

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.**

新學制為我們造就良機，我們必須好好把握，付出加倍的努力，以鞏固香港作為亞洲高等教育體系的卓越地位。我們深知不能自滿，故步自封，而須仔細審視教育體系的不同元素。



Mr Edward CHENG Wai-sun, SBS, JP  
鄭維新先生, 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.

這是我第二次以主席身分向大家提交大學教育資助委員會(教資會)的年報。在上一份年報的封面，有一對充滿關愛的雙手小心奕奕把幼苗放進肥沃的泥土中，象徵著專上教育界落實「3+3+4」學制的起始階段。全賴大家努力耕耘，今年新學制成效漸顯，幼苗經已紮好根基，茁長成葉，預示著根壯葉茂，開花結實的未來。我殷盼大家細閱年報，希望所載資料有助各位了解教資會的使命，以及我們去年的動向和工作成果。

香港高等教育界表現卓越，在許多方面均已達世界級水平，令不少體系稱羨，我實在引以自豪。不過，我們深知不能以此自滿，故步自封。對本港學生來說，未來充滿挑戰，變幻難測，而且全球競爭激烈，身處其中，吸取知識更顯重要。因此，我們必須繼續努力不懈，幫助莘莘學子作好準備。

### “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」

某次到訪院校，我接觸到一羣一年級生，他們受惠於新的四年制學制以及隨之而來、涵蓋廣泛知識的新課程。他們與我分享了新學制以學生為本，讓他們在一個更開放的環境中學習，亦令學習倍添樂趣。他們離開了傳統的學校環境，跨進專上教育的殿堂，令他們感到自己已經是成年人了。他們非常感激院校對學生信任有加，容許他們追求獨立學習，並以負責任的態度善待他們。

我不禁再次想起，院校為了如期完成落實新學制，過程中所付出的努力何其巨大，初見的成果又何其令人欣慰。我當然知道推行新學制好比馬拉松長跑，而我們現時僅身處起步點而已，但只要大家同心同德，目標一致，我有信心這個轉變最終能惠及學生以至整個教育界。我曾多次接觸院校的管理高層和教職員，深深體會到他們殷切期待這批新生入學。然而，由於這批新生提早一年入讀大專院校，我們要努力確保其語文水平和運算技巧均能與舊生看齊。此外，我們亦須確保教學人員具備合適條件，能協助新生充分把握「3+3+4」新學制所帶來的機會。

### 教與學

新學制下，更年輕的學生入讀大學，將推動院校往後進一步完善教學模式，亦自然促使我們探討教學上所需的轉變及創新。我們的目標簡單明確一切合新一代學生的學習需要，並豐富其學習經驗。政府、教資會和院校將額外撥款8,200萬元，以在2012/13 – 2014/15三年期推動院校在這方面的工作。

## 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.

教與學是所有教資會資助院校的核心使命之一，其質素何等重要，自不待言。踏入全球化的年代，不論本地高等教育院校相互之間，還是本港與各地高等教育院校之間，既有競爭，亦有合作。此外，數碼資訊科技突飛猛進的發展，讓資訊更為普及，提供更多機會改變教與學的模式，促使各院校重新把重點放於教與學上。

### 國際化及與內地加強連繫

過去12個月，有社會人士質疑非本地學生（特別是從內地來港的學生）有否奪去本地學生的大學學額和其他機會。此等想法顯示國際化的概念尚未獲得充分理解，亦未獲整個社會認同，我們無疑還須加強這方面的溝通工作。

大部份意見都同意我們的資助院校有責任提供一個多國度的環境，讓來自不同文化背景的學生彼此交流，互相學習。讓學生接觸國際化的環境、不同的教學方法和文化，對他們畢業後到世界任何地方工作，至關重要。國際化有助我們的學生擴闊視野、改善溝通技巧，從而使他們的發展更為全面。

一定要指出的是，國際化絕對不是損害本地學生利益的「零和」遊戲。我希望社會上有更多人明白到，取錄更多來自不同背景和地區的非本地學生，能直接為本地學生帶來裨益。換句話說，本地學生非但不會因為院校走向國際化而受到損害，反而是當中的得益者。因此，現時最關鍵的問題，並非是各院校應否把國際化採納為政策，而是我們能否在促進學生群體的國際化與提供足夠機會予本地青年兩者之間，取得適當平衡。

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.

