香港特別行政區政府教育局
Education Bureau
The Government of the Hong Kong
Special Administrative Region

資歷架構
Qualifications
Framework

Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer (CAT) under Qualifications Framework in Hong Kong

香港資歷架構
學分累積及轉移：政策、原則及應用指引

Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer (CAT) under Qualifications Framework in Hong Kong

香　港　資　歷　架　構
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Part I – Introduction

Qualifications Framework in Hong Kong

1.1 In May 2008, the Hong Kong Government launched the Hong Kong Qualifications Framework (QF). This framework aims to help Hong Kong people set clear goals and directions for continuous learning with a view to enhancing the quality, professionalism and diversification of the local workforce. The QF is a seven-level hierarchy of quality-assured qualifications covering academic, vocational and professional as well as continuing education sectors. As at 1 February 2016, there were about 6 900 qualifications[1] offered by more than 200 providers registered on the Qualifications Register (QR).

1.2 With effect from 1 January 2016, all programmes at QF Levels 1 - 7 on the QR have adopted the award titles under the Award Titles Scheme (ATS) which clearly reflect the QF levels of the qualifications. Also commencing from 1 January 2016, all programmes at QF Levels 1 - 4 have indicated the QF credit values on the QR, which reflect learning effort required of the learners to attain the qualifications.

1.3 With the development of the core components of the QF including QF level, QF credit and award titles, it is now opportune for institutions to develop general policy and system supporting CAT to further strengthen learners' mobility and progression in their learning pathways.

Adoption of CAT Policy, Principles and Operational Guidelines

1.4 The CAT policy, principles and operational guidelines contained in this booklet are developed with reference to international norms and existing practices adopted in education and training institutions in Hong Kong. We encourage all institutions to adopt or make reference to the booklet when establishing their policies and systems for recognition and transfer of credit earned.

[1] Excluding qualifications obtained via the Recognition of Prior Learning (RPL) mechanisms.

第一部分：引言

香港資歷架構

1.1 香港政府在2008年5月推行香港資歷架構，目的是協助市民持續進修及確立進修目標和方向，以提升本港整體工作人口的質素，使之更專業化及多元化。資歷架構是一個七級的資歷制度，涵蓋學術、職業專才和持續教育界別。截至2016年2月1日，約有6900個由200多所培訓機構頒授的資歷[1]，已通過質素保證機制及在資歷名冊登記。

1.2 由2016年1月1日起，資歷名冊內所有屬資歷架構第一至第七級的課程均已採用資歷名銜計劃所訂的資歷名銜，以清楚反映有關資歷的資歷級別。此外，由2016年1月1日起，資歷名冊內所有屬資歷架構第一至第四級的課程均已列明其資歷學分值，以反映學員取得有關資歷所需的學習量。

1.3 隨著資歷架構各核心部分的發展，包括資歷級別、資歷學分及資歷名銜，現正是適當時候制訂政策及原則以支持學分累積及轉移制度，及進一步支援學員的進階路徑。

採用學分累積及轉移的政策、原則及應用指引

1.4 本冊子所載列的學分累積及轉移政策、原則及應用指引，已參考了國際經驗及本地教育與培訓機構的現行機制。我們鼓勵培訓機構採用或參照本冊子內容，以確立學分認可及轉移政策及制度。

[1] 不包括通過「過往資歷認可」機制取得的資歷。

1.5 Besides, the booklet contains examples of good practices in CAT implementation as Appendices. They include examples of academic regulations and procedures governing the grant of credit transfer, information leaflet with transparent CAT information, special considerations in mapping learning outcomes between modules, and collaborative agreements, etc.

1.6 Adoption of the CAT policy, principles and operational guidelines is on a voluntary basis. Institutions are encouraged to formulate a clear and unambiguous policy in support of CAT in line with their institutional goals, vision and mission. Institutions also have the flexibility to develop their own systems for CAT implementation to suit their own needs. In doing so, they can make use of the suggestions in this booklet in whole or in part, with adaptations as appropriate.

1.7 Institutions may include any organisations that provide formal, non-formal or informal learning, such as universities, education institutions, continuing education units, training providers, enterprises, companies, professional bodies and labour unions, etc. A glossary of terms related to CAT is at Appendix 1.

1.5 此外，本冊子於附錄中提供不少有關推行學分累積及轉移的良好實例，包括處理學分轉移的教務規條及程序、載列學分累積及轉移資料的課程單張、比對科目學習成果所需考慮的特別事項，以及合作協議等。

1.6 培訓機構可自願採用學分累積及轉移政策、原則及應用指引。我們鼓勵培訓機構按其目標、抱負及使命，制定清晰明確的政策以支持學分累積及轉移，並可按其本身需要，自行制訂有助推行學分累積及轉移的制度和程序。培訓機構可參考本冊子的全部或部分內容，並酌情自行修訂，以制訂資歷架構下的學分累積及轉移制度。

1.7 培訓機構涵蓋所有提供正規、非正規或非正式學習的機構如大學、教育院校、持續教育部門、培訓提供者、企業、公司、專業團體和工會等。有關學分累積及轉移的詞彙載列於附錄 1。

Part II - Policy and Principles for CAT

2.1 CAT facilitates the recognition of units of learning and allows learners to move from one programme to another without having to duplicate learning. In theory this allows learners to gain a qualification having undertaken study (and hence having been awarded credits) at different places and in different learning contexts at different time. This learning may have been formal, non-formal or informal. Provided that the learning outcomes can be properly validated and assessed they should be eligible for recognition.

2.2 Institutions with delegation of authorities should ensure that the CAT policy developed in individual units and departments is in line with that formulated centrally. Appendices 2 and 3 show some examples of academic regulations on advanced standing as well as credit transfer and module exemption.

2.3 Benefits of CAT to learners:

- Helps eliminate unfair or unnecessary barriers that impede access to learning and minimises the need for any repetition of learning already achieved.
- Recognises the learning outcomes of modular-based or unit-based learning and allows the accumulation of credits earned for such learning.
- Permits learners to move in and out of formal education and to engage in workplace training in the knowledge that credit previously earned will be taken into account in the future.
- Provides flexibility to learners allowing them to study at times and places to suit their life pattern and personal circumstances, thereby providing more opportunities for employees to participate in lifelong learning.
- Enables learners to calibrate their expectations more realistically and map out their study plans accordingly. Learners will better understand the value of what they are studying/ have studied and how it fits into the framework of qualifications.

第二部分：學分累積及轉移的政策及原則

2.1 學分累積及轉移（學分轉移）讓學習單元較容易獲得認可，並且學員可由一項課程轉至另一項課程而避免重複學習。理論上，學員可在不同地點、不同學習環境和不同時間進修而獲取資歷（並因而獲授予學分）。這些學習可以循正規、非正規或非正式的途徑，只要學習的成果能夠適當地核實及評估，便應獲認可。

2.2 組織架構龐大而權責繁多的培訓機構，應確保中央所制訂的學分轉移政策，與轄下個別部門及學系所制訂的政策屬一致。有關學分認可、學分轉移及單元豁免的教務規條示例，可參閱附錄 2 及 3。

2.3 學分轉移對學員的好處：

- 有助消除不公平或不必要的進修障礙，並減低重複學習的需要。
- 確認單元式課程的學習成果，並可累積課程學分。
- 容許學員自由進出正規教育體系，接受在職培訓取得的學分於日後亦會獲得認可。
- 提供彈性，讓僱員在符合其生活模式及個人情況的時間和地點進修，更多機會實踐終身學習。
- 讓學員根據實際情況調整個人期望及訂定相應的進修計劃，更了解現時／曾經修讀課程的價值，以及該課程在資歷架構的定位。

Joint Consultation on Operational Guidelines on CAT and Comparability Study of HKQF and EQF (2015)
學分累積及轉移的應用指引和香港資歷架構及歐洲資歷架構的比較研究聯合諮詢會 (2015)

2.4 Benefits of CAT to institutions:

- Enables institutions to attract new pools of learners and previously dormant learners to rejoin the education system.
- Encourages a more holistic approach to qualification planning and development and better communication between individual institutions and across sectors.
- Encourages inter-institutional cooperation in programme design and delivery.

Policy and Principles for CAT

2.5 The policy and principles underpinning CAT will include the following:

Principle 1

CAT policy should be formulated with a view to promoting learner mobility across sectors, levels and types of qualifications by minimising duplication of learning

Principle 2

Systems and procedures developed in institutions to support CAT should be transparent, fair, flexible and easy to use

Principle 3

Decisions regarding credit transfer should be timely, academically defensible, equitable and based on learning outcomes

Principle 4

Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through other forms of assessment

Principle 5

In line with the concept of institutional autonomy, CAT shall not affect the authority of a receiving institution to make decisions about the admission of learners. There is a distinction between the separate processes of admission and credit transfer

2.4 學分轉移對培訓機構的好處：

- 有助培訓機構吸納新學員，以及令以往不活躍的學員重投教育體系。
- 鼓勵培訓機構以更全面的方法規劃及發展資歷，並促進個別機構之間及跨界別的聯繫。
- 鼓勵培訓機構之間合作設計及開辦課程。

學分累積及轉移的政策及原則

2.5 學分轉移的基本政策及原則將包括以下各項：

第一項原則

制訂學分轉移政策，以減少重複學習及促進學員在不同界別、資歷級別和資歷類別之間的流動為目標。

第二項原則

培訓機構建立的學分轉移制度及程序應具透明度、合理和可靈活易用。

第三項原則

有關學分轉移的決定應為適時、有學術依據、公正及以學習成果為基礎。

第四項原則

憑藉認可過往非正規及非正式學習而獲頒授的學分，與通過其他評估方式而獲取的學分，具有同等效力。

第五項原則

基於院校自主的概念，學分轉移不應影響收生機構在決定取錄學員方面的權力。收生與學分轉移屬不同程序，兩者有所區別。

Principle 6

Credit recognition and credit transfer should not undermine the academic rigour or integrity of the qualification into which the learner is accepted

Principle 7

Institutional commitment and cooperation are essential for the optimal functionality of CAT

Principle 8

CAT systems and procedures should be subject to rigorous quality assurance measures

Formulation of CAT Policy and System

2.6 CAT policy refers to the organisational intent to guide decisions and achieve the outcomes for recognition and transfer of credit. The eight principles underpinning an effective CAT policy are elaborated as follows.

2.7 ***Principle 1:***

CAT policy should be formulated with a view to promoting learner mobility across sectors, levels and types of qualifications by minimising duplication of learning.

2.7.1 The primary aim of a CAT policy is to support effective learning pathways for the benefit of learners.

2.7.2 A major purpose of the policy is to minimise unnecessary duplication of learning and maximise the use of credit that learners have gained from learning already undertaken. This will ensure more efficient use of personal and institutional resources. Learners should not be requested to repeat learning if the prior learning could be duly recognised as equivalent and counted towards further learning.

2.8 ***Principle 2:***

Systems and procedures developed in institutions to support CAT should be transparent, fair, flexible and easy to use.

2.8.1 The transparency of the operation systems and procedures is of fundamental importance to promote stakeholders' confidence in CAT.

第六項原則

學分認可及學分轉移不應削弱學員獲頒資歷的學術嚴謹性或完整性。

第七項原則

要達致學分轉移的最佳成效，培訓機構的承擔與合作至為重要。

第八項原則

學分轉移制度及程序，必須建基於嚴謹的質素保證機制。

制訂學分累積及轉移的政策及制度

2.6 學分轉移政策是指機構為達到學分認可及轉移的目的，在作出決定時所依據的政策。在有效的學分轉移政策下，該八項原則可作如下闡釋。

2.7 ***第一項原則：***

制訂學分轉移政策，以減少重複學習及促進學員在不同界別、資歷級別和資歷類別之間的流動為目標。

2.7.1 學分轉移政策的首要目標是支援有效的進修階梯，令學員受惠。

2.7.2 有關政策的主要目的是減省不必要的重複學習，讓學員善用從過往學習所得的學分，以確保能更有效地運用個人及培訓機構的資源。假如學員過往的學習成果能夠獲確認為同等，以及在進修其他課程時獲計算在內，便不應要求學員重複學習。

2.8 ***第二項原則：***

培訓機構建立的學分轉移制度及程序應具透明度、合理和可靈活易用。

2.8.1 持分者對學分轉移的信心，建基於相關運作系統及程序的透明度。

2.8.2 The provision of clear information to learners on well-defined and agreed articulation and progression routes will enable them to plan their educational pathways with confidence. By specifying articulation pathways, institutions will help to manage learners' expectations with regard to progression opportunities.

2.8.3 Institutional websites should provide clear, reliable and easy to use information on CAT policy and procedures. Any restriction and limits on transfer of credit, such as the 'shelf-life' of credits (if any), ceiling of transfer, etc. should be specified, along with the implications for progression, grading or final award classification. Information on formal articulation and credit transfer agreements between institutions should be included as well as examples of precedent cases in relation to articulation schemes (e.g. Senior Year Places Scheme). Information on the criteria for selection, the number of credits to be awarded, and additional programme requirements, if there are any, should be provided.

2.8.4 Given the multiplicity of institutions, programmes and learners, it is unlikely that individual components in one programme will be identical in all respect to components in another programme. In order to simplify procedures and to ensure maximum benefit for learners, institutions should adopt a flexible approach to the recognition of credits.

2.8.5 Institutions should consider adopting a "fair recognition"[2] approach based on a review of learning outcomes, rather than seeking perfect equivalence between two qualifications or programmes.

2.8.6 CAT policy, system and procedures should be easy to understand and use, both on the part of the learner and the institution, especially those staff tasked with implementation. The policy should not be onerous and any institution implementing its own CAT system and procedures should ensure that the operation of the CAT system will not cause undue difficulties for learners or excessive workload for staff.

[2] See European Credit Transfer and Accumulation System (ECTS) at http://ec.europa.ed/education/tools/dcos/ects-guide_en.pdf

2.8.2 培訓機構如能提供清晰的資料，載列明確和協定的銜接及進階路徑，可讓學員更有信心擬定進修計劃。培訓機構若訂明升學銜接路徑，有助調整學員對進階機會的期望。

2.8.3 培訓機構的網站應就學分轉移政策及程序，提供清晰、可靠和易於使用的資料。網站應訂明各項資歷及課程可轉移的學分時限（如適用）和上限，以及對進階、評級或最終頒授名銜類別的影響。網站應包括培訓機構之間簽訂的正式課程銜接及學分轉移協議的資料，以及關於課程銜接計劃（例如高年級學額計劃）的先例。網站亦可提供甄選準則、將授予學分的數目，以及修讀額外課程的要求等。

2.8.4 由於培訓機構、課程和學員的種類繁多，某項課程與另一項課程的個別組成部分不大可能在各方面均完全相同。為簡化程序和確保學員獲得最大裨益，培訓機構應採用靈活的方法進行學分認可。

2.8.5 培訓機構應考慮採用以審視學習成果為基礎的「合理認可」[2]方法，而非在兩項資歷或課程內容中，尋求完全等同。

2.8.6 學分轉移政策、制度及程序應讓學員和培訓機構（特別是執行人員）易於使用和明白。有關政策不應過於繁瑣，而培訓機構推行本身的學分轉移制度及程序時，應確保制度的運作不會對學員造成過多的困難，或為教職員帶來過多的工作量。

Consultation and Sharing Session on Development of Policy and Principles for CAT (2014)
學分累積及轉移政策與原則諮詢簡介會 (2014)

[2] 見「歐洲學分轉移及累積制度」網址：http://ec.europa.ed/education/tools/dcos/ects-guide_en.pdf

2.9 *Principle 3:*

Decisions regarding credit transfer should be timely, academically defensible, equitable and based on learning outcomes.

2.9.1 Decisions on credit transfer should be taken and communicated to applicants within a specified timeframe, to avoid delaying a qualified learner's access to a programme of study.

2.9.2 Decisions made concerning credit transfer should be evidence-based and equitable. They should be academically defensible and consistently applied. Where the institution concerned considers it appropriate to do so, the institution should be prepared to review its decisions and advise the learners accordingly.

2.9.3 Credits are awarded upon attainment of learning outcomes of the programme or component. Credits at the appropriate level can be accumulated and counted towards a qualification. In determining the eligibility of credits for recognition and transfer towards a new qualification, receiving institutions should satisfy themselves that the associated learning outcomes attained are comparable to the required outcomes of the new programme.

2.10 *Principle 4:*

Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through other forms of assessment.

2.10.1 All accredited and verified learning (including formal, non-formal and informal learning) should be eligible for consideration for credit transfer. Receiving institutions should recognise learning achieved by a learner at any time and in any context on an equal basis, provided that the learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied to.

2.10.2 Qualifications attained through the RPL mechanisms are outcome-based and the assessment agencies authorised to award RPL qualifications have themselves undergone rigorous accreditation. All RPL qualifications are recognised under the QF and should therefore be of parity value for consideration of credit transfer.

2.10.3 Receiving institutions should have confidence that the credits awarded in a QF-recognised qualification are quality assured and rigorously assessed by the appropriate quality assurance mechanisms.

