

CDC News (October 2010)

The 35th CDC Meeting was held on 15 October 2010 (Friday). Salient points of the discussion are as follows:

Entrance requirements for undergraduate/sub-degree programmes under New Academic Structure (NAS)

- The UGC-funded institutions announced in September 2010 the faculty/programme requirements of their undergraduate programmes. Most universities require 4 core subjects plus 1 or 2 elective subjects either specified or unspecified. For the 4 core subjects, the UGC-funded institutions require Level 3 in Chinese Language and English Language, and Level 2 in Mathematics and Liberal Studies (i.e. “3322”). As regards the elective subjects, Level 2 or Level 3 is generally required. Other Language subjects will be accepted as unspecified or extra elective subjects in meeting the minimum entrance requirement of Grade E in the AS Level Cambridge International Examinations (CIE). Applied Learning Subjects (ApL), owing to their design in combining theoretical and practical learning, suit the needs of some specific programmes in the institutions and will be accepted as an elective subject, or considered for award of extra bonus or additional information depending on the institutions, faculties or programmes.
- Apart from academic achievements, students’ whole-person development is also valued by institutions in formulating their admission policies. Students are encouraged to build up their Student Learning Profile (SLP) for reference. The Joint University Programmes Admission System (JUPAS) has designed a common template to aid students in the submission of information pertaining to their OLE and achievements through the JUPAS. Students may also upload the full SLPs to the JUPAS online application system, or submit to individual institutions when they are invited for interviews.
- The Meeting considered it important to note the change of subject choice under the NAS. The concept that ApL courses were to provide more diversified subject choices for students to cater for their needs rather than for the less able students should be further promoted.

Feedback from overseas delegations on the NAS and the Hong Kong Diploma of Secondary Education (HKDSE)

- All ministries, universities, academic/accreditation agencies and various parties visited by the EDB delegations welcomed the NAS and supported the underpinning philosophy of whole-person development and life-long learning.

They were prepared to admit students with HKDSE qualification direct to their undergraduate programmes, and they appreciated the introduction of Applied Learning subjects as elective subjects as well as OLE and SLP.

- Students holding the HKDSE would have the opportunity of pursuing different pathways to further their studies in Hong Kong and overseas.

Study on the implementation of the NSS curriculum 2009/10 and follow-up

- EDB commissioned the Chinese University of Hong Kong to conduct the NSS Curriculum Implementation Study to understand how the NSS curriculum was implemented in 2009. The major findings were that schools generally followed closely the guiding principles in the Senior Secondary Curriculum Guide, and attached importance to providing a broad and balanced curriculum to cater for learner diversity. It was remarked that with more diversified subject choices under the NAS and no early specialization of science, arts and business classes, it was important to provide students with career guidance to help them identify their aspirations. Concerns were also raised on the increase of administrative challenges for schools in the curriculum planning and resources support in the double cohort year. EDB had stepped up support to schools in providing resources and support, strengthening professional development programmes and enhancing capacity building.
- Members supported the follow-up actions and agreed that more support in terms of sample papers/assessment papers were needed as teachers were still very concerned about the HKDSE.