UGC 大學教育資助委員會
University Grants Committee

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

Annual Report 2012-13 年報

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大學教育資助委員會（教資會）成員

Photograph taken on 19 April 2013
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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

Left to Right Front:

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

後排由左至右：

安禮治博士（教資會秘書長），趙志錩先生，麥海雄醫生，張杰教授，鄭振耀教授，David Eastwood教授，柯偉林教授，張志剛議員，鍾業華教授，何炘基教授，甘博文博士，麥培思教授

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樂美德教授，徐林倩麗教授，張百康先生，雷添良先生，Sir Colin Lucas，鄭維新先生（教資會主席），華雲生教授，Professor Sir Malcolm Grant，Mark Wainwright教授，袁明教授，劉靳麗娟女士

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，苗長成葉，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－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.

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。

Internationalisation and Engagement with Mainland China

國際化及與內地加強連繫

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.

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。

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.

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。

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.

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.

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。

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.

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。

Research Assessment Exercise (RAE)

研究評審工作

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.

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。

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.

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.
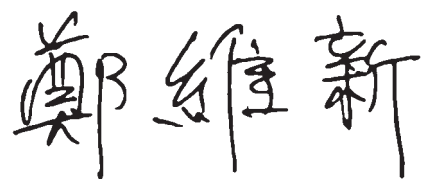
Edward CHENG Wai-sun, SBS, JP
Chairman

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

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

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

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

(a) 負責經費調配，以配合高等教育界的策略性發展；

(b) 支持高等教育界不斷發展，以發揮更大的影響力及得到廣泛認同，並成為社會創新思維和意念的泉源；

(c) 在整體層面向高等教育界提供方向性建議及意見，並促進各院校發揮其獨特角色；

(d) 優化學生的學習經驗，並促使院校按本身的角色，增進在教學、研究及知識轉移範疇的國際競爭力；

(e) 促進高等教育持續發展，以配合時代轉變的需要；

(f) 鼓勵院校深入協作，令香港高等教育界得以發展成一個互相緊扣的體系，以提高整體的國際競爭力；以及；

(g) 確保院校維持質素，並推動各院校提升各項工作的效率、成本效益和問責性。

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

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.

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

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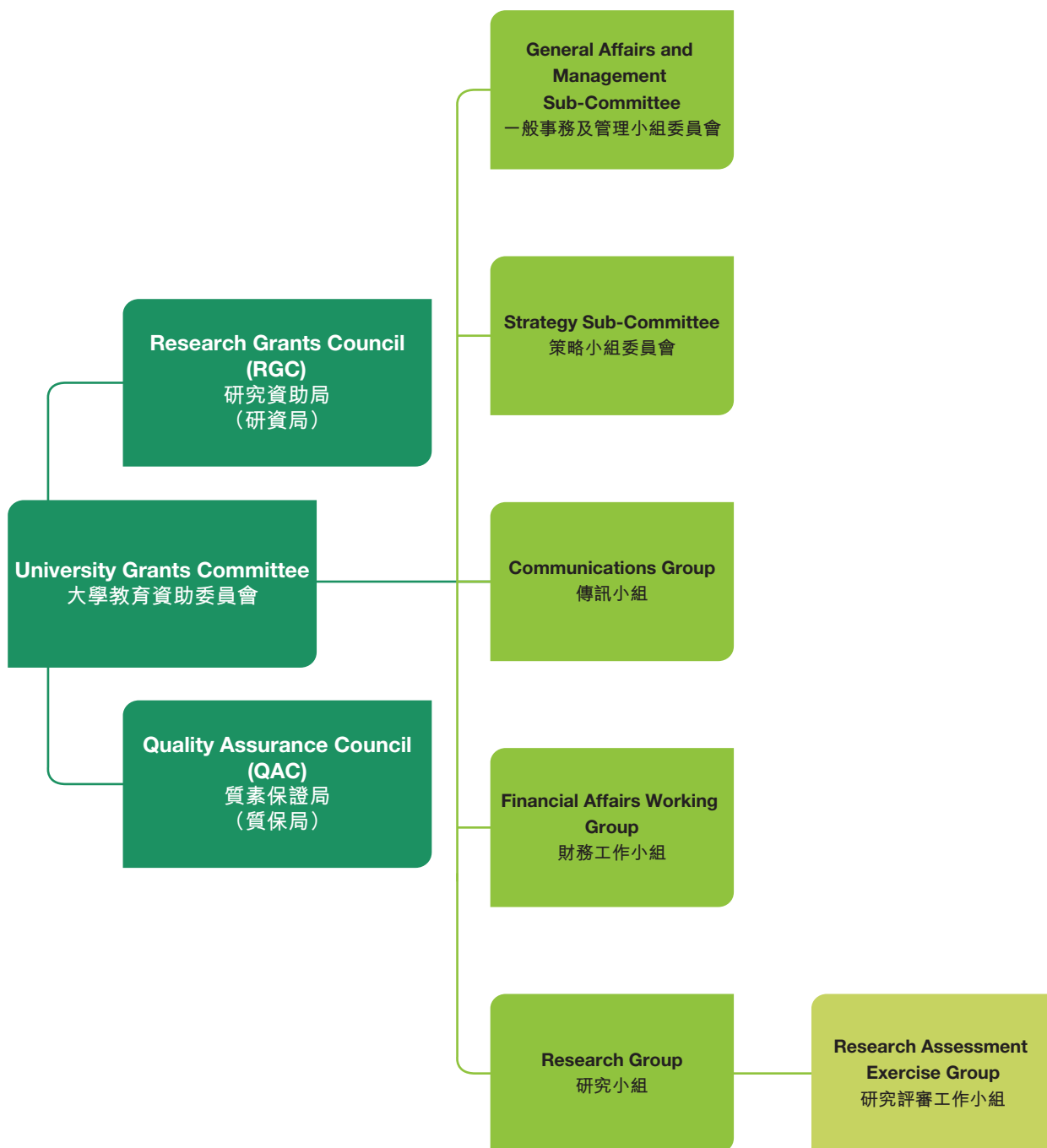
教資會資助院校

現時透過教資會取得撥款的高等教育院校共有八所：

香港城市大學（城大）
香港浸會大學（浸大）
嶺南大學（嶺大）
香港中文大學（中大）
香港教育學院（教院）
香港理工大學（理大）
香港科技大學（科大）
香港大學（港大）

各資助院校均根據本身的法定條例成立，各自享有自主權和設有校董會，各院校全權負責課程及學術水準的監控、學生的甄選、研究的進行、教職員的聘任及聘用條件，以至內部資源調配等。

Committee Structure (as at 31 August 2013)
教資會架構（截至 2013 年 8 月 31 日）

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University Grants Committee          Research Grants Council (RGC)      General Affairs and Management Sub-Committee
大學教育資助委員會                    研究資助局（研資局）                一般事務及管理小組委員會

                                                                        Strategy Sub-Committee
                                                                        策略小組委員會

                                                                        Communications Group
                                                                        傳訊小組

                                     Quality Assurance Council (QAC)    Financial Affairs Working Group
                                     質素保證局（質保局）                財務工作小組

                                                                        Research Group           Research Assessment Exercise Group
                                                                        研究小組                  研究評審工作小組
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The terms of reference of the UGC, RGC, QAC and its Sub-Committees/Groups are provided at Annex I.

教資會、研資局、質保局及其轄下委員會／小組的職權範圍，詳列於附錄一。

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

Membership of the UGC (as at 31 August 2013)
教資會委員名單 (截至 2013 年 8 月 31 日）

Chairman
主席

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

(Appointed as Chairman on 20 September 2011)
（2011 年 9 月 20 日獲委任為主席）

Deputy Chairman and Chief Executive of Wing Tai Properties Limited and
Director of Television Broadcasts Limited and Orient Overseas (International) Limited
永泰地產有限公司副主席兼行政總裁、電視廣播有限公司及東方海外（國際）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.

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

Members
成員

Mrs Pamela CHAN WONG Shui, BBS, JP
陳黃穗女士，BBS，JP

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

Chairman, Hong Kong Deposit Protection Board
香港存款保障委員會主席

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.

黃女士現為香港浸會大學校董會副主席、香港鐵路有限公司獨立非執行董事、香港旅遊業議會獨立理事、香港特別行政區政府獎學基金委員會委員、法律改革委員會委員，並曾任法律教育及培訓常設委員會委員（2005-2011年）。她曾任香港理工大學校董（1987-1992年），及曾於香港城市大學、香港中文大學、香港大學、嶺南大學及香港理工大學出任多個學系及課程學術委員會委員。她於1985-2007年擔任香港消費者委員會總幹事，同期為國際消費者聯會理事及執行委員會委員。1997-2000年獲選為聯會的主席，現為該會的贊助人。她現時亦為香港公益金名譽副會長。

Professor Jack CHENG Chun-yiu
鄭振耀教授

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

Chairman, Department of Orthopaedics and Traumatology, Faculty of Medicine The Chinese University of Hong Kong
香港中文大學矯形外科及創傷學系系主任

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).

鄭教授為兒童骨科專家，並為多個香港及國際專業及醫學組織成員。他曾任香港中文大學副校長（2002-2012年）、香港手外科醫學會會長（1990-1992年）、香港骨科醫學會會長（1995-1996年）、香港醫務委員會執照組成員（1999-2001年），以及香港特別行政區衞生署輔助醫療業管理局成員（1999-2002年）。

The Hon CHEUNG Chi-kong
張志剛議員

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

Member, Executive Council Executive Director, One Country Two Systems Research Institute, HK
行政會議成員、香港一國兩制研究中心總裁

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).

張議員現任公共圖書館諮詢委員會副主席（2008年-），以及廉政公署事宜投訴委員會成員（2013年-）。他亦為香港發展論壇董事會成員（2004年-）及香港新聞工作者聯會副主席（2006年-）。張議員曾擔任策略發展委員會委員（2005-2012年）。

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

Mr CHEUNG Pak-hong, BBS
張百康先生，BBS

(Appointed on 1 August 2012)
（2012年8月1日獲委任）

Principal, Munsang College (Hong Kong Island)
港島民生書院校長

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

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

Mr Clifton CHIU Chi-cheong
趙志錩先生

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

Chairman, Harvester (Holdings) Co. Limited
香港豐誠集團有限公司主席

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).

趙先生現任法律教育及培訓常設委員會、自資專上課程教育基金投資委員會及香港特別行政區政府獎學基金投資委員會委員。他曾出任證券及期貨事務監察委員會收購及合併委員會副主席（1996-2008年）、創業板上市委員會副主席（1999-2002年），以及證券及期貨事務監察委員會程序覆檢委員會委員（2006-2012年）。

Professor CHUNG Yip-wah, BBS
鍾業華教授，BBS

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

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

Professor Chung is a Fellow of the Society of Tribologists and Lubrication Engineers, American Vacuum Society (AVS) and American Society for Metals International. He is currently 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.

鍾教授是美國Society of Tribologists and Lubrication Engineers、American Vacuum Society (AVS)及American Society for Metals International的資深會員。他現任美國國家科學基金會Summer Institute on Nanomechanics, Nanomaterials, and Micro/Nanomanufacturing的主任。他曾任美國國家科學基金會Center for Engineering Tribology主任（1987-1992年）、AVS董事會成員（1998-1999年）、美國西北大學材料科學及工程學系主任（1992-1998年）及AVS Advanced Surface Engineering Division主席（2004年）。鍾教授亦曾擔任美國國家科學基金會Surface Engineering and Materials Design項目主任（2003-2005）。他現時為研資局委員及該局大型項目督導委員會主席。

Professor Adrian K. DIXON

(Appointed on 1 July 2013)
（2013年7月1日獲委任）

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

Professor 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是劍橋大學 Addenbrooke's Hospital放射科名譽顧問及放射醫學榮休教授，曾廣泛發表關於電腦斷層與磁力共振掃描的文章，以及編訂多部教科書。他亦是英國皇家放射學學院（臨床放射學）院長（2002-2006年）及英國衞生部磁力共振科 Clinical Guardian（2004-2007年）。Professor Dixon曾獲澳洲與新西蘭、法國、匈牙利、愛爾蘭、瑞典、瑞士及美國等地的放射醫學學會頒為名譽會員。自2007年起，他一直擔任 European Radiology學報的總編輯。

Professor David EASTWOOD

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

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

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

Professor 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.
美國史丹福大學醫學中心 Edward C. and Amy H.Sewall（耳鼻喉及頭頸外科）榮休教授

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於1974年加入史丹福大學，並於1980年獲委任為該校教委會主席。他於1995年獲委任為 Edward C and Amy H Sewall（耳鼻喉科）教授。Professor Fee曾任 California Otolaryngology-Head & Neck Surgery Society會長（1995-1999年）、American Society for Head and Neck Surgery會長（1989-1990年）及 American Board of Otolaryngology主席（1985-2003年）。他亦是多份美國及國際醫學學報的編輯委員，包括《香港醫學雜誌》和《香港外科醫學院年鑑》。Professor Fee於2013年退休，並於翌年加入聖馬特奧縣的民事大陪審團，閒時在北加利福尼亞州以釣魚為樂。

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

Professor Sir Malcolm GRANT, CBE

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

President and Provost, University College London, UK
英國倫敦大學學院校長兼教務長

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年起擔任倫敦大學學院校長兼教務長，於2013年9月離任。他在新西蘭出生和接受教育，是專門處理環境訴訟的律師，亦是英國中殿律師學院的主管委員，並擔任 Encyclopedia of Planning Law 及 Encyclopedia of Environmental Law 的顧問編輯。他亦是英格蘭高等教育撥款局、前英國經濟與社會研究委員會委員，以及倫敦商學院、Ditchley Foundation理事。他現為NHS England主席及英國商務大使。他曾任英國Russell Group、英格蘭地方政府委員會、英國農業及生物科技委員會及大倫敦政府標準委員會主席。

Professor Mette HJORT
樂美德教授

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

Associate Vice President (Academic Quality Assurance) Lingnan University
嶺南大學協理副校長（學術質素保證）

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.

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

Professor Richard HO Yan-ki
何炘基教授

(Appointed on 1 August 2009)
（2009年8月1日獲委任）

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

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.

何教授是香港學術及職業資歷評審局委員、證券及期貨事務監察委員會程序覆檢委員會成員、紀律人員薪俸及服務條件常務委員會委員、質保局委員、Citibank (Hong Kong)獨立非執行董事，以及於2012年獲香港富布爾特傑出學人獎。何教授曾任香港城市大學商學院院長（1995-2001年）、副校長（本科生教育）（2006-2007年）、署理校長（2007-2008年）、學務副校長（2008-2009年）及金融學講座教授（1994-2013年）。他將於2013年9月出任香港城市大學經濟及金融學系特約教授。

Dr KAM Pok-man
甘博文博士

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

Certified Public Accountant, HK
香港註冊會計師

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

甘博士現為醫院管理局成員（2013年-）。他曾任財務匯報局行政總裁（2010-2013年），以及香港會計師公會會長（1999-2000年）、嶺南大學校董會成員（1999-2004年）。他亦曾參與廉政公署防止貪污諮詢委員會（1999-2004年）、牌照上訴委員會（2000-2005年）、旅遊業賠償基金管理委員會（2001-2007年）、證券及期貨事務監察委員會程序覆檢委員會（2004-2010年），以及廉政公署審查貪污舉報諮詢委員會（2007-2010年）。

Professor William KIRBY
柯偉林教授

(Appointed on 1 August 2009)
（2009年8月1日獲委任）

T M Chang Professor of China Studies, Harvard University
Spangler Family Professor of Business Administration, Harvard Business School
美國哈佛大學中國研究所T M Chang教授及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.

