journey and that we are only at the start of the process. However, since all parties are on board to work towards the same goal, I am confident that students and the sector as a whole can become the ultimate beneficiaries of the transition. In my many interactions with senior management and faculty of institutions, there has been overwhelming enthusiasm embracing the entrance of this younger cohort of students. But since they are joining tertiary institutions a year earlier, we should work to ensure that their language proficiency and quantitative skills are on par with past students. We have to ensure that our faculty is equipped to enable our younger cohorts to benefit from the opportunities afforded to them by “3+3+4”.

### Teaching and Learning

The arrival of younger students with the new academic structure should also become an incentive for institutions to go deeper with the initiative to modify teaching approaches in the coming years. This naturally leads us to a discussion of the necessary pedagogical changes and innovations. The goals are simple – to meet the learning needs of the new generation of students and to enhance their learning experience. Towards this end, an additional funding of \$82 million from the Administration, the UGC and institutions will be made available to provide motivation for institutions on this front in the 2012/13 – 2014/15 triennium.

### 「3+3+4」

某次到访院校，我接触到一群一年级生，他们受惠于新的四年制学制以及随之而来、涵盖广泛知识的新课程。他们与我分享了新学制以学生为本，让他们在一个更开放的环境中学习，亦令学习倍添乐趣。他们离开了传统的学校环境，跨进专上教育的殿堂，令他们感到自己已经是成年人了。他们非常感激院校对学生信任有加，容许他们追求独立学习，并以负责任的态度善待他们。

我不禁再次想起，院校为了如期完成落实新学制，过程中所付出的努力何其巨大，初见的成果又何其令人欣慰。我当然知道推行新学制好比马拉松长跑，而我们现时仅身处起步点而已，但只要大家同心同德，目标一致，我有信心这个转变最终能惠及学生以至整个教育界。我曾多次接触院校的管理高层和教职员，深深体会到他们殷切期待这批新生入学。然而，由于这批新生提早一年入读大专院校，我们要努力确保其语文水平和运算技巧均能与旧生看齐。此外，我们亦须确保教学人员具备合适条件，能协助新生充分把握「3+3+4」新学制所带来的机会。

### 教与学

新学制下，更年轻的学生入读大学，将推动院校往后进一步完善教学模式，亦自然促使我们探讨教学上所需的转变及创新。我们的目标简单明确一切合新一代学生的学习需要，并丰富其学习经验。政府、教资会和院校将额外拨款8,200万元，以在2012/13 – 2014/15三年期推动院校在这方面的工 作。

## FOREWORD FROM THE CHAIRMAN 主席序言

I cannot emphasise enough how important the quality of teaching and learning is, as one of the core missions of all UGC-funded institutions. Globalisation has led to the world trend of competition and collaboration in the higher education sector among institutions and across different jurisdictions. The revolution of digital information technology has also brought about the democratisation of access to information that has the impact of causing a paradigm shift in our learning and teaching approaches. The need to put the focus back on teaching and learning is loud and clear.

### Internationalisation and Engagement with Mainland China

Over the course of the past 12 months, some members of the community have been questioning whether non-local students, in particular those from the Mainland, have taken away university places and other opportunities from our local students. What these remarks suggest is that the concept of internationalisation has yet to be fully understood and thus gain buy-in from the whole community and it definitely calls for more communication work on our part.

It is a general consensus that our funded institutions should provide a multi-national and diversified environment for students from different cultural backgrounds to interact and to learn from each other. Exposure of students to international environments, teaching methodologies and cultures is crucial in preparing them to work effectively in virtually any part of the world. Internationalisation also makes our students more rounded individuals by expanding their minds and improving communication skills.

It is vital not to misconstrue internationalisation as a zero-sum game at the mere expense of local students. I hope more people in the community will be able to see how the presence of more non-local students from a broader diversity of backgrounds and origins can directly aid and assist local students. In other words, instead of being the losers in this process, local students are indeed the beneficiaries of internationalisation. What is critical therefore is not whether to adopt internationalisation as a policy for our institutions, but to find a proper balance between internationalising the student body on the one hand and providing adequate opportunities for local young people on the other.

