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修讀大學教育資助委員會資助課程的學生統計數字
Statistics on Students of Programmes Funded through the
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Statistics on Students of Programmes Funded through the University Grants Committee

香港擁有高等教育學歷的人口比例過去多年持續增加。截至 2018 年，年齡在 15 歲及以上的人口中約有四分之一曾接受學士學位課程或以上的教育。

大學教育資助委員會（教資會）屬於非法定的團體，負責就香港高等教育的經費撥款安排及策略性發展，向政府提供意見。這篇文章旨在分析教資會資助大學課程的學生統計數字，從而反映香港資助高等教育界別自 2012/13 學年實行新學制以來的發展。

The proportion of Hong Kong population having attained higher education level continues to increase over the years. By 2018, nearly a quarter of the population aged 15 and over was educated to first degree level or above.

The University Grants Committee (UGC) is the non-statutory body which advises the Government of the Special Administrative Region on the funding and strategic development of higher education in Hong Kong. This article analyses the statistics on university students of programmes funded through the UGC to reflect the development of the publicly-funded higher education sector in Hong Kong after the implementation of the New Academic Structure from the 2012/13 academic year.

本文內的統計數字是根據大學教育資助委員會秘書處的資料來源所得。如對本文有任何查詢，請聯絡大學教育資助委員會秘書處統計組
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修讀大學教育資助委員會資助課程的學生統計數字

Statistics on Students of Programmes Funded through the University Grants Committee

1. 引言

1.1 根據政府統計處資料，香港擁有高等教育學歷的人口比例過去多年持續增加。截至 2018 年，年齡在 15 歲及以上的人口中約有四分之一曾接受學士學位或以上程度的教育。

1.2 大學教育資助委員會（教資會）屬於非法定的團體，負責就香港高等教育的經費撥款安排及策略性發展，向政府提供意見。這篇文章旨在匯報及分析自 2012/13 學年實行新學制以來，教資會資助大學課程的學生統計數據。

2. 背景

2.1 教資會在 1965 年成立，就各教資會資助大學的經費撥款安排及香港高等教育界的策略性發展，向政府提供專家意見。政府當局和教資會以三個學年為一周期，釐定教資會資助界別的經常撥款。這個撥款模式讓大學明確知道三年期的撥款，對大學規劃大有幫助。就每一撥款周期，教資會都會與大學深入討論大學的學術發展建議和學生人數指標。政府亦為整個界別預先設定撥款上限，而教資會則按照該上限向行政長官就 8 所資助大學提交三年期撥款建議，反映教資會與大學間議定的指示學生人數指標和核准的學術發展建議。政府內部詳細審閱撥款建議後，會徵詢立法會教育事務委員會的意見，然後向財務委員會申請通過所需款額。

1. Introduction

1.1 According to the information of the Census and Statistics Department, the proportion of Hong Kong population who have attained higher education continues to increase over the years. By 2018, nearly a quarter of the population aged 15 and over was educated to first degree level or above.

1.2 The University Grants Committee (UGC) is a non-statutory body which advises the Government of the Special Administrative Region on the funding and strategic development of higher education in Hong Kong. This article presents and analyses the statistics on university students of programmes funded through the UGC after the implementation of the New Academic Structure from 2012/13 academic year.

2. Background

2.1 The UGC, established in 1965, advises the Government on the funding allocation to its funded universities and offers impartial and respected expert advice to the Government on the strategic development of higher education in Hong Kong. The Administration and the UGC adopt a triennial planning cycle in determining the recurrent funding for the UGC-funded sector, which provides the much needed certainty of funding over a three-year period. For each triennium, the UGC engages in a substantive process of discussion with the universities on their Planning Exercise Proposals (PEPs) and student number targets. Subject to a predetermined Cash Limit from the Administration for the entire sector, the UGC will then make triennial funding recommendations for the 8 UGC-funded universities to the Chief Executive, reflecting the indicative student number targets and the approved PEPs as settled with the universities. The recommendations, after deliberated upon within the Administration, will be put to the LegCo Panel on Education for consultation, and to the Finance Committee for endorsement of the financial implications.

2.2 本文所載的統計數字反映在 2012-15 三年期、2015/16「延展」年¹及 2016-19 三年期（截至 2017/18 學年）各計劃周期的發展所帶來的影響，這些計劃周期的特色包括：

- (i) 自 2012/13 學年開始，學士學位課程的一般修讀年期由 3 年延長至 4 年，及在 2012/13 學年同時取錄舊學制及新學制的兩批學生；
- (ii) 逐步遞增高年級學士學位取錄學額；
- (iii) 按政府指定的人力需求而改變個別學科類別的學生人數指標，主要包括增加醫護及專職醫療人員相關培訓學科（如醫生、牙醫、護士及物理治療師）的第一年學士學位收生學額；

以上措施令學士學位課程學生人數增加；及

- (iv) 於 2012/13 至 2018/19 學年間分階段取消部分副學位課程，因而導致副學位課程學生人數下降。

2.3 現時透過教資會取得撥款的大學共有 8 所：

- 香港城市大學
- 香港浸會大學
- 嶺南大學
- 香港中文大學
- 香港教育大學
- 香港理工大學
- 香港科技大學

- 香港大學

2.2 The statistics presented in this article reflect the impact of the development of the planning periods of the 2012-15 triennium, the 2015/16 “roll-over” year¹ and the 2016-19 triennium (up to 2017/18 academic year) that are characterised by the following key initiatives:

- (i) the extension of the normative length of undergraduate programmes from 3 years to 4 years from 2012/13 and the intake of two cohorts under the old and new academic structures in 2012/13;
- (ii) the progressive increase in the number of senior year undergraduate intake places;
- (iii) changes in student number targets in disciplines subject to the Government’s specific manpower requirements, including mainly increase in first-year-first-degree (FYFD) intake places in the healthcare and allied health professionals related programmes (e.g. medical doctors, dentists, nurses and physiotherapists, etc.);

The above have resulted in an increase in the student enrolment of undergraduate programme; and

- (iv) the phase out of certain sub-degree programmes continued during 2012/13 to 2018/19 academic years, which resulted in a decrease in the student enrolment of sub-degree programmes.