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

Mrs Stella LAU KUN Lai-kuen, JP
劉靳麗娟女士，JP

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

Headmistress, Diocesan Girls' School
香港拔萃女書院校長

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).

靳女士是醫院管理局九龍中及九龍東聯網臨床研究倫理委員會委員及香港學界體育聯會董事會主席。她亦為廉政公署事宜投訴委員會、社區體育事務委員會委員，並於2012年年初獲委任為婦女事務委員會主席。她曾擔任香港城市大學校董會成員（2001-2007年）、廣播事務管理局委員（2003-2009年）、表演藝術委員會委員（2004-2010年）及可持續發展委員會委員（2011-2013年）。

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

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

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

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

Mr Lui is a Senior Advisor of PricewaterhouseCoopers 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.

雷先生是羅兵咸永道會計師事務所的高級顧問。雷先生現任自資專上教育委員會、自資專上教育基金督導委員會和首長級公務員薪俸及服務條件常務委員會的主席。他是教師及校長專業發展委員會和免費幼稚園教育委員會的委員。雷先生亦為教育統籌委員會的當然委員。雷先生曾擔任香港科技大學校董會成員（1997-2007年）、香港科技大學顧問委員會當然委員（2001-2007年）及香港特區政府上訴委員團（教育事宜）主席（2008-2011年）。雷先生現為全國人民代表大會香港區代表。

Dr Michael MAK Hoi-hung, SBS, JP
麥海雄醫生，SBS，JP

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

Medical Doctor
醫生

Dr Mak is 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.

麥醫生現為聖保羅男女中學校董會副主席（2012年-）、香港大學兒童及青少年科學系榮譽臨床助理教授（2001年-）。他曾任香港科技大學校董會副主席（2008-2013年），以及香港紅十字會輸血服務中心管治委員會成員（1991-2001年）。他於1999-2010年間出任聖保羅男女中學校監。

Professor John MALPAS
麥培思教授

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

President,
Centennial College
明德學院校長

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.

麥培思教授是香港大學地球科學系講座教授，於2000年獲委任為副校長，負責規劃和資源分配工作。在2004-2013年，麥教授亦專責香港大學的校園建設和發展。麥培思教授於1995年加入香港大學前，是加拿大紐芬蘭紀念大學研究院教授及院長。他於1995年出任加拿大地質學協會主席，亦曾任加拿大高級研究所及加拿大國家研究委員會（國際科學、工程及技術）成員。他於2013年4月出任明德學院校長。

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
香港仁愛堂田家炳中學校長

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.

戴先生現任中國人民政治協商會議全國委員會委員、基本法推廣督導委員會委員、長者學苑發展基金委員會委員及田家炳基金會董事局副主席。他曾出任多個政府教育諮詢委員會委員，包括教育委員會（1995-2002年）、教育統籌委員會（1995-2003年）、香港中文大學校董會（2000-2005年）、香港教育學院校董會（2004-2009年）及優質教育基金投資委員會（2003-2006年）。戴先生亦曾擔任學校行政及財政諮詢委員會（1993-1998年）以及優質教育基金督導委員會（2003-2006年）主席，以及公民教育委員會（1993-2011年）、可持續發展委員會（2003-2011年）的委員。戴先生於2013年9月退任香港仁愛堂田家炳中學校長一職。

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
證券及期貨事務監察委員會主席

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).

唐先生是前畢馬威中國主席（2007-2011年）及前畢馬威亞太區主席兼畢馬威國際管理委員會委員（2009-2011年）。他現任英基學校協會主席及香港體育學院有限公司主席。他亦曾擔任香港聯合交易所有限公司主板及創業板上市委員會主席（2006-2008年），香港會計師公會副會長（2005-2006年），以及僱員補償保險徵款管理局主席（2007-2013年）。

Professor Judy TSUI LAM Sin-lai
徐林倩麗教授

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

Vice President (International and Executive Education), The Hong Kong Polytechnic University
香港理工大學副校長（國際事務及行政教育）

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.

林教授亦為香港理工大學會計學講座教授、英國華威大學榮譽教授，以及內地多所著名大學的榮譽教授及客座教授。她是首位會計學教授獲中國教育部聘為長江講座教授，並獲會計專業的全球組織「國際會計師聯合會」委任為提名委員會成員。林教授現為研資局委員。

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

Professor Mark WAINWRIGHT

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

Immediate Past Vice-Chancellor & President and
Honorary Visiting Emeritus Professor,
University of New South Wales, Australia
澳洲新南威爾斯大學前校長及榮譽客座教授

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

Professor YANG Fujia
楊福家院士

(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
寧波諾丁漢大學校長
中國國家教育諮詢委員會委員
中央文史研究館館員
國務院參事室特約研究員

Professor Yang is an academician 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).

楊教授為中國科學院院士。他是一位核物理學家，曾任丹麥哥本哈根尼爾斯玻爾研究所、美國羅格斯大學、紐約州立大學石溪分校及東京大學訪問學人。他亦曾擔任中國科學院上海原子核研究所所長（1987-2001年）、上海市科學技術協會主席（1992-1996年）、中國科技協會副主席（2001-2011年）、復旦大學校長（1993-1999年）及英國諾丁漢大學校長（2001-2012）。楊教授曾任國際大學校長協會執行理事（1996-2003年）。

Professor YUAN Ming
袁明教授

(Appointed on 1 April 2008)
（2008年4月1日獲委任）

Director of American Studies,
Peking University, China
北京大學美國研究中心主任

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.

袁教授現任北京大學美國研究中心主任。她曾任美國加州大學柏克萊分校訪問學人（1983-1985年）、牛津大學聖安東尼學院高級訪問學人（1989-1990年）及紐約亞洲協會理事（1998-2004年）。2007年，她獲中國政府推薦加入聯合國基金會董事會。

Ex-officio Member: Chairman of the RGC
當然委員：研資局主席

Professor ZHANG Jie
張杰教授

Professor Benjamin W WAH
華雲生教授

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

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

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

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

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

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

Deputy Vice-Chancellor and Provost, The University of Hong Kong
香港大學首席副校長

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).

張教授為中國科學院院士、德國科學院院士、第三世界科學院院士、英國皇家工程院外籍院士及美國科學院外籍院士，以及中國共產黨中央委員會候補委員。他於2006年就任上海交通大學第39任校長，1989-1998年間曾於英國牛津大學等國際著名教學、科研機構工作。

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

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

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

華教授曾任教於普渡大學（1979-1985年）及伊利諾伊大學厄本那—香檳分校（1985-2011年）。他亦曾於2009年擔任新加坡先進數碼科學中心總監，該所中心由伊利諾伊大學設立，並獲新加坡政府科技研究局資助。

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).

錢教授亦是香港大學計算機科學系講座教授。他現任裘槎基金董事局成員、香港應用科技研究院董事局成員、創新及科技督導委員會成員，以及教資會轄下研究評審工作小組委員。於2010年加入香港大學前，錢教授曾任香港科技大學副校長（研究及發展）（2003-2006年）及首席副校長（2007-2010年），並曾於馬利蘭州美國太空總署高達太空飛行中心從事研究工作（1979-1981年），以及於美國威斯康辛－麥迪遜大學任教（1981-1995年）。

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

Ex-officio Member: Chairman of the QAC
當然委員：質保局主席

Secretary-General
教資會秘書長

Sir Colin LUCAS

Dr Richard T ARMOUR
安禮治博士

(Appointed as QAC Chairman on 10 January 2012)
（2012年1月10日獲委任 為質保局主席）

Former Vice-Chancellor, University of Oxford
前牛津大學校長

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 曾於美國芝加哥大學擔任歷史教授（1990-1994年）及社會科學學院院長（1993-1994年），另於英國牛津大學出任貝利奧爾學院院長（1994-2001年）、副校長（1995-1997年）及校長（1997-2004年）。他於2001年成為美國梅隆基金會首位美國境外信託人。他曾任美國印第安納大學（1969-1970年）、法國里昂大學（1977-1978年）及美國康乃爾大學（1989年）客座學人。Sir Colin 亦曾出任英國牛津大學羅德學院院長（2004-2009年）及大英圖書館主席（2006-2010年）。

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.

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

SECRETARY-GENERAL'S REPORT
秘書長報告

SECRETARY-GENERAL'S REPORT
秘書長報告

Dr. Richard T ARMOUR, Secretary General, UGC
安禮治博士，教資會秘書長

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.

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

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

教資會設有小組委員會／工作小組，以統領教資會不同範疇的工作。現時，教資會轄下共有六個小組委員會／工作小組。兩個小組在2012-13年度完成任務：（一）「3+3+4」小組隨着資助院校順利推行新學制已完成其工作；（二）高等教育檢討跟進小組亦已完成高等教育檢討報告建議教資會在其職權範圍內執行的工作。

高等教育檢討報告的內容已上載教資會網站（www.ugc.edu.hk）。網站亦備有其他關於高等教育界的實用資料。

Expenditure Statement of the UGC Secretariat

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.

教資會秘書處開支報表

表一簡列教資會秘書處在2012-13年度的開支摘要，包括教資會經常運作開支、向院校發放的經常資助金，以及非經常開支。

Chart 1: Expenditure Statement for the year ended 31 March 2013
表一：截至2013年3月31日止年度開支報表

		Year Ended 31 March 截至3月31日止年度	
		2013 **$'000**	2012 $'000
(1) Recurrent UGC Operating Expenditure	**(1) 教資會經常運作開支**		
Staff Related Expenditure	與員工有關連的開支		
• Civil Services Salaries	• 公務員薪酬	**32,050**	29,045
• Allowances and MPF Contribution	• 津貼及公積金供款	**1,555**	1,330
Departmental Expenditure	部門開支		
• General Departmental Expenses (Note)	• 一般部門開支（註）	**26,839**	23,283
Expenditure for Members	委員開支		
• Honoraria for Overseas Members	• 海外委員津貼	**6,960**	6,488
• Meeting Expenses (*i.e.* air passage and hotel, *etc.*)	• 會議開支 （即機票和酒店等）	**15,048**	13,775
Sub-total (1)	**小計(1)**	**82,452**	73,921
(2) Recurrent Subventions to Institutions	**(2) 經常資助金**		
Recurrent Grants to Institutions	資助院校的經常補助金	**13,248,601**	11,271,077
Refund of Government Rent and Rates	發還地租及差餉	**198,671**	178,120
Subventions for Housing Related Expenses	資助與房屋福利有關的開支	**102,331**	184,431
Sub-total (2)	**小計(2)**	**13,549,603**	11,633,628
Total Recurrent Expenditure (1)+(2)	**經常開支總額(1)+(2)**	**13,632,055**	11,707,549
(3) Non-Recurrent Expenditure	**(3) 非經常開支**		
General Other Non-recurrent	一般非經常開支		
• Sixth Matching Grant Scheme	• 第六輪配對補助金計劃	**1,683,722**	0
Sub-total (3)	**小計(3)**	**1,683,722**	0
TOTAL (1) + (2) + (3)	**總額(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.

註
這項目包括非公務員合約僱員的薪酬，以及專業和其他外判服務的費用。

SECRETARY-GENERAL'S REPORT
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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:

教資會的經常運作開支約佔開支總額的0.5%，比例依然很小。由於研資局有需要委聘更多非本地成員，而該局有待完成的研究計劃亦越來越多，經常運作開支有上升趨勢。秘書處訂有明確的內部規則及規管各類事務（例如批出顧問合約）的審批權限，並且嚴格遵守政府在公務員管理、財務及會計方面的規例。此外，金額超過50,000元的顧問合約如透過索取單一報價方式批出，必須獲得教資會主席或有關小組委員會召集人同意。超過100萬元的中央撥款開支項目，則須徵詢一般事務及管理小組委員會／其他小組委員會的意見，並獲教資會通過。至於年內開支情況及其他內部行政管理與財務事宜，秘書處亦會向一般事務及管理小組委員會匯報。

教資會及轄下各局與小組委員會的本地成員均義務參與教資會的工作，並無領取任何薪酬，只獲發每個會議天215元的交通津貼。非本地委員則按以下津貼率獲發津貼：

	(HK$ per annum/quality qudit) （每年／每次參與質素核證）（港元）
UGC 教資會	129,600
RGC/QAC 研資局／質保局	81,700
UGC Sub-Committees, RGC Panels* and QAC Audit Panel 教資會轄下小組委員會、研資局轄下小組*及質保局評審小組	47,300 – 63,050

*　payable only to members outside Hong Kong who are co-opted and do not serve on UGC/RGC proper.
*　只適用於加入小組（而非教資會／研資局）的非本地增補成員。

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

津貼水平經立法會批准，並由政府按核准公式調整。

UGC Funding to Institutions	教資會資助院校的補助金

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

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

Recurrent Grants

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

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

The 2012/13 academic year was the first year of the implementation of the New Academic Structure in the UGC-funded sector. From then on, there 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.

教資會給予資助院校的撥款，分為**經常補助金**及**非經常補助金**。

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

經常補助金

2012年1月，立法會財務委員會通過資助院校在2012/13至2014/15三年期的經常撥款，核准金額為422.09億元，當中包括整體補助金及指定用途補助金。

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

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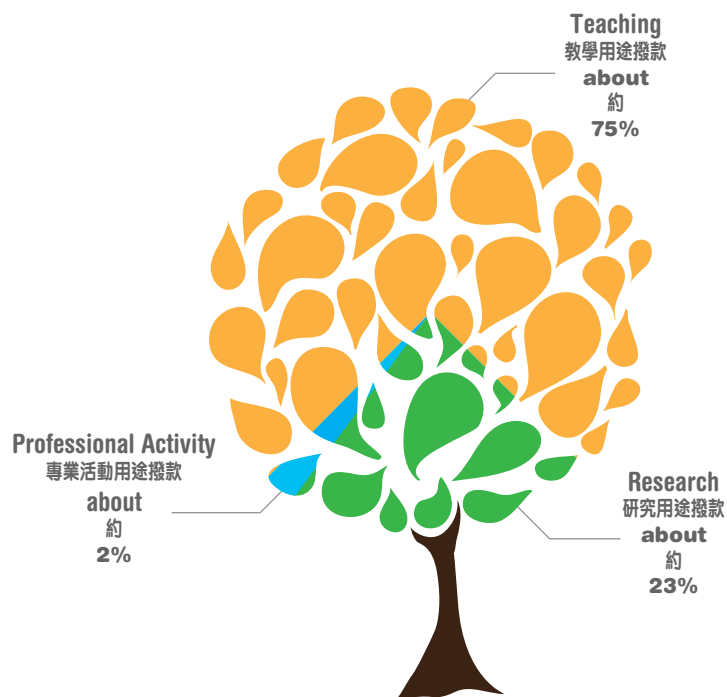
SECRETARY-GENERAL'S REPORT
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"Existing pot of money" for the three years of undergraduate study and other levels of study

現有撥款（撥予三年制學士學位課程及其他修課程度課程的撥款）

The amount of block grants comprises three elements:

整體補助金分為三個部分：

Teaching
教學用途撥款
about
約
75%

Professional Activity
專業活動用途撥款
about
約
2%

Research
研究用途撥款
about
約
23%

Teaching (about 75%)

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

教學用途撥款（約75%）

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

Chart 2: Relative Cost Weightings by Price Groups of Academic Programme Categories
表二：按概括學科類別劃分的相對成本加權數值

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

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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.

