

**Replies to supplementary questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2015-16**

**Director of Bureau: Secretary for Education
Session No. : 13**

File name: EDB-2S-e1.docx

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CONTROLLING OFFICER'S REPLY**SV-EDB01****(Question Serial No. SV016)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Pursuant to reply no. EDB018, the Administration is requested to provide information on the Education Bureau's position on Career and Life Planning, how public sector schools and Direct Subsidy Scheme schools would use the recurrent cash grant on implementing career and life planning, and how the Administration would monitor these schools to use the Career and Life Planning Grant.

Asked by: Hon CHEUNG Kwok-che

Reply:

Career and life planning education plays a significant role at school in fostering students' self-understanding, personal planning, goal setting, reflective thinking and articulation to progression pathways. Effective life planning education and career guidance should be integrated with the school's curriculum, through which students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning. The ultimate goal is to see all students, irrespective of their abilities, orientations and levels of studies being able to understand their own career and academic aspirations; develop positive attitudes towards work and learning; connect/integrate aspirations with whole-person development and life-long learning, and utilise the acquired knowledge, skills and attitudes whenever necessary. EDB has provided schools with some suggested items for evaluating the work plan on life planning education and career guidance. Details are set out in Appendix 1 of Education Bureau Circular No. 6/2014. Schools may include life planning education as one of the major concerns in the School Development Plan, and monitor and evaluate its implementation (including the use of the Grant) through the cyclic process of "Planning-Implementation-Evaluation".

The prime aim of providing the Career and Life Planning (CLP) Grant is to enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students. Depending on their own needs and strategic planning, majority of the schools have deployed CLP Grant in enhancing the capacity of the responsible team to take forward life planning education through employment of additional teachers, clerical and other professional staff, such as social worker, procurement of services, etc., and in most cases, a combination of these support measures for their intended objectives. To ensure proper use of CLP Grant, schools are required to keep a separate ledger account for the Grant to record all the income and expenditure chargeable to the Grant. Schools should also prepare and submit annual audited accounts to EDB in accordance with the prescribed format and timeline to ensure the Grant is deployed for the intended purposes.

- End -

CONTROLLING OFFICER'S REPLY

SV-EDB02

(Question Serial No.SV017)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Pursuant to reply nos. EDB107 and EDB108, the Administration is requested to provide information on the package of measures and the resources provided to mainstream schools to support the needs of students with special education needs.

Asked by: Hon KWOK Dennis

Reply:

To support schools to cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Schools should pool school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). In the 2014/15 school year, there are a total of 36 190 students with SEN studying in public sector mainstream schools who can benefit from the related services.

EDB provides schools with professional support on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. Besides, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. We are expanding the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools in the 2016/17 school year. We have also been developing teaching resources for use of teachers and parents to cater for students with SEN. Moreover, EDB has invited schools with rich experience and good practices in integrated education (IE) to serve as Special Schools cum Resource Centres (SSRCs) and Resource Schools on Whole School Approach. They conduct professional exchanges with other mainstream schools on effective strategies in implementing IE and provide school-based support for them. SSRCs also provide short-term attachment programmes to assist mainstream schools in supporting intellectually disabled students with severe adjustment difficulties.

In terms of teacher training, EDB launched a teacher professional development framework in the 2007/08 school year to enhance teachers' capacity in supporting students with SEN, under which structured teacher training pitched at basic, advanced and thematic levels (BAT Courses) are arranged. Apart from the BAT Courses, EDB also provides teachers and other school personnel such as school heads and teaching assistants with different theme-based training activities, including seminars, workshops and sharing sessions to equip school staff at different levels with relevant knowledge and skills to cater for the students with SEN.

The estimated additional expenditure on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 school year is \$1,237 million.

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CONTROLLING OFFICER'S REPLY

S-EDB03

(Question Serial No. S0078)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

According to Reply Serial No. EDB014, will the Government provide further information on:

(a) In the 2015/16 school year, what is the estimated number of training places for teacher provided to strengthen the teachers' capability in implementing life planning and career guidance services; and

(b) Except providing each public sector school operating classes at senior secondary levels with a grant which is benchmarked to the mid-point salary of the Graduate Master pay scale, will the Bureau also provide these schools with non-teaching staff, e.g. providing additional assisting staff such as teaching assistants, clerical assistants, etc., to help teachers implement life planning education? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Yuen-han

Reply:

(a) Other than the provision of Career and Life Planning (CLP) Grant, the Education Bureau (EDB) has taken forward a series of measures to strengthen professional support for schools and teachers in implementing life planning education. Among these support measures, the number of structured teacher training places on life planning has been increased from 80 to 240 starting from the 2014/15 school year. To support collective professional development, four Professional Development Schools (PDSs) have been identified to provide a platform for sharing of effective practices and professional interflow among school personnel. Since September 2014, a number of district-based networking activities have been organised for schools in Kowloon City, Kwun Tong, Hong Kong East, North and Tai Po districts. A teacher network has also been established since January 2015 to facilitate career teachers to share experience in designing practical learning and teaching materials.

(b) The prime aim of providing CLP Grant to schools is to enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students. Depending on their own needs and strategic planning, majority of schools have deployed CLP Grant in enhancing the capacity of the responsible team through employment of additional teachers, clerical and other professional staff, such as social worker, procurement of services, etc., and in most cases, a combination of these support measures for their intended objectives. Where circumstances allow, schools may then use the remainder of the Grant to enrich relevant school-based services for students to meet the specific needs of the students.

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CONTROLLING OFFICER'S REPLY**S-EDB04****(Question Serial No. S0079)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

According to Reply Serial No. EDB015, about 6 400 and 10 000 students had completed the industrial attachments in the 2012/13 and 2013/14 academic years. What was the distribution of the disciplines and industries involved? Based on what criteria does the Administration set the number of attachment places for each discipline?

Asked by: Hon CHAN Yuen-han

Reply:

With the Government's one-off funding support of \$43 million in 2012-13, the Vocational Training Council (VTC) had launched a two-year pilot programme to support industrial attachments for student intakes in the 2012/13 and 2013/14 academic years. About 6 400 and 10 000 students had completed the industrial attachments in the 2012/13 and 2013/14 academic years respectively. The percentage distribution of industrial attachment places in the 2012/13 and 2013/14 academic years by discipline is given below:

Discipline	2012/13	2013/14
Applied Science	12%	10%
Business	31%	20%
Child Education & Community Services	9%	6%
Design	10%	16%
Engineering	10%	23%
Hospitality	18%	17%
Information Technology	10%	8%
Total	100%	100%

Given the encouraging results, recurrent funding has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma in Vocational Education programmes. About 9 000 students in VTC will benefit every year.

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CONTROLLING OFFICER'S REPLY

S-EDB05

(Question Serial No. S0081)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Follow-up on Reply Serial No. EDB 160. The Administration only stated that the Education Bureau (EDB) did not have readily available information concerned. In this connection, would the Administration clarify whether no consolidated information is available, or whether the post-secondary institutions are not required to provide information on their programmes, including the intakes and tuition fees etc., to the EDB/University Grants Committee? In the former case, would the Administration provide the following information: a. the numbers of self-financing taught master degree programmes, by institution, in the 2012/13, 2013/14 and 2014/15 academic years; b. the tuition fees of self-financing taught master degree programmes, by institution and programme, in the 2012/13, 2013/14 and 2014/15 academic years; and the total numbers of students of self-financing taught master degree programmes and their ratios of local to mainland students, by institution and programme, in the 2012/13, 2013/14 and 2014/15 academic years. In the latter case, what are the justifications for not requiring the institutions to provide such basic information? Are there plans to require the institutions to provide the above information for gate-keeping and monitoring in order to ensure the quality of the programmes?

Asked by: Hon MA Fung-kwok

Reply:

A variety of local and non-local self-financing taught master's degree programmes are provided by different post-secondary institutions in Hong Kong on a full-time or part-time basis, including the University Grants Committee-funded (UGC) institutions and their community colleges, statutory institutions such as the Hong Kong Academy for Performing Arts and the Open University of Hong Kong, and institutions registered under the Post Secondary Colleges Ordinance (Cap. 320) as well as non-local operators with programmes registered under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493).

The Education Bureau has not collected relevant information (including tuition fees, student enrolment and ratios of local to mainland students) of all the aforementioned self-financing taught master's degree programmes, as these programmes are under different regulatory regimes and are subject to different requirements.

