

# 香港統計月刊

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大學教育資助委員會資助院校的學生統計數字  
Statistics on Students in Higher Education Institutions Funded  
through the University Grants Committee

# 大學教育資助委員會資助院校的學生統計數字

## Statistics on Students in Higher Education Institutions 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來明顯增加。這篇文章分析大學教育資助委員會資助院校的學生統計數字，從而反映香港高等教育自1998/99學年以來的發展。不同計劃時期的發展亦為闡述的重點。

The proportion of Hong Kong population having attained higher education level has increased significantly over the years. This article analyses the statistics on students in higher education institutions funded through the University Grants Committee to reflect the development of higher education in Hong Kong since the 1998/99 academic year. The developments in different planning periods are also highlighted.

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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Statistics presented in this article are based on the data source from the University Grants Committee Secretariat. Enquiries on this article may be directed to the Statistics Unit, University Grants Committee Secretariat  
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# 大學教育資助委員會資助院校的學生統計數字

## Statistics on Students in Higher Education Institutions Funded through the University Grants Committee

### 1. 引言

1.1 香港達到高等教育程度的人口比例過去多年來明顯增加。在 2013 年，年齡 15 歲及以上的人口有 21.1% 曾接受學士學位課程或以上的教育，而 1998 年只有 10.4%。人口教育程度的提升是由於高等教育在過去多年持續發展所致。

1.2 這篇文章分析大學教育資助委員會（簡稱「教資會」）資助課程的學生統計數字，從而反映政府資助香港高等教育自 1998/99 學年以來的發展。不同計劃時期的發展亦為闡述的重點。

### 2. 背景

2.1 教資會在 1965 年成立，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。具體而言，教資會必須基於政府可撥出的款額、政府指定每個學年不同修課程度的整體學生人數指標、政府原則上同意的每所院校可招收的學生人數，以及各院校為配合社會需要而提出各個學科類別的學生人數的分布等事項，向政府提出有關撥款確數的建議。

### 1. Introduction

1.1 The proportion of Hong Kong population having attained higher education level has increased significantly over the years. In 2013, 21.1% of the population aged 15 and over were educated to first degree level or above as compared with only 10.4% in 1998. This upgrading in the educational attainment of the population was a result of the continuous developments in higher education over the years.

1.2 This article analyses the statistics on students in higher education programmes funded through the University Grants Committee (UGC) to reflect the development of publicly-funded higher education in Hong Kong since 1998/99 academic year. The developments in different planning periods are also highlighted.

### 2. Background

2.1 The UGC, established in 1965, advises the government on the funding and strategic development of higher education in Hong Kong. Specifically, the Committee has to determine precise grant recommendations in the light of indications of the level of funding that can be made available by the government, overall student number targets by level of study and year as specified by the government, the breakdown of these numbers between institutions as agreed in principle by the government, and their distribution between various academic programmes as proposed by the institutions to meet community needs.

2.2 現時透過教資會取得撥款的高等教育院校共有八所：

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

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

### 3. 學生人數

3.1 在 2013/14 學年，修讀教資會資助課程的學生總數（以相當於全日制人數計算<sup>1</sup>）高達 91 553 人。與 15 年前同樣數字相比（1998/99 學年為 70 040 人）上升了 30.7%，或平均每年上升了 1.8%。學生人數的增長，是政府對高等教育界持續作出各項政策決定的結果。（表 1 及圖 1）

1 「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按比例計算。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。

2.2 At present, there are eight higher education institutions funded through the UGC :

City University of Hong Kong (CityU)  
Hong Kong Baptist University (HKBU)  
Lingnan University (LU)  
The Chinese University of Hong Kong (CUHK)  
The Hong Kong Institute of Education (HKIEd)  
The Hong Kong Polytechnic University (PolyU)  
The Hong Kong University of Science and Technology (HKUST)  
The University of Hong Kong (HKU)

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

### 3. Student enrolment

3.1 In the academic year 2013/14, the total number of students (in full-time equivalent<sup>1</sup>) studying UGC-funded programmes amounted to 91 553. When compared with the number 15 years ago (i.e. 70 040 in 1998/99), the number increased by 30.7%, representing an average annual growth rate at 1.8%. The increase in student enrolment was a result of successive government policy decisions in the higher education sector. (Table 1 and Chart 1)

1 “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).

3.2 按修課程度分析，學生人數平均每年增幅最大的是研究院研究課程（+4.5%）、其次是學士學位課程（+3.6%）。另一方面，相對於 1998/99 學年，2013/14 學年的副學位及研究院修課課程學生人數分別平均每年下跌 6.9% 及 6.3%。教資會資助課程不同修課程度學生人數的變化反映受資助高等教育過去多年的發展。

3.3 以學生人數計算，學士學位課程學生佔整體學生的最大份額，在 2013/14 學年佔全部教資會資助課程總人數的 84.3%，相比 1998/99 學年的 65.0% 為高。增加的主因是高等教育界在 2012/13 學年開始實行「3+3+4」學制，學士學位課程的一般修讀期因此延長了 1 年。

3.4 除了提供第一年學士學位予中學畢業生外，政府亦從 2005/06 學年起提供撥款增設高年級學士學位學額。這些學額是為了解決本港副學位畢業生對銜接學士學位課程日益增加的需求。

3.5 在學士學位教育擴展的同時，研究院研究課程的學生人數在過去多年亦顯著上升。研究院研究課程學生人數的擴張，是回應社會對發展知識型和以科技帶動的經濟體系與日俱增的需求。由於學士學位課程及研究院研究課程學生人數增加，兩者的學生總數佔整體學生人數的比率由 1998/99 學年的 70.1% 上升至 2013/14 學年的 92.0%。

3.2 Analysed by level of study, the highest average annual growth rate of student enrolment was recorded by research postgraduate students (+4.5%), followed by undergraduate students (+3.6%). On the other hand, the number of sub-degree and taught postgraduate students in 2013/14 dropped by 6.9% and 6.3% respectively annually on average as compared with 1998/99. The changes in figures on student enrolment of UGC-funded programmes at different levels of study reflect the development of publicly-funded higher education over the years.