研究用途撥款（約23%）

在2012/13至2014/15三年期，研究用途撥款包括兩部分：一部分根據教學人員的研究表現和相關學術領域的研究成本批撥。透過研究評審工作，教資會可釐定每個成本中心內活躍於研究工作的人員數目，並評審同一院校內不同成本中心的研究表現；另一部分根據院校申請研資局研究用途補助金的結果批撥。教資會會在2012/13學年起計的九年內，根據院校在申請研資局研究用途補助金的結果，逐步把整體補助金的約12.5%，或相等於當時研究用途撥款的50%，以更具競爭性的方法分配予院校，以資助研資局核准研究項目的間接成本／附加行政費用。教資會會在第一個三年期結束前檢討新撥款安排。

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.

專業活動用途撥款（約佔2%）

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

"New pot of money" for the additional year under the New Academic Structure

新增撥款（為新學制下新增一年修業期提供的撥款）

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.

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

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

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

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.

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

經常補助金額一經釐定，在有關三年期內不會更改，除非指示性學費水平有變、政府推出新措施或調整公務員薪酬。由於公務員在2012年增薪（2012年4月1日起生效），2012/13學年的補助金亦相應增加約6.7億元。
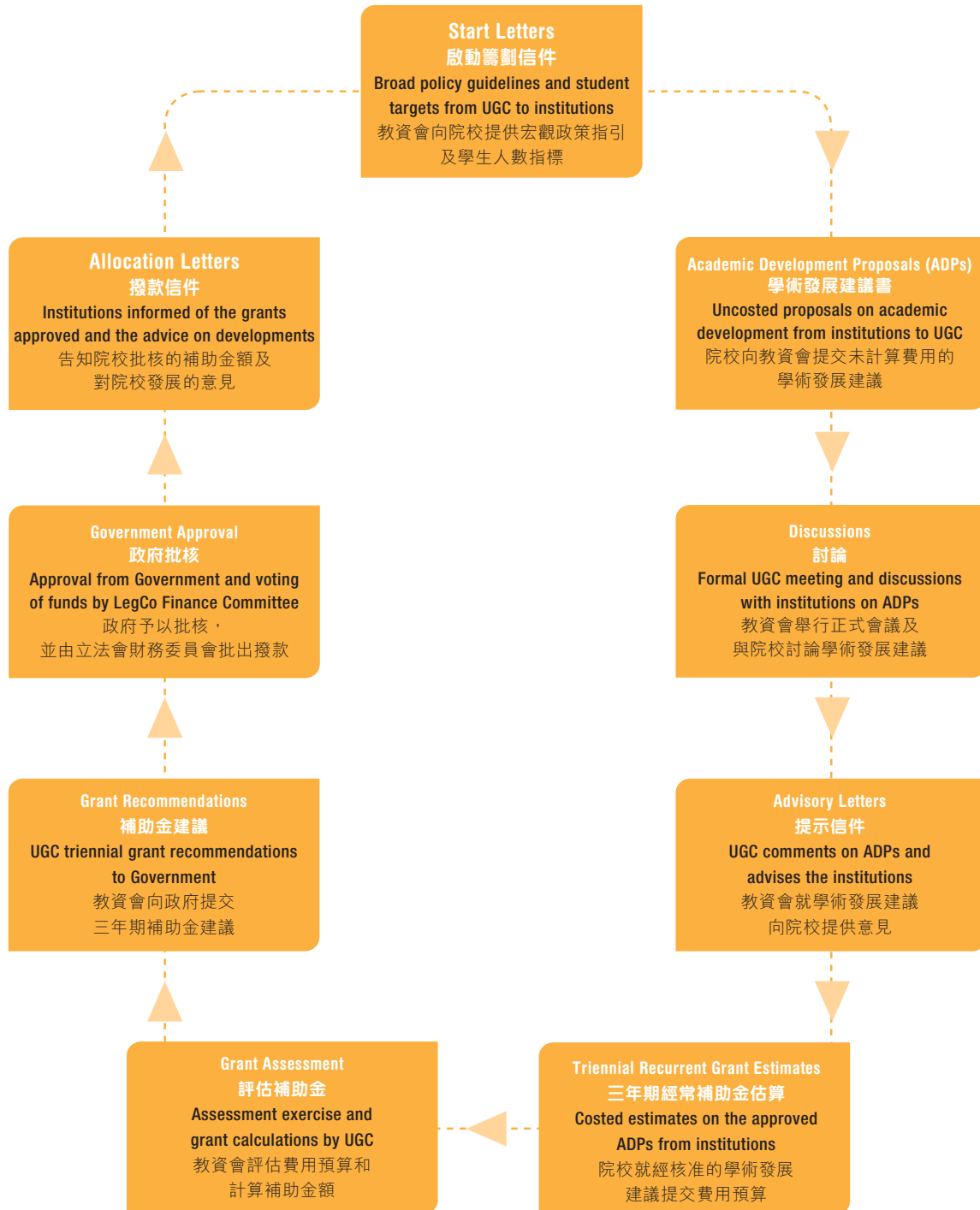
2012-15三年期的學術發展規劃及補助金建議

教資會每三個學年與資助院校進行一次學術規劃及經常補助金評估工作。按慣常做法，院校須提交學術發展建議書供教資會審核。建議書有三個用途：（一）讓院校提出短期發展建議；（二）讓院校制訂隨後三年撥款期的費用預算；（三）如獲准開辦的學術課程是為了應付特定行業的人力需求，學術發展建議書可確保該等課程能提供預期數量的畢業生。必須強調的是，教資會無意對院校進行微觀管理，因此不會干預院校的內部規劃及個別課程的學額分配（有特定人力需求的學科除外）。

立法會於2012年1月批准2012-15三年期的補助金建議。教資會於2012年2月知會個別院校其獲配補助金額的詳情。教資會現正與各院校着手預備下一輪的學術發展建議及補助金分配工作。

Diagrammatic Illustration of UGC Recurrent Grant Cycle
教資會經常補助金周期的圖解

Start Letters
啟動籌劃信件
Broad policy guidelines and student
targets from UGC to institutions
教資會向院校提供宏觀政策指引
及學生人數指標

Academic Development Proposals (ADPs)
學術發展建議書
Uncosted proposals on academic
development from institutions to UGC
院校向教資會提交未計算費用的
學術發展建議

Allocation Letters
撥款信件
Institutions informed of the grants
approved and the advice on developments
告知院校批核的補助金額及
對院校發展的意見

Discussions
討論
Formal UGC meeting and discussions
with institutions on ADPs
教資會舉行正式會議及
與院校討論學術發展建議

Government Approval
政府批核
Approval from Government and voting
of funds by LegCo Finance Committee
政府予以批核，
並由立法會財務委員會批出撥款

Advisory Letters
提示信件
UGC comments on ADPs and
advises the institutions
教資會就學術發展建議
向院校提供意見

Grant Recommendations
補助金建議
UGC triennial grant recommendations
to Government
教資會向政府提交
三年期補助金建議

Grant Assessment
評估補助金
Assessment exercise and
grant calculations by UGC
教資會評估費用預算和
計算補助金額

Triennial Recurrent Grant Estimates
三年期經常補助金估算
Costed estimates on the approved
ADPs from institutions
院校就經核准的學術發展
建議提交費用預算

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.

財務報告及監察

教資會資助院校是獨立自主的法定組織，受各自的條例規管。院校在設計課程、甄選學生、招聘員工及內部調配資金方面，均享有自主權。

為了讓院校在財政方面享有高度自主權，教資會主要以整體補助金形式資助院校。整體補助金以整筆撥款方式，為院校提供資助期間（通常為三年期）所需的資源。教資會並無規定院校應如何運用該筆款項，惟整體補助金必須用於「教資會可資助活動」所涵蓋的範圍，同時院校須按照核准學生人數指標提供學額。整體補助金的確實金額須於有關三年資助期開始前，經立法會財務委員會批准。此後，院校全權決定如何善用該筆款項。

院校須交代未動用的公帑

教資會尊重院校分配和管理內部資金的自主權，同時依循有關問責性及透明度的方針，確保撥予院校的公帑用得其所、合乎效益。院校可備存部分經常補助金作一般儲備金，以應付日後新的發展需要。儲備金上限為該三年期獲批的經常補助金總額（不包括指定用途補助金）的20%。超逾該上限的款項須退還教資會。經常補助金的使用規則及規例，同樣適用於一般儲備金。至於指定用途補助金，在財政年度或核准資助期結束後如有餘款，須悉數退還教資會。

SECRETARY-GENERAL'S REPORT
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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.

院校須定期向教資會提交財務報告

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

教資會資源不可補貼非教資會資助活動

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

院校的財務狀況須按專業會計準則記錄並經外聘核數師審核

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

財務工作小組

教資會關注資助院校的財務狀況，不時就教資會界別的特定財務事宜向院校查詢。教資會於2011年1月設立由專業人士組成的財務工作小組，負責與院校合作，協助院校維持良好的財務管治及作出穩健的財務規劃。

Capital Grants

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

非經常補助金

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

**CAPITAL PROGRAMME
基本工程計劃**

**ALTERATIONS, ADDITIONS, REPAIRS AND IMPROVEMENTS PROGRAMME
改建、加建、維修及改善
工程計劃**

**UGC-funded institutions submit works proposals costing more than $30 million each
資助院校就每項費用超過3,000萬元的工程提交建議**

**UGC-funded institutions submit works proposals costing not more than $30 million each
資助院校就每項費用不超過3,000萬元的工程提交建議**

**Projects supported by UGC to be submitted to the Government for selection under Capital Works Resource Allocation Exercise
獲教資會支持的項目會提交政府，按基本工程計劃資源分配工作的程序甄選**

**Projects supported by UGC to be submitted to the Government for bidding of funds under Capital Works Reserve Fund
獲教資會支持的項目會提交政府，申請基本工程儲備基金撥款**

**Projects selected by the Government to seek funding from the Legislative Council on a project basis after detailed design
獲政府選出的項目會在完成詳細設計後，逐一向立法會申請撥款**

**Selected projects to be funded under the "Alterations, Additions, Repairs and Improvements Block Vote" approved by the Legislative Council
獲選的項目會由立法會批准的「改建、加建、維修及改善工程整體撥款」資助**

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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，基本工程計劃下有25項基本工程項目正在進行，估計工程費用總額約為122億元。該些工程項目在2012-13年度的開支約為28億元。隨着大部分工程項目完成上蓋工程，2013-14年度的開支預計會減至約9.74億元。

在2012-13年度，教資會支持合共31項由院校新提交的改建、加建、維修及改善工程項目，估計工程費用（最長在三年內撥付）共約5.28億元。為應付進行中和新核准工程項目在2012-13年度的開支，教資會已向各院校合共撥款4.58億元。2013-14年度的撥款會增至約5.60億元，讓各院校為配合四年制新學制而進行更多大型空間重組工程。

CUHK's newly completed student hostels
中大新落成的學生宿舍

CUHK's Two Integrated Teaching Buildings
中大兩座綜合教學大樓

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
科大新落成的學生宿舍

PolyU's newly completed student hostel
理大新落成的學生宿舍

HKIEd's new study centre in Tseung Kwan O
教院將軍澳新教學中心

HKU's newly completed student residences at Lung Wah Street
港大於龍華街新落成的學生宿舍

PolyU's Logo Square
理大校徽廣場

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Financial Reporting and Monitoring

財務報告及監察

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.

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

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

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

Communications/Interface with Stakeholders

與持份者的溝通／接觸

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.

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

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:

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

Institutional Management

院校管理層

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.

教資會與院校緊密合作，定期及就個別議題與八所資助院校的校董會主席、校長及副校長舉行正式或非正式會議，環繞共同關心的議題交換意見。教資會於2013年1月與資助院校高層管理人員及教資會委員舉辦首次集思會，雙方探討了多項議題。此外，教資會主席於2013年3月展開第二輪院校巡迴訪問，與八所院校的學院院長、系主任及前線教學人員會面。訪問旨在向院校闡述教資會的抱負和工作，並就有關高等教育界的議題與院校交換意見。此輪訪問將於2014年年初結束。

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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.

教資會委員、資助院校校長及高層管理人員的首次集思會於2013年1月舉行

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.

主席於2013年3至4月期間與教院（左上）、理大（右上）及嶺大（下）的學院院長及系主任會面

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.

學生

對教資會來説,學生大概是至為重要的持份者,因此教資會十分重視學生的意見。教資會委員定期到八所院校進行訪問,其中一個重要環節是與學生見面。教資會已加緊進行訪校活動,委員於2012年9月分別到訪城大及理大,另於2013年1月到訪中大。在三次訪問中,委員與學生代表就多項雙方關注的議題交換意見。會面不設議程,讓雙方在輕鬆融洽的氣氛中積極參與討論,坦誠交流。

UGC Members visited PolyU (left), CUHK (middle) and CityU (right) and met with their students
教資會委員到訪理大(左)、中大(中)及城大(右),並與院校學生會面

Legislators

The UGC welcomes the opportunity to work with, and explain aspects of our work to, the Legislative Council. Informally, the Chairman, UGC met with members of the Legislative Council Panel on Education in 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.

立法會議員

教資會重視與立法會合作的機會,樂於向議員闡述本會各方面的工作。教資會主席先後於2012年11月及2013年1月與立法會教育事務委員會的委員作非正式會面,聽取他們對高等教育不同方面的意見。教資會亦會適時派員出席立法會會議,向議員解釋教資會的工作。

SECRETARY-GENERAL'S REPORT
秘書長報告

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.

市民大眾

市民對公共機構的要求日益提高，期望訴求盡早得到回應，教資會正好借助互聯網之便，適時快捷地收集和發放資訊。教資會網站介紹教資會職能、成員組合、工作及最新動向，還設有「常見問題」專欄及「高等教育論壇」，歡迎教職員及學生等各界人士留言，就教資會的工作和政策盡抒己見。該些措施有助瀏覽網站的市民更清楚了解教資會的政策及工作。

教資會在每次會議後均會舉行傳媒簡報會，由教資會主席向傳媒講述教資會的審議事項及最新決策。對傳媒提出的每項查詢，教資會均會盡力回應。

Richard Armour
Secretary-General
University Grants Committee

大學教育資助委員會
秘書長
安禮治

THE "3+3+4" NEW ACADEMIC STRUCTURE
「3+3+4」新學制

THE "3+3+4" NEW ACADEMIC STRUCTURE
「3+3+4」新學制

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.