2.9 第三項原則：

有關學分轉移的決定應為適時、有學術依據、公正及以學習成果為基礎。

2.9.1 學分轉移的決定應在指定時限內落實並通知申請人，以免耽誤合資格學員修讀課程的機會。

2.9.2 學分轉移的決定應符合公平的原則、有學術依據及貫徹執行。在培訓機構認為適當的情況下，應準備好檢視所作的決定，並把情況告知學員。

2.9.3 學員在取得整個或部分課程的學習成果時，可獲頒學分，而適當級別的學分可獲累積及計算入修讀的課程內。在釐定學分認可及轉移至新資歷的準則時，收生機構須考慮已取得的學習成果是否與新課程的要求相若。

2.10 第四項原則：

憑藉認可過往非正規及非正式學習而獲頒授的學分，與通過其他評估方式而獲取的學分，具有同等效力。

2.10.1 所有經評審及核實的學習（包括正規、非正規和非正式學習），均可獲考慮將其學分轉移。學員在任何時間及任何學習環境下完成的學習，只要所得的學習成果已通過適當評核，並符合收生機構頒授資歷的要求，應按同等原則獲得認可。

2.10.2 在「過往資歷認可」機制下取得的資歷，均獲資歷架構認可。這類資歷按成效評定，而獲授權頒授認可資歷的評估機構，本身亦已通過嚴格的評審。因此，在考慮學分轉移時，所有獲確認的「過往資歷認可」資歷，應視作具有同等價值。

2.10.3 資歷架構認可資歷所授予的學分，均已通過質素保證，並由適當的質素保證機構嚴格評估。收生機構對有關資歷及學分的價值，應具信心。

2.11 ***Principle 5:***

In line with the concept of institutional autonomy, CAT shall not affect the authority of a receiving institution to make decisions about the admission of learners. There is a distinction between the separate processes of admission and credit transfer.

2.11.1 CAT policy and systems should facilitate the recognition of credit for entry into a qualification (i.e. admission to a programme) as well as recognition of credit towards the award of a qualification (i.e. granting course exemption from part of the qualification).

2.11.2 While an open and transparent CAT system will facilitate learners' progression, it does not guarantee admission of any learner to a programme. Under the principle of institutional autonomy, it is a decision for the receiving institution.

2.12 ***Principle 6:***

Credit recognition and credit transfer should not undermine the academic rigour or integrity of the qualification into which the learner is accepted.

2.12.1 Institutions must ensure that recognising the credit earned by a learner towards the completion of a programme does not adversely affect the integrity and quality of their programmes.

2.12.2 The fact that a learner has achieved credits or has completed a qualification at a lower level does not necessarily mean that he/she will be successful in study at a higher level. Receiving institutions have a duty to consider the ability of any individual learner to complete a qualification successfully.

2.12.3 In implementing any system or procedures for CAT, institutions will need to determine the maximum amount of credit which can be transferred (or the minimum amount of study which must be undertaken at the awarding institution to be eligible for an award). It is observed that institutions commonly accept the transfer of credit from other institutions up to a ceiling of 50% of the total credits required for completion of a programme.

2.11 第五項原則：

基於院校自主的概念，學分轉移不應影響收生機構在決定取錄學員方面的權力。收生與學分轉移屬不同程序，兩者有所區別。

2.11.1 學分轉移政策與制度有助確認學分，以取得資歷的入學資格（即獲取錄入讀某項課程），以及確認學分以達到資歷的頒授資格（即獲豁免修讀部分課程）。

2.11.2 公開及具透明度的學分轉移政策有助學員持續進修，但不保證學員會獲取錄入讀課程。在院校自主的原則下，取錄與否由收生機構全權決定。

2.12 第六項原則：

學分認可及學分轉移不應削弱學員獲頒資歷的學術嚴謹性或完整性。

2.12.1 培訓機構必須確保認可某學員的學分以令其完成某項課程，不會影響該課程的完整性及質素。

2.12.2 學員已取得較低級別課程的學分或資歷，不一定代表該學員有能力修讀較高級別的課程。收生機構有責任考慮個別學員是否有能力修畢課程並成功取得有關資歷。

2.12.3 培訓機構在實施任何學分轉移制度或程序時，必須訂定可轉移的學分上限（或在該機構修讀有關資歷的學習量最低要求）。根據觀察所得，培訓機構一般接受從其他機構取得的學分，並轉移到某項課程，上限為該課程所需總學分的 50%。

2.13 ***Principle 7:***

Institutional commitment and cooperation are essential for the optimal functionality of CAT.

2.13.1 Institutional CAT policy should be adopted by the relevant decision making body of the institution and its implementation fully supported and appropriately resourced.

2.13.2 Articulation agreements between institutions should protect and preserve the academic standards of each institution as well as the integrity of their qualifications.

2.13.3 Formal articulation agreements between institutions with regard to credit transfer arrangements between qualifications can simplify the operation and improve the efficacy of CAT. Agreements should be documented and promulgated, and be subject to regular review and update as the programmes evolve and develop over time.

2.13.4 International experience demonstrates that the most successful articulation agreements are those developed at the programme design and development stage. Institutional collaboration at the design stage should ensure better dovetailing of curriculum content and learning outcomes and facilitate maximum credit recognition and transfer.

2.13 第七項原則：

要達致學分轉移的最佳成效，培訓機構的承擔與合作至為重要。

2.13.1 培訓機構的決策機構應採納其學分轉移政策，並就其推行提供充分的支援和適當資源。

2.13.2 培訓機構之間的銜接協議，應保障和維持每所機構的學術水平及資歷完整性。

2.13.3 培訓機構之間就不同資歷的學分轉移安排而訂立的正式銜接協議，可簡化學分轉移的運作並改善其成效。培訓機構應記錄及公佈有關協議，並根據課程的轉變及發展，定期予以檢討及更新。

2.13.4 國際的經驗證明，在課程設計及發展階段制訂的銜接協議，可使學分轉移的運作更具效益。培訓機構在這個階段的合作，可使課程內容與學習成果互相配合，取得的學分亦可獲最大程度的認可。

Consultation on Operational Guidelines on CAT (2015)
學分累積及轉移應用指引的諮詢環節 (2015)

2.14 ***Principle 8:***

CAT systems and procedures should be subject to rigorous quality assurance measures.

2.14.1 Credit transfer arrangements and articulation agreements should be subject to normal QA arrangements at the time of programme validation and registration on the QR. Issues surrounding credit accumulation and transfer should form part of regular internal programme review processes and collaborating partners should hold regular meetings to ensure continued alignment between articulating programmes.

2.14.2 Institutions may consider building up a database of CAT activities, including statistical information on the number and origin of learners to whom credit transfer has been granted, as well as on their performance in comparison to other learners with normal entry. Feedback from stakeholders should be sought with a view to sharing good practice and addressing issues that may have arisen.

2.14.3 Implementation of CAT should be kept under regular review by the institutions and the relevant QA bodies to ensure that it is functioning effectively. Interim and full evaluation should be scheduled after accumulating experience in the operation of CAT.

2.14 第八項原則：

學分轉移制度及程序，必須建基於嚴謹的質素保證機制。

2.14.1 學分轉移安排和銜接協議，應在正常的課程甄審和在資歷名冊登記時，由相關質素保證當局審核。定期的內部課程檢討應包括學分轉移事宜，而合作伙伴應舉行定期會議，確保各項銜接課程持續接軌。

2.14.2 培訓機構可考慮建立學分轉移資料庫，包括記錄獲轉移學分的學員人數及其原來就讀的機構，以及與其他循一般途徑入讀的學員的表現比較等統計資料。培訓機構應徵詢持分者的意見，以分享良好的運作方法和解決可能出現的問題。

2.14.3 培訓機構及相關質素保證機構應定期檢討學分轉移的推行，以確保制度有效運作。在學分轉移的運作上累積若干經驗後，應安排進行中期及全面評估。

TV API on Qualifications Framework
資歷架構的政府電視宣傳短片

Part III - Operational Guidelines for CAT Implementation

Development of CAT System

3.1 CAT system refers to the set of detailed methods and procedures created to implement the recognition and transfer of credits.

3.2 A CAT system with the following features will enhance the credibility of the system:

- ***Academic Integrity***

  In making a decision for the admission of a learner and the award of credit transfer, the institution should have due regard to the academic integrity and standard of the learning programmes involved.

- ***Fair and Flexible Approach***

  The diversity of institutions, programmes and learners will make it impractical to look for perfect equivalence between two programmes. A fair and flexible approach to the recognition of credits between programmes will be more realistic and practical.

- ***Quality Assurance***

  To ensure the credibility of the final award, the CAT system should be subject to rigorous QA measures both internally and externally.

Six Stages of CAT Implementation

3.3 In general, the operation of a CAT system will involve the following major stages:

Stage 1: Establishing an administrative structure for the CAT system

Stage 2: Providing information to learners

Stage 3: Processing applications for credit transfer

Stage 4: Vetting applications and assessment of supporting documentation

Stage 5: Decision making and approval of applications

Stage 6: Documentation and record keeping

第三部分：推行學分累積及轉移的應用指引

制訂學分累積及轉移制度

3.1 學分轉移制度是指為推行學分認可及轉移而訂立的一套詳細方法和程序。

3.2 學分轉移制度如具備以下特點，可提升其公信力：

- ***學術完整性***

  培訓機構就取錄學員及學分轉移作出決定時，應充分顧及有關課程的學術完整性及水平。

- ***合理及靈活處理***

  培訓機構、課程和學員形形色色，因此沒有兩項課程會完全對等。以合理及靈活的方法處理學分認可事宜，會較為切實可行。

- ***質素保證***

  為確保最終給予的學分具公信力，學分轉移制度應建基於嚴謹的內部和外間質素保證機制。

推行學分累積及轉移的六個階段

3.3 一般而言，學分轉移制度的運作涉及以下主要階段：

第一階段：設立學分轉移制度的行政架構

第二階段：為學員提供資料

第三階段：處理學分轉移申請

第四階段：審批申請及評估證明文件

第五階段：決定及批核申請

第六階段：文件存檔及保存記錄

Operational Guidelines for CAT System

Stage 1 : Establishing an administrative structure for the CAT system

3.4 A clear structure should be established for the administration and implementation of CAT. The roles and duties of staff members responsible for processing CAT applications, assessment and approval, etc. should be clearly defined. Where it is considered necessary, a special committee or panel may be set up to help with the assessment and decision making processes.

3.5 Where it is considered appropriate, a check-and-balance mechanism between those responsible for the assessment and approval of the application should be put in place (Appendix 4 provides an example of the mechanism). Administrative support should be provided to staff holding different positions in the structure.

Stage 2 : Providing information to learners

3.6 Institutions should provide information to learners to help them understand the CAT arrangements implemented in the organisations, including the following:

- how the CAT policy and the CAT system operates to assist learners in seeking credit transfer; and
- opportunities for articulation from a specific programme offered by the institution to another programme offered by the same or other institution. Credit transfer agreements reached between institutions, if any, should be included.

3.7 The information should be clearly set out and made easily accessible to learners on relevant application forms, prospectus of learning programmes, etc. Two examples of programme leaflet can be found at Appendices 5 and 6. An example of application form is provided at Appendix 7.

學分累積及轉移制度的應用指引

第一階段：設立學分轉移制度的行政架構

3.4 應就學分轉移的管理及推行設立清晰的架構，以及清楚界定負責處理學分轉移申請、評估和批核等的工作人員之角色和責任。如有需要，可成立特別委員會或諮詢小組，在評估和決策過程中提供協助。

3.5 如認為適當，應在評估申請與批核申請的人員之間設立互相制衡的機制（有關機制的示例見附錄 4）。此外，應提供行政支援予架構下負責不同崗位的人員。

第二階段：為學員提供資料

3.6 培訓機構應為學員提供資料，讓他們了解機構推行的學分轉移安排。有關資料包括：

- 學分轉移的政策和制度如何運作，以協助學員申請轉移學分；以及
- 由培訓機構某項課程銜接同一機構或另一機構某項課程的機會。培訓機構之間如有學分轉移協議，也應包括在內。

3.7 有關資料應以須知事項的形式清楚載列於相關的申請表格、課程概覽等，讓學員易於查閱。課程概覽示例已載列於附錄 5 及附錄 6，申請表格示例見附錄 7。

3.8 Relevant information may also be disseminated through the official website of the institutions. For institutions offering QF-recognised programmes that have CAT arrangements, they may make use of the QR which contains a field to capture CAT information such as a web link to the institutions' dedicated webpage on CAT. The information of CAT submitted by institutions will be vetted by the QR Authority (i.e. the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)) before they are eligible for uploading onto the QR (an example is at Appendix 8). Institutions may contact the HKCAAVQ directly for uploading the information.

Stage 3 : Processing applications for credit transfer

3.9 The procedures for application for credit transfer may vary among institutions or even individual departments within the same institution. It is in the interest of the institutions and learners that the procedures should as far as possible be standardised and streamlined.

3.10 Standardised application forms, in paper and electronic formats, should be provided to applicants together with clear guidance notes (example at Appendix 9), which should contain any information that may be considered useful by the applicants and even internal staff of the institutions, including:

- Application procedures
- The purposes of applying for credit transfer (e.g. for admission, credit transfer, course exemption, etc.) and related requirements
- Supporting documents required
- Fees and refund arrangements, if any
- Estimated time required for processing the application
- Contact persons (or telephone numbers) for enquiry

3.8 培訓機構亦可通過其官方網站發放該等資料。若培訓機構所辦的資歷架構認可課程設有學分轉移安排，學員可從資歷名冊的學分累積及轉移欄目取得有關資料，例如連結培訓機構學分轉移專頁的網址。培訓機構所提交的學分轉移資料，會交由資歷名冊當局（即香港學術及職業資歷評審局（評審局））審核，符合準則者方可上載至資歷名冊（示例載於附錄 8）。培訓機構可直接聯絡評審局以上載有關資料。

第三階段：處理學分轉移申請

3.9 就申請學分轉移的程序，每所培訓機構甚至是同一機構內個別部門之間，或會有所不同。因此，盡可能劃一和簡化程序，對培訓機構和學員均有好處。

3.10 應向申請人提供紙本或電子形式的劃一申請表格，並載列明確的填表須知（示例載於附錄 9）。填表須知應包含申請人甚或培訓機構內部工作人員認為有用的任何資料，包括：

- 申請程序
- 申請學分轉移的目的（例如報讀課程、學分轉移、課程豁免等）及相關規定
- 所需的證明文件
- 收費及退款安排（如有）
- 預計處理申請所需的時間
- 供查詢用的聯絡人資料（或電話號碼）

3.11 Institutions should give advice on the types of documentary evidence which may be required to support the application. In respect of a recognised qualification already obtained by the applicant, the certificate of the award and other supporting documents such as transcript, course outlines, curriculum and outcome statements, etc., will be useful. In respect of credits acquired through non-formal and informal learning, evidence including the Statement of Attainment obtainable from the appointed Assessment Agency, licenses issued by relevant authorities, certificates of international awards, reference letters from employers and trade unions, etc, will be useful to demonstrate the learning achieved and standard attained.

3.12 The awarding institution has the responsibility to assist its graduates in obtaining the necessary documentation to support further progression. Graduates who wish to apply for credit transfer on the basis of a completed programme should approach the institution concerned direct for the supply of documentation, certification and other assistance to facilitate their application for credit transfer to a programme offered by another institution.

Stage 4 : Vetting applications and assessment of supporting documentation

3.13 Assessment of the application should be carried out by a staff member or unit designated for the task. It should be emphasised that credit assessment and recognition involve professional judgment, and therefore the persons responsible for assessing the applications should have knowledge in the subject of the learning programme involved and also experience in processing CAT applications. The involvement of a second staff member in the examination of the application and the documentary evidence is common and advisable, especially in complex cases.

3.14 The assessment should be based on the information provided by the applicants with reference to precedent cases, if available. Besides, blanket approval of credit transfer from a certain programme under, for instance, an agreement between two institutions may be considered. For other individual cases, recommendations on the approval or non-approval of the applications should be made on a case-by-case basis.