Some of the aforementioned self-financing taught master's degree programmes have gone through the relevant quality assurance (QA) mechanism and become locally-accredited programmes. All locally-accredited programmes provided in Hong Kong have been registered under the Hong Kong Qualifications Register (QR) (www.hkqr.gov.hk). The list of locally-accredited self-financing taught master's degree programmes obtained from QR is at **Annex**.

Regarding the QA of locally-accredited post-secondary local or non-local programmes at degree level, the

Hong Kong Council for Accreditation of Academic and Vocational Qualifications is a statutory body responsible for the QA of all operators and programmes except the UGC-funded institutions with self-accrediting status. The Quality Assurance Council, under the aegis of the UGC, conducts quality audits of the UGC-funded institutions and programmes offered at undergraduate level and above, however funded. The quality of the locally-accredited self-financing taught master's degree programmes is assured.

**List of Locally-accredited Self-financing Master's Degree Programmes
on the Qualifications Register (As of 8 April 2015)**

Institution	Programme Title	Delivery Mode
Graduate School, The Chinese University of Hong Kong	Master of Arts in Anthropology	FT, PT
	Master of Arts in Chinese Language and Literature	PT
	Master of Arts in Cultural Management	FT, PT
	Master of Arts in Intercultural Studies	FT, PT
	Master of Arts in Visual Culture Studies	FT, PT
	Master of Arts in English (Applied English Linguistics)	FT, PT
	Master of Arts in Fine Arts	PT
	Master of Arts in Comparative and Public History	FT, PT
	Master of Arts in Linguistics	FT, PT
	Master of Arts in Chinese Linguistics and Language Acquisition	FT, PT
	Master of Arts in Music	FT, PT
	Master of Arts in Philosophy	PT
	Master of Arts in Religious Studies	FT, PT
	Master of Arts in Christian Studies	FT, PT
	Master of Arts in Theological Studies	FT, PT
	Master of Arts in Computer-aided Translation	FT, PT
	Master of Arts in Translation	FT, PT
	Master of Accountancy	FT, PT
	Master of Science in Finance	FT, PT
	Master of Science in Marketing	FT, PT
	Master of Science in Information and Technology Management	FT, PT
	Master of Education	FT, PT
	Master of Arts in Chinese Language Education	PT
	Master of Arts in Curriculum Development and Teaching of Liberal Studies	PT
	Master of Arts in Early Childhood Education	FT, PT
	Master of Arts in English Language Teaching	PT
	Master of Arts in Parent Education	PT
	Master of Arts in Putonghua Education	PT
	Master of Arts in School Guidance and Counselling	PT
	Master of Arts in School Improvement and Leadership	PT
	Master of Arts in Sports Studies	PT
	Master of Arts in Student Activities in Education	PT
	Master of Arts in Values Education	PT
	Master of Science in Exercise Science	FT, PT
	Master of Science in Mathematics Education	PT
	Master of Science in Biomedical Engineering	FT, PT
	Master of Science in Computer Science	FT, PT
	Master of Science in Electronic Engineering	FT, PT
	Master of Science in Information Engineering	FT, PT
	Master of Science in Mechanical and Automation Engineering	FT, PT
	Master of Science in E-Commerce and Logistics Technologies	FT, PT
	Master of Science in Systems Engineering and Engineering Management	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Laws in Chinese Business Law	FT, PT
	Master of Laws in Common Law	FT, PT
	Master of Laws in International Economic Law	FT, PT
	Master of Science in Medical Laboratory Sciences	PT
	Master of Science in Endocrinology, Diabetes and Metabolism	PT
	Master of Science in Cardiology	PT
	Master of Science in Stroke and Clinical Neurosciences	PT
	Master of Nursing	PT
	Master of Science in Sports Medicine and Health Science	FT, PT
	Master of Science in Musculoskeletal Medicine and Rehabilitation	FT, PT
	Master of Clinical Pharmacy	PT
	Master of Science in Epidemiology and Biostatistics	FT, PT
	Master of Science in Clinical Gerontology	PT
	Master of Science in Prehospital and Emergency Care	FT, PT
	Master of Science in Biochemical and Biomedical Sciences	FT, PT
	Master of Chinese Medicine	FT
	Master of Science in Chinese Medicine	FT, PT
	Master of Science in Chinese Medicines and Herbal Drugs	PT
	Master of Science in Acupuncture	FT, PT
	Master of Science in Nutrition, Food Science and Technology	FT, PT
	Master of Science in Mathematics	FT, PT
	Master of Science in Physics	FT, PT
	Master of Science in Risk Management Science	PT
	Master of Science in Data Science and Business Statistics	PT
	Master of Science in Sustainable and Environmental Design	FT, PT
	Master of Arts in Global Communication	FT
	Master of Arts in Journalism	FT, PT
	Master of Science in New Media	FT, PT
	Master of Social Science in Advertising	FT, PT
	Master of Social Science in Corporate Communication	FT, PT
	Master of Science in GeoInformation Science	FT, PT
	Master of Social Science in Sustainable Tourism	FT, PT
	Master of Social Science in Global Political Economy	FT, PT
	Master of Social Work	FT, PT
	Master of Arts in Family Counselling and Family Education	PT
	Master of Arts in Social Service Management	FT, PT
	Master of Arts in Social Policy	FT
	Master of Social Science in Social Work	FT, PT
	Master of Arts in Sociology	FT, PT
	Master of Arts in Chinese Studies	FT
	Master of Arts in Gender Studies	FT, PT
	Master of Social Science in General Education	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Science in Earth System Science	FT, PT
	Master of Divinity	FT
	Master of Nursing Science (Pre-registration)	FT
	Master of Public Health	FT, PT
	Master of Arts in English (Literary Studies)	FT, PT
	Master of Science in Mental Health	PT
	Master of Science in Advanced Emergency Nursing Practice	PT
	Master of Science in Advanced Environmental Planning Technologies	FT, PT
	Master of Arts in Teaching Chinese as an International Language	PT
	Master of Science in Gastroenterology	FT, PT
	Master of Science in Health Services Management	PT
	Master of Social Science in Public Policy	FT, PT
	Master of Science in Genomics and Bioinformatics	FT, PT
	Master of Arts in Japanese Studies	FT, PT
	Executive Master of Business Administration (Chinese)	PT
	Master of Science in Business Analytics	FT
	Master of Science in Diagnostic Ultrasonography	PT
	Master of Science in Research Medicine	FT
	Master of Science in Medical Genetics	PT
	Master of Science in Obstetric Care	PT
	Master of Science in Pharmaceutical Manufacturing and Quality	PT
	Master of Science in Neurological Sciences	FT, PT
	Master of Science in Accreditation Chemistry	FT, PT
	Master of Arts in Global Cities and Contemporary Culture	FT, PT
	Master of Science in Architectural Conservation and Design	FT, PT
	Master of Science in Urban Design	FT, PT
	Master of Science in Economics	FT, PT
	Master of Social Science in Government and Politics (Greater China)	FT, PT
	Master of Arts in Psychology	FT, PT
	Master of Science in National Geo-survey and Public Policy	FT, PT
	Master of Science in Perioperative Care of Minimal Access Surgery	PT
	Master of Science in Hospitality and Real Estate Management	FT
	Master of Science in Nutrition, Food Science and Technology	FT, PT
Master of Science in Geriatric Orthopaedics	FT, PT	
Master of Science in Health Promotion and Behavioural Health	FT, PT	
Master of Science in Management of Real Estate and Hospitality Assets	FT	
City University of Hong Kong	Master of Business Administration (Executive)	PT
	Master of Business Administration	FT, PT
	Master of Science in Applied Economics	FT
	Master of Science in Finance	FT, PT
	Master of Science in Financial Engineering	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Science in Business Information Systems	FT, PT
	Master of Science in Electronic Business and Knowledge Management	FT, PT
	Master of Science in Information Systems Management	FT, PT
	Master of Arts in Global Business Management	FT, PT
	Master of Science in Marketing	FT, PT
	Master of Arts in Quantitative Analysis for Business	FT, PT
	Master of Social Sciences in Development Studies	FT, PT
	Master of Arts in Communication and New Media	FT, PT
	Master of Arts in Integrated Marketing Communication	FT, PT
	Master of Arts in Chinese (Chinese Language and Literature/Chinese for Educational Purposes/Chinese for Professional Purposes)	FT, PT
	Master of Arts in Chinese (Chinese Language and Literature/Chinese for Educational Purposes/Chinese for Professional Purposes)	FT, PT
	Master of Arts in Language Studies (Language and Law/Linguistics/Translation and Interpretation/Translation with Language Information Technology)	FT, PT
	Master of Arts in Language Studies (Language and Law/Linguistics/Translation and Interpretation/Translation with Language Information Technology)	FT, PT
	Master of Arts in Language Studies (Language and Law/Linguistics/Translation and Interpretation/Translation with Language Information Technology)	FT, PT
	Master of Arts in Language Studies (Language and Law/Linguistics/Translation and Interpretation/Translation with Language Information Technology)	FT, PT
	Master of Arts in Housing Studies	FT, PT
	Master of Arts in Public Policy and Management	FT, PT
	Master of Social Sciences in Applied Psychology	FT, PT
	Master of Social Sciences in Applied Sociology	FT, PT
	Master of Social Sciences in Counselling	FT, PT
	Master of Social Sciences in Psychology of Education	PT
	Master of Science in Materials Engineering and Nanotechnology	FT, PT
	Master of Science in Construction Management (Construction Project Management/Real Estate Project Management)	FT, PT
	Master of Science in Construction Management (Construction Project Management/Real Estate Project Management)	FT, PT
	Master of Science in Environmental Science and Technology	FT, PT
	Master of Science in Environmental Science and Technology	FT, PT
	Master of Science in Computer Science	FT, PT
	Master of Science in Electronic Commerce	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Science in Electronic and Information Engineering	FT, PT
	Master of Science in Electronic and Information Engineering	FT, PT
	Master of Science in Multimedia Information Technology	FT, PT
	Master of Science in Multimedia Information Technology	FT, PT
	Master of Science in Mathematics for Finance and Actuarial Science	FT, PT
	Master of Science in Engineering Management	FT, PT
	Master of Arts in Media Cultures	FT, PT
	Master of Fine Arts in Creative Media	FT
	Master of Laws	FT, PT
	Master of Laws	FT, PT
	Master of Laws	FT, PT
	Master of Laws	FT, PT
	Master of Laws in Arbitration and Dispute Resolution	FT, PT
	Master of Science in Professional Accounting and Corporate Governance	FT, PT
	Master of Arts in International Accounting	FT, PT
	Master of Fine Arts in Creative Writing	PT
	Master of Science in Energy and Environment	FT, PT
	Master of Arts in Language Studies (Language and Law/Linguistics/Translation and Interpretation/Translation with Language Information Technology)	FT, PT
	Master of Laws	FT, PT
	Master of Arts in Chinese (Chinese Language and Literature/Chinese for Educational Purposes/Chinese for Professional Purposes)	FT, PT
	Master of Arts in English Studies	FT, PT
	Master of Arts in English Studies	FT, PT
	Master of Arts in English Studies	FT, PT
	Master of Science in Financial Services	FT, PT
	Master of Arts in English Studies	FT, PT
	Master of Science in Civil and Architectural Engineering (Building Construction Cost Management/Civil Engineering/Urban Design and Regional Planning/Building Services)	FT, PT
	Master of Science in Advanced Technology and Management	FT, PT
	Master of Science in Mathematics for Finance and Actuarial Science	FT, PT
	Master of Science in Operations and Supply Chain Management	FT, PT
	Master of Science in Electronic and Information Engineering	FT
	Master of Science in Multimedia Information Technology	FT
	Master of Science in Advanced Technology and Management	FT, PT
	Master of Science in Civil and Architectural Engineering (Building Construction Cost	FT, PT

