



大学教育资助委员会
University Grants Committee



"3+3+4" - Nurturing our Talents
培育人才「3+3+4」展未来

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UNIVERSITY GRANTS COMMITTEE (UGC) MEMBERS 大学教育资助委员会(教资会)成员



Photograph taken on 19 April 2013

摄于2013年4月19日

Left to Right Rear:

Dr Richard T Armour (Secretary-General, UGC), Mr Clifton Chiu Chi-cheong, Dr Michael Mak Hoi-hung, Professor Zhang Jie, Professor Jack Cheng Chun-yiu, Professor David Eastwood, Professor William Kirby, The Hon Cheung Chi-kong, Professor Chung Yip-wah, Professor Richard Ho Yan-ki, Dr Kam Pok-man, Professor John Malpas

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Professor Mette Hjort, Professor Judy Tsui Lam Sin-lai, Mr Cheung Pak-hong, Mr Tim Lui Tim-leung, Sir Colin Lucas, Mr Edward Cheng Wai-sun (Chairman, UGC), Professor Benjamin W Wah, Professor Sir Malcolm Grant, Professor Mark Wainwright, Professor Yuan Ming, Mrs Stella Lau Kun Lai-kuen

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FOREWORD FROM
THE CHAIRMAN
主席序言



FOREWORD FROM THE CHAIRMAN 主席序言



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扩阔视野、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，录取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。

FOREWORD FROM THE CHAIRMAN 主席序言

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果，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

ROLE AND FUNCTIONS
OF THE UGC
教资会角色与职能



The UGC is an independent and non-statutory body which advises the Government of the HKSAR 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:

- (a) oversee the deployment of funds for the strategic development of the higher education sector;
- (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;
- (c) give steering advice to the higher education sector from a system perspective and facilitate institutions to fulfill their distinctive roles;
- (d) enhance the student experience and advance the international competitiveness in teaching, research and knowledge transfer by institutions in accordance with their agreed roles;
- (e) facilitate the sustainable development of higher education to meet the demands of the changing times;
- (f) encourage deep collaboration among institutions to develop an interlocking system to increase international competitiveness of the sector; and
- (g) safeguard quality and promote efficiency, cost-effectiveness and accountability in the activities of institutions.

大学教育资助委员会(教资会)为非法定的独立组织，就香港高等教育的经费拨款安排及策略性发展，向香港特别行政区政府提供意见。为此，教资会致力与各院校、政府及社会各界人士共同努力，务求令高等教育界达至卓越水平，把香港发展为区内教育枢纽，同时培养高素质人才，以推动本港经济、文化及社会蓬勃发展。教资会履行的责任包括：

- (a) 负责经费调配，以配合高等教育界的策略性发展；
- (b) 支持高等教育界不断发展，以发挥更大的影响力及得到广泛认同，并成为社会创新思维和意念的泉源；
- (c) 在整体层面向高等教育界提供方向性建议及意见，并促进各院校发挥其独特角色；
- (d) 优化学生的学习经验，并促使院校按本身的角色，增进在教学、研究及知识转移范畴的国际竞争力；
- (e) 促进高等教育持续发展，以配合时代转变的需要；
- (f) 鼓励院校深入协作，令香港高等教育界得以发展成一个互相紧扣的体系，以提高整体的国际竞争力；以及；
- (g) 确保院校维持质素，并推动各院校提升各项工作的效率、成本效益和问责性。

ROLE AND FUNCTIONS OF THE UGC 教资会角色与职能

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.

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.

在执行上述工作时，教资会在恰当地向公众及在财务上问责的前提下，将致力维护院校自主和学术自由。

教资会辖下有两个半独立组织：**研究资助局**（研资局）和**质量保证局**（质保局）。研资局负责就本港高等教育院校在学术研究上的需要向政府提出建议，以及审批专题研究项目的拨款申请。质保局负责就香港高等教育界的质保事宜提供意见，包括对教资会资助院校进行质素核证。

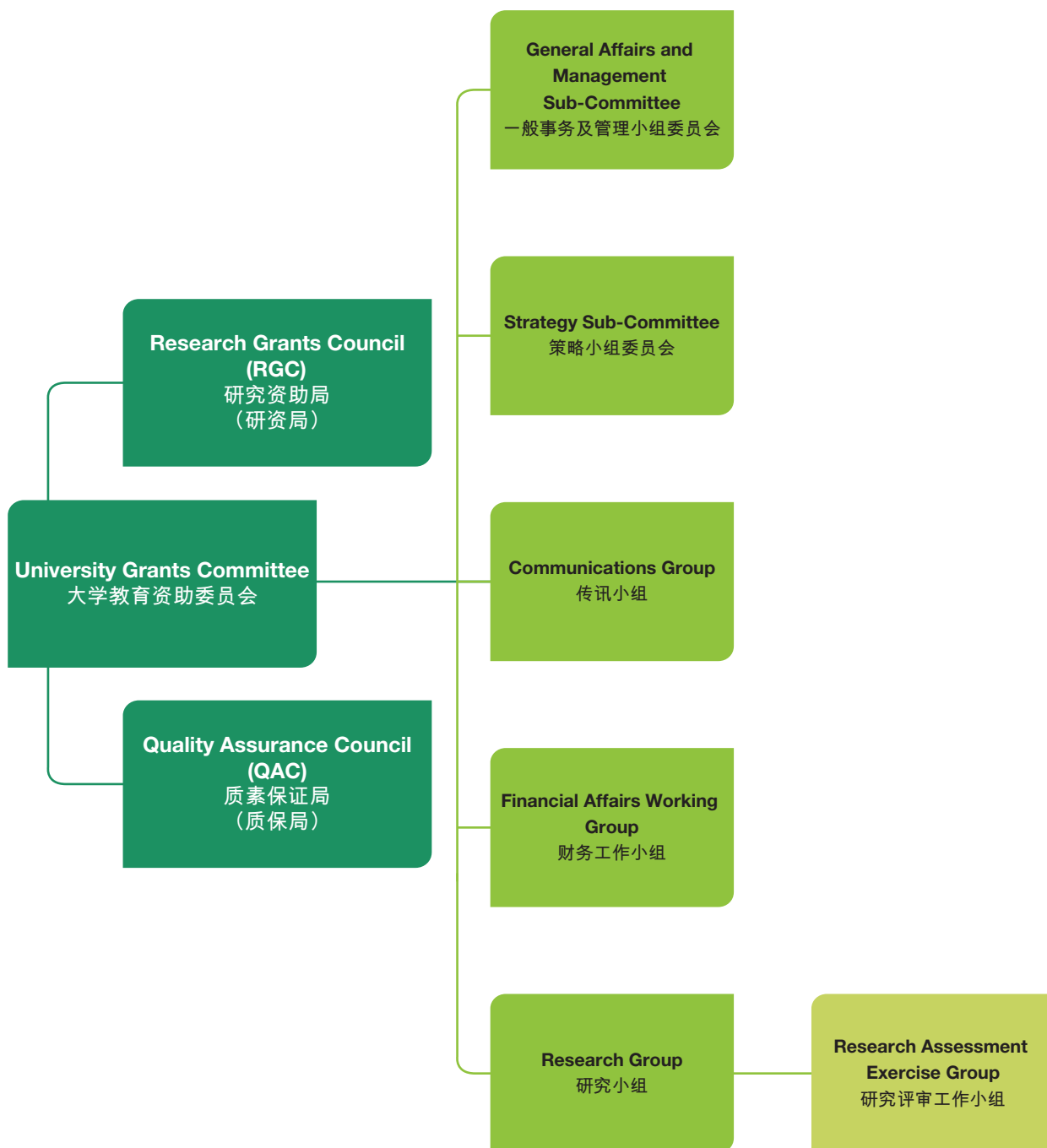
教资会资助院校

现时透过教资会取得拨款的高等教育院校共有八所：

香港城市大学（城大）
 香港浸会大学（浸大）
 岭南大学（岭大）
 香港中文大学（中大）
 香港教育学院（教院）
 香港理工大学（理大）
 香港科技大学（科大）
 香港大学（港大）

各资助院校均根据本身的法定条例成立，各自享有自主权和设有校董会，各院校全权负责课程及学术水准的监控、学生的甄选、研究的进行、教职员的聘任及聘用条件，以至内部资源调配等。

Committee Structure (as at 31 August 2013)
教资会架构(截至2013年8月31日)



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

教资会、研资局、质保局及其辖下委员会/小组的职权范围，详列于附录一。

ROLE AND FUNCTIONS OF THE UGC 教资会角色与职能

Membership of the UGC (as at 31 August 2013) 教资会委员名单(截至2013年8月31日)

Chairman 主席



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

*(Appointed as Chairman on 20 September 2011)
(2011年9月20日获委任为主席)*

Deputy Chairman and Chief Executive of Wing Tai Properties Limited and
Director of Television Broadcasts Limited and Orient Overseas (International) Limited
永泰地产有限公司副主席兼行政总裁、电视广播有限公司及东方海外(国际)有限公司董事

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 Executive Committee of the Airport Authority and the Commission on Strategic Development.

郑先生为前市区重建局主席(2004-2007年)。他曾参与廉政公署贪污问题咨询委员会(2004-2009年)、创新及科技督导委员会(2004-2008年)、策略发展委员会(2005-2007年)、证券及期货事务监察委员会收购及合并委员会和收购上诉委员会(1994-2005年)、香港房屋协会执行委员会(2000-2004年)、香港理工大学校董会(2006-2009年)、香港城市大学校董会(2003-2007年)、香港教育学院校董会(2000-2002年),以及香港会计师公会理事会(2004-2005年)。郑先生亦曾于中央政策组担任非全职顾问(1994-1995年)。他现为机场管理局董事局执行委员会成员,以及策略发展委员会委员。



Members
成员



Mrs Pamela CHAN WONG Shui, BBS, JP
陈黄穗女士 · BBS · JP

(Appointment until 31 December 2012)
(任期至2012年12月31日)

Chairman, Hong Kong Deposit Protection Board
香港存款保障委员会主席

Mrs Chan is also the Vice-Chairman of Hong Kong Baptist University Council, an Independent Non-executive Director of the MTR Corporation Limited, an Independent Director of the Travel Industry Council and a Member of the HKSAR Government Scholarship Fund Steering Committee and Law Reform Commission. She has served on the Standing Committee on Legal Education and Training (2005-2011). She was Council member of PolyU (1987-1992) and has served on a number of advisory committees and academic boards in CityU, CUHK, HKU, LU and PolyU. She was Chief Executive of the Consumer Council, Hong Kong; Council and Executive Member of Consumers International (CI) (1985-2007) and President of CI (1997-2000); now CI's Patron. Mrs Chan is also Vice-Patron of the Community Chest.

黄女士现为香港浸会大学校董会副主席、香港铁路有限公司独立非执行董事、香港旅游业议会独立理事、香港特别行政区政府奖学基金委员会委员、法律改革委员会委员，并曾任法律教育及培训常设委员会委员(2005-2011年)。她曾任香港理工大学校董(1987-1992年)，及曾于香港城市大学、香港中文大学、香港大学、岭南大学及香港理工大学出任多个学系及课程学术委员会委员。她于1985-2007年担任香港消费者委员会总干事，同期为国际消费者联合理事及执行委员会委员。1997-2000年获选为联合会的主席，现为该会的赞助人。她现时亦为香港公益金名誉副会长。



Professor Jack CHENG Chun-yiu
郑振耀教授

(Appointed on 1 January 2008)
(2008年1月1日获委任)

**Chairman, Department of Orthopaedics and Traumatology, Faculty of Medicine
The Chinese University of Hong Kong**
香港中文大学矫形外科及创伤学系系主任

Professor Cheng is a specialist in paediatric orthopaedics. He participates actively in local and international professional and medical organisations. He was the Pro-Vice-Chancellor and Vice-President of CUHK (2002-2012), President of the Hong Kong Society for Surgery of the Hand (1990-1992), President of the Hong Kong Orthopaedic Association (1995-1996), member of the Licentiate Committee of Hong Kong Medical Council (1999-2001) and member of the Supplementary Medical Professions Council of Department of Health, HKSAR Government (1999-2002).

郑教授为儿童骨科专家，并为多个香港及国际专业及医学组织成员。他曾任香港中文大学副校长(2002-2012年)、香港手外科医学会会长(1990-1992年)、香港骨科医学会会长(1995-1996年)、香港医务委员会执照组成员(1999-2001年)，以及香港特别行政区卫生署辅助医疗业管理局成员(1999-2002年)。



The Hon CHEUNG Chi-kong
张志刚议员

(Appointed on 1 April 2013)
(2013年4月1日获委任)

**Member, Executive Council
Executive Director, One Country Two Systems
Research Institute, HK**
行政会议成员、香港一国两制研究中心总裁

The Hon Cheung Chi-kong is the Vice-Chairman of Public Libraries Advisory Committee (2008-) and a Member of the ICAC Complaints Committee (2013-). He is also a Trustee of the Hong Kong Development Forum (2004-) and the Vice-Chairman of the Hong Kong Federation of Journalists (2006-). He served as a Member of the Commission on Strategic Development (2005-2012).

张议员现任公共图书馆咨询委员会副主席(2008年-)，以及廉政公署事宜投诉委员会成员(2013年-)。他亦为香港发展论坛董事会成员(2004年-)及香港新闻工作者联合会副主席(2006年-)。张议员曾担任策略发展委员会委员(2005-2012年)。



ROLE AND FUNCTIONS OF THE UGC

教资会角色与职能



Mr CHEUNG Pak-hong, BBS
张百康先生 · BBS

(Appointed on 1 August 2012)
(2012年8月1日获委任)

Principal, Munsang College (Hong Kong Island)
港岛民生书院校长

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).

张先生曾任师训与师资咨询委员会主席(2008-2013年)、教育统筹委员会委员(2008-2013年)、以及语文教育及研究常务委员会委员(2008-2013年)。他亦曾出任香港教育学院校董会委员(2001-2007年)、行政长官卓越教学奖专责委员会委员(2003-2005年)、以及香港考试评核局副局长(2003-2006年)。



Mr Clifton CHIU Chi-cheong
赵志鎰先生

(Appointed on 1 January 2008)
(2008年1月1日获委任)

Chairman, Harvester (Holdings) Co. Limited
香港丰诚集团有限公司主席

Mr Chiu is a Member of the Standing Committee on Legal Education and Training, the Self-financing Post-secondary Education Fund Investment Committee and the Investment Committee of the HKSAR Government Scholarship Fund. He was the Deputy Chairman of the Takeovers and Mergers Panel of the Hong Kong Securities and Futures Commission (1996-2008) and the Vice Chairman of the Listing Committee of the Growth Enterprise Market of the Stock Exchange (1999-2002), and a Member of the Process Review Panel for the Securities and Futures Commission (2006-2012).

赵先生现任法律教育及培训常设委员会、自资专上课程教育基金投资委员会及香港特别行政区政府奖学基金投资委员会委员。他曾出任证券及期货事务监察委员会收购及合并委员会副主席(1996-2008年)、创业板上市委员会副主席(1999-2002年)、以及证券及期货事务监察委员会程序覆检委员会委员(2006-2012年)。



Professor CHUNG Yip-wah, BBS
锺业华教授 · BBS

(Appointed on 1 January 2008)
(2008年1月1日获委任)

Professor, Department of Materials Science and Engineering, Northwestern University, U.S.
美国西北大学材料科学与工程教授

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 Deputy Director of the National Science Foundation (NSF) Summer Institute on Nanomechanics, Nanomaterials, and Micro/Nanomanufacturing. 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.

锺教授是美国 Society of Tribologists and Lubrication Engineers、American Vacuum Society (AVS) 及 American Society for Metals International 的资深会员。他现任美国国家科学基金会 Summer Institute on Nanomechanics, Nanomaterials, and Micro/Nanomanufacturing 的主任。他曾任美国国家科学基金会 Center for Engineering Tribology 主任(1987-1992年)、AVS 董事会成员(1998-1999年)、美国西北大学材料科学与工程学系主任(1992-1998年)及 AVS Advanced Surface Engineering Division 主席(2004年)。锺教授亦曾担任美国国家科学基金会 Surface Engineering and Materials Design 项目主任(2003-2005)。他现时为研管局委员及该局大型项目督导委员会主席。





Professor Adrian K. DIXON

*(Appointed on 1 July 2013)
(2013年7月1日获委任)*

**Master of Peterhouse
University of Cambridge, UK
英国剑桥大学彼得豪斯学院院长**

Professor Dixon is an Honorary Consultant Radiologist at Addenbrooke's Hospital and Professor Emeritus of Radiology at the University of Cambridge. 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, Hungary, Ireland, Sweden, Switzerland and the USA. He has been Editor-in-Chief of European Radiology since 2007.

Professor Dixon是剑桥大学Addenbrooke's Hospital放射科名誉顾问及放射医学荣休教授，曾广泛发表关于电脑断层与磁力共振扫描的文章，以及编订多部教科书。他亦是英国皇家放射学学院(临床放射学)院长(2002-2006年)及英国卫生部磁力共振科Clinical Guardian(2004-2007年)。Professor Dixon曾获澳洲与新西兰、法国、匈牙利、爱尔兰、瑞典、瑞士及美国等地的放射医学学会颁为名誉会员。自2007年起，他一直担任European Radiology学报的总编辑。



Professor David EASTWOOD

*(Appointed on 1 January 2011)
(2011年1月1日获委任)*

**Vice-Chancellor, University of Birmingham, UK
英国伯明翰大学校长**

Professor Eastwood is also Chair of the Russell Group, Director of the Universities Superannuation Scheme, Board member of Universities UK, 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.

Professor Eastwood为英国Russell Group主席、英国大学退休金计划董事、英国大学组织董事局成员、英国艺术和人文科学研究委员会成员，以及英国高等教育政策研究所咨询委员会成员。他过去亦曾任英格兰高等教育拨款局行政总裁、University of East Anglia校长、英国艺术和人文科学研究委员会行政总裁，以及牛津大学Pembroke College研究员和高级导师。Professor Eastwood参与过英国多个国家机构的工作，包括早前曾任英国政府高等教育拨款及学生资助独立检讨委员会成员。



Professor Willard FEE

*(Appointment until 31 December 2012)
(任期至2012年12月31日)*

**Edward C. and Amy H. Sewall Professor, Emeritus of
Otolaryngology/Head and Neck Surgery,
Stanford University Medical Centre, U.S.
美国史丹福大学医学中心 Edward C. and
Amy H. Sewall (耳鼻喉及头颈外科) 荣休教授**

Professor Fee joined the Stanford faculty in 1974 and was named Chairman in 1980. He was appointed the Edward C. and Amy H. Sewall Professor in Otolaryngology in 1995. He was the President of California Otolaryngology-Head & Neck Surgery Society (1995-1999), the American Society for Head and Neck Surgery (1989-1990), and Director of the American Board of Otolaryngology from 1985-2003. He has also served on the editorial board of many national and international medical journals, such as the Hong Kong Medical Journal and Annals of the College of Surgeons of Hong Kong. Retired in 2013, he joined the civil Grand Jury of San Mateo County for the next year and reports that the fish in northern California are getting plenty of exercise.

Professor Fee于1974年加入史丹福大学，并于1980年获委任为该校教委会主席。他于1995年获委任为Edward C and Amy H Sewall(耳鼻喉科)教授。Professor Fee曾任California Otolaryngology-Head & Neck Surgery Society会长(1995-1999年)、American Society for Head and Neck Surgery会长(1989-1990年)及American Board of Otolaryngology主席(1985-2003年)。他亦是多份美国及国际医学学报的编辑委员，包括《香港医学杂志》和《香港外科医学院年鉴》。Professor Fee于2013年退休，并于翌年加入圣马特奥县的民事大陪审团，闲时在北加利福尼亚州以钓鱼为乐。



ROLE AND FUNCTIONS OF THE UGC

教资会角色与职能



Professor Sir Malcolm GRANT, CBE

(Appointed on 1 April 2007)
(2007年4月1日获委任)

President and Provost, University College London, UK
英国伦敦大学学院院长兼教务长

Professor Sir Malcolm has been President and Provost of UCL since 2003, and stands down in September 2013. Born and educated in New Zealand, he is an environmental lawyer and Bencher of Middle Temple. He is consultant editor of the Encyclopedia of Planning Law and of the Encyclopedia of Environmental Law. He is a member of the Higher Education Funding Council for England, former member of the Economic and Social Science Research Council, and a Governor of the London Business School and the Ditchley Foundation. He is Chairman of NHS England, and a British Business Ambassador. He has served as Chairman of the Russell Group, the Local Government Commission for England, the UK Agriculture and Biotechnology Commission and the Standards Committee of the Greater London Authority.

Professor Sir Malcolm自2003年起担任伦敦大学学院院长兼教务长，于2013年9月离任。他在新西兰出生和接受教育，是专门处理环境诉讼的律师，亦是英国中殿律师学院的主管委员，并担任Encyclopedia of Planning Law及Encyclopedia of Environmental Law的顾问编辑。他亦是英格兰高等教育拨款局、前英国经济与社会研究委员会委员，以及伦敦商学院、Ditchley Foundation理事。他现为NHS England主席及英国商务大使。他曾任英国Russell Group、英格兰地方政府委员会、英国农业及生物科技委员会及大伦敦政府标准委员会主席。



Professor Mette HJORT
乐美德教授

(Appointed on 1 April 2013)
(2013年4月1日获委任)

Associate Vice President (Academic Quality Assurance)
Lingnan University
岭南大学协理副校长(学术质量保证)

Professor Hjort is the Director of the Centre for Cinema Studies at LU, an Affiliate Professor of Scandinavian Studies at the University of Washington, Seattle and an Honorary 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) and Head of Department of Visual Studies at LU (2009-2013). 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.