3.11 培訓機構應說明申請人須就其申請提交的證明文件種類。假如申請人持有認可資歷，提交相關證書及其他證明文件（例如修業成績表、課程大綱、課程內容及學習成果說明等）會有幫助。至於通過非正規及非正式學習取得的學分，申請人可提交資歷架構「過往資歷認可」受委評估機構所頒發的資歷證明書、有關當局發出的牌照、國際機構頒發的證書、僱主及職工會的推薦信等文件，用以證明所取得的學習成果及達到的水平。

3.12 頒發資歷的培訓機構有責任協助其畢業生取得所需文件，供持續進修之用。畢業生如有意憑某項已完成的課程申請入學或學分轉移，應直接聯絡有關的培訓機構，要求提供文件記錄、證明及其他協助，以便申請把學分轉移至另一培訓機構所提供的課程。

第四階段：審批申請及評估證明文件

3.13 評估申請的工作應由專責人員或部門進行。須強調的是，學分認可涉及專業判斷，故此負責評估申請的人士應具備有關進修課程的學科知識，以及處理學分轉移申請的經驗。另一頗為普遍及建議的做法，是委派第二名職員審查申請和證明文件，特別是較為複雜的個案。

3.14 在可行的情況下，應根據申請人提供的資料及參考先例（如有）以作評估，此外，如兩個培訓機構已簽訂協議，可考慮就某項課程的學分轉移給予整體批准。至於其他個案，可按個別情況建議是否批准有關申請。

3.15 In assessing the relevance of a qualification and the associated programme undertaken by the applicant for the purpose of credit transfer, the following factors are considered relevant:

- QF level of the qualification possessed by the applicant
- Assessment of the learning outcomes achieved
- Duration of the learning programme completed and number of credits earned, if available
- Syllabus and curriculum of the learning programme completed
- Qualifications from Specification of Competency Standards (SCS)-based programmes and RPL mechanism

3.16 QF Level of Qualification

3.16.1 The QF level of a qualification is benchmarked against the Generic Level Descriptors (GLD) of the QF in terms of the standards attained under different domains (knowledge, skills, process and accountability). Receiving institutions should have confidence in QF-recognised qualifications which have been accredited and assigned a QF level.

3.16.2 The overall QF level of a qualification is indicative of the level of complexity of the programme associated with the qualification, and will be useful for assessing whether the learning achieved from the programme should be accepted for credit transfer to a receiving programme. However, it should be noted that individual components (usually referred to as courses or modules) of a programme may be of a level higher or lower than the overall QF level of the qualification.

3.16.3 In general, institutions are ready to accept a credit transfer application if the programme completed is at the same level as or of higher level than the receiving programme. Acceptance of a programme of a lower level for credit transfer may be possible in some circumstances, but the receiving institution should evaluate carefully the ability of the learner to complete the receiving programme and the potential impact on the academic integrity and standard of the receiving programme.

3.15 在評估學分轉移的申請時，應考慮以下因素以確保申請人的資歷及所修讀課程的相關性：

- 申請人所持資歷的資歷級別
- 所得學習成果的評估
- 已修畢課程的修讀期及取得的學分（如有）
- 已修畢課程的課程綱要及課程內容
- 通過《能力標準說明》為本課程及「過往資歷認可」機制取得的資歷

3.16 所持資歷的資歷級別

3.16.1 一項資歷的資歷級別，是因應該資歷在「資歷級別通用指標」中，在不同範疇（知識、技能、過程及問責性）所達到的水平而釐訂。收生機構應對資歷架構認可的資歷有信心，因為該等資歷已通過評審並獲評定相應的資歷級別。

3.16.2 一項資歷的整體資歷級別，可顯示其相關課程的複雜程度，並可用以評估有關學習成果是否可獲學分轉移至收生課程，但須注意該課程個別組成部分（有時稱為科目或單元）的級別，或會高過或低於有關資歷的整體資歷級別。

3.16.3 假如已修畢課程的級別與收生課程相同或高於收生課程，培訓機構一般會接納學分轉移申請。但在某些情況下，級別較低課程的學分也可轉移，惟收生機構應詳細評估學員是否有能力完成課程，以及此舉對收生課程的學術完整性和水平有何潛在影響。

3.17 Assessment of Learning Outcomes

3.17.1 Credits are awarded to learners not because of the time they have spent on completion of the programme, but because learners have been assessed as having achieved the learning outcomes specified for the programme.

3.17.2 The receiving institution should ascertain that the learning outcomes achieved by the applicant in a previous programme are comparable to those of the receiving programme for which credit transfer is sought. Institutions should note that, given the multiplicity of institutions and programmes available in the education and training sector, a perfect match between the relevant content of the two programmes for credit transfer is unlikely. Institutions are encouraged to adopt a "fair recognition" approach to the recognition of learning outcomes. It is observed that institutions commonly accept that two courses/modules are of a substantial degree of comparability if there is a 70% to 80% match, and hence should be accepted for credit transfer.

3.17.3 Where it is not practicable to conduct direct mapping of the relevant content of two programmes, institutions could adopt the "fair recognition" approach and review the learning outcomes of the programmes based on a broad comparison of the knowledge, skills and competencies expected to be achieved in the programmes. Appendix 10 illustrates outcome mapping between RPL qualifications and generic competencies.

3.17.4 Students' performance in a programme may be assessed using different methodologies by different institutions, e.g. continuous assessment, mid-term and final examinations, project or research work, interviews, etc. Different but stringent assessment methodologies can still reflect the validity and credibility of the attainment of learning outcomes by the learners. It should be noted that normally, the performance of the learners in the assessment should not result in credit exemption. That said, if such cases are to be considered, careful consideration should be given on a case-by-case basis to ensure the appropriateness of the credit exemption.

3.17.5 Where necessary, the institution may conduct interviews with the applicants to ascertain their learning experience for the consideration of credit transfer/exemption. A panel involving experts or external members may be formed to assist in the assessment if required.

3.17 所得學習成果的評估

3.17.1 學員獲取學分，並非因為他們為完成課程所付出的時間，而是因為他們經過評核，獲確認為已取得課程指定的學習成果。

3.17.2 收生機構應確定申請人過往修讀課程所取得的學習成果，與申請學分轉移的收生課程相若。由於教育及培訓界別現有的培訓機構和課程種類繁多，兩個課程的內容不大可能完全相同，培訓機構應採用「合理認可」的方法確認學習成果。根據觀察所得，假如兩個科目／單元的內容有七八成脗合，培訓機構通常認同兩者大致可比對，因此會接納學分轉移。

3.17.3 倘若兩項課程的相關內容難以直接比對，可採用「合理認可」的方法，把完成兩項課程後預期可掌握的知識、技能和能力作概括比較，從而審視兩者的學習成果（附錄 10 闡釋了「過往資歷認可」資歷與通用能力兩者的學習成果比對方法）。

3.17.4 不同培訓機構可採用不同方法以評估學員在課程中的表現，例如持續評估、中期及終期考試、專題習作或研究工作、面試等。嚴謹但各異的評估方法，仍可反映學員所獲取的學習成果有效可信。一般而言，收生機構不應基於學員在評估中的表現給予學分豁免。然而，此類個案如得到考慮的話，應按個別情況審慎研究，確保給予學分豁免屬恰當做法。

3.17.5 培訓機構可按需要約見申請人，以確定其學習經驗是否適合給予學分轉移／豁免。如有需要，可成立包括專家或外界成員的諮詢小組，協助進行評估。

3.18 Programme Duration and Credit

3.18.1 The duration of a programme and its credit value, if available, give an indication on the learning size and breadth of the learning programme, which is useful information for assessing credit transfer applications.

3.18.2 The adoption of QF credit since 2012 as a common currency for measuring the learning size of a programme has effectively facilitated the comparison of two programmes for credit recognition and transfer. Institutions could check the credit values of a QF-recognised programme on the QR.

3.19 Syllabus and Curriculum of Associated Programme

3.19.1 In addition to the outcome statement of a programme, the syllabus and the curriculum content are useful information to help understand the learning outcomes expected to be achieved in the programme. The syllabus and curriculum content may be obtainable from the programme brochure, course guidebook, class handouts, etc.

3.20 Qualifications from SCS-based Programmes and RPL Mechanism

3.20.1 Specifications of Competency Standards (SCS) are developed by industry leaders and form the basis for developing training courses relevant to the needs of industries. SCS-based programmes are accredited by quality assurance bodies with the outcome standards, credit size and QF level clearly specified. The adoption of SCS in programme development will help facilitate the process of matching the relevant learning content and outcomes of two programmes to determine their equivalency and comparability for credit transfer, as common units of competencies (UoCs) between the two programmes are easily identified. Similarly, programmes adopting UoCs from the Specification of Generic (Foundation) Competencies (SGC) to become SGC-based will also facilitate the process of matching learning outcomes for credit transfer.

3.20.2 RPL qualifications are designed and awarded in accordance with UoCs specified in the SCS. They are also quality assured with the outcome standards and QF level clearly specified. Institutions may find it easy and straightforward to assess applications for credit transfer based on RPL qualifications possessed by the applicants. Appendix 11 illustrates outcome mapping between a RPL qualification and an industry-specific learning programme.

3.18 課程修讀期及學分

3.18.1 課程的修讀期及學分值（如有）顯示課程的學習量和廣度，該等資料有助評估學分轉移的申請。

3.18.2 自2012年起採用的資歷學分，是量度課程學習量的通用單位，有效協助比對兩項課程以達致學分認可及轉移。培訓機構可在資歷名冊查閱資歷架構認可課程的學分值。

3.19 相關課程的課程綱要及課程內容

3.19.1 除課程的學習成果說明外，課程綱要及課程內容均可提供有用資料，讓培訓機構了解課程的預期學習成果。課程綱要和課程內容的資料可在課程小冊子、課程指南、課堂講義等找到。

3.20 通過《能力標準說明》為本課程及「過往資歷認可」機制取得的資歷

3.20.1 行業領袖在資歷架構下制訂的《能力標準說明》，是發展切合行業需要的培訓課程的基礎。《能力標準說明》為本課程由質素保證機構評審，並清楚列明課程的成效標準、學分數目及資歷級別。根據《能力標準說明》發展課程，較易識別兩項課程共用的能力單元，因此有助比對兩者的相關學習內容和成果，確定其對等關係和可比對性，從而進行學分轉移。同樣，按《通用（基礎）能力說明》的能力單元發展《通用（基礎）能力說明》為本課程，亦有助比對課程的學習成果，從而進行學分轉移。

3.20.2 「過往資歷認可」下的資歷，根據《能力標準說明》訂明的能力單元設計和授予。該等資歷亦已通過質素保證，並清楚列明成效標準及資歷級別。培訓機構根據申請人在「過往資歷認可」下的資歷評估學分轉移申請，可能更容易和直接（附錄11闡釋了「過往資歷認可」資歷與特定行業課程兩者的學習成果比對方法）。

3.20.3 It should be noted that all forms of accredited learning should be eligible for consideration of credit transfer. Depending on the shelf life of the subject knowledge, receiving institutions may recognise learning achieved by a learner at any time or a certain period of time, and in any context on an equal basis, provided that the learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied for. For the purpose of credit transfer, assessed qualifications obtained through non-formal and informal learning channels should be given equal standing to qualifications obtained through formal education.

Stage 5 : Decision making and approval of applications

3.21 The staff member responsible for assessing applications for credit transfer should make reference to precedent cases, if available, to ensure consistency before making a recommendation to the relevant authority for approval.

3.22 The approval authority may make decisions on an application and approval for credit transfer in one or more of the following ways:

- ***Credit transfer and Articulation to Receiving Programme***

  An application for credit transfer may be accepted based on the learning achieved in a previously completed programme. The total credit requirement in the receiving programme may be reduced in block, e.g. a sub-degree (Associate Degree or Higher Diploma) holder may be allowed to enter the senior year of a degree programme (*block credits*).

- ***Credit Transfer and Reduction in Credit Requirement***

  Credits may be awarded to applicants based on their previous studies which may or may not be directly relevant in content but deemed to be equivalent to the course/module being applied for in terms of level and credit weighting. Credit transfer in recognition of directly relevant studies may result in the grant of *specific credits* in a receiving programme. Credit transfer in recognition of studies which is not directly relevant but equivalent to the course/module under the receiving programme may result in the grant of *general credits*. Both types of credit transfer will result in the reduction in the total credit requirement for graduation from a programme.

3.20.3 應注意的是，所有經評審的學習均可獲考慮把其學分轉移。視乎學科知識的適用性，學員在任何時間或特定時限內，及在任何學習環境下完成的學習，只要所得的學習成果已通過適當評核，並符合收生機構頒授資歷的要求，應按同等原則獲得認可。就學分轉移而言，通過非正規及非正式學習途徑取得並已評核的資歷，與接受正規教育所取得的資歷，具有同等效力。

第五階段：決定及批核申請

3.21 在可行的情況下，負責評估學分轉移申請的職員應參考先例（如有），以確保做法一致，然後才向有關當局提交建議，以供批核。

3.22 批核當局在批核學分轉移申請時，可依循以下一種或多種方式作出決定：

- ***學分轉移及銜接至收生課程***

  學分轉移申請可根據在過往完成的課程中取得的學習成果獲得接納。收生課程所要求的總學分可作整體扣減，例如副學位（副學士學位或高級文憑）持有人可獲准升讀學士學位高年級課程（*整體學分*）。

- ***學分轉移及減少所需學分***

  學員根據過往的學習可獲給予學分，儘管有關學習與學員所報讀科目／單元在內容上不一定直接相關，但在級別及學分比重上視為等同。若有關學習與報讀科目／單元的內容直接相關，培訓機構可接納以*特定學分*給予學分轉移；若並非直接相關，則給予*一般學分*的學分轉移。兩者均可扣減修畢課程所需的總學分。

- ***Course Exemption***

  An applicant may be exempted from taking a specific course or module of a programme based on the learning achieved in previous studies. Depending on the policy of individual institutions, the applicant may be required to take up another course or module to meet the total credit requirements for graduation under the receiving programme.

3.23 Institutions should consider setting a maximum ("ceiling") for the number of credits that may be granted to an applicant to safeguard the academic integrity and standard of their programmes. It is observed that institutions commonly accept the transfer of credit from previous studies up to a ceiling of 50% of the total credits required for completion of a programme.

3.24 Notwithstanding the above, there are cases in which more than 50% of the total credits required may be granted. The ceiling for credit transfer may be more flexibly determined where the transfer is from programmes offered by the same institution and where the contents of the courses/modules involved dovetail with each other by design.

3.25 Although many institutions in Hong Kong adopt the QF credit as a measurement of the size of learning for their programmes, some may adopt a different credit unit. The use of different credit units does not prevent the recognition of previous learning achieved by learners for articulation to another qualification. Institutions should assess and validate the learning outcomes achieved by the learner on a case by case basis, with reference to their CAT policy and established norms. Where a different credit unit is adopted, institutions may make reference to the conversion formula established between the different credit currencies.

3.26 Where programmes are subject to professional accreditation and qualifications leading to professional recognition, it will be necessary to consult the professional body concerned in considering credit transfer for the qualifications.

3.27 It should be noted and made clear to learners that while a CAT system would facilitate the recognition and transfer of credit, it does not guarantee the admission of a learner to a programme. Admission to a programme remains the decision of the receiving institution under the principle of institutional autonomy.

- ***課程豁免***

  申請人根據過往的學習成果，可獲豁免修讀進修課程的某項課程或單元。視乎個別培訓機構的政策，申請人或須修讀收生機構的另一科目或單元，以取得畢業所需的總學分。

3.23 培訓機構應考慮學分轉移的最高限額（「上限」），以確保其課程的學術完整性及水平。根據觀察所得，培訓機構一般接納把學員從過往學習所得的學分轉移至其報讀的課程，上限為完成該課程所需總學分的50%。

3.24 儘管如此，在一些個案中，申請人獲轉移的學分或會超過收生課程所需總學分的50%。假如學分將轉移至同一培訓機構的其他課程，而且兩個科目／單元在內容設計上互相配合，則學分轉移上限可以較有彈性。

3.25 雖然香港大多數培訓機構均已採用資歷學分來釐定課程的學習量，但仍有培訓機構採用不同的學分制。不同的學分制，不會妨礙培訓機構認可學員過往所取得的學習成果以銜接另一項資歷。培訓機構應參照本身的學分轉移政策和既定準則，按個別情況評估和核實學員取得的學習成果。若培訓機構採用不同的學分制，在考慮學分轉移時，可參考機構間協定採用的換算公式。

3.26 倘若課程須通過專業評審並獲頒授專業認可資格，在考慮該資歷的學分轉移時，必須徵詢有關專業團體的意見。

3.27 應確保學員清楚知道，雖然完善的學分轉移制度有助學分認可及轉移，但不保證學員會獲課程取錄。根據院校自主原則，取錄學員與否仍由收生機構決定。

3.28 Upon completion of the assessment and approval process, the institution should notify the applicant of the result of the application in a timely manner. The notification, in letter or electronic form, should set out the decision in respect of the application and the effect of the credit transfer on the programme to be enrolled (e.g. number of credits to be transferred, courses to be exempted, additional courses required for graduation, fees reduced, impact on final Grade Point Average (GPA), expiry date of the transfer.).

3.29 Some institutions may advise applicants at the time of the application that they should assume their applications unsuccessful if they have not received any notification within a specified timeframe. However, it is a good management practice that for non-approval cases, the institution should notify the applicants and give reasons for the decisions. Institutions should be prepared to respond swiftly to any enquiry regarding the decisions.

Stage 6 : Documentation and record keeping

3.30 Credit transfer decisions and justifications for the decisions should be properly recorded and documented by institutions for future reference. Credit transfer decisions including the credits granted, courses exempted, etc. should be shown in the learner's transcript.

