

立法會
Legislative Council

LC Paper No. CB(2)2358/06-07
(These minutes have been
seen by the Administration and
the Council of City University of
Hong Kong)

Ref : CB2/PL/ED

Panel on Education

**Minutes of special meeting
held on Friday, 25 May 2007, at 9:00 am
in the Chamber of the Legislative Council Building**

- Members present** : Hon Jasper TSANG Yok-sing, GBS, JP (Chairman)
Dr Hon YEUNG Sum (Deputy Chairman)
Hon LEE Cheuk-yan
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon LEUNG Yiu-chung
Hon SIN Chung-kai, JP
Hon Emily LAU Wai-hing, JP
Hon TAM Yiu-chung, GBS, JP
Hon Abraham SHEK Lai-him, JP
Hon Tommy CHEUNG Yu-yan, JP
Hon Audrey EU Yuet-mee, SC, JP
Hon Andrew LEUNG Kwan-yuen, SBS, JP
Dr Hon Fernando CHEUNG Chiu-hung
Prof Hon Patrick LAU Sau-shing, SBS, JP
- Members attending** : Hon CHAN Yuen-han, JP
Hon LI Fung-ying, BBS, JP
Hon KWONG Chi-kin
- Member absent** : Hon MA Lik, GBS, JP
- Public Officers attending** : Item I
Mr Chris WARDLAW
Deputy Secretary for Education and Manpower (5)

Dr CHAN Ka-ki
Principal Assistant Secretary (Curriculum
Development), Education and Manpower Bureau

Dr Peter HILL
Secretary General, Hong Kong Examinations and
Assessment Authority

**Attendance by
invitation** : Item II

The Council of City University of Hong Kong

Professor Richard HO
Acting President of City University of Hong Kong

Dr Ellen KO
Vice-President for Administration of City University of
Hong Kong

Ms Jennifer NG
Principal of Community College of City University

Federation of Hong Kong Higher Education Staff
Associations

Professor SHUM Kar-ping
Chairman

Mr Aaron LI
Executive

Professor Joseph LEE
Executive

City University of Hong Kong Teachers' Union

Mr Nicholas TAM Pui-ho
Chairman

Mr LAM Kwok-keung
Secretary

Dr CHENG Lee-ming
President

Dr Kelston WONG Hung-wan
Senior Lecturer of City University of Hong Kong

City University of Hong Kong Staff Association

Mr FUNG Wai-wah
Vice-Chairman

Dr WONG CHAN Pik-yuen
Vice Principal (Staffing), Community College of City
University of Hong Kong

Dr FU Chi-ming
Head of Division of Commerce, Community College of
City University of Hong Kong

Dr LI Chun-yue
Senior Lecturer of City University of Hong Kong

Clerk in attendance : Miss Odelia LEUNG
Chief Council Secretary (2)6

Staff in attendance : Mr Stanley MA
Senior Council Secretary (2)6

Miss Carmen HO
Legislative Assistant (2)6

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I. Progress report on "334"
[LC Paper Nos. CB(2)1886/06-07(01) and (02)]

Members noted the Administration's paper on the subject and the background brief entitled "New academic structure for senior secondary education and higher education" prepared by the Legislative Council (LegCo) Secretariat.

Briefing by the Administration

2. Deputy Secretary for Education and Manpower (5) (DS(EM)5) briefed members on the progress of work in preparation for the implementation of the new academic structure for senior secondary education and higher education (the 334 structure) as detailed in the Administration's paper. Secretary General, Hong Kong Examinations and Assessment Authority (SG(HKEAA))

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supplemented that the Administration had consulted the education sector on the timeline for the implementation of school-based assessment under the 334 structure. The Administration would adopt a strategic approach to implement school-based assessment for 12 subjects in 2012, and then the other 12 subjects in the following two to four years.

Liberal Studies

3. Dr YEUNG Sum expressed concern about the teaching and assessment of the subject of Liberal Studies under the new senior secondary (NSS) curriculum and assessment (C&A) framework. He was concerned whether it was too hasty to include Liberal Studies as a core subject for admission to universities. He also asked how the Administration would arrange the professional development programmes for teachers, and how students' performance on the subject would be assessed.

