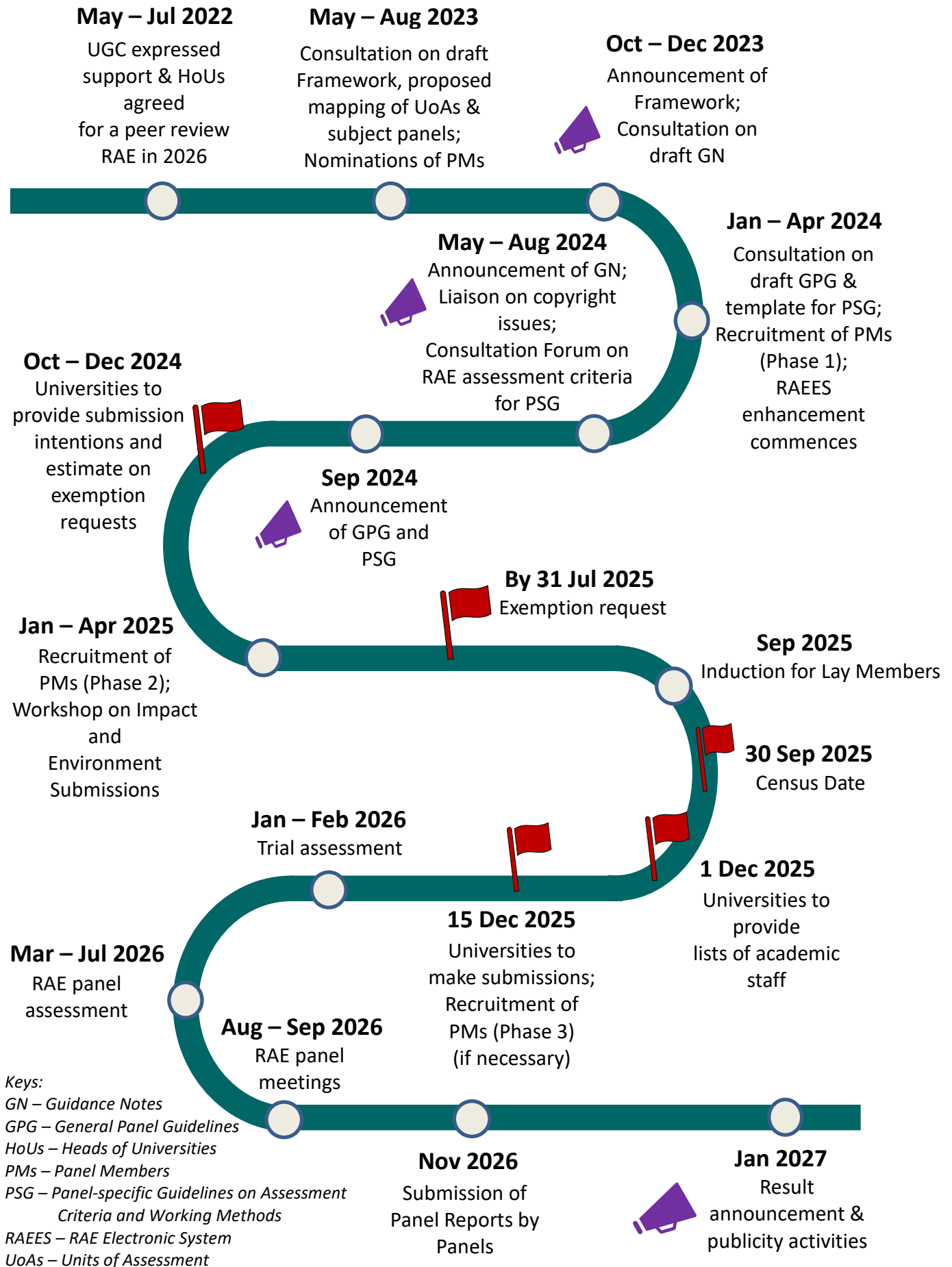


University Grants Committee

Research Assessment Exercise (RAE) 2026 Framework

Note: Changes as compared with the May 2023 consultation document are in **blue** text.

RAE 2026 Roadmap



(A) Overall			
Item	Subject	Description	Remarks
(1)	Primary purpose/ Objectives	<p>The RAE is part of the University Grants Committee (UGC)'s commitment to assessing the research performance of UGC-funded universities. The objectives of RAE 2026 as approved by the UGC are to –</p> <p>(a) assess the research quality of UGC-funded universities to provide assurance of their research performance using international standards;</p> <p>(b) identify excellent research across the spectrum of submissions made by universities in order to drive excellence and encourage world-class research, and confirm the standard and quality of Hong Kong's research in the international research arena;</p> <p>(c) produce assessment outcomes to inform the distribution of part of the Research Portion of the UGC Block Grant in a publicly accountable manner, and provide direction to develop/enhance the research funding schemes administered by the UGC/Research Grants Council (RGC);</p> <p>(d) provide accountability for public investment in research and produce evidence of how this investment has translated into benefits and impact beyond academia, thereby gaining public understanding of and support for research activities;</p> <p>(e) provide robust benchmarking information and establish reputational yardsticks for use within the UGC sector and for public information;</p> <p>(f) delineate universities' areas of relative strength and identify emerging research areas and opportunities for development; and</p> <p>(g) provide evidence on the quality of research environment of UGC-funded</p>	Textual refinements to (b), (d) and (g) for clarity.

(A) Overall			
Item	Subject	Description	Remarks
		universities in order to help attract worldwide research talents to Hong Kong.	
(2)	Principles	<p>The principles for the RAE 2026 as approved by the UGC are –</p> <p>(a) International standards – The RAE is a criterion-referenced exercise against quality levels as defined by international standards of research excellence. To maintain the credibility of the assessment process, international experts and members with discipline-specific expertise and knowledge of local conditions will be engaged;</p> <p>(b) Fairness – The RAE adopts a single framework which underpins the submission and assessment process across all disciplines, with common rules and procedures, standard definitions, and broad generic criteria. The quality of each submission will be judged on its own merit and not in terms of its category, medium or language. All types of research will be treated equally;</p> <p>(c) Consistency – The assessment founded upon rigorous expert review will apply the same quality standards across and within panels. Panels’ professional judgement should be consistent within the overall framework of assessment, and complemented by calibration and development of panel-specific assessment criteria and working methods with respect to the differences in the nature of research across the disciplinary spectrum;</p> <p>(d) Inclusiveness – It is important to maintain an inclusive view on the scope of research. The RAE should include elements that appropriately measure the quality of a broad range of research in the sector, impact of research in a wider socio-economic context, and research environment taking into account the</p>	-

(A) Overall			
Item	Subject	Description	Remarks
		<p>universities' strategy, resources and infrastructure that support research;</p> <p>(e) Differentiation – The RAE measures the research quality of universities by unit of assessment, not individual staff, in a comparable discipline. The measurement should be sharpened to differentiate excellence at the top end, and to delineate universities' relative research strengths and areas for further improvement;</p> <p>(f) Efficiency – The methodology and implementation of the RAE should be as effective and efficient as possible with a view to minimising the costs, both to the universities and the Government, and burden of the exercise while delivering a robust and defensible process;</p> <p>(g) Transparency – The credibility of the RAE should be reinforced by transparency in the process through which decisions are made. Relevant stakeholders will be duly consulted and informed throughout the exercise. In line with the principle of public accountability, the operational details, such as the assessment methodology and criteria, and the results will be published for public access; and</p> <p>(h) Validity and Reliability – The exercise should aim to reach standards of validity and reliability expected by the Hong Kong academic and research community.</p>	
(3)	Scope of research	The RAE 2026 maintains an inclusive view on the scope of research. The broadened meaning of scholarship as defined by the Carnegie Foundation continues to be a guiding reference – that is the discovery of knowledge, the integration of knowledge, the application of knowledge and the sharing of knowledge through teaching which are regarded as different forms of scholarship on par with each other – so that high quality	-