乐美德教授为岭南大学电影研究中心主任、西雅图华盛顿大学北欧研究兼职教授及哥本哈根大学现代东欧研究中心荣誉教授。她亦曾担任加拿大蒙特利尔 McGill University文化研究及电影与传讯系主任(1993-1996年)、香港大学比较文学系主任(2003-2004年)及岭南大学视觉研究系主任(2009-2013年)。乐美德教授曾于1996年到日本京都大学担任客座研究员，于2007年春到英国伦敦大学学院担任北欧研究客座教授，又于2007年秋到苏格兰圣安德鲁大学担任电影研究Leverhulme客座教授。



Professor Richard HO Yan-ki
何妍基教授

(Appointed on 1 August 2009)
(2009年8月1日获委任)

Honorary Professor,
Open University of Hong Kong
香港公开大学荣誉教授

Professor Ho is currently a Member of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, a member of the Process Review Panel for the Securities and Futures Commission, a member of the Standing Committee on Disciplined Services Salaries and Conditions of Service, and a Member of the Quality Assurance Council. He is also 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 the City University of Hong Kong. He will become Adjunct Professor in the Department of Economics & Finance, City University of Hong Kong in September 2013.

何教授是香港学术及资历评审局委员、证券及期货事务监察委员会程序覆检委员会成员、纪律人员薪俸及服务条件常务委员会委员、质保局委员、Citibank (Hong Kong)独立非执行董事，以及于2012年获香港富布尔特杰出学人奖。何教授曾任香港城市大学商学院院长(1995-2001年)、副校长(本科生教育)(2006-2007年)、署理校长(2007-2008年)、学务副校长(2008-2009年)及金融学讲座教授(1994-2013年)。他将于2013年9月出任香港城市大学经济及金融学系特约教授。



Dr KAM Pok-man
甘博文博士

(Appointed on 1 April 2013)
(2013年4月1日获委任)

Certified Public Accountant, HK
香港注册会计师

Dr Kam is currently a Member of the Hospital Authority (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).

甘博士现为医院管理局成员(2013年-)。他曾任财务汇报局行政总裁(2010-2013年)，以及香港会计师公会会长(1999-2000年)、岭南大学校董会成员(1999-2004年)。他亦曾参与廉政公署防止贪污咨询委员会(1999-2004年)、牌照上诉委员会(2000-2005年)、旅游业赔偿基金管理委员会(2001-2007年)、证券及期货事务监察委员会程序覆检委员会(2004-2010年)，以及廉政公署审查贪污举报咨询委员会(2007-2010年)。



Professor William KIRBY
柯伟林教授

(Appointed on 1 August 2009)
(2009年8月1日获委任)

**T M Chang Professor of China Studies,
Harvard University
Spangler Family Professor of Business Administration,
Harvard Business School**

美国哈佛大学中国研究所 T M Chang 教授
及 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. 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.

柯伟林教授是美国哈佛大学杰出贡献教授，兼任哈佛中国基金会主席，并在杜克大学担任中国高级顾问。他亦是北京大学、南京大学、重庆大学、华东师范大学、浙江大学、复旦大学和国立政治大学荣誉客座教授。他曾于德国海德堡大学及柏林自由大学担任客座教授。1992年加入哈佛大学前，他在圣路易斯华盛顿大学出任历史系教授、亚洲研究中心主任及大学学院院长。他在哈佛大学曾担任历史系系主任、亚洲中心主任、费正清中国研究中心主任，以及文理学院院长。



Mrs Stella LAU KUN Lai-kuen, JP
刘靳丽娟女士，JP

(Appointed on 1 January 2008)
(2008年1月1日获委任)

Headmistress, Diocesan Girls' School
香港拔萃女书院校长

Mrs Lau is a Member of the Research Ethics Committee (Kowloon Central/ Kowloon East) of the Hospital Authority and the Chairlady of the Board of the Hong Kong Schools Sports Federation. She is also a Member of the ICAC Complaints Committee and the Community Sports Committee. Mrs Lau was appointed as the Chairperson of the Women's Commission in early 2012. She served as a Member of the Council of CityU (2001-2007), the Broadcasting Authority (2003-2009), the Committee on Performing Arts (2004-2010) and the Council for Sustainable Development (2011-2013).

靳女士是医院管理局九龙中及九龙东联网临床研究伦理委员会委员及香港学界体育联合会董事会主席。她亦为廉政公署事宜投诉委员会、社区体育事务委员会委员，并于2012年年初获委任为妇女事务委员会主席。她曾担任香港城市大学校董会成员(2001-2007年)、广播事务管理局委员(2003-2009年)、表演艺术委员会委员(2004-2010年)及可持续发展委员会委员(2011-2013年)。



ROLE AND FUNCTIONS OF THE UGC

教资会角色与职能



Mr Tim LUI Tim-leung, BBS, JP
雷添良先生 · BBS · JP

(Appointed on 1 January 2008)
(2008年1月1日获委任)

Senior Advisor
PricewaterhouseCoopers
香港罗兵咸永道会计师事务所高级顾问

Mr Lui is a Senior Advisor of PricewaterhouseCoopers in Hong Kong. Mr Lui is the Chairman of the Committee on Self-financing Post Secondary Education, Self-financing Post-secondary Education Fund Steering Committee and the Standing Committee on Directorate Salaries and Conditions of Service of the HKSAR Government. He is a member of the Committee on Professional Development of Teachers and Principals as well as the Committee on Free Kindergarten Education. He is also an ex-officio member of the Education Commission. He served as 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 People's Republic of China.

雷先生是罗兵咸永道会计师事务所的高级顾问。雷先生现任自资专上教育委员会、自资专上教育基金督导委员会和首长级公务员薪俸及服务条件常务委员会的主席。他是教师及校长专业发展委员会和免费幼稚园教育委员会的委员。雷先生亦为教育统筹委员会的当然委员。雷先生曾担任香港科技大学校董会成员(1997-2007年)、香港科技大学顾问委员会当然委员(2001-2007年)及香港特区政府上诉委员团(教育事宜)主席(2008-2011年)。雷先生现为全国人民代表大会香港区代表。



Dr Michael MAK Hoi-hung, SBS, JP
麦海雄医生 · SBS · JP

(Appointed on 1 April 2013)
(2013年4月1日获委任)

Medical Doctor
医生

Dr Mak is the Vice-Chairman of the Council of St Paul's Co-educational College (2012-) 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.

麦医生现为圣保罗男女中学校董会副主席(2012年-)、香港大学儿童及青少年科学系荣誉临床助理教授(2001年-)。他曾任香港科技大学校董会副主席(2008-2013年)，以及香港红十字会输血服务中心管治委员会成员(1991-2001年)。他于1999-2010年间出任圣保罗男女中学校校监。



Professor John MALPAS
麦培思教授

(Appointed on 1 January 2008)
(2008年1月1日获委任)

President,
Centennial College
明德学院院长

Professor Malpas is the Chair Professor of Earth Sciences of HKU. He was appointed as the Pro-Vice-Chancellor for planning and resources in 2000. From 2004 to 2013, he also took up responsibility for university infrastructure and development. Before joining HKU in 1995, he was Professor and Dean of Graduate Studies at Memorial University of Newfoundland in Canada. He served as the President of the Geological Association of Canada in 1995. He was also a Member of the Canadian Institute for Advanced Research and the National Research Council of Canada Committee on International Science, Engineering and Technology. He took up the position of President of Centennial College in April 2013.

麦培思教授是香港大学地球科学系讲座教授，于2000年获委任为副校长，负责规划和资源分配工作。在2004-2013年，麦教授亦专责香港大学的校园建设和发展。麦培思教授于1995年加入香港大学前，是加拿大纽芬兰纪念大学研究院教授及院长。他于1995年出任加拿大地质学协会主席，亦曾任加拿大高级研究所及加拿大国家研究委员会(国际科学、工程及技术)成员。他于2013年4月出任明德学院院长。



Mr TAI Hay-lap, BBS, JP
戴希立先生 · BBS · JP

(Appointment until 31 July 2012)
(任期至2012年7月31日)

Principal, Yan Oi Tong Tin Ka Ping Secondary School
香港仁爱堂田家炳中学校长

Mr Tai is a Member of Chinese People's Political Consultative Conference, Basic Law Promotion Steering Committee, Committee on Elder Academy Development Foundation and Vice Chairman of Tin Ka Ping Foundation. He served on a number of governmental advisory boards/committees in the educational field, including Board of Education (1995-2002), Education Commission (1995-2003), the Councils of CUHK (2000-2005) and HKIEd (2004-2009) and the Quality Education Fund Investment Committee (2003-2006). He was also the Chairman of the Advisory Committee on School Administration and Finance (1993-1998) and the Quality Education Fund Steering Committee (2003-2006), and a member of the Committee on the Promotion of Civic Education (1993-2011), the Council for Sustainable Development (2003-2011). Mr Tai will retire from his position as the Principal of Yan Oi Tong Tin Ka Ping Secondary School in September 2013.

戴先生现任中国人民政治协商会议全国委员会委员、基本法推广督导委员会委员、长者学苑发展基金委员会委员及田家炳基金会董事局副局长。他曾出任多个政府教育咨询委员会委员，包括教育委员会(1995-2002年)、教育统筹委员会(1995-2003年)、香港中文大学校董会(2000-2005年)、香港教育学院校董会(2004-2009年)及优质教育基金投资委员会(2003-2006年)。戴先生亦曾担任学校行政及财政咨询委员会(1993-1998年)以及优质教育基金督导委员会(2003-2006年)主席，以及公民教育委员会(1993-2011年)、可持续发展委员会(2003-2011年)的委员。戴先生于2013年9月退任香港仁爱堂田家炳中学校长一职。



Mr Carlson TONG, JP
唐家成先生 · JP

(Appointment until 31 March 2013)
(任期至2013年3月31日)

Chairman, Securities and Futures Commission
证券及期货事务监察委员会主席

Mr Tong was the former Chairman of KPMG China (2007-2011) and former Chairman of KPMG ASPAC (2009-2011). He currently also serves as Chairman of The English Schools Foundation and The Hong Kong Sports Institute Limited. He was the former Chairman of the Main Board and the Listing Committee of the Growth Enterprise Market of the Stock Exchange of Hong Kong Ltd. (2006-2008), the Vice President of the Hong Kong Institute of Certified Public Accounts (2005-2006) and the Chairman of the Employees' Compensation Insurance Levies Management Board (2007-2013).

唐先生是前毕马威中国主席(2007-2011年)及前毕马威亚太区主席兼毕马威国际管理委员会委员(2009-2011年)。他现任英基学校协会主席及香港体育学院有限公司主席。他亦曾担任香港联合交易所有限公司主板及创业板上市委员会主席(2006-2008年)、香港会计师公会副会长(2005-2006年)、以及雇员补偿保险征款管理局主席(2007-2013年)。



Professor Judy TSUI LAM Sin-lai
徐林倩丽教授

(Appointed on 1 January 2008)
(2008年1月1日获委任)

**Vice President (International and Executive Education),
The Hong Kong Polytechnic University**
香港理工大学副校长(国际事务及行政教育)

Professor Tsui is concurrently Chair Professor of Accounting at PolyU. She is Honorary Professor of the University of Warwick in the U.K. and holds positions as Honorary Professor and Visiting Professor at several top mainland universities. She was the first professor in accounting to be awarded the Cheung Kong Chair Professorship by China's Ministry of Education. Professor Tsui has been appointed as a member of the Nominating Committee of International Federation of Accountants (IFAC), a global organization for accountancy profession, and is a member of the Research Grants Council.

林教授亦为香港理工大学会计学讲座教授、英国华威大学荣誉教授，以及内地多所著名大学的荣誉教授及客座教授。她是首位会计学教授获中国教育部聘为长江讲座教授，并获会计专业的全球组织「国际会计师联合会」委任为提名委员会成员。林教授现为研究员委员。



ROLE AND FUNCTIONS OF THE UGC

教资会角色与职能



Professor Mark WAINWRIGHT

(Appointed on 1 January 2011)
(2011年1月1日获委任)

Immediate Past Vice-Chancellor & President and
Honorary Visiting Emeritus Professor,
University of New South Wales, Australia
澳洲新南威尔士大学前校长及荣誉客座教授

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 Steering Committee at the Australian National University, Intersect Australia Limited 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 曾任澳洲新南威尔士大学校长(2004-2006年)，退休后继续担任该校荣誉客座教授，现于澳洲的研究和高等教育界担任多项要职，包括 Smart Services Cooperative Research Centre、澳洲国立大学国家计算机基础设施督导委员会、Intersect Australia Limited，以及新南威尔士职业及持续教育高等教育管理委员会主席。他现为澳洲学术研究网“AARNet”主任。



Professor YANG Fujia
杨福家院士

(Appointment until 31 July 2012)
(任期至2012年7月31日)

President, University of Nottingham, Ningbo, China
Member of National Advisory Committee on Education, China
Fellow of Central Institute of Culture & History
Special Researcher of Counsellors' Office of State Council
宁波诺丁汉大学校长
中国国家教育咨询委员会委员
中央文史研究馆馆员
国务院参事室特约研究员

Professor Yang is an academicien of the Chinese Academy of Sciences. He is a nuclear physicist and holds visiting professorships at The Niels Bohr Institute in Copenhagen, Rutgers University in the U.S, the State University of New York in the U.S., and the University of Tokyo. He was the Director of the Shanghai Nuclear Research Institute under Chinese Academy of Science (1987-2001), Chairman of Shanghai Association of Science & Technology (1992-1996), Vice-Chairman of Chinese Association of Science & Technology (2001-2011), the President of Fudan University (1993-1999) and the Chancellor of the University of Nottingham, UK (2001-2012). He served as the executive director of the International Association of University Presidents (1996-2003).

杨教授为中国科学院院士。他是一位核物理学家，曾任丹麦哥本哈根尼尔斯玻尔研究所、美国罗格斯大学、纽约州立大学石溪分校及东京大学访问学人。他亦曾担任中国科学院上海原子核研究所所长(1987-2001年)、上海市科学技术协会主席(1992-1996年)、中国科技协会副主席(2001-2011年)、复旦大学校长(1993-1999年)及英国诺丁汉大学校长(2001-2012)。杨教授曾任国际大学校长协会执行理事(1996-2003年)。



Professor YUAN Ming
袁明教授

(Appointed on 1 April 2008)
(2008年4月1日获委任)

Director of American Studies,
Peking University, China
北京大学美国研究中心主任

Professor Yuan is the Director of the American Studies Center of Peking University. She was a visiting scholar at University of California Berkeley (1983-1985), a Senior Associate Member at the St. Anthony's College, Oxford (1989-1990) and the Trustee of the Asia Society in New York (1998-2004). In 2007, she was recommended by the Chinese government to join the Board of the United Nations Foundation.

袁教授现任北京大学美国研究中心主任。她曾任美国加州大学柏克莱分校访问学人(1983-1985年)、牛津大学圣安东尼学院高级访问学人(1989-1990年)及纽约亚洲协会理事(1998-2004年)。2007年，她获中国政府推荐加入联合国基金会董事会。

ROLE AND FUNCTIONS OF THE UGC 教资会角色与职能

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Ex-officio Member: Chairman of the RGC
当然委员：研资局主席



Professor ZHANG Jie
张杰教授

(Appointed on 1 January 2013)
(2013年1月1日获委任)

President of Shanghai Jiao Tong University
上海交通大学校长

Professor Zhang is an academician of the Chinese Academy of Sciences, member of the German Academy of Sciences Leopoldina, fellow of the 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 is also an alternate member of the Central Committee of the Chinese Communist Party. 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).

张教授为中国科学院院士、德国科学院院士、第三世界科学院院士、英国皇家工程院外籍院士及美国科学院外籍院士，以及中国共产党中央委员会候补委员。他于2006年就任上海交通大学第39任校长，1989-1998年间曾于英国牛津大学等国际著名教学、科研机构工作。



Professor Benjamin W WAH
华云生教授

(Appointed as RGC Chairman on
1 January 2013)
(2013年1月1日获委任为研资局主席)

Provost, The Chinese University of Hong Kong
香港中文大学常务副校长

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.

华教授现为香港中文大学常务副校长及伟伦计算机科学与工程学讲座教授。他曾任伊利诺伊大学厄本那一香槟分校电机及计算机工程学系Franklin W Woeltge讲座教授，为国际知名的计算机科学家。他亦是电机及电子工程师学会、计算机学会及美国科学促进会院士，并曾任电机及电子工程师学会辖下计算机学会会长。

华教授曾任教于普渡大学(1979-1985年)及伊利诺伊大学厄本那一香槟分校(1985-2011年)。他亦曾于2009年担任新加坡先进数码科学中心总监，该所中心由伊利诺伊大学设立，并获新加坡政府科技研究局资助。



Professor Roland CHIN Tai-hong, BBS, JP
钱大康教授，BBS，JP

(Appointment until 31 December 2012)
(任期至2012年12月31日)

Deputy Vice-Chancellor and Provost,
The University of Hong Kong
香港大学首席副校长

Professor Chin is also Chair Professor of Computer Science at HKU. He is currently a Trustee of the Croucher Foundation, a Board Member of Hong Kong Applied Science and Technology Research Institute (ASTRI), a Member of the Steering Committee on Innovation & Technology and the UGC Research Assessment Exercise Group. Prior to joining HKU in 2010, he was Vice-President for Research and Development (2003-2006) and Vice-President for Academic Affairs (Deputy President) (2007-2010) at HKUST. He worked at the NASA Goddard Space Flight Center in Maryland, US (1979-1981), and was Professor at the University of Wisconsin-Madison (1981-1995).

钱教授亦是香港大学计算机科学系讲座教授。他现任裘槎基金董事局成员、香港应用科技研究院董事局成员、创新及科技督导委员会成员，以及教资会辖下研究评审工作小组委员。于2010年加入香港大学前，钱教授曾任香港科技大学副校长(研究及发展)(2003-2006年)及首席副校长(2007-2010年)，并曾于马利兰州美国太空总署高达太空飞行中心从事研究工作(1979-1981年)，以及于美国威斯康辛—麦迪逊大学任教(1981-1995年)。



ROLE AND FUNCTIONS OF THE UGC

教资会角色与职能

Ex-officio Member: Chairman of the QAC
当然委员：质保局主席

Secretary-General
教资会秘书长



Sir Colin LUCAS

*(Appointed as QAC Chairman on
10 January 2012)*
(2012年1月10日获委任
为质保局主席)

Former Vice-Chancellor, University of Oxford
前牛津大学校长

Sir Colin was Professor of History (1990-1994) and then Dean of the Division of the Social Sciences (1993-1994) at the University of Chicago, Master of Balliol College, Oxford (1994-2001), the Pro-Vice Chancellor (1995-1997) and the Vice-Chancellor (1997-2004) of the University of Oxford. In 2001 he became the first non-US trustee of the Andrew W. Mellon Foundation. He also held visiting faculty positions at the Indiana University, U.S. (1969-1970), University of Lyon-Lumiere, France (1977-1978) and Cornell University, U.S. (1989). Sir Colin has also served as the Warden of Rhodes House, Oxford (2004-2009) and the Chairman of the British Library (2006-2010).

Sir Colin 曾于美国芝加哥大学担任历史教授(1990-1994年)及社会科学学院院长(1993-1994年)，另于英国牛津大学出任贝利奥尔学院院长(1994-2001年)、副校长(1995-1997年)及校长(1997-2004年)。他于2001年成为美国梅隆基金会首位美国境外信托人。他曾任美国印第安纳大学(1969-1970年)、法国里昂大学(1977-1978年)及美国康乃尔大学(1989年)客座学人。Sir Colin 亦曾出任英国牛津大学罗德学院院长(2004-2009年)及大英图书馆主席(2006-2010年)。



Dr Richard T ARMOUR

安礼治博士

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.

安礼治博士于2012年1月出任教资会秘书长。他在高等教育界拥有丰富行政管理经验，曾在多所本地大学及英国、澳洲担任要职。他大部分的学术研究都与高等教育有关。他在1992年来港，于香港城市大学出任学术规划主管，其后在1996年成为香港公开大学教务长。安礼治博士于2006年移居澳洲，并在格里菲斯大学担任教务长。他于2009年返回香港，在香港科技大学受聘为校长资深顾问。



SECRETARY-GENERAL'S
REPORT
秘书长报告



SECRETARY-GENERAL'S REPORT 秘书长报告



Dr. Richard T ARMOUR, Secretary General, UGC
安礼治博士，教资会秘书长



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 six such groups. Two Groups finished their works in 2012-13 – (i) the "3+3+4" Group after the smooth implementation of the new academic structure in UGC-funded institutions, and (ii) the Higher Education Review Follow-up Group, following the completion of its duties in respect of the recommendations of that report under the purview of UGC.

Information from the Higher Education Review Report is also available on the UGC Website www.ugc.edu.hk. You may also find other useful information about the sector on the website.

教资会秘书处的职能，是协助教资会（包括辖下各局及小组委员会）充分履行职责。教资会的职责，是就本港八所公帑资助的高等教育院校的拨款需要及发展事宜，向政府提供持平的意见，维护院校的学术自由，同时确保院校妥善运用公帑。

秘书处约有80名职员。主要职能包括：协助教资会达致其目标，并制订行动计划以推行教资会各项措施；在教资会职权范围相关的各个领域与资助院校合作；以及向院校发放拨款，并确保拨款用得其所。

教资会设有小组委员会／工作小组，以统领教资会不同范畴的工作。现时，教资会辖下共有六个小组委员会／工作小组。两个小组在2012-13年度完成任务：（一）「3+3+4」小组随着资助院校顺利推行新学制已完成其工作；（二）高等教育检讨跟进小组亦已完成高等教育检讨报告建议教资会在其职权范围内执行的工作。

高等教育检讨报告的内容已上载教资会网站(www.ugc.edu.hk)。网站亦备有其它关于高等教育界的实用资料。

Expenditure Statement of the UGC Secretariat

教资会秘书处开支报表

Chart 1 below summarises the expenditure of the UGC Secretariat in 2012-13, which covers the recurrent UGC operating expenditure; the recurrent subventions to institutions; and the non-recurrent expenditure.