2.3 At present, there are 8 universities in Hong Kong funded through the UGC:

- City University of Hong Kong
- Hong Kong Baptist University
- Lingnan University
- The Chinese University of Hong Kong
- The Education University of Hong Kong
- The Hong Kong Polytechnic University
- The Hong Kong University of Science and Technology
- The University of Hong Kong

¹ 政府決定把 2012-15 三年期延展至涵蓋 2015/16 學年，讓教資會界別在展開下一個三年期的整體規劃前有更多時間檢討和仔細考慮推行新學制的全面影響。

¹ The 2012-15 triennium was rolled over to cover 2015/16 academic year in order to allow the UGC-funded sector more time to review and reflect on the full impact of the implementation of the New Academic Structure, before embarking on the next full-scale triennial planning cycle.

2.4 每所資助大學均是獨立自主的機構，有各自的法例和校董會。各大學全權負責監控課程與學術水準、甄選學生、進行研究、聘任教職員和其聘用條件，以及內部資源調配等。

2.5 此外，各教資會資助大學可以按市場需要，以自資形式開辦不同修課程度的課程。該些課程不屬教資會的管轄範疇，但教資會《程序便覽》亦清晰指出，教資會的資源不應用於補貼非教資會資助的活動，包括這些自資課程，各大學有責任確保自資課程不會影響教資會資助課程的運作、教學質素及學生的學習資源等。

2.6 教資會在分配經費撥款時，以學生人數指標為基本考慮因素，因此大學應盡可能根據教務及撥款周期內核准的總人數收生。然而，在超額收生和取錄非本地學生方面，教資會准許院校作彈性安排。

3. 高等教育界的發展對學生取錄人數和修讀人數的影響

3.1 政府自 2012/13 年學年起實施「3+3+4」的新高中學制後，學士學位課程的一般修讀年期由 3 年延長 1 年至 4 年，而教資會資助大學在 2012/13 學年同時取錄舊學制及新學制兩批學生。故此，第一年學士學位取錄學生人數由 2011/12 學年的 16 354 人顯著增加至 2012/13 學年的 33 073 人，隨後在 2013/14 學年回復到 17 089 人。此後，第一年學士學位收生人數只輕微按年上升，於 2017/18 學年達到 18 096 人。在 2011/12 學年至 2017/18 學年之間，第一年學士學位取錄人數平均每年上升 1.7%。（表 1）

2.4 Each of the UGC-funded universities is an autonomous body with its own Ordinance and Governing Council. The universities take full responsibilities in curricula and academic standards, the selection of students, conduct of research, staff recruitment and their terms of employment, internal allocation of resources, etc.

2.5 In addition, UGC-funded universities can, on the basis of market demand, launch self-financing programmes at different study levels. These self-financing programmes do not fall within the management of the UGC, but *The UGC Notes on Procedures* also clearly set out the principle of no cross-subsidisation of UGC resources to non-UGC-funded activities, including these self-financing programmes. All universities are held responsible for ensuring these self-financing programmes would not affect the operations of UGC-funded programmes, teaching quality and learning resources of students, etc.

2.6 The student number target is a primary factor in funding allocation and the universities should thus adhere as far as possible to the total numbers approved in the academic and funding cycle. However, the UGC provides for flexibility in over-enrolment in general and the admission of non-local students.

3. Impact of higher education development on student intakes and enrolment

3.1 As a result of the introduction of “3+3+4” New Academic Structure since 2012/13 academic year by the Government, the normative study period of undergraduate programmes has been extended by 1 year, from 3 years to 4 years, and UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year. Therefore, FYFD student intakes increased significantly from 16 354 in 2011/12 to 33 073 in 2012/13, and then reduced to 17 089 in 2013/14. Since then, FYFD student intakes only increased slightly annually and reached 18 096 in 2017/18. During the period between 2011/12 and 2017/18, FYFD intakes recorded an average annual growth of 1.7%. (Table 1)

3.2 因應學士學位課程一般修讀期的延長，修讀教資會資助學士學位課程的學生人數（以相當於全日制人數計算²）由 2011/12 學年的 57 311 人顯著增加至 2012/13 學年的 75 267 人，隨後逐漸增至 2017/18 學年的 84 285 人，平均每年上升 6.6%。學士學位課程學生人數長期佔整體學生人數的最大份額。學士學位課程學生佔整體學生人數的百分比由 2011/12 學年的 79.8% 上升至 2017/18 學年的 86.5%。（表 2）

3.3 為提升教資會資助界別及其他非教資會資助院校的副學位課程畢業生的升學機會，高年級學士學位取錄人數³由 2011/12 學年的 2 288 人遞增至 2017/18 學年的 4 872 人，平均每年增長 13.4%。（表 1）

3.4 此外，由 2018/19 學年開始，高年級學士學位收生學額亦增至 5 000 個。

3.2 Taking into account the impact of the extended normative study period of undergraduate programmes, student enrolment of UGC-funded undergraduate programmes increased significantly from 57 311 (in full-time equivalent term²) in 2011/12 to 75 267 in 2012/13, followed by moderate increase afterwards to 84 285 in 2017/18, representing an average annual growth rate of 6.6%. Undergraduate students consistently took up the largest share of total student enrolment. The proportion of students of undergraduate programmes increased from 79.8% in 2011/12 to 86.5% in 2017/18. (Table 2)

3.3 To enhance the articulation opportunities of sub-degree graduates from both the UGC-funded sector and non-UGC-funded sector, the number of senior year undergraduate intakes³ has increased progressively from 2 288 in 2011/12 to 4 872 in 2017/18, representing an average annual growth rate of 13.4%. (Table 1)

3.4 In addition, senior year undergraduate intake places increase to 5 000 starting from 2018/19.

2 「相當於全日制人數」是指經模擬計算而得出相應可比的學生數目。有關數字是根據該學生修讀課程需時與相應的全日制課程需時的比例計算。因此，修讀全日制課程的全日制學生算作 1，而兼讀制學生則按一般修讀期（或同等全日制課程的一般修讀期）按比例計算。

3 高年級取錄學生是指取錄到教資會資助學士學位課程高年級的學生及教資會資助銜接課程的第一年新取錄學生。

2 “Full-time equivalent” numbers are for counting student numbers to approximate comparable sizes of student population. The statistics are calculated on the basis of the proportion of time spent by a student on a course compared with the time which would be spent on an equivalent full-time course. As such, full-time students enrolled on full-time courses are counted as 1 whereas part-time students are to be counted on a pro-rata basis according to the normal duration of the course (or to the normal duration of an equivalent full-time course).