(A) Overall											
Item	Subject	Description	Remarks								
		<p>research in all forms of scholarship will be encouraged and assessed as equally important across a broad front.</p> <p>In the context of the RAE 2026, research is defined as the process leading to new knowledge, insights, methodologies, solutions and/or inventions. It may involve systematic investigation, use of existing materials, synthesis, analysis, creation of artefacts or concepts, design, performance, and/or innovation.</p>									
(4)	Elements of assessment and respective weightings	<p>All elements to be assessed on unit of assessment (UoA) basis.</p> <table border="0"> <thead> <tr> <th><u>Element</u></th> <th><u>Weighting</u></th> </tr> </thead> <tbody> <tr> <td>• Research outputs</td> <td>• 65%</td> </tr> <tr> <td>• Impact</td> <td>• 20%</td> </tr> <tr> <td>• Environment</td> <td>• 15% (RAE panels may decide to attach a weighting for individual aspects within the environment element (e.g. strategy, resources, esteem, etc.))</td> </tr> </tbody> </table>	<u>Element</u>	<u>Weighting</u>	• Research outputs	• 65%	• Impact	• 20%	• Environment	• 15% (RAE panels may decide to attach a weighting for individual aspects within the environment element (e.g. strategy, resources, esteem, etc.))	<p>Universities' suggestions on the weightings of the three assessment elements are noted.</p> <p>Impact and environment are two elements increasingly recognised by the international research arena¹. Research impact assessment reflects the economical / societal / cultural benefits beyond academia in a scientific way, whilst research environment assessment helps to drive a healthy and encouraging atmosphere in supporting research. Having considered the suggestions by universities and the international trend, the five percentage point increase in impact at the expense of research outputs is considered appropriate for RAE 2026.</p> <p>Some universities remarked that some disciplines may be more difficult to illustrate impact, and suggested adopting different</p>
<u>Element</u>	<u>Weighting</u>										
• Research outputs	• 65%										
• Impact	• 20%										
• Environment	• 15% (RAE panels may decide to attach a weighting for individual aspects within the environment element (e.g. strategy, resources, esteem, etc.))										

¹ United Kingdom's Research Excellence Framework (REF) went from Outputs 65%, Impact 20%, Environment 15% in REF 2014 to Outputs 60%, Impact 25%, Environment 15% in REF 2021. For the upcoming REF 2028, it is proposed to further increase the weightings for the impact and environment elements, viz. Contribution to knowledge and understanding 50%, Engagement and impact 25%, People and culture 25%.

The Australian Research Council had its first Engagement and Impact Assessment (EI) in 2018, in addition to their Excellence in Research for Australia (ERA) assessment.

(A) Overall			
Item	Subject	Description	Remarks
			<p>impact weightings for different subjects due to disciplinary differences. However, if some UoAs were given lower weights to impact, this would send a negative signal to that discipline on the expected levels of socially significant research. A universal weighting across all disciplines also is considered more appropriate and it aligns with Principle (b) of Item (2) above, that a single framework should be adopted to ensure fairness.</p> <p>UGC would also like to reiterate that RAE, including the assessment of impact, is conducted by disciplinary experts and the comparison is within (not across) the discipline (e.g. History with History, not History with Physics). Hence, the difficulty, if any, in illustrating impact is well noted by the respective disciplinary panels. Submissions will also be assessed having regard to disciplinary differences and within the understanding of respective academic discipline.</p>
(5)	Period of assessment	<p>Six years from 1 October 2019 to 30 September 2025.</p> <p>For the submissions and reporting of data by universities, the period of assessment for respective elements are as follows –</p> <p>(a) Research outputs – 1 October 2019 to 30 September 2025;</p> <p>(b) Impact – 1 October 2019 to 30 September 2025, underpinned by research undertaken at, or significantly supported by, the submitting university</p>	<p>Regarding the possibility of postponing RAE 2026 due to the impact of COVID-19, as all universities as well as the global research arena were affected by the pandemic, UGC considers the next RAE in 2026 a level-playing field for universities, and anticipate that the influence of the pandemic would be diminishing as we overcome it. In addition, given that one of the functions of RAE is to inform the allocation of part of the Research Portion (R-portion) of UGC's</p>

(A) Overall			
Item	Subject	Description	Remarks
		<p>during the period from 1 January 2006 to 30 September 2025; and</p> <p>(c) Environment – 1 October 2019 to 30 September 2025.</p> <p>Census date for reported data: 30 September 2025.</p>	<p>Block Grant, the next RAE has to be concluded in 2027 the latest for applying its results for the R-portion funding allocation for the 2028-31 triennium and onwards.</p> <p>Besides, RAE 2020 had an established mechanism to give special consideration/exemption to eligible academic staff who have been absent for a prolonged period, including those on leave for health, parental or other compassionate reasons, on a case by case basis. This special consideration / exemption will be extended to those academic staff whose research output has been significantly disrupted due to the COVID-19 pandemic in RAE 2026, such as where travel restrictions impeded the type of fieldwork critical to work in that discipline, if considered justified by the RAE Group. Please see Item (11) below for details.</p>
(6)	Number of universities covered	Eight UGC-funded universities	-
(7)	Number of units of assessment and RAE panels	<p>To –</p> <p>(a) adopt 41 units of assessment (UoAs), with the renaming of the following two UoAs:</p> <p>(i) UoA 5 - pharmacy, nursing, optometry, rehabilitation sciences and other health care professions (incl. pharmacy);</p> <p>(ii) UoA 18 - planning and surveying (land, geo-spatial and other);</p>	<p>To enhance multi-disciplinary representation and allow the public to understand the performance of academic disciplines in a wider spectrum, UGC intends to maintain the number of UoAs as far as possible rather than salami slicing them, in line with the international trend.</p> <p>That said, UGC noted universities' comments in recognising certain disciplines,</p>

(A) Overall			
Item	Subject	Description	Remarks
		<p>(b) retain the number of panels at 13;</p> <p>(c) continue the arrangement in RAE 2020 that the RAE panels may consider setting up sub-groups/sub-panels under their panels for the assessment of submissions;</p> <p>(d) continue the arrangement in RAE 2020 of inviting universities to indicate their submission intentions and provide estimations in finer details, e.g. estimated number of submissions and eligible staff, main areas/keywords of their research submissions, and likely volume of submissions in languages other than English, under each unit of assessment, so as to facilitate panel formation with a view to matching the panel expertise with the submissions as far as possible; and</p> <p>(e) continue the arrangement in RAE 2020 of enabling setting up inter-disciplinary sub-panel(s) under RAE panels, recruit panel members of relevant expertise to serve on more than one RAE panel, and nominate at least one member in each RAE panel to be the “inter-disciplinary champion” with specific role to “manage” inter-disciplinary submissions, with a view to addressing inter-disciplinary research, where appropriate.</p> <p>Details of the list and mapping of units of assessment are at Appendix 1.</p>	<p>and hence refined the naming of UoAs 5 and 18.</p> <p>As a separate issue, RAE Panels will be invited to provide a Descriptor and Boundaries statement for each UoA in the Panel-specific Guidelines on Assessment Criteria and Working Methods for greater clarity of the scope of outputs expected in each UoA.</p>
(8)	Composition of RAE panels	<p>To –</p> <p>(a) increase the total number of RAE panel members by about 10% in view of the expanded scope and increased complexity of submissions;</p> <p>(b) increase the number of RAE local panel members to 35% while maintaining that the majority of RAE panel membership</p>	<p>The adjustment of non-local to local members ratio from 70:30 in RAE 2020 to 65:35 in RAE 2026 as well as the 10% increase in overall panel size serve to enhance local representation and local knowledge while making sure that there are enough international members with less conflict of interest to do</p>