表一简列教资会秘书处在2012-13年度的开支摘要，包括教资会经常运作开支、向院校发放的经常资助金，以及非经常开支。

Chart 1: Expenditure Statement for the year ended 31 March 2013

表一：截至2013年3月31日止年度开支报表

		Year Ended 31 March 截至3月31日止年度	
		2013 \$'000	2012 \$'000
(1) Recurrent UGC Operating Expenditure	(1) 教资会经常运作开支		
Staff Related Expenditure	与员工有关连的开支		
• Civil Services Salaries	• 公务员薪酬	32,050	29,045
• Allowances and MPF Contribution	• 津贴及公积金供款	1,555	1,330
Departmental Expenditure	部门开支		
• General Departmental Expenses (Note)	• 一般部门开支(注)	26,839	23,283
Expenditure for Members	委员开支		
• Honoraria for Overseas Members	• 海外委员津贴	6,960	6,488
• Meeting Expenses (i.e. air passage and hotel, etc.)	• 会议开支 (即机票和酒店等)	15,048	13,775
Sub-total (1)	小计 (1)	82,452	73,921
(2) Recurrent Subventions to Institutions	(2) 经常资助金		
Recurrent Grants to Institutions	资助院校的经常补助金	13,248,601	11,271,077
Refund of Government Rent and Rates	发还地租及差饷	198,671	178,120
Subventions for Housing Related Expenses	资助与房屋福利有关的开支	102,331	184,431
Sub-total (2)	小计 (2)	13,549,603	11,633,628
Total Recurrent Expenditure (1)+(2)	经常开支总额 (1)+(2)	13,632,055	11,707,549
(3) Non-Recurrent Expenditure	(3) 非经常开支		
General Other Non-recurrent	一般非经常开支		
• Sixth Matching Grant Scheme	• 第六轮配对补助金计划	1,683,722	0
Sub-total (3)	小计 (3)	1,683,722	0
TOTAL (1) + (2) + (3)	总额 (1) + (2) + (3)	15,315,777	11,707,549

Note

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

注

这项目包括非公务员合约雇员的薪酬，以及专业和其它外判服务的费用。

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The recurrent UGC operating expenditure remains very low as a percentage of total expenditure – at about 0.5%. But it has been on an increasing trend due to the need to appoint more non-local Members to the RGC and the increase in projects to be completed 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:

	(HK\$ per annum/quality audit) (每年/每次参与质素核证)(港元)
UGC 教资会	129,600
RGC/QAC 研资局/质保局	81,700
UGC Sub-Committees, RGC Panels* and QAC Audit Panel 教资会辖下小组委员会、研资局辖下小组*及质保局评审小组	47,300 – 63,050

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

* 只适用于加入小组(而非教资会/研资局)的非本地增补成员。

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

教资会的经常运作开支约占开支总额的0.5%，比例依然很小。由于研资局有需要委聘更多非本地成员，而该局有待完成的研究计划亦越来越多，经常运作开支有上升趋势。秘书处订有明确的内部规则及规管各类事务(例如批出顾问合约)的审批权限，并且严格遵守政府在公务员管理、财务及会计方面的规例。此外，金额超过50,000元的顾问合约如透过索取单一报价方式批出，必须获得教资会主席或有关小组委员会召集人同意。超过100万元的中央拨款开支项目，则须征询一般事务及管理小组委员会/其它小组委员会的意见，并获教资会通过。至于年内开支情况及其它内部行政管理及财务事宜，秘书处亦会向一般事务及管理小组委员会汇报。

教资会及辖下各局与小组委员会的本地成员均义务参与教资会的工作，并无领取任何薪酬，只获发每个会议天215元的交通津贴。非本地委员则按以下津贴率获发津贴：

(HK\$ per annum/quality audit)
(每年/每次参与质素核证)(港元)

津贴水平经立法会批准，并由政府按核准公式调整。



UGC Funding to Institutions

教资会资助院校的补助金

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

教资会给予资助院校的拨款，分为**经常补助金**及**非经常补助金**。

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.

经常补助金用于支援院校的学术活动及相关行政工作，而非经常补助金则用以资助大型工程项目及较小型的校园改善工程。

Recurrent Grants

经常补助金

The recurrent funding for the 2012/13 to 2014/15 triennium was approved by the Finance Committee of 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.

2012年1月，立法会财务委员会通过资助院校在2012/13至2014/15三年期的经常拨款，核准金额为422.09亿元，当中包括整体补助金及指定用途补助金。

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.

经常补助金一般按三年期的方式发放予院校，以配合学术发展规划的周期，主要为整体补助金性质，供院校灵活调配。拨款一经批准，院校可自行决定如何善用所得资源。各院校所得的补助金额，大致按既定的拨款公式计算。

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 will be 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 will still receive a lump-sum block grant, and the separate methodology in allocating the new Year 1 funding will not affect the existing autonomy in which institutions deploy their block grant.

教资会资助界别在2012/13学年首度推行新学制。由该年起，除现时拨予三年制学士学位课程以及其它修课程度课程的拨款(「现有拨款」)外，当局还会为新学制下新增的一年修业期额外提供一笔经常拨款(「新增拨款」)。两笔拨款的拨款方法／资助方式已应用于整个2012/13至2014/15三年期，详情载于下文。不过，院校仍会获得一笔过的整体补助金，故用以分配新学制第一年拨款的特定方式，将不会影响院校现时运用整体补助金的自主权。

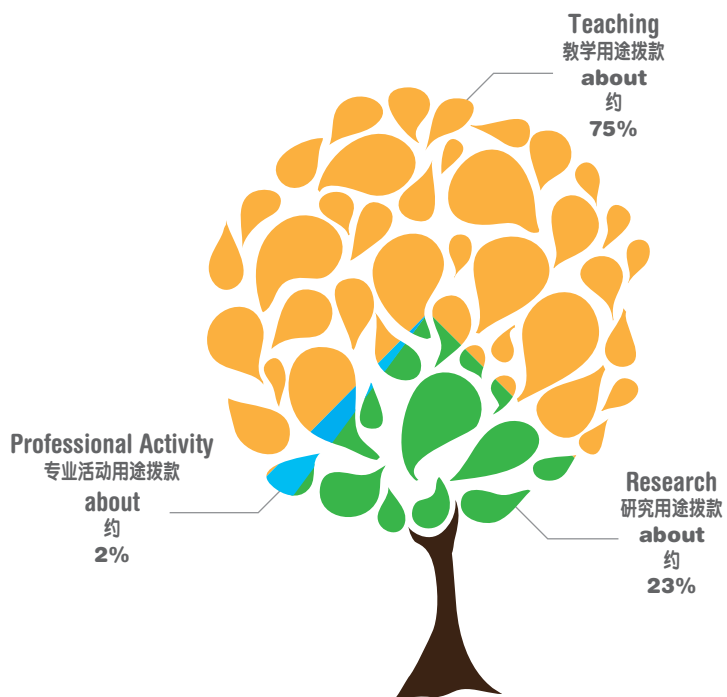
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“Existing pot of money” for the three years of undergraduate study and other levels of study

现有拨款（拨予三年制学士学位课程及其它修课程度课程的拨款）

The amount of block grants comprises three elements:

整体补助金分为三个部分：



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.

教学用途拨款(约75%)

教学用途拨款根据学生人数、修课程度(即副学位课程、学士学位课程、研究院修课课程和研究院研究课程)、修课形式(即兼读和全日制)及学科等因素计算。部分学科需要特别设备或实验室,或须占用教职员较多时间,因此成本较高。由2005/06至2007/08三年期起,按概括学科类别划分的相对成本加权数值分为三个成本类别,详情载于表二。

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

表二：按概括学科类别划分的相对成本加权数值

Academic Programme Categories (APCs) 学科类别	Price Group of APCs 学科成本类别	Relative Cost Weightings 相对成本加权数值				
		Teaching Programme 修课课程	Research Programme 研究课程			
1 Medicine 医学	A Medicine & Dentistry 医学及牙医学	3.6	1.8			
2 Dentistry 牙医学						
3 Studies Allied to Medicine and Health 与医学及卫生有关的学科	B Engineering & Laboratory Based Studies 工程及实验室为本的学科	1.4	1.4			
4 Biological Sciences 生物科学						
5 Physical Sciences 物理科学						
6 Engineering and Technology 工程及科技						
7 Arts, Design and Performing Arts 艺术、设计及演艺						
8 Mathematical Sciences 数学科学				C Others 其它	1.0	1.0
9 Computer Science and Information Technology 电脑科学及资讯科技						
10 Architecture and Town Planning 建筑学及城市规划						
11 Business and Management Studies 工商管理						
12 Social Sciences 社会科学						
13 Law 法律						
14 Mass Communication and Documentation 大众传播及文件管理						
15 Languages and Related Studies 语言及相关科目						
16 Humanities 人文学科						
17 Education 教育						

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Research (about 23%)

In the 2012/13 to 2014/15 triennium, the Research element comprises two parts. One part is informed by the research performance of academic staff, and the cost of research in respective fields. The number of active research staff in each cost centre is identified in the context of a Research Assessment Exercise which assesses the research performance of different cost centres within institutions. Another part is informed by the success of institutions under the Research Grants Council (RGC) Earmarked Research Grant. The UGC would gradually allocate about 12.5% of the Block Grant, or 50% of the prevailing Research-portion on a more competitive basis according to institutions' success in obtaining RGC Earmarked Research Grant over nine years starting from 2012/13, to fund the indirect/on-costs of research projects approved by the RGC. The new funding arrangement will be reviewed before the end of the first triennium.

研究用途拨款(约23%)

在2012/13至2014/15三年期，研究用途拨款包括两部分：一部分根据教学人员的研究表现和相关学术领域的研究成本批拨。透过研究评审工作，教资会可厘定每个成本中心内活跃于研究工作的人员数目，并评审同一院校内不同成本中心的研究表现；另一部分根据院校申请研资局研究用途补助金的结果批拨。教资会会在2012/13学年起计的九年内，根据院校在申请研资局研究用途补助金的结果，逐步把整体补助金的约12.5%，或相等于当时研究用途拨款的50%，以更具竞争性的方法分配予院校，以资助研资局核准研究项目的间接成本／附加行政费用。教资会会在第一个三年期结束前检讨新拨款安排。

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.

专业活动用途拨款(约占2%)

专业活动用途拨款与院校全体教学人员均应参与的专业活动相关。这些活动包括社区服务或就社会或专业问题提供意见。拨款额按教学人员的数目计算。

“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.

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.

新增拨款(为新学期下新增一年修业期提供的拨款)

为新学期新增一年修业期提供的新增拨款会当作一笔独立的款项处理，并全数分配给院校作「教学用途拨款」。教资会明白各学院的教学成本不同，因此，会分别按(一)1.4的成本加权数值计算医学、牙医学、工程及实验室为本学科的拨款，以及(二)1.0的成本加权数值计算其它学科的拨款。

拨款公式计得的结果，是教资会评估院校拨款需要的主要参数。不过，教资会拟定最终拨款建议时，亦会考虑个别院校的特殊需要和公式没有计算的其它因素，视乎情况作出公式以外的调整。

Earmarked grants for specific purposes are allocations outside the block grant system. Examples are the earmarked research grants, 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 2012 pay rise which took effect on 1 April 2012, the subvention for 2012/13 was increased by approximately \$670 million.

The Academic Development Planning Exercise and Grant Recommendation for the 2012-15 Triennium

The UGC conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. As a regular practice, institutions would need to submit Academic Development Proposals (ADPs) for assessment by the UGC. ADPs are proposals that serve three purposes: (i) a platform for institutions to put forward development proposals for the immediate future; (ii) the foundation for the institution's costed estimates for the next grant triennium; and (iii) where approved academic programmes are to meet specific manpower needs, ADPs provide an assurance of anticipated supply of graduates. It must be stressed that the UGC does not seek to micro-manage our institutions, and thus would not intervene in their internal planning and allocation of places to individual programmes, except for those subject to specific manpower requirement.

With the approval of the LegCo in January 2012 on the grant recommendation for the 2012-15 triennium, the UGC had informed individual institutions about the details of their respective funding allocation in February 2012. The UGC is currently working with the institutions on the next round of the ADP and funding allocation exercise.

在整体补助金制度以外，教资会还会向院校发放有特定目标的指定用途补助金，例如研究用途补助金、供进行知识转移活动的补助金及卓越学科领域计划补助金。

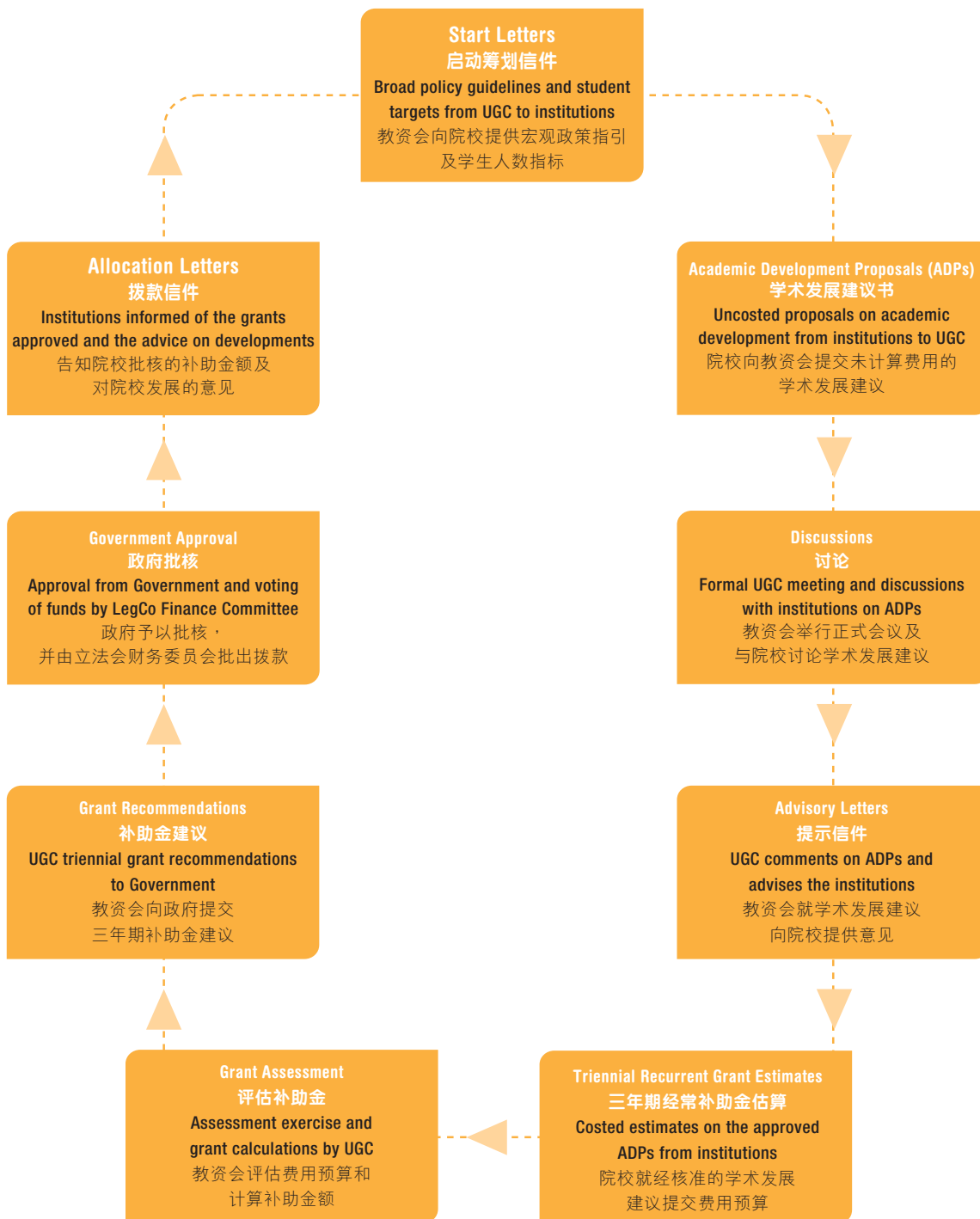
经常补助金额一经厘定，在有关三年期内不会更改，除非指示性学费水平有变、政府推出新措施或调整公务员薪酬。由于公务员在2012年增薪(2012年4月1日起生效)，2012/13学年的补助金亦相应增加约6.7亿元。

2012-15 三年期的学术发展规划及补助金建议

教资会每三个学年与资助院校进行一次学术规划及经常补助金评估工作。按惯常做法，院校须提交学术发展建议书供教资会审核。建议书有三个用途：(一)让院校提出短期发展建议；(二)让院校制订随后三年拨款期的费用预算；(三)如获准开办的学术课程是为了应付特定行业的人力需求，学术发展建议书可确保该等课程能提供预期数量的毕业生。必须强调的是，教资会无意对院校进行微观管理，因此不会干预院校的内部规划及个别课程的学额分配(有特定人力需求的学科除外)。

立法会于2012年1月批准2012-15三年期的补助金建议。教资会于2012年2月知会个别院校其获配补助金额的详情。教资会现正与各院校着手预备下一轮的学术发展建议及补助金分配工作。

Diagrammatic Illustration of UGC Recurrent Grant Cycle
教资会经常补助金周期的图解



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 Finance Committee of 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 the 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.

财务报告及监察

教资会资助院校是独立自主的法定组织，受各自的条例规管。院校在设计课程、甄选学生、招聘员工及内部调配资金方面，均享有自主权。

为了让院校在财政方面享有高度自主权，教资会主要以整体补助金形式资助院校。整体补助金以整笔拨款方式，为院校提供资助期间（通常为三年期）所需的资源。教资会并无规定院校应如何运用该笔款项，惟整体补助金必须用于「教资会可资助活动」所涵盖的范围，同时院校须按照核准学生人数指标提供学额。整体补助金的确实金额须于有关三年资助期开始前，经立法会财务委员会批准。此后，院校全权决定如何善用该笔款项。

院校须交代未动用的公帑

教资会尊重院校分配和管理内部资金的自主权，同时依循有关问责性及透明度的方针，确保拨予院校的公帑用得其所、合乎效益。院校可备存部分经常补助金作一般储备金，以应付日后新的发展需要。储备金上限为该三年期获批的经常补助金总额（不包括指定用途补助金）的20%。超逾该上限的款项须退还教资会。经常补助金的使用规则及规例，同样适用于一般储备金。至于指定用途补助金，在财政年度或核准资助期结束后如有余款，须悉数退还教资会。

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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.

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 Working Group

From time to time, the UGC may express interest in 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.

院校须定期向教资会提交财务报告

院校会在每个财政年度完结后向教资会提交年度报表，汇报各项拨款的使用情况。此外，各院校校长每年亦会向教资会呈交一份责任证明书，确认经教资会批拨的公帑按照院校与教资会议定的规则和指引使用。

教资会资源不可补贴非教资会资助活动

教资会向资助院校提供经常补助金，以支持院校在核准的教资会资助活动范围内，举办学术和相关活动。因此，教资会的资源不能用于补贴非教资会资助活动(包括但不限于自资活动)。为免变相津贴非教资会资助活动(包括其它政府部门／机构资助的项目及院校辖下自负盈亏的附属或联营机构举办的项目／课程)，院校应对这些活动收取间接费用。

院校的财务状况须按专业会计准则记录并经外聘核数师审核

院校须按照香港会计师公会颁布的《香港财务报告准则》，另参考根据教资会所采纳的建议会计准则而订定的指引(如适用)，妥善保存会计记录。院校每年亦须自行外聘核数师，按审计行业普遍采用的核证准则，审核财务报表及年度报表。为确保公帑运用得宜，院校亦须接受审计署署长审核。

财务工作小组

教资会关注资助院校的财务状况，不时就教资会界别的特定财务事宜向院校查询。教资会于2011年1月设立由专业人士组成的财务工作小组，负责与院校合作，协助院校维持良好的财务管治及作出稳健的财务规划。

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:

非经常补助金

教资会以非经常补助金的形式，资助院校为教资会核准活动进行基本工程项目。院校每年透过「基本工程计划」和「改建、加建、维修及改善工程计划」，向政府申请非经常补助金进行工程项目。上述两项计划的流程图如下：



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In 2012-13, there were 25 ongoing capital works projects under the Capital Programme with a total estimated project cost of some \$12.2 billion. The expenditure on these projects in 2012-13 was about \$2.8 billion. With the completion of superstructure works of most projects, the spending in 2013-14 is anticipated to decrease to some \$974 million.

In 2012-13, the UGC supported a total of 31 new Alterations, Additions, Repairs and Improvements (AA&I) projects submitted by institutions with a total estimated cost (to be spread over up to three years) of some \$528 million. To meet the expenditure of the ongoing and newly approved projects in 2012-13, a total of \$458 million was allocated to institutions. The allocation will be increased to some \$560 million in 2013-14 as institutions carry out more major spatial reorganization works to support the new four-year academic structure.

在2012-13年度，基本工程计划下有25项基本工程项目正在进行，估计工程费用总额约为122亿元。这些工程项目在2012-13年度的开支约为28亿元。随着大部分工程项目完成上盖工程，2013-14年度的开支预计会减至约9.74亿元。

在2012-13年度，教资会支持合共31项由院校新提交的改建、加建、维修及改善工程项目，估计工程费用（最长在三年内拨付）共约5.28亿元。为应付进行中和新核准工程项目在2012-13年度的开支，教资会已向各院校合共拨款4.58亿元。2013-14年度的拨款会增至约5.60亿元，让各院校为配合四年制新学制而进行更多大型空间重组工程。



CUHK's newly completed student hostels
中大新落成的学生宿舍



CUHK's Two Integrated Teaching Buildings
中大两座综合教学大楼



HKUST's newly completed Institute for Advanced Study
科大新落成的高等研究院



HKUST's newly completed student residences
科大新落成的学生宿舍



PolyU's newly completed student hostel
理大新落成的学生宿舍



HKIEd's new study centre in Tseung Kwan O
教院将军澳新教学中心



HKU's newly completed student residences at Lung Wah Street
港大于龙华街新落成的学生宿舍



PolyU's Logo Square
理大校徽广场

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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.