3 Senior year undergraduate intakes refer to intakes to senior years of UGC-funded undergraduate programmes and new intakes to the first-year of study of UGC-funded top-up undergraduate programmes.

表 1 2011/12 學年至 2017/18 學年教資會資助課程的學生取錄人數
Table 1 Student intakes of UGC-funded programmes, 2011/12 to 2017/18

修課程度 Level of study	取錄人數 (相當於全日制人數) Student intakes (full-time equivalent)							平均每年 變動百分率 Average annual percentage change
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2011/12-2017/18
副學位課程 Sub-degree	2 815 (+5.8%)	2 630 (-6.6%)	2 205 (-16.2%)	2 064 (-6.4%)	2 052 (-0.6%)	1 944 (-5.3%)	1 394 (-28.3%)	-11.1%
學士學位課程 Undergraduate								
第一年學士學位 First-year-first-degree	16 354 (+2.5%)	33 073 (+102.2%)	17 089 (-48.3%)	17 309 (+1.3%)	17 410 (+0.6%)	17 851 (+2.5%)	18 096 (+1.4%)	+1.7%
高年級學士學位 Senior year undergraduate	2 288 (+4.0%)	2 724 (+19.1%)	3 303 (+21.3%)	4 317 (+30.7%)	4 559 (+5.6%)	4 998 (+9.6%)	4 872 (-2.5%)	+13.4%
研究院修課課程 Taught postgraduate	1 584 (§)	1 518 (-4.2%)	1 464 (-3.5%)	1 544 (+5.4%)	1 447 (-6.3%)	1 454 (+0.5%)	1 388 (-4.6%)	-2.2%
研究院研究課程 Research postgraduate	2 151 (-1.3%)	2 248 (+4.5%)	2 409 (+7.2%)	2 487 (+3.3%)	2 381 (-4.3%)	2 565 (+7.7%)	2 572 (+0.3%)	+3.0%

註釋：括號內數字指有關修課程度學生取錄人數與上一學年比較的變動的百分率。

§ 少於±0.05%。

為配合新學制的實施，教資會資助大學在 2012/13 學年同時取錄舊學制及新學制的兩批學生。

教資會資助大學是以直接取錄形式取錄學生到高年級學士學位學額。

Notes: Figures in brackets denote percentage change of student intakes of the level of study compared with the previous academic year.

§ Less than ±0.05%.

To tie in with the implementation of the New Academic Structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

Students are admitted to the senior year undergraduate places of the UGC-funded universities via direct admission.

3.5 為配合政府的政策，《香港高等教育—大學教育資助委員會報告》的各項建議中，提出副學位課程及研究院修課課程一般應以自資方式運作。在這項建議獲採納後，副學位課程及研究院修課課程的核准收生學額便有所減少。

3.5 In line with government policy, one of the recommendations of the *Higher Education in Hong Kong—Report of the University Grants Committee* was that, in general, sub-degree and taught postgraduate programmes should be put on a self-financing basis. The adoption of the recommendation leads to decrease in the number of approved intake places for sub-degree and taught postgraduate programmes.

3.6 因此，副學位課程取錄人數由 2011/12 學年的 2 815 人大幅下跌至 2017/18 學年的 1 394 人，而研究院修課課程取錄人數則由 2011/12 學年的 1 584 人，輕微下跌至 2017/18 學年的 1 388 人。副學位課程的學生人數相應從 2011/12 學年的 5 606 人下降至 2017/18 學年的 3 423 人，平均每年下降 7.9%。研究院修課課程學生人數亦由 2011/12 學年的 2 379 人下降至 2017/18 學年的 2 082 人，平均每年下降 2.2%。（表 1 及 2）

3.7 研究院研究課程的學生人數由 2011/12 學年的 6 496 人持續上升至 2017/18 學年的 7 594 人，平均每年上升 2.6%。（表 2）

3.6 As a result, the sub-degree student intakes decreased remarkably from 2 815 in 2011/12 to 1 394 in 2017/18, and the taught postgraduate student intakes decreased slightly from 1 584 in 2011/12 to 1 388 in 2017/18. Student enrolment of sub-degree programmes therefore decreased from 5 606 in 2011/12 to 3 423 in 2017/18, representing an average annual rate of decrease of 7.9%. Student enrolment of taught postgraduate programmes also decreased from 2 379 in 2011/12 to 2 082 in 2017/18, representing an average annual rate of decrease of 2.2%. (Tables 1 and 2)

3.7 Student enrolment of research postgraduate programmes continued to increase from 6 496 in 2011/12 to 7 594 in 2017/18, representing an average annual rate of increase of 2.6%. (Table 2)

表 2 2011/12 學年至 2017/18 學年教資會資助課程的學生人數
Table 2 Student enrolment of UGC-funded programmes, 2011/12 to 2017/18

修課程度 Level of study	學生人數（相當於全日制人數） Student enrolment (full-time equivalent)							平均每年 變動百分率 Average annual percentage change
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2011/12-2017/18
副學位課程 Sub-degree	5 606 (7.8%)	5 457 (6.1%)	4 969 (5.4%)	4 300 (4.6%)	4 072 (4.3%)	4 055 (4.2%)	3 423 (3.5%)	-7.9%
學士學位課程 Undergraduate	57 311 (79.8%)	75 267 (83.7%)	77 199 (84.4%)	79 916 (85.4%)	81 732 (85.6%)	83 058 (85.7%)	84 285 (86.5%)	+6.6%
研究院修課課程 Taught postgraduate	2 379 (3.3%)	2 428 (2.7%)	2 271 (2.5%)	2 299 (2.5%)	2 271 (2.4%)	2 197 (2.3%)	2 082 (2.1%)	-2.2%
研究院研究課程 Research postgraduate	6 496 (9.0%)	6 771 (7.5%)	6 985 (7.6%)	7 103 (7.6%)	7 359 (7.7%)	7 558 (7.8%)	7 594 (7.8%)	+2.6%
合計 Overall	71 793 (100.0%)	89 923 (100.0%)	91 424 (100.0%)	93 619 (100.0%)	95 435 (100.0%)	96 868 (100.0%)	97 384 (100.0%)	+5.2%

註釋：括號內數字指有關修課程度學生人數佔學生人數總計的百分比。

為配合新學制的實施，教資會資助大學在 2012/13 學年同時取錄舊學制及新學制的兩批學生。

研究院研究課程的學生人數是指在一般修業期內受教資會資助的學生。

由於四捨五入關係，個別數字加起來可能與總數不符。

Notes: Figures in brackets denote percentage shares of student enrolment of the level of study in total student enrolment.