Institution	Programme Title	Delivery Mode
	Management/Civil Engineering/Urban Design and Regional Planning/Building Services)	
	Master of Science in Civil and Architectural Engineering (Building Construction Cost Management/Civil Engineering/Urban Design and Regional Planning/Building Services)	FT, PT
	Master of Science in Civil and Architectural Engineering (Building Construction Cost Management/Civil Engineering/Urban Design and Regional Planning/Building Services)	FT, PT
	Master of Science in Engineering Management	FT, PT
	Master of Science in Engineering Management	FT, PT
	Master of Social Work	FT, PT
	Executive Master of Business Administration	PT
	Master of Arts in China Studies	FT, PT
	Master of Arts in International Studies	FT, PT
	Master of Arts in Modern Asian Studies	FT, PT
	Master of Science in Organizational Management	FT
	Master of Science in Organizational Management	FT, PT
	Master of Laws	FT, PT
	Master of Urban Design and Regional Planning	FT, PT
	The Hong Kong Academy for Performing Arts	Master of Fine Arts in Dance programme
Master of Fine Arts in Drama Programme		FT, PT
Master of Fine Arts in Theatre and Entertainment Arts		FT, PT
Master of Music programme		FT
Master of Fine Arts in Cinema Production Programme		FT, PT
Hong Kong Baptist University	Master of Business Administration	FT, PT
	Master of Science in Applied Accounting and Finance	FT, PT
	Master of Science in Corporate Governance and Directorship	FT, PT
	Master of Science in Strategic Human Resources Management	PT
	Master of Chinese Medicine	FT, PT
	Master of Public Administration	PT
	Master of Social Sciences (Contemporary China Studies)	FT, PT
	Master of Education	PT
	Master of Science in Analytical Chemistry	FT, PT
	Master of Science in Environmental and Public Health Management	FT, PT
	Master of Science in Information Technology Management	FT, PT
	Master of Social Sciences in European Studies (Sino-European Relations)	PT
	Master of Social Sciences in Sport & Leisure Management	FT, PT
	Master of Social Work	PT
	Master of Arts in Communication	FT, PT
	Master of Social Sciences in Media Management	FT, PT
	Master of Arts in Chinese Literature, Language & Culture	FT, PT
	Master of Arts in Language Studies	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Social Sciences in Youth Counselling	PT
	Master of Arts in Music	FT, PT
	Master of Science in Operational Research and Business Statistics	FT, PT
	Master of Pharmaceutical Sciences in Chinese Medicine	FT, PT
	Master of Science in Applied Economics	FT
	Master of Human Resources Management	PT
	Master of Social Sciences in Teaching and Learning	PT
	Master of Science in Green Technology (Energy)	FT, PT
	Master of Arts in Translation and Bilingual Communication	FT, PT
	Master of Social Sciences in Social Work	PT
	Master of Science in Personal Health Management (Chinese Medicine)	PT
	Master of Science in Mathematical Finance	FT
	Master of Arts in International Journalism Studies	FT, PT
	Master of Visual Arts	PT
	Master of Science in Advanced Information Systems	FT, PT
	Master of Accountancy	FT, PT
	Master of Science in Business Management	FT, PT
	Master of Arts in Literary and Comparative Studies	FT, PT
	Master of Science in Global Marketing Management	FT
	Master of Fine Arts in Film, Television and Digital Media	FT
	Master of Science in Food Analysis and Food Safety Management	FT, PT
	Master of Arts in Producing for Film, Television and New Media	FT, PT
Master of Arts in Ethics and Public Affairs	PT	
The Hong Kong Institute of Education	Master of Education Programme	FT, PT
	Master of Arts in Chinese Studies (Language Education) Programme	FT, PT
	Master of Arts in Teaching Chinese as an International Language Programme	FT
	International Executive Master of Arts in Educational Leadership and Change Programme	FT, PT
	Master of Arts in Music Education Programme	FT, PT
	Master of Arts in Teaching English to Speakers of Other Languages Programme	FT, PT
	Master of Arts in Educational Linguistics and Communication Sciences Programme	FT, PT
	Master of Social Science Education (Greater China Studies) Programme	FT, PT
	Master of Arts in Mathematics and Pedagogy Programme	PT
	Master of Arts (Contemporary Studio Art and Criticism in Education) Programme	FT, PT
	Master of Arts in Educational Counselling Programme	PT
	Master of Science in Educational Speech-Language Pathology and Learning Disabilities Programme	FT
	Master of Public Policy and Governance	FT, PT
	Executive Master of Arts in Arts Management and Entrepreneurship	PT