财务报告及监察

非经常补助金来自基本工程储备基金，是政府基本工程计划的一部分。院校在处理非经常补助金资助的工程项目时，会遵循基本工程计划有关开立及管理工程项目的程序。院校须就非经常补助金资助的项目承担全部责任并作出交代，严格确保工程开支不会超逾核准工程范围内的核准工程预算，即不得超出立法会就费用逾3,000万元的基本工程项目所核准的工程范围，或教资会就费用不超逾3,000万元的改建、加建、维修及改善工程项目所核准的工程范围。

院校已制订合适的成本监控机制，管理公帑的使用，以确保工程项目既合乎经济原则，亦具效率与成效。院校尤应参考适用于公共基本工程的最新政府规则及规例，制订适当的采购程序。

教资会按月向院校发放工程项目的核准拨款。院校须按月提交财务状况报表，以及按季提交工程进度报告。工程项目完成后，院校须向教资会提交经核证的决算帐目，并把结余或未经核准的开支退还政府。基本工程项目的决算帐目，须经院校的外聘核数师独立核证。



Communications/Interface with Stakeholders

与持份者的沟通／接触

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 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. In January 2013, the UGC held the first retreat between senior management of funded institutions and UGC members, who collectively discussed a wide range of issues. The Chairman, UGC has also engaged in 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 starting March 2013. He aims to brief them on the aspirations and operations of the UGC and exchange thoughts with them on issues related to the higher education sector. This round of engagement will be completed in early 2014.

教资会重视与持份者增进沟通，藉此让他们确切明白教资会的职能和运作，同时让教资会了解持份者对教资会的决定和政策有何看法。高等教育界有不同持份者，包括院校管理层、教职员和学生、政府、立法会、传媒及市民大众。教资会一直就涉及整个界别的议题，包括资源分配和策略性发展，与相关持份者紧密合作。有效的沟通能提高透明度，加强向持份者问责的能力。

教资会的传讯小组专责处理与教资会及教资会资助界别相关的一切公关及宣传事宜，目的是促进了解，加强沟通。与不同持份者保持良好沟通，往往要采取不同途径。传讯小组会继续制订计划，透过一系列的活动，促进与持份者的关系，包括：

院校管理层

教资会与院校紧密合作，定期及就个别议题与八所资助院校的校董会主席、校长及副校长举行正式或非正式会议，环绕共同关心的议题交换意见。教资会于2013年1月与资助院校高层管理人员及教资会委员举办首次集思会，双方探讨了多项议题。此外，教资会主席于2013年3月展开第二轮院校巡回访问，与八所院校的学院院长、系主任及前线教学人员会面。访问旨在向院校阐述教资会的抱负和工作，并就有关高等教育界的议题与院校交换意见。此轮访问将于2014年年初结束。

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The first retreat between UGC Members and the Heads and senior management of the UGC-funded institutions was held in January 2013.

教资会委员、资助院校校长及高层管理人员的首次集思会于2013年1月举行



Chairman, UGC met with the Faculty Deans and Department Heads of HKIEd (top left), Poly U (top right) and LU (bottom) in March and April 2013.

主席于2013年3至4月期间与教院(左上)、理大(右上)及岭大(下)的学院院长及系主任会面

Students

Students are perhaps the key stakeholders in the work of the UGC. Their views are thus 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. The UGC has expedited such visits. UGC Members as a group visited CityU and PolyU in September 2012 and CUHK in January 2013. During the three visits, Members exchanged views with student representatives on a whole 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.

学生

对教资会来说，学生大概是至为重要的持份者，因此教资会十分重视学生的意见。教资会委员定期到八所院校进行访问，其中一个重要环节是与学生见面。教资会已加紧进行访校活动，委员于2012年9月分别到访城大及理大，另于2013年1月到访中大。在三次访问中，委员与学生代表就多项双方关注的议题交换意见。会面不设议程，让双方在轻松融洽的气氛中积极参与讨论，坦诚交流。



UGC Members visited PolyU (left), CUHK (middle) and CityU (right) and met with their students
教资会委员到访理大(左)、中大(中)及城大(右)，并与院校学生会面

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 November 2012 and January 2013 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.

立法会议员

教资会重视与立法会合作的机会，乐于向议员阐述本会各方面的工作。教资会主席先后于2012年11月及2013年1月与立法会教育事务委员会的委员作非正式会面，听取他们对高等教育不同方面的意见。教资会亦会适时派员出席立法会会议，向议员解释教资会的工作。

SECRETARY-GENERAL'S REPORT 秘书长报告

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 a Higher Education Forum, through which we welcome all parties including students and staff to leave messages and share their opinions on the work and policies of the UGC. These initiatives have enhanced and facilitated a more accurate understanding of UGC policies and practices by the readers.

At the same time, the UGC also holds briefings with the media after each UGC meeting, 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.

市民大众

市民对公共机构的要求日益提高，期望诉求尽早得到回应，教资会正好借助互联网之便，适时快捷地收集和发放资讯。教资会网站介绍教资会职能、成员组合、工作及最新动向，还设有「常见问题」专栏及「高等教育论坛」，欢迎教职员及学生等各界人士留言，就教资会的工作和政策尽抒己见。这些措施有助浏览网站的市民更清楚了解教资会的政策及工作。

教资会在每次会议后均会举行传媒简报会，由教资会主席向传媒讲述教资会的审议事项及最新决策。对传媒提出的每项查询，教资会均会尽力回应。



Richard Armour
Secretary-General
University Grants Committee

大学教育资助委员会
秘书长
安礼治

THE “3+3+4” NEW
ACADEMIC STRUCTURE
「3+3+4」新学制



THE “3+3+4” NEW ACADEMIC STRUCTURE [3+3+4] 新学制

The “3+3+4” academic structure was smoothly implemented in the higher education sector in September 2012. The new academic structure provides opportunities for students to receive six-year secondary education and four-year higher education. Through curriculum and assessment changes, the new structure can cater for the diversified learning needs of students and allow those with different aptitudes, interests and competencies to excel. Moreover, the new academic structure provides smoother articulation for further studies or work in Hong Kong and is better connected with other major education systems in the world, as well as allows more balanced and comprehensive development of our university students.

As a milestone of Hong Kong’s education reform, the new academic structure represents tremendous significance to the education sector. To ensure smooth migration to and implementation of the four-year curriculum, the Legislative Council approved in 2005 a one-off \$550 million non-capital provision for the UGC-funded institutions to help them in the early preparation for the “3+3+4” curriculum, particularly in aspects such as development of the new curriculum, upgrading the IT system, advanced recruitment of administrative and academic staff, as well as enhancing the communications with the school sector and major stakeholders. The grants were disbursed to the institutions by batches, and the last batch was allocated in September 2011. The UGC-funded institutions spared tremendous efforts in preparing for the new academic structure in all the above aspects as elaborated in the following paragraphs.

高等教育界已于2012年9月顺利推行[3+3+4]学制。新学制为学生提供机会接受六年中学教育及四年高等教育。通过改革课程和评核机制，新学制可以照顾学生的学习需要，让不同志向、兴趣和能力的学生都能尽展所长。此外，新学制更顺畅地衔接本港及全球的主要教育制度，方便升学或就业，同时让大学生得到更均衡而全面的发展。

新学制是本港教育改革的里程碑，对教育界意义重大。为确保顺利过渡和有效推行四年制课程，立法会于2005年通过向八所资助院校提供一笔5.5亿元的一次过非工程拨款，以便院校为[3+3+4]课程及早作好准备，例如制订新课程、提升资讯科技系统、提早聘请行政和教学人员，以及加强与学校界别及主要持份者的沟通等。上述拨款已分期发放予院校，最后一期款项已于2011年9月发放。为推行新学制，八所资助院校竭尽所能，在上述各个范畴作好准备，详情参见下文。

Preparation for the “3+3+4” academic structure

(a) Curriculum Development

One of the major objectives of the new four-year curriculum is to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning. To this end, apart from developing the new academic programmes, institutions devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constituted around 25% to 30% of the entire undergraduate education. Some of them even introduced and phased-in selected GE programmes into the three-year curriculum. Feedback from the students enrolled in the old curriculum was used to fine-tune the course/programme before the implementation of the new academic structure.

Besides revamping GE education and/or launching new core curriculum courses, institutions also incorporated new elements such as service learning, research-based projects, experiential learning, *etc.* into the new curriculum to make it more dynamic and help induce students with a sense of responsibility and commitment to the community. Some of them even made these courses/elements a graduation requirement. Academic departments were encouraged to develop effective and innovative teaching and learning skills and pedagogies with more usage of web-based/e-learning and online multimedia materials.

(b) IT System

To support the implementation of the new curriculum, institutions upgraded and expanded the usage volume of their IT and administrative systems for admission, student orientation and class enrolment. Some institutions also took this opportunity to install and develop new software and management learning system (such as Moodle, Blackboard) to support/facilitate exchanges between teachers and students. To avoid system breakdown during the commencement of the semester, institutions carried out test-runs/rehearsals on the online admission and class enrolment systems. Contingencies such as backing up of the data in the old servers were also put in place.

推行「3+3+4」学制的准备工作

(a) 制订课程

新四年制课程的其中一个主要目的，是让学生拥有广阔的知识基础、均衡的发展、良好的语文及其它通用技能，同时培养学生终身学习的兴趣。为此，院校在过去数年不仅发展新学术课程，更致力检讨、修订和制订通识课程。在本科生整体教育中，通识课程约占25%至30%。部分院校更在三年制课程中，逐步推出选定的通识课程，然后根据修读学生的意见，在推行新学制前调整课程内容。

各院校不仅改革通识课程及／或推出新的核心课程，更在新课程中加入服务学习、研习项目、体验学习等单元，令课程更生动，并培养学生对社会的责任感。部分院校更把修读该些课程／单元订为毕业条件之一。院校又鼓励各学术部门钻研有效的创新教学技巧及教学法，善用网上／电子学习及网上多媒体教材。

(b) 资讯科技系统

为支援新课程的推行，院校已提升收生、迎新及选课的资讯科技及行政系统，并扩充其容量。部分院校更藉此机会，安装和研发新的软件及学习管理系统（例如Moodle、Blackboard），支援／方便师生之间的讯息交换。为免系统在学期初发生故障，院校预先为网上收生及选课系统进行模拟测试，以及制订应急安排，例如为旧服务器的数据备份。

THE “3+3+4” NEW ACADEMIC STRUCTURE [3+3+4] 新学制

(c) Staff Recruitment

As mentioned above, the LegCo approved a one-off \$550 million front-end loading grant to the UGC-funded institutions for their preparation of the new curriculum. The major part of the grant was used to early engage/recruit additional academics to revamp existing programmes and develop the curricula and pedagogy for the new programmes. Institutions also recruited additional staff to strengthen the student advising services and communications with the stakeholders. In addition to recruiting full time staff, institutions implemented various schemes to bring in overseas scholars and academics to fill the teaching vacancies on a temporary basis. Institutions in general anticipated that the teacher-student ratio would be maintained at more or less the current ratio once all the new faculty be in place under the full operation of the four-year curriculum.

(d) Communications and Engagement with the Other Sectors

Institutions exerted much effort in enhancing their publicity plans and communications with the general public and the school sector to promote the new curriculum. Promotional activities such as TV programmes, advertisements, DVDs, information programmes, exhibitions at shopping malls and secondary schools, open days, *etc.* were arranged. Institutions also actively engaged the school sector, principals and teachers in soliciting their views and input on curriculum changes through school visits and talks on the new curriculum and programmes. Meetings with school councils to discuss and update parents and students on issues relevant to admissions under the new academic structure were held, and development days and training/enhancement workshops were also provided for the teachers. Institutions also launched designated websites on “3+3+4” to enhance the general understanding of the public on the “3+3+4” reform in the higher education sector.

(c) 招聘院校人员

如上所述，立法会通过向八所资助院校提供一笔5.5亿元的前期拨款，供筹备新课程之用。拨款大部分用于提早增聘教学人员改革现有课程，以及制订新课程的内容和教学法。院校亦聘请额外人手，加强学生辅导和增进与持份者的沟通。除招聘全职人员外，院校亦推出多项计划，罗致海外学者暂补教席空缺。院校普遍预计，四年制课程全面推行及所有新聘教学人员履任后，师生比例会大致维持在现时水平。

(d) 与其它界别的沟通和联系

院校已加强宣传，积极与市民及学校界别沟通，大力推广新课程。院校曾安排各种宣传活动，包括制作电视节目、广告、光碟、资讯节目；在商场及中学举办展览；举办开放日等。院校亦透过访问中学、参加新课程讲座等，积极与学校界别、校长及教师联系，搜集他们对课程改革的意见。此外，院校又与校董会讨论新学制的收生安排，把最新消息告知家长及学生，以及为教师举办发展日和培训工作坊。院校又推出[3+3+4]专题网站，提供有关高等教育学制改革的资料，加深市民的认识。

(e) Capital Works Projects

The implementation of new normative four-year undergraduate programme in September 2012 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 twelve capital works projects to provide additional teaching and learning facilities in support of the new academic structure. The new buildings are shown in the chart on next page.

In 2012-13, the UGC continued to work closely with institutions in taking forward the twelve “3+3+4”-related capital works projects. All projects are finished by now. By September 2012, eight out of the twelve projects were completed and commissioned, including HKUST’s Extension to the existing Academic Building; LU’s New Academic Block and New Student Hostel; CUHK’s Centralized General Research Lab Complex (Block 1) at Area 39, an Integrated Teaching Building and Extension to the existing University Library at Central Campus; HKBU’s Baptist University Road Campus Development; and HKU’s Centennial Campus. The remaining four projects, namely the Academic 3 of City University of Hong Kong, the Student Amenity Centre of The Chinese University of Hong Kong, Phase 8 Development of The Hong Kong Polytechnic University and the New Academic Building of The Hong Kong University of Science and Technology, had experienced a delay, but were finally completed by early 2013. The institutions concerned had implemented contingency measures, including the extension of teaching hours and finding of temporary space to provide extra teaching facilities to meet the teaching need of the new academic year.

In addition, in 2012-13, the UGC supported 22 Alterations, Additions, Repairs and Improvements proposals with a total estimated cost of \$402 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.

(e) 基本工程项目

新的四年制学士学位规范课程在2012年9月推出后，八所资助院校修读学士学位课程的整体学生人数大增。立法会通过拨款58.4亿元，供八所资助院校进行12项基本工程项目，增设教与学设施，以配合新学制的需要。有关工程项目所涵盖的新建大楼，详见下页附图。

在2012-13年度，教资会继续与各院校紧密合作，推展12项为配合「3+3+4」学制而进行的基本工程。各项工程现已完竣。至2012年9月，12项工程中有8项已经竣工，有关设施亦已启用，包括科大现有教学大楼扩建工程；岭大新教学大楼暨学生宿舍；中大第39区的综合科研实验大楼（第1座）、大学本部的综合教学大楼和现有大学图书馆扩建工程；浸大浸会大学道校园发展计划；以及港大百周年校园计划。余下四项工程（包括城大学术楼（三）、中大学生活动中心、理大第八期发展计划，以及科大新教学大楼）虽有延误，最终亦于2013年初相继完成。院校已采取应变措施，包括延长授课时间、物色地方提供额外的临时教学设施，以配合新学年的教学需要。

此外，在2012-13年度，教资会支持了22项改建、加建、维修及改善工程建议，让院校进行「3+3+4」基本工程项目的相应工程，以及改善现有设施，配合新四年学制的需要，预算费用合共约4.02亿元。

THE "3+3+4" NEW ACADEMIC STRUCTURE 「3+3+4」新学制

"3+3+4"- RELATED CAPITAL PROJECTS
AND CONSEQUENTIAL IMPROVEMENT WORKS
CARRIED OUT BY UGC-FUNDED INSTITUTIONS
教资会资助院校为「3+3+4」学制
而进行的基本工程及相应改善工程





Capital Projects 基本工程

1. CityU's Academic 3
城大学术楼(三)
2. HKBU's Baptist University Road Campus Development
浸大浸会大学道校园发展计划
3. LU's New Academic Building and Student Hostel
岭大新教学大楼暨学生宿舍
4. CUHK's An Integrated Teaching Building
中大综合教学大楼
5. HKUST's New Academic Building
科大新教学大楼
6. PolyU's Phase 8 Development
理大第八期发展计划
7. HKU's Centennial Campus
港大百周年校园

Improvement Works 改善工程

8. HKBU's newly renovated Integrated Science Laboratory
浸大刚翻新的综合科学实验室
9. CUHK's new Multipurpose Learning Centre
中大新多用途学习中心
10. HKIEd's new canteen
教院新食堂
11. HKUST's new Mentoring Centre
科大新师友中心



THE “3+3+4” NEW ACADEMIC STRUCTURE [3+3+4] 新学制

(f) Support Measures for the Double Cohort

Two cohorts of students (one from Form 7 under the old curriculum and one from senior secondary 3 under the new curriculum) were admitted to the UGC-funded institutions in September 2012. The biggest challenge faced by the institutions was how to handle both cohorts of students at the same time. To ensure that there would be no competition for admission between the two cohorts, a total of 30,000 publicly-funded first-year-first-degree (FYFD) places were approved by the UGC, *i.e.* 15,000 for each cohort, for 2012/13. Additional senior year places were also provided for the institutions.

Recognizing the various demand from the double cohort students would increase substantially, institutions and the relevant parties, including the Hong Kong Examination and Assessment Authority (HKEAA) and the Joint University Programmes Admission System (JUPAS) Office, put in place a number of special measures to meet the challenge. The measures include staggering the announcement dates of the public examination and the admission results, as well as the commencement of the school year for the two cohorts; merging the orientation camps; enhancing the counseling and advisory services; increasing the library books, e-resources and catering outlets; strengthening the transportation services; and providing more financial aid and scholarships. Since students enrolled in the four-year curriculum were one year younger than the three-year cohort, and some of them had yet to reach the age of 18 (“minors”) upon the time when they entered the institutions in September 2012, some institutions strengthened/revised the contents of the student guidebooks to provide more specific information for this group of students, while other institutions briefed the student bodies on the legal issues of the minors.

(f) 为新旧学制两批学生提供的支援

新旧学制两批学生(旧学制的中七学生和新学制的高中三学生)已于2012年9月入读八所资助院校。院校面对的最大挑战是如何同时照顾两批学生。为确保两批学生在报读院校时无须互相竞争,教资会通过于2012/13学年合共提供30,000个公帑资助的第一年学士学位课程学额,即每批学生15,000个。高年级学额亦同时增加。

鉴于新旧学制两批学生会令各方面的需求大增,院校及有关各方(包括香港考试及评核局及大学联合招生处),已实行多项特别应对措施,包括分阶段公布公开考试成绩及收生结果;安排两批学生在不同日期开学;举办联合迎新营;加强辅导及咨询服务;添置图书馆藏书、增加网上资源、增设食堂;加强交通服务;以及增设资助及奖学金。由于入读四年制课程的学生较三年制的年轻一岁,其中一些学生在2012年9月入学时尚未满18岁(未成年人),部分院校已增订/修订学生手册内容,为这些学生提供更适切的资料,另有一些院校则向学生组织简介有关未成年人的法律事宜。

(g) Contingency Planning

Notwithstanding the enormous preparation work put in for the new four-year academic structure, the institutions were vigilant in monitoring developments and worked out contingency plans to tackle any risk and problem which might arise during the commencement of the semester. In the light of the concerns over the completion of new capital projects, institutions identified alternative measures, such as scheduling weekend and night classes, renting nearby offices as temporary teaching venues/department offices, *etc.*, in case of slippage in the project completion schedules. Risk Assessment Teams/Committees were also formed under the senior management to assess all possible risks and map out fallback arrangements.

Start of Academic Year in September 2012

As it was the first year for the implementation of the new curriculum and admission of the four-year cohort, the media and the general public paid close attention to the institutions' preparation, in particular whether the facilities were ready for receiving a huge group of students. Despite that institutions had put in considerable efforts in the preparatory work, some minor hiccups occurred during the commencement of the semester, such as insufficient public transportation which led to long queues waiting at the bus stations, shortage of catering places during peak hours, allocation of hostel places to some non-local students days after their arrival in Hong Kong, temporary suspension of the enrolment system, *etc.* Institutions took prompt actions to rectify these transitory issues, so as to minimise their effects on students. On the whole, the implementation of the new academic curriculum by the institutions was generally smooth.

UGC's “3+3+4” Group

The UGC set up the dedicated task force in 2007 to take an overview and render support to institutions' initiatives. A total of nine meetings had been conducted since its inception, with some of the meetings attended by representatives from the institutions and other relevant parties including the Education Bureau, the HKEAA and the JUPAS Office. The Group discussed issues such as capital projects and contingency plans, *etc.* The Group also organised several sessions for stakeholders to share their experiences in the preparation process.