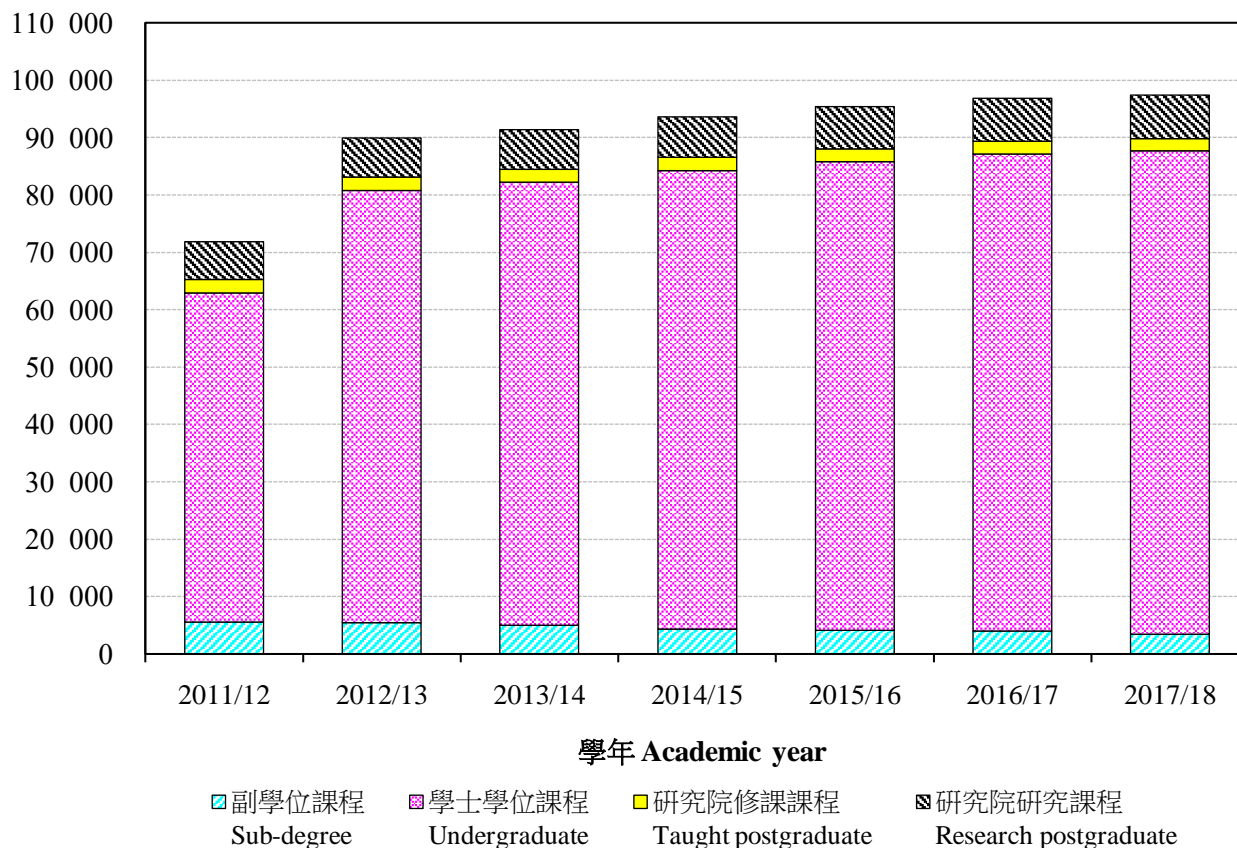
To tie in with the implementation of the New Academic Structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

Research postgraduate figures refer to students funded by UGC within normal study periods.

Figures may not add up to total due to rounding.

圖 1 2011/12 學年至 2017/18 學年教資會資助課程的學生人數
Chart 1 Student enrolment of UGC-funded programmes, 2011/12 to 2017/18

學生人數（相當於全日制人數）
 Student enrolment (full-time equivalent)



註釋：為配合新學制的實施，教資會資助大學在 2012/13 學年同時取錄舊學制及新學制的兩批學生。

研究院研究課程的學生人數是指在一般修業期內受教資會資助的兩批學生。

Notes: To tie in with the implementation of the New Academic Structure, UGC-funded universities have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

Research postgraduate figures refer to students funded by UGC within normal study periods.

3.8 按主要學科類別分析，2017/18 學年 3 個佔學生人數最多的主要學科類別為工程科和科技科（20.5%）、商科和管理科（18.5%）及理學科（17.0%）。2011/12 學年的分布亦類近。在 2011/12 學年至 2017/18 學年間，醫科、牙科和護理科的學生人數錄得最高的平均每年升幅，達 6.8%。平均每年學生人數升幅第二及第三高的主要學科類別分別為社會科學科（5.9%）及理學科（5.8%）。（表 3）

3.8 Analysed by broad academic programme category, students of UGC-funded programmes in engineering and technology (20.5%), business and management (18.5%) and sciences (17.0%) took up the top 3 largest share of student enrolment in 2017/18. Similar distribution is observed in 2011/12. In terms of average annual percentage change, during 2011/12 to 2017/18, student enrolment in medicine, dentistry and health recorded the highest average annual growth rate of 6.8%. Student enrolment in social sciences (5.9%) and sciences (5.8%) recorded the second and third highest average annual growth rate respectively. (Table 3)

3.9 教資會資助課程不同修課程度的學生取錄及修讀人數和不同主要學科類別的學生人數的變動反映了高等教育界多年來的發展。

3.9 The changes in student intakes and enrolment of UGC-funded programmes at different levels of study and student enrolment in different broad academic programme categories reflect the development of higher education over the years.

