

THE “3+3+4” NEW
ACADEMIC STRUCTURE
「3+3+4」新学制



THE “3+3+4” NEW ACADEMIC STRUCTURE [3+3+4] 新学制

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.

高等教育界已于2012年9月顺利推行[3+3+4]学制。新学制为学生提供机会接受六年中学教育及四年高等教育。通过改革课程和评核机制，新学制可以照顾学生的学习需要，让不同志向、兴趣和能力的学生都能尽展所长。此外，新学制更顺畅地衔接本港及全球的主要教育制度，方便升学或就业，同时让大学生得到更均衡而全面的发展。

新学制是本港教育改革的里程碑，对教育界意义重大。为确保顺利过渡和有效推行四年制课程，立法会于2005年通过向八所资助院校提供一笔5.5亿元的一次过非工程拨款，以便院校为[3+3+4]课程及早作好准备，例如制订新课程、提升资讯科技系统、提早聘请行政和教学人员，以及加强与学校界别及主要持份者的沟通等。上述拨款已分期发放予院校，最后一期款项已于2011年9月发放。为推行新学制，八所资助院校竭尽所能，在上述各个范畴作好准备，详情参见下文。

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」学制的准备工作

(a) 制订课程

新四年制课程的其中一个主要目的，是让学生拥有广阔的知识基础、均衡的发展、良好的语文及其它通用技能，同时培养学生终身学习的兴趣。为此，院校在过去数年不仅发展新学术课程，更致力检讨、修订和制订通识课程。在本科生整体教育中，通识课程约占25%至30%。部分院校更在三年制课程中，逐步推出选定的通识课程，然后根据修读学生的意见，在推行新学制前调整课程内容。

各院校不仅改革通识课程及／或推出新的核心课程，更在新课程中加入服务学习、研习项目、体验学习等单元，令课程更生动，并培养学生对社会的责任感。部分院校更把修读该些课程／单元订为毕业条件之一。院校又鼓励各学术部门钻研有效的创新教学技巧及教学法，善用网上／电子学习及网上多媒体教材。

(b) 资讯科技系统

为支援新课程的推行，院校已提升收生、迎新及选课的资讯科技及行政系统，并扩充其容量。部分院校更藉此机会，安装和研发新的软件及学习管理系统（例如Moodle、Blackboard），支援／方便师生之间的讯息交换。为免系统在学期初发生故障，院校预先为网上收生及选课系统进行模拟测试，以及制订应急安排，例如为旧服务器的数据备份。

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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) 招聘院校人员

如上所述，立法会通过向八所资助院校提供一笔5.5亿元的前期拨款，供筹备新课程之用。拨款大部分用于提早增聘教学人员改革现有课程，以及制订新课程的内容和教学法。院校亦聘请额外人手，加强学生辅导和增进与持份者的沟通。除招聘全职人员外，院校亦推出多项计划，罗致海外学者暂补教席空缺。院校普遍预计，四年制课程全面推行及所有新聘教学人员履任后，师生比例会大致维持在现时水平。

(d) 与其它界别的沟通和联系

院校已加强宣传，积极与市民及学校界别沟通，大力推广新课程。院校曾安排各种宣传活动，包括制作电视节目、广告、光碟、资讯节目；在商场及中学举办展览；举办开放日等。院校亦透过访问中学、参加新课程讲座等，积极与学校界别、校长及教师联系，搜集他们对课程改革的意见。此外，院校又与校董会讨论新学制的收生安排，把最新消息告知家长及学生，以及为教师举办发展日和培训工作坊。院校又推出[3+3+4]专题网站，提供有关高等教育学制改革的资料，加深市民的认识。

(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) 基本工程项目

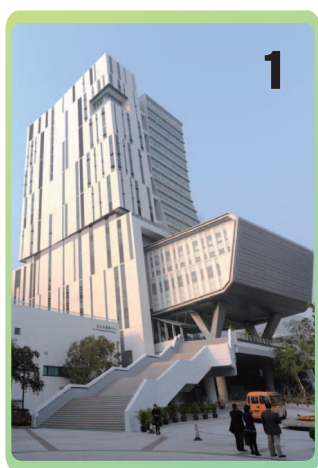
新的四年制学士学位规范课程在2012年9月推出后，八所资助院校修读学士学位课程的整体学生人数大增。立法会通过拨款58.4亿元，供八所资助院校进行12项基本工程项目，增设教与学设施，以配合新学制的需要。有关工程项目所涵盖的新建大楼，详见下页附图。