3.3 In terms of student numbers, undergraduate students contributed the largest share of student population, accounting for 84.3% of all UGC-funded programmes in 2013/14, which has increased from 65.0% in 1998/99. The increase is mainly attributable to the introduction of the “3+3+4” academic structure in the higher education sector starting from the 2012/13 academic year under which the normative study period of undergraduate programmes has been extended by 1 year.

3.4 Besides, in addition to the provision of first-year-first-degree places for secondary school graduates, the government has been providing funding for the creation of senior year undergraduate places starting from 2005/06. The places are to meet increasing demand for articulation opportunities at the undergraduate level from sub-degree graduates in Hong Kong.

3.5 In parallel with the expansion of the undergraduate education over the years, the number of research postgraduate students has also significantly increased. The expansion of research postgraduate population is to meet the growing community needs for better trained talents and the development of a knowledge-based and technology-driven economy. As a result of the expansion of student population at the undergraduate and research postgraduate levels, the combined share of student enrolment of these two levels of study increased from about 70.1% in 1998/99 to 92.0% in 2013/14.

3.6 另一方面，根據政府政策，大部分副學位課程和研究院修課課程在 2005/06 至 2007/08 的三年期逐步改以自資方式運作。因此，教資會資助副學位課程和研究院修課課程的學生數目相對減少。副學位／研究院修課課程學生總數佔整體學生人數的百分比由 18.5%（2005/06）下降至 11.5%（2008/09）。

3.6 On the other hand, the government decided that a majority of sub-degree/taught postgraduate programmes should be changed to self-financed mode in phases in the 2005/06 to 2007/08 triennium. As a result, there were decreases in the number of students enrolled in UGC-funded sub-degree/taught postgraduate programmes. The combined share of student enrolment at sub-degree/taught postgraduate levels decreased from 18.5% (2005/06) to 11.5% (2008/09).

**表 1 大學教育資助委員會資助課程的學生人數**  
**Table 1 Student enrolment of UGC-funded programmes**

修課程度 Level of study	相當於全日制的學生人數 Full-time equivalent student numbers						平均每年變動百分率 Average annual percentage change
	1998/99	2001/02	2005/06	2009/10	2012/13	2013/14	1998/99–2013/14
副學位課程 Sub-degree	14 848 (21.2%)	12 201 (17.8%)	9 070 (13.4%)	5 275 (7.6%)	5 457 (6.1%)	5 098 (5.6%)	-6.9%
學士學位課程 Undergraduate	45 523 (65.0%)	46 148 (67.3%)	50 009 (73.9%)	55 514 (80.1%)	75 267 (83.7%)	77 199 (84.3%)	+3.6%
研究院修課課程 Taught postgraduate	6 062 (8.7%)	6 164 (9.0%)	3 428 (5.1%)	2 381 (3.4%)	2 428 (2.7%)	2 270 (2.5%)	-6.3%
研究院研究課程 Research postgraduate	3 607 (5.2%)	4 033 (5.9%)	5 208 (7.7%)	6 169 (8.9%)	6 771 (7.5%)	6 985 (7.6%)	+4.5%
<b>總計 Total</b>	<b>70 040 (100.0%)</b>	<b>68 546 (100.0%)</b>	<b>67 715 (100.0%)</b>	<b>69 340 (100.0%)</b>	<b>89 923 (100.0%)</b>	<b>91 553 (100.0%)</b>	<b>+1.8%</b>

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。

2003/04 學年以前的研究院研究課程的學生人數是指在一般修業期內屬於教資會學生人數指標內的學生，但其後則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，個別項目的數字加起來可能與總數略有出入。

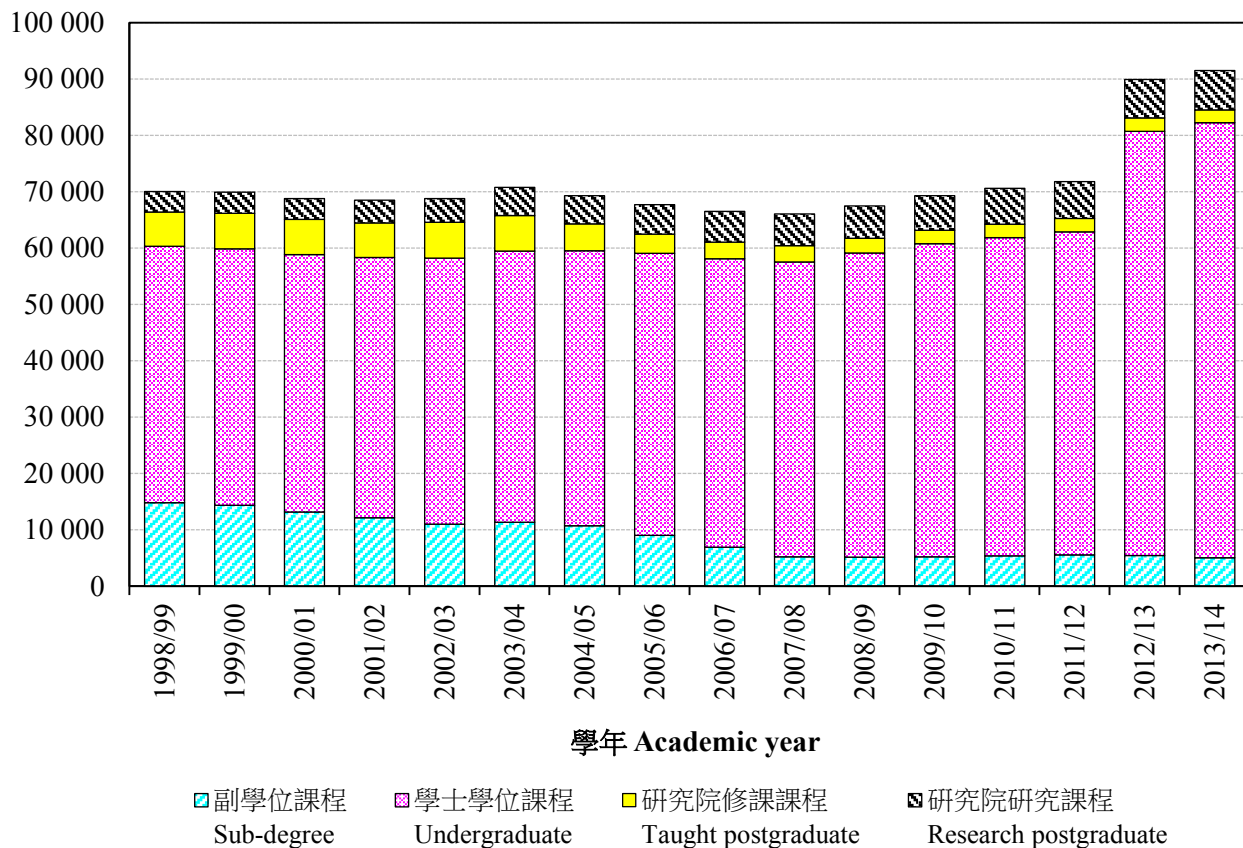
Notes: Figures in brackets denote percentage shares of student enrolment of the level of study in total student enrolment.