(g) 应变计划

尽管已为推行新学制作大量准备，院校毫不松懈，密切监察有关情况及制订应变计划，以处理开学时可能遇到的风险和问题。鉴于新基本工程项目或未能预期完成，院校已另作安排，例如安排学生在周末或晚上上课、租用附近的商厦单位作临时教室／办公室等，以免受工程延误影响。此外，院校已成立风险评估小组／委员会，由高层人员领导，负责评估各种潜在风险和制订后备安排。

2012年9月开学情况

由于2012年是首年推行新学制，也是首次取录四年制学生，传媒及大众对院校的准备状况（特别是校园设施是否足以应付大批学生），加倍关注。即使院校已作大量的准备工作，开学时仍遇到一些小问题，例如公共交通设施不足以致巴士站大排长龙；饭堂设施在繁忙时间不敷应用；部分非本地学生抵港多天方获安排入住宿舍；以及学生注册系统服务中断等。院校已立即采取行动解决上述过渡问题，以减少对学生的影响。整体而言，新学制在各院校推行顺利。

教资会「3+3+4」学制工作小组

教资会于2007年成立专责小组，旨在监察院校的筹备工作及提供支援，至今共召开九次会议，部分会议更邀得院校及有关各方（包括教育局、香港考试及评核局、大学联合招生处）派员出席。「3+3+4」学制工作小组讨论过多项议题，包括基本工程项目及应变计划等。工作小组亦曾举办多次交流会，让持份者分享在准备过程中的经验。

INTERNATIONALISATION
AND ENGAGEMENT
WITH MAINLAND CHINA
国际化及与内地加强连系



The Higher Education Review (HER) Report issued in December 2010 stated that internationalisation should become one of the central themes of all UGC-funded institutions and should permeate the whole gamut of institutional activities. In an age of rapid globalisation and intense regional and international competition, the UGC believes there is an urgent need to take forward the two initiatives. 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 dialogue, the UGC and the institutions have achieved better understanding on the importance and best practices to pursue the two initiatives, having regard to institutional autonomy and the institutions' plans and policies that are already in place.

After completion of the strategic dialogue in September 2012, the UGC was encouraged to have identified a number of strengths institutions have 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, it also came to our realization that there are tremendous opportunities for institutions to further develop the two initiatives.

With the availability of additional funding, the UGC proposed in 2013 four new initiatives on internationalisation and engagement with the Mainland that echo recommendations arising from the strategic dialogue. The goal is to motivate institutions to strengthen their pursuit of internationalisation, particularly by addressing the challenges as identified, with a view to embedding internationalisation as part and parcel of the culture, mindset and DNA of the entire UGC sector. First of all, the UGC proposed, in the 2013/14 academic year, to fund student-initiated projects or initiatives that encourage multi-cultural integration. Secondly, to help promote Hong Kong's higher education sector as a united entity, the UGC proposed to devote part of the new funding to take

2010年12月发表的高等教育检讨报告指出，国际化应成为所有教资会资助院校的发展重点之一，并应渗透院校所有活动。在全球化急速扩展和地区及国际竞争加剧的年代，教资会认为极需循上述两个方向推行措施。此外，教资会认为，走向国际化及加强与内地的连系，对香港未来至关重要，各资助院校均应积极落实。

为了就有关国际化及与内地加强连系的工作拟订未来路向，并定出各项工作的缓急先后，教资会在2012年与大学校长会及各院校展开了一系列策略对话。在尊重院校自主并顾及院校现有计划和政策的前提下，教资会与院校在策略对话中就上述两个方针的重要性，以及有关的良好做法取得进一步共识。

策略对话于2012年9月结束后，教资会欣然发现院校在落实两个方针方面各有所长，这主要体现在出色的领导层、来自世界不同地方的教学人员、占一定比例的非本地学生，以及本地学生对非本地学生的相对包容。同时，我们也总结认为各院校在进一步发展这两方面有很多的机会。

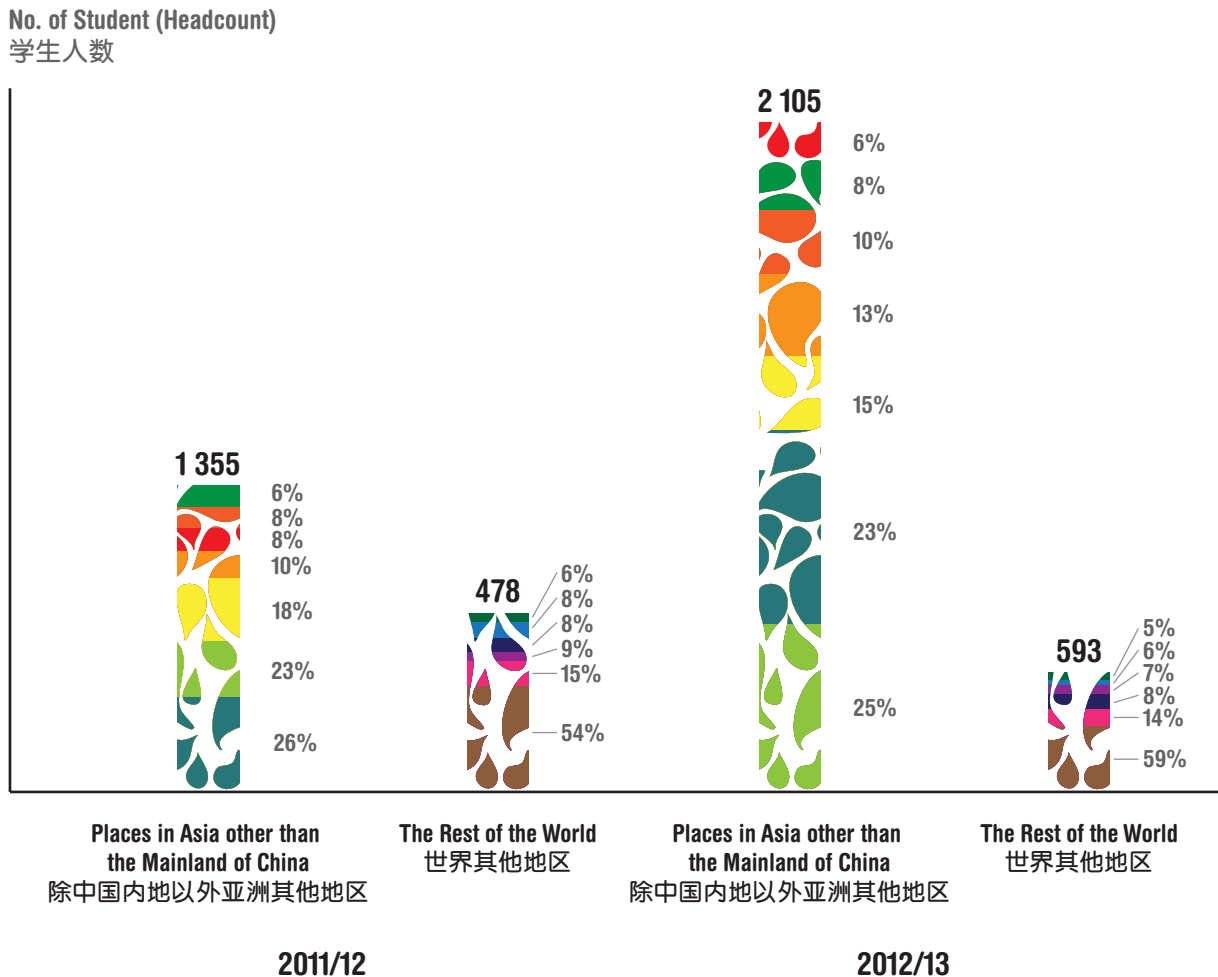
由于有额外的款项，教资会在2013年提出四项有关国际化及与内地加强连系的新措施，以回应策略对话所得出的建议。新措施旨在鼓励院校加强落实国际化，特别是应对所预见的挑战，以期将国际化的概念融入资助院校的文化、思维及核心元素。教资会的第一项建议措施，是在2013/14学年资助由学生主导、鼓励多元文化融合的项目或计划。第二，教资会建议投放部分新增款项，在国际有关教育的博览会中设立香港馆，联合八所院校的力量，推广整个香港高等教育界。第三，为有可能来港就读的

INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 国际化及与内地加强连系

the lead in setting up a Hong Kong Pavilion in international education conferences. Thirdly, to establish a sector-wide search engine to provide easier access to information for prospective students. Fourthly, to bring about more exchange opportunities for more students, in particular those who lack the means to travel abroad, the UGC proposed to use part of the new funding to finance student exchanges. The UGC is hopeful that these initiatives could help bring long-term policy changes to strengthen the development on this front.

学生设立跨院校的搜寻器，令他们更易获取有关资讯。第四，教资会建议利用部分新增拨款资助学生交流活动，藉此为更多学生（特别是无法应付外游开支的清贫学生）提供交流机会。教资会期望上述新措施有助院校调整其长远政策，促进此范畴的发展。

Chart 1: Non-local Students from Places Other Than the Mainland of China, 2011/12 and 2012/13
图一：2011/12及2012/13学年非本地学生人数（来自中国内地除外）



Place in Asia other than the Mainland of China 除中国内地以外亚洲其他地区

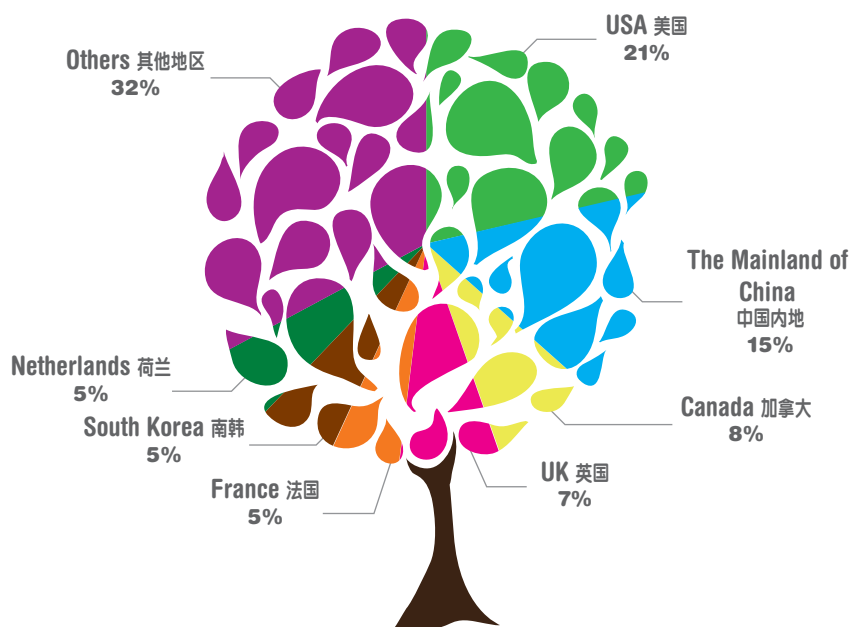
Macau 澳门 India 印度 Taiwan 台湾 Malaysia 马来西亚 South Korea 南韩 Indonesia 印尼 Other Asian Countries 其他亚洲国家

The Rest of the World 世界其他地区

UK 英国 Germany 德国 Portugal 葡萄牙 Canada 加拿大 USA 美国 Others 其他地区

Chart 2: Distribution of Incoming Exchange Students by Place of Origin, 2011/12

图二：2011/12 学年按原居地划分的来港交流生比例



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

除学生交流活动外，教资会认为其它形式的国际经验亦有助学生成长和学习，例如海外服务、较长时间的海外实习及游学等。

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. The percentage of non-local students in institutions has been constantly on the rise:

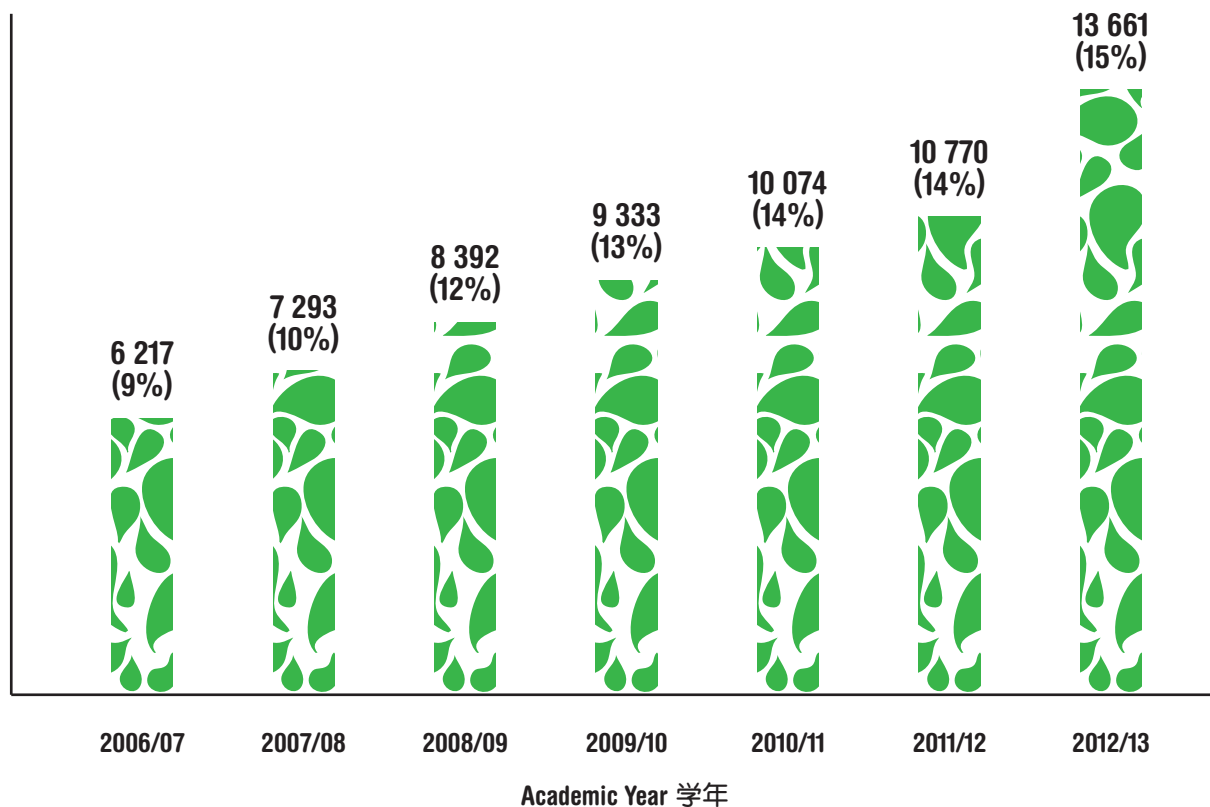
在招收非本地学生方面，资助院校录取非本地学生修读公帑资助课程（包括副学位、学士学位和研究院修课课程）的收生限额为20%。近年院校的非本地学生比例持续上升，详见下图：

INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 国际化及与内地加强连系

Chart 3: Non-local Student Enrolment (Headcount) of UGC-funded Programmes, 2006/07 to 2012/13

图三：2006/07至2012/13学年修读教资会资助课程的非本地学生人数

No. of Student (Headcount)
学生人数



Notes: 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.

注：1. 括号内的数字是非本地学生占学生总人数的百分比。
2. 为配合新学制的实施，院校在2012/13学年同时录取新学制及旧学制的学生。

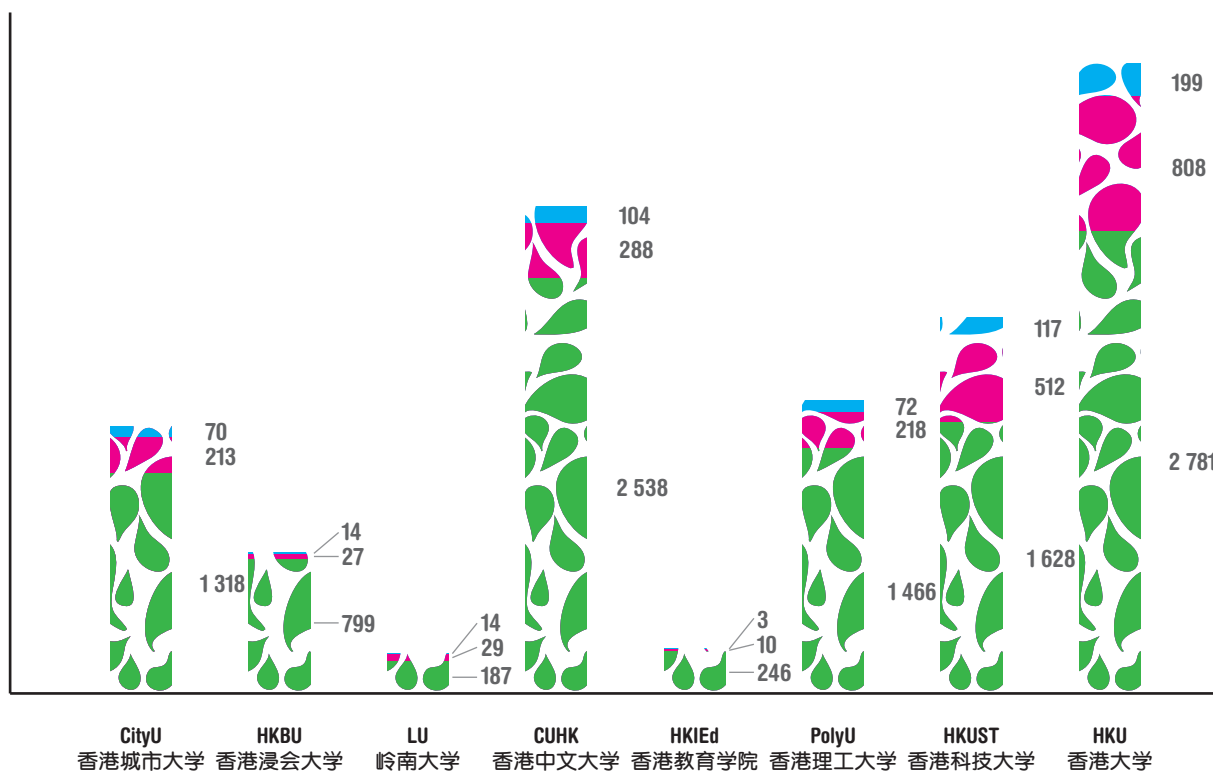
In 2012/13, the eight institutions recruited a total of 4 104 first-year-first-degree (FYFD) non-local students from the Mainland and other places, accounting for about 14% of the planned intake. It is certainly a leap from the 1% and the 10% as recorded in 2000/01 and 2006/07 respectively.

在2012/13学年，八所院校一共录取了4 104名来自内地及其它地区的学生修读第一年学士学位课程，约占总计划招生人数的14%，远高于2000/01学年的1%及2006/07学年的10%。

Chart 4: Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution and Place of Origin, 2012/13

图四：2012/13 学年按院校及学生原居地划分的教资会资助课程非本地学生人数

No. of Student (Headcount)
学生人数

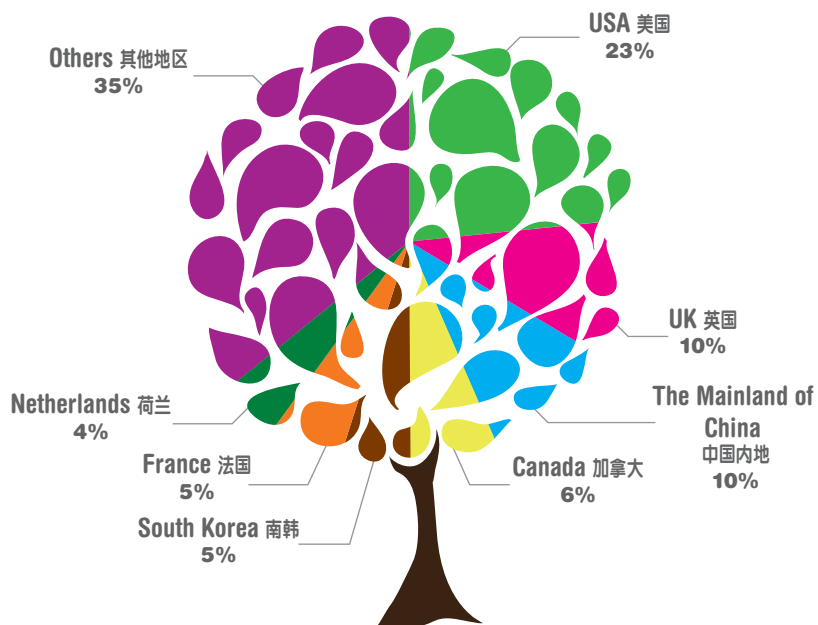


■ The Mainland of China 中国内地 ■ Other Parts of Asia 亚洲其他地区 ■ The Rest of the World 其他地区

INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 国际化及与内地加强连系

Chart 5: Distribution of Outgoing Exchange Students by Destination, 2011/12

图五：2011/12 学年按目的地划分的离港交流生比例



TEACHING AND
LEARNING QUALITY
教与学质素



TEACHING AND LEARNING QUALITY 教与学质素

Teaching has an indispensable role in the functions of higher education institutions. The importance of “teaching and learning” is emphatically highlighted in the “Aspirations for the Higher Education System in Hong Kong” published in December 2010.

The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The UGC established the QAC, a semi-autonomous non-statutory body under the aegis of UGC, to provide 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 Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene. 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.

教学是每所高等教育院校的核心职能。2010年12月发表的《展望香港高等教育体系》报告亦一再强调「教与学」的重要性。

教资会致力确保并提高教资会资助院校及其活动的质素，因此成立质保局，以第三者的身份，协助教资会履行质素保证工作。质保局是教资会辖下的一个半独立非法定组织，其核心工作之一，是在尊重院校自主及其自行评审资格的前提下，对各资助院校进行质素核证，以确保所提供的本地学士学位及以上程度课程（不论是否受教资会资助）的质素。

除质素保证工作外，教资会还致力改善教学方法及学生学习成果，特别是学生的语文水平。为此，教资会向院校提供教学发展补助金及语文培训补助金，并推行其它相关措施。教资会积极推动在国际日益普及的果效为本学生学习方法，并会继续探求新方法，以持续提升教与学的质素。

质素核证

资助院校各有其独特的使命，反映教资会建立多元化而又互相紧扣的高等教育体系的理念。质保局深明此理，认同院校应按本身的使命订定适当目标，因此采用「切合所需」的原则检视院校的质素，以配合各院校根据与教资会商定的角色说明而订定的目标。质保局积极与院校建立合作关系，保证并提升香港学生学习经验的质素，使社会各方均能获益。

Following the audit procedures set out in the QAC's Audit Manual, the QAC conducted its first round of eight quality audits during 2008 and 2011. All the audit reports have been published. With the completion of the first audit cycle, the QAC has embarked on a review of the audit methodology and approach in consultation with the eight UGC-funded institutions to prepare for the second round of quality audits. Upon the completion of the review, a revised Audit Manual will be published.