Review of CAT Implementation

3.31 CAT policy and systems of implementation should be subject to regular reviews at various stages and at various levels of the organisation, to ensure that they are effective and up-to-date.

3.32 As part of the review procedures, the performance and progress of students who have been granted credit transfer to a receiving programme should be monitored and evaluated to ensure they are capable of completing the programme. Relevant information should also be documented by institutions for future reference.

3.33 Regular meetings between partners in credit transfer agreements should be held to ensure continued alignment between articulating programmes.

3.28 完成評估及批核程序後，培訓機構應盡早把申請結果通知申請人。不論是信函或電子通知，均應載列就申請作出的決定、學分轉移對申請人擬修讀課程的影響（例如轉移的學分數目、獲豁免的課程、畢業所需的額外課程、學費減幅、對最終成績平均積點的影響、學分轉移的有效期）。

3.29 部分培訓機構或會在接受申請時向申請人表明，倘若在指定時間內沒有收到通知，可假定申請不獲接納。然而，根據良好的管理做法，關於不獲批的個案，培訓機構應主動通知申請人並解釋有此決定的原因。培訓機構應作好準備，在接到有關該決定的查詢時從速回應。

第六階段：文件存檔及保存記錄

3.30 培訓機構應把學分轉移決定及作出決定的理據妥為記錄及存檔，以供日後參考。學分轉移決定包括給予的學分、獲豁免的課程等，均應載列於學員完成課程後獲發的修業成績表內。

檢討學分累積及轉移的實施

3.31 培訓機構應在不同階段及機構不同層面，定期檢討學分轉移政策和制度的推行，以確保該等政策和制度有效並切合最新情況。

3.32 對於獲批准轉移學分至另一課程的學員，應評估他們的表現和進度，作為檢討程序的一部分，以確保他們有能力完成課程。有關資料亦應妥為存檔，以供日後參考。

3.33 簽訂學分轉移協議的伙伴機構應定期舉行會議，確保銜接課程持續接軌。

Key Considerations for Collaborations and Partnerships on CAT Implementation

3.34 Hong Kong has been developing into a knowledge-based economy and a regional education hub, with learners coming from different backgrounds and having different learning needs. The education and training landscape in Hong Kong is therefore becoming more diversified to cater for the different needs of learners, and the mode of learning can include formal, non-formal and informal learning.

3.35 Given the diversification of the education and training landscape and following the spirit of lifelong learning to provide progression pathways for learners, institutions are encouraged to collaborate, and where possible, enter into partnership with other organisations (including institutions, enterprises and professional bodies) to enable learners to move from one programme to another both within and beyond their current institution, and, where possible, without having to duplicate learning.

3.36 To uphold the integrity and the standards of the qualifications (including those of the receiving / partnering organisations), institutions should evaluate the educational objectives, values and pedagogies adopted by partner organisations to ensure that the programmes from/into which the learner's credits are transferred are of good quality and standard. A written agreement setting out the objectives of collaboration and details of the transfer arrangements between the two parties would be useful.

3.37 Partnerships can take the form of bilateral or multilateral agreements between local and non-local organisations. For local partnership, Appendix 12 shows a sample Memorandum of Understanding between an institution and an enterprise, whereas Appendix 13 shows a sample Memorandum of Understanding among academic institutions. As for non-local partnership, partners may refer to the "*Code of Practice for Non-local Courses*" recommended by the HKCAAVQ and the suggested procedures at Appendix 14 for setting up collaboration. To safeguard the interests of the partners and their students, institutions may consider obtaining legal advice before entering into a written and legally binding agreement.

建立「學分累積及轉移」合作伙伴關係的主要考慮事項

3.34 香港積極發展為知識型經濟體系及地區性的教育樞紐，有志進修的人士來自不同背景，而且有不同的學習需要。本港的教育及培訓市場亦變得更多元化，以迎合進修人士的需要，並將學習模式延伸至包括正規、非正規及非正式學習。

3.35 現時本港有形形色色的教育及培訓課程，為貫徹終身學習的精神，提供進階路徑讓進修人士自我充實，培訓機構應與其他機構（包括院校、企業和專業團體）協作，並在可行情況下建立伙伴合作關係，讓學員無論銜接現有培訓機構或其他機構的進修課程時，均盡可能無須重複學習。

3.36 為保障學術完整性及資歷的水平（包括收生機構／伙伴機構的資歷），培訓機構應評估伙伴機構的教育目標、信念和教授方法，以確保接納學員轉移學分的課程具良好質素和水平。若雙方簽立書面協議，列明學分轉移安排的目的和細節，對雙方均有用處。

3.37 本地與非本地機構可通過簽訂雙邊或多邊協議建立伙伴關係。有關本地伙伴關係，可參閱附錄 12 某院校與企業所訂立的《諒解備忘錄》示例，以及附錄 13 有關學術機構之間所訂立的《諒解備忘錄》示例。至於非本地伙伴關係，培訓機構亦可參閱評審局所建議的實務守則（"*Code of Practice for Non-local Courses*"）以及附錄 14 有關建立合作的建議程序。為保障機構本身和學員的利益，在簽訂具法律約束力的書面協議前，培訓機構可考慮徵詢法律意見。

3.38 Sub-degree programmes (i.e. associate degree and higher diploma) include general education courses as part of their core curriculum. Collaboration among institutions to align the general education components of sub-degree programmes with the general education components offered in Years 1 and 2 of four-year degree programmes would facilitate maximum credit transfer.

3.39 The CAT policy and principles support "vertical" credit transfer, i.e. the transfer of credit from a lower qualification to a higher one. The policy and principles can equally be applied to "horizontal" transfer between institutions, for instance, where a learner wishes to undertake a final year specialist module at an institution other than his/her home institution. Consortium agreements between institutions may facilitate horizontal mobility if there is sufficient demand from learners.

3.40 Institutions intending to enter into collaboration with other organisations may take note of the following:

- ***Selection of Partners***

  The mission, policies and commitment of partner organisations are important considerations to ensure a good match. The capacity to fulfil the obligations under the partnership agreement should also be evaluated. Direct communication with the senior management and the relevant programme directors will be useful to ascertain mutual understanding and to build trust between the parties.

- ***Administrative, Financial and Legal Considerations***

  Institutions and partner organisations should define their respective rights, duties and obligations, and clarify administration aspects including co-ordination, communication and procedural matters for the implementation of the CAT arrangements. Financial viability and sustainability of the collaboration should also be considered.

- ***Approval and Launch***

  The collaboration agreement should be authorised by the governing board/members of the institutions and the partner organisations. It is always advisable to organise publicity and promotional activities about the collaboration, both internally and externally, so that the collaboration can be made known to target learners.

3.38 副學位課程（副學士和高級文憑課程）把通識教育科列為一部分核心課程。培訓機構通過合作，可協調副學位課程的通識教育部分與四年制學士學位課程第一及第二年的通識教育部分，有助充分的學分認可及轉移。

3.39 學分轉移政策及原則不但支援「縱向」學分轉移（即學分由較低資歷轉移至較高資歷），同樣也適用於培訓機構之間的「橫向」轉移，例如學員有意在原校以外的機構修讀最後一年的專業單元課程。如有足夠的學員需求，培訓機構之間的聯盟協議可促進橫向流動。

3.40 培訓機構如有意與其他機構建立伙伴關係，宜留意以下事項：

- ***選擇伙伴***

  為確保雙方能互相配合，伙伴機構的使命、政策和熱誠是重要的考慮因素。此外，亦應評估對方履行伙伴協議的能力。直接與高層管理人員及相關課程主任溝通，有助確定雙方合作的理解和建立互信。

- ***行政、財政及法律考慮因素***

  培訓機構及伙伴機構應界定各自的權利、職責及義務，並釐清有關學分轉移的行政安排，包括各機構間的統籌、聯絡工作及程序安排等。此外，亦應考慮有關合作在財政上的可行性和可持續性。

- ***批核及開展***

  合作協議應由培訓機構及伙伴機構的管理委員會／成員授權訂立。簽訂協議後，宜舉辦內部及對外宣傳及推廣活動，讓目標學員得知有關合作。

Part IV - Suggested Good Practices

CAT at Programme Development Stage

4.1 International experience shows that CAT implementation is most effective if credit transfer arrangements are considered at the initial stage of programme development, when the programme aims, learning outcomes and content are being devised. Where it is intended to provide an articulation pathway to a programme of a partner organisation, the institutions involved should agree on the objectives and the intended learning outcome of the relevant programmes. The collaboration will ensure seamless articulation for the learners from one programme to another. The collaboration will provide assurance to learners on the progression pathway, and save resources of the receiving institutions (Appendix 15 illustrates collaboration at programme development stage).

4.2 Communication between partners at the programme development stage is important, as it allows a more thorough examination and exchange of views in respect of the programme objectives, better dovetailing of the curriculum content and learning outcomes, and effective credit transfer arrangements to facilitate maximum credit recognition and transfer.

4.3 Institutions may also refer to guidelines on good practices relating to CAT implementation given in the "***Code of Good Practices on Governance and Quality Assurance***" for the self-financing post-secondary education sector published by the Committee on Self-financing Post-secondary Education in June 2015, which may be accessed at the following link: http://www.cspe.edu.hk

第四部分：建議的良好實例

在課程發展階段訂立學分累積及轉移安排

4.1 國際經驗顯示，推行學分轉移最有效的方法是在課程發展的最初階段，當構思課程目的、學習成果和內容時，一併考慮訂立學分轉移的安排。假如該項安排旨在讓學員銜接雙方機構的課程，有關機構應就相關課程的目的和預期學習成果達成協議。培訓機構的合作可確保學員在課程之間無縫銜接，也可向學員保證課程能提供進階路徑，而收生機構亦可節省資源（附錄 15 闡述了課程發展階段的合作）。

4.2 在課程發展階段，伙伴機構之間的溝通十分重要，雙方可就課程目的、如何使課程內容與學習成果互相配合，以及有效的學分轉移安排，詳加審視並交換意見，使學員取得的學分在最大程度上獲得認可及轉移。

4.3 關於推行學分轉移的良好實例指引，培訓機構也可參考自資專上教育委員會於 2015 年 6 月向自資專上教育界別公佈的《管治及質素保證良好規範守則》，該份文件已上載至以下網址：http://www.cspe.edu.hk

Joint Consultation on Operational Guidelines on CAT and Comparability Study of HKQF and EQF (2015)
學分累積及轉移的應用指引和香港資歷架構及歐洲資歷架構的比較研究聯合諮詢會 (2015)

Support to Applicants

4.4 Institutions should consider providing advisory services to individual applicants who wish to find out whether their previous learning would be eligible for credit transfer. The services should cover advice on the articulation pathways and choices of programme available from within and outside the institution. Clear guidance should be given to applicants on the requirements and procedures, including when and how the application is to be made, the timescale for informing applicants of the decision, the refund arrangements and the support systems in place.

4.5 Information on learning pathways may be provided to learners at various stages, i.e., newly enrolled learners, progressing learners and graduates. The information should be transparent, easy to access and presented in an easily comprehensible way.

4.6 Effective means of providing information to learners include leaflets, prospectuses, student handbooks, student intranet and organisational websites. Consideration could be given to setting up dedicated hotlines and units for handling enquiries on credit transfer, learning pathways and inter-institutional collaboration.

4.7 The provision of support for learners applying for credit transfer is primarily the responsibility of the receiving institution. However, support may also be needed from the originating institution particularly with regard to the provision of a detailed transcript and syllabus information.

4.8 It is essential to provide timely feedback on decisions. Where there are questions from a learner on a credit transfer decision, the institution concerned should be prepared to respond to the enquiry of the learner.

Media Briefing on Introduction of Award Titles Scheme and Use of Credit under Qualifications Framework (2012)
資歷架構推行資歷名銜計劃及採用資歷學分之新聞發佈會 (2012)

Signing Ceremony of Collaboration Agreement for Credit Transfer and Student Exchange (2012)
學分轉換及學生交換合作協議簽訂儀式 (2012)

為申請人提供支援

4.4 假如個別申請人希望得知過往的學習是否足以申請學分轉移，培訓機構應考慮為他們提供諮詢服務，包括該機構內外的銜接途徑和課程選擇的意見。培訓機構應就有關的要求及程序，包括申請時間及方法、向申請人公佈決定的時間表、退款安排以及現行的支援系統，給予申請人清晰的指引。

4.5 培訓機構可向不同階段的學員，即新學員、修業中學員和畢業生，提供進修途徑的資料。該些資料應公開透明、易於取得和清晰易明。

4.6 向學員提供資料的有效方法包括分發單張、課程概覽和學生手冊，以及設立學生內聯網和機構網站。另可考慮設立熱線及部門，專門處理有關學分轉移、進修途徑和培訓機構合作的查詢。

4.7 為申請學分轉移的學員提供支援，基本上是收生機構的責任。不過，學員亦可能需要原來就讀機構的支援，特別是提供詳細的修業成績表和課程綱要資料。

4.8 就有關決定提供適時的資訊至為重要。如學員對學分轉移的決定有疑問，有關培訓機構應準備好回應學員的查詢。

Consultation session on CAT Policy and Principles (2014)
學分累積及轉移政策及原則諮詢會 (2014)

Support to Learners

4.9 Learners admitted to a receiving programme with credit transfer may have difficulties in adjusting to the new environment which may affect their academic performance. To help the transition of learners, adequate support from institutions is highly recommended. Extra orientation sessions may be provided to them, including briefing and sharing on organisational culture and study methods, as well as counselling and guidance. Where necessary, preparatory courses may be provided to these learners.

4.10 Institutions should provide sufficient support to learners entering a programme in senior years (e.g. Year 3 of a four-year programme) to enable them to complete the programme in the normal timeframe, without disrupting the progress of students who entered the programme at the initial entry point. Providing pre-articulation summer semesters may be considered by institutions to enable such learners to get up to speed.

Guidance to Staff

4.11 Staff involved in the implementation of CAT are required to make professional judgments in assessing CAT applications. Institutions should arrange suitable training on the concept and principles of CAT, including understanding the outcome-based approach in teaching and learning and the use of learning outcomes and other criteria in matching the relevant content of programmes. Experienced staff should be assigned to provide guidance and support to staff with little or no experience.

4.12 Institutions should provide staff members with guidelines on CAT explaining the policy, the system and regulations governing the requirements and conditions for granting CAT (example at Appendix 16).

4.13 Institutions should provide adequate staffing and financial resources to enable the relevant staff to process CAT applications effectively and efficiently.

為學員提供支援

4.9 獲轉移學分至另一課程的學員，在適應新環境方面或會遇到困難，因而影響其學業表現。為協助學員過渡，培訓機構應提供足夠支援以幫助他們適應新課程。此外，可為他們安排額外的啓導環節，包括有關機構文化和學習方法的簡介會及分享會，以及提供諮詢和輔導服務。如有需要，可為此類學員安排預備課程。

4.10 培訓機構應為入讀高年級課程（例如四年制課程的第三年）的學員提供充足的支援，讓他們可在正常時限內完成課程，而又不會影響在最初切入點入讀該課程的學生的進度。培訓機構亦可考慮提供銜接前的暑期課程，有助學員趕上課程的進度。

向職員指供指引

4.11 負責執行學分轉移工作的職員，在評估相關申請時須運用專業判斷。培訓機構應安排有關學分轉移概念和原則的適當培訓，包括協助有關人員了解如何把成果為本方法應用於教與學，以及如何運用學習成果和其他準則比對課程的相關內容。此外，應指派富經驗的職員為經驗尚淺或全無經驗的職員提供指引和協助。

4.12 培訓機構應擬備學分轉移手冊，闡釋規管學分轉移批核規定和條件的政策、制度和規例（有關示例已載列於附錄 16）。

4.13 培訓機構應提供足夠人手及財政資源予負責學分轉移的相關職員，讓他們更有成效地執行職責。

Central Database on CAT Activities

4.14 Credit transfer statistics, including number, origin of learners to whom credit transfer has been granted and performance of the learners, should be properly recorded for analysis and review for improvement to the CAT system.

4.15 Institutions are encouraged to establish a database of precedent cases of credit recognition and transfer. The database (example at Appendix 17) will serve as a useful reference for the approval authority to ensure consistency in granting credit transfer. With reference to precedent cases, learners may also make better informed choices on their progression pathways (example at Appendix 18).

Quality Assurance

4.16 In support of the implementation of the CAT policy, the HKCAAVQ, being the QR Authority, has included credit transfer arrangements in the QR for information to the public. The HKCAAVQ will review the CAT arrangements (if applicable) as part of the regular assessment/ accreditation exercises when looking at the admission policies and the articulation pathways (see extracts from the HKCAAVQ's Guidance Notes at Appendix 19).

4.17 CAT issues should form part of the regular internal programme review processes and collaborating partners should communicate regularly to ensure continued alignment between articulating programmes.

4.18 Feedback from teaching staff and learners with credit transfer should be obtained by means of surveys, student-staff consultation meetings, staff questionnaires and staff sharing sessions to assess the effectiveness of the CAT system. Feedback should also be collected from employers (especially for workplace attachment and apprenticeship programmes) and graduates.