在以上這些原則下，政府、教資會和院校額外撥款3,000萬元，在未來兩個學年推出數項旨在促進國際化及與內地加強連繫的措施。

一直以來，我們都知道宿位不足是吸引海外優秀學生來港就學和本地學生到海外交流的一大障礙。提供足夠的宿位十分重要，因為宿舍不僅是學生暫時留宿的地方，也是構成高等教育學習環境的重要部分。教資會會繼續與各院校及政府合作，增加宿位，讓本地及非本地學生有更多機會一同生活和學習。

### 2013-14 年度的計劃

#### 財務工作小組報告

憑藉2011年成立的教資會財務工作小組(小組)所付出的努力，我們已完成檢視教資會資助院校財務的工作。小組深入探討了多項事宜，包括院校的長遠財務展望、儲備和盈餘；用來杜絕變相補貼的收回成本及收取成本的機制；以及《高等教育檢討報告》中提出的財務管理建議的落實情況。我欣悉小組在檢討的過程中，未有在院校的財務管治上發現重大的問題。

小組尊重院校的自主權，加上所有院校均有外聘審計師，因此小組沒有着手審計院校的財務報表。小組作出的檢討是前瞻性的，以期更透徹地了解院校的財務事宜。在稍後公布的報告，其主要目的是協助院校改善財務透明度，讓管理層和校董會在作出決定時，能掌握更多資料。

## 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.

教資會資助及自資院校對專上教育界的長足發展貢獻良多，為學生帶來更多新的學習機會，實在值得嘉許。不過，其急速發展自然亦令市民關注到部分自資課程的運作情況。大家期望院校不但訂有適當的會計常規和有效的收取成本機制，而且應向公眾問責，讓市民放心。

小組報告發表後，我們會與院校攜手落實當中所載的建議，包括有關分攤成本和提高財政透明度的建議。我們深信，推行新措施將有助釋除社會上不少疑慮。

### 研究評審工作

早於2011年，教資會已認為有需要採用明確嚴謹的方法處理院校的研究成果，因此決定在2014年再進行研究評審工作，藉此分配研究用途撥款中並非透過申請研究資助局轄下的研究用途補助金分配的款項。

迄今，13個評審小組的召集人和副召集人，以及大部分小組成員的人選已經落實。他們均為相關領域享負盛名的學者，大部分曾在英國、澳洲或香港進行類似的研究評審工作，經驗豐富。邀得首屈一指的本地及海外學者參與，評審工作當能以最為專業的方式完成。相關籌備工作會在本年餘下時間繼續進行，其間要處理的事情料會相當複雜。研究評審工作至關重要，可以提升評核質素，從而帶動本港進行高質素研究的氛圍，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.



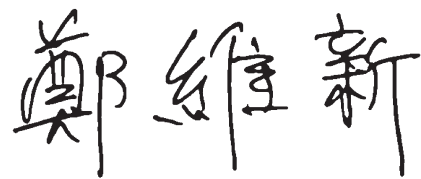
**Edward CHENG Wai-sun, SBS, JP**  
*Chairman*

## 結語

教資會及各院校過去一年的成績，令我引以為傲。教資會各位委員識見過人，目光遠大，為本港高等教育發展作出貢獻，不辭勞苦，我謹此致以由衷謝意。縱使前路充滿挑戰，我們仍會繼續與各院校持份者，包括學生、教職員和管理層，以及政府和其他高等教育機構並肩攜手，推動本港高等教育再創佳績。

新學制繼續為我們造就良機，我們必須好好把握，付出加倍的努力，以鞏固香港作為亞洲高等教育體系的卓越地位。我們亦應仔細審視教育體系的不同元素。目前有很多工作尚待完成，當中包括繼續透過「3+3+4」新學制為學生提供各種不同的機會。

我期望在未來一年的工作會取得圓滿成果，在不久的將來，一棵綠葉成蔭、欣欣向榮的堅壯大樹，可出現在教資會年報的封面。



*主席*  
**鄭維新，SBS，JP**