Institution	Programme Title	Delivery Mode
	Master of Arts in Religion in Education Programme	PT
	Master of Arts in Education for Sustainability Programme	FT, PT
	Master of Social Sciences in Psychology (Schools and Community Settings) Programme	FT, PT
	Master of Social Sciences in Community Education for Environmental Management	FT, PT
	Executive Master of Arts in International Educational Leadership and Change Programme	FT, PT
	Master of Arts in Learning and Data Sciences	FT
	Master of Arts in Mathematics and Pedagogy Programme	FT
	Master of Arts in Child and Family Education	FT, PT
	Master of Teaching	FT, PT
Hong Kong Shue Yan University	Master of Social Sciences in Counselling Psychology	FT, PT
	Master of Social Sciences (Transformation of Chinese Societies)	FT, PT
	Master of Science in Marketing and Consumer Psychology	PT
	Master of Arts in Interdisciplinary Cultural Studies	FT, PT
	Master of Mediation and Conflict Resolution	FT, PT
	Master of Social Sciences in Psychology	PT
The University of Hong Kong	Master of Science in Engineering (Electrical & Electronic Engineering)	FT, PT
	Master of Laws in Arbitration and Dispute Resolution	FT, PT
	Master of Landscape Architecture	FT
	Master of Housing Management	FT, PT
	Master of Science in Conservation	FT, PT
	Master of Science in Interdisciplinary Design and Management	PT
	Master of Urban Design	FT
	Master of Arts (Chinese Historical Studies)	PT
	Master of Arts (Chinese Language and Literature)	PT
	Master of Arts (English Studies)	PT
	Master of Arts (Linguistics)	FT, PT
	Master of Arts (Literary and Cultural Studies)	FT, PT
	Master of Arts in Applied Linguistics	FT, PT
	Master of Fine Arts in Creative Writing in English	PT
	Master of Business Administration (International)	PT
	Master of Economics	FT, PT
	Master of Finance	FT, PT
	Master of Dental Surgery in Implant Dentistry	FT
	Master of Dental Surgery in Oral and Maxillofacial Surgery	FT
	Master of Science in Dental Materials Science	FT
	Master of Science in Implant Dentistry	PT
	Master of Education	FT, PT
	Master of Science in Information Technology in Education	FT, PT
	Master of Science in Library and Information Management	FT, PT
	Master of Science in Computer Science	FT, PT
	Master of Science in Computer Science	FT, PT
	Master of Science in Electronic Commerce and	FT, PT

Institution	Programme Title	Delivery Mode
	Internet Computing	
	Master of Science in Electronic Commerce and Internet Computing	FT, PT
	Master of Science in Engineering (Building Services Engineering)	FT, PT
	Master of Science in Engineering (Environmental Engineering)	FT, PT
	Master of Science in Engineering (Geotechnical Engineering)	FT, PT
	Master of Science in Engineering (Industrial Engineering and Logistics Management)	FT, PT
	Master of Science in Engineering (Infrastructure Project Management)	FT, PT
	Master of Science in Engineering (Mechanical Engineering)	FT, PT
	Master of Science in Engineering (Structural Engineering)	FT, PT
	Master of Science in Engineering (Transportation Engineering)	FT, PT
	Master of Common Law	FT
	Master of Laws	FT, PT
	Master of Laws in Chinese Law	FT, PT
	Master of Laws in Corporate and Financial Law	FT, PT
	Master of Laws in Information Technology and Intellectual Property Law	FT, PT
	Master of Chinese Medicine	PT
	Master of Chinese Medicine in Acupuncture and Moxibustion	PT
	Master of Medical Sciences	FT, PT
	Master of Nursing	PT
	Master of Public Health	FT, PT
	Master of Science in Chinese Medicines	PT
	Master of Science (Applied Geosciences)	FT, PT
	Master of Science (Food Industry: Management and Marketing)	PT
	Master of Science (Materials Science)	PT
	Master of Science in Environmental Management	FT, PT
	Master of Statistics	FT, PT
	Master of Arts in China Development Studies	FT, PT
	Master of Arts in Transport Policy and Planning	FT, PT
	Master of Buddhist Studies	FT, PT
	Master of International and Public Affairs	FT, PT
	Master of Journalism	FT, PT
	Master of Public Administration	FT, PT
	Master of Social Sciences - Marriage and Family Therapy	PT
	Master of Social Sciences - Behavioral Health	FT, PT
	Master of Social Sciences - Corporate Environmental Governance	FT, PT
	Master of Social Sciences - Counselling	PT
	Master of Social Sciences - Criminology	PT
	Master of Social Sciences - Gerontology	FT, PT
	Master of Social Sciences - Mental Health	PT
	Master of Social Sciences - Social Service Management	PT

Institution	Programme Title	Delivery Mode
	Master of Social Sciences - Social Work	PT
	Master of Social Work	FT, PT
	Master of Science in Construction Project Management	FT, PT
	Master of Science in Real Estate	FT, PT
	Master of Business Administration	FT, PT
	Master of Science in General Dentistry	FT
	Master of Science (Food Safety and Toxicology)	FT, PT
	Master of Science in Community Dentistry	FT
	Master of Dental Surgery in Orthodontics and Dentofacial Orthopaedics	FT
	Master of Science in Engineering (Energy Engineering)	FT, PT
	Master of Psychological Medicine (Psychosis Studies)	PT
	Master of Business Administration (Executive stream) - EMBA-Global Asia	PT
	Master of Clinical Pharmacy	PT
	Master of Expressive Arts Therapy	FT, PT
	Master of Social Sciences - Media, Culture and Creative Cities	PT
	HKU School of Professional and Continuing Education (Non-local programme provider - University of London)	Master of Business Administration in International Management
Master of Science in International Management		PT
Master of Business Administration in International Management (Completion of prescribed modules)		PT
The Hong Kong University of Science and Technology	Master of Science in Biotechnology	FT, PT
	Master of Science in Civil Infrastructural Engineering and Management	FT, PT
	Master of Science in Electronic Engineering	FT, PT
	Master of Science in Engineering Enterprise Management	FT, PT
	Master of Science in IC Design Engineering	FT, PT
	Master of Science in Information Technology	FT, PT
	Master of Science in Intelligent Building Technology and Management	FT, PT
	Master of Science in Mechanical Engineering	FT, PT
	Master of Science in Telecommunications	FT, PT
	HKUST Executive Master of Business Administration	PT
	Master of Business Administration	FT, PT
	Master of Science in Economics	FT
	Master of Science in Financial Analysis	PT
	Master of Science in Information Systems Management	PT
	Master of Science in Investment Management	FT, PT
	Master of Arts in China Studies	FT, PT
	Master of Arts in Humanities	FT, PT
	Master of Arts in Social Science	FT, PT
	Master of Science in Environmental Science and Management	FT, PT
	Master of Science in Environmental Engineering and Management	FT, PT
Master of Science in Computer Science and Engineering	FT, PT	

Institution	Programme Title	Delivery Mode
	Master of Science in Global Management	FT, PT
	Master of Science in Financial Mathematics	FT, PT
	Master of Science in Chemical and Biomolecular Engineering	FT, PT
	Master of Science in Environmental Health and Safety	FT, PT
	Master of Science in Global Operations	FT
	Master of Science in International Management	FT
	Master of Science in Global China Studies	FT, PT
	Master of Science in Global Finance	PT
	Master of Science in Accounting	FT
	Master of Arts in International Language Education	FT
Lingnan University	Master of Arts in Chinese	PT
	Master of Cultural Studies	FT, PT
	Master of Arts in Practical Philosophy	FT, PT
	Master of Science in International Banking and Finance	FT
	Postgraduate Diploma in Accountancy/Master of Accountancy	FT, PT
	Master of Science in Human Resource Management and Organisational Behaviour	FT
	Master of Science in Marketing and International Business	FT
The Open University of Hong Kong	Master of Arts in Applied Translation	PT
	Master of Social Sciences in Liberal Studies	PT
	Master of Business Administration	DL
	Master of Business Administration (in Chinese)	DL
	Master of Corporate Governance	DL
	Master of Electronic Commerce	DL
	Master of Human Resource Management	DL
	Master of Professional Accounting	DL
	Master of Education	DL
	Master of Education in Chinese Language Education	DL
	Master of Education in English Language Education	DL
	Master of Education in Liberal Studies Education	DL
	Master of Science in Information Technology with Internet Applications	DL
	Master of Financial Services	DL
	Master of Science in Safety, Occupational Health and Environmental Management	PT
	Master of Arts in Applied Translation (Full-time)	FT
	Master of Arts in Legal Translation (Full-time)	FT
	Master of Laws in Chinese Business Law	EL
	Master of Business Administration (Full-time)	FT
	Master of Arts in Legal Translation	PT
	Master of Laws in Chinese Business Law (in Chinese)	EL
	Master of Education in Drama and Language Education	DL
	Master of Engineering in Engineering Management	PT
	Master of Engineering in Energy and Environmental Technology Management	PT
	Master of Science in Energy and Environmental Sustainability	PT
	Master of Financial Services (Full-time)	FT