Teaching and Learning

Teaching Development Grants

"Teaching and learning" is central to the roles of all institutions. To encourage institutions to adopt innovative approaches to teaching, and to improve the quality of the learning environment, the UGC provides institutions with Teaching Development Grants. For 2012/13, the UGC disbursed a total of \$37.6 million as Teaching Development Grants. Allocation is mainly based on the student numbers at undergraduate and sub-degree levels.

On top of the Teaching Development Grants, the UGC also implements the following funding schemes to enhance teaching and learning in the 2012-15 triennium –

- injection of \$5 million per annum to the Teaching Development Grants to support teaching development activities of all front-line teaching staff members;
- establishment of a fund of \$16 million to meet the start-up costs of setting up communities of practices; and
- injection of \$7 million to the Teaching Development Grants to support worthwhile collaborative projects on teaching and learning.

质保局根据其《核证便览》载列的核证程序，在2008至2011年间对八所资助院校进行第一轮质素核证，各院校的核证报告均已先后发表。第一轮核证工作结束后，质保局着手检讨核证的方法和方针，为第二轮质素核证作准备，并就此咨询八所教资会资助院校。检讨完成后，质保局会公布新修订的《核证便览》。

教与学

教学发展补助金

「教与学」是所有院校的核心职能。为推动院校采用新颖而有创意的教学方法，并改善学习环境，教资会向院校提供教学发展补助金。在2012/13学年，教资会主要按各院校学士学位及副学位课程的学生人数，合计拨出3,760万元教学发展补助金。

除提供教学发展补助金外，教资会亦透过以下资助计划，在2012-15三年期内提升教与学的质素：

- 向教学发展补助金每年注资500万元，以支持全体前线教学人员参与教学发展活动；
- 成立为数1,600万元的基金，提供设立专业社群所需的费用；以及
- 向教学发展补助金注资700万元，以支持值得推行的教与学协作项目。

TEACHING AND LEARNING QUALITY 教与学质素

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 2012 round of the award, 15 nominations were received from UGC-funded institutions and were assessed by a selection panel comprising UGC/QAC Members, a former award recipient and an external international expert. The three award recipients in 2012 were Professor Shekhar Kumta of the Department of Orthopaedics and Traumatology of CUHK, Professor Liu Zhi-Qiang of the School of Creative Media of CityU, and Dr David Pomfret of the School of Humanities (History) of HKU. 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 2012 UGC Teaching Award was held on 6 September 2012.

The UGC invited nominations for the 2013 award in February 2013 and the awardees were selected and announced in September 2013.

教资会杰出教学奖

教资会在2011年推出年度教资会杰出教学奖，以表扬教资会界别中教学表现卓越的教师。在2012年的教学奖遴选中，共收到资助院校提交的15项提名，由教资会／质保局成员、一名前得奖者及一名外聘国际专家组成的遴选委员会负责评审。2012年获选的三位得奖者是中大矫形外科及创伤学系古明达教授、城大创意媒体学院刘志强教授，以及港大人文学院（历史系）庞德威博士。他们各获50万元奖金，以供进行与教学有关的活动或计划，以惠及所属院校及整个界别。2012年教资会杰出教学奖颁奖典礼在2012年9月6日举行。

教资会在2013年2月邀请院校提名人选，角逐2013年杰出教学奖。得奖者在2013年9月选出和公布。



The three recipients of the UGC Teaching Award 2012 with Mr Edward Cheng, Chairman, UGC and Members of the 2012 Selection Panel at the presentation ceremony. (From left) Professor Richard Ho Man-wui, Mr Edward Cheng, Dr David Pomfret, Professor Liu Zhi-Qiang, Professor Shekhar Kumta, Professor Poon Wai-yin, Professor William Kirby, Mr Clifton Chiu Chi-cheong.

2012年教资会杰出教学奖三位得奖者与教资会主席郑维新先生及遴选委员会成员在颁奖典礼上合照。(左起)何文汇教授、郑维新先生、庞德威博士、刘志强教授、古明达教授、潘伟贤教授、柯伟林教授、赵志鏄先生

Language Proficiency of Students

学生的语文水平

Language Enhancement Grants

语文培训补助金

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on the UGC's agenda. 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 Grants, which are in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grants in 2012/13. The amount is allocated based on institutions' respective student numbers.

毕业生必须有良好的语文水平，才能与世界各地的人才竞争。因此，提升学生语文水平，是教资会的工作重点之一。为提高学生的英语和中文(包括普通话)水平，教资会向院校提供语文培训补助金，作为院校所得整体补助金及其它资源以外的支援。教资会在2012/13学年向院校发放1.188亿元语文培训补助金；各院校所得的补助金额，按其学生人数订定。

Common English Proficiency Assessment Scheme

统一英语水平评核计划

Common English Proficiency Assessment Scheme aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

统一英语水平评核计划的目的，是藉着安排学生参加国际认可的语文评核，促使他们更重视本身的英语水平。该计划现时采用「国际英语水平测试制度」(IELTS)作为评核工具。

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2012/13, about 11,400 final year students, or 60% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

教资会资助院校学士学位课程应届毕业生可选择参加该计划。只要他们愿意在大学成绩单上列明曾参与该计划，可获发还评核试费用。在2012/13学年，约11,400名应届毕业生报名参加该计划，占教资会资助院校预计毕业生人数的60%。

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The last round of the Common English Proficiency Assessment Scheme will be held in 2013/14.

该计划的原定目标，是促使学生更重视本身的英语水平，以及提供大量有用资料以显示学生在运用英语方面的强项和不足之处，有关的目标已经达到。因此，教资会决定以一项新资助计划取而代之，以直接资助院校推行语文培训协作项目，并于2013/14学年推出最后一轮统一英语水平评核计划。

TEACHING AND LEARNING QUALITY 教与学质素

Collaborative Language Enhancement Projects

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects under the new arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese. As institutions are stepping up their language enhancement efforts in the new four-year curriculum, the UGC hopes that this arrangement will give timely support to institutions to make genuine impact on students' language proficiency in a collective and more efficient manner.

语文培训协作项目

教资会在2012年2月公布推出新安排，鼓励和支持教资会资助院校推行有助提升学生语文水平的协作项目。根据新安排，资助院校的协作项目在2012-15三年期可获高达3,000万元直接资助。鉴于中文日益重要，新安排亦扩展至涵盖提升学生中文水平的协作计划。由于院校会加强新四年学制的语文培训工作，教资会希望此项安排可为院校提供适时支援，让院校透过更有效的方法，共同为提升学生语文水平发挥实质作用。

PROGRESS WITH THE
IMPLEMENTATION OF
THE HIGHER EDUCATION
REVIEW REPORT
高等教育检讨报告的
跟进情况



PROGRESS WITH THE IMPLEMENTATION OF THE HIGHER EDUCATION REVIEW REPORT 高等教育检讨报告的跟进情况

In December 2010, the UGC submitted its report titled “Aspirations for the Higher Education System in Hong Kong” (available on the UGC website, <http://www.ugc.edu.hk/eng/ugc/publication/report/report.htm>) to the Government, which was published simultaneously. The report aimed to examine the entire sector with a view to offering recommendations on appropriate strategies for the future development of post secondary education in Hong Kong. The UGC considered it important for Hong Kong to strive for excellence through discerning the world trends and challenges facing the sector, and then refining our strategies. The Government studied the recommendations and consulted the stakeholders in the post-secondary sector in 2011. In November 2011, the Government announced its endorsement of the overall strategies and directions recommended in the Report. Specifically, it supported that a Credit Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system and that such system should be appropriate for articulation between different levels and across different institutions at the same level. On internationalisation, the Government agreed with the UGC that it should cover a wide spectrum of issues, including student recruitment, integration of all students on campus, provision of hostel and private accommodation, research collaboration, international faculty mix and curriculum design, etc. The UGC welcomed the Government’s positive responses.

The world of higher education is moving very quickly and Hong Kong cannot afford to lag behind. We are fortunate to have an excellent base to build on, with a flourishing post-secondary education sector and significant advances by UGC-funded institutions, but the future of Hong Kong’s higher education depends on our strategies today. The follow-up of the Report will hence continue to be one of the major endeavours of the UGC in the coming years.

教资会于2010年12月向政府提交《展望香港高等教育体系》报告(已上载教资会网站<http://www.ugc.edu.hk/big5/ugc/publication/report/report.htm>)，并同一时间向公众发表报告内容。报告旨在审视整个界别的现况，就香港高等教育的未来发展策略提出建议。教资会认为香港有必要了解世界发展的趋势及高等教育界所面对的挑战，以便调整策略，精益求精。政府在2011年研究该报告提出的建议，并咨询高等教育界别的持份者。同年11月，政府宣布接纳该报告提出的整体策略和方向。具体而言，政府赞成整个专上教育界建立一个学分累积及转移制度。该制度应确保不同级别的课程和不同院校的同级课程可互相衔接。在国际化方面，政府同意教资会的意见，认为国际化涵盖许多方面，包括招生、校园内所有学生的融合、宿舍和私人住宿的供应、研究协作、教学人员国际化和课程设计等。教资会欢迎政府的积极回应。

全球高等教育正在快速发展，香港不容落后。可幸的是，我们的高等教育界发展蓬勃，教资会资助院校取得长足进步，为今后的发展奠下稳固基础。香港高等教育的未来建基于今天制订的策略。因此，检讨报告的跟进工作仍然是教资会未来的工作重点。



The UGC’s report “Aspirations for the Higher Education System in Hong Kong” (December 2010)

教资会《展望香港高等教育体系》报告(2010年12月)

PROGRESS WITH THE IMPLEMENTATION OF THE HIGHER EDUCATION REVIEW REPORT 高等教育检讨报告的跟进情况

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The UGC is working closely with the Government, the UGC-funded institutions and other stakeholders to pursue the various initiatives that will contribute to the development of a healthy, vibrant and internationally competitive post-secondary education sector in Hong Kong. The implementation progress is monitored by the UGC and its groups and councils. Some major tasks are highlighted below –

Provide diversified and flexible pathways for students to facilitate their progression within the post-secondary education system

In response to the UGC's suggestion, the UGC-funded institutions and the Education Bureau have worked together and uploaded comprehensive and relevant information on senior year/top-up degree programmes onto the revamped Portal for Accredited Self-financing Post-secondary Programmes (IPASS) system for students' information. The UGC has also developed and submitted to the Government some recommendations to facilitate the implementation of CATS in the entire post-secondary sector including the publicly-funded and the self-financing institutions. The plan is being examined by the Government.

Ensure coherence and consistency in quality assurance in the post-secondary education sector

The QAC has joined the Government's Liaison Committee on Quality Assurance. The UGC will continue to ensure enhancement of teaching and learning in the UGC-funded institutions through the QAC's quality audits and the QAC is conducting a review of the audit process and the Audit Manual. Separately, to promote and encourage innovative approaches to teaching and learning, the UGC will continue to allocate the Teaching Development Grants and Language Enhancement Grants to institutions in 2012-15 triennium, and to implement new funding schemes. (Please see details in the Chapter "Teaching and Learning Quality")

Pursue further and deeper internationalisation in the entire post-secondary education sector

To pursue the initiatives to promote internationalisation and engagement with Mainland China as contemplated in the Report, the UGC has completed the strategic dialogues with institutions and also injected additional funding to strengthen the implementation of the two initiatives.

教资会现正与政府、资助院校及其它持份者紧密合作，推行多项措施，在香港发展一个健全、活力充沛和具国际竞争力的专上教育体系。教资会及辖下小组和委员会负责监察该报告的跟进工作，以下是一些主要工作：

提供多元灵活的途径让学生在专上教育体系内升学

因应教资会的建议，教资会资助院校与教育局合作，把高年级学士学位课程／衔接学位课程的相关综合资料上载至更新后的经评审专上课程资讯网，以供学生参考。另外，教资会已为整个高等教育界（包括公帑资助院校及自资院校）制订学分累积及转移制度的推行方案提交建议，供政府考虑。当局现正审议有关建议。

确保专上教育界的质素保证制度连贯一致

质保局已加入政府的质素保证联络委员会。教资会会继续透过质保局的质素核证工作，确保教资会资助院校在教与学方面不断提升质素。质保局现已着手检讨核证程序和《核证便览》。同时，为提倡和鼓励院校采用创新的教学方法，教资会在2012-15三年期会继续向院校提供教学发展补助金及语文培训补助金，以及推行新的资助计划。（详见〈教与学质素〉一章）

推动整个专上教育界更深更广的国际化

为落实报告所建议的措施，促进香港高等教育国际化及加强与内地的连系，教资会已完成与院校之间的策略讨论，并投入了额外的款项，加强推行两项建议的力度。

RESEARCH AND
KNOWLEDGE TRANSFER
研究与知识转移



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 such as the Theme-based Research Scheme, Areas of Excellence Scheme, General Research Fund, Early Career Scheme, Collaborative Research Fund, Humanities and Social Sciences Prestigious Fellowship Scheme and Joint Research Schemes with the Mainland and overseas countries. 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 endeavors 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 carrying out assessment of research grant proposals for competitive projects, 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 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 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.

教资会积极为院校的学术研究提供各项支援，包括提供整体补助金、资助研究院研究课程学额，以及推行多项以竞逐方式分配资源的研究资助计划，例如主题研究计划、卓越学科领域计划、优配研究金、杰出青年学者计划、协作研究金、人文学及社会科学杰出学者计划，以及与内地和海外国家合办的合作研究计划。此外，教资会给予院校额外拨款，鼓励他们与本地其它院校及海外院校分享良好做法，藉此推动院校进一步加强知识转移的工作及扩大知识转移的学术范畴，使知识、技术及其它形式的研究成果能转化为实质的社会经济效益，惠及社群。

研资局负责评审参与具竞逐性研究资助计划的建议书。教资会成立的研究小组则负责就推动高等教育界研究工作的策略提供意见，以及就研究评审和资助方法进行检讨。小组的目标，是与院校紧密联系，共同探讨不同议题，包括如何分配研究拨款及研究院研究课程学额以达致最佳效益；如何鼓励院校兼顾研究与教学以取得适当平衡；如何维持及推动角色分工；以及如何制订最佳和有效的方法分配研究资源等。

研资局会继续向市民宣扬学者的研究成果，藉举办公众讲座和出版通讯，让大众了解学者的研究成果。

RESEARCH AND KNOWLEDGE TRANSFER 研究与知识转移

UGC Funding Support for institutions

(a) Research Expenditure of UGC-funded Institutions 2011/12

The UGC-funded institutions continue to pursue excellent research. Their reported aggregate expenditure on research in 2011/12 amounted to HK\$7,155 million, representing 41% of the total expenditure in academic research of the institutions, and 0.36% of Hong Kong GDP. UGC and 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 76% of the total research expenditure in 2011/12- breakdown is at Table 1.

Table 1 – Research Expenditure of UGC-funded Institutions 2011/12

Source of Funding 资助来源		Amount (HK\$m) 金额 (百万港元)
■ UGC	教资会	4,754.0
■ RGC	研资局	660.4
■ Other Government Funds	政府其它资助计划	501.8
■ HK Private Funds	本地私人资金	1,099.0
■ Non-HK	香港以外的资金	139.6
Total	总额	7,154.9
		(Up 3.0% compared with 2010/11) (较2010/11 学年增加3.0%)
<i>Ratio of expenditure on research to Hong Kong's GDP</i>		<i>研究开支占本地生产总值的比率</i>
		0.36%

Note: Figures do not add up to the total due to rounding.

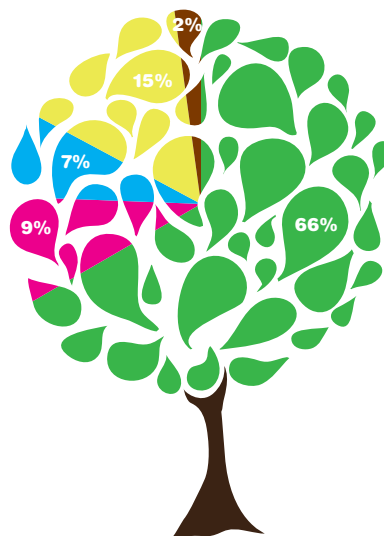
注：由于四舍五入，数字的总和可能与实际的总计略有出入。

教资会为院校提供的资助

(a) 2011/12 学年教资会资助院校的研究开支

教资会资助院校继续从事卓越研究工作。2011/12 学年，各院校据报用于研究的总开支达 71.55 亿港元，占院校学术研究总开支的 41%，相当于本地生产总值的 0.36%。教资会及研资局分别以整体补助金及具竞争性研究补助金形式提供的资助，是各院校主要的研究经费。2011/12 学年，该两种资助来源约占研究总开支的 76%，分项数字载于表 1。

表 1：2011/12 学年教资会资助院校的研究开支



(b) 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. Its investment income replaces a large portion of recurrent subvention originally allocated to the RGC as Earmarked Research Grant, thus providing greater funding stability and certainty. A portion of its investment income will also support theme-based research, 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.

An injection of \$5 billion into the Research Endowment Fund was proposed in the Policy Address delivered by the Chief Executive in October 2011 and approved by the Legislative Council in January 2012. Of that, a portion of the injection will provide research funding to the self-financing tertiary institutions on a competitive basis.

(c) 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 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 RGC’s Earmarked Research Grant to determine the distribution of up to 12.5% of the Block Grant as indirect/on-costs has been implemented progressively over a period of nine years starting from 2012/13, and will be reviewed before the end of the first triennium. 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.

(b) 研究基金

立法会通过拨款180亿元设立研究基金后，政府随即于2009年2月以信托基金形式在教育局常任秘书长法团下成立该基金。研究基金的投资收益取代大部分原本拨予研资局作为研究用途补助金的经常资助金，以提供更稳定明确的资助。研究基金的部分投资收益会用来资助主题研究，让各院校进行年期较长并在策略上有利于香港发展的主题研究。

行政长官于2011年10月发表的《施政报告》中，提出向研究基金注资50亿元。立法会在2012年1月通过拨款，部分新注资金额会以竞逐方式分配予自资高等教育院校，用作研究经费。

(c) 提高研究资源分配的竞逐程度

一如《展望香港高等教育体系》报告所述，教资会已在分配研究资源及研究院研究课程学额方面，引入更多竞逐元素，以推动资助院校进行卓越研究。杰出的研究能促进创新，造福社会，惠益经济。本港院校均期望能与世界顶尖大学竞短争长。新的资助安排根据院校申请研资局研究用途补助金的结果，分配不多于整体补助金的12.5%予院校，作为间接成本／附加行政费用拨款。新安排由2012／13学年起实施，分九年逐步推行，教资会会在第一个三年期结束前作出检讨。由2012／13学年开始，5 595个研究院研究课程学额中，透过五个竞逐方法分配的比例分五年逐步增加，到2016／17学年将有50%的学额以竞逐方式分配。

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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 new indirect/on-costs 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 Prestigious Fellowship Scheme for Humanities and Social Sciences Panel.

(d) Research Assessment Exercise 2014

The UGC seeks to reward excellent research and strengthen differentiation. To this end, in consultation with the eight UGC-funded institutions, the UGC will conduct the next Research Assessment Exercise (RAE) in 2014. The RAE 2014 will use international benchmarks and sharpened measures to assess the research quality of the institutions. Results of the RAE will form the basis of the distribution of the remaining part of the research funding in the Block Grant. Preparatory work for the RAE 2014 is under way.

(e) RGC's Research Funding Schemes

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, annual research funding available to the RGC amounted to about \$1.1 billion in 2012/13, as follows:

教资会在推行计划以增加研究拨款分配的竞逐元素时，注意到人文学及社会科学的项目成本一般较低，该范畴的学者也较少申请研究拨款。因此，教资会已采取多项措施，推动人文学及社会科学的研究，包括在整体补助金研究用途拨款下新设的间接成本／附加行政费用拨款中，预留18%予人文学及社会科学研究，又鉴于人文学及社会科学研究一般需要首席研究员投放较多时间，每年增拨2,000万元予研资局，以聘请替假教师的形式让有关学者腾出时间进行研究。另外，研资局亦在人文学及社会科学学科小组下设立杰出学者计划。

(d) 2014年研究评审工作

教资会积极奖励卓越研究，同时设法分辨院校的研究表现。为此，教资会经咨询八所资助院校后，将于2014年进行下一轮研究评审工作，采用国际基准及经优化的评审机制评估院校的研究质素。教资会将根据研究评审工作的结果，分配整体补助金之中研究用途拨款的余下部分。教资会现已着手准备2014年的研究评审工作。

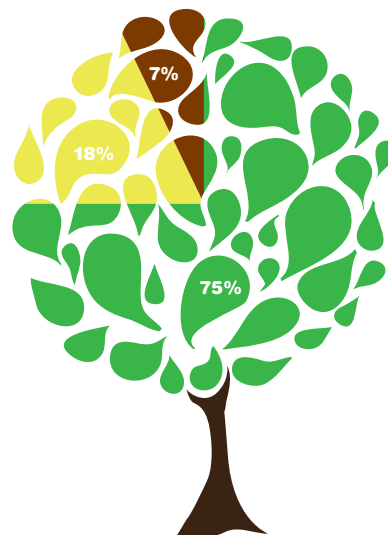
(e) 研资局的研究资助计划

研资局管理的多项研究资助计划是教资会整体补助金之外，支持香港高等教育学术研究的最大单一拨款来源。研资局采用学者评审机制，以竞逐方式发放拨款予申请院校。教资会于2012年2月把卓越学科领域计划交由研资局管理，研资局在2012/13学年可用的年度拨款总额约为11亿元，细分如下：

Table 2 – RGC’s Research Funding Schemes

表 2：研资局的研究资助计划

Research Funding Schemes 研究资助计划		Amount Available (HK\$m) 可用金额(百万港元)
■ RGC funding schemes funded by Earmarked Research Grant	由研究用途补助金资助的研资局资助计划	\$828.5
■ Theme-based Research Scheme	主题研究计划	\$200.0
■ Area of Excellence Scheme	卓越学科领域计划	\$80.0
Total	总额	\$1108.5



Earmarked Research Grant

For 2012/13, the RGC distributed HK\$ 791.28 million through the Earmarked Research Grant in the form of research project grants, representing a slight decrease of 0.5% when compared with 2011/12 where funds distributed included both research project grants and on-costs. 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). The budgeted distribution amongst the major funding schemes is set out in Table 3.