表 3 2011/12 學年及 2017/18 學年按主要學科類別劃分的教資會資助課程的學生人數
Table 3 Student enrolment of UGC-funded programmes by broad academic programme category, 2011/12 and 2017/18

主要學科類別 Broad academic programme category	學士學位課程 Undergraduate			所有修課程度 All levels of study		
	學生人數 (相當於全日制人數) Student enrolment (full-time equivalent)		平均每年 變動百分率 Average annual percentage change	學生人數 (相當於全日制人數) Student enrolment (full-time equivalent)		平均每年 變動百分率 Average annual percentage change
	2011/12	2017/18	2011/12- 2017/18	2011/12	2017/18	2011/12- 2017/18
醫科、牙科和護理科 Medicine, Dentistry and Health	5 935 (10.4%)	9 883 (11.7%)	+8.9%	7 365 (10.3%)	10 924 (11.2%)	+6.8%
理學科 Sciences	9 462 (16.5%)	14 002 (16.6%)	+6.7%	11 785 (16.4%)	16 545 (17.0%)	+5.8%
工程科和科技科 Engineering and Technology	10 023 (17.5%)	15 467 (18.4%)	+7.5%	14 708 (20.5%)	19 941 (20.5%)	+5.2%
商科和管理科 Business and Management	12 747 (22.2%)	17 406 (20.7%)	+5.3%	13 765 (19.2%)	18 002 (18.5%)	+4.6%
社會科學科 Social Sciences	8 237 (14.4%)	12 186 (14.5%)	+6.7%	9 482 (13.2%)	13 379 (13.7%)	+5.9%
文科和人文科學科 Arts and Humanities	7 996 (14.0%)	11 881 (14.1%)	+6.8%	9 234 (12.9%)	12 755 (13.1%)	+5.5%
教育科 Education	2 911 (5.1%)	3 459 (4.1%)	+2.9%	5 456 (7.6%)	5 838 (6.0%)	+1.1%
合計 Overall	57 311 (100.0%)	84 285 (100.0%)	+6.6%	71 793 (100.0%)	97 384 (100.0%)	+5.2%

註釋：括號內數字指有關主要學科類別學生人數佔該修課程度學生人數總計的百分比。

由於一些教資會資助課程被納入多於一個學科類別，這些課程的學生人數是按比例計算於有關學科類別內。因此，一些學科類別的學生人數為小數數值及已約為整數，故此數字的總和可能與相應的總計略有出入。

Notes: Figures in brackets denote percentage shares of student enrolment of the broad academic programme category in total student enrolment in that level of study.

Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.

4. 有特殊教育需要的學生

4.1 為協助有特殊教育需要⁴的學生修讀教資會資助課程和適應校園生活以及促進共融文化，教資會於 2015 年向 8 所教資會資助大學額外提供合共 2,000 萬元的一次性特別撥款，讓這些大學加強支援有特殊教育需要的學生，例如購置器材和設備；加強教學和行政人員的培訓；以及支援學生組織舉辦活動以鼓勵有特殊教育需要學生融入校園生活等。教資會於 2018 年 7 月推行為期兩年第二階段的資助計劃，給予各資助大學額外合共 2,000 萬元撥款，以進一步加強這方面的支援。

4.2 教資會資助副學位及學士學位課程的有特殊教育需要的學生人數，由 2011/12 學年的 196 人上升至 2017/18 學年的 483 人，平均每年增長 16.2%。同期，教資會資助副學位及學士學位課程的學生人數只錄得平均每年 5.4% 的增長。因此，有特殊教育需要的學生人數佔教資會資助副學位及學士學位課程學生人數的百分比，由 2011/12 學年的 0.3% 上升至 2017/18 學年的 0.5%。

(表 4)

4. Special educational needs students

4.1 To facilitate special educational needs⁴ (SEN) students to pursue UGC-funded programmes and adapt to campus life, as well as to further promote an inclusive culture, UGC provided a one-off special grant of \$20 million in total for the 8 UGC-funded universities in 2015 to enhance these universities' support for students with SEN, such as purchasing necessary aids and equipment, strengthening training among academic and administrative staff, and supporting student bodies to organise events and activities to encourage integration of students with SEN into campus life. In July 2018, UGC launched phase two of the funding scheme which will last for two years and under which the UGC-funded universities are provided with an additional grant of \$20 million in total to further enhance the support in this area.

4.2 Student enrolment of SEN students in UGC-funded sub-degree and undergraduate programmes increased from 196 in 2011/12 to 483 in 2017/18, representing an average annual growth rate of 16.2%. Over the same period, student enrolment of UGC-funded sub-degree and undergraduate programmes recorded an average annual growth rate of 5.4% only. As a result, the proportion of students with SEN in UGC-funded sub-degree and undergraduate programmes increased from 0.3% in 2011/12 to 0.5% in 2017/18. (Table 4)

⁴ 特殊教育需要的類別包括特殊學習困難、自閉症、專注力不足／過度活躍症、肢體傷殘、視障、聽障、言語障礙，以及大學呈報的其他殘疾類別。

⁴ The types of special educational needs include specific learning difficulties, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment, and other types of disabilities as reported by universities.

表 4 2011/12 學年至 2017/18 學年教資會副學位及學士學位資助課程的有特殊教育需要的學生人數及所佔百分比

Table 4 Number and proportion of students with SEN in UGC-funded sub-degree and undergraduate programmes, 2011/12 to 2017/18

	學生人數 (人數) Student enrolment (headcount)							平均每年 變動百分率 Average annual percentage change
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2011/12-2017/18
有特殊教育需要的學生人數 Student enrolment of SEN students	196	258	264	318	353	385	483	+16.2%
整體學生人數 Overall student enrolment	65 339	82 854	84 194	86 318	88 051	89 122	89 712	+5.4%
有特殊教育需要的學生所佔 百分比 Proportion of SEN students	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.5%	-

註釋：為配合新學制的實施，教資會資助大學在 2012/13 學年同時取錄舊學制及新學制的兩批學生。

- 不適用。

Notes: To tie in with the implementation of the New Academic Structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

- Not applicable.