Institution	Programme Title	Delivery Mode
	Master of Social Sciences in Global and Public Governance	PT
	Master of Business in Research Methods	DL
	Master of Science in Testing and Certification	PT
	Master of Language Studies (Chinese Linguistics)	DL
	Master of Arts in Applied English Linguistics	PT
	Master of Arts in Cultural and Heritage Tourism (English Version)	PT
	Master of Arts in Cultural and Heritage Tourism (Chinese Version)	PT
	Master of Arts in Chinese Literature	PT
	Master of Business Administration (in Chinese) (Full-time)	FT
	Master of Social Sciences in Industrial-Organizational Psychology	PT
	Master of Science in Quantitative Analysis and Computational Mathematics	PT
	Master of Professional Accountancy (Chinese)	EL
	The Hong Kong Polytechnic University	Master of Science in Applied Mathematics for Science and Technology (Actuarial and Investment Science)
Master of Science in Applied Mathematics for Science and Technology (Decision Science)		PT
Master of Arts in Fashion and Textiles (Fashion Merchandising)		FT, PT
Master of Arts in Fashion and Textiles (Global Fashion Management)		FT, PT
Master of Arts in Fashion and Textile Design		FT
Master of Corporate Governance		PT
Master of Science in China Business Studies		FT
Master of Science in Management (Human Resource Management)		FT, PT
Master of Science in Management (Public Sector Management)		FT, PT
Master of Science in Accountancy		FT, PT
Master of Science in Management (Operations Management)		PT
Master of Science in Quality Management		PT
Master of Professional Accounting		FT, PT
Master of Science in Marketing Management		FT, PT
Master of Science in International Shipping and Transport Logistics		FT, PT
Master of Science in Global Supply Chain Management		PT
Master of Corporate Finance		PT
Master of Finance (Investment Management)		FT, PT
Master of Finance (Wealth Management)		PT
Master of Science in Construction Law and Dispute Resolution		FT, PT
Master of Science in Construction and Real Estate		FT, PT
Master of Science in Project Management		FT, PT
Master of Engineering in Building Services Engineering		FT
Master of Science in Building Services Engineering		FT, PT
Master of Science in Facility Management		FT, PT

Institution	Programme Title	Delivery Mode
	Master of Science in Fire and Safety Engineering	FT, PT
	Master of Science in Civil Engineering	FT, PT
	Master of Science in Environmental Management and Engineering	FT, PT
	Master of Science in Geomatics (Geographic Information Systems)	FT, PT
	Master of Science in Geomatics (Surveying)	FT, PT
	Master of Arts in Chinese Linguistics	FT, PT
	Master of Arts in Chinese Language and Literature	FT, PT
	Master of Arts in Japanese Studies for the Professions	FT, PT
	Master of Arts in Translating and Interpreting (with a specialism in Interpreting)	FT, PT
	Master of Arts in Translating and Interpreting	FT, PT
	Master of Arts in Teaching Chinese as a Foreign Language	FT, PT
	Master of Arts in English for the Professions	FT, PT
	Master of Arts in English Language Studies	FT, PT
	Master of Arts in English Language Teaching	FT, PT
	Master of Arts in English Language Arts	FT, PT
	Master of Science in Integrated Engineering	FT, PT
	Master of Science in E-Commerce	EL, FT, PT
	Master of Science in Information Systems	EL, FT, PT
	Master of Science in Information Technology	FT, PT
	Master of Science in Software Technology	EL, FT, PT
	Master of Science in Electrical Engineering	FT, PT
	Master of Science in Electrical Engineering (Electrical Power Systems)	FT, PT
	Master of Science in Electrical Engineering (Power Electronics and Drives)	FT, PT
	Master of Science in Electrical Engineering (Railway Systems)	FT, PT
	Master of Science in Electronic and Information Engineering	FT, PT
	Master of Science in Electronic and Information Engineering (Multimedia Signal Processing and Communications)	FT, PT
	Master of Science in Technology Management	FT, PT
	Master of Science in Industrial Logistics Systems	FT, PT
	Master of Science in Mechanical Engineering	FT, PT
	Master of Science in Mechanical Engineering (Product Development and Analysis)	FT, PT
	Master of Science in Mechanical Engineering (Air/Noise Pollution Management)	FT, PT
	Master of Science in Automotive Engineering Design	FT, PT
	Master of Science in Health Informatics	FT, PT
	Master of Arts in Social Work (Family-centred Practice and Family Therapy)	FT, PT
	Master of Arts in Guidance and Counselling	FT, PT
	Master of Arts in Social Work (Mental Health)	FT, PT
	Master of Social Work	FT, PT
	Master of Arts in Social Policy and Social Development	FT, PT
	Master of Science in Health Technology	FT, PT
	Master of Science in Biomedical Engineering	FT, PT

Institution	Programme Title	Delivery Mode
	Master of Science in Medical Imaging and Radiation Science	FT, PT
	Master of Science in Medical Laboratory Science	FT, PT
	Master of Science in Manipulative Physiotherapy	FT, PT
	Master of Science in Occupational Therapy	FT, PT
	Master of Science in Neurological Physiotherapy	FT, PT
	Master of Science in Rehabilitation Sciences	FT, PT
	Master of Science in Sports Physiotherapy	FT, PT
	Master of Nursing	FT
	Master of Design (Design Education)	FT, PT
	Master of Design (Design Practices)	FT, PT
	Master of Design (Design Strategies)	FT, PT
	Master of Design (Interaction Design)	FT, PT
	Master of Science in Multimedia and Entertainment Technology	FT, PT
	Master of Science in Rehabilitation of People with Developmental Disabilities	FT, PT
	Master of Science in Sustainable Urban Development	FT, PT
	Master of Business Administration	PT
	Master of Science in International Shipping and Transport Logistics	FT
	Master of Arts in Chinese Culture	FT, PT
	Master of Arts in Competition Law and Economics	PT
	Master of Science in Knowledge Management	FT, PT
	Master of Science in Mechanical Engineering (Aeronautical Engineering)	FT, PT
	Master of Science in Optometry	FT, PT
	Master of Science in Mechanical Engineering (Aviation)	FT, PT
	Master of Design (Urban Environments Design)	FT
	Master of Science in International Hospitality Management	FT, PT
	Master of Science in International Tourism and Convention Management	FT, PT
	Master of Applied Psychology	FT, PT
	Executive Masters in Global Hospitality Leadership	PT
	Master of Science in Infection Control	FT, PT
	Master of Science in Operational Research and Risk Analysis	FT, PT
	Master of Science in High Performance Buildings	FT, PT
	Master of Speech Therapy	FT
	Master of Applied Psychology (Diverse Learning Needs)	FT, PT
	Master of Design (International Design and Business Management)	FT, PT
	Master of Science in Nursing	FT, PT
	Master of Arts in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of Non-Chinese Speaking Students)	FT, PT
	Master of Arts in Teaching Chinese as a Foreign Language (with a specialism in Teaching Chinese as a Second Language in Hong Kong Schools)	FT, PT
SCAD Foundation (Hong Kong) Limited (Non-local programme)	Master of Arts in Graphic Design	FT
	Master of Arts in Interactive Design and Game Development	FT

Institution	Programme Title	Delivery Mode
provider - Savannah College of Art and Design, Inc)	Master of Arts in Photography	FT
	Master of Fine Arts in Graphic Design	FT
	Master of Fine Arts in Interactive Design and Game Development	FT
	Master of Fine Arts in Photography	FT
	Master of Arts in Luxury and Fashion Management	FT
	Master of Fine Arts in Luxury and Fashion Management	FT

Abbreviations:

FT Full-time
PT Part-time
DL Distance Learning
EL Electronic Learning

--END--

CONTROLLING OFFICER'S REPLY

S-EDB06

(Question Serial No. S0082)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

According to Reply Serial No. EDB187, the number of cross-boundary students has been increasing steadily since the 2012/13 to 2014/15 school years; has the Administration formulated new measures and earmarked provision to enhance the support and complementary measures for the cross-boundary students? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Ka-piu

Reply:

The Government has put in place various facilitating measures to enhance transportation and clearance services for cross-boundary students (CBS) using various land-based boundary control points (CPs). These measures include allowing local school buses to gain access to the Lo Wu (LW) and Lok Ma Chau Spurline (LMCSL) CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the Lok Ma Chau (LMC), Man Kam To (MKT), Sha Tau Kok (STK) and Shenzhen Bay (SZB) CPs; implementing simplified clearance services at LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs. The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB07

(Question Serial No. S0068)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Based on the Reply Serial No. EDB199, will the Government provide further information:

- (a) In 2012/13 academic year, a total of 17 399 students completed full-time vocational education programmes offered by the Vocational Training Council (VTC) but only 7 203 (41%) of those worked in the relevant fields after graduation. Does the Government know the reasons for the relatively small number of graduates worked in the relevant fields and the employment situation of the graduates who did not work in the relevant fields;
- (b) Since the setting up of the Task Force on Promotion of Vocational Education (Task Force), through what ways does it liaise with the labour unions of different fields to collect their views on the promotion of vocational education in Hong Kong; and
- (c) How will the Government strengthen its cooperation with the labour unions with a view to implement the promotion of vocational education more effectively?