4. Principal Assistant Secretary (Curriculum Development) (PAS(CD)) responded that in accordance with the milestones set out in the report entitled "The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong" (the Report) published in May 2005, the implementation of three-year professional development programmes for serving teachers who would teach Liberal Studies was progressing as scheduled. Apart from professional development programmes, the provision of on-site professional support for teachers on the design of school-based curriculum and teaching pedagogies for teaching Liberal Studies was equally important. Currently, some 100 secondary schools were offering and a few hundred teachers were teaching the subject of Liberal Studies or Integrated Humanities at senior levels. To facilitate experience-sharing, a web-based resource platform had been set up since 2005 to provide the basic knowledge which underpinned the Liberal Studies curriculum for teachers' reference. An association of Liberal Studies teachers, comprising some 300 serving teachers with experience in teaching Liberal Studies, had also been established. With the publication of the final versions of the C&A Guides for the 24 NSS subjects, professional development programmes for serving teachers were now focusing on the assessment aspects under the new C&A framework.

5. SG(HKEAA) said that from a technical viewpoint, assessment of student performance in Liberal Studies required a level of subject knowledge and personal experience in assessment similar to those for Chinese History or Chinese Language. Like performance assessment in language subjects, performance assessment in Liberal Studies involved a professional element of the assessor that would have to be guided by detailed marking guidelines and balanced through double marking of examination scripts. Over the next year, HKEAA would develop the level descriptors and sample examination papers for Liberal Studies to facilitate teachers' and students' understanding of the standards expected and the format of questions that would be set in the Hong

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Kong Diploma of Secondary Education (HKDSE) Examination. HKEAA was confident that teachers and students would be ready for the HKDSE Examination for Liberal Studies in 2012.

Recognition of HKDSE

6. Dr YEUNG Sum said that many secondary school graduates would pursue higher education in overseas universities, in particular those renowned universities in the United Kingdom (UK). Given that the duration of secondary education would be reduced from seven to six years, and that the UK universities adopted three-year undergraduate programmes, he was concerned whether the results of HKDSE would be recognized by the UK universities for admission to their undergraduate programmes.

7. SG(HKEAA) responded that HKEAA maintained close dialogue with overseas educational authorities and universities, and would continue to update them with the latest developments of the 334 structure and the NSS C&A framework with special reference to standards of HKDSE. In the year ahead, HKEAA would provide them with the sample examination papers and level descriptors of the NSS subjects to demonstrate the standards of HKDSE once they had been finalized. In particular, HKEAA would collaborate with the Cambridge International Examinations and major educational bodies in UK on a methodology to establish the comparability of HKDSE with UK qualifications to facilitate advanced recognition of HKDSE by the UK authorities.

8. SG(HKEAA) further said that HKEAA had set up a website on admission requirements of overseas institutions for public access, and students were encouraged to read the information on the application requirements and arrangements for admission to the programmes offered by these overseas institutions. In general, overseas institutions were impressed by the academic ability and performances of Hong Kong students, but would also consider their non-academic achievements for admission purpose. He added that some UK universities would consider the age of overseas students, and had reservations to enrol students below the age of 18.

9. Ms Audrey EU asked about the level of recognition of HKDSE by universities in Australia, Canada, New Zealand, UK and the United States as compared with the Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE).

10. SG(HKEAA) responded that he was confident that HKDSE would be comparable to HKCEE and HKALE in terms of its recognition by overseas institutions for admission purpose. He pointed out that leading universities were proactively seeking high-calibre overseas students, and Hong Kong students were recognized for their academic abilities. Furthermore, the psychometric model adopted by HKEAA to maintain the standards of achievements in

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HKDSE was well recognized by overseas examination authorities and institutions, and the NSS curriculum was more in line with the curriculum in most developed countries, including the UK. These would contribute to the recognition of HKDSE by overseas institutions.

Curriculum and assessment framework

11. Ms Audrey EU asked about the feedback from schools on the final versions of the 24 NSS C&A Guides which were uploaded onto the 334 web-bulletin of the Education and Manpower Bureau (EMB)'s website on 26 March 2007 and distributed to schools at the end of April 2007.

