

THE “3+3+4” NEW
ACADEMIC STRUCTURE
「3+3+4」新學制



THE “3+3+4” NEW ACADEMIC STRUCTURE [3+3+4] 新學制

The “3+3+4” academic structure was smoothly implemented in the higher education sector in September 2012. The new academic structure provides opportunities for students to receive six-year secondary education and four-year higher education. Through curriculum and assessment changes, the new structure can cater for the diversified learning needs of students and allow those with different aptitudes, interests and competencies to excel. Moreover, the new academic structure provides smoother articulation for further studies or work in Hong Kong and is better connected with other major education systems in the world, as well as allows more balanced and comprehensive development of our university students.

As a milestone of Hong Kong’s education reform, the new academic structure represents tremendous significance to the education sector. To ensure smooth migration to and implementation of the four-year curriculum, the Legislative Council approved in 2005 a one-off \$550 million non-capital provision for the UGC-funded institutions to help them in the early preparation for the “3+3+4” curriculum, particularly in aspects such as development of the new curriculum, upgrading the IT system, advanced recruitment of administrative and academic staff, as well as enhancing the communications with the school sector and major stakeholders. The grants were disbursed to the institutions by batches, and the last batch was allocated in September 2011. The UGC-funded institutions spared tremendous efforts in preparing for the new academic structure in all the above aspects as elaborated in the following paragraphs.

高等教育界已於2012年9月順利推行「3+3+4」學制。新學制為學生提供機會接受六年中學教育及四年高等教育。通過改革課程和評核機制，新學制可以照顧學生的學習需要，讓不同志向、興趣和能力的學生都能盡展所長。此外，新學制更順暢地銜接本港及全球的主要教育制度，方便升學或就業，同時讓大學生得到更均衡而全面的發展。

新學制是本港教育改革的里程碑，對教育界意義重大。為確保順利過渡和有效推行四年制課程，立法會於2005年通過向八所資助院校提供一筆5.5億元的一次過非工程撥款，以便院校為「3+3+4」課程及早作好準備，例如制訂新課程、提升資訊科技系統、提早聘請行政和教學人員，以及加強與學校界別及主要持份者的溝通等。上述撥款已分期發放予院校，最後一期款項已於2011年9月發放。為推行新學制，八所資助院校竭盡所能，在上述各個範疇作好準備，詳情參見下文。

Preparation for the “3+3+4” academic structure

(a) Curriculum Development

One of the major objectives of the new four-year curriculum is to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning. To this end, apart from developing the new academic programmes, institutions devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constituted around 25% to 30% of the entire undergraduate education. Some of them even introduced and phased-in selected GE programmes into the three-year curriculum. Feedback from the students enrolled in the old curriculum was used to fine-tune the course/programme before the implementation of the new academic structure.

Besides revamping GE education and/or launching new core curriculum courses, institutions also incorporated new elements such as service learning, research-based projects, experiential learning, *etc.* into the new curriculum to make it more dynamic and help induce students with a sense of responsibility and commitment to the community. Some of them even made these courses/elements a graduation requirement. Academic departments were encouraged to develop effective and innovative teaching and learning skills and pedagogies with more usage of web-based/e-learning and online multimedia materials.

(b) IT System

To support the implementation of the new curriculum, institutions upgraded and expanded the usage volume of their IT and administrative systems for admission, student orientation and class enrolment. Some institutions also took this opportunity to install and develop new software and management learning system (such as Moodle, Blackboard) to support/facilitate exchanges between teachers and students. To avoid system breakdown during the commencement of the semester, institutions carried out test-runs/rehearsals on the online admission and class enrolment systems. Contingencies such as backing up of the data in the old servers were also put in place.

推行「3+3+4」學制的準備工作

(a) 制訂課程

新四年制課程的其中一個主要目的，是讓學生擁有廣闊的知識基礎、均衡的發展、良好的語文及其他通用技能，同時培養學生終身學習的興趣。為此，院校在過去數年不僅發展新學術課程，更致力檢討、修訂和制訂通識課程。在本科生整體教育中，通識課程約佔25%至30%。部分院校更在三年制課程中，逐步推出選定的通識課程，然後根據修讀學生的意見，在推行新學制前調整課程內容。

各院校不僅改革通識課程及／或推出新的核心課程，更在新課程中加入服務學習、研習項目、體驗學習等單元，令課程更生動，並培養學生對社會的責任感。部分院校更把修讀該些課程／單元訂為畢業條件之一。院校又鼓勵各學術部門鑽研有效的創新教學技巧及教學法，善用網上／電子學習及網上多媒體教材。