Asked by: Hon WONG Kwok-hing

Reply:

(a)

In addition to engaging in employment, a substantial number of graduates of the full-time vocational education programmes offered by the Vocational Training Council would choose to pursue further studies after graduation. Out of the 17 399 graduates in the 2012/13 academic year, 7 241 (42%) pursued further studies and 7 203 (41%) were employed in relevant fields. Moreover, 1 772 (10%) secured employment but not in their fields of study.

(b) and (c)

Since its establishment in June 2014, the Task Force on Promotion of Vocational Education (Task Force) has held several meetings and conducted a series of public engagement activities to measure the stakeholders' perception towards vocational education and gauge their views on how to better promote vocational education in Hong Kong. In this connection, the Task Force had issued letters to major vocational education and training providers (including major labour unions) inviting views and suggestions to promote vocational education in Hong Kong. Focus group interviews were also conducted with the representatives of major labour unions, among others, to measure their perception of vocational education and identify effective means to promote vocational education.

Taking into account the views from different stakeholders collected in the public engagement activities, the Task Force will submit a report to the Secretary for Education in mid-2015 with a strategy and concrete proposals to promote vocational education to the public, raising their awareness of vocational education and enabling them to recognise its value. The Government will examine and consider the report then, and engage different stakeholders in the implementation of the promotional measures in due course as appropriate.

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CONTROLLING OFFICER'S REPLY

S-EDB08

(Question Serial No. S0069)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

According to Reply Serial No. EDB200, the Bureau indicates that currently, the overall number of teachers appointed to fill graduate teacher posts in public sector primary schools has not yet reached 50%. What are the reasons? Has the Bureau formulated any effective policies to enhance the ratio of graduate teacher posts in all public sector primary schools to 65% within 3 years starting from the 2015/16 school year? If yes, what are the details? If not, how would the Bureau ensure that the policies formulated at the high level will not be circumvented at lower levels?

Asked by: Hon WONG Kwok-hing

Reply:

As gathered from our contacts with the school management, the main reasons cited by public sector primary schools for having not fully utilised the graduate teacher posts include the general need for a longer period of time to observe the performance of the potential candidates in the non-graduate teaching grade for regrading or filling the vacant graduate teacher posts arising from normal turnover, and some qualified teachers choosing to stay in the non-graduate grade, etc. To enhance schools' capacity in human resource planning, EDB will continue to monitor the situation and provide advice to schools on filling the graduate teacher posts with suitable teachers.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB09

(Question Serial No. S0080)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of newly approved loan applications, the total amount of newly approved loans, the total amount of outstanding loans, and amount in default under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS), and the Extended Non-means-tested Loan Scheme (ENLS) respectively in the past 5 years.
2. Please provide, by the following categories, information regarding the default cases (i.e. with payment overdue for more than 6 months) under the ENLS in the past 5 years:
 - a. the age distribution of defaulters;
 - b. the ratio of defaulters who are employed;
 - c. the types of courses pursued by defaulters (Yi Jin Diploma, higher diploma, sub-degree, undergraduate, postgraduate and other courses).

Asked by: Hon IP Kin-yuen

Reply:

1. (i) The number of students receiving loans and the total amount of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years are as follows –

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) TSFS					
Number of students receiving loans	10 114	8 834	9 648	8 704	6 438
Total amount of loans disbursed (\$ million)	258.86	253.16	284.95	261.09	203.61
(B) FASP					
Number of students receiving loans	9 833	9 428	8 685	7 366	4 556
Total amount of loans disbursed (\$ million)	257.40	276.24	266.62	231.04	129.33
(C) NLSFT					
Number of students receiving loans	6 014	5 357	8 508	9 383	9 306
Total amount of loans disbursed (\$ million)	214.54	197.65	324.15	355.54	361.29
(D) NLSPS[#]					
Number of students receiving loans	9 025	8 393	11 572	12 140	11 255
Total amount of loans disbursed (\$ million)	543.56	554.53	589.86	650.55	559.50
(E) ENLS					
Number of students receiving loans	11 403	7 529	7 687	7 211	5 170
Total amount of loans disbursed (\$ million)	473.62	341.21	361.99	360.09	223.61
Total					
Number of students receiving loans	46 389	39 541	46 100	44 804	36 725
Total amount of loans disbursed (\$ million)	1,747.98	1,622.79	1,827.57	1,858.31	1,477.34

*As at 31 January 2015

[#] In the 2010/11 and 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

(ii) The total amount of outstanding loans, which is the total amount of loans demanded for repayment but not yet settled, under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years are as follows -

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) TSFS					
Total amount demanded (\$ million)	427.99	382.97	290.19	253.41	119.89
Total amount settled [^] (\$ million)	423.36	376.99	283.51	244.76	112.42
Total amount of outstanding loans (\$ million)	4.63	5.98	6.68	8.65	7.47

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(B) FASP					
Total amount demanded (\$ million)	86.93	121.41	141.41	170.72	98.05
Total amount settled ^ (\$ million)	83.56	115.46	130.25	152.91	81.34
Total amount of outstanding loans (\$ million)	3.37	5.95	11.16	17.81	16.71
(C) NLSFT					
Total amount demanded (\$ million)	279.92	262.64	245.75	230.22	124.97
Total amount settled ^ (\$ million)	272.48	255.18	235.42	218.97	110.28
Total amount of outstanding loans (\$ million)	7.44	7.46	10.33	11.25	14.69
(D) NLSPS					
Total amount demanded (\$ million)	287.82	340.00	374.09	401.06	231.70
Total amount settled ^ (\$ million)	263.63	301.43	327.40	346.03	176.28
Total amount of outstanding loans (\$ million)	24.19	38.57	46.69	55.03	55.42
(E) ENLS					
Total amount demanded (\$ million)	485.90	516.45	501.44	461.27	229.96
Total amount settled ^ (\$ million)	441.54	454.56	432.43	407.75	187.59
Total amount of outstanding loans (\$ million)	44.36	61.89	69.01	53.52	42.37
Total					
Total amount demanded (\$ million)	1,568.56	1,623.47	1,552.88	1,516.68	804.57
Total amount settled ^ (\$ million)	1,484.57	1,503.62	1,409.01	1,370.42	667.91
Total amount of outstanding loans (\$ million)	83.99	119.85	143.87	146.26	136.66

* As at 31 January 2015

^The figure denotes the total of all amounts settled in respect of the demand notes issued in a particular academic year. This includes the amounts settled in the academic year concerned and in subsequent years (up to 31 January 2015).

- (iii) Student loan borrowers who fail to repay two or more consecutive quarterly instalments / six or more consecutive monthly instalments for one or more loan repayment account(s) are considered as defaulters. These do not include borrowers whose application for deferment of repayment (e.g. due to financial hardship, pursuing further full-time studies or serious illness) has been approved. The amount in default, which represents the total amount of arrears in the defaulted student loan accounts carried forward from previous academic years and arisen in the respective academic years, as at the end of the 2010/11 to 2014/15 academic years are as follows –

Amount in default (\$ million)	Academic Year (as at the end of academic year)				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) TSFS	60.49	52.60	39.53	33.26	31.72
(B) FASP	13.93	20.98	17.87	18.35	18.60
(C) NLSFT	34.54	29.31	24.98	21.24	20.04
(D) NLSPS	57.70	63.73	62.83	57.91	56.31
(E) ENLS	121.19	117.51	108.08	93.32	89.67
Total	287.85	284.13	253.29	224.08	216.34

* As at 31 January 2015

Through all the stepped up measures taken by the Student Finance Office of the Agency in recent years, the amount in default has decreased from \$287.85 million as at the end of the 2010/11 academic year to \$216.34 million as at 31 January 2015.