5. 本地非華語的學生

5.1 本地非華語學生（即種族並非中國籍及／或家庭常用語言並非華語的學生）方面，全日制教資會資助副學位及學士學位課程的取錄人數，由 2011/12 學年的 156 人上升至 2017/18 學年的 352 人，平均每年增長 14.5%。同期，全日制教資會資助副學位及學士學位課程的本地學生取錄人數只錄得平均每年 1.7% 的增長。本地非華語學生的取錄人數佔全日制教資會資助副學位及學士學位課程本地學生取錄人數的百分比，由 2011/12 學年的 0.8% 因此上升至 2017/18 學年的 1.6%。（表 5）

5. Non-Chinese speaking local students

5.1 Regarding non-Chinese speaking (NCS) local students (i.e. students whose ethnicity is not Chinese and/or spoken language at home is not Chinese), the number of intakes in full-time UGC-funded sub-degree and undergraduate programmes increased from 156 in 2011/12 to 352 in 2017/18, representing an average annual growth rate of 14.5%. Over the same period, local student intakes of full-time UGC-funded sub-degree and undergraduate programmes recorded an average growth rate of 1.7% only. The proportion of NCS student in local student intakes of full-time UGC-funded sub-degree and undergraduate programmes therefore increased from 0.8% in 2011/12 to 1.6% in 2017/18. (Table 5)

表 5 2011/12 學年至 2017/18 學年全日制教資會資助副學位及學士學位課程的本地非華語學生的取錄人數及所佔百分比

Table 5 Number and proportion of NCS local students admitted to full-time UGC-funded sub-degree and undergraduate programmes, 2011/12 to 2017/18

	取錄人數 (人數) Student intakes (headcount)							平均每年 變動百分率 Average annual percentage change
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2011/12-2017/18
本地非華語學生的取錄人數 NCS local student intakes	156	256	234	243	224	283	352	+14.5%
整體本地學生取錄人數 Overall local student intakes	19 264	34 161	20 042	21 118	21 403	21 954	21 368	+1.7%
本地非華語學生所佔百分比 Proportion of NCS local student intakes	0.8%	0.7%	1.2%	1.2%	1.0%	1.3%	1.6%	-

註釋：為配合新學制的實施，教資會資助大學在 2012/13 學年同時取錄舊學制及新學制的兩批學生。

- 不適用。

Notes: To tie in with the implementation of the New Academic Structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

- Not applicable.

6. 非本地學生

6.1 國際化依然是所有教資會資助大學的發展重點之一，並應在全球化急速擴展和地區性及國際間競爭加劇的年代滲透院校所有活動。主要透過教資會資助課程核准學額以外超收的非本地學生人數，從 2011/12 學年的 10 770 人大幅增至 2017/18 學年的 17 050 人，部分反映出各大學在這方面作出的努力。非本地學生佔學生總數的百分比從 2011/12 學年的 14.2% 上升至 2017/18 年度的 17.0%。（表 6 及圖 2）

6. Non-local students

6.1 Internationalisation is still one of the central themes of all UGC-funded universities and should permeate the whole gamut of institutional activities in an age of rapid globalisation and intense regional and international competition. Reflecting part of the universities' efforts in this regard, the number of non-local students studying UGC-funded programmes has seen an increase from 10 770 in 2011/12 to 17 050 in 2017/18, mainly through over-enrolment outside the approved student number targets of the programmes. Of total student enrolment, the percentage of non-local students increased from 14.2% in 2011/12 to 17.0% in 2017/18. (Table 6 and Chart 2)

6.2 按原居地劃分的非本地學生人數分析，中國內地多年來都是教資會資助課程非本地學生的主要來源。不過，所佔非本地學生總數的百分比已由 2011/12 學年的 83.0% 下降到 2017/18 學年的 71.0%。而來自亞洲其他地區的學生，平均每年的增長最高，達到 20.7%，佔非本地學生總數的百分比，亦從 2011/12 學年的 12.6%，上升至 2017/18 學年的 24.5%。至於其他地區的學生在 2017/18 學年佔整體非本地學生人數的百分比為 4.5%，人數在同期亦錄得 8.2% 的平均每年增長。（表 6）

6.2 Analysed by place of origin, the mainland of China was the major source of non-local students of UGC-funded programmes over the years. However, the percentage share dropped from 83.0% in 2011/12 to 71.0% in 2017/18. Students from other parts of Asia, having the largest average annual growth of 20.7% in student number, comprised 24.5% of the total non-local student enrolment in 2017/18, compared with 12.6% in 2011/12. Contributing 4.5% of the total number of non-local students in 2017/18, students from the rest of the world registered an average annual increase of 8.2% over the period. (Table 6)

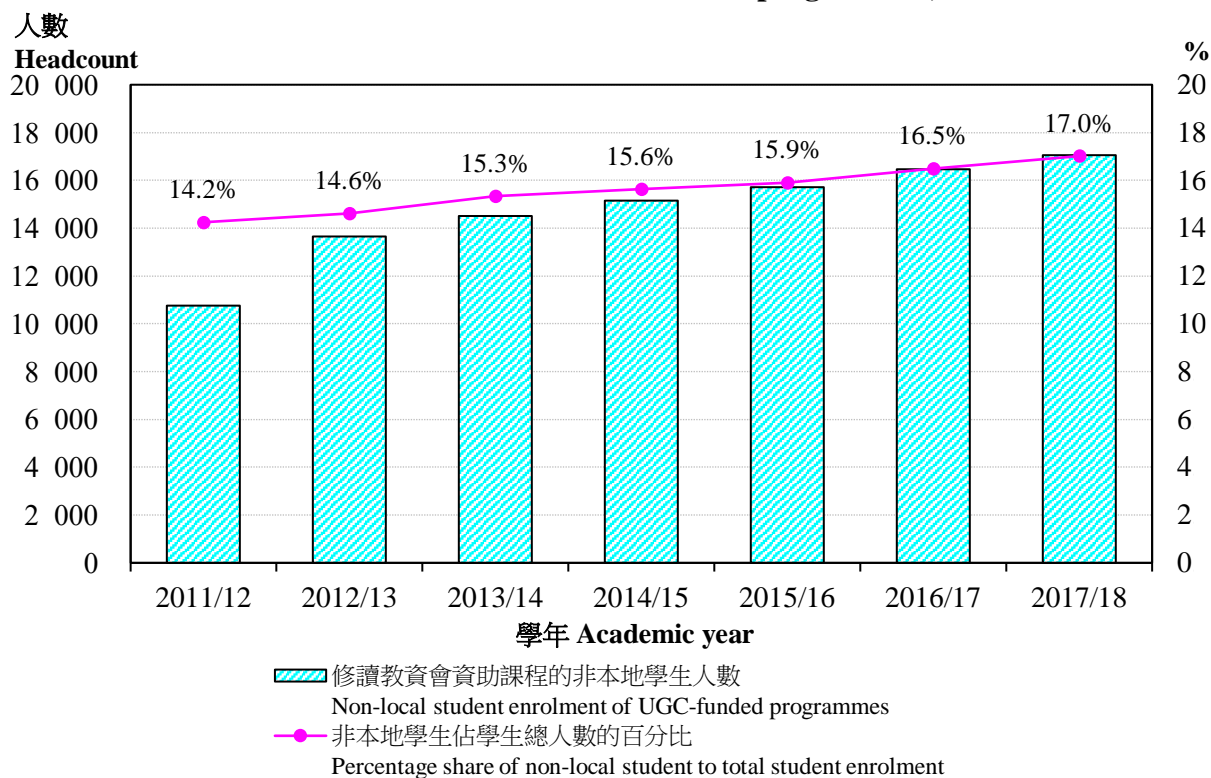
表 6 2011/12 學年至 2017/18 學年按原居地劃分的教資會資助課程的非本地學生人數
Table 6 Non-local students of UGC-funded programmes by place of origin, 2011/12 to 2017/18