4.19 As part of the regular programme review, institutions should include in programme review documents reports on CAT implementation together with statistical data, analysis and evaluation. Issues identified from the review should be dealt with promptly at the appropriate level.

學分累積及轉移中央資料庫

4.14 有關學分轉移的統計數據，包括獲轉移學分學員的人數、該些學員原來就讀的培訓機構及入讀後的表現，是相當重要的資料，因此應妥為記錄，供日後分析和檢討，從而改善學分轉移制度。

4.15 培訓機構應建立學分認可及轉移先例個案資料庫（有關示例見附錄17），以便為批核當局提供有用的參考資料，確保批准學分轉移的工作一致。學員亦可參考先例個案，更明智地選擇自己的進階路徑（示例載於附錄18）。

質素保證

4.16 為支援學分轉移政策的推行，評審局作為資歷名冊當局，已於資歷名冊載列培訓機構的學分轉移安排，供公眾查閱。評審局在審視收生政策及銜接途徑時，會把培訓機構的學分轉移安排（如適用）列為定期評估／評審工作的檢視項目（見載於附錄19的評審局《須知：「課程評審」提交文件導引》摘錄）。

4.17 定期內部課程檢討應包括學分轉移事宜，而合作伙伴應定期聯絡，確保各項銜接課程持續接軌。

4.18 培訓機構應通過調查、師生諮詢會議、職員問卷調查和職員分享會，蒐集教學人員和獲轉移學分學員的意見，以評估學分轉移制度的成效。此外，亦應蒐集僱主（特別是對於工作實習及學徒訓練課程）和校友的意見。

4.19 作為定期課程檢討工作的一部分，培訓機構應在課程檢討文件內加入學分轉移推行報告，臚列有關的統計數據和評估。在檢討中發現的問題，可即時在適當的層面處理。

Part V - Conclusion

5.1 In a rapidly changing economic environment, re-skilling of the workforce is constantly required if Hong Kong is to maintain its competitive edge. In this connection, the Government strives to support the implementation of CAT in all institutions offering learning programmes with a view to supporting lifelong learning and ultimately, enhancing the capability and competitiveness of Hong Kong's local workforce.

5.2 The CAT policy, principles and operational guidelines draw on local and international practices and help guide the development and implementation of CAT systems across the academic, vocational and professional, as well as continuing education sectors. Institutions have the flexibility to develop policy, systems and procedures to suit their own needs, with reference to such policy, principles and operational guidelines.

5.3 This booklet provides guidance for stakeholders in the implementation of CAT but more importantly, an effective CAT system hinges on the commitment of and collaboration among stakeholders to support lifelong learning and to provide learners with seamless pathways towards higher qualifications and better achievements.

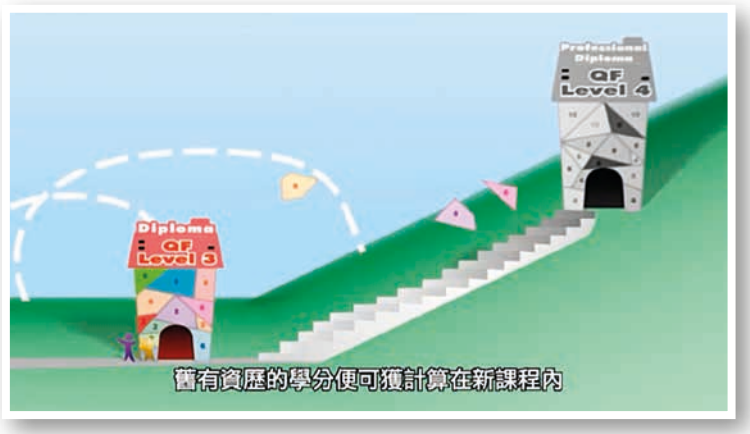
Consultation session on CAT Policy and Principles (2014)
學分累積及轉移政策及原則諮詢會 (2014)

第五部分：總結

5.1 香港要在瞬息萬變的經濟環境中保持競爭優勢，必須持續加強勞動人口的培訓及再培訓。有見及此，香港特區政府致力支持所有開辦進修課程的培訓機構推行學分轉移，從而鼓勵終身學習，最終可提升本港勞動人口的能力和競爭力。

5.2 上述的學分轉移政策、原則及應用指引，已借鑑本地及國際的經驗，有助帶領學術、職業專才和持續教育界別去發展及推行學分轉移制度。培訓機構亦可參照上文所列的原則及應用指引，按本身的需要制訂有關政策、制度和程序。

5.3 本冊子為持分者提供指引以推行學分轉移。然而，成功的學分轉移制度，最重要是取決於持分者的承擔和互相合作，以支持學員終身學習，並在進修途徑上能無縫接軌，取得更高資歷和成就。



CAT Animation
學分累積及轉移宣傳短片

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19. 質素保證外評要求

Appendix 1 Glossary of Terms

Term	Definition/explanation
Advanced Standing	Advanced standing is the award of credits by an institution in recognition of prior learning achievements at an appropriate level.
Block Credit	Credits received by a learner for a completed qualification in a related subject area, in the form of a "block" of unspecified credits, towards the programme requirements for graduation. Learners to whom block credit has been granted will usually be required to complete a defined "top-up" list of courses to complete graduation requirements.
Course Exemption	An exemption refers to the waiving of the requirement to complete a particular course on the basis of a learner having completed an equivalent course. This means that the learner does not need to take that particular course. Some institutions may require learners to whom course exemption is granted to take other course(s) to meet the credit requirement of the study programme.
Credit	A measurement of the size or volume of learning of a course or programme of study. It also covers credit earned from verifiable non-formal and informal learning.
Credit Accumulation and Transfer (CAT)	A process to facilitate recognition and validation of units of learning and allow learners to move from one programme to another without having to duplicate learning. For the avoidance of doubt, CAT includes course exemption.
Credit Transfer	A process whereby qualifications, part qualifications and learning experience are given appropriate recognition (credit) to enable learners to progress in their studies without unnecessarily having to repeat material or levels of study, to transfer from one course to another, and to gain further educational experience and qualifications without undue loss of time.
Formal Learning	Planned learning that normally takes place in a structured setting and leads to a full or partial qualification.

附錄 1　詞彙

詞彙	定義 / 詮釋
學分承認	培訓機構承認學員過往的學習成績達到適當水平而向其授予學分。
整體學分	學員完成相關學科範疇而取得資歷，可獲「整體」授予的非指定學分並計入畢業所需的學分內。獲授予整體學分的學員一般須完成一系列指定的「補修」科目，以達到畢業要求。
科目豁免	學員在修讀某個科目前，如曾修畢一個同等程度的科目，便可獲豁免完成該科目的規定，即無須修讀該科目。 部分培訓機構或會要求獲科目豁免的學員修讀其他科目，以達到有關課程的學分要求。
學分	一個科目或課程的學習量的量度單位，當中包括經由非正規學習及非正式學習獲取並已核實的學分。
學分累積及轉移	該程序促進各學習單元的認可及核實，並容許學員由一項課程轉至另一項課程而無須重複學習。 為免生疑問，學分累積及轉移包括科目豁免。
學分轉移	通過該過程，學員的資歷、部分資歷和學習經歷獲得適當認可（學分），讓學員繼續進修而無須重複內容或程度相同的學習，並可由一項課程轉至另一項課程，以及獲取教育經驗和資歷，而無須損失過多的時間。
正規學習	通常在特定環境進行的有計劃學習，完成學習後可獲授予完整或部分資歷。

Term	Definition/explanation
General Credit	Credits which can be used to reduce the number of credits (NOT courses) required for graduation on a one-to-one basis. They may be used to reduce the total number of credits required for graduation but cannot be used for the exemption of a specific course.
Informal Learning	Opportunistic learning that is not structured in terms of content or assessment method but gained through work or social experiences.
Institution	An institution in this booklet refers to any organisation that provides formal, non-formal or informal learning, including universities, education institutions, continuing education units, training providers, enterprises and companies, etc.
Learner	An individual engaged in a learning process (formal, non-formal or informal) regardless of the context of learning.
Learning Outcomes	Learning outcomes describe what a learner is expected to know, understand and be able to do upon successful completion of a process of learning.
Module	A module is a block of learning defined by a syllabus, including aims, intended learning outcomes, teaching and learning strategies, and assessment plans. It may be called course, subject or unit by some institutions.
Non-formal Learning	Learning that takes place in a formal setting (e.g. workplace training) but does not lead to a formally accredited qualification.
Notional Learning Time	The total time likely to be spent by a learner in all modes of learning in respect of a specified programme. Notional learning time is not limited to time-tabled teaching/lecturing hours in classrooms but includes attendance in classes, experiments in laboratories, supervised or unsupervised sessions, practical learning in workshops, independent study in the library, reading at home, and any other forms of study undertaken by the learner.

詞彙	定義 / 詮釋
一般學分	可用以按一對一的方式減少畢業所需的學分（**並非**科目）。一般學分可用作減少畢業所需的學分總數，但不可用作豁免特定科目。
非正式學習	無特定內容或評核方法的隨機學習，通過工作或社會途徑獲取學習經驗。
培訓機構	培訓機構在本冊子中涵蓋所有提供正規、非正規或非正式學習的機構，包括大學、教育院校、持續教育部門、提供培訓的機構、企業及公司等。
學員	凡在任何學習環境下投入正規、非正規或非正式學習過程者，均屬學員。
學習成果	學習成果概述學員完成學習過程後應掌握的知識及 / 或能力。
單元	單元是由課程綱要界定的組成部分，包括目標、預期學習成果、教與學策略、評估計劃。部分培訓機構稱之為科目、學科或項目。
非正規學習	在正規環境（例如在職培訓）進行的學習，完成學習後不會獲授予正式經評審的資歷。
學時	學員於某項課程以各種模式學習所需的時間。學時不限於時間表所列的課堂教學 / 講學時數，也包括聽課、上實驗課、出席督導或非督導式課節、參加工作坊的實習課、到圖書館自修、在家閱讀或以其他模式進修的時數。

Term	Definition/explanation
Programme	A programme is a set of inter-related studies leading to a qualification and consists of a number of modules (courses/subjects/units). Some institutions may refer to a programme as a course (of study) depending on the conventional practice of the institution.
QF Credit	One QF credit is awarded for the completion of 10 notional learning hours with attainment of learning outcomes upon assessment. Notional learning hours take into account the total time likely to be spent by an average learner on all modes of learning including attendance in classes, self-study, on-line learning, practical learning, examination, etc.
Recognition of Prior Learning (RPL)	Generally speaking, recognition of prior learning is a process (as well as a mechanism) for recognising skills and experience in previous formal, non-formal and informal contexts. In the context of Hong Kong Qualifications Framework (HKQF), Recognition of Prior Learning (RPL) refers to the recognition of knowledge, skills and competencies already acquired by the practitioners through their prior experience in the workplace for the award of a qualification at QF levels 1 to 4. The assessment of RPL is carried out by an appointed Assessment Agency for an industry which has developed the Specifications of Competency Standards and implemented the RPL mechanism under HKQF.
Specific Credit	Credits which can be used, on a one-to-one basis, for the exemption of a particular course required for graduation. A learner receiving specific credit will be deemed to have obtained the credits for the course in fulfillment of graduation requirements.

詞彙	定義 / 詮釋
課程	課程是取得資歷所需的一系列相關學習，由若干單元（科目 / 學科 / 項目）組成。部分培訓機構或會按其慣常做法，把課程稱為（學習）科目。
資歷學分	學員每完成十個學時，經評定已取得預期的學習成果後，可獲授予一個資歷學分。學時包括一般學員以各種模式進修（包括聽課、自修、網上學習、實習、考試等）合共所需的時間。
過往資歷認可	過往資歷認可泛指認可進修人士過去在正規、非正規及非正式環境下所得技能和經驗的程序（及機制）。在香港資歷架構下的過往資歷認可，是指受委評估機構為已制訂《能力標準說明》的行業從業員，評估其在過往工作經驗中所掌握到的知識、技能和能力，從而獲得資歷架構第一至第四級的資歷。
特定學分	可用以按一對一的方式豁免畢業所需修讀的特定科目。學員如獲授予特定學分，即視作取得畢業所需修讀科目的學分。

Appendix 2 Academic Regulations Governing Advanced Standing (Example)

In the Academic Regulations Governing Sub-degree and Undergraduate Studies, a section on the regulations governing advanced standing is extracted below. The regulations are published and updated on a yearly basis.

1. Principle of Granting Advanced Standing

1.1. The granting of advanced standing must adhere to the prescribed minimum requirements of completion of the new learning programme laid down in the programme definitive document.

1.2. The module which has been exempted cannot be used as evidence of prior learning for further advanced standing applications.

2. Criteria of Assessing Advanced Standing Applications

2.1. Applications for advanced standing must be assessed in accordance with the following criteria:

(a) a pass in the prior learning must be attained;

(b) a minimum of 70%* of the syllabus of the corresponding module of the new learning programme must be covered in the prior learning;

(c) the teaching mode, number of contact hours, teaching and learning activities, assessment tasks and textbooks of the prior learning should be comparable to the corresponding module of the new learning programme; and

(d) the time of attaining the prior learning must be taken into consideration to ensure that the subject knowledge obtained has not become obsolete.

2.2. If any of the above four criteria is not met, the application will be unsuccessful unless the applicant can provide documentary proof manifesting relevant professional qualification attained or a minimum of 3 years of relevant work experience.

** Subject to the policies of individual institutions*

附錄 2　學分認可的教務規條（示例）

副學位及學士學位課程的教務規條內，有一章節關於學分認可，節錄如下。該些規條會每年公佈及更新。

1. 批准科目豁免的原則

1.1. 申請人獲批豁免科目後，仍須符合在課程文件內列明的完成課程的最低要求。

1.2. 已獲豁免之單元不可作為進一步申請豁免其他單元之過往資歷證明。

2. 批核豁免科目申請的準則

2.1. 批核豁免科目申請時所持的準則：

（a）過往資歷必須合格；

（b）過往資歷須涵蓋課程有關單元的最少 70%* 的課程內容；

（c）過往資歷之授課模式、學習時數、教學活動、評估及教科書均與課程有關單元相符；及

（d）必須考慮獲取過往資歷之時間以避免學科知識過時。

2.2. 如過往資歷未能符合上述任何一項準則，除非申請人能提供證明文件顯示其已獲取相關專業資格或持有最少三年相關工作經驗，否則有關申請將不會獲批核。

** 視乎個別培訓機構的政策而定*

Appendix 3 Academic Regulations on Credit Transfer and Module Exemption (Example)

An institution distinguishes its policy on credit transfer from module exemption. The differentiation is made clear in the Academic Regulations as published in the Undergraduate Prospectus. An abridged version of the Academic Regulations also appears in the Student Manual.

Credit Transfer and Module Exemption

1. Credit Transfer is made on an individual module basis. Credit transfer is normally based on formal academic achievements obtained within and/or outside XXXXXX, on the condition that the module concerned is identical in terms of the number of credits, intended learning outcomes, the QF Level and assessment standards. Upon approval, the student will earn credits of the corresponding modules thereby contributing towards the awards of the programme.
2. Individual Module Exemption is normally granted based on formal academic achievements and/or relevant experience with documented evidence of attainment of the required learning outcomes. Where required, assessments on the attainment may be conducted. A student may also be granted, on other justifiable grounds such as disabilities, Module Exemption from studying a module which forms a requirement of the award he/she aims for.
3. When permission of Module Exemption is granted, the student will not earn credits from the module concerned and the credit requirements for the award for the student concerned will also be adjusted accordingly. The exemption granted shall be reflected in the student's Transcript of Study.
4. A student may not normally be allowed Credit Transfer and/or Module Exemption for more than 50%* of the total number of credits of the programme, while Module Exemption granted on other justifiable grounds (see Clause 2) should normally not constitute more than 25%* of the total number of credits of the programme concerned.
5. The guidelines for granting Credit Transfer and Module Exemption must be defined in the Programme Specification, while Module Exemption granted on other justifiable grounds (see Clause 2) is considered on a case-by-case basis. Approval of Credit Transfer and Module Exemption rests with the respective Head of Department / Section Head.