12. PAS(CD) responded that the NSS C&A Guides provided the finalised C&A framework for schools to prepare for the implementation of the NSS academic structure in the 2009-2010 school year. The Guides had already incorporated feedback on successive consultations from teachers, schools and academics, as well as results of international benchmarking of the subject curricula. The Administration envisaged that principals and teachers would study and follow the 24 NSS C&A Guides in their design of the school-based curriculum and assessment mechanisms. The Guides also set out the teaching and learning pedagogies and resources including a list of recommended text and reference books. The University Grants Committee (UGC)-funded institutions also found them useful for preparation of their four-year undergraduate curriculum. The Administration would solicit feedback from principals and teachers in the course of conducting the professional development seminars and workshops for school leaders in the months to come.

13. Mrs Selina CHOW asked how the NSS C&A framework would enhance English teaching and hence the English proficiency of students under the 334 structure. DS(EM)5 responded that the NSS English curriculum would have a positive impact on teaching and learning of English in schools. The Administration had implemented a number of support measures to assist schools in teaching English and to motivate students to learn English in recent years. There was ample evidence across the key stages of learning that the overall proficiency of students in English had improved gradually, although not as rapidly as the aspirations of the community for English language proficiency.

Post-secondary education for students with special educational needs

14. Dr Fernando CHEUNG said that the 334 structure was crucial to the development and provision of post-secondary education for students with special educational needs (SEN). He expressed support for the adoption of the principle of "one curriculum framework for all" with adaptations to suit the different learning needs and capabilities of students with SEN, but pointed out that students with intellectual disabilities (ID students) were not provided with clear pathways to access post-secondary education. He urged the

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Administration to collaborate with the stakeholders and experts in the special education sector to work out the NSS(ID) curriculum, the Learning Outcome Frameworks (LOFs) and the special arrangements to support ID students to access post-secondary education. Like the acceptance of a pass in the General Certificate of Secondary Education (Chinese) for admission of ethnic minority students to the UGC-funded institutions, he considered it necessary for the Administration to liaise with the UGC-funded institutions for the provision of special arrangements, such as granting exemptions for certain subjects, for students with SEN for admission purpose.

15. PAS(CD) responded that research and development projects were being conducted with the involvement of 11 schools to develop the NSS(ID) curriculum frameworks and LOFs for the core subjects (i.e. Chinese, Mathematics and Liberal Studies/Independent Living). Relevant C&A Guides would be completed by the end of 2008. EMB would make reference to the data collected through the development of LOFs and work in collaboration with HKEAA in the development of a systemic assessment mechanism starting from 2012. The responsible steering committee would coordinate the implementation of the pilot classes and conduct extensive consultation with stakeholders including overseas and local experts, schools, teachers, and parents during the developmental process.

16. DS(EM)5 said that EMB was liaising with the UGC-funded institutions on admission arrangements for ethnic minority students. In the meantime, institutions had discretion to relax their admission requirements for individual students on justified grounds.

17. Dr Fernando CHEUNG requested the Administration to provide information on the flexibility exercised by the UGC-funded institutions in admission requirements for ethnic minority students and students with SEN. DS(EM)5 agreed to follow up his request.

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18. Mr LEUNG Yiu-chung requested the Administration to review and provide a comprehensive development blueprint for the provision of special education under the 334 structure.

19. DS(EM)5 reiterated that the development of NSS(ID) curriculum and applied learning courses were progressing as planned. The C&A Guides for the core subjects would be ready by the end of 2008. The first pilot of adapted applied learning courses for ID students started in October 2006 and the second pilot would start in October 2007. More service providers had been invited to provide a wider choice of courses to cater for the different needs of ID students. Students with SEN but not ID were studying the same applied learning courses as other students

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Implementation

20. Mr CHEUNG Man-kwong considered that the smooth implementation of the NSS academic structure, the NSS C&A framework, and the new HKDSE examination in the first three years leading to the double cohort year for university enrolment in the 2012-2013 academic year was critical to the success of the 334 structure. He pointed out that starting from the 2009-2010 school year, secondary schools would have to implement the NSS C&A framework for senior secondary one (SS1) students and the existing C&A framework for secondary five (S5) students at the same time. He pointed out that schools were already hard pressed to cope with the reforms in academic structure, curriculum and assessment, and public examination systems simultaneously. He suggested that the Administration should adopt an appropriate strategy to implement the reforms and reduce the workload and pressure of principals and teachers by withholding the implementation of external school reviews and deferring the implementation of school-based assessment. Mrs Selina CHOW expressed support for Mr CHEUNG's view and considered that the Administration should allow sufficient time and space for schools to implement the 334 structure.