2. The requested information under the ENLS in the 2010/11 to 2014/15 academic years is as follows –

a. The current age distribution of defaulters is as follows –

Age Group	Academic Year (as at the end of academic year)				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Aged 20 or below	252 (2.67%)	312 (3.41%)	200 (2.37%)	110 (1.51%)	54 (0.79%)
Aged between 20 and 30	4 043 (42.83%)	3 766 (41.17%)	3 315 (39.30%)	2 566 (35.31%)	2 339 (34.06%)
Aged between 30 and 40	2 995 (31.72%)	2 882 (31.51%)	2 758 (32.70%)	2 527 (34.77%)	2 432 (35.42%)
Aged between 40 and 50	1 343 (14.23%)	1 324 (14.47%)	1 289 (15.28%)	1 182 (16.27%)	1 141 (16.62%)
Aged between 50 and 60	701 (7.43%)	718 (7.85%)	711 (8.43%)	705 (9.70%)	712 (10.37%)
Aged over 60	106 (1.12%)	145 (1.59%)	162 (1.92%)	177 (2.44%)	188 (2.74%)
Total	9 440 (100.00%)	9 147 (100.00%)	8 435 (100.00%)	7 267 (100.00%)	6 866 (100.00%)

* As at 31 January 2015

b. We do not maintain a statistical breakdown on the employment status of defaulters.

c. The ENLS covers a wide range of post-secondary/ continuing and professional education courses. We do not maintain information on the distribution of defaulters by the study level of the courses under the ENLS except Yi Jin Diploma (formerly known as Project Yi Jin) which is one of the categories of eligible courses/course providers. The distribution of defaulters by Yi Jin Diploma and others is as follows –

Categories of courses	Academic Year (as at the end of academic year)				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Yi Jin Diploma	1 302	1 434	1 344	1 127	1 048
Others	8 249	7 831	7 211	6 249	5 928
Total number of defaulters[#]	9 440	9 147	8 435	7 267	6 866

* As at 31 January 2015

[#] A defaulter may default repayment in respect of more than one loan drawn down for courses from more than one category and therefore the total number of defaulters is not equal to the sum of the numbers of defaulters in each category.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB10

(Question Serial No. S0073)

Head: (190) University Grants Committee
Subhead (No. & title): (-) Not Specified
Programme: University Grants Committee
Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)
Director of Bureau: Secretary for Education

Question:

In seeking approval from the University Grants Committee to offer the proposed full-time self-financing post-secondary programmes, do tertiary institutions have to provide relevant details and documents of the curricula, teacher qualifications and costs involved? If so, what are the details? If not, what are the reasons?

Asked by: Hon LEUNG Kenneth

Reply:

The University Grants Committee (UGC) recurrent grants are provided to the UGC-funded institutions to support their academic and related activities based on approved UGC-funded activities. There should not be any cross-subsidisation of UGC-funded resources to non-UGC-funded activities, including, but not limited to, self-financing activities.

The Government and the UGC attach great importance to assuring the quality of post-secondary education. As self-accrediting bodies, the UGC-funded institutions have the ultimate responsibility to assure the quality and academic standards of their higher education programmes (including publicly-funded and self-financing programmes). That said, the Quality Assurance Council has been established under the aegis of UGC to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level. As regards self-financing sub-degree programmes offered by the UGC-funded institutions, the Heads of Universities Committee has established the Joint Quality Review Committee to provide peer review of the quality assurance processes of those programmes. Moreover, the Government considers that periodic external audits and reviews should be conducted on sub-degree operations, however funded, under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprises representatives nominated by UGC, the UGC-funded institutions, and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions. A representative of the Education Bureau also attends meetings as an observer to the working group. The working group will advise on the optimal approach for the external quality audits and the long-term mechanism for such external quality audits.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB11

(Question Serial No. S0074)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (1) Regarding the undergraduate degree programmes offered by tertiary institutions in relation to sustainable development (in areas such as environmental protection, energy, climate change), please list the information for the past 3 years in the following table.

Year	Respective areas/themes (such as environmental protection, energy, climate change)	Name of specific programme	Name of institute	Year of study	Type of programme (self-financing, publicly-funded)	Operating cost of the programme (\$)	Please list the amount of provision for publicly-funded programme	Learning objectives	Number of students enrolled

- (2) Does the Government regularly assess the effectiveness of the programmes in relation to sustainable development (in areas such as environmental protection, energy, climate change) so as to make timely adjustments to meet the human resources needs of the local economy and keep abreast of the international trend of development of these courses? If yes, please provide details of the assessments and the implementation plan and schedule of the corresponding programmes. If no, please explain.

Asked by: Hon LEUNG Kenneth

Reply:

Details on the information requested on year of study and student enrolment for the respective Academic Programme Categories (APCs) of the University Grants Committee (UGC)-funded undergraduate programmes related to sustainable development; and the average student unit costs per annum of a UGC-funded undergraduate place for the past three years are set out in our reply (EDB260) to Hon Kenneth LEUNG's question (Serial No. 2922) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 this year. Similar information relating to full-time locally-accredited self-financing post-secondary programmes related to sustainable development is also provided in the said reply (EDB260). The student enrolment of UGC-funded undergraduate programmes related to sustainable development with breakdown by institution for the past three years are set out in Annex A. The student enrolment of full-time locally-accredited self-financing undergraduate programmes related to sustainable development by institution for the past three years is set out in Annex B. We do not have information regarding the learning objectives for these programmes related to sustainable development.

The UGC-funded institutions enjoy academic freedom and have a high level of autonomy in curriculum development. At the same time, they have the ultimate responsibility to assure the quality and academic

standards of their higher education programmes (including publicly funded and self-financing programmes), and to ensure that their programmes continue to meet the needs of society. To this end, our institutions regularly engage with relevant stakeholders to understand the latest manpower trends and industry needs. Besides, taking the opportunity of the introduction of a four-year undergraduate programme, many institutions have also revamped their curriculum in recent years to suit modern day needs. In the meantime, the Quality Assurance Council, established under the aegis of UGC, aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level.

**Student Enrolment of UGC-funded Undergraduate Programmes Related to Sustainable Development
by Academic Programme Category and Institution, 2011/12 to 2013/14 Academic Years**

Academic year	Academic Programme Category	Duration (Year)	Name of Institution	Headcount
				Number of students enrolled
2011/12	Environmental studies	2	The Hong Kong Polytechnic University	35
			3	City University of Hong Kong
		The Chinese University of Hong Kong		27
		The Hong Kong Polytechnic University		81
		The Hong Kong University of Science and Technology	17	
	Geography	3	Hong Kong Baptist University	159
			The Chinese University of Hong Kong	177
			The Hong Kong University of Science and Technology	2
			The University of Hong Kong	151
	Total			
2012/13*	Environmental studies	2	The Hong Kong Polytechnic University	31
			3	City University of Hong Kong
		The Chinese University of Hong Kong		27
		The Hong Kong Polytechnic University		83
		The Hong Kong University of Science and Technology		26
		4	City University of Hong Kong	63
			Hong Kong Baptist University	7
			The Chinese University of Hong Kong	37
			The Hong Kong Polytechnic University	26
		The Hong Kong University of Science and Technology	1	
	Geography	3	Hong Kong Baptist University	156
			The Chinese University of Hong Kong	170
			The Hong Kong University of Science and Technology	4
			The University of Hong Kong	153
		4	Hong Kong Baptist University	55
			The Chinese University of Hong Kong	67
The University of Hong Kong	49			
Total				1 107
2013/14	Environmental studies	2	The Hong Kong Polytechnic University	31
			3	City University of Hong Kong
		The Chinese University of Hong Kong		19
		The Hong Kong Polytechnic University		53
		The Hong Kong University of Science and Technology		18
		4	City University of Hong Kong	140
			Hong Kong Baptist University	9
			The Chinese University of Hong Kong	58
	The Hong Kong Polytechnic University		53	
	The Hong Kong University of Science and Technology	22		
Geography	3	Hong Kong Baptist University	119	
		The Chinese University of Hong Kong	115	

Academic year	Academic Programme Category	Duration (Year)	Name of Institution	Number of students enrolled
			The Hong Kong University of Science and Technology	4
			The University of Hong Kong	113
		4	Hong Kong Baptist University	114
			The Chinese University of Hong Kong	126
			The Hong Kong University of Science and Technology	@
			The University of Hong Kong	99
Total				1 190

Notes:

1. Programmes related to sustainable development are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded institutions.
2. Since some UGC-funded programmes are mapped to more than one APC, student intake figures of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. *To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. '@' denotes 'magnitude less than 0.5'.