** Subject to the policies of individual institutions*

附錄 3　學分轉移及單元豁免的教務規條（示例）

培訓機構分別訂有學分轉移政策及單元豁免政策，兩者的區別在《學士學位課程概覽》所載的教務規條內清楚述明。教務規條的摘要亦載於《學生手冊》。

學分轉移及單元豁免

1. 學分轉移以個別單元為基礎，一般按學生在 XXXXXX 及／或院校以外取得的正式學業成績計算，條件是有關單元在學分數目、預期學習成果、資歷級別和評估標準方面完全相同。申請如獲批准，學生會獲授予相應單元的學分，該等學分可用以取得有關課程所授予的資歷。

2. 院校一般按學生的正式學業成績及／或相關經驗給予個別單元豁免。申請人須提供文件，證明已取得所規定的學習成果；如有需要，院校或會評估學生是否已達到該項要求。如有其他充分理由（例如殘疾），學生亦可獲豁免取得資歷所必修的單元。

3. 學生如已獲單元豁免，則不會獲得有關單元的學分，而取得資歷所需的學分亦會相應調整。該項豁免須在學生的修業成績表內註明。

4. 學生獲准轉移的學分及／或豁免的單元，一般不可超過課程總學分的 50%*；基於其他充分理由（見第 2 條）獲給予的單元豁免，一般不可超過有關課程總學分的 25%*。

5. 有關批准學分轉移及單元豁免的指引須載於課程說明內。基於其他充分理由（見第 2 條）而提出的單元豁免申請，會按個別情況考慮。學分轉移及單元豁免的申請由有關的學系系主任／部門主管批核。

* *視乎個別培訓機構的政策而定*

Appendix 4 Checks and Balances in Processing CAT Applications

For larger institutions, there may be an established administrative structure for handling admissions and CAT applications. Different offices with staff at different ranks may be involved to ensure effective checks and balances in the decision making process. Below is an example showing an administrative structure involving three layers of staff with different roles and responsibilities:

Party	Responsibility
Course Team	Devise criteria for granting module exemption, based on academic achievements, and/or relevant experience
Course Board	Approve requirements for module exemption, as proposed by the Course Team
Department Head	Approve granting of module exemption, in accordance with the criteria set down by the Course Team and approved by the Course Board

附錄 4　處理學分累積及轉移申請的監察和制衡機制

較大型的培訓機構或許已有既定的行政架構，處理收生事宜和學分累積及轉移申請。為確保監察和制衡機制能在決策過程中發揮作用，當中或會涉及不同部門和職級的人員。以下的行政架構涉及三層擔當不同角色和職責的人員：

有關人員	職責
課程小組	按學業成績及／或相關經驗制訂有關給予單元豁免的準則。
課程委員會	審批課程小組建議的單元豁免規定。
部門主管	按課程小組制訂及課程委員會審批的準則批准給予單元豁免。

Appendix 5 Programme Leaflet with CAT Information (Example)

Certificate / Diploma in APPLIED BUSINESS ADMINISTRATION 應用商業管理證書 / 文憑

資歷架構 Qualifications Framework

Certificate in Applied Business Administration
QF Level: 3 QR Registration No.: XX/XXXXXX/XX
QR Registration Validity Period: 01 Jan 2013 - 31 Dec 2016

Diploma in Applied Business Administration
QF Level: 3 QR Registration No.: XX/XXXXXX/XX
QR Registration Validity Period: 01 Jan 2013 - 31 Dec 2016

INTRODUCTION

The Certificate in Applied Business Administration programme aims to impart to students fundamental knowledge in general business management as well as to strengthen their basic English and quantitative skills for daily use. The programme is suitable for SCS qualification holders and those seeking recognition of prior learning (RPL) and for participants who wish to upgrade their academic knowledge or to pursue further studies in business.

The Diploma in Applied Business Administration is designed as an access programme for SCS qualification holders and those seeking recognition of prior learning (RPL) and for those who would like to pursue further academic studies in the field of business. The Diploma programme aims to develop students' valuable skills in business and management, basic quantitative skills to solve problems in daily life as well as the ability to communicate effectively in English.

PROGRAMME STRUCTURE

The Certificate / Diploma in Applied Business Administration consists of six modules. Upon completion of Modules 1-4 and the prescribed assessments, students can exit the programme with an intermediate award of "Certificate in Applied Business Administration".

M1 – Foundation of Business English (CEF Modules) M2 – Quantitative Skills for Business (CEF Modules) M3 – Management and Marketing Fundamentals M4 – Accounting and Financial Management Fundamentals	Completion of modules 1 – 4 leads to "Certificate in Applied Business Administration"
M5 – Business Communication (CEF Modules) M6 – Business Organisation and Organisational Behaviour (CEF Modules)	Completion of modules 1 – 6 leads to "Diploma in Applied Business Administration"

(CEF Modules) This module has been included in the list of reimbursable courses for CEF purposes.

ENTRY REQUIREMENTS

Applicants shall:

a) have completed a SCS-based course at QF level 2 or above and accepted by the institution; OR
b) have obtained an RPL qualification at QF level 2 or above and accepted by the institution; OR
c) be aged at least 21 with one year work experience

Applicants with other qualifications will be considered on individual merit.

DURATION OF STUDY

The duration of study for Certificate in Applied Business Administration is 8 months. The duration of study for Diploma in Applied Business Administration is 12 months.

Modules 1-4 each comprises 30 hours of lectures extending over ten sessions. Modules 5-6 each comprises 36 hours of lectures extending over twelve sessions.

AWARD OF THE CERTIFICATE / DIPLOMA IN APPLIED BUSINESS ADMINISTRATION

A student will be awarded the Certificate / Diploma provided that for each of the modules he/she

- completes satisfactorily the required course assignments;
- passes the relevant examinations; and
- satisfies the attendance requirements of 70%.

Students will be awarded a Statement of Attendance for each module if he/she has achieved the attendance requirements for that module.

ARTICULATION (CREDIT EXEMPTION) / ADMISSION TO HIGHER LEVEL PROGRAMMES

Holders of the Certificate in Applied Business Administration are eligible to apply for admission to Advanced Diploma in Business Management or Advanced Diploma in Marketing or Advanced Diploma in Accounting or Advanced Diploma in Finance or Advanced Diploma in Finance (Investment) offered by XXXXXX.

Holders of the Diploma in Applied Business Administration are eligible to apply for admission to Advanced Diploma in Business Management or Advanced Diploma in Marketing or Advanced Diploma in Accounting offered by XXXXXX with a maximum of 2 module exemptions.

附錄 5　載列學分累積及轉移資料的課程單張（示例）

應用商業管理證書／文憑

資歷架構 Qualifications Framework

應用商業管理證書
資歷架構級別：3
資歷名冊登記號碼：XX/XXXXXX/XX
資歷名冊登記有效期：2013 年 1 月 1 日至 2016 年 12 月 31 日

應用商業管理文憑
資歷架構級別：3
資歷名冊登記號碼：XX/XXXXXX/XX
資歷名冊登記有效期：2013 年 1 月 1 日至 2016 年 12 月 31 日

簡介

應用商業管理證書課程旨在教授學生一般商業管理的基本知識，以及加強他們日常的基本英語及運算技巧。課程適合修畢《能力標準說明》爲本課程（下稱「能力爲本」課程）、有意取得「過往資歷認可」，以及希望增進學術知識或在商業範疇進修的人士。

應用商業管理文憑課程是專爲修畢「能力爲本」課程、有意取得「過往資歷認可」，以及希望在商業範疇進修的人士而設的基礎課程。本文憑課程旨在培養學生的商業及管理技巧、在日常生活解決問題的基本運算技巧，以及有效的英語溝通能力。

課程結構

應用商業管理證書／文憑課程包括六個單元。學生可在完成單元一至四及接受指定評估後結業，並在此階段獲發「應用商業管理證書」。

單元一：基礎商業英語 單元二：商業運算技巧 單元三：管理及市場推廣入門 單元四：會計及金融管理入門	完成單元一至四可獲發「應用商業管理證書」
單元五：商業溝通技巧 單元六：商業機構及機構行爲	完成單元一至六可獲發「應用商業管理文憑」

此單元已納入持續進修基金可獲發還款項課程名單內。

入學條件

申請人須：

a) 已完成資歷架構第二級或以上的「能力爲本」課程，並獲有關學院錄取；或
b) 已通過「過往資歷認可」途徑取得資歷架構第二級或以上的資歷，並獲有關學院錄取；或
c) 最少年滿 21 歲，並有一年工作經驗。

具有其他資歷的申請人會按個別情況予以考慮。

修讀期

應用商業管理證書課程的修讀期爲 8 個月，應用商業管理文憑課程的修讀期爲 12 個月。
單元一至四每個單元包含 30 個授課小時，分爲 10 節。單元五及六每個單元包含 36 個授課小時，分爲 12 節。

應用商業管理證書／文憑的頒授

學員會獲頒授應用商業管理證書／文憑，條件是在修讀每個單元時必須

- 妥善完成指定的課程作業；
- 考試及格；以及
- 出席率達到 70%。

學員如達到有關單元的出席率要求，會獲發該單元的修業證明書。

銜接（學分豁免）／升讀其他高級程度課程

應用商業管理證書持有人可申請升讀由 xxxxxx 開辦的工商管理高等文憑／市場學高等文憑／會計學高等文憑／財務學高等文憑／財務學高等文憑（投資管理）課程。

應用商業管理文憑持有人可申請升讀由 xxxxxx 開辦的工商管理高等文憑／市場學高等文憑／會計學高等文憑課程，並可獲豁免修讀最多兩個單元。

Appendix 6 Leaflet of Specification of Competency Standards (SCS)-based Programme with CAT Information (Example)

附錄 6 載列學分累積及轉移資料的能力為本課程單張（示例）

Appendix 7 Application Form for Course Exemption or Advanced Standing (Example)

附錄 7 科目豁免或學分認可申請表格（示例）

科目修讀豁免申請表格
(適用於 2015 年 6 月 1 日或之後入學之學歷課程學生)
Application Form for Course Exemption or Advanced Standing
(Applicable for students admitted to Award-bearing Programmes on or after 1 June 2015)

課程編號 Programme Code	
課程名稱 Programme Title	
申請豁免修讀之科目名稱 (本院之科目) Title of Course/Module Applied for Course Exemption	
合資格申請修讀豁免之科目名稱 (其他院校之科目) Title of Course/Module Eligible for Course Exemption	

附件: 請連同學業成績單，科目綱要及其他有關文件副本遞交申請。
Attachment(s): Please also attach copy of original academic transcript, course syllabus and any other supporting documents for application.

學號／註冊編號 (如未能提供學號/註冊編號，請填上香港身份證號碼。)
Student ID/Registration No. _____ (Please provide your HKID Card No. if your Student ID / Registration No. is not available.)
申請人英文姓名
Name of Applicant (in English) _____ (Mr./Miss/Ms./Mrs.)*
申請人中文姓名
Name of Applicant (in Chinese) _____ (先生／小姐／女士／太太)*
通訊地址
Correspondence Address _____
(如選擇以郵寄方式收取收據，請填上地址。Please provide your address if you choose to receive the receipt by mail.)
聯絡電話 電郵地址
Contact No. _____ E-mail Address _____

For Official Use Only

To be completed by Administration Division

Form Received on _____ Handled By _____

Cheque No. _____ Receipt No. _____

To be completed by Academic Division

(Academic Division is requested to provide the copy of original academic transcript, course syllabus and any other supporting documents for approval.)

☐ Verified by _____ (Name) _____ (Title) _____ (Date)

☐ Recommended
☐ Not recommended

Remarks _____

_____ _____
Head of Academic Division Date

To be completed by Registry
☐ Approved the recommendation
☐ Not approved the recommendation

_____ _____
Associate Director (Registry & Academic Support Services) Date

Appendix 8 Qualifications Register and CAT Information (Example)

QR Record Details

Title of Qualification:	Higher Diploma in Accounting and Finance
Title of Qualification (Chinese):	會計及財務高級文憑
Title of Learning Programme:	Higher Diploma in Accounting and Finance
Title of Learning Programme (Chinese):	會計及財務高級文憑
QR Registration No.:	14/00xxxx/L4
Registration Validity Period:	01/09/2013 to 31/08/2017
Registration Status:	Current
Level:	4
Credit:	260
Credit Accumulation and Transfer:	Credit Accumulation and Transfer (Institutional)
CAT Info.:	http://www.ABCinstitute.edu.hk/doc/Advanced%20Standing%20Policy%20(Chi).pdf
Mode of Delivery:	Full Time, Part Time
Programme Requirements:	Holder of Diploma in Business Administration is eligible to apply for admission to Higher Diploma in Accounting and Finance with a maximum of 2 module exemptions
Special Notes:	N/A

附錄8　資歷名冊與學分累積及轉移資料（示例）

資歷記錄詳情

資歷名稱（英文）：	Higher Diploma in Accounting and Finance
資歷名稱：	會計及財務高級文憑
進修課程名稱（英文）：	Higher Diploma in Accounting and Finance
進修課程名稱：	會計及財務高級文憑
資歷名冊登記號碼：	14/00xxxx/L4
登記有效期：	01/09/2013 至 31/08/2017
登記狀況：	正常
資歷架構級別：	4
資歷學分：	260
學分累積及轉移：	學分累積及轉移（院校）
學分累積及轉移資料：	http://www.ABCinstitute.edu.hk/doc/Advanced%20Standing%20Policy%20(Chi).pdf
授課模式：	全日制、兼讀制
課程需求：	工商管理文憑持有人合資格報讀會計及財務高級文憑課程，並可獲豁免修讀最多兩個單元
其他有用資料：	不適用

Appendix 9 Guidance Notes to Applicants for Credit Exemption (Example)

1. Credit Exemption

1.1. Students who want to apply for credit exemption should complete the application form and submit it to the College within TEN working days after the commencement of school term for approval.

1.2. Exemptions will be granted on an individual subject basis with reference to the following elements of the programme that the applicant has previously completed:

i. Programme / subject content;

ii. The learning outcomes of the subject;

iii. The level / QF level of the programme / subject;

iv. Previous academic performance;

v. Year of award;

vi. Medium of teaching of the subject.

1.3. The following original supporting documents with copies must be submitted:

i. Official transcripts or certification of course completion; and

ii. Programme document which should include detailed information on the entry requirements and duration of the course, requirements for course completion and the weighting of individual subject within the programme; and

iii. Detailed syllabus OR qualifications in public examination with the supporting certificates.

1.4. The granting of exemptions shall be the responsibility of the Head of Programme.

1.5. The maximum credit that can be exemption is 50%* of the total credits of a single programme.

1.6. The official result will be sent to the applicant within TEN working days after the submission of application.

1.7. A non-refundable administration fee should be paid for each subject applied for exemption in advance.

1.8. Successful students are exempted from all related assignments and examinations but the annual tuition fee is non-refundable or non-deductible.

** Subject to the policies of individual institutions*

附錄 9　學分豁免申請須知（示例）

1. 學分豁免

1.1. 擬申請學分豁免之學生應於學期開始後十個工作天內填寫申請表並交回本校。

1.2. 豁免申請將根據學生曾修讀課程之以下項目按科目審批：

i. 課程／科目內容；

ii. 科目之學習成果；

iii. 課程／科目之級別／資歷架構級別；

iv. 先前之學業成績；

v. 結業年份；

vi. 科目授課語言。

1.3. 須具備以下證明文件之正副本：

i. 正式成績表或課程結業證明；

ii. 課程文件，其中應包括入學要求和修業年期、結業要求和個別科目比重之詳細資料；及

iii. 詳細課程內容或公開考試成績之證書。

1.4. 學分豁免與否由課程主任負責審批。

1.5. 一個課程可獲豁免之學分以不超過總學分 50%* 為上限。

1.6. 正式結果將於申請提交後十個工作天內通知申請人。

1.7. 申請豁免學分須事先按科目繳付行政費，獲得批准與否，概不退還。

1.8. 申請倘獲批准，所有相關之作業和考試均得豁免，惟學費則不予退還或扣減。

** 視乎個別培訓機構的政策而定*

Appendix 10 Good Practice in Outcomes Mapping (RPL Qualifications and Generic Competencies)

1. RPL qualifications may include generic competencies (such as language skills) that can be considered for credit transfer towards modules relating to generic competencies in another programme of study at the same QF level. For generic competencies, mapping of RPL qualifications is not as straightforward as that of industry-specific programmes, but the equivalency and comparability for credit transfer can still be determined by matching their learning content and outcomes.

2. A mapping exercise between the RPL qualification in Airfreight Customer Services (LOAFBA3A) in the Logistics industry and the Foundation of Business English module in the Certificate/ Diploma in Applied Business Administration of an institution is conducted.

3. Learners who have attained the above RPL qualification which contains the units of competency (UoC) '*Use complicated English for business communication with customers*' (LOCUSM313A) may be exempted from the Foundation of Business English module in the articulated programme. CAT is granted based on a comparison of the totality of the learning outcomes as shown below:

RPL holders with UoC "Use complicated English for business communication with customers" at QF Level 3	Certificate/Diploma in Applied Business Administration Foundation of Business English module at QF Level 3
❑ Master common terms, the abbreviations and technical terms used in the logistics industry ❑ Know about English terms and their correct pronunciations, which include common terms, the abbreviations and technical terms used in the logistics industry ❑ Possess good communication skills and skills for receiving customers ❑ Good interpersonal skills ❑ Use complicated English to communicate with customers so as to understand clearly their needs and execute relevant duties effectively	On completion of the module, students should be able to: ❑ Use appropriate vocabulary to express feelings, opinions and experiences; ❑ Organise and present ideas and statements in a clear and logical form ❑ Communicate effectively in a short conversation using appropriate language; and ❑ Write simple business letters and memos based on given information.