(A) Overall			
Item	Subject	Description	Remarks
		<p>(about 65%) be composed of international non-local scholars/experts, and that the Convenors and Deputy Convenors of the RAE panels be non-local, to ensure independent and fair assessment according to international standards;</p> <p>(c) engage local “research end-users” or professionals in respective fields (who need not be academics) as lay members to take part in the assessment of impact; and</p> <p>(d) continue the arrangement in the RAE 2020 that nominations for the RAE panel membership be invited from universities, and broaden the scope of invitation for nominations to include professional bodies and learned societies. Nominating parties will be asked to specify if the nominees have any potential conflict of interest, joint collaboration and/or association with the nominating parties.</p>	<p>trunk of the assessment. The number of non-local members in RAE 2026 would be approximately the same as that of RAE 2020. International participation serves to maintain fairness in the assessment process and testify the credibility of the RAE results according to international standard.</p> <p>UGC will ensure that each panel would have sufficient expertise in carrying out the assessment. If required, external reviewers will be engaged for expert advice as in RAE 2020, e.g. for certain non-English outputs.</p> <p>UGC would also like to clarify that “lay members” refer to those research end-users and professionally qualified people from business, government, industry and the arts, who are engaged for the assessment research impact in particular. Some of them, however, may also be academically qualified for assessment of research outputs and research environment. That said, engagement of “lay members” who are qualified for assessment of research outputs and environment will be “by invitation” by the RAE Panels only.</p>
(9)	Panel assessment method	The RAE 2026 will continue to be an expert review exercise. Panels will be advised not to adopt a mechanical approach to the assessment. In line with the assessment criteria and procedures to be set out in the general panel guidelines, individual RAE panels will exercise collective professional judgments and develop working methods and discipline-specific criteria for their	Further elaboration on common guidelines and working methods, etc. in the assessment will be devised in the General Panel Guidelines and Panel-specific Guidelines on Assessment Criteria and Working Methods, which will be issued for consultation at a later stage.

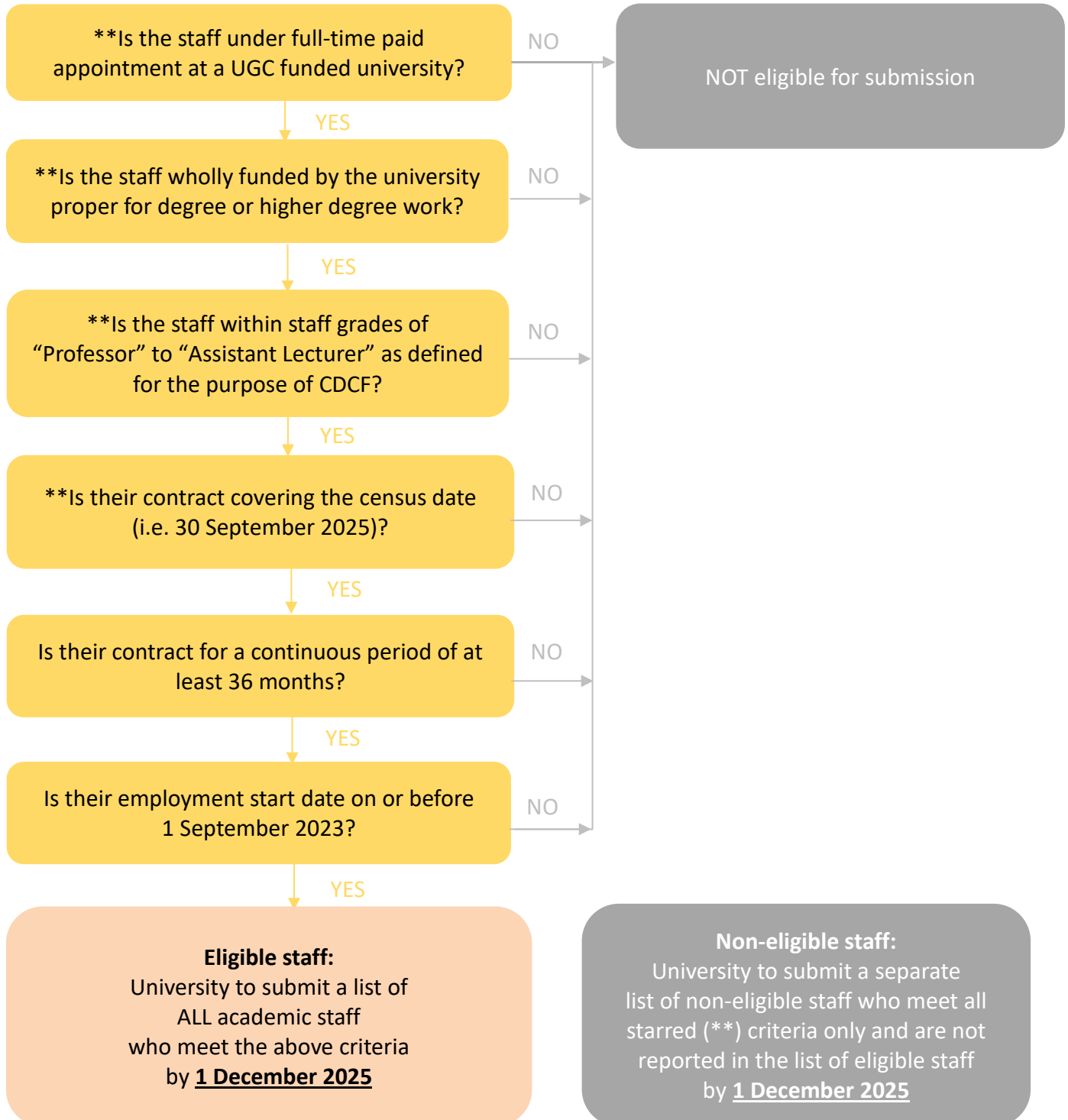
(A) Overall			
Item	Subject	Description	Remarks
		panels, within the overall framework and guidance for assessment.	
(10)	External reviews by non-RAE panel members	Expert advice and evaluations from external reviewers may be sought as necessary.	
(11)	Staff eligibility	<p>To maintain similar criteria and arrangements as in previous RAEs by adopting a census date of 30 September 2025 for defining staff eligibility and taking into account all eligible academic staff in the RAE –</p> <p><u>Eligibility criteria</u></p> <p>Academic staff in each unit of assessment must meet the following criteria in order to be eligible for submitting research outputs for the RAE 2026 –</p> <p>(a) holding a full-time paid appointment at a UGC-funded university for a continuous period of at least 36 months covering the census date, i.e. 30 September 2025, provided that the employment start date was no later than 1 September 2023; and</p> <p>(b) as at 1 September 2023, wholly funded by the university proper[#] for degree or higher degree work within staff grades of “Professor” to “Assistant Lecturer”, or corresponding to Staff Grades “A” to “I” as defined for the purpose of the UGC Common Data Collection Format (CDCF).</p> <p>[#] Excluding schools/arms of the continuing education and professional training and other analogous organisations.</p> <p>Universities are required to submit a list of all academic staff who meet the eligibility criteria regardless of whether they intend to submit items for assessment, and/or whether they are research active. All eligible academic staff of a university will be</p>	<p>Textual refinements to the eligible criteria (b) for clarity, and that to the last paragraph to mitigate the impact of COVID-19.</p> <p>Guidelines regarding concessions for new researchers are to be covered in the draft Guidance Notes, which will be issued for consultation in due course.</p>