在2012-13年度，教资会继续与各院校紧密合作，推展12项为配合「3+3+4」学制而进行的基本工程。各项工程现已完竣。至2012年9月，12项工程中有8项已经竣工，有关设施亦已启用，包括科大现有教学大楼扩建工程；岭大新教学大楼暨学生宿舍；中大第39区的综合科研实验大楼(第1座)、大学本部的综合教学大楼和现有大学图书馆扩建工程；浸大浸会大学道校园发展计划；以及港大百周年校园计划。余下四项工程(包括城大学术楼(三)、中大学生活动中心、理大第八期发展计划，以及科大新教学大楼)虽有延误，最终亦于2013年初相继完成。院校已采取应变措施，包括延长授课时间、物色地方提供额外的临时教学设施，以配合新学年的教学需要。

此外，在2012-13年度，教资会支持了22项改建、加建、维修及改善工程建议，让院校进行「3+3+4」基本工程项目的相应工程，以及改善现有设施，配合新四年学制的需要，预算费用合共约4.02亿元。

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"3+3+4"- RELATED CAPITAL PROJECTS
AND CONSEQUENTIAL IMPROVEMENT WORKS
CARRIED OUT BY UGC-FUNDED INSTITUTIONS
教资会资助院校为「3+3+4」学制
而进行的基本工程及相应改善工程





Capital Projects 基本工程

1. CityU's Academic 3
城大学术楼(三)
2. HKBU's Baptist University Road Campus Development
浸大浸会大学道校园发展计划
3. LU's New Academic Building and Student Hostel
岭大新教学大楼暨学生宿舍
4. CUHK's An Integrated Teaching Building
中大综合教学大楼
5. HKUST's New Academic Building
科大新教学大楼
6. PolyU's Phase 8 Development
理大第八期发展计划
7. HKU's Centennial Campus
港大百周年校园

Improvement Works 改善工程

8. HKBU's newly renovated Integrated Science Laboratory
浸大刚翻新的综合科学实验室
9. CUHK's new Multipurpose Learning Centre
中大新多用途学习中心
10. HKIEd's new canteen
教院新食堂
11. HKUST's new Mentoring Centre
科大新师友中心

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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) 为新旧学制两批学生提供的支援

新旧学制两批学生(旧学制的中七学生和新学制的高中三学生)已于2012年9月入读八所资助院校。院校面对的最大挑战是如何同时照顾两批学生。为确保两批学生在报读院校时无须互相竞争,教资会通过于2012/13学年合共提供30,000个公帑资助的第一年学士学位课程学额,即每批学生15,000个。高年级学额亦同时增加。

鉴于新旧学制两批学生会令各方面的需求大增,院校及有关各方(包括香港考试及评核局及大学联合招生处),已实行多项特别应对措施,包括分阶段公布公开考试成绩及收生结果;安排两批学生不同日期开学;举办联合迎新营;加强辅导及咨询服务;添置图书馆藏书、增加网上资源、增设食堂;加强交通服务;以及增设资助及奖学金。由于入读四年制课程的学生较三年制的年轻一岁,其中一些学生在2012年9月入学时尚未满18岁(未成年人),部分院校已增订/修订学生手册内容,为这些学生提供更适切的资料,另有一些院校则向学生组织简介有关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) 应变计划

尽管已为推行新学制作大量准备，院校毫不松懈，密切监察有关情况及制订应变计划，以处理开学时可能遇到的风险和问题。鉴于新基本工程项目或未能预期完成，院校已另作安排，例如安排学生在周末或晚上上课、租用附近的商厦单位作临时教室／办公室等，以免受工程延误影响。此外，院校已成立风险评估小组／委员会，由高层人员领导，负责评估各种潜在风险和制订后备安排。

2012年9月开学情况

由于2012年是首年推行新学制，也是首次取录四年制学生，传媒及大众对院校的准备状况（特别是校园设施是否足以应付大批学生），加倍关注。即使院校已作大量的准备工作，开学时仍遇到一些小问题，例如公共交通设施不足以致巴士站大排长龙；饭堂设施在繁忙时间不敷应用；部分非本地学生抵港多天方获安排入住宿舍；以及学生注册系统服务中断等。院校已立即采取行动解决上述过渡问题，以减少对学生的影响。整体而言，新学制在各院校推行顺利。

教资会「3+3+4」学制工作小组

教资会于2007年成立专责小组，旨在监察院校的筹备工作及提供支援，至今共召开九次会议，部分会议更邀得院校及有关各方（包括教育局、香港考试及评核局、大学联合招生处）派员出席。「3+3+4」学制工作小组讨论过多项议题，包括基本工程项目及应变计划等。工作小组亦曾举办多次交流会，让持份者分享在准备过程中的经验。