(b) 資訊科技系統

為支援新課程的推行，院校已提升收生、迎新及選課的資訊科技及行政系統，並擴充其容量。部分院校更藉此機會，安裝和研發新的軟件及學習管理系統(例如Moodle、Blackboard)，支援／方便師生之間的訊息交換。為免系統在學期初發生故障，院校預先為網上收生及選課系統進行模擬測試，以及制訂應急安排，例如為舊伺服器的數據備份。

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(c) Staff Recruitment

As mentioned above, the LegCo approved a one-off \$550 million front-end loading grant to the UGC-funded institutions for their preparation of the new curriculum. The major part of the grant was used to early engage/recruit additional academics to revamp existing programmes and develop the curricula and pedagogy for the new programmes. Institutions also recruited additional staff to strengthen the student advising services and communications with the stakeholders. In addition to recruiting full time staff, institutions implemented various schemes to bring in overseas scholars and academics to fill the teaching vacancies on a temporary basis. Institutions in general anticipated that the teacher-student ratio would be maintained at more or less the current ratio once all the new faculty be in place under the full operation of the four-year curriculum.

(d) Communications and Engagement with the Other Sectors

Institutions exerted much effort in enhancing their publicity plans and communications with the general public and the school sector to promote the new curriculum. Promotional activities such as TV programmes, advertisements, DVDs, information programmes, exhibitions at shopping malls and secondary schools, open days, *etc.* were arranged. Institutions also actively engaged the school sector, principals and teachers in soliciting their views and input on curriculum changes through school visits and talks on the new curriculum and programmes. Meetings with school councils to discuss and update parents and students on issues relevant to admissions under the new academic structure were held, and development days and training/enhancement workshops were also provided for the teachers. Institutions also launched designated websites on “3+3+4” to enhance the general understanding of the public on the “3+3+4” reform in the higher education sector.

(c) 招聘院校人員

如上所述，立法會通過向八所資助院校提供一筆5.5億元的前期撥款，供籌備新課程之用。撥款大部分用於提早增聘教學人員改革現有課程，以及制訂新課程的內容和教學法。院校亦聘請額外人手，加強學生輔導和增進與持份者的溝通。除招聘全職人員外，院校亦推出多項計劃，羅致海外學者暫補教席空缺。院校普遍預計，四年制課程全面推行及所有新聘教學人員履任後，師生比例會大致維持在現時水平。

(d) 與其他界別的溝通和聯繫

院校已加強宣傳，積極與市民及學校界別溝通，大力推廣新課程。院校曾安排各種宣傳活動，包括製作電視節目、廣告、光碟、資訊節目；在商場及中學舉辦展覽；舉辦開放日等。院校亦透過訪問中學、參加新課程講座等，積極與學校界別、校長及教師聯繫，蒐集他們對課程改革的意見。此外，院校又與校董會討論新學制的收生安排，把最新消息告知家長及學生，以及為教師舉辦發展日和培訓工作坊。院校又推出[3+3+4]專題網站，提供有關高等教育學制改革的資料，加深市民的認識。

(e) Capital Works Projects

The implementation of new normative four-year undergraduate programme in September 2012 resulted in a substantial increase in the overall undergraduate enrolment at the UGC-funded institutions. With the Legislative Council’s approval of \$5.84 billion, the UGC-funded institutions carried out twelve capital works projects to provide additional teaching and learning facilities in support of the new academic structure. The new buildings are shown in the chart on next page.

In 2012-13, the UGC continued to work closely with institutions in taking forward the twelve “3+3+4”-related capital works projects. All projects are finished by now. By September 2012, eight out of the twelve projects were completed and commissioned, including HKUST’s Extension to the existing Academic Building; LU’s New Academic Block and New Student Hostel; CUHK’s Centralized General Research Lab Complex (Block 1) at Area 39, an Integrated Teaching Building and Extension to the existing University Library at Central Campus; HKBU’s Baptist University Road Campus Development; and HKU’s Centennial Campus. The remaining four projects, namely the Academic 3 of City University of Hong Kong, the Student Amenity Centre of The Chinese University of Hong Kong, Phase 8 Development of The Hong Kong Polytechnic University and the New Academic Building of The Hong Kong University of Science and Technology, had experienced a delay, but were finally completed by early 2013. The institutions concerned had implemented contingency measures, including the extension of teaching hours and finding of temporary space to provide extra teaching facilities to meet the teaching need of the new academic year.

