

Panel on Education
List of follow-up actions

(position as at 13 March 2015)

Subject	Date of meeting	Follow-up action required	Administration's response
1. <u>Progress of the Review of the New Senior Secondary Curriculum and Assessment</u>	9.6.2014	<p>The Administration was requested to provide –</p> <p>(a) details of the classical set texts included in the curricula of primary and junior secondary levels;</p> <p>(b) information on the number of students taking Chinese History as an elective subject at Senior Secondary levels under the New Academic Structure; and</p> <p>(c) information on implementing an adaptation curriculum in special schools and the learning outcomes of students in special schools.</p>	Response awaited.
2. <u>Implementation of the "Chinese Language Curriculum Second Language Learning Framework" and professional support</u>	16.7.2014	The Administration was requested to provide written response to the issues raised in a submission from Hong Kong Unison Limited [LC Paper No. CB(4)934/13-14(01)].	Response awaited.

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3. <u>Registration for the Hong Kong Diploma of Secondary Education Examination of various subjects</u>	8.12.2014	The Hong Kong Examinations and Assessment Authority was requested to provide information on the number of answer scripts of the Liberal Studies subject that had been marked up to 16 times by 16 different markers in the Hong Kong Diploma of Secondary Education Examination in the past three years.	Response awaited.
4. <u>Recurrent funding for University Grants Committee-funded institutions in the 2015/16 roll-over year</u>	12.1.2015	(a) The Administration/University Grants Committee ("UGC") was requested to provide statistical information on the enrolment of non-local students in UGC-funded institutions by level of study and place of origin. (b) The Administration was requested to provide written response to the enquiry on whether the Administration would review the prevailing tuition fee policy with reference to that in Singapore.	Response awaited.
5. <u>Employment opportunities for young teachers</u>	12.1.2015	(a) The Administration was requested to provide information on the difference, if any, in salary between contract teachers and regular teachers; as well as statistics on contract renewal and whether contract teachers had to serve	The Administration's responses were circulated to members vide LC Paper No. CB(4)515/14-15(01) on 13 February 2015.

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		<p>in different schools under different contracts.</p> <p>(b) The Administration agreed to provide the relevant weblink of the Hong Kong Institute of Education on the employment situation of its graduates.</p>	
6. <u>Briefing by the Secretary for Education on the Chief Executive's 2015 Policy Address</u>	16.1.2015	<p>With reference to paragraphs 127(ii) and 127(iv) of the 2015 Policy Address, the Administration was requested to provide information on –</p> <p>(a) the pilot scheme to be launched through the Lotteries Fund to invite operators of subvented preschool rehabilitation services to provide on-site rehabilitation services for children with special needs who are studying in kindergartens, or kindergarten-cum-child care centres,</p> <p>(b) the enhanced support for parents of children with special needs; and</p> <p>(c) the resources involved in implementing the aforementioned initiatives.</p>	Response awaited.

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<p>7. <u>Issues related to the regulation, governance and quality assurance of the self-financing post-secondary sector with reference to the Report of the consultancy study on "Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector"</u></p>	<p>7.2.2015</p>	<p>With reference to the concerns raised by deputations, the Administration was requested to provide written response in respect of the following –</p> <p>(a) the lack of articulation pathway to students who had completed the Diploma programmes at Qualifications Framework ("QF") Level 3 offered by Hong Kong College of Technology ("HKCT") due to HKCT's decision not to offer certain Higher Diploma programmes at QF Level 4, such as the Higher Diploma in Applied Psychology programme, in the 2014-2015 academic year; and</p> <p>(b) the recognition of qualifications by other post-secondary institutions in respect of Diploma programmes at QF Level 3 offered by HKCT.</p>	<p>Response awaited.</p>
<p>8. <u>Chinese History Education</u></p>	<p>9.2.2015</p>	<p>The Administration was requested to provide a name list of schools with a breakdown by the type of curriculum modes for Chinese history education they adopted at the junior secondary level; and among those secondary schools which</p>	<p>Response awaited.</p>

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		adopted the independent subject mode, the names and number of schools that taught Chinese History as an independent subject throughout Secondary One to Three, and those that only taught the subject for one or two years at the junior secondary level.	

Council Business Division 4
Legislative Council Secretariat
13 March 2015