高等教育界已於2012年9月順利推行「3+3+4」學制。新學制為學生提供機會接受六年中學教育及四年高等教育。通過改革課程和評核機制，新學制可以照顧學生的學習需要，讓不同志向、興趣和能力的學生都能盡展所長。此外，新學制更順暢地銜接本港及全球的主要教育制度，方便升學或就業，同時讓大學生得到更均衡而全面的發展。

新學制是本港教育改革的里程碑，對教育界意義重大。為確保順利過渡和有效推行四年制課程，立法會於2005年通過向八所資助院校提供一筆5.5億元的一次過非工程撥款，以便院校為「3+3+4」課程及早作好準備，例如制訂新課程、提升資訊科技系統、提早聘請行政和教學人員，以及加強與學校界別及主要持份者的溝通等。上述撥款已分期發放予院校，最後一期款項已於2011年9月發放。為推行新學制，八所資助院校竭盡所能，在上述各個範疇作好準備，詳情參見下文。

Preparation for the "3+3+4" academic structure

推行「3+3+4」學制的準備工作

(a) Curriculum Development

(a) 制訂課程

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.

新四年制課程的其中一個主要目的,是讓學生擁有廣闊的知識基礎、均衡的發展、良好的語文及其他通用技能,同時培養學生終身學習的興趣。為此,院校在過去數年不僅發展新學術課程,更致力檢討、修訂和制訂通識課程。在本科生整體教育中,通識課程約佔25%至30%。部分院校更在三年制課程中,逐步推出選定的通識課程,然後根據修讀學生的意見,在推行新學制前調整課程內容。

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.

各院校不僅改革通識課程及／或推出新的核心課程,更在新課程中加入服務學習、研習項目、體驗學習等單元,令課程更生動,並培養學生對社會的責任感。部分院校更把修讀該些課程／單元訂為畢業條件之一。院校又鼓勵各學術部門鑽研有效的創新教學技巧及教學法,善用網上／電子學習及網上多媒體教材。

(b) IT System

(b) 資訊科技系統

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.

為支援新課程的推行,院校已提升收生、迎新及選課的資訊科技及行政系統,並擴充其容量。部分院校更藉此機會,安裝和研發新的軟件及學習管理系統(例如Moodle、Blackboard),支援／方便師生之間的訊息交換。為免系統在學期初發生故障,院校預先為網上收生及選課系統進行模擬測試,以及制訂應急安排,例如為舊伺服器的數據備份。

(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) 招聘院校人員

如上所述,立法會通過向八所資助院校提供一筆5.5億元的前期撥款,供籌備新課程之用。撥款大部分用於提早增聘教學人員改革現有課程,以及制訂新課程的內容和教學法。院校亦聘請額外人手,加強學生輔導和增進與持份者的溝通。除招聘全職人員外,院校亦推出多項計劃,羅致海外學者暫補教席空缺。院校普遍預計,四年制課程全面推行及所有新聘教學人員履任後,師生比例會大致維持在現時水平。

(d) 與其他界別的溝通和聯繫

院校已加強宣傳,積極與市民及學校界別溝通,大力推廣新課程。院校曾安排各種宣傳活動,包括製作電視節目、廣告、光碟、資訊節目;在商場及中學舉辦展覽;舉辦開放日等。院校亦透過訪問中學、參加新課程講座等,積極與學校界別、校長及教師聯繫,蒐集他們對課程改革的意見。此外,院校又與校董會討論新學制的收生安排,把最新消息告知家長及學生,以及為教師舉辦發展日和培訓工作坊。院校又推出「3+3+4」專題網站,提供有關高等教育學制改革的資料,加深市民的認識。

(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) 基本工程項目

新的四年制學士學位規範課程在2012年9月推出後，八所資助院校修讀學士學位課程的整體學生人數大增。立法會通過撥款58.4億元，供八所資助院校進行12項基本工程項目，增設教與學設施，以配合新學制的需要。有關工程項目所涵蓋的新建大樓，詳見下頁附圖。

在2012-13年度，教資會繼續與各院校緊密合作，推展12項為配合「3+3+4」學制而進行的基本工程。各項工程現已完竣。至2012年9月，12項工程中有8項已經竣工，有關設施亦已啟用，包括科大現有教學大樓擴建工程；嶺大新教學大樓暨學生宿舍；中大第39區的綜合科研實驗大樓（第1座）、大學本部的綜合教學大樓和現有大學圖書館擴建工程；浸大浸會大學道校園發展計劃；以及港大百周年校園計劃。餘下四項工程（包括城大學術樓（三）、中大學生活動中心、理大第八期發展計劃，以及科大新教學大樓）雖有延誤，最終亦於2013年初相繼完成。院校已採取應變措施，包括延長授課時間、物色地方提供額外的臨時教學設施，以配合新學年的教學需要。

此外，在2012-13年度，教資會支持了22項改建、加建、維修及改善工程建議，讓院校進行「3+3+4」基本工程項目的相應工程，以及改善現有設施，配合新四年學制的需要，預算費用合共約4.02億元。

THE "3+3+4" NEW ACADEMIC STRUCTURE
「3+3+4」新學制

"3+3+4"- RELATED CAPITAL PROJECTS AND CONSEQUENTIAL IMPROVEMENT WORKS CARRIED OUT BY UGC-FUNDED INSTITUTIONS
教資會資助院校為「3+3+4」學制而進行的基本工程及相應改善工程

Captial Projects
基本工程

1. CityU's Academic 3
   城大學術樓 (三)

2. HKBU's Baptist University Road Campus Development
   浸大浸會大學道校園發展計劃

3. LU's New Academic Building and Student Hostel
   嶺大新教學大樓暨學生宿舍

4. CUHK's An Integrated Teaching Building
   中大綜合教學大樓

5. HKUST's New Academic Building
   科大新教學大樓

6. PolyU's Phase 8 Development
   理大第八期發展計劃

7. HKU's Centennial Campus
   港大百周年校園

Improvement Works
改善工程

8. HKBU's newly renovated Integrated Science Laboratory
   浸大剛翻新的綜合科學實驗室

9. CUHK's new Multipurpose Learning Centre
   中大新多用途學習中心

10. HKIEd's new canteen
    教院新食堂

11. HKUST's new Mentoring Centre
    科大新師友中心

(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)   為新舊學制兩批學生提供的支援

新舊學制兩批學生（舊學制的中七學生和新學制的高中三學生）已於2012年9月入讀八所資助院校。院校面對的最大挑戰是如何同時照顧兩批學生。為確保兩批學生在報讀院校時無須互相競爭，教資會通過在2012／13學年合共提供30 000個公帑資助的第一年學士學位課程學額，即每批學生15 000個。高年級學額亦同時增加。

鑑於新舊學制兩批學生會令各方面的需求大增，院校及有關各方（包括香港考試及評核局及大學聯合招生處），已實行多項特別應對措施，包括分階段公布公開考試成績及收生結果；安排兩批學生在不同日期開學；舉辦聯合迎新營；加強輔導及諮詢服務；添置圖書館藏書、增加網上資源、增設食堂；加強交通服務；以及增設資助及獎學金。由於入讀四年制課程的學生較三年制的年輕一歲，其中一些學生在2012年9月入學時尚未滿18歲（未成年人），部分院校已增訂／修訂學生手冊內容，為該些學生提供更適切的資料，另有一些院校則向學生組織簡介有關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) 應變計劃

儘管已為推行新學制作大量準備，院校毫不鬆懈，密切監察有關情況及制訂應變計劃，以處理開學時可能遇到的風險和問題。鑑於新基本工程項目或未能預期完成，院校已另作安排，例如安排學生在周末或晚間上課、租用附近的商廈單位作臨時教室／辦公室等，以免受工程延誤影響。此外，院校已成立風險評估小組／委員會，由高層人員領導，負責評估各種潛在風險和制訂後備安排。

2012年9月開學情況

由於2012年是首年推行新學制，也是首次取錄四年制學生，傳媒及大眾對院校的準備狀況（特別是校園設施是否足以應付大批學生），加倍關注。即使院校已作大量的準備工作，開學時仍遇到一些小問題，例如公共交通設施不足以致巴士站大排長龍；飯堂設施在繁忙時間不敷應用；部分非本地學生抵港多天方獲安排入住宿舍；以及學生註冊系統服務中斷等。院校已立即採取行動解決上述過渡問題，以減少對學生的影響。整體而言，新學制在各院校推行順利。

教資會「3+3+4」學制工作小組

教資會於2007年成立專責小組，旨在監察院校的籌備工作及提供支援，至今共召開九次會議，部分會議更邀得院校及有關各方（包括教育局、香港考試及評核局、大學聯合招生處）派員出席。「3+3+4」學制工作小組討論過多項議題，包括基本工程項目及應變計劃等。工作小組亦曾舉辦多次交流會，讓持份者分享在準備過程中的經驗。

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

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

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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 internatinalisation 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月發表的高等教育檢討報告指出，國際化應成為所有教資會資助院校的發展重點之一，並應滲透院校所有活動。在全球化急速擴展和地區及國際競爭加劇的年代，教資會認為極需循上述兩個方向推行措施。此外，教資會認為，走向國際化及加強與內地的連繫，對香港未來至關重要，各資助院校均應積極落實。

為了就有關國際化及與內地加強連繫的工作擬訂未來路向，並定出各項工作的緩急先後，教資會在2012年與大學校長會及各院校展開了一系列策略對話。在尊重院校自主並顧及院校現有計劃和政策的前提下，教資會與院校在策略對話中就上述兩個方針的重要性，以及有關的良好做法取得進一步共識。

策略對話於2012年9月結束後，教資會欣然發現院校在落實兩個方針方面各有所長，這主要體現在出色的領導層、來自世界不同地方的教學人員、佔一定比例的非本地學生，以及本地學生對非本地學生的相對包容。同時，我們也總結認為各院校在進一步發展這兩方面有很多的機會。

由於有額外的款項，教資會在2013年提出四項有關國際化及與內地加強連繫的新措施，以回應策略對話所得出的建議。新措施旨在鼓勵院校加強落實國際化，特別是應對所預見的挑戰，以期將國際化的概念融入資助院校的文化、思維及核心元素。教資會的第一項建議措施，是在2013/14學年資助由學生主導、鼓勵多元文化融合的項目或計劃。第二，教資會建議投放部分新增款項，在國際有關教育的博覽會中設立香港館，聯合八所院校的力量，推廣整個香港高等教育界。第三，為有可能來港就讀的

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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.

學生設立跨院校的搜尋器，令他們更易獲取有關資訊。第四，教資會建議利用部分新增撥款資助學生交流活動，藉此為更多學生（特別是無法應付外遊開支的清貧學生）提供交流機會。教資會期望上述新措施有助院校調整其長遠政策，促進此範疇的發展。

Chart 1: Non-local Students from Places Other Than the Mainland of China, 2011/12 and 2012/13
圖一：2011/12 及 2012/13 學年非本地學生人數（來自中國內地除外）

No. of Student (Headcount)
學生人數
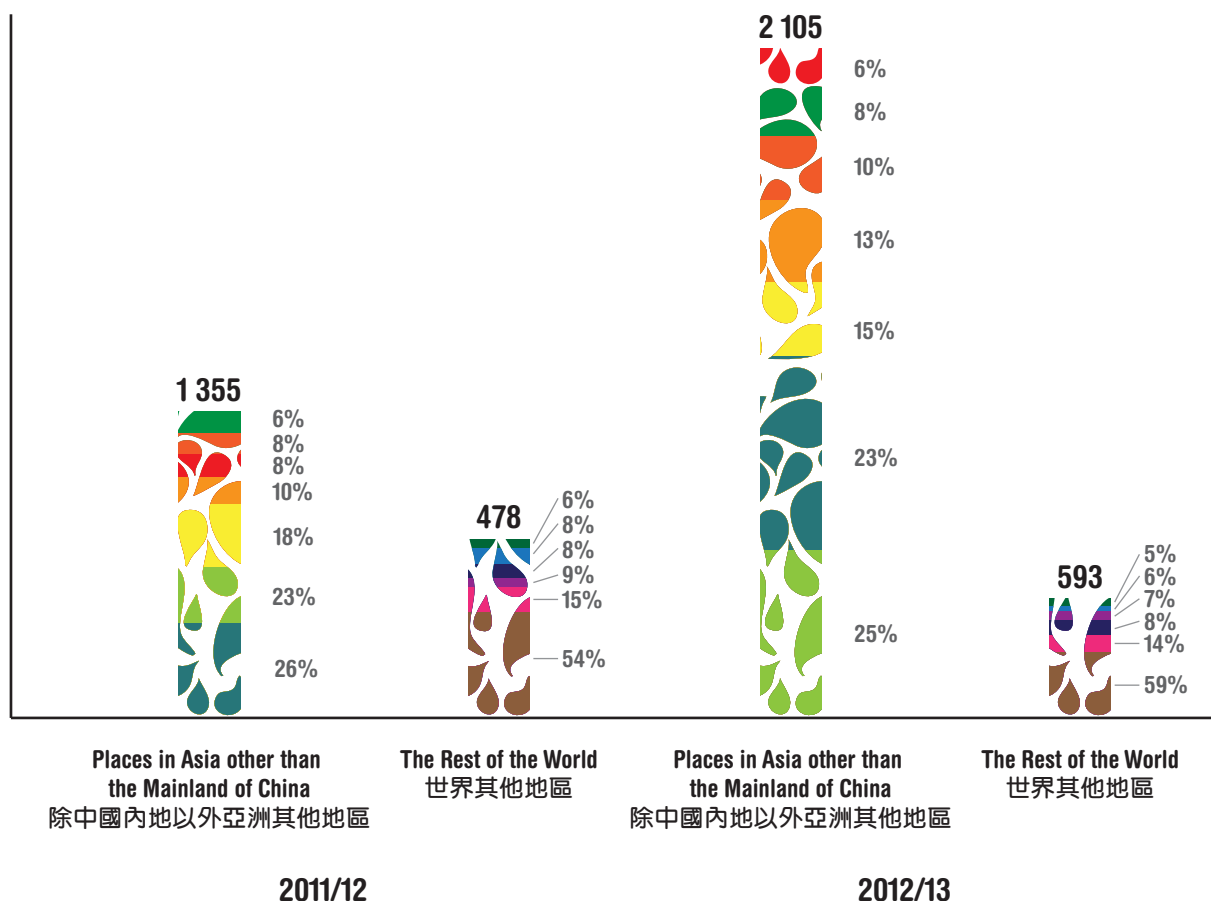
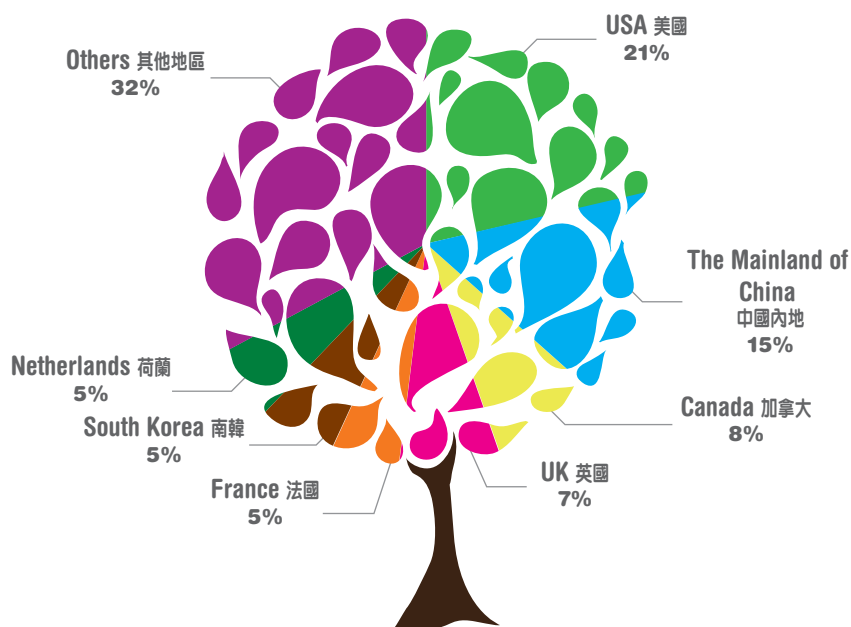**Place in Asia other than the Mainland of China 除中國內地以外亞洲其他地區**

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

The Rest of the World 世界其他地區

■ UK 英國　■ Germany 德國　■ Portugal 葡萄牙　■ Canada 加拿大　■ USA 美國　■ Others 其他地區

Chart 2: Distribution of Incoming Exchange Students by Place of Origin, 2011/12
圖二：2011/12學年按原居地劃分的來港交流生比例

USA 美國
21%

Others 其他地區
32%

The Mainland of China
中國內地
15%

Netherlands 荷蘭
5%

South Korea 南韓
5%

Canada 加拿大
8%

France 法國
5%

UK 英國
7%

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*.