研究用途补助金

2012/13 学年，研资局以研究计划补助金的形式，透过研究用途补助金发放 7.9128 亿港元，较 2011/12 学年稍减 0.5%，因为 2011/12 学年发放的拨款除研究计划补助金外，还包括附加行政费用拨款。研资局透过研究用途补助金分配拨款的计划有六项：优配研究金、杰出青年学者计划、协作研究金、合作研究计划、人文学及社会科学杰出学者计划，以及研究生会议/研讨会补助金。按主要资助计划划分，财政预算的分配情况载于表 3。

RESEARCH AND KNOWLEDGE TRANSFER 研究与知识转移

Table 3 – Budgeted Distribution of Earmarked Research Grants 2012/13

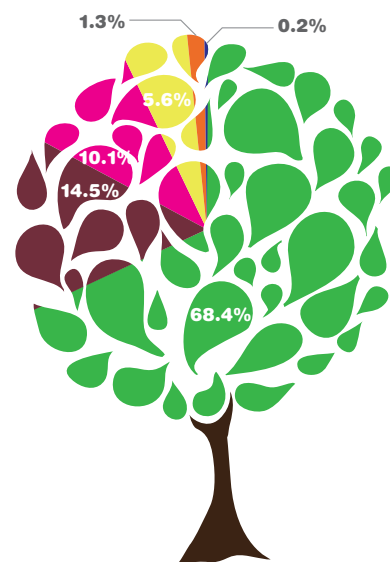
Distribution of Funding 拨款分配		Amount (HK\$m) 金额(百万港元)
GRF	优配研究金	540.9
ECS	杰出青年学者计划	114.8
CRF	协作研究金	80.0
JRS	合作研究计划	44.4
HSSPFS	人文学及社会科学杰出学者计划	10.0
PSCSG	研究生会议/研讨会补助金	1.2
Total	总额	791.3

Details of how these schemes operate and the success rates can be found on the RGC website (www.ugc.edu.hk/eng/rgc) and in its Annual Report.

Theme-based Research Scheme

The Scheme is funded by the investment income from up to \$4 billion of the Research Endowment Fund (*i.e.* about \$200 million per annum assuming a 5% return). 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 has established a Steering Committee on Research Themes to advise on the selection of themes. After a series of consultation, including with the UGC, the RGC and the community, three themes were selected. Under these themes, 11 grand challenge topics have been identified by the RGC in consultation with the academic community through invitation of white papers and holding of workshops. These topics have been endorsed by the Education Bureau upon the advice of the Steering Committee. The themes and topics are set out below:

表3：2012/13学年研究用途补助金的财政预算分配情况



上述各项计划的具体运作及申请批核比率，详见研资局网站(www.ugc.edu.hk/big5/rgc/)或该局年报。

主题研究计划

主题研究计划的经费来自研究基金不多于40亿元本金的投资收益(以5%回报率推算，每年约2亿元)。该计划旨在鼓励资助院校研究对香港长远发展有重大策略意义的主题。教育局已设立研究主题督导委员会，就选取研究主题提供意见。教育局咨询教资会、研资局及社会各界后，选定了三个主题。在该三个主题下，研资局藉征求白皮书及举行工作坊征询学术界的意见后，再定出11个具挑战性的题目。教育局考虑过督导委员会的意见后，通过建议的题目。该些主题及题目开列如下：

Theme: "Promoting good health"

- Infectious diseases
- Genomic medicine
- Stem cells and regenerative medicine

主题：促进健康

- 传染病
- 基因组医学
- 干细胞与再生医学

Theme: "Developing a sustainable environment"

- Water pollution and water treatment
- Sustainable built environment
- Green Electronics ^{**}
- Air quality

主题：建设可持续发展的环境

- 水污染及水处理
- 可持续建筑环境
- 绿色电子 ^{**}
- 空气质素

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

- Hong Kong's future as an international financial centre
- Promoting Hong Kong's business through networking capability
- Promoting Hong Kong as a centre of excellence for business services innovation
- Entrepreneurship and enterprise organization ^{*}

主题：加强香港作为地区及国际商业中心的策略地位

- 香港作为国际金融中心的未来发展
- 通过网络能力推动香港商业发展
- 推动香港成为卓越的商业服务创新中心
- 企业家精神与企业组织 ^{*}

^{*} The scope of these two topics was broadened/clarified with effect from the third round exercise in July 2012 after consulting the institutions and obtaining endorsement of the Education Bureau.

^{*} 经咨询各院校及得到教育局同意后，研资局从2012年7月第三轮计划起，扩大／厘清该两个题目的研究范围。

[^] This topic was named "Organic photo-voltaic and light emitting diodes" in the first and second round exercises.

[^] 在第一及第二轮计划中，本题目称为“有机光伏发光二极管”。

Two rounds of exercises have been conducted under which 11 projects were awarded funding totaling some \$451 million. The third round was launched in July 2012 with 42 preliminary proposals received and 16 shortlisted for submission of full proposals. Grants were awarded in July 2013.

研资局举行过两轮研究计划，共有11个项目获得资助，拨款总额约为4.51亿元。研资局于2012年7月为第三轮计划征集申请后，收到42份初步建议书，并选出其中16份，邀请院校提交详尽研究建议。资助结果已于2013年7月公布。

RESEARCH AND KNOWLEDGE TRANSFER 研究与知识转移

Hong Kong PhD Fellowship Scheme

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 UGC-funded institutions, the RGC launched the annual Hong Kong PhD Fellowship Scheme in September 2009.

The Fellowship provides a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for the awardees for a period of three years. 155 candidates among some 4,300 applicants from over 110 regions received the award in the third round exercise for 2012/13.

To promote the fourth round of the Scheme for 2013/14, Chairman, RGC and colleagues from institutions conducted outreach visits to the United Kingdom and Scotland in October 2012 and visited 5 top-tier institutions to exchange views with university staff as well as students. There were 4,785 applicants from 106 regions for the fourth round. By the end of March 2013, 185 candidates accepted the offer of fellowship.



Outreaching visits for promotion of the 2013/14 Hong Kong PhD Fellowship Scheme

2013/14 学年香港博士研究生奖学金计划的外访推广活动

香港博士研究生奖学金计划

为吸引世界各地最优秀的尖子学生(不论国籍及文化背景)来港修读资助院校的博士学位研究课程及进行研究, 研资局于2009年9月推出香港博士研究生奖学金计划。该计划现时每年举办一次。

奖学金计划为得奖学生提供每月2万港元助学金, 以及每年1万港元的会议及研究活动交通津贴, 为期三年。2012/13 学年第三届计划共收到来自超过110个地区约4,300份申请, 最后有155名申请人获颁奖学金。

为推广2013/14 学年第四届奖学金计划, 研资局主席联同各院校人员于2012年10月赴英国及苏格兰访问了5所顶尖院校, 与当地教职员及学生交换意见。第四届奖学金计划共收到来自106个地区的4,785份申请。截至2013年3月底, 已有185名申请人获颁奖学金。



The awardees of the 2012/13 round of the Hong Kong PhD Fellowship Scheme, RGC Members, and representatives of institutions together with some past awardees met at a tea reception on 21 November 2012 to exchange views and share experiences.

2012年11月21日, 2012/13 学年香港博士研究生奖学金计划得奖学生与部分历届得奖人、研资局成员及院校代表茶叙, 交流心得及分享经验

This prestigious Scheme unites top international research postgraduate students and Hong Kong's world-class research institutions. It helps Hong Kong to excel at research and widen our pool of talent and contacts. This also furthers internationalisation of the higher education sector.

Knowledge Transfer

As a natural extension of institutions' teaching and research activities, 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, knowledge transfer activities haven't 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. The overall level of KT activity is healthy and there are positive indications that it is increasing.

Since 2009/10, the UGC has introduced an additional stream of recurrent funding of around \$50 million per annum earmarked for the institutions to strengthen and broaden their endeavours in KT. 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 now included KT in their mission statements and strategic documents while academic staff has also manifested a higher degree of commitment to the initiative.

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, organization of seminars, workshops, conferences, exhibitions and other public events.

奖学金计划备受推崇，把来自各地的顶尖研究生汇集于香港的世界级学府，有助香港在研究方面更上一层楼，扩大本地的人才库及联络网，推动本地高等教育院校国际化。

知识转移

院校既然从事教学与研究，自然会更进一步，进行知识转移。知识转移已成为香港高等教育院校的第三项核心功能。教资会深信，院校在社会上进行知识转移，不但有利民生经济，而且惠益社会及企业，更有助充实院校的研究政策方针，从而提升本地高等教育界的国际竞争力。经过多年努力，教资会喜见知识转移已在多个学科扎根，包括卫生科学、文科、人文学及社会科学、建筑、商业与经济、城市规划与环境、科学与科技，以及工程学科。知识转移活动的整体水平良好，而且还有上升趋势，令人鼓舞。

自2009/10学年起，教资会新增一项每年约5,000万元的经常补助金，供院校巩固并深化其知识转移工作。教资会欣悉各院校善用资助，在知识转移方面取得重大进展。所有院校现已把知识转移纳入使命宣言及策略文件内，而教学人员亦更积极参与这方面的工作。

所有院校或多或少都参与顾问工作、研究合约及协作研究，又或成立公司，以特许方式让其他人应用其研究成果。院校以商业或社会企业为对象，进行某种形式的持续专业发展，并采用其它多种方法进行知识转移，特别是在文科、人文学及社会科学等领域。有关方法包括设立网站传播知识，以及举办研讨会、工作坊、会议、展览和其它公众活动。

RESEARCH AND KNOWLEDGE TRANSFER 研究与知识转移

Much of the UGC funding was intended to be used for building institutions' capacity for knowledge transfer and that has indeed been the case with all of them having established or reinforced their knowledge transfer offices for better coordination and promotion. There has also been increased recognition of the importance of enterprise and entrepreneurship as an integral element of knowledge transfer. It is hopeful that the promotion of entrepreneurship would resonate with the new 4-year academic structure with students to be given with 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.

As has often been noted, the history of significant research activity and funding in Hong Kong institutions is comparatively short. Thus it is unsurprising that many of the demonstrable impacts of the creation of new knowledge have not been widely reported and thus unnoticed by society in general. In order to increase public awareness of the good work that has been done by institutions in this area, the UGC would deploy additional funding to carry out more extensive communication activities in the coming year.

教资会提供的资助，主要旨在巩固院校的知识转移能力。事实上，各院校已成立或扩充负责知识转移的部门，从而改善协调及加强推广。此外，各院校更明白企业及企业精神在知识转移方面，发挥关键作用。教资会希望在四年制新学制下，学生会有更多机会与新创办的公司合作，培养企业精神，并期望学士学位课程学生可与研究生、研究人员、校友、教学人员及其它员工建立联系网络。

香港的院校进行具规模、兼获可观经费的研究工作，只不过是近年的事。在此背景下，院校开创新知识所带来的明显效益未有被广泛报道，因而往往被社会大众忽略。为了向公众宣扬院校在这方面的建树，教资会来年会调配额外资源进行较广泛的推广活动。

Allocation of Knowledge Transfer Recurrent Funding to Institutions, 2012/13

2012/13 学年分配予院校的知识转移经常拨款

Institution 院校		(\$ million) (百万港元)
CityU	城大	5.82
HKBU	浸大	2.80
LU	岭大	1.09
CUHK	中大	13.41
HKIEd	教院	1.53
PolyU	理大	7.43
HKUST	科大	7.11
HKU	港大	13.61
Total	总额	52.8

FIGURES AND
STATISTICS
统计数字



FIGURES AND STATISTICS

统计数字

Key Statistics on UGC-funded Institutions

教资会资助院校主要统计数字

		Academic Year 学年 2011/12 2012/13 ¹	
Statistics on Overall Student Enrolment of UGC-funded Programmes (Headcount)		教资会资助课程整体学生人数统计数字(人数)	
Total Student Enrolment	整体学生人数	75 597	93 934
Student Enrolment by Level of Study		按修课程度划分的学生人数	
Sub-degree	副学位课程	6 927	7 041
Undergraduate	学士学位课程	58 412	76 353
Taught Postgraduate	研究院修课课程	3 686	3 721
Research Postgraduate	研究院研究课程	6 572	6 819
Student Enrolment by Sex		按性别划分的学生人数	
Male	男	35 428	43 884
Female	女	40 169	50 050
Student Enrolment by Broad Academic Programme Category		按主要学科类别划分的学生人数	
Medicine, Dentistry & Health	医科、牙科和护理科	7 389	9 742
Sciences	理学科	12 247	15 696
Engineering & Technology	工程科和科技科	15 076	17 957
Business & Management	商科和管理科	14 013	17 233
Social Sciences	社会科学科	9 580	12 125
Arts & Humanities	文科和人文科学科	9 677	12 578
Education	教育科	7 614	8 602
Statistics on Specific Groups of Students		特定组别学生人数统计数字	
Student Enrolment of First-year-first-degree (FYFD) Places (Full-time Equivalent)	第一年学士学位课程学生人数 (相当于全日制人数)	16 354	33 073
Senior Year Intakes (Full-time Equivalent)	高年级学士学位收生人数(相当于全日制人数)	2 288	2 724
Non-local Students by Place of Origin²		按原居地划分的非本地学生人数 ²	
The Mainland of China	中国内地	8 936	10 963
Other Places in Asia	亚洲其它地区	1 355	2 105
The Rest of the World	亚洲以外地区	478	593
Incoming and Outgoing Exchange Students³		来港及离港的交流生人数 ³	
Incoming Exchange Students	来港的交流生	4 414	- ³
Outgoing Exchange Students	离港的交流生	4 217	- ³
Graduates by Level of Study⁴		按修课程度划分的毕业生人数 ⁴	
Sub-degree	副学位课程	3 252	4 630
Undergraduate	学士学位课程	17 630	19 047
Taught Postgraduate	研究院修课课程	1 978	2 257
Research Postgraduate	研究院研究课程	2 111	2 774
Graduates by Broad Academic Programme Category⁴ (Headcount)		按主要学科类别划分的毕业生人数 ⁴	
Medicine, Dentistry & Health	医科、牙科和护理科	1 889	1 969
Sciences	理学科	3 900	4 663
Engineering & Technology	工程科和科技科	4 775	5 574
Business & Management	商科和管理科	4 577	4 858
Social Sciences	社会科学科	3 347	3 705
Arts & Humanities	文科和人文科学科	3 339	3 692
Education	教育科	3 144	4 248

		Academic Year 学年	
		2011/12	2012/13
Statistics on Academic and Research Staff (Headcount)		教学和研究人员的统计数字(人数)	
Academic and Research Staff in Academic Departments of UGC-funded Institutions with Salaries Wholly Funded from General Funds by Staff Grade	教资会资助院校以综合拨款支付全部薪金的教务部门教学和研究人员的按职级划分的人数		
Senior Academic Staff	高级教学人员	1 758	1 837
Junior Academic Staff	初级教学人员	3 076	3 257
Academic Supporting Staff	教学辅助人员	2 070	2 488
Technical Research Staff	研究技术人员	1 556	1 506
		Financial Year 财政年度	
		2011/12	2012/13
Statistics on Grants for UGC-funded Institutions		教资会资助院校的补助金统计数字	
Grants for UGC-funded Institutions⁵ (\$m)	教资会资助院校的补助金金额⁵ (百万元)	16 335	18 920
Recurrent Grants	经常补助金	73.5%	73.7%
Earmarked Grants for Home Financing Scheme and Other Housing-related Benefits	居所资助计划及其它与房屋福利有关的指定用途补助金	1.1%	0.5%
Matching Grants	配对补助金	—	8.0%
Capital Grants ⁶	非经常补助金 ⁶	25.3%	17.8%
Total Government Expenditure⁵ (\$m)	政府开支总额⁵ (百万元)	364 037	380 615
Total Amount of Grants as % of Total Government Expenditure ⁷	补助金金额占政府开支总额 ⁷ 的百分比	4.5%	5.0%
Total Amount of Grants as % of Total Government Expenditure on Education ⁷	补助金金额占政府教育开支总额 ⁷ 的百分比	24.1%	24.3%

Notes 注释：

- 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.
为配合新学制的实施，院校在2012/13学年同时录取新学制及旧学制的学生。
- The place of origin of non-local students is determined having regard to their nationality.
原居地是指非本地学生的国籍。
- "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 2012/13 will be available upon the completion of the entire academic year.
[交流]指本地院校与非本地伙伴院校透过正式交流协议同意进行的以学习为主的活动。协议订明两所院校之间学生双向交流的安排。交流生指因交流活动而在本地/非本地院校修读学分课程的学生。在统计时，如一名学生在同一学年参加超过一项交流计划，并在每项计划下修读至少一个学期，该学生在每项交流计划下只当作一人次计算。由于数字显示修读至少一个学期(包括夏季学期)学分课程的学生人数，2012/13学年的数字要到整个学年结束后才可提供。
- Graduate numbers for the academic year 2012/13 are projected figures.
2012/13学年的毕业生人数属推算数字。
- The figures on Grants to UGC-funded Institutions and Total Government Expenditure refer to the financial year of the Government from April to March.
教资会资助院校的补助金金额及政府开支总额以政府财政年度每年4月至翌年3月的数字为准。
- The figures on Capital Grants cover both grants for capital works projects and Alterations, Additions, Repairs and Improvements (AA&I) projects.
非经常补助金包括基本工程计划项目及改建、加建、维修和改善工程的拨款金额。
- The figures on Total Government Expenditure and Total Government Expenditure on Education are extracted from The Budget.
政府开支总额和政府教育开支总额的数字摘录自政府财政预算案。
- Figures may not add up to the corresponding totals owing to rounding.
由于四舍五入，数字的总和可能与实际的总计略有出入。

ACTIVITIES
HIGHLIGHTS
年度回顾





**Communications/
Interface with Stakeholders**

**与持份者沟通/
接触**

**Chairman in Conference with Faculty Deans and
Heads of Departments of Institutions**

主席与院校学院院长及系主任会晤

Starting from March 2013, Chairman, UGC has been visiting the UGC-funded institutions and meeting with their Faculty Deans and Heads of Departments. Through the meeting, the Chairman, UGC introduced to them the work of the UGC as well as listened to their views and concerns on various higher education issues. This round of visits to all eight UGC-funded institutions is expected to complete by early 2014.

教资会主席自2013年3月起到访各资助院校，与学院院长及系主任会面，向他们介绍教资会的工作，并听取他们对高等教育不同议题的意见和关注的事宜。这一轮院校巡回访问预计会在2014年初完成。



Chairman, UGC shared his views with the teaching staff of LU (left), PolyU (middle) and HKIEd (right) in March and April 2013.

教资会主席于三月及四月到岭大(左)、理大(中)及教院(右)与教职员分享经验

ACTIVITIES HIGHLIGHTS 年度回顾

Media Briefing on UGC Activities

Chairman, UGC and several UGC members met the media following each of UGC meetings held in May, September 2012 and January 2013 to brief them of main issues discussed.



向传媒简报教资会工作

教资会于2012年5月、9月及2013年1月举行会议。每次会议后，主席会与数名委员会见传媒，简报曾经讨论的主要议题。



UGC Members' Visit to CityU, PolyU and CUHK

UGC Members visited CityU and PolyU in September 2012 and CUHK in January 2013 to meet with the senior management, some faculty staff as well as student representatives. Members also took the opportunity to tour around some parts of the three campuses.

教资会委员到访城大、理大及中大

教资会委员于2012年9月到访城大及理大，另于2013年1月访问中大，与院校的高层管理人员、部分员工及学生代表会面。委员亦藉此机会参观三所大学的部分校园。



UGC Members visited CityU (left), PolyU (middle) and CUHK (right)

教资会委员到访城大(左)、理大(中)及中大(右)

Retreat of UGC and Heads of Institutions

Over 30 participants, including UGC Members and the Heads and senior management of the UGC-funded institutions, joined a retreat on 10 January 2013 to exchange ideas to set out a future roadmap for the UGC sector, including amongst others, to explore ways to better encourage and incentivise excellent teaching and learning. The retreat marked the beginning of a process that will lead to further discussions in the future.



教资会与院校校长举行集思会

2013年1月10日，逾30名教资会委员、教资会资助院校校长及其高层管理人员参与集思会，为拟订教资会辖下院校的未来路向交换意见，当中包括探讨方法进一步鼓励及推动院校完善教与学。集思会为日后更深入的讨论揭开序幕。



Research Grants Council – Public Lectures

To promote the work of the UGC and the RGC and the achievements of the research community in Hong Kong, the RGC has been organizing public lectures since April 2009. In 2012, four public lectures in eight sessions in total were held in April, July, September and December at the Hong Kong Science Museum covering the achievements of RGC competitive funding schemes in various scientific areas.