21. DS(EM)5 responded that the Administration was well aware of the concern of frontline teachers about the timing for implementation of school-based assessment under the 334 structure, and had adjusted the original schedule of implementation so that it would only generally apply to existing subjects the assessment of which incorporated an element of school-based assessment in the next couple of years. He also explained that school-based assessment was an integral part of the NSS C&A framework and many teachers had indicated support for its implementation. Taking into consideration the views on the pros and the cons of school-based assessment, the Administration would adopt a strategic approach to implement it. Over the next two years, HKEAA would devise the assessment criteria, exemplars and guidelines to enable teachers to mark school-based assessment consistently, and organize training courses to enhance teachers' understanding of school-based assessment. Meanwhile, the external school reviews were intended to support schools' self-evaluation and facilitate their performance improvement, as well as to provide professional advice and support to schools in preparation for the implementation of the 334 structure. The process of school evaluation and external review could help facilitate secondary school preparation and implementation rather than be seen as a hindrance.

22. Mr Abraham SHEK shared the concern of Mr CHEUNG Man-kwong about the implementation of school-based assessment and external school reviews under the 334 structure. He requested the Administration to elaborate on its strategies and plans to implement the 334 structure, having regard to the interests of students.

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23. DS(EM)5 explained that whilst the community as a whole supported the implementation of the 334 structure to enhance student learning and the quality of education, the Administration acknowledged the concern of frontline teachers about the uncertainties and changes arising from the implementation. The Administration was well aware of the additional workload and pressure on teachers and principals. The Administration appreciated the commitment and dedications of teachers in preparation for the implementation of the 334 structure, and would continue to consult and work in partnership with them to enhance its smooth implementation from the 2009-2010 school year.

24. Mrs Selina CHOW asked how the Administration would attract the professionals in the relevant trades to contribute and participate in the delivery of applied learning courses for students in secondary schools. She considered that the Administration should make reference to the experiences gained from the operation of Project Yi Jin (PYJ) in the past years.

25. DS(EM)5 responded that the progress of developments in preparation for the implementation of applied learning courses under the 334 structure was according to schedule. A number of teachers had indicated interest to engage in teaching applied learning courses alongside and in collaboration with other professionals delivering the courses. The Administration was making reference to the experience gained from PYJ and involving the professionals in relevant trades who had indicated an intention to contribute or participate in the development and delivery of applied learning programmes. He added that professional development programmes for teachers who wished to engage in applied learning courses were in progress.

26. Mrs Selina CHOW asked how the Administration would promote public awareness of the features and the implementation of the 334 structure. She considered that EMB should collaborate with schools to ensure that parents, in particular parents whose children would be attending the senior secondary classes in the 2009-2010 and subsequent school years, would be well aware of the NSS C&A framework, the HKDSE examination and related arrangements under the 334 structure.

27. DS(EM)5 agreed that stepped up communication with parents was essential to build confidence in the new academic structure. He said EMB would continue to enhance communication with different stakeholders through a number of means, including the 334 web-bulletin, parent pamphlets, educational television programmes, interactive parent seminars, etc. In addition, a multi-faced and multi-level approach of communication with parents would be adopted to promote parental awareness of the NSS C&A framework.

28. Mr LEUNG Yiu-chung considered that the existing class size of 40 students for secondary schools was too large for effective teaching and learning. Given that the class sizes at S6 and S7 levels were now less than 30 students and

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the requirement of improving teacher-student interactions in classrooms under the new NSS curriculum, the Administration should reduce the sizes of senior secondary classes for implementing the 334 structure. He also considered that the Administration should plan the necessary manpower for implementing the 334 structure.

29. DS(EM)5 responded that there should not be a single standard class size for schools with different circumstances, subjects with different contexts, and students with different needs and aptitudes. Schools were encouraged to exercise discretion to apply small group teaching for individual subjects or students as appropriate. The Administration had formulated measures in May 2005 to cater for the demand for teachers for implementing the 334 structure, including an enhanced teacher-to-class ratio in schools.

Resources

30. Ms Audrey EU sought information on the criteria for the allocation of the additional funding of up to \$20 million to each of the eight UGC-funded institutions in support of their planning work for the development of undergraduate curriculum under the 334 structure, as well as the one-off grant of \$550 million earmarked for the UGC sector.