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:

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

在招收非本地學生方面，資助院校錄取非本地學生修讀公帑資助課程（包括副學位、學士學位和研究院修課課程）的收生限額為20%。近年院校的非本地學生比例持續上升，詳見下圖：

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

圖三：**2006/07 至 2012/13 學年修讀教資會資助課程的非本地學生人數**

No. of Student (Headcount)
學生人數

Academic Year 學年
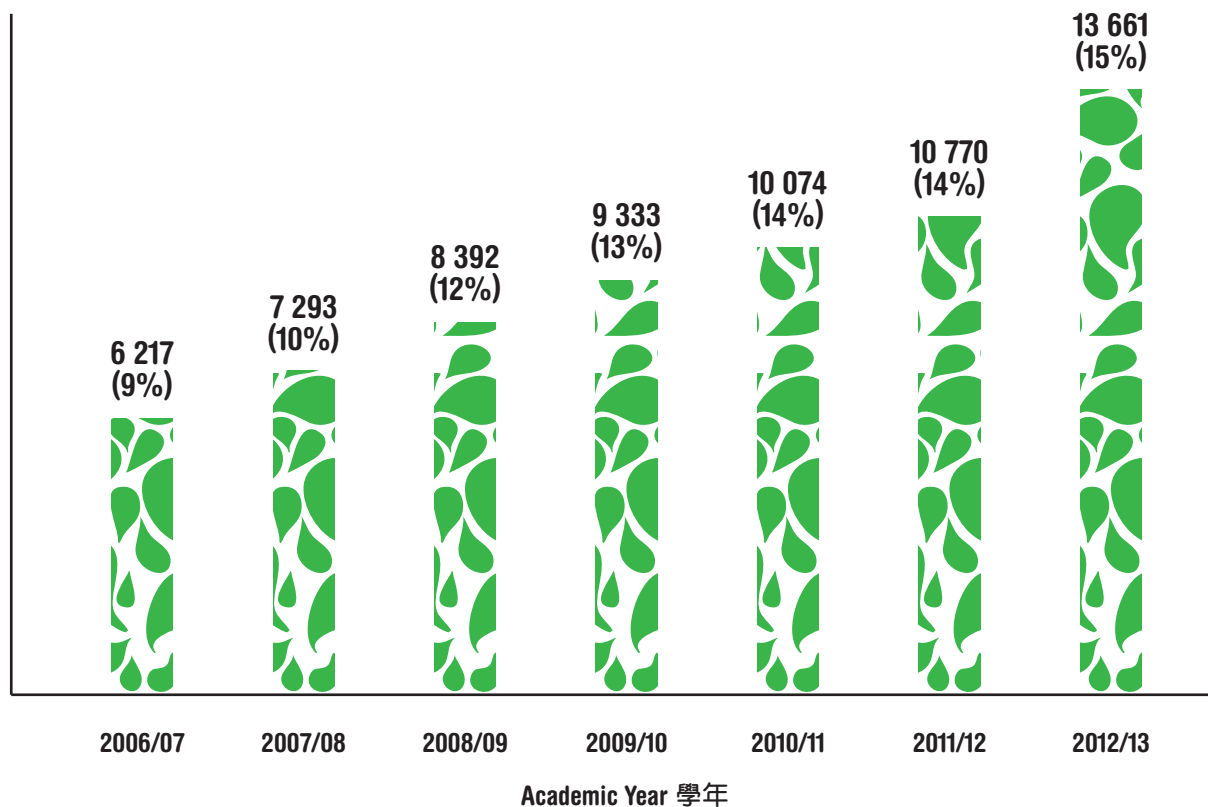
Notes:
1. Figures in brackets denote percentages of non-local students to total student enrolment.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

註：
1. 括號內的數字是非本地學生佔學生總人數的百分比。
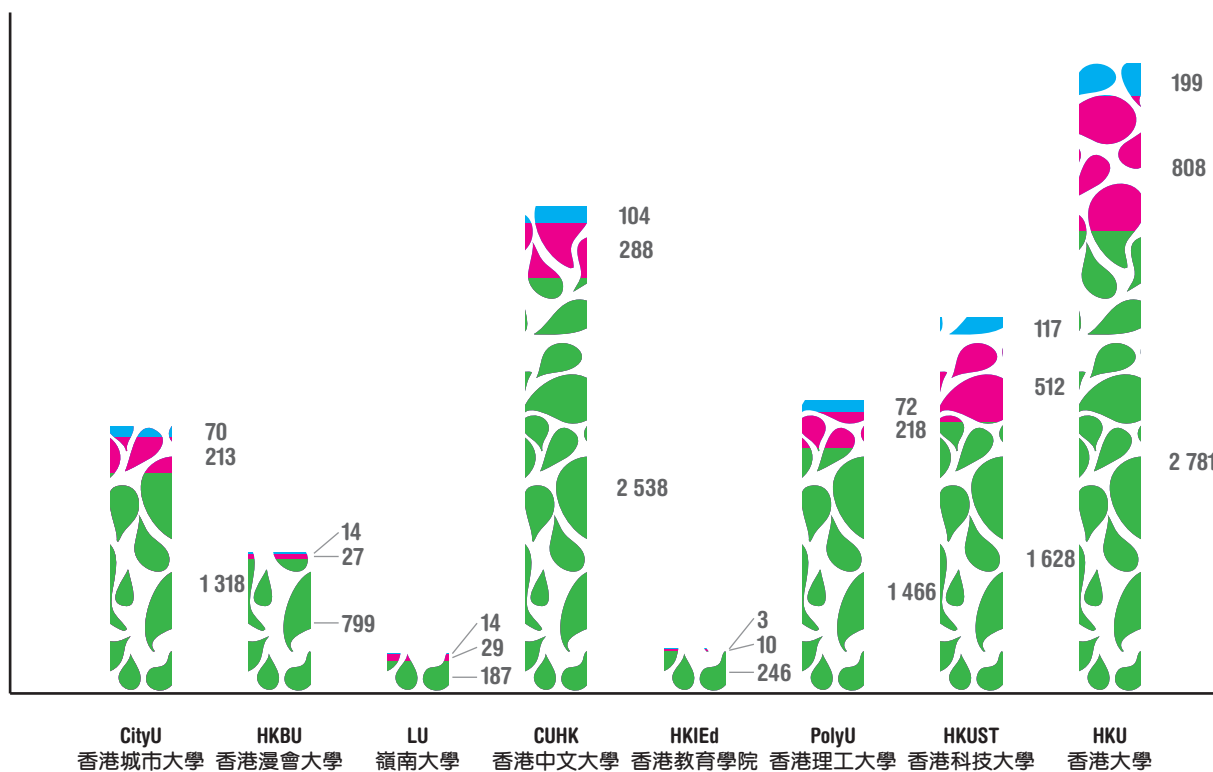2. 為配合新學制的實施，院校在2012/13學年同時取錄新學制及舊學制的學生。

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學年，八所院校一共錄取了 4 104名來自內地及其他地區的學生修讀第一年學士學位課程，約佔計劃收生人數的14%，遠高於2000/01學年的1%及2006/07學年的10%。

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

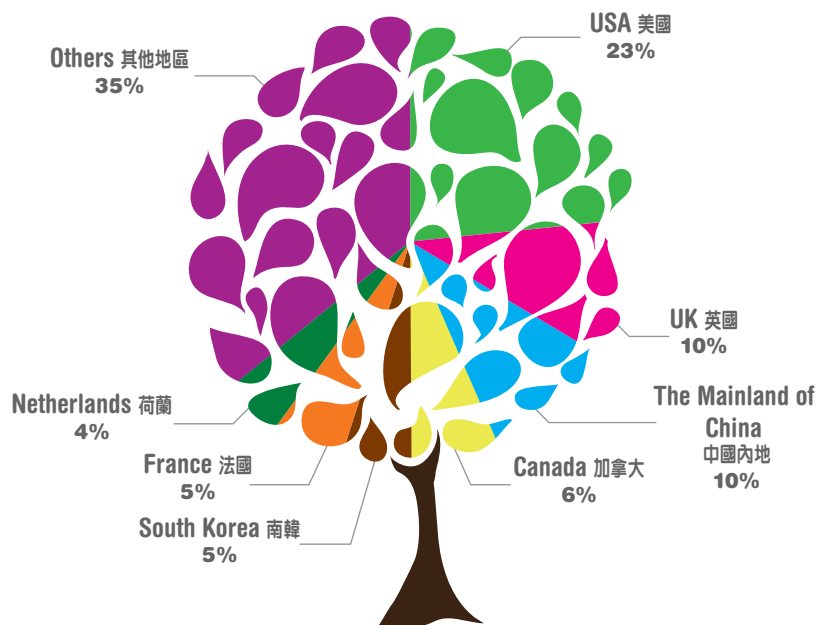圖四：2012/13學年按院校及學生原居地劃分的教資會資助課程非本地學生人數

No. of Student (Headcount)
學生人數

CityU	70	
香港城市大學	213	
	1 318	
HKBU	14	
香港浸會大學	27	
	799	
LU	14	
嶺南大學	29	
	187	
CUHK	104	
香港中文大學	288	
	2 538	
HKIEd	3	
香港教育學院	10	
	246	
PolyU	72	
香港理工大學	218	
	1 466	
HKUST	117	
香港科技大學	512	
	1 628	
HKU	199	
香港大學	808	
	2 781	

■ The Mainland of China 中國內地   ■ Other Parts of Asia 亞洲其他地區   ■ The Rest of the World 其他地區

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

Chart 5: Distribution of Outgoing Exchange Students by Destination, 2011/12
圖五：2011/12學年按目的地劃分的離港交流生比例

- USA 美國 23%
- Others 其他地區 35%
- UK 英國 10%
- The Mainland of China 中國內地 10%
- Netherlands 荷蘭 4%
- France 法國 5%
- South Korea 南韓 5%
- Canada 加拿大 6%

TEACHING AND LEARNING QUALITY
教與學質素

TEACHING AND LEARNING QUALITY
教與學質素

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.

教學是每所高等教育院校的核心職能。2010年12月發表的《展望香港高等教育體系》報告亦一再強調「教與學」的重要性。

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.

教資會致力確保並提高教資會資助院校及其活動的質素,因此成立質保局,以第三者的身份,協助教資會履行質素保證工作。質保局是教資會轄下的一個半獨立非法定組織,其核心工作之一,是在尊重院校自主及其自行評審資格的前提下,對各資助院校進行質素核證,以確保所提供的本地學士學位及以上程度課程(不論是否受教資會資助)的質素。

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.

除質素保證工作外,教資會還致力改善教學方法及學生學習成果,特別是學生的語文水平。為此,教資會向院校提供教學發展補助金及語文培訓補助金,並推行其他相關措施。教資會積極推動在國際日益普及的果效為本學生學習方法,並會繼續探求新方法,以持續提升教與學的質素。

Quality Audits

質素核證

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.

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

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.

質保局根據其《核證便覽》載列的核證程序,在2008至2011年間對八所資助院校進行第一輪質素核證,各院校的核證報告均已先後發表。第一輪核證工作結束後,質保局着手檢討核證的方法和方針,為第二輪質素核證作準備,並就此諮詢八所教資會資助院校。檢討完成後,質保局會公布新修訂的《核證便覽》。

Teaching and Learning

教與學

Teaching Development Grants

教學發展補助金

"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.

「教與學」是所有院校的核心職能。為推動院校採用新穎而有創意的教學方法,並改善學習環境,教資會向院校提供教學發展補助金。在2012/13學年,教資會主要按各院校學士學位及副學位課程的學生人數,合計撥出3,760萬元教學發展補助金。

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 –

除提供教學發展補助金外,教資會亦透過以下資助計劃,在2012–15三年期內提升教與學的質素:

- injection of $5 million per annum to the Teaching Development Grants to support teaching development activities of all front-line teaching staff members;

- 向教學發展補助金每年注資500萬元,以支持全體前線教學人員參與教學發展活動;

- establishment of a fund of $16 million to meet the start-up costs of setting up communities of practices; and

- 成立為數1,600萬元的基金,提供設立專業社羣所需的費用;以及

- injection of $7 million to the Teaching Development Grants to support worthwhile collaborative projects on teaching and learning.

- 向教學發展補助金注資700萬元,以支持值得推行的教與學協作項目。

TEACHING AND LEARNING QUALITY
教與學質素

UGC Teaching Award

教資會傑出教學獎

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.

教資會在2011年推出年度教資會傑出教學獎，以表揚教資會界別中教學表現卓越的教師。在2012年的教學獎遴選中，共收到資助院校提交的15項提名，由教資會／質保局成員、一名前得獎者及一名外聘國際專家組成的遴選委員會負責評審。2012年獲選的三位得獎者是中大矯形外科及創傷學系古明達教授、城大創意媒體學院劉志強教授，以及港大人文學院（歷史系）龐德威博士。他們各獲50萬元獎金，以供進行與教學有關的活動或計劃，以惠及所屬院校及整個界別。2012年教資會傑出教學獎頒獎典禮在2012年9月6日舉行。

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

教資會在2013年2月邀請院校提名人選，角逐2013年傑出教學獎。得獎者在2013年9月選出和公布。

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年教資會傑出教學獎三位得獎者與教資會主席鄭維新先生及遴選委員會成員在頒獎典禮上合照。（左起）何文匯教授、鄭維新先生、龐德威博士、劉志強教授、古明達教授、潘偉賢教授、柯偉林教授、趙志鎔先生

Language Proficiency of Students

Language Enhancement Grants

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.