**Student Enrolment of Full-time Locally-accredited Self-financing Undergraduate Programmes
Related to Sustainable Development*, 2011/12 to 2013/14 Academic Year**

Academic Year	Respective Areas/themes	Level	Duration (Years)	Name of Institution	Number of students enrolled
2012/13	Environment	Undergraduate	4	VTC Technological and Higher Education Institute of Hong Kong	54
2013/14	Environment	Undergraduate	4	VTC Technological and Higher Education Institute of Hong Kong	108

Notes: No related undergraduate programmes in 2011/12 academic year.

* Including programmes with keywords “Environment”, “Energy”, “Geography” in the programme titles.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB12

(Question Serial No. S0075)

Head: (190) University Grants Committee
Subhead (No. & title): (-) Not Specified
Programme: University Grants Committee
Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)
Director of Bureau: Secretary for Education

Question:

What documents and information on programme details, qualifications of teaching staff and the relevant costing figures have to be provided when tertiary institutions apply for funding from the University Grants Committee?

Asked by: Hon LEUNG Kenneth

Reply:

The University Grants Committee conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. Details on the academic development planning exercise were set out in our reply (EDB561) to Hon Kenneth CHAN's question (Serial No. 5774) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 this year.

- End -

CONTROLLING OFFICER'S REPLY**S-EDB13****(Question Serial No. S0076)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the postgraduate courses offered by tertiary institutions in relation to sustainable development (in areas such as environmental protection, energy and climate change), please list the information for the past 3 years in the following table:

Year	Respective areas/themes (such as environmental protection, energy and climate change)	Names of specific courses	University	Year of study	Type of courses (self-financing, or publicly-funded)	Operating cost of the courses (\$)	Please list the amount of financial provision for publicly-funded courses (\$)	Learning objectives of the courses	Number of students enrolled

Asked by: Hon LEUNG Kenneth

Reply:

Information on student enrolment of University Grants Committee (UGC)-funded postgraduate programmes related to sustainable development from the 2011/12 to 2013/14 academic years is at [Annex A](#). For research postgraduate programmes which do not follow a structured or credit based curriculum, the year of study is not applicable. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual expenditure on specific academic programmes. According to the information provided by the institutions, the average student unit costs per annum of a UGC-funded research postgraduate place for the 2011/12, 2012/13 and 2013/14 academic years were \$516,000, \$469,000 and \$475,000 respectively.

Information on student enrolment of full-time locally-accredited self-financing postgraduate programmes related to sustainable development from the 2011/12 to 2013/14 academic years is set out at [Annex B](#). The costing information of these programmes and information about the years of study of the students concerned is not available.

We do not have information regarding the learning objectives of postgraduate programmes related to sustainable development.

Student Enrolment of UGC-funded Research Postgraduate Programmes Related to Sustainable Development by Academic Programme Category and Institution, 2011/12 to 2013/14 Academic Years

Academic year	Academic programme category	Institution	Headcount
			Number of students enrolled
2011/12	Environmental studies	City University of Hong Kong	46
		Hong Kong Baptist University	20
		The Chinese University of Hong Kong	6
		The Hong Kong Polytechnic University	7
		The Hong Kong University of Science and Technology	7
	Geography	Hong Kong Baptist University	5
		The Chinese University of Hong Kong	37
		The University of Hong Kong	26
Total			152
2012/13	Environmental studies	City University of Hong Kong	29
		Hong Kong Baptist University	20
		The Chinese University of Hong Kong	6
		The Hong Kong Polytechnic University	12
		The Hong Kong University of Science and Technology	17
	Geography	Hong Kong Baptist University	4
		The Chinese University of Hong Kong	39
		The Hong Kong Polytechnic University	1
The University of Hong Kong	27		
Total			154
2013/14	Environmental studies	City University of Hong Kong	28
		Hong Kong Baptist University	16
		The Chinese University of Hong Kong	9
		The Hong Kong Polytechnic University	11
		The Hong Kong University of Science and Technology	23
	Geography	Hong Kong Baptist University	4
		The Chinese University of Hong Kong	36
		The Hong Kong Polytechnic University	1
The University of Hong Kong	27		
Total			155

Notes:

1. Programmes related to sustainable development are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded institutions. There is no taught postgraduate programme related to sustainable development.
2. Since some UGC-funded programmes are mapped to more than one APC, student intake figures of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. As research postgraduate students do not follow a structured or credit based curriculum, student enrolment by year of study is not applicable.

Student Enrolment of Full-time Locally-accredited Self-financing Postgraduate Programmes Related to Sustainable Development* by Institution, 2011/12 to 2013/14 Academic Year

Academic year	Area/theme	Level	Institution	Number of students enrolled
2011/12	Energy	Taught Postgraduate	Hong Kong Baptist University	34
			The University of Hong Kong	14
	Environment	Research Postgraduate	The Hong Kong University of Science and Technology	2
		Taught Postgraduate	Hong Kong Baptist University	58
			The Chinese University of Hong Kong	22
			The Hong Kong University of Science and Technology	75
	The University of Hong Kong	15		
Geography	Research Postgraduate	The University of Hong Kong	1	
2012/13	Energy	Taught Postgraduate	Hong Kong Baptist University	40
			The University of Hong Kong	16
	Environment	Research Postgraduate	The Hong Kong University of Science and Technology	1
		Taught Postgraduate	Hong Kong Baptist University	56
			The Chinese University of Hong Kong	29
			The Hong Kong University of Science and Technology	72
	The University of Hong Kong	43		
Geography	Research Postgraduate	The University of Hong Kong	1	
2013/14	Energy	Taught Postgraduate	Hong Kong Baptist University	55
			The University of Hong Kong	17
	Environment	Taught Postgraduate	Hong Kong Baptist University	54
			The Chinese University of Hong Kong	45
			The Hong Kong University of Science and Technology	114
			The University of Hong Kong	36
	Geography	Research Postgraduate	The University of Hong Kong	1

Note: * Including programmes with keywords “Environment”, “Energy”, “Geography” in the programme titles.

- End -

CONTROLLING OFFICER'S REPLY**S-EDB14****(Question Serial No. S0077)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (1) Regarding teaching, research and other activities conducted by tertiary institutions in relation to sustainable development (in areas such as environmental protection, energy and climate change) by using funding from the University Grants Committee, please provide information of the past 3 years in the table below.

Year	Institutions	Amount of Funding Granted (\$)	Areas/Subjects (such as Environmental Protection, Energy and Climate Change)	Funding for Teaching (\$)	Funding for Research (\$)	Funding for Professional Activities (\$)

- (2) Regarding the funding for research mentioned above, please list in the table below the research projects in relation to sustainable development (in areas such as environmental protection, energy and climate change) over the past 3 years.

Year	Institutions	Areas/Subjects (such as Environmental Protection, Energy and Climate Change)	Research Projects	Amount of Funding Involved (\$)	Ranks and Number of Manpower Involved	Progress (Percentage of Work Completed, Commencement Date, and Anticipated Date of Completion)

- (3) Regarding the funding for professional activities mentioned above, please list in the table below professional activities in relation to sustainable development (in areas such as environmental protection, energy and climate change) over the past 3 years.

Year	Institutions	Areas/Subjects (such as Environmental Protection, Energy and Climate Change)	Professional Activities	Amount of Funding Involved (\$)	Ranks and Number of Manpower Involved	Progress (Percentage of Work Completed, Commencement Date, and Anticipated Date of Completion)

Asked by: Hon LEUNG Kenneth

Reply:

The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. Institutions enjoy autonomy in the allocation and deployment of the block grant. Once allocations are approved, they have a high degree of freedom and responsibility for determining the best use of the resources vested in them, and the University Grants Committee is unable to identify and attribute the actual expenditure on specific academic programmes.

- End -