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31. DS(EM)5 explained that UGC would liaise with each of the UGC-funded institutions on the allocation of the \$20 million additional funding as well as the one-off \$550 million grant on the basis of the needs of the institutions and the merits of their proposals. He agreed to follow up with UGC to provide a written response on the matter.

Follow-up

32. Dr Fernando CHEUNG and Ms Emily LAU suggested that the Panel should revisit the 334 structure within the current session. Members agreed.

[Post-meeting note : The Panel had scheduled to discuss the subject at the meeting on 9 July 2007.]

II. Remuneration policy for staff seconded to the Community College of the City University of Hong Kong

33. Members noted the submissions from Dr Kelston WONG [LC Paper No. CB(2)1927/06-07(02)], the Hong Kong Federation of Higher Education Staff Associations [LC Paper No. CB(2)1927/06-07(01)], the City University of Hong Kong Teachers' Union [LC Paper Nos. CB(2)1956/06-07(01)-(02)] and Dr LI Chun-yue [LC Paper No. CB(2)1956/06-07(03)].

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Response of the Council of City University of Hong Kong
[LC Paper No. CB(2)1886/06-07(03)]

34. Professor Richard HO, Acting President of City University of Hong Kong, introduced the response of the Council of the City University of Hong Kong (the CityU Council) to the major issues of concern raised by members at the meeting on 16 April 2007. He also explained the purpose of employing academics on tenure terms or substantiated terms to protect their freedom in teaching and research work. Professor HO pointed out that where employment was on tenure terms as in the case of staff of tertiary institutions in the United States, there would be more elaborate procedures for termination of service. However, protection against termination of service was not absolute, and professors appointed on tenure terms could still be dismissed under certain specified circumstances

The proposed options

35. Professor Richard HO expressed understanding of the concern of staff deployed to the Community College of City University (the College) about change to their substantiated superannuable terms of employment with the City University of Hong Kong (CityU). He recognized the importance of employment on substantiated superannuable terms to protect the freedom of expression and in undertaking teaching and research work. Having considered the grave concern of staff about possible termination of service by the College, he would recommend to the CityU Council to apply the established policies and practices of CityU concerning termination of service to the staff of the College employed on substantiated superannuable terms.

36. Mr KWONG Chi-kin said that termination of service contract for staff employed on CityU's substantiated superannuable terms should follow the CityU's established policies and practices. He pointed out that under the existing Employment Ordinance, any changes to the terms and conditions of an employment contract should be agreed by the employer and the employee concerned. He asked whether CityU would terminate the service contract of staff members who refused to accept any of the three options proposed by the Special Group on College Transition in 2008 (the Special Group).

37. Dr Ellen KO, Vice-President for Administration of City University of Hong Kong, responded that under a variation clause in the employment contract, CityU could amend the terms and conditions of employment provided that such amendments would not have a retrospective effect. However, CityU rarely exercised such power, and would always aim to reach consensus with the affected staff members on any change of employment terms. Professor Richard HO supplemented that CityU would follow the existing practice to consult and agree with staff on any proposed amendments to employment terms and remuneration package.

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38. Dr LI Chun-yue said that most staff members who had refused to accept any of the three options considered that CityU had attempted to change their employment on substantiated superannuable terms. Although Option 3 did not require the staff members to sign a new employment contract, the need to sign an agreement to accept that they would be subject to future salary reviews of the College had already changed the substantiated superannuable terms in substance.

39. Mr CHEUNG Man-kwong said that as termination of contract would follow CityU's policies and practices and any changes in salary would need to be agreed to by the staff concerned, there appeared no need for following the recommendation endorsed in 2004 using June 2008 as the cut-off date in respect of the appointment of staff deployed to the College. CityU should consider giving priority to staff deployed to the College for transfer to Faculties before or after June 2008. Mr LEUNG Yiu-chung expressed a similar view.

40. Professor Richard HO responded that subject to the policies and practices of individual faculties on staff recruitment and transfer matters, staff deployed to the College might apply for transfer to Faculties as appropriate. He pointed out that CityU had established an internal placement centre to coordinate staff transfer within Faculties and Departments of CityU. Under the placement service, registered staff with the required qualifications and experience would be recommended to the Faculties with suitable vacancies for consideration of transfer. Faculties which rejected the recommendation would be required to give an explanation.