Common English Proficiency Assessment Scheme

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).

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.

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.

學生的語文水平

語文培訓補助金

畢業生必須有良好的語文水平，才能與世界各地的人才競爭。因此，提升學生語文水平，是教資會的工作重點之一。為提高學生的英語和中文（包括普通話）水平，教資會向院校提供語文培訓補助金，作為院校所得整體補助金及其他資源以外的支援。教資會在2012/13學年向院校發放1.188億元語文培訓補助金；各院校所得的補助金額，按其學生人數訂定。

統一英語水平評核計劃

統一英語水平評核計劃的目的，是藉着安排學生參加國際認可的語文評核，促使他們更重視本身的英語水平。該計劃現時採用「國際英語水平測試制度」(IELTS)作為評核工具。

教資會資助院校學士學位課程應屆畢業生可選擇參加該計劃。只要他們願意在大學成績單上列明曾參與該計劃，可獲發還評核試費用。在2012/13學年，約11,400名應屆畢業生報名參加該計劃，佔教資會資助院校預計畢業生人數的60%。

該計劃的原定目標，是促使學生更重視本身的英語水平，以及提供大量有用資料以顯示學生在運用英語方面的強項和不足之處，有關的目標已經達到。因此，教資會決定以一項新資助計劃取而代之，以直接資助院校推行語文培訓協作項目，並於2013/14學年推出最後一輪統一英語水平評核計劃。

TEACHING AND LEARNING QUALITY
教與學質素

Collaborative Language Enhancement Projects

語文培訓協作項目

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.

教資會在2012年2月公布推出新安排，鼓勵和支持教資會資助院校推行有助提升學生語文水平的協作項目。根據新安排，資助院校的協作項目在2012–15三年期可獲高達3,000萬元直接資助。鑑於中文日益重要，新安排亦擴展至涵蓋提升學生中文水平的協作計劃。由於院校會加強新四年學制的語文培訓工作，教資會希望此項安排可為院校提供適時支援，讓院校透過更有效的方法，共同為提升學生語文水平發揮實質作用。

PROGRESS WITH THE IMPLEMENTATION OF THE HIGHER EDUCATION REVIEW REPORT
高等教育檢討報告的跟進情況

PROGRESS WITH THE IMPLEMENTATION OF THE HIGHER EDUCATION REVIEW REPORT
高等教育檢討報告的跟進情況

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.

教資會於2010年12月向政府提交《展望香港高等教育體系》報告（已上載教資會網站http://www.ugc.edu.hk/big5/ugc/publication/report/report.htm），並同一時間向公眾發表報告內容。報告旨在審視整個界別的現況，就香港高等教育的未來發展策略提出建議。教資會認為香港有必要了解世界發展的趨勢及高等教育界所面對的挑戰，以便調整策略，精益求精。政府在2011年研究該報告提出的建議，並諮詢高等教育界別的持份者。同年11月，政府宣布接納該報告提出的整體策略和方向。具體而言，政府贊成為整個專上教育界建立一個學分累積及轉移制度。該制度應確保不同級別的課程和不同院校的同級課程可互相銜接。在國際化方面，政府同意教資會的意見，認為國際化涵蓋許多方面，包括招生、校園內所有學生的融合、宿舍和私人住宿的供應、研究協作、教學人員國際化和課程設計等。教資會歡迎政府的積極回應。

全球高等教育正在快速發展，香港不容落後。可幸的是，我們的高等教育界發展蓬勃，教資會資助院校取得長足進步，為今後的發展奠下穩固基礎。香港高等教育的未來建基於今天制訂的策略。因此，檢討報告的跟進工作仍然是教資會未來的工作重點。

The UGC's report "Aspirations for the Higher Education System in Hong Kong" (December 2010)
教資會《展望香港高等教育體系》報告（2010年12月）

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 –

教資會現正與政府、資助院校及其他持份者緊密合作,推行多項措施,在香港發展一個健全、活力充沛和具國際競爭力的專上教育體系。教資會及轄下小組和委員會負責監察該報告的跟進工作,以下是一些主要工作:

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

提供多元靈活的途徑讓學生在專上教育體系內升學

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.

因應教資會的建議,教資會資助院校與教育局合作,把高年級學士學位課程／銜接學位課程的相關綜合資料上載至更新後的經評審專上課程資料網,以供學生參考。另外,教資會已為整個高等教育界(包括公帑資助院校及自資院校)制訂學分累積及轉移制度的推行方案提交建議,供政府考慮。當局現正審議有關建議。

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

確保專上教育界的質素保證制度連貫一致

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")*

質保局已加入政府的質素保證聯絡委員會。教資會會繼續透過質保局的質素核證工作,確保教資會資助院校在教與學方面不斷提升質素。質保局現已着手檢討核證程序和《核證便覽》。同時,為提倡和鼓勵院校採用創新的教學方法,教資會在2012-15三年期會繼續向院校提供教學發展補助金及語文培訓補助金,以及推行新的資助計劃。*(詳見〈教與學質素〉一章)*

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

推動整個專上教育界更深更廣的國際化

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.

為落實報告所建議的措施,促進香港高等教育國際化及加強與內地的連繫,教資會已完成與院校之間的策略討論,並投入了額外的款項,加強推行兩項建議的力度。

RESEARCH AND KNOWLEDGE TRANSFER
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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.

教資會積極為院校的學術研究提供各項支援，包括提供整體補助金、資助研究院研究課程學額，以及推行多項以競逐方式分配資源的研究資助計劃，例如主題研究計劃、卓越學科領域計劃、優配研究金、傑出青年學者計劃、協作研究金、人文學及社會科學傑出學者計劃，以及與內地和海外國家合辦的合作研究計劃。此外，教資會給予院校額外撥款，鼓勵他們與本地其他院校及海外院校分享良好做法，藉此推動院校進一步加強知識轉移的工作及擴大知識轉移的學術範疇，使知識、技術及其他形式的研究成果能轉化為實質的社會經濟效益，惠及社羣。

研資局負責評審參與具競逐性研究資助計劃的建議書。教資會成立的研究小組則負責就推動高等教育界研究工作的策略提供意見，以及就研究評審和資助方法進行檢討。小組的目標，是與院校緊密聯繫，共同探討不同議題，包括如何分配研究撥款及研究院研究課程學額以達致最佳效益；如何鼓勵院校兼顧研究與教學以取得適當平衡；如何維持及推動角色分工；以及如何制訂最佳和有效的方法分配研究資源等。

研資局會繼續向市民宣揚學者的研究成果，藉舉辦公眾講座和出版通訊，讓大眾了解學者的研究成果。

RESEARCH AND KNOWLEDGE TRANSFER
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UGC Funding Support for institutions

教資會為院校提供的資助

(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.

(a) 2011/12學年教資會資助院校的研究開支

教資會資助院校繼續從事卓越研究工作。2011/12學年,各院校據報用於研究的總開支達71.55億港元,佔院校學術研究總開支的41%,相當於本地生產總值的0.36%。教資會及研資局分別以整體補助金及具競逐性研究補助金形式提供的資助,是各院校主要的研究經費。2011/12學年,該兩種資助來源約佔研究總開支的76%,分項數字載於表1。

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

表1:2011/12學年教資會資助院校的研究開支

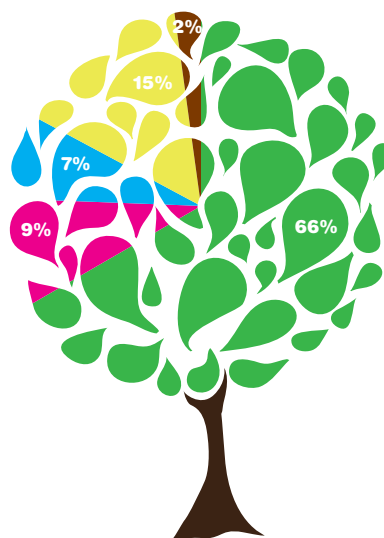| Source of Funding 資助來源		Amount (HK$m) 金額(百萬港元)
🟩 UGC	教資會	4,754.0
🟥 RGC	研資局	660.4
🟦 Other Government Funds	政府其他資助計劃	501.8
🟨 HK Private Funds	本地私人資金	1,099.0
🟫 Non-HK	香港以外的資金	139.6
Total	總額	7,154.9
		(Up 3.0% compared with 2010/11) (較2010/11學年增加3.0%)
Ratio of expenditure on research to Hong Kong's GDP	研究開支佔本地生產總值的比率	0.36%

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

註: 由於四捨五入,數字的總和可能與實際的總計略有出入。

(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

立法會通過撥款180億元設立研究基金後，政府隨即於2009年2月以信託基金形式在教育局常任秘書長法團下成立該基金。研究基金的投資收益取代大部分原本撥予研資局作為研究用途補助金的經常資助金，以提供更穩定明確的資助。研究基金的部分投資收益會用來資助主題研究，讓各院校進行年期較長並在策略上有利於香港發展的主題研究。

行政長官於2011年10月發表的《施政報告》中，提出向研究基金注資50億元。立法會在2012年1月通過撥款，部分新注資金額會以競逐方式分配予自資高等教育院校，用作研究經費。

(c) 提高研究資源分配的競逐程度

一如《展望香港高等教育體系》報告所述，教資會已在分配研究資源及研究院研究課程學額方面，引入更多競逐元素，以推動資助院校進行卓越研究。傑出的研究能促進創新，造福社會，惠益經濟。本港院校均期望能與世界頂尖大學競短爭長。新的資助安排根據院校申請研資局研究用途補助金的結果，分配不多於整體補助金的12.5%予院校，作為間接成本／附加行政費用撥款。新安排由2012／13學年起實施，分九年逐步推行，教資會會在第一個三年期結束前作出檢討。由2012／13學年開始，5 595個研究院研究課程學額中，透過五個競逐方法分配的比例分五年逐步增加，到2016／17學年將有50%的學額以競逐方式分配。

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.

教資會在推行計劃以增加研究撥款分配的競逐元素時，注意到人文學及社會科學的項目成本一般較低，該範疇的學者也較少申請研究撥款。因此，教資會已採取多項措施，推動人文學及社會科學的研究，包括在整體補助金研究用途撥款下新設的間接成本／附加行政費用撥款中，預留18%予人文學及社會科學研究，又鑑於人文學及社會科學研究一般需要首席研究員投放較多時間，每年增撥2,000萬元予研資局，以聘請替假教師的形式讓有關學者騰出時間進行研究。另外，研資局亦在人文學及社會科學學科小組下設立傑出學者計劃。

(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.

(d)   2014年研究評審工作

教資會積極獎勵卓越研究，同時設法分辨院校的研究表現。為此，教資會經諮詢八所資助院校後，將於2014年進行下一輪研究評審工作，採用國際基準及經優化的評審機制評估院校的研究質素。教資會將根據研究評審工作的結果，分配整體補助金之中研究用途撥款的餘下部分。教資會現已着手準備2014年的研究評審工作。

(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:

(e)   研資局的研究資助計劃

研資局管理的多項研究資助計劃是教資會整體補助金之外，支持香港高等教育學術研究的最大單一撥款來源。研資局採用學者評審機制，以競逐方式發放撥款予申請院校。教資會於2012年2月把卓越學科領域計劃交由研資局管理，研資局在2012／13學年可用的年度撥款總額約為11億元，細分如下：

Table 2 – RGC's Research Funding Schemes

Research Funding Schemes 研究資助計劃		Amount Available (HK$m) 可用金額（百萬港元）
⬛ RGC funding schemes funded by Earmarked Research Grant	由研究用途補助金資助的研資局資助計劃	$828.5
⬛ Theme-based Research Scheme	主題研究計劃	$200.0
⬛ Area of Excellence Scheme	卓越學科領域計劃	$80.0
Total	總額	$1108.5
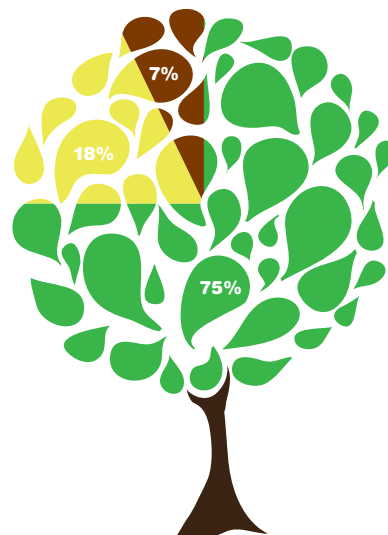
Earmarked Research Grant

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.

研究用途補助金

2012／13學年，研資局以研究計劃補助金的形式，透過研究用途補助金發放7.9128億港元，較2011／12學年稍減0.5%，因為2011／12學年發放的撥款除研究計劃補助金外，還包括附加行政費用撥款。研資局透過研究用途補助金分配撥款的計劃有六項：優配研究金、傑出青年學者計劃、協作研究金、合作研究計劃、人文學及社會科學傑出學者計劃，以及研究生會議／研討會補助金。按主要資助計劃劃分，財政預算的分配情況載於表3。

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

Distribution of Funding 撥款分配		Amount (HK$m) 金額（百萬港元）
■ GRF	優配研究金	540.9
■ ECS	傑出青年學者計劃	114.8
■ CRF	協作研究金	80.0
■ JRS	合作研究計劃	44.4
■ HSSPFS	人文學及社會科學傑出學者計劃	10.0
■ PSCSG	研究生會議／研討會補助金	1.2
Total	總額	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:
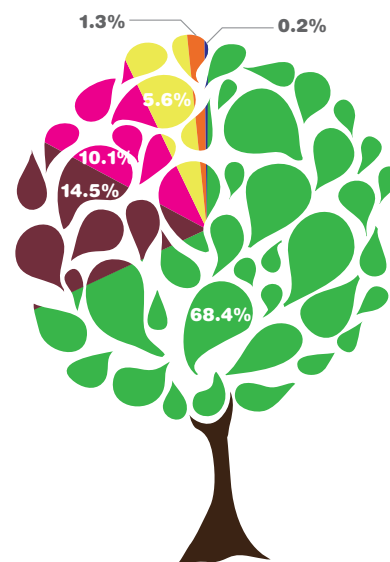
上述各項計劃的具體運作及申請批核比率，詳見研資局網站(www.ugc.edu.hk/big5/rgc/)或該局年報。

主題研究計劃

主題研究計劃的經費來自研究基金不多於40億元本金的投資收益（以5%回報率推算，每年約2億元）。該計劃旨在鼓勵資助院校研究對香港長遠發展有重大策略意義的主題。教育局已設立研究主題督導委員會，就選取研究主題提供意見。教育局諮詢教資會、研資局及社會各界後，選定了三個主題。在該三個主題下，研資局藉徵求白皮書及舉行工作坊徵詢學術界的意見後，再定出11個具挑戰性的題目。教育局考慮過督導委員會的意見後，通過建議的題目。該些主題及題目開列如下：

Theme: *"Promoting good health"*

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

Theme: *"Developing a sustainable environment"*

– Water pollution and water treatment
– Sustainable built environment
– Green Electronics *^
– Air quality

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 *

* 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.