(A) Overall			
Item	Subject	Description	Remarks
		<p>taken into account in the university's results in the RAE 2026.</p> <p><u>Assignment of eligible academic staff in each unit of assessment</u></p> <p>Universities are required to assign each of their eligible full-time academic staff (including those staff on joint appointment by two or more departments in the same universities) to a primary unit of assessment by head count in accordance with the mapping of their academic departments and research units. Each eligible staff member reported will be counted as a whole unit "1" against the unit of assessment to which he/she is assigned. The number of eligible academic staff in a university's unit of assessment must be three or more.</p> <p>Universities' assignment of eligible academic staff to respective units of assessment can be subject to the UGC's re-assignment in case of an anomaly.</p> <p><u>New researchers</u></p> <p>Eligible academic staff who first took up a full-time academic appointment (in Hong Kong or elsewhere) on or after 1 August 2021 are regarded as "new researchers" and given special consideration.</p> <p><u>Eligible academic staff on paid/unpaid leave</u></p> <p>So long as an academic staff member who meets all the eligibility criteria is in a full-time paid appointment, he/she will be regarded as an eligible academic staff irrespective of any paid or unpaid leave taken during the period.</p> <p>(In exceptional cases, special consideration/exemption may be granted by the UGC to eligible academic staff who have been absent for a prolonged period, including those on leave for health or parental reasons, or whose research output has been significantly disrupted due to the COVID-19 pandemic,</p>	

(A) Overall			
Item	Subject	Description	Remarks
		such as where travel restrictions impeded the type of fieldwork critical to work in that discipline, on a case by case basis.)	
(12)	Submission format	Electronic format in principle, with details on the accessibility of research outputs and other submissions to be worked out in consultation with universities.	

Staff eligibility in RAE 2026 Checklist

On 30 September 2025 (i.e. the census date):



Note: University may submit application by **31 July 2025** to exempt eligible staff with exceptional circumstances (as defined in Item 11 of the Framework and more details to be covered in the Guidance Notes) from submitting four research outputs, **BUT that will not make the staff become non-eligible if they satisfy the eligibility criteria.**

(B) Assessment of Research Outputs			
Item	Subject	Description	Remarks
(13)	Definition of research output	<p>All research outputs submitted for the RAE 2026 must meet all of the following criteria –</p> <p>(a) the output contains an element of new insights or innovation;</p> <p>(b) the output and its process contribute to scholarship or transfer of knowledge, generating impact to academia or society at large; and</p> <p>(c) the output is publicly accessible or effectively shared in the profession.</p> <p>Provided that all the above criteria are fully met, it does not matter whether or not: (i) the research activities leading to the output items submitted for assessment are funded by the UGC; and (ii) the output items were produced in or outside Hong Kong and/or whether the eligible staff concerned were employed by the submitting universities at the time of publication or production of the outputs.</p> <p>The following cases are considered to be falling in the research outputs as defined above –</p> <p>(a) any publication, patent awarded or published patent applications, artefact, etc., provided it was –</p> <p>(i) published or made publicly available in other form within the assessment period; or</p> <p>(ii) not yet published, but officially accepted for publication (without any prior condition for its publication) within the assessment period, and supported by a letter of acceptance; or</p> <p>(b) other forms of output that may or may not be published, e.g. performance recording, video tape, computer</p>	<p>Details on types of research output accepted, non-traditional outputs, non-English outputs, and other definitions are to be covered in the draft Guidance Notes, which will be issued for consultation in due course, and in the General Panel Guidelines and/or Panel-specific Guidelines on Assessment Criteria and Working Methods, which will be issued for consultation at a later stage.</p>

(B) Assessment of Research Outputs			
Item	Subject	Description	Remarks
		<p>software programme, architectural drawings, or any creative work, that can be evaluated for merit and an assessment obtained.</p> <p>Proprietary research that does not result in output that is accessible to the public and the profession is <u>not</u> accepted as an output for assessment. However, output items of exhibitions and demonstrations relating to proprietary research which: (i) are accessible to the public or the profession; (ii) are non-traditional output for assessment; and (iii) contain enough information for evaluation, may be submitted for assessment.</p> <p>PhD dissertations are <u>not</u> accepted as outputs for assessment.</p> <p>Individual panels would decide, by exercising their professional judgement and having regard to the definition of research output, whether a submission, be it a review article, translation or textbook, would be accepted on the basis of the above criteria.</p>	
(14)	Assessment period	1 October 2019 to 30 September 2025	
(15)	Submission requirements	<p>Four research outputs per eligible academic staff. A brief statement of no more than 100 words may be required by individual RAE Panels to specify the originality and significance of the output, including the amount and nature of overlaps between ROs. Such requirement, if made, will be clearly specified in the Panel-Specific Guidelines on Assessment Criteria and Working Methods.</p> <p>In the event that fewer than four research outputs were submitted for the RAE 2026 in respect of individual eligible staff, the missing item(s) will be counted as “unclassified”.</p> <p>The number of research outputs to be submitted in respect of individual new researchers may be reduced according to the time when they first took up a full-time</p>	<p>The Secretariat noted universities’ concern on the 100-word brief statement.</p> <p>Due to disciplinary differences, and that the 100-word brief statement may actually be helpful for certain panels to identify “recycling”/“overlapping” of certain or part of the research outputs, individual panels will decide whether the 100-word brief statement is required for their discipline in the Panel-specific Guidelines on Assessment Criteria and Working Methods.</p>

(B) Assessment of Research Outputs			
Item	Subject	Description	Remarks
		academic appointment (in Hong Kong or elsewhere) before the census date without the reduced item(s) being regarded as missing and deemed as “unclassified”. However, a university may submit up to four research outputs in respect of a new researcher. Details will be developed at a later stage.	Elaborations on co-authorship and double-weighting are to be covered in the draft Guidance Notes, which will be issued for consultation in due course.
(16)	Assessment criteria	<p>Research outputs will be assessed in terms of their originality, significance and rigour with reference to international standards.</p> <p>Originality will be understood as the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field. Research outputs that demonstrate originality may do one or more of the following: produce and interpret new empirical findings or new material; propose new paradigm shift; engage with new and/or complex problems; develop innovative research methods, methodologies and analytical techniques; show imaginative and creative scope; provide new arguments and/or new forms of expression, formal innovations, interpretations and/or insights; collect and engage with novel types of data; and/or advance theory or the analysis of doctrine, policy or practice, and new forms of expression.</p> <p>Significance will be understood as the extent to which the work has influenced, or has the capacity to influence, knowledge and scholarly thought, or the development and understanding of policy and/or practice.</p> <p>Rigour will be understood as the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies.</p> <p>In principle, the quality of each item is judged on its own merit and not in terms of its publication category (e.g. a journal paper is</p>	Textual refinement taking into account universities’ comments in response to the consultation.