For the academic years prior to 2003/04, research postgraduate figures refer to students counted against UGC student number target within normal study periods; but refer to those funded by UGC within normal study periods since then.

There may be a slight discrepancy between the sum of individual items and the total due to rounding.

**圖 1 大學教育資助委員會資助課程相當於全日制的學生人數**  
**Chart 1 Full-time equivalent student numbers of UGC-funded programmes**

相當於全日制的學生人數  
 Full-time equivalent student numbers



註釋：為配合新學制的實施，教資會資助院校在 2012/13 學年同時取錄舊學制及新學制的學生。

Note: To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

## 4. 不同計劃時期的發展

4.1 教資會通常以 3 年為一計劃週期，以配合高等教育院校的經常性撥款的分配事宜。這篇文章涵蓋下列的計劃時期：

1998–2001 的三年期  
2001–2004 的三年期及 2004/05「延展」年  
2005–2008 的三年期及 2008/09「延展」年  
2009–2012 的三年期  
2012–2015 的三年期（截至 2013/14 學年）

以下闡述學生人數在不同計劃時期的變化的重點。

4.2 教資會資助學位學額經過 80 及 90 年代大幅增加後，教資會資助課程學生人數在 1998–2001 的三年期進入穩定期。在這段時期，學士學位課程及研究院研究課程的學生人數平均每年變動百分率錄得輕微變動，分別為 -0.1% 及 +1.4%。而研究院修課課程學生人數的溫和增長（+4.5%），主要原因是增加提供教師培訓學位課程。至於副學位課程學生人數平均每年減少 3.9%，主要是由於教院將部分副學位課程的學額提升至學位水平。（表 2）

4.3 在 2001–2004 的三年期，教資會發表了《香港高等教育—大學教育資助委員會報告》（簡稱《2002 年報告》），建議對當時的高等教育制度作出相當大的改變。為配合政府的政策，《2002 年報告》的其中一項建議是副學位課程及研究院修課課程一般應以自資方式運作。這項建議獲採納後影響了當期及其後三年期的學生人數。隨着大部分副學位課程及研究院修課課程轉為自資模式，轉變過程於 2008/09 學年完成。結果，教資會資助副學位及研究院修課課程學生人數於

## 4. Developments in different planning periods

4.1 The UGC normally follows a triennial planning cycle to coincide with the recurrent grant allocation exercise for the higher education institutions. The planning periods covered in this article are :

1998–2001 triennium  
2001–2004 triennium and 2004/05 “roll-over” year  
2005–2008 triennium and 2008/09 “roll-over” year  
2009–2012 triennium  
2012–2015 triennium (up to 2013/14)

The changes in student enrolment in different planning periods are highlighted in the following.

4.2 After a period of rapid expansion of the UGC-funded degree places in 1980s and 1990s, student enrolment of UGC-funded programmes in the 1998–2001 triennium has entered a consolidation stage. During the period, there were marginal average annual percentage change registered in undergraduate students (-0.1%) and research postgraduate (+1.4%). Meanwhile, the modest increase (+4.5%) in taught postgraduate student enrolment was mainly due to enhanced efforts in providing degree level teacher education. As for the decrease in average annual percentage change in sub-degree students (-3.9%), it was mainly due to HKIEd's initiative to upgrade some sub-degree places to degree places. (Table 2)

4.3 In the 2001–2004 triennium, the UGC launched the *Higher Education in Hong Kong—Report of the University Grants Committee (2002 Report)* which entailed considerable changes to the higher education system. In line with government policy, one of the recommendations of the *2002 Report* was that, in general, sub-degree programmes and taught postgraduate programmes should be put on a self-financing basis. The adoption of the recommendation affected student enrolment in that and the subsequent triennium periods. The conversion has been completed in 2008/09 with a bulk of sub-degree programmes and taught postgraduate programmes converted to a self-



2008/09 學年分別為 5 177 人及 2 596 人，與轉變過程開始前的 2002/03 學年的相關數字比較，分別下跌了 53.1% 及 59.3%。

4.4 2001/02 至 2007/08 計劃時期的特點亦包括為高年級學士學位設立供持副學位或其他相關資格的人士於教資會資助學士學位繼續進修、增加研究院研究課程的學額，以及促進招收非本地學生。在這段期間，學士學位及研究院研究課程學生人數的平均按年變動百分率分別為 +2.1% 及 +5.7%。