附錄 10　比對學習成果的良好實例（通過「過往資歷認可」機制取得的資歷與通用能力）

1. 通過「過往資歷認可」機制取得的資歷，當中或會包括一些通用能力（例如語文能力），可用作學分轉移至另一項與通用能力相關的同級別單元。若將「過往資歷認可」資歷與通用能力進行比對，雖然不及與特定行業課程比對那般直接，但仍可藉此確定兩者的學習內容和學習成果的對等關係和可比性，從而進行學分轉移。

2. 培訓機構把物流業空運客戶服務（LOAFBA3A）的「過往資歷認可」資歷，與其應用商業管理證書／文憑課程的基礎商業英語單元進行比對。

3. 學員如已通過「過往資歷認可」機制取得涵蓋「與顧客進行與業務有關的複雜英語溝通」能力單元（LOCUSM313A）的資歷，可獲豁免修讀上述銜接課程的基礎商業英語單元。培訓機構通過比較以下學習成果批准學分累積及轉移：

「過往資歷認可」資歷涵蓋資歷架構第三級的「與顧客進行與業務有關的複雜英語溝通」能力單元	**屬資歷架構第三級的應用商業管理證書／文憑課程基礎商業英語單元**
❑ 能掌握物流業常用的行業用語、縮寫及專有名詞 ❑ 認識物流業常用的行業用語、縮寫及專有名詞的英語詞彙及正確讀音 ❑ 擁有良好的溝通及接待客戶技巧 ❑ 擁有良好的人際關係 ❑ 能運用與業務有關的複雜英語，與客戶進行溝通並了解其要求，以及有效地執行相關的職務	修畢此單元後，學員應可： ❑ 運用恰當的言詞表達感受、意見和體驗 ❑ 以清晰和合邏輯的方法組織和闡述各種想法及立場 ❑ 在簡短對話中運用恰當的語言有效地進行溝通 ❑ 根據獲提供的資料撰寫簡單的商業信函和便箋

RPL holders with UoC "Use complicated English for business communication with customers" at QF Level 3	Certificate/Diploma in Applied Business Administration Foundation of Business English module at QF Level 3
❑ Respond to customers' requests for more detailed explanation of business according to personal ability, and report to senior levels and seek help at the right time	

Upon detailed comparison of the course content by qualified academic staff and endorsement by the relevant quality assurance committee of the institution, it is determined that there is sufficient overlap between the UoC and the module to allow learners to be exempted from taking the Foundation of Business English module. Any employee in possession of that RPL qualification will be granted the credit transfer.

「過往資歷認可」資歷 涵蓋資歷架構第三級的 「與顧客進行與業務有關的 複雜英語溝通」能力單元	屬資歷架構第三級的 應用商業管理證書 / 文憑課程 基礎商業英語單元
❑ 在客戶要求對業務作更深入解釋時，能按個人能力處理客戶要求，並於適當時候向上級匯報及求助	

在合資格教學人員作出詳細比較並獲培訓機構相關質素保證委員會確認後，培訓機構認為能力單元與課程單元有足夠重疊，可讓學員豁免修讀基礎商業英語單元。僱員如持有該項「過往資歷認可」資歷，可獲准轉移學分。

Appendix 11 Good Practice in Outcomes Mapping (RPL Qualifications and Industry-specific Learning Programme)

1. RPL qualifications are designed and awarded in accordance with units of competency (UoC) of the Specification of Competency Standards (SCS) with QF level clearly specified. It is easy and straightforward to map the RPL qualifications with an industry-specific programme adopting UoCs.

2. A mapping exercise between the UoCs contained in the RPL cluster on Management of Security Operational Work (Level 3) and the articulated programme of Diploma in Property Management (Level 3) is conducted as follows:

A. Conceptual stage

B. Mapping stage of UoCs

The following table shows that the six UoCs (all at QF level 3) contained in the RPL cluster on Management of Security Operational Work are adopted in five of the modules in the articulated programme (Diploma in Property Management).

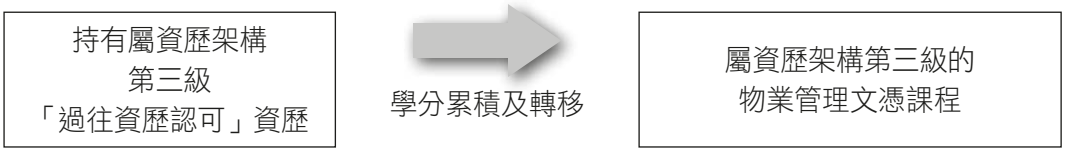
UoCs in the RPL Cluster on Management of Security Operational Work	Module in Articulated Programme (Diploma in Property Management)
1. Lead subordinates to carry out building security operational duties (PMZZEM301A)	Supervision of security and safety
2. Supervise subordinates in handling individual emergency cases (PMZZEM302A)	Fire and emergency

附錄 11　比對學習成果的良好實例（通過「過往資歷認可」機制取得的資歷與行業特定課程）

1. 通過「過往資歷認可」機制取得的資歷，是根據《能力標準說明》的能力單元制訂及授予，並清楚列明資歷級別。把「過往資歷認可」資歷，與採納能力單元的行業特定課程比對，簡單而直接。

2. 培訓機構把物業管理業保安管理工作（第三級）「過往資歷認可」能力單元組合所包含的能力單元，與物業管理文憑（第三級）銜接課程進行比對，詳情如下：

甲：構思階段



乙：能力單元比對階段

下表顯示保安管理工作「過往資歷認可」能力單元組合所包含的六個能力單元（全部均為資歷架構第三級），已採納於銜接課程（物業管理文憑）的五個單元。

物業管理業保安管理工作「過往資歷認可」資歷的能力單元	**銜接課程的單元（物業管理文憑）**
1. 帶領屬員執行建築物保安工作（PMZZEM301A）	監督保安及安全事宜
2. 督導屬員應付個別緊急事故（PMZZEM302A）	火警及緊急事故

UoCs in the RPL Cluster on Management of Security Operational Work	Module in Articulated Programme (Diploma in Property Management)
3. Supervise subordinates in carrying out private road control and environmental protection work of a building (PMZZEM306A)	Management of public facilities
4. Lead subordinates in carrying out carpark and loading area control work (PMZZFM303A)	
5. Assign appropriate staff to be on duty at different posts, arrange shift duties and on-the-job training (PMZZHR301A)	Staff planning and supervision
6. Lead subordinates to carry out customer service duties (PMZZHR304A)	Customer service and preparation for activities

3. The mapping exercise on common UoCs of the RPL qualification and the articulated programme gives confidence about the quality of the CAT arrangement. The use of UoCs serves as a good common currency whereby the QF level, credit size and learning outcomes are all made explicitly clear.

物業管理業保安管理工作 「過往資歷認可」資歷的能力單元	銜接課程的單元 （物業管理文憑）
3. 督導屬員執行建築物私家路管制及環境保護工作（PMZZEM306A）	管理公共設施
4. 帶領屬員執行車場及卸貨區的管制工作（PMZZFM303A）	
5. 安排各管業崗位的人選、值班及崗位上的培訓（PMZZHR301A）	人手規劃及監督
6. 帶領屬員執行客戶服務職務（PMZZHR304A）	客戶服務及籌備活動

3. 將「過往資歷認可」資歷與銜接課程的共通能力單元作出比對，有助公眾對學分累積及轉移安排所達致的質素建立信心。能力單元可作為適當的通用單位，清楚顯示資歷級別、學分數目和學習成果。

Appendix 12 Memorandum of Understanding between Institution and Enterprise (Example of Bilateral Agreement)

An institution signs a Memorandum of Understanding with a leading property management company with over one thousand staff undertaking various in-house training as well as continuing education programmes from the education and training market. In order to effectively support the training needs of the staff, the company initiates a collaborative agreement with an institution with training specialisation in property management. Under the agreement, staff from the company having completed the specified in-house training or successfully obtained RPL qualifications will be generally accepted into the articulated programmes with a defined number of transferred credits. The agreement is an effective means of supporting the learning needs of the workforce in Hong Kong.

MEMORANDUM OF UNDERSTANDING

between

Institute A

and

Company B

1. Purpose of the MOU

The purpose of this MOU is to establish a co-operative arrangement for the recognition for QF-recognised qualifications obtained from the staff under *Company B* and its affiliated companies through in-company accredited programmes or the Recognition of Prior Learning (RPL) mechanism. It also meets the purpose of admission and credit transfer into programmes in *Programme Discipline offered* by *Institute A*.

As one of the supporting higher education institutions under the Credit Accumulation and Transfer (CAT) Policy under the Qualifications Framework of Education Bureau, *Institute A* encourages lifelong education and strengthens the competitiveness of the workforce in Hong Kong in the long run. Generally, those members of *Company B* and its associates who have received RPL qualifications are permitted to transfer the correspondent courses and QF credits to the programmes offered by *Institute A*. Specifically, those members who have successfully completed QF accredited courses offered by *Company B* and its associates may articulate their study to *Study Programme* or other related programmes offered by *Institute A*.

This MOU aims to facilitate the employees' progression from their in-company QF programmes or the RPL mechanism to *Institute A* programmes smoothly. As a result, employees are able to map out their own study paths more flexibly and more effectively.

附錄 12　培訓機構與企業《諒解備忘錄》（雙邊協議的示例）

培訓機構與一家大型物業管理公司簽訂《諒解備忘錄》。該公司有逾千名員工參加各項內部培訓，以及教育及培訓市場上的持續進修課程。為有效支援員工的培訓需要，該公司提出與一所專門從事物業管理培訓的培訓機構訂立合作協議。根據協議，該公司的員工在完成指定的內部培訓或成功通過「過往資歷認可」途徑取得資歷後，一般會獲取錄修讀銜接課程，同時可獲轉移既定數目的學分。該協議能有效支援香港工作人口的進修需要。

甲院校與乙公司訂立的

《諒解備忘錄》

1. 備忘錄目的

本備忘錄的目的是制訂合作安排，以便承認乙公司及其附屬公司的員工藉公司內部認可課程或「過往資歷認可」機制取得的資歷架構認可資歷。本備忘錄亦符合*甲院校*所辦的*學科*課程在收生及學分轉移方面的目的。

作為支持教育局在資歷架構下制訂的學分累積及轉移政策的高等教育院校，*甲院校*鼓勵終身學習，以及加強香港工作人口長遠的競爭力。*乙公司*及其相聯者的員工如完成資歷架構認可課程或已通過「過往資歷認可」途徑取得資歷，一般可獲准把有關科目及資歷學分轉移到*甲院校*的課程。完成*乙公司*及其相聯者所辦資歷架構認可課程的員工更可升讀*甲院校*所辦的*進修課程*或其他相關課程。

本備忘錄旨在幫助修畢公司內部資歷架構認可課程或通過「過往資歷認可」途徑取得資歷的僱員順利銜接至*甲院校*的課程，讓僱員能更靈活有效地規劃自己的進修路徑。

2. Implementation

This MOU shall have effect from the date of its signing, after which time the Parties may renew it by exchange of letters. Each Party will inform the other of similar agreements entered into with other parties.

3. Termination

This MOU may be terminated at any time by either Party, provided at least three months' written notice is given in advance and a period of six months allowed for the satisfactory conclusion of any activities already underway.

4. Confidentiality

The Parties agree that any oral or written information about the MOU exchanged among them, or the terms or conditions or any other facts relating thereto, without limitation, the existence and terms of the MOU shall be confidential information and each Party shall preserve such information in strict confidence for a term of three (3) years. Notwithstanding the foregoing, each Party may, without the other Parties' prior consent, disclose such confidential information to the extent as required by the court, the regulatory authorities, and/or the applicable laws, rules and regulations in any applicable jurisdiction.

5. Notices

Unless otherwise notified by the relevant Parties, all notices delivered hereunder shall be in writing and delivered by hand or given by facsimile to the following addresses:

If to *Company B:*

Attention:
Telephone:
Fax:

If to *Institute A:*

Attention:
Telephone:
Fax:

2. 推行

本備忘錄由簽署當日起生效，其後雙方可藉互通函件續期。任何一方如與其他各方訂立類似協議，會主動知會另一方。

3. 終止

任何一方均可在任何時間終止本備忘錄，惟事先須給予至少三個月書面通知，並容許在六個月內妥善完成已開展的活動。

4. 保密

雙方同意彼此所交換任何有關本備忘錄的口頭或書面資料，或與此有關的條款或條件或任何其他事實（不限於與本備忘錄的出現及條款有關的資料），均屬保密資料，雙方在三（3）年內須把該等資料絕對保密。儘管如此規定，任何一方均可在沒有徵得其他各方事先同意的情況下，按法院、監管當局及／或任何適用司法管轄區內適用法例、規則和規例所規定的程度，披露該等保密資料。

5. 通知

除非有關各方另行通知，否則所有根據本備忘錄交付的通知須以書面作出，並由專人送交或傳真至下列地方：

若送交乙公司
經辦人：
電話：
傳真：

若送交甲院校
經辦人：
電話：
傳真：

Appendix 13 Memorandum of Understanding among Five Institutions (Example of Multi-lateral Agreement)

Five higher education institutions offering programmes at degree level signed a Memorandum of Understanding to foster collaboration, including mutual recognition and acceptance of credits, credit transfer, student exchanges and establishment of learning pathways.

Memorandum of Understanding

This Memorandum of Understanding is made among:
[Institutions]

1. Purpose of the Memorandum of Understanding

The purpose of this Memorandum is to explore collaborative opportunities among the five institutions in the areas which include, but not limited to the following:

- Mutual recognition and acceptance of credits among the institutions
- Credit transfer among institutions
- Student exchange on a credit-based system

2. Areas of Collaboration

Under this Memorandum of Understanding the five institutions will proceed to implement the above initiatives with specific reference to the following:

a. Students of each institution shall be granted credit recognition and acceptance by each and every other institution included as a party to this Memorandum.

b. The establishment of the credit transfer arrangement can be further extended to formal articulation agreements in the future.

c. The five institutions undertake to encourage and facilitate reciprocal exchange of students for the purpose of academic study, joint academic research and other mutually beneficial academic exchanges on a credit-based barter system.

d. The implementation of these initiatives shall be governed by a framework to be agreed by the five institutions.

附錄 13　五所培訓機構《諒解備忘錄》（多邊協議的示例）

五所提供副學位及學位程度課程的培訓機構簽訂《諒解備忘錄》，目的是促進合作，包括互認和接納學分、轉移學分、進行學生交流和提供進修途徑。

諒解備忘錄

本諒解備忘錄由以下各方訂立：

[院校]

1　諒解備忘錄的目的

本諒解備忘錄的目的是探討五所院校的合作機會，包括但不限於以下範疇：

- 院校之間互認和接納學分
- 院校之間的學分轉移
- 按學分為本制度進行學生交流

2　合作範疇

根據本諒解備忘錄，五所院校會推行上述措施，並會特別着眼於下列各項：

甲. 簽訂本備忘錄的所有院校須認可和接納每所院校的學生所持有的學分。

乙. 所訂立的學分轉移安排日後可進一步延展為正式的銜接協議。

丙. 五所院校承諾按學分互換制度鼓勵和促進為進修、學術協作研究及其他互惠學術交流目的而互換學生。

丁. 上述措施的推行須受五所院校商定的框架規限。

3. Scope of Collaboration

The areas of cooperation shall include, subject to mutual consent among the five institutions, any academic programmes offered at any of the five institutions as deemed appropriate and feasible on the part of the institutions, and that all institutions perceive that they are able to contribute to the forging and fostering of the collaborative relationships among the five institutions.

4. Term of Memorandum

This Memorandum of Understanding shall remain in force for a period of five (5) years from the date it is signed by appropriate officials of the five institutions. It may be subject to revision, modification, amendment, extension or renewal at any time by mutual written agreement of all institutions.

Arrangements for renewal shall be discussed among the institutions at least six (6) months prior to the expiry date of this Memorandum.

5. Termination

This Memorandum may be terminated at any time by any Institution, provided six (6) months' advance notice is given in writing to allow for the conclusion of any activities already underway.