原居地 Place of origin	學生人數 (人數) Student enrolment (headcount)							平均每年 變動百分率 Average annual percentage change
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2011/12-2017/18
中國內地 The mainland of China	8 937 (83.0%)	10 963 (80.3%)	11 374 (78.4%)	11 610 (76.6%)	11 891 (75.6%)	12 037 (73.1%)	12 099 (71.0%)	+5.2%
亞洲其他地區 Other parts of Asia	1 355 (12.6%)	2 105 (15.4%)	2 495 (17.2%)	2 831 (18.7%)	3 130 (19.9%)	3 704 (22.5%)	4 184 (24.5%)	+20.7%
其他地區 The rest of the world	478 (4.4%)	593 (4.3%)	641 (4.4%)	710 (4.7%)	706 (4.5%)	733 (4.4%)	766 (4.5%)	+8.2%
總計 Total	10 770 (100.0%)	13 661 (100.0%)	14 510 (100.0%)	15 151 (100.0%)	15 727 (100.0%)	16 474 (100.0%)	17 050 (100.0%)	+8.0%

註釋：括號內數字指來自該地區學生人數佔非本地學生人數總計的百分比。
原居地是指非本地學生的國籍或居住地點。
由於四捨五入關係，個別數字加起來可能與總數不符。

Notes: Figures in brackets denote percentage shares of students from the place to total enrolment of non-local students.
Place of origin of non-local students is determined having regard to their nationality / place of residence.
Figures may not add up to total due to rounding.

圖 2 2011/12 學年至 2017/18 學年教資會資助課程的非本地學生人數
 Chart 2 Non-local student enrolment of UGC-funded programmes, 2011/12 to 2017/18



7. 交流生

7.1 作為促進國際化的措施之一，教資會資助大學認為學生交流活動有助提升本港大學教育的質素及與國際上其他院校的聯繫。大學因此提供越來越多的交流機會。交流⁵活動包括來港交流及離港交流。透過本地與非本地院校間相互交流的協議，非本地學生到港交流能豐富本地學生的學習經驗，而對離港交流生而言，交流生計劃有助本地學生擴闊眼界和建立國際視野，並培養他們對跨越不同文化的管理能力。

⁵ 「交流」指根據與非本地伙伴院校訂定的正式交流協議進行以學習為主的活動。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有關本地／非本地院校修讀學分課程的學生。在統計學生人數時，如一名學生在同一學年參加超過一個交流計劃，並在每個計劃下修讀至少一個學期，該學生在每個交流計劃下均計算一次。

7. Exchange students

7.1 Being one of the efforts in promoting internationalisation, UGC-funded universities see student exchanges conducive to raising the quality and international network of university education. The universities hence provide increasingly more exchange opportunities. Exchange⁵ activities include incoming exchange from non-local students and outgoing exchange. Under reciprocal exchange agreements between Hong Kong institutions and non-local institutions, the presence of non-local students enriches the learning experience of local students and, for outgoing exchange students, student exchange helps broaden their horizons and foster their global outlook, and ability for cross-culture management.

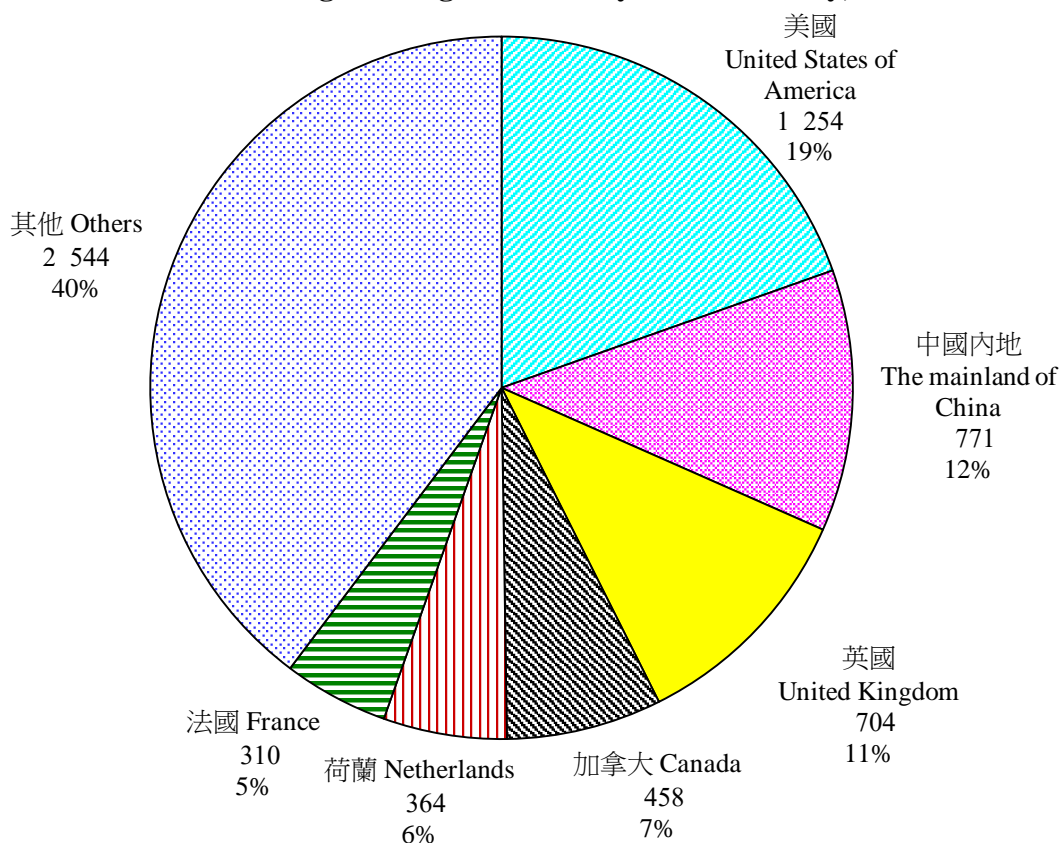
⁵ “Exchange” refers to activities primarily for study purpose and covered by a formal exchange agreement with a non-local partner institution which stipulates a two-way movement of students between the two institutions. Exchange students refer to those who stay in the local/non-local institution concerned and enrol in credit-bearing courses due to exchange activities. In counting the student 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.