(B) Assessment of Research Outputs			
Item	Subject	Description	Remarks
		<p>not necessarily of higher or lower merit than a book chapter), medium or language of publication.</p> <p>Panels will be requested to examine each item in detail for assessment. Panels may decide to use metrics or citation data to inform their assessment. However, such metrics and data will not be used in any algorithmic or deterministic way for the evaluation of research quality. Panels will be advised to take note of the limitations of metrics and citation data, in particular their variability within as well as between disciplines, and the need to consider that some excellent work takes time to achieve its full impact.</p> <p>In the event that a submission is deemed to fall into the expertise of other unit(s) of assessment (under the same or different panel), as in the case of inter-disciplinary outputs, the subject RAE panel of the submission will make referral to other unit(s) of assessment with the relevant expertise for assessment. The final judgment on cross-panel referral should rest with the Convenor of the RAE panel to which the submission is submitted. The final rating of the submission will be logged into the primary unit of assessment of the submission.</p>	

(B) Assessment of Research Outputs				
(17)	Categories and definitions of quality levels	<u>Category</u> <u>(Abbreviation)</u>	<u>Definition</u>	<p>UGC would like to clarify that the quality definitions of the star-levels have no intention implying that international research must be better than local/regional research.</p> <p>In fact, UGC renamed 1* from “regional standing” in RAE 2014 to “research outputs of limited originality, significance and rigour” in RAE 2020 to avoid correlating lower rating to local/regional oriented research, which is not the case. Rather, “limited originality, significance and rigour” is intended to mean a relatively lower rating compared to 2*.</p>
		4 star (4*)	World leading in terms of originality, significance and rigour.	
		3 star (3*)	Internationally excellent in terms of originality, significance and rigour.	
		2 star (2*)	International standing in terms of originality, significance and rigour.	
		1 star (1*)	Research outputs of limited originality, significance and rigour.	
unclassified (u/c)	Not reaching the standard of 1 star; or not regarded as research outputs in the RAE 2026; or missing item in the submission.			

(C) Assessment of Research Impact			
Item	Subject	Description	Remarks
(18)	Definition of impact	<p>For the purpose of the RAE 2026, impact is defined as the demonstrable contributions, beneficial effects, valuable changes or advantages that research qualitatively brings to the economy, society, culture, public policy or services, health, the environment or quality of life; and that are beyond the academia.</p> <p>Academic impact, while being valuable, will be more appropriately assessed through the research output and environment elements in the RAE 2026.</p>	-
(19)	Assessment period	1 October 2019 to 30 September 2025, in which the impact must be underpinned by research undertaken at, or significantly supported by, the submitting university during the period from 1 January 2006 to 30 September 2025.	-
(20)	Submission requirements	<p>Submission will be made on unit of assessment (UoA) basis by the university in which the underpinning research has been conducted.</p> <p>Each unit of submission comprises impact case studies describing specific examples of impacts achieved during the assessment period by the submitting university, underpinned by research, research activity or a body of work (as equivalent to at least 2 star (2*) quality), undertaken at, or significantly supported by, the submitting university in the period from 1 January 2006 to 30 September 2025. A template is at Appendix 2.</p> <p>For each impact case studies, the UoA may supplement a video of not more than three minutes describing the pathway and story of the impact case. If submitted, the video will be submitted to the RAE panels for information and uploaded to the UGC's website after the RAE results announcement together with the impact case studies for the purpose of enhancing public understanding</p>	<p>The initiative of submission of impact videos on optional basis intends to facilitate faculty members in telling the good stories of Hong Kong research and help convince members of public on the public investment in research.</p> <p>Universities have some concerns on the workload involved and that production quality of the videos may impact the panel assessment. UGC recognises these concerns and consider that at this point consensus cannot be reached and there is insufficient impetus to pursue the initiative for RAE 2026.</p> <p>That said, we encourage universities to produce and submit videos after results announcement for better public engagement. University management should also</p>

(C) Assessment of Research Impact																		
Item	Subject	Description	Remarks															
		<p>on the contributions of the research community to the society.</p> <p>The number of impact case studies required in each unit of submission is as follows –</p> <table border="1"> <thead> <tr> <th>Number of eligible academic staff (headcount) in the UoA</th> <th>Number of case study(ies) required for submission to the UoA</th> <th>Page limit (A4 size) for each impact case study</th> </tr> </thead> <tbody> <tr> <td>3 – 15</td> <td>1</td> <td>4</td> </tr> <tr> <td>16 – 30</td> <td>2</td> <td>4</td> </tr> <tr> <td>31 – 45</td> <td>3</td> <td>4</td> </tr> <tr> <td>46 or more</td> <td>4, plus 1 further case study per additional 40 staff (headcount)</td> <td>4</td> </tr> </tbody> </table>	Number of eligible academic staff (headcount) in the UoA	Number of case study(ies) required for submission to the UoA	Page limit (A4 size) for each impact case study	3 – 15	1	4	16 – 30	2	4	31 – 45	3	4	46 or more	4, plus 1 further case study per additional 40 staff (headcount)	4	<p>encourage frontline researchers to record their stories in video footages more often so that when there is chance to feature the good stories of Hong Kong research, the production of videos would be easier.</p>
Number of eligible academic staff (headcount) in the UoA	Number of case study(ies) required for submission to the UoA	Page limit (A4 size) for each impact case study																
3 – 15	1	4																
16 – 30	2	4																
31 – 45	3	4																
46 or more	4, plus 1 further case study per additional 40 staff (headcount)	4																
(21)	Assessment criteria	<p>The criteria for assessing research impacts are “reach and significance”.</p> <p>Panels will assess the “reach and significance” of impacts on the economy, society and/or culture that were underpinned by research conducted in, or significantly supported by, the submitting unit/university, as well as the submitting unit’s approach to enabling impact from its research.</p> <p>In assessing the impact described within a case study, the panel will form an overall view about its “reach and significance” taken as a whole, rather than assess “reach and significance” separately. In assessing the impact overview statement, the panel will consider the extent to which the unit’s approach described in the overview statement is conducive to achieving impacts of “reach and significance”.</p> <p>Reach will be understood as the extent and/or diversity of the beneficiaries of the impact, as relevant to the nature of the impact. Reach will be assessed in terms of the extent to which the potential constituencies, number or groups of beneficiaries have been reached; it will not</p>	<p>Elaborations on continuation cases and validity of underpinning research are to be covered in the draft Guidance Notes, which will be issued for consultation in due course.</p>															

(C) Assessment of Research Impact															
Item	Subject	Description	Remarks												
		<p>be assessed in purely geographic terms, nor in terms of absolute numbers of beneficiaries. The criteria will be applied wherever the impact occurred, regardless of geography or location, and whether in Hong Kong or elsewhere.</p> <p>Significance will be understood as the degree to which the impact has enabled, enriched, influenced, informed or changed the performance, policies, practices, products, services, understanding, awareness or wellbeing of the beneficiaries.</p> <p>Submissions would be assessed having regard to disciplinary differences.</p>													
(22)	Categories and definitions of quality levels	<table border="1"> <thead> <tr> <th><u>Category</u> <u>(Abbreviation)</u></th> <th><u>Definition</u></th> </tr> </thead> <tbody> <tr> <td>4 star (4*)</td> <td>Outstanding impacts in terms of their reach and significance.</td> </tr> <tr> <td>3 star (3*)</td> <td>Considerable impacts in terms of their reach and significance.</td> </tr> <tr> <td>2 star (2*)</td> <td>Some impacts in terms of their reach and significance.</td> </tr> <tr> <td>1 star (1*)</td> <td>Limited impacts in terms of their reach and significance.</td> </tr> <tr> <td>unclassified (u/c)</td> <td>The impact is of either no reach or no significance; or the impact was not eligible; or the impact was not underpinned by research produced by the submitting unit; or nil submission.</td> </tr> </tbody> </table>	<u>Category</u> <u>(Abbreviation)</u>	<u>Definition</u>	4 star (4*)	Outstanding impacts in terms of their reach and significance.	3 star (3*)	Considerable impacts in terms of their reach and significance.	2 star (2*)	Some impacts in terms of their reach and significance.	1 star (1*)	Limited impacts in terms of their reach and significance.	unclassified (u/c)	The impact is of either no reach or no significance; or the impact was not eligible; or the impact was not underpinned by research produced by the submitting unit; or nil submission.	
<u>Category</u> <u>(Abbreviation)</u>	<u>Definition</u>														
4 star (4*)	Outstanding impacts in terms of their reach and significance.														
3 star (3*)	Considerable impacts in terms of their reach and significance.														
2 star (2*)	Some impacts in terms of their reach and significance.														
1 star (1*)	Limited impacts in terms of their reach and significance.														
unclassified (u/c)	The impact is of either no reach or no significance; or the impact was not eligible; or the impact was not underpinned by research produced by the submitting unit; or nil submission.														