In addition, in 2012-13, the UGC supported 22 Alterations, Additions, Repairs and Improvements proposals with a total estimated cost of \$402 million for institutions to carry out consequential works related to their “3+3+4” capital projects and improvement works to their existing facilities necessary for the implementation of the new four-year academic structure.

(e) 基本工程項目

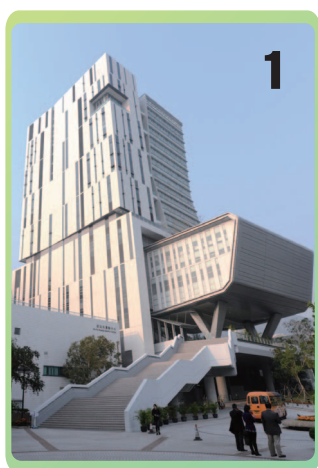
新的四年制學士學位規範課程在2012年9月推出後，八所資助院校修讀學士學位課程的整體學生人數大增。立法會通過撥款58.4億元，供八所資助院校進行12項基本工程項目，增設教與學設施，以配合新學制的需要。有關工程項目所涵蓋的新建大樓，詳見下頁附圖。

在2012-13年度，教資會繼續與各院校緊密合作，推展12項為配合「3+3+4」學制而進行的基本工程。各項工程現已完竣。至2012年9月，12項工程中有8項已經竣工，有關設施亦已啟用，包括科大現有教學大樓擴建工程；嶺大新教學大樓暨學生宿舍；中大第39區的綜合科研實驗大樓（第1座）、大學本部的綜合教學大樓和現有大學圖書館擴建工程；浸大浸會大學道校園發展計劃；以及港大百周年校園計劃。餘下四項工程（包括城大學術樓（三）、中大學生活動中心、理大第八期發展計劃，以及科大新教學大樓）雖有延誤，最終亦於2013年初相繼完成。院校已採取應變措施，包括延長授課時間、物色地方提供額外的臨時教學設施，以配合新學年的教學需要。

此外，在2012-13年度，教資會支持了22項改建、加建、維修及改善工程建議，讓院校進行「3+3+4」基本工程項目的相應工程，以及改善現有設施，配合新四年學制的需要，預算費用合共約4.02億元。

THE "3+3+4" NEW ACADEMIC STRUCTURE 「3+3+4」新學制

"3+3+4"- RELATED CAPITAL PROJECTS
AND CONSEQUENTIAL IMPROVEMENT WORKS
CARRIED OUT BY UGC-FUNDED INSTITUTIONS
教資會資助院校為「3+3+4」學制
而進行的基本工程及相應改善工程





Capital Projects 基本工程

1. CityU's Academic 3
城大學術樓(三)
2. HKBU's Baptist University Road Campus Development
浸大浸會大學道校園發展計劃
3. LU's New Academic Building and Student Hostel
嶺大新教學大樓暨學生宿舍
4. CUHK's An Integrated Teaching Building
中大綜合教學大樓
5. HKUST's New Academic Building
科大新教學大樓
6. PolyU's Phase 8 Development
理大第八期發展計劃
7. HKU's Centennial Campus
港大百周年校園



Improvement Works 改善工程

8. HKBU's newly renovated Integrated Science Laboratory
浸大剛翻新的綜合科學實驗室
9. CUHK's new Multipurpose Learning Centre
中大新多用途學習中心
10. HKIEd's new canteen
教院新食堂
11. HKUST's new Mentoring Centre
科大新師友中心



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(f) Support Measures for the Double Cohort

Two cohorts of students (one from Form 7 under the old curriculum and one from senior secondary 3 under the new curriculum) were admitted to the UGC-funded institutions in September 2012. The biggest challenge faced by the institutions was how to handle both cohorts of students at the same time. To ensure that there would be no competition for admission between the two cohorts, a total of 30,000 publicly-funded first-year-first-degree (FYFD) places were approved by the UGC, *i.e.* 15,000 for each cohort, for 2012/13. Additional senior year places were also provided for the institutions.

Recognizing the various demand from the double cohort students would increase substantially, institutions and the relevant parties, including the Hong Kong Examination and Assessment Authority (HKEAA) and the Joint University Programmes Admission System (JUPAS) Office, put in place a number of special measures to meet the challenge. The measures include staggering the announcement dates of the public examination and the admission results, as well as the commencement of the school year for the two cohorts; merging the orientation camps; enhancing the counseling and advisory services; increasing the library books, e-resources and catering outlets; strengthening the transportation services; and providing more financial aid and scholarships. Since students enrolled in the four-year curriculum were one year younger than the three-year cohort, and some of them had yet to reach the age of 18 (“minors”) upon the time when they entered the institutions in September 2012, some institutions strengthened/revised the contents of the student guidebooks to provide more specific information for this group of students, while other institutions briefed the student bodies on the legal issues of the minors.