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

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.

主題：*促進健康*

– 傳染病
– 基因組醫學
– 幹細胞與再生醫學

主題：*建設可持續發展的環境*

– 水污染及水處理
– 可持續建築環境
– 綠色電子*^
– 空氣質素

主題：*加強香港作為地區及國際商業中心的策略地位*

– 香港作為國際金融中心的未來發展
– 通過網絡能力推動香港商業發展
– 推動香港成為卓越的商業服務創新中心
– 企業家精神與企業組織*

* 經諮詢各院校及得到教育局同意後，研資局從2012年7月第三輪計劃起，擴大／釐清該兩個題目的研究範圍。

^ 在第一及第二輪計劃中，本題目稱為"有機光伏發光二極管"。

研資局舉行過兩輪研究計劃，共有11個項目獲得資助，撥款總額約為4.51億元。研資局於2012年7月為第三輪計劃徵集申請後，收到42份初步建議書，並選出其中16份，邀請院校提交詳盡研究建議。資助結果已於2013年7月公布。

RESEARCH AND KNOWLEDGE TRANSFER
研究與知識轉移

Hong Kong PhD Fellowship Scheme

香港博士研究生獎學金計劃

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.

為吸引世界各地最優秀的尖子學生（不論國籍及文化背景）來港修讀資助院校的博士學位研究課程及進行研究，研資局於2009年9月推出香港博士研究生獎學金計劃。該計劃現時每年舉辦一次。

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.

獎學金計劃為得獎學生提供每月2萬港元助學金，以及每年1萬港元的會議及研究活動交通津貼，為期三年。2012/13學年第三屆計劃共收到來自超過110個地區約4 300份申請，最後有155名申請人獲頒獎學金。

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.

為推廣2013/14學年第四屆獎學金計劃，研資局主席聯同各院校人員於2012年10月赴英國及蘇格蘭訪問了5所頂尖院校，與當地教職員及學生交換意見。第四屆獎學金計劃共收到來自106個地區的4 785份申請。截至2013年3月底，已有185名申請人獲頒獎學金。

Outreaching visits for promotion of the 2013/14 Hong Kong PhD Fellowship Scheme
2013/14學年香港博士研究生獎學金計劃的外訪推廣活動

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學年香港博士研究生獎學金計劃得獎學生與部分歷屆得獎人、研資局成員及院校代表茶敘，交流心得及分享經驗

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 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.

獎學金計劃備受推崇，把來自各地的頂尖研究生匯集於香港的世界級學府，有助香港在研究方面更上一層樓，擴大本地的人才庫及聯絡網，推動本地高等教育院校國際化。

知識轉移

院校既然從事教學與研究，自然會更進一步，進行知識轉移。知識轉移已成為香港高等教育院校的第三項核心功能。教資會深信，院校在社會上進行知識轉移，不但有利民生經濟，而且惠益社會及企業，更有助充實院校的研究政策方針，從而提升本地高等教育界的國際競爭力。經過多年努力，教資會喜見知識轉移已在多個學科扎根，包括衞生科學、文科、人文學及社會科學、建築、商業與經濟、城市規劃與環境、科學與科技，以及工程學科。知識轉移活動的整體水平良好，而且還有上升迹象，令人鼓舞。

自2009/10學年起，教資會新增一項每年約5,000萬元的經常補助金，供院校鞏固並深化其知識轉移工作。教資會欣悉各院校善用資助，在知識轉移方面取得重大進展。所有院校現已把知識轉移納入使命宣言及策略文件內，而教學人員亦更積極參與這方面的工作。

所有院校或多或少都參與顧問工作、研究合約及協作研究，又或成立公司，以特許方式讓其他人應用其研究成果。院校以商業或社會企業為對象，進行某種形式的持續專業發展，並採用其他多種方法進行知識轉移，特別是在文科、人文學及社會科學等領域。有關方法包括設立網站傳播知識，以及舉辦研討會、工作坊、會議、展覽和其他公眾活動。

RESEARCH AND KNOWLEDGE TRANSFER
研究與知識轉移

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.

教資會提供的資助，主要旨在鞏固院校的知識轉移能力。事實上，各院校已成立或擴充負責知識轉移的部門，從而改善協調及加強推廣。此外，各院校更明白企業及企業精神在知識轉移方面，發揮關鍵作用。教資會希望在四年制新學制下，學生會有更多機會與新創辦的公司合作，培養企業精神，並期望學士學位課程學生可與研究生、研究人員、校友、教學人員及其他員工建立聯繫網絡。

香港的院校進行具規模、兼獲可觀經費的研究工作，只不過是近年的事。在此背景下，院校開創新知識所帶來的明顯效益未有被廣泛報道，因而往往被社會大眾忽略。為了向公眾宣揚院校在這方面的建樹，教資會來年會調配額外資源進行較廣泛的推廣活動。

Allocation of Knowledge Transfer Recurrent Funding to Institutions, 2012/13
2012/13學年分配予院校的知識轉移經常撥款

Institution 院校		($ million) （百萬港元）
CityU	城大	5.82
HKBU	浸大	2.80
LU	嶺大	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	總額	52.8

FIGURES AND STATISTICS
統計數字

FIGURES AND STATISTICS
統計數字

Key Statistics on UGC-funded Institutions
教資會資助院校主要統計數字

		Academic Year 學年	
		2011/12	2012/13[1]
Statistics on Overall Student Enrolment of UGC-funded Programmes (Headcount)	教資會資助課程整體學生人數統計數字（人數）		
Total Student Enrolment	整體學生人數	75 597	**93 934**
Student Enrolment by Level of Study	按修課程度劃分的學生人數		
Sub-degree	副學位課程	6 927	**7 041**
Undergraduate	學士學位課程	58 412	**76 353**
Taught Postgraduate	研究院修課課程	3 686	**3 721**
Research Postgraduate	研究院研究課程	6 572	**6 819**
Student Enrolment by Sex	按性別劃分的學生人數		
Male	男	35 428	**43 884**
Female	女	40 169	**50 050**
Student Enrolment by Broad Academic Programme Category	按主要學科類別劃分的學生人數		
Medicine, Dentistry & Health	醫科、牙科和護理科	7 389	**9 742**
Sciences	理學科	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	社會科學科	9 580	**12 125**
Arts & Humanities	文科和人文科學科	9 677	**12 578**
Education	教育科	7 614	**8 602**
Statistics on Specific Groups of Students	特定組別學生人數統計數字		
Student Enrolment of First-year-first-degree (FYFD) Places (Full-time Equivalent)	第一年學士學位課程學生人數（相當於全日制人數）	16 354	**33 073**
Senior Year Intakes (Full-time Equivalent)	高年級學士學位收生人數（相當於全日制人數）	2 288	**2 724**
Non-local Students by Place of Origin[2]	按原居地劃分的非本地學生人數[2]	10 770	**13 661**
The Mainland of China	中國內地	8 936	**10 963**
Other Places in Asia	亞洲其他地區	1 355	**2 105**
The Rest of the World	亞洲以外地區	478	**593**
Incoming and Outgoing Exchange Students[3]	來港及離港的交流生人數[3]		
Incoming Exchange Students	來港的交流生	4 414	**—[3]**
Outgoing Exchange Students	離港的交流生	4 217	**—[3]**
Graduates by Level of Study[4]	按修課程度劃分的畢業生人數[4]	24 971	**28 708**
Sub-degree	副學位課程	3 252	**4 630**
Undergraduate	學士學位課程	17 630	**19 047**
Taught Postgraduate	研究院修課課程	1 978	**2 257**
Research Postgraduate	研究院研究課程	2 111	**2 774**
Graduates by Broad Academic Programme Category[4] (Headcount)	按主要學科類別劃分的畢業生人數[4]	24 971	**28 708**
Medicine, Dentistry & Health	醫科、牙科和護理科	1 889	**1 969**
Sciences	理學科	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	社會科學科	3 347	**3 705**
Arts & Humanities	文科和人文科學科	3 339	**3 692**
Education	教育科	3 144	**4 248**

		Academic Year 學年	
		2011/12	2012/13
Statistics on Academic and Research Staff (Headcount)	教學和研究人員統計數字（人數）		
Academic and Research Staff in Academic Departments of UGC-funded Institutions with Salaries Wholly Funded from General Funds by Staff Grade	教資會資助院校以綜合撥款支付全部薪金的教務部門教學和研究人員按職級劃分的人數	8 460	**9 088**
Senior Academic Staff	高級教學人員	1 758	**1 837**
Junior Academic Staff	初級教學人員	3 076	**3 257**
Academic Supporting Staff	教學輔助人員	2 070	**2 488**
Technical Research Staff	研究技術人員	1 556	**1 506**
		Financial Year 財政年度	
		2011/12	2012/13
Statistics on Grants for UGC-funded Institutions	教資會資助院校的補助金統計數字		
Grants for UGC-funded Institutions[5] ($m)	教資會資助院校的補助金金額[5]（百萬元）	16 335	**18 920**
Recurrent Grants	經常補助金	73.5%	**73.7%**
Earmarked Grants for Home Financing Scheme and Other Housing-related Benefits	居所資助計劃及其他與房屋福利有關的指定用途補助金	1.1%	**0.5%**
Matching Grants	配對補助金	–	**8.0%**
Capital Grants[6]	非經常補助金[6]	25.3%	**17.8%**
Total Government Expenditure[5] ($m)	政府開支總額[5]（百萬元）	364 037	**380 615**
Total Amount of Grants as % of Total Government Expenditure[7]	補助金金額佔政府開支總額[7]的百分比	4.5%	**5.0%**
Total Amount of Grants as % of Total Government Expenditure on Education[7]	補助金金額佔政府教育開支總額[7]的百分比	24.1%	**24.3%**

Notes 註釋：

1. 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.
   為配合新學制的實施，院校在2012/13學年同時錄取新學制及舊學制的學生。

2. The place of origin of non-local students is determined having regard to their nationality.
   原居地是指非本地學生的國籍。

3. "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」指本地院校與非本地伙伴院校透過正式交流協議同意進行的以學習為主的活動。協議訂明兩所院校之間學生雙向交流的安排。交流生指因交流活動而在本地／非本地院校修讀學分課程的學生。在統計時，如一名學生在同一學年參加超過一項交流計劃，並在每項計劃下修讀至少一個學期，該學生在每項交流計劃下只當作一人次計算。由於數字顯示修讀至少一個學期（包括夏季學期）學分課程的學生人數，2012/13學年的數字要到整個學年結束後才可提供。

4. Graduate numbers for the academic year 2012/13 are projected figures.
   2012/13學年的畢業生人數屬推算數字。

5. The figures on Grants to UGC-funded Institutions and Total Government Expenditure refer to the financial year of the Government from April to March.
   教資會資助院校的補助金金額及政府開支總額以政府財政年度每年4月至翌年3月的數字為準。

6. The figures on Capital Grants cover both grants for capital works projects and Alterations, Additions, Repairs and Improvements (AA&I) projects.
   非經常補助金包括基本工程計劃項目及改建、加建、維修和改善工程的撥款金額。

7. The figures on Total Government Expenditure and Total Government Expenditure on Education are extracted from The Budget.
   政府開支總額和政府教育開支總額的數字摘錄自政府財政預算案。

8. Figures may not add up to the corresponding totals owing to rounding.
   由於四捨五入，數字的總和可能與實際的總計略有出入。

ACTIVITIES HIGHLIGHTS
年度回顧

Communications/ Interface with Stakeholders

與持份者溝通／ 接觸

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

主席與院校學院院長及系主任會晤

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.

教資會主席自2013年3月起到訪各資助院校，與學院院長及系主任會面，向他們介紹教資會的工作，並聽取他們對高等教育不同議題的意見和關注的事宜。這一輪院校巡迴訪問預計會在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.

教資會主席於三月及四月到嶺大（左）、理大（中）及教院（右）與教職員分享經驗

ACTIVITIES HIGHLIGHTS
年度回顧

Media Briefing on UGC Activities

向傳媒簡報教資會工作

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.

教資會於2012年5月、9月及2013年1月舉行會議。每次會議後，主席會與數名委員會見傳媒，簡報曾經討論的主要議題。

UGC Members' Visit to CityU, PolyU and CUHK

教資會委員到訪城大、理大及中大

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.

教資會委員於2012年9月到訪城大及理大，另於2013年1月訪問中大，與院校的高層管理人員、部分員工及學生代表會面。委員亦藉此機會參觀三所大學的部分校園。

UGC Members visited CityU (left), PolyU (middle) and CUHK (right)
教資會委員到訪城大（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.

教資會與院校校長舉行集思會

2013年1月10日，逾30名教資會委員、教資會資助院校校長及其高層管理人員參與集思會，為擬訂教資會轄下院校的未來路向交換意見，當中包括探討方法進一步鼓勵及推動院校完善教與學。集思會為日後更深入的討論揭開序幕。

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.

研資局公眾講座

為推廣教資會和研資局的工作，宣揚本港研究人員的研究成果，研資局自2009年4月起定期舉辦公眾講座。2012年4月、7月、9月及12月先後在香港科學館舉行四場共八節公眾講座，闡述多個研資局競爭性撥款資助計劃在各個科學領域的研究成果。

ACTIVITIES HIGHLIGHTS
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"3+3+4" Academic Reform and Capital Works
「3+3+4」學制改革及基本工程

"3+3+4" Related Capital Works Projects

與「3+3+4」學制有關的基本工程計劃

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.

為配合資助院校推行「3+3+4」新學制而進行的12項主要基本工程項目經已完成。

CUHK's Student Amenity Centre
中大的學生活動中心

Learning Commons in Centennial Campus of HKU
港大百周年校園內的智華館

Lecture Theatre in Phase 8 Development of PolyU
理大第八期校園發展計劃的演講廳

Classroom in Academic 3 of CityU
城大學術樓（三）內的課室

Teaching and Learning Quality　　　　　教與學質素

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年教資會傑出教學獎

教資會於2012年9月6日舉行2012年教資會傑出教學獎頒獎典禮，表揚教資會資助院校優秀學者的傑出教學表現和成就，以及他們在院校內外為提升教與學質素所作出的貢獻及所展現的領導才幹。當晚出席的嘉賓逾百，包括各教資會資助院校的校董會主席和校長、負責教學質素的高層管理人員、獲提名的學者及其他傑出教學人員，一起祝賀獲頒傑出教學獎的三位得獎者：中大矯形外科及創傷學系古明達教授、城大創意媒體學院劉志強教授及港大人文學院（歷史系）龐德威博士。

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年教資會傑出教學獎三位得獎者與教資會主席鄭維新先生及遴選委員會成員在頒獎典禮上合照。（左起）何文匯教授、鄭維新先生、龐德威博士、劉志強教授、古明達教授、潘偉賢教授、柯偉林教授、趙志鎗先生

ACTIVITIES HIGHLIGHTS
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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.

