



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

The “3+3+4” academic structure was successfully implemented in the higher education sector in September 2012. The new academic structure provides opportunities for all 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 all 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 be better connected with other major education systems in the world, as well as allows more balanced and comprehensive development of our university students.

The new academic structure has been implemented for almost two years. According to the institutions, the operation of the NAS was considered generally smooth, especially during the commencement stage. The major reason of such a smooth migration is perhaps due to the sufficient preparation of, and a robust contingency plan put in place by, the institutions.

UGC-funded institutions have so far admitted two groups of Hong Kong Diploma of Secondary Education graduates for the 2012/13 and 2013/14 academic years. These students are now proceeding to either the third year or second year of study. Some institutions adopt broad-based student admission mechanism in admitting students for the new four-year curriculum. Broad-based admission means that students will first be admitted to the academic faculty or school, instead of a specific programme, and will be given the flexibility to defer their choice of a major/specific programme to a later stage of their study. Such arrangement can offer students an opportunity to have a taste in different courses in their first year of studies before choosing their majors in the sophomore years. According to the institutions, most of the students are assigned to their top three choices of majors, partly because of the flexible design of the curriculum and sufficient academic advising given to the students.

高等教育界已於2012年9月成功推行「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。透過改革課程和評核機制，新學制可以照顧學生各種學習需要，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主要教育制度，方便升學或就業，同時讓大學生得到更均衡全面的發展。

新學制推行至今，接近兩年。根據各院校的匯報，新學制普遍運作暢順，特別是在起始階段。順利過渡的主要原因，推算是院校準備充足，制訂了周全的應變計劃處理不同情況。

到目前為止，教資會資助院校已分別在2012/13及2013/14學年錄取兩批香港中學文憑試畢業生，該些學生現正修讀第二或第三年課程。部分院校採用綜合招生機制，錄取新生修讀新的四年制課程。綜合招生指學生先獲錄取入讀某個學院而非修讀某項特定課程，待升上較高年級才選修主修科目／特定課程。此項安排能讓學生有機會在一年級涉獵不同學科，然後在二年級才選修主修科目。根據院校的資料，大部分學生均獲分派首三個志願的主修科目，部分原因是課程設計靈活，學生亦獲提供足夠的選科建議。

One of the major objectives of the new four-year curriculum was 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 new academic programmes or majors, institutions have devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constitute around 25% to 30% of the entire undergraduate education, as well as incorporating other elements such as service learning, capstone projects, experiential learning, etc. into the new curriculum to make it more dynamic. Feedback shows that the programmes are well received by the students, who think that the courses can help them to extend their knowledge outside the major studies and broaden their horizon.

The UGC has been attaching importance to the learning experience of the students. In this regard, we have been emphasising that the four-year curriculum is not simply to add one year to the study period, but it should provide a platform to broaden the students' horizon and promote their holistic development. The UGC sector also shares such belief and has included a series of co-curricular activities and programmes into the curricula, such as increasing the overseas exchange-out opportunities for local students to allow them to obtain more international experience, offering of placement and internships so that students may acquire work-related experience before they join the workforce. We believe that such experiential learning will enable students to be immersed in real-life challenges and learn through experience.

新四年制課程的主要目的之一，是讓學生擁有廣闊的知識基礎、均衡的發展、良好的語文水平及其他通用技能，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或主修科目，更致力檢討、修訂和制訂通識課程。在整體學士學位課程中，通識課程現時約佔25%至30%。另外，院校亦在新課程中加入服務學習、畢業專題研究、體驗學習等元素，務求令課程更多元化。從收到的意見得知，課程深受學生歡迎。他們表示通過課程掌握到更多主修科目以外的知識，開拓了視野。

教資會素來十分重視學生的學習經驗。在這方面，我們一直強調，四年制課程並非單純把修業期延長一年，而是要提供平台擴闊學生視野及促進他們的全面發展。教資會界別亦抱持相同理念，把一系列課外活動和項目納入課程，例如增加本地學生的海外交流機會，讓他們對外地生活有更深刻的體驗，又或提供實習培訓，讓學生在投身就業市場前先累積相關工作經驗。我們相信，通過體驗學習，學生能認識真實的挑戰，並從經驗中學習。

Capital Works Projects

The implementation of the 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 a number of capital works projects to provide additional teaching and learning facilities in support of the new academic structure. All projects have been completed. A full list of these projects is shown in the table below.

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多項基本工程項目，增設教與學設施，以配合新學制的需要。所有項目現已完成，整份名單開列如下：

	City University of Hong Kong 香港城市大學	1 Academic 3 Building 學術樓(三)
	Hong Kong Baptist University 香港浸會大學	2 Baptist University Road Campus Development 浸會大學道校園發展計劃
	Lingnan University 嶺南大學	3 New Academic Block and Student Hostel 新教學大樓暨學生宿舍
	The Chinese University of Hong Kong 香港中文大學	4 An Integrated Teaching Building 綜合教學大樓 5 Centralized General Research Lab Complex (Block 1) at Area 39 第39區綜合科研實驗大樓(第1座) 6 Extension to the existing University Library at Central Campus 中央校園現有大學圖書館擴建工程 7 Student Amenity Centre 學生活動中心
	The Hong Kong Polytechnic University 香港理工大學	8 Phase 8 Development 第八期發展計劃
	The Hong Kong University of Science And Technology 香港科技大學	9 Extension to the existing Academic Building 現有教學大樓擴建工程 10 New Academic Building 新教學大樓
	The University of Hong Kong 香港大學	11 Centennial Campus Phase 1 百周年校園第1期



CityU's
Academic 3 Building
香港城市大學學術樓(三)

1.



LU's new Academic Block
and Student Hostel
嶺南大學新教學大樓暨學生宿舍

3.



HKBU's Baptist University Road
Campus Development
香港浸會大學浸會大學道校園發展計劃

2.



CUHK's an Integrated Teaching Building
香港中文大學綜合教學大樓

4.



CUHK's Centralized General Research
Laboratory Complex (Block 1) in Area 39
香港中文大學第39區綜合科研實驗大樓 (第1座)

5.



6.

CUHK's extension to the existing University Library at Central Campus
香港中文大學中央校園大學圖書館擴建工程



7.

CUHK's Student Amenity Centre
香港中文大學學生活動中心



8.

PolyU's Phase 8 Development
香港理工大學第八期發展計劃



9.

HKUST's extension to the existing Academic Building
香港科技大學教學大樓擴建工程



10.

HKUST's new Academic Building
香港科技大學新教學大樓



11.

HKU's Centennial Campus Phase 1
香港大學百周年校園第1期

In 2013-14, the UGC also supported 12 Alterations, Additions, Repairs and Improvements projects with a total estimated cost of \$300 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.

2013-14年度，教資會亦支持了12項改建、加建、維修及改善工程項目，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3億元。