4.5 隨着高中於 2009/10 學年實行「3+3+4」新學制<sup>2</sup>，2009–12 三年期標誌着院校進入籌備推行一般修讀期為 4 年的新學士學位課程最後階段。教資會資助院校須準備在 2012/13 學年同時錄取循這新學制升上學士學位課程的學生及經舊學制入學的最後一批學生。在此三年期內，學士學位課程的學生及研究院研究課程的學生分別平均每年上升 2.0% 及 4.2%，主要是源自非本地學生的增加。至於副學位及研究院修課課程的學生，平均每年變動百分率分別為 +2.7% 及 -2.9%。

financing basis. As a result, the number of students in UGC-funded sub-degree and taught postgraduate programmes were 5 177 and 2 596 in 2008/09 respectively. When compared with the corresponding numbers in 2002/03 before the conversion took place, decreases of 53.1% and 59.3% respectively were recorded.

4.4 The planning periods from 2001/02 to 2007/08 were also characterised by the creation of senior year undergraduate places which made room for sub-degree holders and people with other relevant qualifications to further their studies in UGC-funded undergraduate programmes, the addition of research postgraduate places, and the promotion of recruiting non-local students. During the periods, the average annual percentage changes in student enrolment of undergraduate students and research postgraduate students were +2.1% and +5.7% respectively.

4.5 The 2009–12 triennium marked the final phase of preparation for implementing the 4-year normative undergraduate curriculum as the senior secondary education under the new academic system “3+3+4”<sup>2</sup> was implemented in 2009/10. UGC-funded institutions would handle such students who would progress to undergraduate level study in 2012/13, in addition to the admission of the last cohort of students under the old academic system. During the triennium, the average annual percentage changes in the number of undergraduate students and research postgraduate students were +2.0% and +4.2% respectively, mainly because of increases in the number of non-local students. As regards the enrolment of sub-degree students and taught postgraduate students, the average annual percentage changes were +2.7% and -2.9% respectively.

2 「3+3+4」新學制包括 3 年初中教育、緊接 3 年的高中教育及一般修讀期為 4 年的學士學位課程。

2 The new academic system “3+3+4” comprises 3 years of lower secondary education, followed by 3 years of senior secondary education, and a normative 4-year undergraduate programme.

4.6 「3+3+4」學制在 2012–15 三年期開始的學年（2012/13）在高等教育界推行。由於學士學位課程一般修讀期由 3 年延長至 4 年，學士學位課程的學生人數在 2012/13 學年大幅度增加至 75 267 人，並在 2013/14 學年進一步上升至 77 199 人。因此，在這兩學年間的每年增長百分率為 16.1%。同一時期，研究院研究課程的學生每年上升 3.7%，而副學位課程及研究院修課課程的學生人數則分別每年下跌 4.6% 及 2.3%。

4.6 At the start of the 2012–15 triennium (2012/13), the “3+3+4” academic structure was implemented in the higher education sector. As a result of the extension of normative length of undergraduate programmes from 3 years to 4 years, the number of undergraduate students in 2012/13 significantly increased to 75 267. The number further increased to 77 199 in 2013/14. As a result, the average annual growth for the two academic years was 16.1%. Over the same period, the average annual increase in the enrolment of research postgraduate students was 3.7% while the enrolment of sub-degree students and taught postgraduate students registered annual average decreases of 4.6% and 2.3% respectively.

**表 2 大學教育資助委員會資助課程的學生人數平均每年變動**  
**Table 2 Average annual changes in student enrolment of UGC-funded programmes**

修課程度 Level of study	相當於全日制的平均每年學生人數變動 Average annual change in full-time equivalent student number				
	1998–2001 三年期 Triennium	2001–2004 三年期及 Triennium and 2004/05 「延展」年 “roll-over” year	2005–2008 三年期及 Triennium and 2008/09 「延展」年 “roll-over” year	2009–2012 三年期 Triennium	2012–2015 三年期（截至 2013/14） Triennium (up to 2013/14)
副學位課程 Sub-degree	-559 (-3.9%)	-619 (-5.1%)	-1 390 (-16.7%)	+143 (+2.7%)	-254 (-4.6%)
學士學位課程 Undergraduate	-59 (-0.1%)	+796 (+1.7%)	+1 291 (+2.5%)	+1 106 (+2.0%)	+9 944 (+16.1%)
研究院修課課程 Taught postgraduate	+260 (+4.5%)	-367 (-6.5%)	-545 (-14.1%)	-72 (-2.9%)	-55 (-2.3%)
研究院研究課程 Research postgraduate	+50 (+1.4%)	+319 (+7.7%)	+193 (+3.7%)	+251 (+4.2%)	+244 (+3.7%)
<b>總計</b> <b>Total</b>	<b>-309</b> <b>(-0.4%)</b>	<b>+129</b> <b>(+0.2%)</b>	<b>-451</b> <b>(-0.7%)</b>	<b>+1 428</b> <b>(+2.1%)</b>	<b>+9 880</b> <b>(+12.9%)</b>
第一年學士學位課程 First-year-first-degree	-67 (-0.5%)	+72 (+0.5%)	+249 (+1.7%)	+213 (+1.3%)	+368 (+2.2%)

註釋：以上數字是以有關計劃時期最後一個學年的學生人數與上一個計劃時期的最後一個學年的學生人數作出比較而推算。

括號內數字指平均每年學生人數變動的百分率。

2003/04 學年以前的研究院研究課程的學生人數是指在一般修業期內屬於教資會學生人數指標內的學生，但其後則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，個別項目的數字加起來可能與總數略有出入。

Notes: Figures are derived from student enrolment for the last academic year of the planning period as compared with that of the preceding planning period.