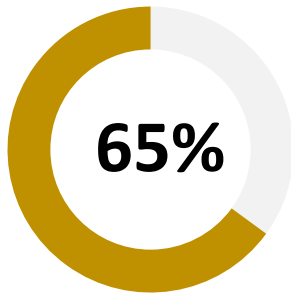
(D) Assessment of Research Environment			
Item	Subject	Description	Remarks
(23)	Definition of environment	For the purpose of the RAE 2026, research environment refers to the strategy, resources (e.g. grants obtained, people) and infrastructure that support research giving rise to collaborations, esteem and contributions to the discipline or research base.	
(24)	Assessment period	1 October 2019 to 30 September 2025	
(25)	Submission requirements	<p>Submission will be made on unit of assessment (UoA) basis.</p> <p>Each unit of submission comprises the following –</p> <p>(a) one university-level overview statement* setting out the university’s context and mission, strategy and resources to support research and enable impact, research culture, etc. during the assessment period, i.e. from 1 October 2019 to 30 September 2025;</p> <p>(b) one UoA-level environment overview statement describing the submitting unit’s research and impact strategy(ies); research integrity, research ethics and research culture; its support for research staff and students; its research income, infrastructure and facilities; its research collaborations, esteem and wider contributions to the discipline or research base, etc. of the administrative units containing the staff in the submitting UoA during the assessment period, i.e. from 1 October 2019 to 30 September 2025; and</p> <p>(c) data on staff, graduates of research postgraduate (RPg) programmes and research grants/contracts from different sources of funding etc. during the assessment period, i.e. from 1 October 2019 to 30 September 2025.</p>	<p>Textual refinement to (b) taking into account universities’ comments in response to the consultation.</p> <p>Besides, the two templates at Appendix 3 are refined for clarity.</p>

(D) Assessment of Research Environment																							
Item	Subject	Description	Remarks																				
		<p>Templates for (a), (b) and (c) above are at <u>Appendices 3 (Parts (a) & (b)) and 4.</u></p> <p>* This will provide a context for the RAE panels' assessment of the UoA-level information, but will not be separately scored.</p> <p>Page limit for each university-level environment overview statement is as follows –</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Number of eligible academic staff (headcount) in university</th> <th style="padding: 5px;">Page limit (A4 size) for each university-level environment overview statement (including one page for attachment)</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">3 – 300</td><td style="padding: 5px;">6</td></tr> <tr><td style="padding: 5px;">301 – 600</td><td style="padding: 5px;">7</td></tr> <tr><td style="padding: 5px;">601 – 800</td><td style="padding: 5px;">8</td></tr> <tr><td style="padding: 5px;">801 or more</td><td style="padding: 5px;">9</td></tr> </tbody> </table> <p>Page limit for each UoA-level environment overview statement is as follows –</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Number of eligible academic staff (headcount) in the UoA</th> <th style="padding: 5px;">Page limit (A4 size) for each UoA-level environment overview statement</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">3 – 15</td><td style="padding: 5px;">6</td></tr> <tr><td style="padding: 5px;">16 – 30</td><td style="padding: 5px;">8</td></tr> <tr><td style="padding: 5px;">31 – 45</td><td style="padding: 5px;">10</td></tr> <tr><td style="padding: 5px;">46 or more</td><td style="padding: 5px;">13</td></tr> </tbody> </table>	Number of eligible academic staff (headcount) in university	Page limit (A4 size) for each university-level environment overview statement (including one page for attachment)	3 – 300	6	301 – 600	7	601 – 800	8	801 or more	9	Number of eligible academic staff (headcount) in the UoA	Page limit (A4 size) for each UoA-level environment overview statement	3 – 15	6	16 – 30	8	31 – 45	10	46 or more	13	
Number of eligible academic staff (headcount) in university	Page limit (A4 size) for each university-level environment overview statement (including one page for attachment)																						
3 – 300	6																						
301 – 600	7																						
601 – 800	8																						
801 or more	9																						
Number of eligible academic staff (headcount) in the UoA	Page limit (A4 size) for each UoA-level environment overview statement																						
3 – 15	6																						
16 – 30	8																						
31 – 45	10																						
46 or more	13																						
(26)	Assessment criteria	<p>The criteria for assessing research environment are “vitality and sustainability”.</p> <p>Panels will assess the research environment in terms of its “vitality and sustainability”, including its contribution to the “vitality and sustainability” of the wider discipline or research base.</p> <p>Vitality will be understood as the extent to which a unit supports a thriving and inclusive research culture for all staff and research students, that is based on a clearly articulated strategy for research and enabling its impact, is engaged with the local and international research and user</p>	<p>More details on whether to assess each environment submission as a whole or by individual aspects are to be covered in the draft Guidance Notes, which will be issued for consultation in due course.</p>																				

(D) Assessment of Research Environment															
Item	Subject	Description	Remarks												
		<p>communities and is able to attract excellent postgraduate and postdoctoral researchers.</p> <p>Sustainability will be understood as the extent to which the research environment ensures the future health, diversity, wellbeing and wider contribution of the unit and the discipline(s), including investment in people and in infrastructure.</p> <p>Panels may decide on whether to assess each environment submission as a whole, or to attach weighting to individual aspects within the environment element in their assessment.</p>													
(27)	Categories and definitions of quality levels	<table border="1"> <thead> <tr> <th><u>Category (Abbreviation)</u></th> <th><u>Definition</u></th> </tr> </thead> <tbody> <tr> <td>4 star (4*)</td> <td>An environment that is conducive to producing research of world-leading quality, in terms of its vitality and sustainability.</td> </tr> <tr> <td>3 star (3*)</td> <td>An environment that is conducive to producing research of internationally excellent quality, in terms of its vitality and sustainability.</td> </tr> <tr> <td>2 star (2*)</td> <td>An environment that is conducive to producing research of internationally recognised quality, in terms of its vitality and sustainability.</td> </tr> <tr> <td>1 star (1*)</td> <td>An environment that is conducive to producing research of limited quality, in terms of its vitality and sustainability.</td> </tr> <tr> <td>unclassified (u/c)</td> <td>An environment that is not conducive to producing research of 1 star quality; or nil submission.</td> </tr> </tbody> </table>	<u>Category (Abbreviation)</u>	<u>Definition</u>	4 star (4*)	An environment that is conducive to producing research of world-leading quality, in terms of its vitality and sustainability.	3 star (3*)	An environment that is conducive to producing research of internationally excellent quality, in terms of its vitality and sustainability.	2 star (2*)	An environment that is conducive to producing research of internationally recognised quality, in terms of its vitality and sustainability.	1 star (1*)	An environment that is conducive to producing research of limited quality, in terms of its vitality and sustainability.	unclassified (u/c)	An environment that is not conducive to producing research of 1 star quality; or nil submission.	
<u>Category (Abbreviation)</u>	<u>Definition</u>														
4 star (4*)	An environment that is conducive to producing research of world-leading quality, in terms of its vitality and sustainability.														
3 star (3*)	An environment that is conducive to producing research of internationally excellent quality, in terms of its vitality and sustainability.														
2 star (2*)	An environment that is conducive to producing research of internationally recognised quality, in terms of its vitality and sustainability.														
1 star (1*)	An environment that is conducive to producing research of limited quality, in terms of its vitality and sustainability.														
unclassified (u/c)	An environment that is not conducive to producing research of 1 star quality; or nil submission.														