41. Mr LEE Cheuk-yan considered that on the principle of fairness, staff on CityU's substantiated superannuable terms who were deployed to the College should be subject to the same salary adjustments as other staff in Faculties. He also considered that these staff should not be dismissed on the ground of redundancy in future.

42. Professor Richard HO responded that his recommendation to apply the established procedures of CityU concerning termination of employment to the staff deployed to the College would protect their employment as other CityU staff in Faculties.

43. Mr LEUNG Yiu-chung urged the CityU Council to reach consensus with the staff on the matter as soon as practicable. He asked how the CityU Council would deal with the 41 staff members who had declined to accept any of the three options.

44. Dr Ellen KO clarified that the staff were only asked to indicate their acceptance of any of the three options, and formal offer had yet to be made. The Special Group would aim to reach consensus with all the affected staff on the

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matter. Should there be any staff member who refused to accept any one of the three options, the Special Group would refer the matter to the CityU Council for follow-up in accordance with the CityU's established policies and practices. Dr KO stressed that in view of the past contributions of the staff members, the CityU Council would only activate the mechanism for termination of employment as a last resort.

45. Ms Audrey EU said that the College as a self-financing institution might encounter financial difficulty because of insufficient student enrolment. She asked whether financial difficulty would constitute a good cause for termination of employment of staff on substantiated superannuable terms.

46. Professor Richard HO stressed that the College had established a good reputation in the provision of self-financing sub-degree programmes and had been able to achieve satisfactory enrolment so far. The financial position of the College was sound, and it was unlikely that it would terminate the employment of staff on financial reasons. However, there was no guarantee on continuous operation of the College or a Faculty in the light of changing circumstances in the long term.

47. Ms LI Fung-ying considered it unethical to ask the affected staff to accept the future salary reviews of the College as this was not a specified condition for deployment to the College in the first place. She considered that CityU should retain the existing employment terms and remuneration package for all these staff.

48. Dr Ellen KO explained that the College was a self-financing institution and had developed its personnel and management policies and regulations since 2004. It was necessary to seek the agreement of the staff concerned to accept the salary reviews of the College, if any, after June 2008. Professor Richard HO added that staff deployed to the College should be subject to its personnel and management policies.

49. Miss CHAN Yuen-han considered it unacceptable to compel staff deployed to the College to accept one of the three options, and to vary their terms of employment or remuneration package without their consent.

50. Mr Nicholas TAM said that the higher education sector was opposing the proposed three options as CityU had changed the substantiated terms of employment of staff deployed to the College. The options offered were not substantiated terms in substance. He pointed out that the College was operated by a private company and owed a debt of \$600 million which had to be settled in 10 years. Given that its financial position depended on the enrolment of sub-degree students, there was no job security for its staff.

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The way forward

51. Dr YEUNG Sum considered that LegCo should not interfere with staff employment matters in the UGC-funded institutions. He requested the CityU Council to maintain the substantiated superannuable terms, in particular the clause concerning termination of service on good cause only, for staff deployed to the College without imposing any additional conditions, such as the requirement to sign an agreement to be subject to future salary reviews of the College.

52. Dr Fernando CHEUNG shared the view of Dr YEUNG Sum that staff administration of the UGC-funded institutions should not be discussed by LegCo. He considered that the best way to settle the dispute between the staff and the management was to maintain the substantiated superannuable terms of employment for all the staff deployed to the College until they retired or left the service on their own.

53. Dr Ellen KO pointed out that CityU had not introduced any changes to the existing substantiated superannuable terms of employment for staff deployed to the College, except that they would be subject to the salary reviews of the College.

54. Professor Patrick LAU said that the CityU Council should work out appropriate schemes for the staff members who did not accept the proposed three options, such as the provision of a better remuneration package by way of a promotion.

55. Mr CHEUNG Man-kwong suggested that CityU should plan its manpower requirements in the light of the implementation of four-year undergraduate programmes as well as the future development of the College in the context of an expanding self-financing sub-degree sector.

56. Summing up, the Chairman requested the CityU Council to consider members' views and suggestions on the matter. Professor Richard HO agreed to relay members' views to the CityU Council for consideration.

III. Any other business

57. There being no other business, the meeting ended at 11:08 am.