教与学是所有教资会资助院校的核心使命之一，其质素何等重要，自不待言。踏入全球化的年代，不论本地高等教育院校相互之间，还是本港与各地高等教育院校之间，既有竞争，亦有合作。此外，数码资讯科技突飞猛进的发展，让资讯更为普及，提供更多机会改变教与学的模式，促使各院校重新把重点放于教与学上。

### 国际化及与内地加强连系

过去12个月，有社会人士质疑非本地学生（特别是从内地来港的学生）有否夺去本地学生的大学学额和其它机会。此等想法显示国际化的概念尚未获得充分理解，亦未获整个社会认同，我们无疑还须加强这方面的沟通工作。

大部分意见都同意我们的资助院校有责任提供一个多国度的环境，让来自不同文化背景的学生彼此交流，互相学习。让学生接触国际化的环境、不同的教学方法和文化，对他们毕业后到世界任何地方工作，至关重要。国际化有助我们的学生开阔视野、改善沟通技巧，从而使他们的发展更为全面。

一定要指出的是，国际化绝对不是损害本地学生利益的「零和」游戏。我希望社会上有更多人明白到，取录更多来自不同背景和地区的非本地学生，能直接为本地学生带来裨益。换句话说，本地学生非不会因为院校走向国际化而受到损害，反而是当中的得益者。因此，现时最关键的问题，并非是各院校应否把国际化采纳为政策，而是我们能否在促进学生群体的国际化与提供足够机会予本地青年两者之间，取得适当平衡。

In this spirit, and with the availability of additional funding of \$30 million from the Administration, the UGC and institutions, several initiatives aiming to strengthen internationalisation and engagement with the Mainland will be supported in the coming two academic years.

All along, we are aware that one of the biggest obstacles in attracting high quality students from overseas to study in Hong Kong, as well as for our local students to conduct outbound exchanges, is the shortage of hostel places. The provision of sufficient hostel places is very important as they are not merely a place for students to reside temporarily, but an important part of higher education learning environment. The UGC will continue to work together with institutions and the Administration to increase hostel places so as to provide more opportunities for both local and non-local students to live and learn together.

### Plans for 2013-14

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

We have completed our work looking into the financial affairs of our institutions through the efforts of our Financial Affairs Working Group (FAWG), which was established in 2011. The FAWG has looked into various matters including the long-term financial outlook, reserves and surpluses of the institutions, the cost recovery and cost-charging mechanisms to ensure no cross subsidisation, and the implementation of relevant recommendations in relation to financial management as raised in the Higher Education Review (HER) Report. I am pleased to note that nothing had come to our attention in the course of the review that would suggest that there are glaring irregularities in the financial governance of the institutions.

In recognition of the principle of institutional autonomy and recognising that institutions have all engaged external auditors, the FAWG did not set out to conduct any audit of the financial statements of institutions. The Group has adopted a forward looking approach in conducting the review, with the aim of gaining a better understanding of the financial affairs of institutions. In its forthcoming report, the FAWG aims to assist the institutions in improving financial transparency so that both management and Councils can make decisions in a better informed manner.

在以上这些原则下，政府、教资会和院校额外拨款3,000万元，在未来两个学年推出数项旨在促进国际化及与内地加强连系的措施。

一直以来，我们都知道宿位不足是吸引海外优秀学生来港就学和本地学生到海外交流的一大障碍。提供足够的宿位十分重要，因为宿舍不仅是学生暂时留宿的地方，也是构成高等教育学习环境的重要部分。教资会会继续与各院校及政府合作，增加宿位，让本地及非本地学生有更多机会一同生活和学习。

### 2013-14 年度的计划

#### 财务工作小组报告

凭藉2011年成立的教资会财务工作小组(小组)所付出的努力，我们已完成检视教资会资助院校财务的工作。小组深入探讨了多项事宜，包括院校的长远财务展望、储备和盈余；用来杜绝变相补贴的收回成本及收取成本的机制；以及《高等教育检讨报告》中提出的财务管理建议的落实情况。我欣喜小组在检讨的过程中，未有在院校的财务管治上发现重大的问题。

小组尊重院校的自主权，加上所有院校均有外聘审计师，因此小组没有着手审计院校的财务报表。小组作出的检讨是前瞻性的，以期更透彻地了解院校的财务事宜。在稍后公布的报告，其主要目的是协助院校改善财务透明度，让管理层和校董会在作出决定时，能掌握更多资料。

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The significant contributions made by both UGC-funded and self-financed institutions to the rapid development of the post-secondary education sector should be acknowledged. This has brought many new opportunities to students. However, the pace of change or success has, quite reasonably, raised some concerns over the operation of some self-financed programmes. The community may also wish to be reassured that there are proper accounting practices and effective cost charging mechanisms in place as well as proper accountability.

With the publication of the FAWG report, we shall work with institutions to put in place recommendations as put forth in the report. These include recommendations on cost allocation practices and improved financial transparency. With these new measures in place, we trust that many of the concerns of the community will be allayed.