Submission requirements for RAE 2026

Research Output (RO)



Each eligible staff

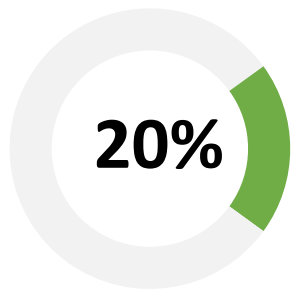


*except new researchers / those with special exemption for submitting less than 4 ROs



For individual panels: a brief statement of no more than 100 words to specify the originality and significance of the output for identifying “recycling/ overlapping” (more details to be covered in Guidance Notes)

Research Impact (IM)



3 to 15

16 to 30

31 to 45

46 or more



No. of ICS

1

2

3

4

+

1

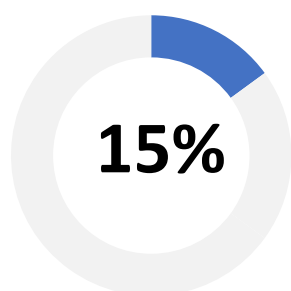
(for every 40 👤)

*4 pages per impact case study (ICS)

-> Template at [Appendix 2](#)

For continuing ICS: to provide clear evidence demonstrating the significant development of the impact going distinctly beyond that presented in the previously submitted impact case study in RAE 2020

Research Environment (EN)



(i) University-level EN overview statement

3 to 300

301 to 600

601 to 800

801 or more



No. of pages

6

7

8

9

→ Template at [Appendix 3\(a\)](#)

(ii) Unit-of-assessment-level EN overview statement

3 to 15

16 to 30

31 to 45

46 or more



No. of pages

6

8

10

13

→ Template at [Appendix 3\(b\)](#)

(iii) EN data

→ Template at [Appendix 4](#)

Remark: UGC will also provide “Data Specifications” to universities as a data input guide for universities to create the submission files and make submissions pursuant to the submission guidelines. Details will be announced nearer the time.

(E) RAE Results			
Item	Subject	Description	Remarks
(28)	Overall quality profile	<p>An RAE Panel will produce an overall quality profile by assessing three elements of a unit of assessment's submission – research outputs, impact and environment – to produce a sub-profile for each element. The three sub-profiles will be aggregated to form the overall quality profile for the unit of assessment. The overall quality profile shows the proportion of research activity in the submission of a unit of assessment judged to meet the definitions of starred levels, as follows –</p> <p>4 star (4*) - world leading 3 star (3*) - internationally excellent 2 star (2*) - international standing 1 star (1*) - limited standing unclassified (u/c)</p>	
(29)	Release of RAE results	<p>Results in the form of overall quality profiles and sub-profiles of individual elements of assessment will be published by unit of assessment and by panel at both university's level and sector-wide level.</p> <p>The same set of results will be released to universities and the public.</p> <p>Sector-wide comments by each of the panels will be published, whilst each university will continue to receive their own RAE results confidentially in respect of research outputs at research area level.</p> <p>Submitted impact cases studies and videos (if the proposal is adopted), save for those exempted or information approved by the UGC for redaction, will be published on UGC's website as in RAE 2020. UGC will also publish the same information as a searchable database.</p>	<p>Taking into account universities' feedback in enhancing transparency, UGC would like to propose publishing research data and environment submissions in addition to impact submissions for RAE 2026. The proposed arrangements will be covered in the draft Guidance Notes for consultation in due course.</p>
(30)	Translating RAE results into funding decision	<p>UGC will decide on the funding methodology after the completion of the RAE 2026. Universities will be informed of the method used after the funding recommendations are accepted by the authorities.</p>	

Quality profiles in RAE 2026

	Overall	Research output	Research impact	Research environment
4* 4 star	world leading	World leading in terms of originality, significance and rigour	Outstanding impacts in terms of their reach and significance	An environment that is conducive to producing research of world-leading quality , in terms of its vitality and sustainability
3* 3 star	internationally excellent	Internationally excellent in terms of originality, significance and rigour	Considerable impacts in terms of their reach and significance	An environment that is conducive to producing research of internationally excellent quality , in terms of its vitality and sustainability
2* 2 star	international standing	International standing in terms of originality, significance and rigour	Some impacts in terms of their reach and significance	An environment that is conducive to producing research of internationally recognised quality , in terms of its vitality and sustainability
1* 1 star	limited standing	Research outputs of limited originality, significance and rigour	Limited impacts in terms of their reach and significance	An environment that is conducive to producing research of limited quality , in terms of its vitality and sustainability
Unclassified (u/c)		Not reaching the standard of 1 star; or not regarded as research outputs in the RAE 2026; or missing item in the submission	The impact is of either no reach or no significance; or the impact was not eligible; or the impact was not underpinned by research produced by the submitting unit; or nil submission	An environment that is not conducive to producing research of 1 star quality; or nil submission

**List and Mapping of Units of Assessment and Subject Panels
for Research Assessment Exercise (RAE) 2026**

Panel (Total: 13)	Unit of Assessment for RAE 2020 (code & name) (Total: 41)		Unit of Assessment for RAE 2026 (code & name) (Total: 41)	
Biology	1	biological sciences (incl. environmental biology, biotechnology, agriculture & food science, veterinary studies)	1	biological sciences (incl. environmental biology, biotechnology, agriculture & food science, veterinary studies)
	2	pre-clinical studies	2	pre-clinical studies
Health Sciences	3	clinical medicine	3	clinical medicine
	4	clinical dentistry	4	clinical dentistry
	5	nursing, optometry, rehabilitation sciences and other health care professions	5	pharmacy, nursing, optometry, rehabilitation sciences and other health care professions
	6	Chinese medicine	6	Chinese medicine
Physical Sciences	7	physics & astronomy	7	physics & astronomy
	8	materials science and materials technology	8	materials science and materials technology
	9	chemistry	9	chemistry
	10	earth sciences (incl. oceanography, meteorology) and other physical sciences (incl. environmental science)	10	earth sciences (incl. oceanography, meteorology) and other physical sciences (incl. environmental science)
	11	mathematics and statistics	11	mathematics and statistics
Electrical & Electronic Engineering	12	electrical & electronic engineering	12	electrical & electronic engineering
Computer Science / Information Technology	13	computer studies/science (incl. information technology)	13	computer studies/science (incl. information technology)
Engineering	14	mechanical engineering, production engineering (incl. manufacturing & industrial engineering), textile technology and aerospace engineering	14	mechanical engineering, production engineering (incl. manufacturing & industrial engineering), textile technology and aerospace engineering
	15	chemical engineering, biomedical engineering, other technologies (incl. environmental engineering & nautical studies) and marine engineering	15	chemical engineering, biomedical engineering, other technologies (incl. environmental engineering & nautical studies) and marine engineering