Figures in brackets denote average annual percentage change in student enrolment.

For the academic years prior to 2003/04, research postgraduate figures refer to students counted against UGC student number target within normal study periods; but refer to those funded by UGC within normal study periods since then.

There may be a slight discrepancy between the sum of individual items and the total due to rounding.

## 5. 按性別劃分的學生人數

5.1 經過 80 及 90 年代教資會資助課程女性學生人數持續增加後，整體學生中女性學生的比例持續高於男性學生。教資會資助課程的女性學生的百分比由 1998/99 學年的 52.5% 輕微增加至 2013/14 學年的 53.7%。（表 3 及圖 2）

5.2 按修課程度劃分，在 2013/14 學年女性學生就讀研究院修課課程（佔該修課程度學生人數總計的百分比為 60.8%）、副學位課程（56.6%）及學士學位課程（54.1%）的人數較男性學生多。至於研究院研究課程，2013/14 學年男性學生所佔的百分比比較高（57.5%），原因是研究院研究課程以理學科及工程和科技科收生較多，而這些課程取錄較多男性學生。

## 5. Sex distribution of students

5.1 Subsequent to the continual increases in the female students entering UGC-funded programmes in 1980s and 1990s, the proportion of female students was consistently higher than that of male students. The percentage of female students of UGC-funded programmes slightly increased from 52.5% in 1998/99 to 53.7% in 2013/14. (Table 3 and Chart 2)

5.2 Analysed by level of study, more female students were enrolled in taught postgraduate (percentage share in total student enrolment in that level is 60.8%), sub-degree (56.6%) and undergraduate (54.1%) programmes than male students in 2013/14. As regards research postgraduate programmes, a higher percentage of male students (57.5%) was recorded because many research postgraduate programmes were related to sciences, and engineering and technology, which enrolled more male students.

**表 3 按性別劃分的大學教育資助委員會資助課程的學生人數**  
**Table 3 Sex distribution of students of UGC-funded programmes**

修課程度 Level of study	學生人數 Student number									
	1998/99		2001/02		2005/06		2009/10		2013/14	
	女 Female	男 Male	女 Female	男 Male	女 Female	男 Male	女 Female	男 Male	女 Female	男 Male
副學位課程 Sub-degree	13 943 (63.6%)	7 973 (36.4%)	10 299 (66.0%)	5 316 (34.0%)	7 825 (65.0%)	4 207 (35.0%)	4 519 (64.5%)	2 490 (35.5%)	3 849 (56.6%)	2 948 (43.4%)
學士學位課程 Undergraduate	24 531 (51.5%)	23 113 (48.5%)	25 605 (53.3%)	22 449 (46.7%)	27 591 (53.4%)	24 034 (46.6%)	30 110 (53.2%)	26 500 (46.8%)	42 330 (54.1%)	35 889 (45.9%)
研究院修課課程 Taught postgraduate	4 644 (41.8%)	6 459 (58.2%)	5 321 (48.5%)	5 638 (51.5%)	3 127 (55.6%)	2 502 (44.4%)	2 166 (60.0%)	1 445 (40.0%)	2 084 (60.8%)	1 342 (39.2%)
研究院研究課程 Research postgraduate	1 270 (32.8%)	2 605 (67.2%)	1 686 (39.4%)	2 598 (60.6%)	2 311 (42.2%)	3 163 (57.8%)	2 688 (42.5%)	3 634 (57.5%)	2 979 (42.5%)	4 035 (57.5%)
<b>總計 Total</b>	<b>44 388 (52.5%)</b>	<b>40 150 (47.5%)</b>	<b>42 911 (54.4%)</b>	<b>36 001 (45.6%)</b>	<b>40 854 (54.6%)</b>	<b>33 906 (45.4%)</b>	<b>39 483 (53.7%)</b>	<b>34 069 (46.3%)</b>	<b>51 242 (53.7%)</b>	<b>44 214 (46.3%)</b>

註釋：括號內數字指有關性別學生人數佔該修課程度學生人數總計的百分比。

2003/04 學年以前的研究院研究課程的學生人數是指在一般修業期內屬於教資會學生人數指標內的學生，但其後則是指在一般修業期內受教資會資助的學生。

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

For the academic years prior to 2003/04, research postgraduate figures refer to students counted against UGC student number target within normal study periods; but refer to those funded by UGC within normal study periods since then.

圖 2 按性別劃分的大學教育資助委員會資助課程的學生人數百分比  
 Chart 2 Percentage shares of students of UGC-funded programmes by sex



5.3 按主要學科類別分析，2013/14 學年的學士學位課程中的教育科（76.4%）、文科和人文科學科（71.5%）、社會科學科（64.5%）、醫科、牙科和護理科（59.8%）及商科和管理科（57.1%）有較多女性學生，而工程和科技科（68.6%）及理學科（62.9%）則以男性學生居多。（表 4）

5.3 Analysed by broad academic programme category, undergraduate programmes in 2013/14 enrolled more female students in education (76.4%), arts and humanities (71.5%), social sciences (64.5%), medicine, dentistry and health (59.8%) and business and management (57.1%), while male students formed the majority in engineering and technology (68.6%) and sciences (62.9%). (Table 4)

表 4 2013/14 學年按主要學科類別和性別劃分的大學教育資助委員會資助課程的學生人數  
**Table 4 Sex distribution of students of UGC-funded programmes by broad academic programme category, 2013/14**