(f) 為新舊學制兩批學生提供的支援

新舊學制兩批學生(舊學制的中七學生和新學制的高中三學生)已於2012年9月入讀八所資助院校。院校面對的最大挑戰是如何同時照顧兩批學生。為確保兩批學生在報讀院校時無須互相競爭，教資會通過在2012/13學年合共提供30,000個公帑資助的第一年學士學位課程學額，即每批學生15,000個。高年級學額亦同時增加。

鑑於新舊學制兩批學生會令各方面的需求大增，院校及有關各方(包括香港考試及評核局及大學聯合招生處)，已實行多項特別應對措施，包括分階段公布公開考試成績及收生結果；安排兩批學生在不同日期開學；舉辦聯合迎新營；加強輔導及諮詢服務；添置圖書館藏書、增加網上資源、增設食堂；加強交通服務；以及增設資助及獎學金。由於入讀四年制課程的學生較三年制的年輕一歲，其中一些學生在2012年9月入學時尚未滿18歲(未成年人)，部分院校已增訂／修訂學生手冊內容，為該些學生提供更適切的資料，另有一些院校則向學生組織簡介有關未成年人的法律事宜。

(g) Contingency Planning

Notwithstanding the enormous preparation work put in for the new four-year academic structure, the institutions were vigilant in monitoring developments and worked out contingency plans to tackle any risk and problem which might arise during the commencement of the semester. In the light of the concerns over the completion of new capital projects, institutions identified alternative measures, such as scheduling weekend and night classes, renting nearby offices as temporary teaching venues/department offices, *etc.*, in case of slippage in the project completion schedules. Risk Assessment Teams/Committees were also formed under the senior management to assess all possible risks and map out fallback arrangements.

Start of Academic Year in September 2012

As it was the first year for the implementation of the new curriculum and admission of the four-year cohort, the media and the general public paid close attention to the institutions' preparation, in particular whether the facilities were ready for receiving a huge group of students. Despite that institutions had put in considerable efforts in the preparatory work, some minor hiccups occurred during the commencement of the semester, such as insufficient public transportation which led to long queues waiting at the bus stations, shortage of catering places during peak hours, allocation of hostel places to some non-local students days after their arrival in Hong Kong, temporary suspension of the enrolment system, *etc.* Institutions took prompt actions to rectify these transitory issues, so as to minimise their effects on students. On the whole, the implementation of the new academic curriculum by the institutions was generally smooth.

UGC's “3+3+4” Group

The UGC set up the dedicated task force in 2007 to take an overview and render support to institutions' initiatives. A total of nine meetings had been conducted since its inception, with some of the meetings attended by representatives from the institutions and other relevant parties including the Education Bureau, the HKEAA and the JUPAS Office. The Group discussed issues such as capital projects and contingency plans, *etc.* The Group also organised several sessions for stakeholders to share their experiences in the preparation process.

(g) 應變計劃

儘管已為推行新學制作大量準備，院校毫不鬆懈，密切監察有關情況及制訂應變計劃，以處理開學時可能遇到的風險和問題。鑑於新基本工程項目或未能預期完成，院校已另作安排，例如安排學生在周末或晚間上課、租用附近的商廈單位作臨時教室／辦公室等，以免受工程延誤影響。此外，院校已成立風險評估小組／委員會，由高層人員領導，負責評估各種潛在風險和制訂後備安排。

2012年9月開學情況

由於2012年是首年推行新學制，也是首次取錄四年制學生，傳媒及大眾對院校的準備狀況（特別是校園設施是否足以應付大批學生），加倍關注。即使院校已作大量的準備工作，開學時仍遇到一些小問題，例如公共交通設施不足以致巴士站大排長龍；飯堂設施在繁忙時間不敷應用；部分非本地學生抵港多天方獲安排入住宿舍；以及學生註冊系統服務中斷等。院校已立即採取行動解決上述過渡問題，以減少對學生的影響。整體而言，新學制在各院校推行順利。

教資會「3+3+4」學制工作小組

教資會於2007年成立專責小組，旨在監察院校的籌備工作及提供支援，至今共召開九次會議，部分會議更邀得院校及有關各方（包括教育局、香港考試及評核局、大學聯合招生處）派員出席。「3+3+4」學制工作小組討論過多項議題，包括基本工程項目及應變計劃等。工作小組亦曾舉辦多次交流會，讓持份者分享在準備過程中的經驗。