Panel (Total: 13)	Unit of Assessment for RAE 2020 (code & name) (Total: 41)		Unit of Assessment for RAE 2026 (code & name) (Total: 41)	
Built Environment	16	civil engineering (incl. construction engineering & management) and building technology	16	civil engineering (incl. construction engineering & management) and building technology
	17	architecture	17	architecture
	18	planning and surveying (land and other)	18	planning and surveying (land, geo-spatial and other)
Law	19	law	19	law
Business & Economics	20	accountancy	20	accountancy
	21	economics and finance	21	economics and finance
	22	business	22	business
	23	hotel management & tourism	23	hotel management & tourism
Social Sciences	24	psychology	24	psychology
	25	political science (incl. public policy & administration & international relations)	25	political science (incl. public policy & administration & international relations)
	26	geography	26	geography
	27	sociology & anthropology	27	sociology & anthropology
	28	social work and social policy	28	social work and social policy
	29	communications & media studies	29	communications & media studies
Humanities	30	Chinese language & literature	30	Chinese language & literature
	31	English language & literature	31	English language & literature
	32	translation	32	translation
	33	linguistics & language studies	33	linguistics & language studies
	34	history	34	history
	35	area studies (e.g. Japanese studies, European studies, etc.), cultural studies and other arts/humanities	35	area studies (e.g. Japanese studies, European studies, etc.), cultural studies and other arts/humanities
	36	philosophy	36	philosophy
	37	religious studies	37	religious studies
Creative Arts, Performing Arts & Design	38	visual arts, design, creative media, other creative arts and creative writing	38	visual arts, design, creative media, other creative arts and creative writing
	39	music and performing arts	39	music and performing arts
Education	40	physical education, sport, recreation & physical activities	40	physical education, sport, recreation & physical activities
	41	education (incl. curriculum & instruction, education administration & policy and other education)	41	education (incl. curriculum & instruction, education administration & policy and other education)

Research Assessment Exercise 2026
University-level
Environment Overview Statement¹
 (with descriptors in bullets for reference)

University:**Total number of eligible staff of the university:****(1) Context and mission**

- an overview of the university's
 - size;
 - structure;
 - mission; and
 - stage of development in view of university's role statement at [Attachment 1](#)

(2) Research policy and strategy, including for example –

- the institutional strategy for:
 - research (research strengths, research focus areas and the distribution of research activities across research areas);
 - enabling impact (including stakeholder engagement and knowledge transfer);
 - developing a sustainable research culture (including open access and open data policies, approach to contributing to the Sustainable Development Goals, how interdisciplinary and collaborative research has been supported, how research integrity and research ethics are embedded in the institution); and
- how the overall institutional policy and strategy contribute to government priorities

(3) People

- institutional staffing strategy, staff development and training, including for example –
 - leave policies;
 - equality and diversity agenda;
 - measures/facilities for early career researchers/junior scholars/research students, etc.; and
- development, training **and supervision** of research students

(4) Research funding sources

- breakdown by funding source as a percentage total of overall funding; and
- university-level resources, infrastructure, and facilities available to support research and impact

¹ Maximum length and page format for submissions are prescribed below –

(a)	Number of eligible academic staff (headcount) in university	Page limit (A4 size) for each university-level environment overview statement (including one page for attachment)
	3 – 300	6
	301 – 600	7
	601 – 800	8
	801 or more	9

(b) 12 point size in Times New Roman, single-line spacing, 2 cm margin all around.

Role Statement – Attachment 1²

University:

.....

.....

.....

² Maximum length and prescribed format: one A4 page per attachment, 2 cm margin all round.

Research Assessment Exercise 2026
Unit-of-Assessment-level
Environment Overview Statement¹
 (with descriptors in bullets for reference)

University:

Unit of Assessment (UoA):

Total number of eligible staff of the university in the UoA:

(1) UoA context and structure

(2) Research and impact strategy

- in the context of the University policies as stipulated in the University-level Environment Overview Statement, evidence of -
 - the achievement of strategic aims for research and impact, with reference to the impact case studies submitted, during the assessment period;
 - current/future strategic aims and goals for research and impact;
 - how these relate to the structure of the unit; and
 - how they will be taken forward

(3) Research integrity and research ethics

- highlights of success and challenge with the UoA

(4) People

- evidence about staffing strategy, staff development and training within the submitted UoA, including for example –
 - leave policies;
 - equality and diversity agenda;
 - measures for junior scholars; and
- support measures/facilities for development, training and supervision of research students

(Please also provide explanation in this section if there is any missing output in the UoA.)

(5) Income (e.g. grants received), infrastructure and facilities

(6) Collaborations

(7) Esteem

(8) Contribution to the discipline or research base

1 Maximum length and page format for submissions are prescribed below –

(a)	Number of eligible academic staff (headcount) in the UoA	Page limit (A4 size) for each environment overview statement
	3 – 15	6
	16 – 30	8
	31 – 45	10
	46 or more	13

(b) 12 point size in Times New Roman, single-line spacing, 2 cm margin all around.

Research Assessment Exercise 2026
Environment Data

University:

Unit of Assessment (UoA):

(A) Staff Employed by the University Proper¹ of the UGC-funded University

(full time equivalent)	2019/20 (as at 31.10.2019)	2020/21 (as at 31.10.2020)	2021/22 (as at 31.10.2021)	2022/23 (as at 31.10.2022)	2023/24 (as at 31.10.2023)	2024/25 (as at 31.10.2024)
Wholly Funded by General Funds²						
Academic staff primarily undertaking work at degree or higher level						
Academic staff not primarily undertaking work at degree or higher level						
Academic supporting staff and technical research staff						
Administrative, technical and other staff						
Partially Funded by General Funds² or Wholly Self-financed						
Academic staff primarily undertaking work at degree or higher level						
Academic staff not primarily undertaking work at degree or higher level						
Academic supporting staff and technical research staff						
Administrative, technical and other staff						
Total						

(Note: Based on the list of eligible academic staff and associated data submitted by the university, the panels will separately be provided with a profile of eligible academic staff of the unit of assessment by rank and experience of eligible appointment at the submitting institution.)

¹ Excluding schools/arms of continuing education and professional training and other analogous outfits.

² General Funds comprise the total income received by the university, except that from specific funds (which include income received for specific or designated purposes, examples of which are earmarked grants and RGC research grants). General Funds include income from the UGC block grant, tuition fees, interest and investment income, donations for general purpose, etc.

(B) Graduates of Research Postgraduate (RPg) Programmes

(headcount)	1.9.2019 – 31.8.2020	1.9.2020 – 31.8.2021	1.9.2021 – 31.8.2022	1.9.2022 – 31.8.2023	1.9.2023 – 31.8.2024	1.9.2024 – 31.8.2025
UGC-funded Programmes						
Graduates of RPg programmes – doctoral degree						
Graduates of RPg programmes – master’s degree						
Non-UGC-funded Programmes						
Graduates of RPg programmes – doctoral degree						
Graduates of RPg programmes – master’s degree						

(C) On-going Research Grants/Contracts**(i) By Source of Funding**

(HK\$ million)	1.7.2019 – 30.6.2020	1.7.2020 – 30.6.2021	1.7.2021 – 30.6.2022	1.7.2022 – 30.6.2023	1.7.2023 – 30.6.2024	1.7.2024 – 30.6.2025
Research Grants						
Funded by UGC/RGC						
HKSAR Government and Government-related organisations ³						
HK private funds						
Non-HK ⁴						
Research Contracts						
HKSAR Government and Government-related organisations ³						
HK private funds						
Non-HK ⁴						

(ii) By Role of University

(aggregate %)	1.7.2019 – 30.6.2020	1.7.2020 – 30.6.2021	1.7.2021 – 30.6.2022	1.7.2022 – 30.6.2023	1.7.2023 – 30.6.2024	1.7.2024 – 30.6.2025
Research Grants/Contracts						
Coordinating						
Participating for joint research or others						

³ Such as the Innovation and Technology Fund (ITF), Health and Medical Research Fund (HMRF), Environment and Conservation Fund (ECF), Quality Education Fund (QEF), etc.

⁴ Including research grants/contracts from sources outside Hong Kong which are under the control of the submitting university, i.e. the university concerned has the authority to approve the use of funds for the research grants/contracts, while funds may not necessarily be transferred to the university for use in Hong Kong. Examples include the National Natural Science Foundation (NSFC) of China, European Commission, National Institutes of Health (NIH) in the United States of America, etc.