主要學科類別 Broad academic programme category	該修課程度內各主要學科類別的男性及女性學生人數所佔的百分比 Percentage shares of male and female students at each broad academic programme category in a particular academic level									
	副學位課程 Sub-degree		學士學位課程 Undergraduate		研究院修課課程 Taught postgraduate		研究院研究課程 Research postgraduate		學生人數總計 Total student enrolment	
	女	男	女	男	女	男	女	男	女	男
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
醫科、牙科和護理科 Medicine, dentistry and health	71.2%	28.8%	59.8%	40.2%	57.1%	42.9%	56.2%	43.8%	59.8%	40.2%
理學科 Sciences	47.3%	52.7%	37.1%	62.9%	57.0%	43.0%	32.7%	67.3%	37.2%	62.8%
工程科和科技科 Engineering and technology	37.9%	62.1%	31.4%	68.6%	51.7%	48.3%	29.9%	70.1%	32.5%	67.5%
商科和管理科 Business and management	69.7%	30.3%	57.1%	42.9%	38.5%	61.5%	54.6%	45.4%	57.5%	42.5%
社會科學科 Social sciences	70.6%	29.4%	64.5%	35.5%	61.9%	38.1%	59.1%	40.9%	64.2%	35.8%
文科和人文科學科 Arts and humanities	68.4%	31.6%	71.5%	28.5%	60.3%	39.7%	55.7%	44.3%	70.4%	29.6%
教育科 Education	77.1%	22.9%	76.4%	23.6%	62.0%	38.0%	71.7%	28.3%	72.2%	27.8%
<b>總計 Total</b>	<b>56.6%</b>	<b>43.4%</b>	<b>54.1%</b>	<b>45.9%</b>	<b>60.8%</b>	<b>39.2%</b>	<b>42.5%</b>	<b>57.5%</b>	<b>53.7%</b>	<b>46.3%</b>

## 6. 非本地學生人數

6.1 2010年12月發表的《展望香港高等教育體系》報告指出，國際化應成為所有教資會資助院校的發展重點之一，並應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。反映院校在這方面作出的部分努力，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1998/99學年的1 377人大幅增至2013/14學年的14 512人。非本地學生佔學生總數的百分比從1998/99學年的1.6%上升至2013/14年度的15.2%。（表5及圖3）

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地方。在1998/99學年所佔非本地學生總數的百分比為72.6%。經過多年變動之後，2013/14學年的相應百分比為78.4%。而來自亞洲其他地區的學生，平均每年的增長最高，達到20.3%，佔非本地學生總數的百分比，亦從1998/99學年的11.3%，上升至2013/14學年的17.2%。至於其他地區的學生，人數在同期亦錄得高達7.3%的平均每年增長，在2013/14學年佔整體非本地學生人數的百分比為4.4%。

## 6. Non-local student number

6.1 As stated in the *Aspirations for the Higher Education System in Hong Kong* report issued in December 2010, internationalisation should become one of the central themes of all UGC-funded institutions and should permeate the whole gamut of institutional activities in an age of rapid globalisation and intense regional and international competition. Reflecting part of the institutions' efforts in this regard, the number of non-local students studying UGC-funded programmes has seen significant increase from 1 377 in 1998/99 to 14 512 in 2013/14, 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 1.6% in 1998/99 to 15.2% in 2013/14. (Table 5 and Chart 3)

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. The percentage share was 78.4% in 2013/14, compared with 72.6% in 1998/99, while there were changes over the intervening years. Having the largest average annual growth of 20.3% in student number, students from other parts of Asia comprised 17.2% of the total non-local student enrolment in 2013/14, compared with 11.3% in 1998/99. Contributing 4.4% of the total number of non-local students in 2013/14, students from the rest of the world in fact registered a remarkable average annual increase of 7.3% over the period.

表 5 大學教育資助委員會資助課程的非本地學生人數  
Table 5 Non-local students of UGC-funded programmes

原居地 Place of origin	學生人數 Student number					平均每年變動百分率 Average annual percentage change
	1998/99	2001/02	2005/06	2009/10	2013/14	1998/99–2013/14
中國內地 The mainland of China	1 000 (72.6%)	1 912 (84.8%)	4 370 (91.5%)	8 429 (90.3%)	11 376 (78.4%)	+17.6%
亞洲其他地區 Other parts of Asia	155 (11.3%)	183 (8.1%)	244 (5.1%)	596 (6.4%)	2 494 (17.2%)	+20.3%
其他地區 The rest of the world	222 (16.1%)	158 (7.0%)	160 (3.3%)	308 (3.3%)	642 (4.4%)	+7.3%
<b>總計 Total</b>	<b>1 377 (100.0%)</b>	<b>2 253 (100.0%)</b>	<b>4 773 (100.0%)</b>	<b>9 333 (100.0%)</b>	<b>14 512 (100.0%)</b>	<b>+17.0%</b>