7.2 在 2017/18 學年，共有 6 405 名來港交流生。按來源地分析，有 1 254 人來自美國，其次來自中國內地（771 人）、英國（704 人）、加拿大（458 人）、荷蘭（364 人）及法國（310 人）。（圖 3）

7.2 In 2017/18, there were a total of 6 405 incoming exchange students. Analysed by the place of origin, 1 254 were from the United States of America, followed by the mainland of China (771), the United Kingdom (704), Canada (458), the Netherlands (364) and France (310). (Chart 3)

圖 3 2017/18 學年按來源地劃分的來港交流生

Chart 3 Distribution of incoming exchange students by source country, 2017/18

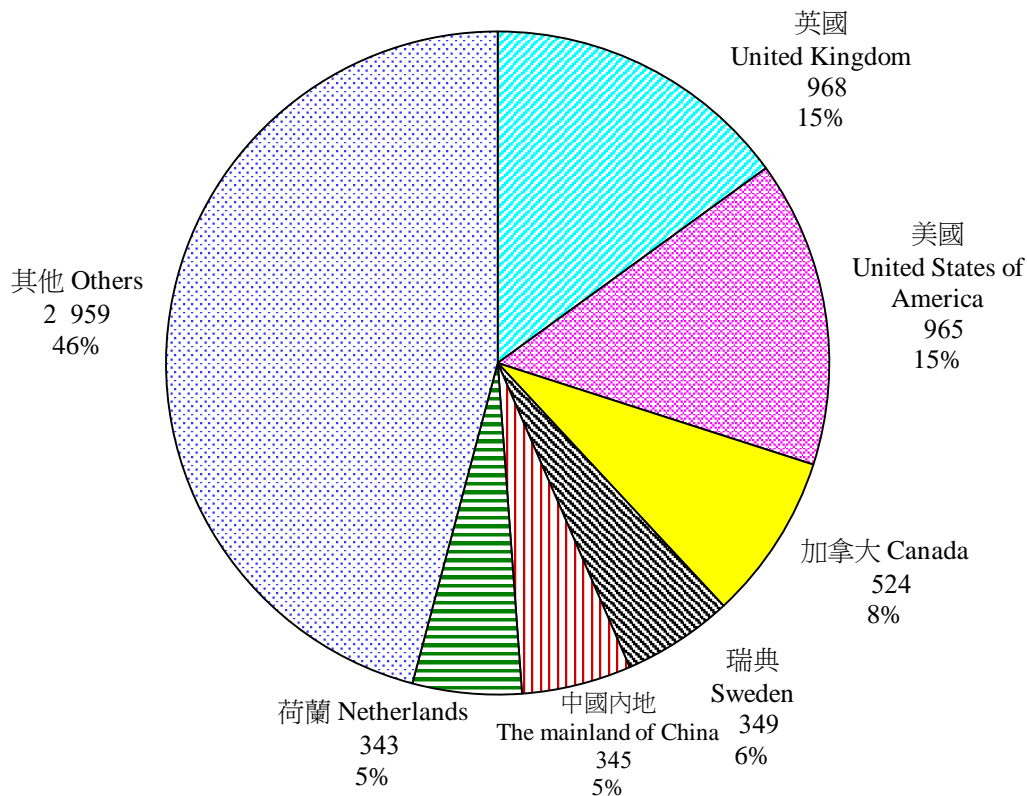


7.3 離港交流生的人數在相互交流安排下亦相若。在 2017/18 學年的 6 453 名離港交流生中，最多人前往英國（968 人）、其次為美國（965 人）、加拿大（524 人）、瑞典（349 人）、中國內地（345 人）及荷蘭（343 人）。（圖 4）

7.3 Under reciprocal exchange arrangements, there were similar numbers of outgoing exchange. Of the 6 453 outgoing exchange students in 2017/18, most went to the United Kingdom (968), followed by the United States of America (965), Canada (524), Sweden (349), the mainland of China (345) and the Netherlands (343). (Chart 4)

圖 4 2017/18 學年按目的地劃分的離港交流生

Chart 4 Distribution of outgoing exchange students by place of destination, 2017/18



8. 總結

8.1 隨着 2012/13 學年實行新學制後，學士學位課程學生人數在 2011/12 學年至 2017/18 學年間顯著增加。受政府接連在高等教育界的政策影響下，高年級學士學位取錄人數在同一時期亦有所遞增。

8.2 另一方面，大部分教資會資助副學位及研究院修課課程因應政府政策轉為自資模式後，這些修課程度的學生人數有所下降。

8. Conclusion

8.1 After the implementation of the New Academic Structure as from 2012/13 academic year, there were substantial increases in student enrolment of UGC-funded undergraduate programmes between 2011/12 and 2017/18. Under successive government policy decisions in the higher education sector, the number of senior year undergraduate intakes also progressively increased during the same period.

8.2 On the other hand, student enrolment of UGC-funded sub-degree and taught post-graduate programmes decreased following the government policy to put a bulk of such programmes on a self-financing basis.

8.3 此外，為協助有特殊教育需要的學生接受高等教育，教資會已為資助大學提供撥款以作更完善的支援。有特殊教育需要的學生佔教資會資助副學位及學士學位課程學生人數的百分比在同一期間有所上升。

8.4 教資會資助大學的非本地學生人數大幅增加，部分反映出各大學在促進國際化成為大學發展重點之一而作出的努力。大學亦提供越來越多的交流機會。

8.3 In addition, to facilitate SEN students in pursuing higher education, financial support has been provided to UGC-funded universities for better support. The proportion of SEN students in UGC-funded sub-degree and undergraduate programmes had increased over the same period.

8.4 Reflecting part of the efforts of universities in promoting internationalisation as one of the central themes of all UGC-funded universities, the number of non-local students studying UGC-funded programmes increased significantly. The universities have also been providing increasingly more exchange opportunities.