研資局協作研究公開論壇

協作研究公開論壇於2012年6月14日假理大舉行，以推廣研究協作。研資局主席、聯同協作研究金小組委員會、大型研究項目督導委員會及多個學科小組主席均在論壇上就處理具長遠效益的協作計劃分享經驗，並向參加者講解協作研究計劃獲批的關鍵因素，以及擬備研究計劃書時不可忽略的元素。

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年研究評審工作諮詢論壇

2014年研究評審工作指引涵蓋不同方面。為促進交流，教資會在2012年9月1日為院校及持份者舉辦諮詢論壇。當日出席者逾300人，有效地就2014年研究評審工作的原則和方法達致進一步的共識。

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.

到海外推廣 2013/14 學年香港博士研究生獎學金計劃

研資局主席及院校代表在2012年10月赴英國及蘇格蘭訪問。代表團探訪了五所頂尖院校,向海外學者及學生推廣香港博士研究生獎學金計劃,並邀請合資格申請人踴躍參加。

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.

香港博士研究生獎學金計劃得獎人茶敍

香港博士研究生獎學金計劃督導委員會、遴選委員會成員和院校代表,以及部分2010/11及2011/12學年的得獎人,於2012年11月21日與2012/13學年的得獎人茶敍,祝賀新一屆得獎者之餘,亦分享經驗。歷屆的得獎者聚首一堂,也能促進他們日後合力向海外學生推廣香港博士研究生獎學金計劃。

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

傑出青年學者獎與人文學及社會科學傑出學者計劃頒獎典禮

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.

傑出青年學者獎和人文學及社會科學傑出學者計劃的頒獎典禮在2012年12月12日舉行，以祝賀得獎人並表揚其研究成就。

Awardees of the Humanities and Social Sciences Prestigious Fellowship Scheme 2012/13 with Mr Edward Cheng, Chairman, UGC. (fourth left)
2012/13學年人文學及社會科學傑出學者計劃得獎人與教資會主席鄭維新先生（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學年人文學及社會科學傑出學者計劃得獎人與教資會主席、前研資局主席、研資局學科小組主席及教資會秘書長合照

Awardees of the Early Career Award 2012/13 with Chairman, UGC; Former Chairman, RGC; Chairmen, RGC Subject Panels and Secretary-General, UGC.
2012/13學年傑出青年學者獎得獎人與教資會主席、前研資局主席、研資局學科小組主席及教資會秘書長合照

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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

教資會

教資會由香港特別行政區行政長官委任，職權範圍如下：

(a) 按社會的需要，檢視下列事項：

    (i) 香港各所大學及行政長官指定的其他院校的教育設施；

    (ii) 各院校的發展計劃；

    (iii) 各院校所需的教育經費；以及

(b) 就下列事項向政府提供意見：

    (i) 如何在各院校運用獲立法機關批核作教育用途的撥款；以及

    (ii) 行政長官向教資會提出的各項高等教育事宜。

研究資助局（研資局）

研資局的職權範圍如下：

(a) 透過教資會，向香港特別行政區政府建議香港高等教育機構在學術研究上的需要，包括鑑定優先範圍，以發展一個足以維持學術蓬勃發展和合乎香港需要的學術研究基礎；以及

(b) 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) 透過高等教育機構，邀請和接受學術人士申請研究資助及各類研究生申請獎學金；將香港特別行政區政府透過教資會提供的經費撥作研究資助和其他有關支出之用。此外，並負責監管這些撥款的運用，以及最少每年一次透過教資會向香港特別行政區政府報告。

質素保證局（質保局）

質保局的職權範圍如下：

(a) 就香港高等教育界的質素保證事宜及應教資會要求就其他相關事項向教資會提供意見；

(b) 應教資會要求就院校的質素保證機制及課程質素進行檢視和核證，並就此作出報告；

(c) 在香港高等教育界促進質素保證工作；以及

(d) 在高等教育範疇，協助發展及推廣質素保證的良好實踐方法。

研究小組

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

策略小組委員會

• 就本地高等教育界發展政策及路向，以及整個高等教育體制的政策制訂與策略規劃事宜，向教資會提供意見。

• 研究教資會資助院校的體制和教務發展有關的事宜。

- 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.

- 制訂用以評估教資會資助院校撥款需求的方法，以及制訂質素評核的措施，並鼓勵教資會資助院校自我提升學術水平。

一般事務及管理小組委員會

- 就教資會的管理資訊系統和統計系統，提供意見，並作出改善，以應付教資會在策略上、政策上和監察方面的需要。

- 研究有關教資會資助院校校園空間及校舍需求的事宜，包括基本工程和其他工程項目。

- 審議須撥款推行的特別建議，並監察這些建議的推行進度。

傳訊小組

- 就教資會及該會資助界別的活動的公關及宣傳事宜向該會提供意見；以及

- 促進教資會與社會大眾（特別是與相關專業／界別）的了解及溝通。

財務工作小組

- 與院校合作，協助院校確保維持良好的財務管治和穩健的財務規劃。

- 按需要檢討院校的財務事宜，以監管和監察院校運用教資會經常補助金的情況；以及向教資會提供意見，以制訂適當的相關指引。

研究評審工作小組

- 就2014年研究評審工作中撥款以外的事宜，向教資會提供意見。

- 監督2014年研究評審工作的執行，並向教資會匯報評審結果。

Annex II: Membership of the Research Grants Council (As of August 2013)
附錄二：   研究資助局成員名單（2013年8月）

Name 姓名	Title 職銜
Prof Benjamin W Wah (Chairman)	Provost, Wei Lun Professor of Computer Science and Engineering, The Chinese University of Hong Kong
華雲生教授 （主席）	香港中文大學 常務副校長 偉倫計算機科學與工程學講座教授
Prof Terry KF Au	Chair Professor, Department of Psychology, The University of Hong Kong
區潔芳教授	香港大學 心理學系講座教授
Prof Peter Baehr	Chair Professor of Social Theory, Department of Sociology and Social Policy, Lingnan University 嶺南大學社會學及社會政策系 社會理論講座教授
Prof Chris Berry	Professor of Film Studies, Department of Film Studies, King's College London, U.K.
裴開瑞教授	英國倫敦國王學院 電影系電影研究教授
Prof Moses HW Chan	Evan Pugh Professor of Physics, The Pennsylvania State University, U.S.A.
陳鴻渭教授	美國賓夕法尼亞州立大學 Evan Pugh 物理學教授
Prof Louis KC Chan	Professor of Finance and Department Head and Hoeft Professor of Business, University of Illinois at Urbana-Champaign, U.S.A.
陳國器教授	美國伊利諾大學香檳分校 金融學教授兼系主任及 Hoeft 商學教授

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Name 姓名	Title 職銜
Dr Nim-kwan Cheung	Chief Executive Officer, Hong Kong Applied Science and Technology Research Institute Company Limited (ASTRI)
張念坤博士	香港應用科技研究院有限公司 行政總裁
Prof Yip-wah Chung, BBS	Professor of Materials Science and Engineering and Professor of Mechanical Engineering, Northwestern University, U.S.A.
鍾業華教授, BBS	美國西北大學 材料科學及工程教授暨機械工程教授
Prof Anne Cooke	Professor of Immunology, Department of Pathology, University of Cambridge, U.K. 英國劍橋大學 病理學系免疫學教授
Prof Arthur B Ellis	Provost and Chair Professor, Department of Biology and Chemistry, City University of Hong Kong 香港城市大學 學務副校長兼生物及化學系講座教授
Prof Joanna Ho	Professor of Accounting and Director of International Programs, The Paul Merage School of Business, University of California, Irvine, U.S.A.
何莉芸教授	美國加州大學爾灣分校 Paul Merage 商學院 會計學教授兼國際課程總監
Prof Ronnie Po-chia Hsia	Edwin Earle Sparks Professor of History, The Pennsylvania State University, U.S.A.
夏伯嘉教授	美國賓夕法尼亞州立大學 Edwin Earle Sparks 歷史學講座教授

Name 姓名	Title 職銜
Prof Eddy FY Liew	Gardiner Professor of Immunology, Glasgow Biomedical Research Centre, University of Glasgow, U.K.
劉富友教授	英國格拉斯哥大學 格拉斯哥生物醫學研究中心 Gardiner 免疫學教授
Prof Ross Murch	Chair Professor and Head, Department of Electronic and Computer Engineering, The Hong Kong University of Science and Technology
穆樂思教授	香港科技大學 電子及計算機工程學系講座教授兼系主任
Professor Jaideep Sengupta	Chair Professor, Department of Marketing, The Hong Kong University of Science and Technology 香港科技大學 市場學系講座教授
Professor Andrew J Szeri	Professor of Mechanical Engineering, Department of Mechanical Engineering, University of California at Berkeley 美國加州大學柏克萊分校 機械工程系教授
Prof Paul KH Tam	Pro-Vice-Chancellor and Vice President (Research), The University of Hong Kong
譚廣亨教授	香港大學 副校長（研究）
Prof Judy SL Tsui	Vice President (International and Executive Education), Chair Professor of Accounting, The Hong Kong Polytechnic University
徐林倩麗教授	香港理工大學 副校長（國際事務及行政教育） 會計學講座教授

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Name 姓名	Title 職衞
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	美國匹兹堡大學醫學院 細胞及份子工程中心總監及 骨科手術系骨科研究教授兼常務副主席
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	美國普林斯頓大學 伍德羅 • 威爾遜公共和國際事務學院 政治學暨國際事務教授
Prof Wing-hung Wong	Professor of Statistics, Professor of Health Research and Policy, Stanford University, U.S.A.
王永雄教授	美國史丹福大學 統計學教授 衛生研究與政策教授
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.
余刧離教授	美國加州大學聖地牙哥分校 研究專案協理副校長 電機及計算機工程學系張慎四講座傑出教授
Mr E Anthony Tan, MH *(Appointment until 30 June 2013)*	*Chief Executive Officer,* *Hong Kong Science and* *Technology Parks Corporation*
陳蔭楠先生, MH *（任期至2013年6月30日）*	*香港科技園公司* *行政總裁*

Name 姓名	Title 職銜
Prof Henry NC Wong *(Appointment until 30 June 2013)*	*Dean of Science and* *Professor of Chemistry,* *The Chinese University of Hong Kong*
黃乃正教授 *（任期至2013年6月30日）*	*香港中文大學* *理學院院長及化學講座教授*
Prof Albert F Yee *(Appointment until 30 June 2013)*	*Professor of Chemical Engineering and* *Materials Science,* *University of California, Irvine, U.S.A.*
余凡教授 *（任期至2013年6月30日）*	*美國加州大學爾灣分校* *化學工程與材料科學系教授*
Ex-officio Member 當然委員	
Prof On-ching Yue	Science Advisor, Innovation and Technology Commission
余安正教授	創新科技署 科學顧問

ANNEXES
附錄

Annex III: **Membership of the Quality Assurance Council (As of August 2013)**
附錄三： **質素保證局成員名單（2013年8月）**

Name 委員	Title 職銜
Chairman 主席	
Sir Colin LUCAS	Former Vice-Chancellor, University of Oxford, UK 前英國牛津大學校長
Members 委員	
Mr Roger Thomas BEST, JP 路沛翹先生，JP	Former Partner, Deloitte Touche Tohmatsu 前德勤 • 關黃陳方會計師行合伙人
Dr Judith EATON	President, Council for Higher Education Accreditation, U.S.A. 美國高等教育評審局主席
Professor Richard HO Yan-ki 何炘基教授	Honorary Professor, Open University of Hong Kong 香港公開大學榮譽教授
Mr Lincoln LEONG Kwok-kuen, JP 梁國權先生，JP	Deputy Chief Executive Officer, Mass Transit Railway Corporation Ltd 香港鐵路有限公司副行政總裁
Sir Howard NEWBY	Vice-Chancellor, University of Liverpool, UK 英國利物浦大學校長
Professor Amy TSUI Bik-may 徐碧美教授	Pro-Vice-Chancellor and Vice-President (Teaching and Learning), The University of Hong Kong 香港大學副校長（教學）
Professor Kenneth YOUNG 楊綱凱教授，JP	Master of CW Chu College, The Chinese University of Hong Kong 香港中文大學敬文書院院長
Professor Richard HO Man-wui, JP *(Appointment until 31 March 2013)* *何文匯教授，JP* *（任期至2013年3月31日）*	*Honorary Professor,* *Department of Chinese Language and Literature of* *The Chinese University of Hong Kong* 香港中文大學中國語言及文學系名譽教授
Mr Carlson TONG, JP *(Appointment until 31 March 2013)* *唐家成先生，JP* *（任期至2013年3月31日）*	*Chairman,* *English School Foundation, Hong Kong* 香港英基學校協會主席
Ex-officio Member 當然委員	
Dr Richard Armour 安禮治博士	Secretary-General, UGC 大學教育資助委員會秘書長

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

附錄四： 教資會委員出席教資會及轄下小組委員會會議次數（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 教資會及轄下小組委員會 總會議次數	Total number of meetings of the UGC, sub-committees and groups attended 委員出席教資會及 轄下小組委員會會議次數	Attendance rate 出席率
Chairman 主席			
Mr Edward CHENG Wai-sun, SBS, JP 鄭維新先生，SBS，JP	19	16	84
Members (in alphabetical order) 委員（依英文姓氏排列）			
Mrs CHAN WONG Shui, Pamela, BBS, JP 陳黃穗女士，BBS, JP	9	9	100
Professor Jack CHENG Chun-yiu 鄭振耀教授	10	10	100
Mr Tommy CHEUNG Pak-hong, BBS 張百康先生，BBS	4	4	100
Mr Clifton CHIU Chi-cheong 趙志錩先生	17	14	82
Professor CHUNG Yip-wah, BBS* 鍾業華教授，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 何炘基教授	14	14	100
Professor William KIRBY* 柯偉林教授*	7	6	86
Mrs Stella LAU KUN Lai-kuen, JP 劉靳麗娟女士，JP	5	5	100
Mr Tim LUI Tim-leung, BBS, JP 雷添良先生，BBS, JP	17	17	100

Name 姓名	Total number of meetings of the UGC, sub-committees and groups 教資會及轄下小組委員會 總會議次數	Total number of meetings of the UGC, sub-committees and groups attended 委員出席教資會及 轄下小組委員會會議次數	Attendance rate 出席率
Professor John MALPAS 麥培思教授	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 徐林倩麗教授	15	12	80
Professor Mark WAINWRIGHT*	9	9	100
Professor YANG Fujia* 楊福家院士*	1	0	0
Professor YUAN Ming* 袁明教授*	7	6	86
Professor ZHANG Jie* 張杰教授*	1	1	100
Ex-officio Member 當然委員			
Sir Colin LUCAS*	6	6	100
Professor Roland CHIN Tai-hong, BBS, JP 錢大康教授,BBS, JP	17	16	94
Professor Benjamin W WAH 華雲生教授	6	6	100

*   Overseas Members

*   海外委員