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。

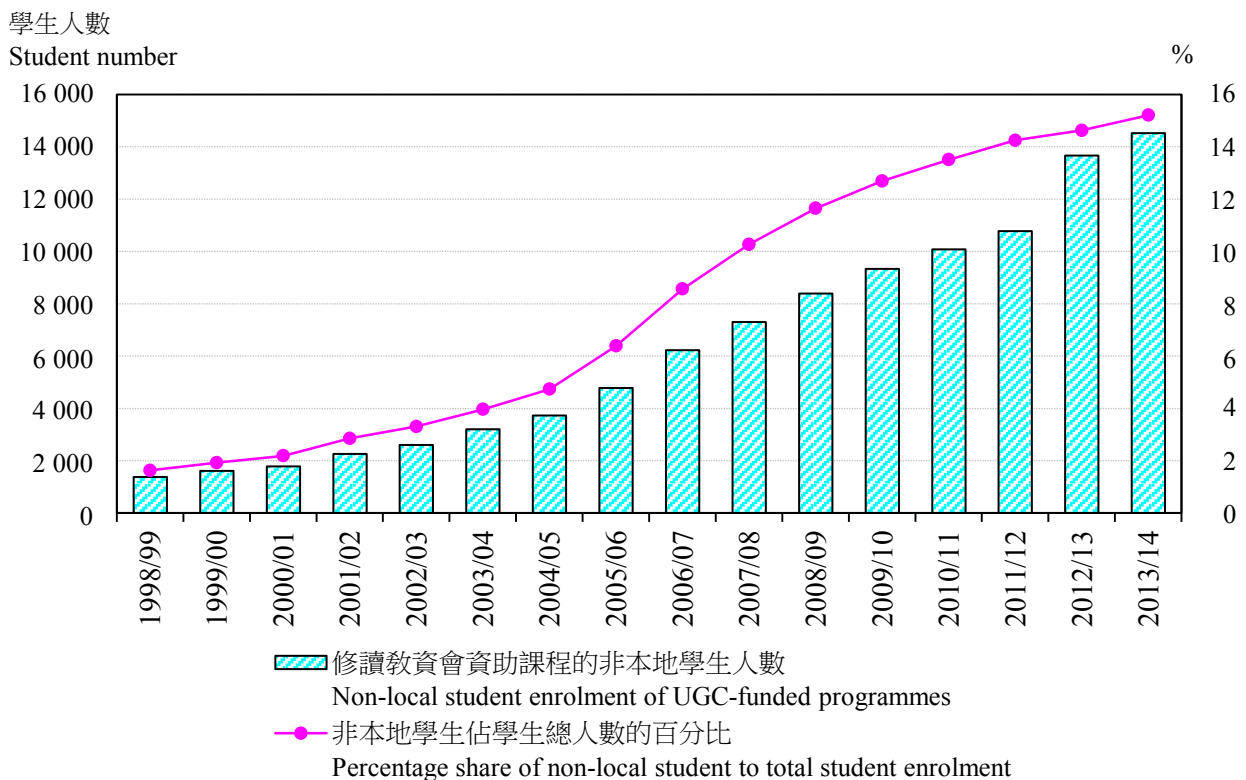
由於四捨五入關係，個別項目的數字加起來可能與總數略有出入。

Notes: Figures in brackets denote percentage shares of students from the place to total enrolment of non-local students.

The place of origin of non-local students is determined having regard to their nationality.

There may be a slight discrepancy between the sum of individual items and the total due to rounding.

圖 3 修讀教育資助委員會資助課程的非本地學生人數  
Chart 3 Non-local student enrolment of UGC-funded programmes



## 7. 交流生

7.1 作為促進國際化的措施之一，教資會資助院校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。院校因此提供越來越多的交流機會。交流活動<sup>3</sup>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，對離港交換生而言，交換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。

7.2 在 2012/13 學年，一共有 4 626 名來港交流生。按來源地分析，有 1 012 人來自美國，其次來自中國內地（753 人）、英國（354 人）、加拿大（345 人）、法國（280 人）及荷蘭（232 人）。（圖 4 及圖 5）

7.3 在相互交流安排下，亦有人數相若的離港交換生。在 2012/13 學年的 4 623 名離港交換生中，最多人前往美國（998 人）、其次為英國（502 人）、中國內地（453 人）、韓國（349 人）、加拿大（288 人）及法國（248 人）。

3 「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 institutions see student exchanges conducive to raising the quality and international network of university education. The institutions hence provide increasingly more exchange opportunities. Exchange activities<sup>3</sup> 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.

7.2 In 2012/13, there were a total of 4 626 incoming exchange students. Analysed by the place of origin, 1 012 were from the United States of America, followed by the mainland of China (753), the United Kingdom (354), Canada (345), France (280) and the Netherlands (232). (Chart 4 and Chart 5)

7.3 Under reciprocal exchange arrangements, there were similar numbers of outgoing exchange. Of the 4 623 outgoing exchange students in 2012/13, most went to the United States of America (998), followed by the United Kingdom (502), the mainland of China (453), Republic of Korea (349), Canada (288) and France (248).

3 “Exchange” refers to activities primarily for study purpose and covered by a formal exchange agreement with a non-local partner institution which stipulates a two-way movement of students between the two institutions. Exchange students refer to those who stay in the local/non-local institution concerned and enrol in credit-bearing courses due to exchange activities. In counting the number, an exchange student who participates in more than one student exchange programmes in an academic year for at least one semester in each of the programmes is counted once in each of the exchange programmes concerned.