### Research Assessment Exercise (RAE)

Back in 2011, the UGC acknowledged that there was a need to address research outputs in a well-defined and rigorous way and hence concluded that there was a need to conduct a further Research Assessment Exercise (RAE) in 2014 to inform the distribution of that part of the Research element which was not allocated in accordance with institutions' success in Earmarked Research Grants awarded by the Research Grants Council.

To date, Convenors and Deputy Convenors of all 13 assessment panels, as well as majority of the membership, have been confirmed. All of them are renowned academics in their respective fields and most of them have prior experience in similar exercises in the United Kingdom, Australia or Hong Kong. I am confident that with the participation of so many leading academics, both overseas and local, we will be able to call upon an unparalleled array of expertise. The preparation work for the RAE 2014 will continue for the rest of the year and no one should underestimate the complexity involved. The RAE is indeed an extremely important exercise to raise the standards of assessment and thereby encourage the awareness and culture of excellent research in Hong Kong, thus driving Hong Kong towards even greater research excellence.

教资会资助及自资院校对专上教育界的长足发展贡献良多，为学生带来更多新的学习机会，实在值得嘉许。不过，其急速发展自然亦令市民关注到部分自资课程的运作情况。大家期望院校不但订有适当的会计常规和有效的收取成本机制，而且应向公众问责，让市民放心。

小组报告发表后，我们会与院校携手落实当中所载的建议，包括有关分摊成本和提高财政透明度的建议。我们深信，推行新措施将有助释除社会上不少疑虑。

### 研究评审工作

早于2011年，教资会已认为有需要采用明确严谨的方法处理院校的研究成果，因此决定在2014年再进行研究评审工作，藉此分配研究用途拨款中并非透过申请研究资助局辖下的研究用途补助金分配的款项。

迄今，13个评审小组的召集人和副召集人，以及大部分小组成员的人选已经落实。他们均为相关领域享负盛名的学者，大部分曾在英国、澳洲或香港进行类似的研究评审工作，经验丰富。邀得首屈一指的本地及海外学者参与，评审工作当能以最为专业的方式完成。相关筹备工作会在本年余下时间继续进行，其间要处理的事情料会相当复杂。研究评审工作至关重要，可以提升评核质素，从而带动本港进行高质素研究的氛围，促使本港的研究精益求精。

## Concluding Remarks

I am proud of what the UGC and institutions have achieved in the past year. I pay special tribute to the hard work and dedication of all Members of the UGC, who have contributed their wisdom, vision and goodwill to the UGC selflessly. With the many uncertainties and possible changes ahead of us, I shall look to our stakeholders within the institutions – students, institutional staff and senior management, as well as the Government and other higher education organisations to maintain and build upon the success of our sector.

The new academic structure continues to provide us with a golden opportunity that we must grasp to broaden and deepen our efforts to consolidate our position as the premier higher education system in Asia. We shall take the time to look critically into different elements of the system. There is much to be done not least to ensure that we follow through to deliver the opportunities brought by “3+3+4”.

I hope our work this year will come into full fruition and that a tenacious, sheltering and fully grown tree can appear on the cover of our Annual Report soon.



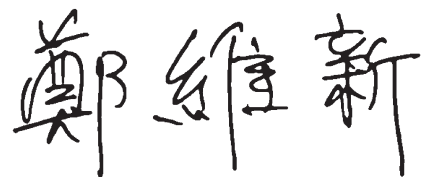
**Edward CHENG Wai-sun, SBS, JP**  
*Chairman*

## 结语

教资会及各院校过去一年的成绩，令我引以为傲。教资会各位委员识见过人，目光远大，为本港高等教育发展作出贡献，不辞劳苦，我谨此致以由衷谢意。纵使前路充满挑战，我们仍会继续与各院校持份者，包括学生、教职员和管理层，以及政府和其它高等教育机构并肩携手，推动本港高等教育再创佳绩。

新学制继续为我们造就良机，我们必须好好把握，付出加倍的努力，以巩固香港作为亚洲高等教育体系的卓越地位。我们亦应仔细审视教育体系的不同元素。目前有很多工作尚待完成，当中包括继续透过「3+3+4」新学制为学生提供各种不同的机会。

我期望在未来一年的工作会取得圆满成功，在不久的将来，一棵绿叶成荫、欣欣向荣的坚壮大树，可出现在教资会年报的封面。



*主席*  
**郑维新，SBS，JP**