研资局公众讲座

为推广教资会和研资局的工作，宣扬本港研究人员的研究成果，研资局自2009年4月起定期举办公众讲座。2012年4月、7月、9月及12月先后在香港科学馆举行四场共八节公众讲座，阐述多个研资局竞争性拨款资助计划在各个科学领域的研究成果。



ACTIVITIES HIGHLIGHTS 年度回顾



“3+3+4” Academic Reform and Capital Works

「3+3+4」学制改革及基本工程

“3+3+4” Related Capital Works Projects

The 12 major capital works projects which are central to the implementation of the new “3+3+4” academic structure in UGC-funded institutions were completed.

与「3+3+4」学制有关的基本工程项目

为配合资助院校推行「3+3+4」新学制而进行的12项主要基本工程项目已经完成。



CUHK's Student Amenity Centre
中大的学生活动中心



Learning Commons in Centennial Campus of HKU
港大百周年校园内的智华馆



Lecture Theatre in Phase 8 Development of PolyU
理大第八期校园发展计划的演讲厅



Classroom in Academic 3 of CityU
城大学术楼(三)内的课室



Teaching and Learning Quality

教与学质素

The 2012 UGC Teaching Award

The UGC held the presentation ceremony of the 2012 UGC Teaching Award on 6 September 2012 to honour academics in the UGC-funded institutions 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 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: Professor Shekhar Kumta of the Department of Orthopaedics and Traumatology of CUHK, Professor Liu Zhi-Qiang of the School of Creative Media of CityU, and Dr David Pomfret of the School of Humanities (History) of HKU.

2012年教资会杰出教学奖

教资会于2012年9月6日举行2012年教资会杰出教学奖颁奖典礼，表扬教资会资助院校优秀学者的杰出教学表现和成就，以及他们在院校内外为提升教与学质素所作出的贡献及所展现的领导才干。当晚出席的嘉宾逾百，包括各教资会资助院校的校董会主席和校长、负责教学质素的高层管理人员、获提名的学者及其它杰出教学人员，一起祝贺颁颁杰出教学奖的三位得奖者：中大矫形外科及创伤学系古明达教授、城大创意媒体学院刘志强教授及港大人文学院(历史系)庞德威博士。



Left photo: The three recipients of the UGC Teaching Award 2012 with Mr Edward Cheng, Chairman, UGC and Members of the 2012 Selection Panel at the presentation ceremony. (From left) Professor Richard Ho Man-wui, Mr Edward Cheng, Dr David Pomfret, Professor Liu Zhi-Qiang, Professor Shekhar Kumta, Professor Poon Wai-yin, Professor William Kirby, Mr Clifton Chiu Chi-cheong.

左：2012年教资会杰出教学奖三位得奖者与教资会主席郑维新先生及遴选委员会成员在颁奖典礼上合照。(左起)何文汇教授、郑维新先生、庞德威博士、刘志强教授、古明达教授、潘伟贤教授、柯伟林教授、赵志鎔先生



Research

研究

RGC Open Forum on Collaborative Research

The Open Forum on Collaborative Research was held on 14 June 2012 in PolyU to promote research collaboration. Chairman, RGC, Collaborative Research Fund Sub-Committee, Major Projects Steering Committee and Subject Panels presented at the forum to share their experience on high-impact, collaborative projects. They also discussed with the attendees on the key ingredients of successful collaborative proposals and essence on the proposal preparation.

研资局协作研究公开论坛

协作研究公开论坛于2012年6月14日假理大举行，以推广研究协作。研资局主席、联合协作研究金小组委员会、大型研究项目督导委员会及多个学科小组主席均在论坛上就处理具长远效益的协作计划分享经验，并向参加者讲解协作研究计划获批的关键因素，以及拟备研究计划书时不可忽略的元素。



Consultation Forum on the Research Assessment Exercise 2014

To extend dialogue on various aspects covered in the Guidance Notes for the Research Assessment Exercise (RAE) 2014, the UGC organised a consultation forum for institutions and stakeholders on 1 September 2012. The forum was attended by over 300 participants and successfully built a greater consensus on the principles and methodology of the RAE 2014.

2014年研究评审工作咨询论坛

2014年研究评审工作指引涵盖不同方面。为促进交流，教委会在2012年9月1日为院校及持份者举办咨询论坛。当日出席者逾300人，有效地就2014年研究评审工作的原则和方法达致进一步的共识。



Outreach Visits for Promotion of 2013/14 Hong Kong PhD Fellowship Scheme (HKPFS)

Chairman, RGC and colleagues from institutions conducted outreach visits to the United Kingdom and Scotland in October 2012. The delegation visited 5 top-tier institutions to promote the Scheme among overseas academics and students as well as to recruit potential applicants.



到海外推广 2013/14 学年香港博士研究生奖学金计划

研资局主席及院校代表在2012年10月赴英国及苏格兰访问。代表团探访了五所顶尖院校，向海外学者及学生推广香港博士研究生奖学金计划，并邀请合资格申请人踊跃参加。

Hong Kong PhD Fellowship Scheme (HKPFS) – Awardees Reception

The awardees of the 2012/13 round of the HKPFS, the Steering Committee, Selection Panel Members and representatives of institutions together with some awardees of the 2010/11 and 2011/12 round met at a tea reception on 21 November 2012 to welcome the new awardees, share experience and build a vibrant awardee community for further promoting the Scheme among students overseas.



香港博士研究生奖学金计划得奖人茶叙

香港博士研究生奖学金计划督导委员会、遴选委员会成员和院校代表，以及部分2010/11及2011/12学年的得奖人，于2012年11月21日与2012/13学年的得奖人茶叙，祝贺新一届得奖者之余，亦分享经验。一届的得奖者聚首一堂，也能促进他们日后合力向海外学生推广香港博士研究生奖学金计划。

ACTIVITIES HIGHLIGHTS 年度回顾

Award Presentation Ceremony for the Awardees of the Early Career Award and the Humanities and Social Sciences Prestigious Fellowship Scheme

An award presentation ceremony for the awardees of the Early Career Award and the Humanities and Social Sciences Prestigious Fellowship Scheme was held on 12 December 2012 to celebrate the success of the awardees and recognize their achievements in research.

杰出青年学者奖与人文学及社会科学杰出学者计划颁奖典礼

杰出青年学者奖和人文学及社会科学杰出学者计划的颁奖典礼在2012年12月12日举行，以祝贺得奖人并表扬其研究成果。



Awardees of the Humanities and Social Sciences Prestigious Fellowship Scheme 2012/13 with Mr Edward Cheng, Chairman, UGC. (fourth left)
2012/13 学年人文学及社会科学杰出学者计划得奖人与教资会主席郑维新先生(左四)合照



Awardees of the Humanities and Social Sciences Prestigious Fellowship Scheme 2012/13 with Chairman, UGC; Former Chairman, RGC; Chairmen, RGC Subject Panels; and Secretary-General, UGC.
2012/13 学年人文学及社会科学杰出学者计划得奖人与教资会主席、前研资局主席、研资局学科小组主席及教资会秘书长合照



Awardees of the Early Career Award 2012/13 with Chairman, UGC; Former Chairman, RGC; Chairmen, RGC Subject Panels and Secretary-General, UGC.
2012/13 学年杰出青年学者奖得奖人与教资会主席、前研资局主席、研资局学科小组主席及教资会秘书长合照

ANNEXES

附录



ANNEXES 附录

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

附录一：教资会及其辖下委员会／小组职权范围

教资会

教资会由香港特别行政区行政长官委任，职权范围如下：

- (a) 按社会的需要，检视下列事项：
 - (i) 香港各所大学及行政长官指定的其它院校的教育设施；
 - (ii) 各院校的发展计划；
 - (iii) 各院校所需的教育经费；以及
- (b) 就下列事项向政府提供意见：
 - (i) 如何在各院校运用获立法机关批核作教育用途的拨款；以及
 - (ii) 行政长官向教资会提出的各项高等教育事宜。

研究资助局(研资局)

研资局的职权范围如下：

- (a) 透过教资会，向香港特别行政区政府建议香港高等教育机构在学术研究上的需要，包括鉴定优先范围，以发展一个足以维持学术蓬勃发展和合乎香港需要的学术研究基础；以及

- (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.

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.

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.

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.

- (b) 透过高等教育机构，邀请和接受学术人士申请研究资助及各类研究生申请奖学金；将香港特别行政区政府透过教资会提供的经费拨作研究资助和其它有关支出之用。此外，并负责监管这些拨款的运用，以及最少每年一次透过教资会向香港特别行政区政府报告。

质素保证局(质保局)

质保局的职权范围如下：

- (a) 就香港高等教育界的质素保证事宜及应教资会要求就其它相关事项向教资会提供意见；
- (b) 应教资会要求就院校的质素保证机制及课程质素进行检视和核证，并就此作出报告；
- (c) 在香港高等教育界促进质素保证工作；以及
- (d) 在高等教育范畴，协助发展及推广质素保证的良好实践方法。

研究小组

- 就教资会界别内推动研究工作的策略，如何厘定策略以分配公帑资助的研究课程研究生学额，以及如何令教资会资助院校在教学及研究工作取得平衡等事宜，向教资会作出建议。

策略小组委员会

- 就本地高等教育界发展政策及路向，以及整个高等教育体制的政策制订与策略规划事宜，向教资会提供意见。
- 研究教资会资助院校的体制和教务发展有关的事宜。

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- 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.

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.
- To consider ad hoc proposals requiring funding and monitor progress.

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.
- To foster understanding and communication between the UGC and the community in general, and the relevant professions/sectors in particular.

Financial Affairs Working Group

- To work with the institutions to help ensure their continuing good financial governance and sound financial planning.
- To review financial matters of the institutions as necessary with a view to governing and monitoring the use of UGC recurrent grants; and to advise the UGC on drawing up appropriate related guidelines.

Research Assessment Exercise Group

- To advise the UGC on non-funding matters relating to the 2014 Research Assessment Exercise (RAE).
- To oversee the implementation of the 2014 RAE, and report the assessment results to the UGC.

- 制订用以评估教资会资助院校拨款需求的方法，以及制订质素评核的措施，并鼓励教资会资助院校自我提升学术水平。

一般事务及管理小组委员会

- 就教资会的管理资讯系统和统计系统，提供意见，并作出改善，以应付教资会在策略上、政策上和监察方面的需要。
- 研究有关教资会资助院校校园空间及校舍需求的事宜，包括基本工程和其它工程项目。
- 审议须拨款推行的特别建议，并监察这些建议的推行进度。

传讯小组

- 就教资会及该会资助界别的活动的公关及宣传事宜向该会提供意见；以及
- 促进教资会与社会大众(特别是与相关专业/界别)的了解及沟通。

财务工作小组

- 与院校合作，协助院校确保维持良好的财务管治和稳健的财务规划。
- 按需要检讨院校的财务事宜，以监管和监察院校运用教资会经常补助金的情况；以及向教资会提供意见，以制订适当的相关指引。

研究评审工作小组

- 就2014年研究评审工作中拨款以外的事宜，向教资会提供意见。
- 监督2014年研究评审工作的执行，并向教资会汇报评审结果。

Annex II: Membership of the Research Grants Council (As of August 2013)
附录二：研究资助局成员名单(2013年8月)

Name 姓名	Title 职衔
Prof Benjamin W Wah (Chairman)	Provost, Wei Lun Professor of Computer Science and Engineering, The Chinese University of Hong Kong
华云生教授 (主席)	香港中文大学 常务副校长 伟伦计算机科学与工程学讲座教授
Prof Terry KF Au	Chair Professor, Department of Psychology, The University of Hong Kong
区洁芳教授	香港大学 心理学系讲座教授
Prof Peter Baehr	Chair Professor of Social Theory, Department of Sociology and Social Policy, Lingnan University
	岭南大学社会学及社会政策系 社会理论讲座教授
Prof Chris Berry	Professor of Film Studies, Department of Film Studies, King's College London, U.K.
裴开瑞教授	英国伦敦国王学院 电影系电影研究教授
Prof Moses HW Chan	Evan Pugh Professor of Physics, The Pennsylvania State University, U.S.A.
陈鸿渭教授	美国宾夕法尼亚州立大学 Evan Pugh 物理学教授
Prof Louis KC Chan	Professor of Finance and Department Head and Hoeft Professor of Business, University of Illinois at Urbana-Champaign, U.S.A.
陈国器教授	美国伊利诺大学香槟分校 金融学教授兼系主任及Hoeft 商学教授

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Name 姓名	Title 职衔
Dr Nim-kwan Cheung 张念坤博士	Chief Executive Officer, Hong Kong Applied Science and Technology Research Institute Company Limited (ASTRI) 香港应用科技研究院有限公司 行政总裁
Prof Yip-wah Chung, BBS 锺业华教授, BBS	Professor of Materials Science and Engineering and Professor of Mechanical Engineering, Northwestern University, U.S.A. 美国西北大学 材料科学与工程教授暨机械工程教授
Prof Anne Cooke	Professor of Immunology, Department of Pathology, University of Cambridge, U.K. 英国剑桥大学 病理学系免疫学教授
Prof Arthur B Ellis	Provost and Chair Professor, Department of Biology and Chemistry, City University of Hong Kong 香港城市大学 学务副校长兼生物及化学系讲座教授
Prof Joanna Ho 何莉芸教授	Professor of Accounting and Director of International Programs, The Paul Merage School of Business, University of California, Irvine, U.S.A. 美国加州大学尔湾分校 Paul Merage 商学院 会计学教授兼国际课程总监
Prof Ronnie Po-chia Hsia 夏伯嘉教授	Edwin Earle Sparks Professor of History, The Pennsylvania State University, U.S.A. 美国宾夕法尼亚州立大学 Edwin Earle Sparks 历史学讲座教授

Name 姓名	Title 职衔
Prof Eddy FY Liew 刘富友教授	Gardiner Professor of Immunology, Glasgow Biomedical Research Centre, University of Glasgow, U.K. 英国格拉斯哥大学 格拉斯哥生物医学研究中心 Gardiner免疫学教授
Prof Ross Murch 穆乐思教授	Chair Professor and Head, Department of Electronic and Computer Engineering, The Hong Kong University of Science and Technology 香港科技大学 电子及计算机工程学系讲座教授兼系主任
Professor Jaideep Sengupta	Chair Professor, Department of Marketing, The Hong Kong University of Science and Technology 香港科技大学 市场学系讲座教授
Professor Andrew J Szeri	Professor of Mechanical Engineering, Department of Mechanical Engineering, University of California at Berkeley 美国加州大学柏克莱分校 机械工程系教授
Prof Paul KH Tam 谭广亨教授	Pro-Vice-Chancellor and Vice President (Research), The University of Hong Kong 香港大学 副校长(研究)
Prof Judy SL Tsui 徐林倩丽教授	Vice President (International and Executive Education), Chair Professor of Accounting, The Hong Kong Polytechnic University 香港理工大学 副校长(国际事务及行政教育) 会计学讲座教授

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Name 姓名	Title 职衔
Prof Rocky S Tuan	Director, Centre for Cellular and Molecular Engineering and Professor and Executive Vice Chairman for Orthopaedic Research, Department of Orthopaedic Surgery, University of Pittsburgh School of Medicine, U.S.A.
段崇智教授	美国匹兹堡大学医学院 细胞及份子工程中心总监及 骨科手术系骨科研究教授兼常务副主席
Prof Lynn T White III	Professor of Politics and International Affairs, Woodrow Wilson School of Public and International Affairs, Princeton University, U.S.A.
白霖教授	美国普林斯顿大学 伍德罗·威尔逊公共和国际事务学院 政治学暨国际事务教授
Prof Wing-hung Wong	Professor of Statistics, Professor of Health Research and Policy, Stanford University, U.S.A.
王永雄教授	美国史丹福大学 统计学教授 卫生研究与政策教授
Prof Paul KL Yu	Associate Vice Chancellor for Research Initiatives, William S C Chang Endowed Chair and Distinguished Professor, Department of Electrical and Computer Engineering, University of California, San Diego, U.S.A.
余劫离教授	美国加州大学圣地牙哥分校 研究专案协理副校长 电机及计算机工程学系张慎四讲座杰出教授
<i>Mr E Anthony Tan, MH</i> (Appointment until 30 June 2013)	<i>Chief Executive Officer,</i> <i>Hong Kong Science and</i> <i>Technology Parks Corporation</i>
陈荫楠先生, MH (任期至2013年6月30日)	香港科技园公司 行政总裁

Name 姓名	Title 职衔
<i>Prof Henry NC Wong</i> (Appointment until 30 June 2013)	<i>Dean of Science and Professor of Chemistry, The Chinese University of Hong Kong</i>
黄乃正教授 (任期至2013年6月30日)	香港中文大学 理学院院长及化学讲座教授
<i>Prof Albert F Yee</i> (Appointment until 30 June 2013)	<i>Professor of Chemical Engineering and Materials Science, University of California, Irvine, U.S.A.</i>
余凡教授 (任期至2013年6月30日)	美国加州大学尔湾分校 化学工程与材料科学系教授
Ex-officio Member 当然委员	
Prof On-ching Yue	Science Advisor, Innovation and Technology Commission
余安正教授	创新科技署 科学顾问

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Annex III: Membership of the Quality Assurance Council (As of August 2013) 附录三：质素保证局成员名单(2013年8月)

Name 委员	Title 职衔
Chairman 主席	
Sir Colin LUCAS	Former Vice-Chancellor, University of Oxford, UK 前英国牛津大学校长
Members 委员	
Mr Roger Thomas BEST, JP 路沛翹先生 · JP	Former Partner, Deloitte Touche Tohmatsu 前德勤 • 关黄陈方会计师行合伙人
Dr Judith EATON	President, Council for Higher Education Accreditation, U.S.A. 美国高等教育评审局主席
Professor Richard HO Yan-ki 何焯基教授	Honorary Professor, Open University of Hong Kong 香港公开大学荣誉教授
Mr Lincoln LEONG Kwok-kuen, JP 梁国权先生 · JP	Deputy Chief Executive Officer, Mass Transit Railway Corporation Ltd 香港铁路有限公司副行政总裁
Sir Howard NEWBY	Vice-Chancellor, University of Liverpool, UK 英国利物浦大学校长
Professor Amy TSUI Bik-may 徐碧美教授	Pro-Vice-Chancellor and Vice-President (Teaching and Learning), The University of Hong Kong 香港大学副校长(教学)
Professor Kenneth YOUNG 杨纲凯教授 · JP	Master of CW Chu College, The Chinese University of Hong Kong 香港中文大学敬文书院院长
<i>Professor Richard HO Man-wui, JP (Appointment until 31 March 2013)</i> 何文汇教授 · JP (任期至2013年3月31日)	<i>Honorary Professor, Department of Chinese Language and Literature of The Chinese University of Hong Kong 香港中文大学中国语言及文学系名誉教授</i>
<i>Mr Carlson TONG, JP (Appointment until 31 March 2013)</i> 唐家成先生 · JP (任期至2013年3月31日)	<i>Chairman, English School Foundation, Hong Kong 香港英基学校协会主席</i>
Ex-officio Member 当然委员	
Dr Richard Armour 安礼治博士	Secretary-General, UGC 大学教育资助委员会秘书长

Annex IV: Members' attendance at the meetings of the UGC, its subcommittees and groups (from 1 April 2012 to 31 March 2013)

附录四：教资会委员出席教资会及辖下小组委员会会议次数(2012年4月1日至2013年3月31日)

Name 姓名	Total number of meetings of the UGC, sub-committees and groups 教资会及辖下小组委员会 总会议次数	Total number of meetings of the UGC, sub-committees and groups attended 委员出席教资会及 辖下小组委员会会议次数	Attendance rate 出席率
Chairman 主席			
Mr Edward CHENG Wai-sun, SBS, JP 郑维新先生 · SBS · JP	19	16	84
Members (in alphabetical order) 委员 (依英文姓氏排列)			
Mrs CHAN WONG Shui, Pamela, BBS, JP 陈黄穗女士 · BBS, JP	9	9	100
Professor Jack CHENG Chun-yiu 郑振耀教授	10	10	100
Mr Tommy CHEUNG Pak-hong, BBS 张百康先生 · BBS	4	4	100
Mr Clifton CHIU Chi-cheong 赵志鋈先生	17	14	82
Professor CHUNG Yip-wah, BBS* 锺业华教授 · BBS*	9	9	100
Professor David EASTWOOD*	12	12	100
Professor Willard FEE*	5	5	100
Professor Sir Malcolm GRANT, CBE*	6	5	83
Professor Richard HO Yan-ki 何忻基教授	14	14	100
Professor William KIRBY* 柯伟林教授*	7	6	86
Mrs Stella LAU KUN Lai-kuen, JP 刘靳丽娟女士 · JP	5	5	100
Mr Tim LUI Tim-leung, BBS, JP 雷添良先生 · BBS, JP	17	17	100

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Name 姓名	Total number of meetings of the UGC, sub-committees and groups 教资会及辖下小组委员会 总会议次数	Total number of meetings of the UGC, sub-committees and groups attended 委员出席教资会及 辖下小组委员会会议次数	Attendance rate 出席率
Professor John MALPAS 麦培思教授	8	8	100
Mr TAI Hay-lap, BBS, JP 戴希立先生，BBS，JP	1	1	100
Mr Carlson TONG, JP 唐家成先生，JP	20	16	80
Professor Judy TSUI LAM Sin-lai 徐林倩丽教授	15	12	80
Professor Mark WAINWRIGHT*	9	9	100
Professor YANG Fujia* 杨福家院士*	1	0	0
Professor YUAN Ming* 袁明教授*	7	6	86
Professor ZHANG Jie* 张杰教授*	1	1	100
Ex-officio Member 当然委员			
Sir Colin LUCAS*	6	6	100
Professor Roland CHIN Tai-hong, BBS, JP 钱大康教授，BBS，JP	17	16	94
Professor Benjamin W WAH 华云生教授	6	6	100

* Overseas Members

* 海外委员



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