圖 4 2012/13 學年按來源地劃分的來港交流生

Chart 4 Distribution of incoming exchange students by source country, 2012/13

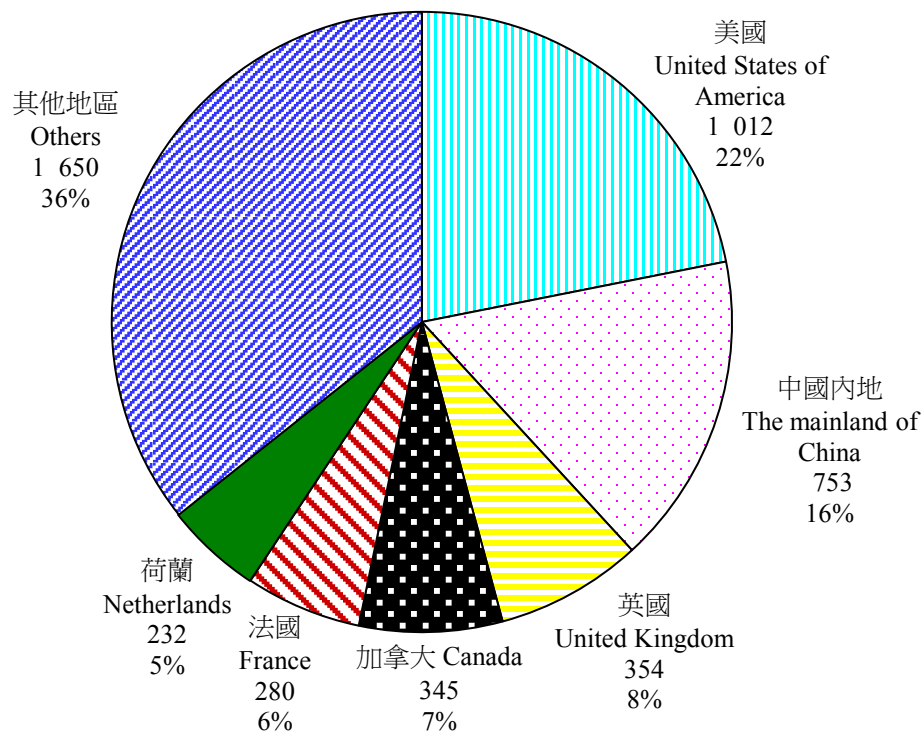
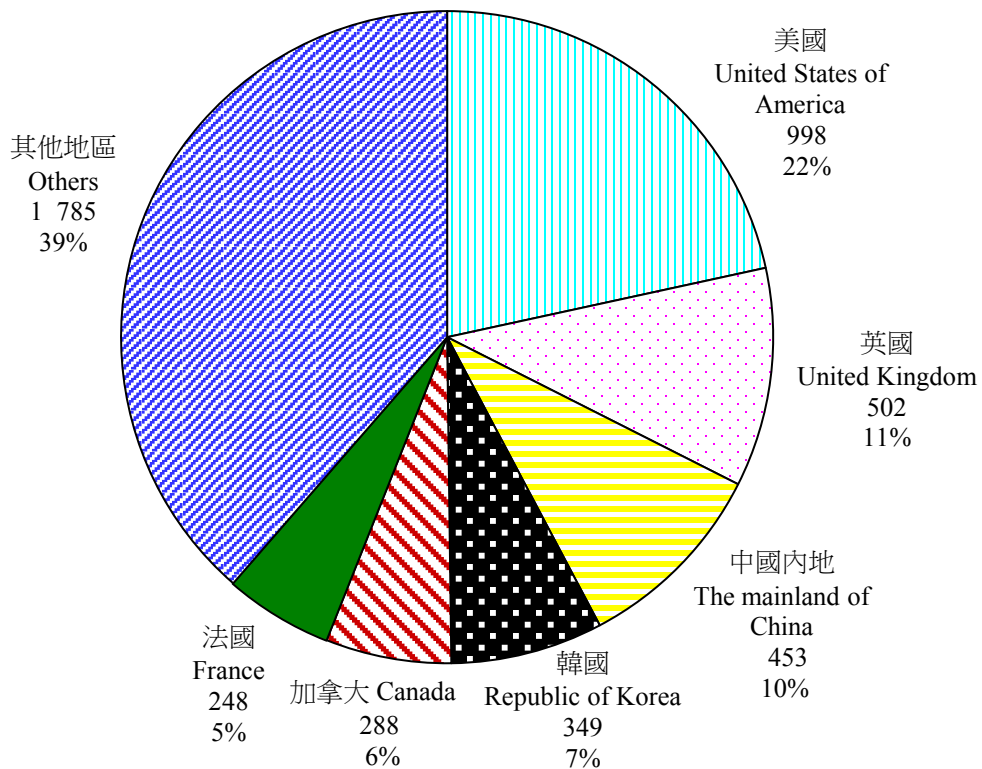


圖 5 2012/13 學年按目的地劃分的離港交流生

Chart 5 Distribution of outgoing exchange students by place of destination, 2012/13



## 8. 總結

8.1 在香港達到高等教育程度的人口比例增加的同時，受政府接連的高等教育政策影響下，教資會資助課程的整體學生人數大幅增加。

8.2 隨着 2012/13 學年開始實行新學制，學士學位課程人數佔整體學生人數超過八成。另外，為協助發展香港成為知識型和以科技帶動的經濟體，研究院研究課程的學生人數亦顯著增加。相比之下，教資會資助副學位及研究院修課課程學生人數在政府將有關課程轉為自資模式後減少。

8.3 過去多年，就讀本地高等教育院校女性學生比例持續高於男性學生。

8.4 反映教資會資助院校在推廣國際化成為院校發展重點之一所作出的部分努力，教資會資助課程的非本地學生人數大幅增加。院校亦提供越來越多的交流機會。

## 9. 其他有關刊物

9.1 教資會於 2010 年 12 月向政府提交《展望香港高等教育體系》報告，這份報告旨在審視整個界別的現況，就香港高等教育的未來發展策略提出建議。用戶可以在教資會網站([www.ugc.edu.hk/big5/ugc/publication/report/report.htm](http://www.ugc.edu.hk/big5/ugc/publication/report/report.htm))免費下載該報告書。

## 8. Conclusion

8.1 Amidst the increasing proportion of the population of Hong Kong having attained higher education level, there were substantial increases in the overall student enrolment of UGC-funded programmes as a result of successive government policy decisions in the higher education sector.

8.2 With the introduction of the new academic structure in 2012/13, the student population of undergraduate programmes contributed over 80% of the total. In addition, to cater for the development of a knowledge-based and technology-driven economy, student population pursuing research postgraduate education has also been substantially expanded. In contrast, student population of UGC-funded sub-degree and taught postgraduate programmes decreased following the government policy to put such programmes on a self-financing basis.

8.3 Over the years, Hong Kong has seen a stabilised and consistently higher proportion of female students entering local higher education institutions than male students.

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

## 9. Further references

9.1 In December 2010, the UGC submitted its report titled *Aspirations for the Higher Education System in Hong Kong*. The report aimed to examine the entire sector with a view to offering recommendations on appropriate strategies for the future development of higher education in Hong Kong. Users can download this report free of charge at the web-site of UGC ([www.ugc.edu.hk/eng/ugc/publication/report/report.htm](http://www.ugc.edu.hk/eng/ugc/publication/report/report.htm)).