3 合作範圍

倘五所院校同意，合作範圍須涵蓋五所院校提供而開辦院校本身認為合適可行的學術課程，而且所有院校均須認同有關課程有助建立和促進五所院校的合作關係。

4 備忘錄的有效期

本諒解備忘錄由五所院校的適當人員簽署當日起計五（5）年內有效，並可在獲得所有院校書面同意的情況下，於任何時間予以修訂、更改、修改、延展或續期。

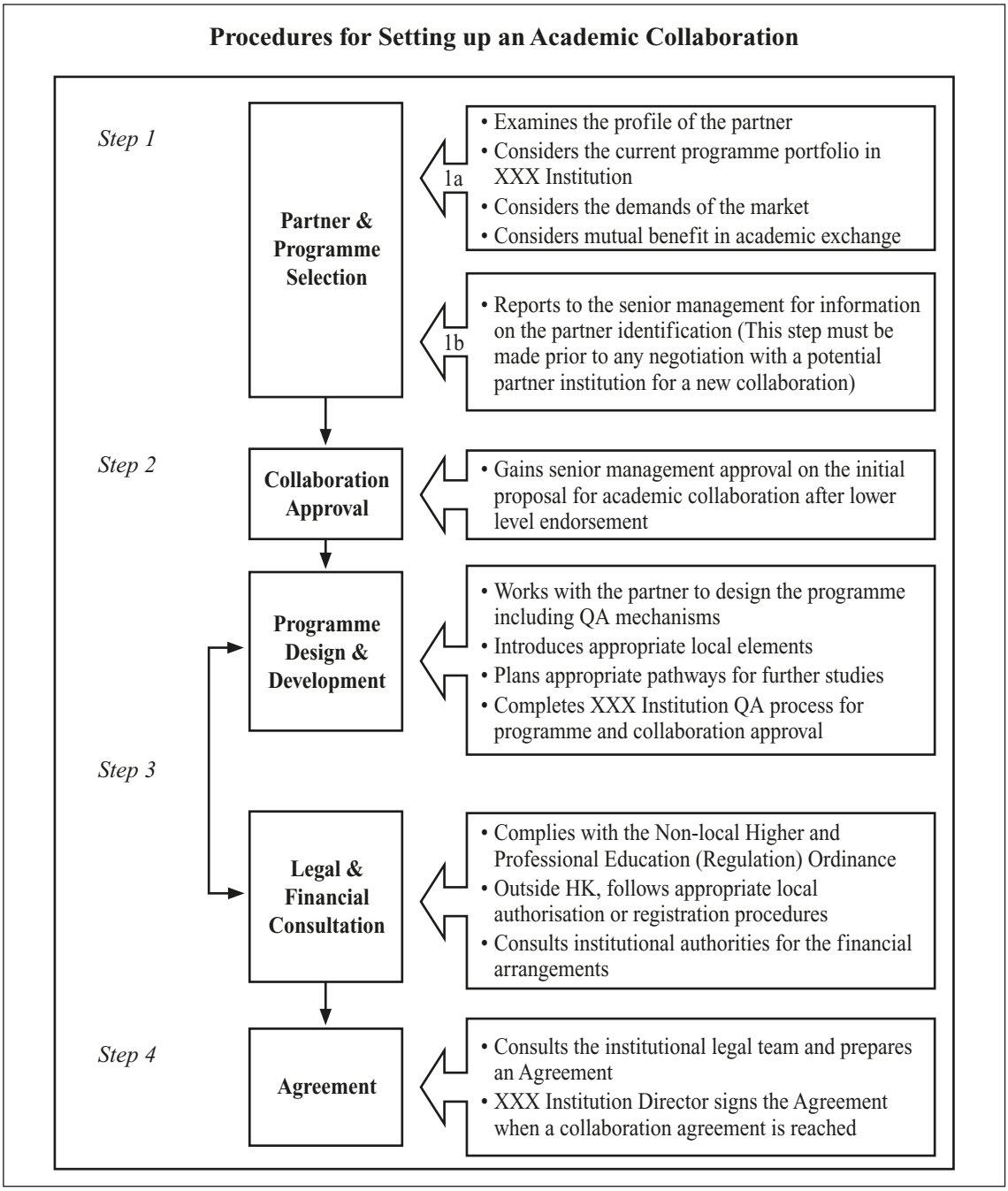
院校須在本備忘錄屆滿日期前最少六（6）個月商討續期安排。

5 終止

任何院校均可在任何時間終止本備忘錄，惟事先須給予六（6）個月書面通知，容許院校完成已開展的活動。

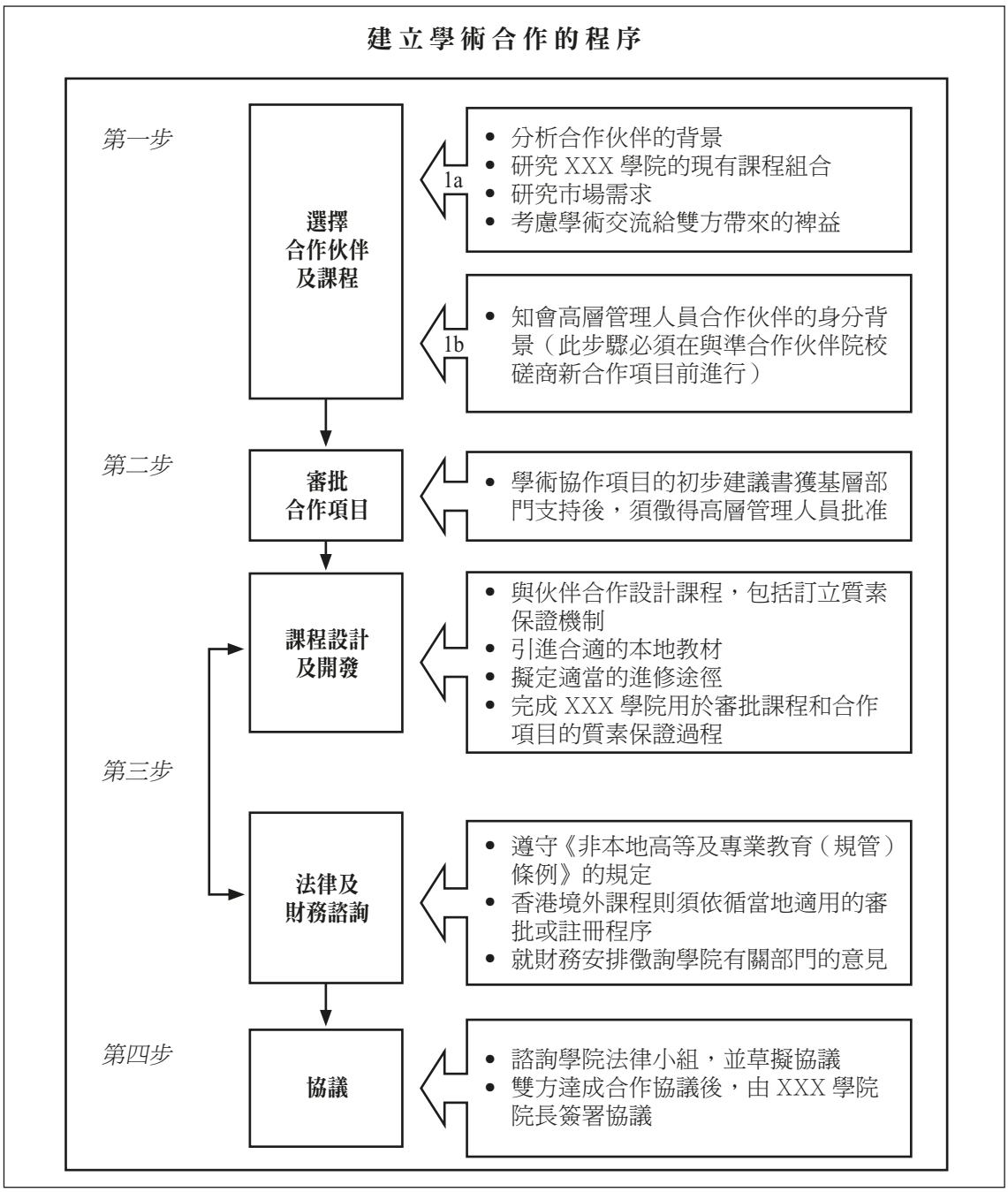
Appendix 14 Suggested Procedures for Setting up Academic Collaboration *(Flowchart adapted from the quality assurance manual of an institution)*

This example applies to academic collaboration with a non-local partner.



附錄 14　建立學術合作的建議程序*（流程圖取自培訓機構的質素保證手冊）*

此例子適用於與非本地伙伴建立學術合作。

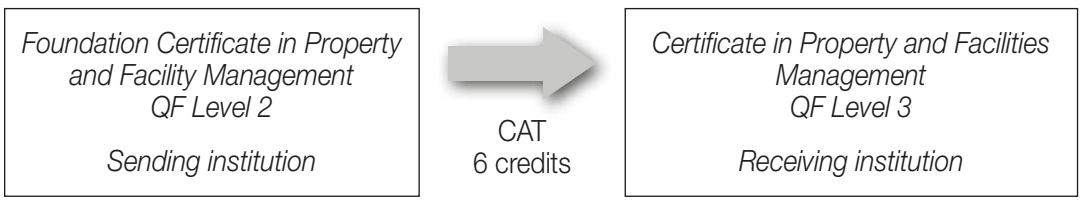


Appendix 15 CAT at Programme Development Stage (Example)

1. Conceptual Stage

- Two leading vocational and professional education and training (VPET) institutions agree to collaborate in designing a QF level 2 Foundation Certificate programme to be offered by one of them (sending institutions) for articulation to a QF level 3 Certificate programme offered by the other institutions (receiving institutions).

2. Programme Design and Development Stage



3. Module Mapping for CAT Arrangements

Sending institution		Receiving institution
Units	**Code of UoC**	**Module**
Supervise subordinates in handling individual emergency cases	PMZZEM302A QF Level: 3 QF Credit Value: 3	Fire and emergency QF Level: 3 QF Credit Value: 6
Supervise subordinates in carrying out fire prevention measures in a building	PMZZEM303A QF Level: 3 QF Credit Value: 3	

4. Agreement Stage

- Though the two partners have not signed an agreement, the collaboration at programme development stage gives confidence in the quality of the articulation arrangement.
- Support by senior management of the two institutions, as well as effective curriculum development mechanisms already in place, facilitated the whole process.

附錄 15　課程發展階段的學分累積及轉移（示例）

1. 構思階段

- 兩所主要的職業專才教育及培訓機構同意合作設計課程。其中一所機構（原來機構）開辦一個資歷架構第二級的基礎證書課程，並銜接至由另一所機構（收生機構）提供的資歷架構第三級證書課程。

2. 課程設計及發展階段

物業及設施管理基礎證書 資歷架構第二級 原來機構	→ 學分累積及轉移 六個學分	物業及設施管理證書 資歷架構第三級 收生機構

3. 比對單元以制訂學分累積及轉移安排

原來機構		收生機構
單元	**能力單元編號**	**單元**
督導屬員應付個別緊急事故	PMZZEM302A 資歷架構級別：3 資歷學分值：3	火警及緊急事故 資歷架構級別：3 資歷學分值：6
督導屬員執行建築物消防措施	PMZZEM303A 資歷架構級別：3 資歷學分值：3	

4. 協議階段

- 雖然兩所伙伴機構未有簽訂協議，但兩者在課程發展階段合作，有助公眾對銜接安排的質素建立信心。
- 兩所培訓機構的高層管理人員均給予支持，以及現時的課程發展機制行之有效，有助推展合作過程。

Appendix 16 Operational Guidelines for Staff Handling Module Exemption (Example)

The Staff Manual provides a set of operational guidelines for the staff in handling module exemption. The guidelines cover various aspects, including submission deadline of applications, completion of process, types of evidence required to support the applications, assessment of the evidence, arrangements for interview, etc.

Guideline #1 ***on time for submission of application:***

- three months before the start of the coming academic year/semester (for continuing students)
- by the end of week 2 of the first academic year/semester (for new students)

Guideline #2 ***on granting module exemption based on formal academic achievements:***

- contents of module(s) previously studied required to be at least 80%* in common with the module(s) seeking exemption

Guideline #3 ***on examples of evidence to be provided by the student in application for exemption of "practical training" module(s) based on relevant experience:***

- prescribed forms to be completed by employer, trade certificates, other relevant documents

Guideline #4 ***on operational arrangements, including interview and assessments:***

- interview arrangement (where necessary) - composition of interview panel, only one interview even if student applied for exemption for two or more related practical training modules, maximum interview duration
- assessment arrangement - standard and duration of assessment paper should be comparable to those of the regular end-of-module assessment, pass mark for assessment (normally 40%*), assessment paper must be vetted by Course Leader

** Subject to the policies of individual institutions*

附錄 16　職員處理單元豁免的應用指引（示例）

《職員手冊》為職員提供處理單元豁免的應用指引。該指引涵蓋多個範疇，包括提交申請的期限、完成程序、申請所需的證明文件類別、評估證明文件、安排面試等。

指引 1　關於提交申請的時間：

- 學年 / 學期開始前三個月（適用於現有學生）
- 首個學年 / 學期開始後兩星期內（適用於新生）

指引 2　關於根據正式學業成績給予單元豁免：

- 先前修畢的單元與申請豁免的單元在內容上須至少有 80%* 相同

指引 3　關於學生根據相關經驗申請豁免修讀「實習」單元須提供的證明文件示例：

- 由僱主填寫的特定表格、技能測驗證書及其他相關文件

指引 4　關於面試和評估等安排

- 面試安排（如有需要）：面試小組的成員組合；即使學生申請豁免修讀兩個或以上的相關實習單元，也只須接受一次面試；面試時間上限
- 評估安排：評估文件的標準及完成時間須與定期的單元末評估相若；評估的及格分數（通常為 40%*）；評估文件須由科目主任審核

** 視乎個別培訓機構的政策而定*

Appendix 17 Database of Total Credit Value of Qualifications (Example)

An institution assigns a Total Credit Value (TCV) to qualifications at Hong Kong QF Level 4 or above. The TCV represents the maximum entitlement for advanced standing/credit exemption credits subject to the maximum transfer allowed in a particular programme offered by the institution. Qualifications are assessed based on the normal mode of study of the qualification offered by the institutions concerned. The institution may review the TCV of qualifications as and when necessary.

Information on local or overseas qualifications which have been assessed by the institution for advanced standing/credit exemption purpose can be accessed via a database by the general public on its institutional website. An example of the database is as follows –

Total Credit Value (TCV) of Qualifications approved by the Academic Board/Senate

Applications towards Master's Degree and Postgraduate Diploma (PGD) Programmes

Qualifications	Institutions	Country/ Region	TCV* (for applications towards Master's degree programmes)	TCV* (for applications towards PGD programmes)
Master of XXXX	XXXX University	Australia	30	20
Master of YYYY	University of YYYY	Hong Kong	30	20
Postgraduate Diploma in ZZZZ	ZZZZ University	United Kingdom	-	20

附錄 17　資歷總學分值資料庫（示例）

培訓機構為香港資歷架構第四級或以上的資歷釐訂總學分值。總學分值是申請學分認可／學分豁免可獲授予的學分上限。資歷根據有關培訓機構所授資歷的一般授課模式評核。該培訓機構會按需要檢討資歷的總學分值。

公眾可在培訓機構的網頁內的資料庫取得就學分認可／學分豁免用途而評定的本地或海外資歷資料，當中包括香港、中國內地、美國、英國、加拿大、澳洲等地的資歷。以下為資料庫的示例 —

資歷總學分值

申請碩士學位及深造文憑課程

資歷	院校	國家／地區	總學分值 *（申請碩士學位課程）	總學分值 *（申請深造文憑課程）
XXXX 碩士	XXXX 大學	澳洲	30	20
YYYY 碩士	YYYY 大學	香港	30	20
ZZZZ 深造文憑	ZZZZ 大學	英國	-	20

Applications towards Undergraduate and Sub-degree Programmes (from Hong Kong)

Qualifications	Institutions	Country/Region	TCV*
Bachelor's Degree	XXX College/XXX University	Hong Kong	80/100
Two-year Full-time Certificate in YYY	YYY University	Hong Kong	40/40
Honours Diploma	ZZZ College	Hong Kong	80/100

Applications towards Undergraduate and Sub-degree Programmes (from Mainland China, Taiwan and Asian Countries)

Qualifications	Institutions	Country/Region	TCV*
Graduate Student Certificate Course (XXX)	China University of XXX	China	40/40
Bachelor of YYY (Distance Learning)	YYY University/Hong Kong YYY College	China/Hong Kong	60/80
Certificate Course for Graduate Student in ZZZ	Graduate School of ZZZ	China	40/40

* The TCV column indicates the maximum number of credits that could be transferred into the institution for a 120-credit degree and a 160-credit honours degree respectively:

Example: 20/20 denotes that the maximum number of credits transferable into a 120-credit degree = 20, while that for a 160-credit honours degree =20. 80/100 denotes that the maximum number of credits transferable into a 120-credit degree =80, while that for a 160-credit honours degree = 100.

申請學士學位及副學位課程（香港）

資歷	院校	國家 / 地區	總學分值 *
學士學位	XXX 學院／XXX 大學	香港	80/100
兩年全日制 YYY 證書	YYY 大學	香港	40/40
榮譽文憑	ZZZ 學院	香港	80/100

申請學士學位及副學位課程（中國內地、台灣及亞洲國家）

資歷	院校	國家 / 地區	總學分值 *
研究生課程結業證書（XXX）	中國 XXX 大學	中國	40/40
YYY 學士（遙距學習）	YYY 大學／香港 YYY 學院	中國／香港	60/80
ZZZ 研究生課程結業證書	ZZZ 研究院	中國	40/40

* 總學分值一欄顯示可分別轉移至某培訓機構所辦 120 學分學位課程和 160 學分榮譽學位課程的學分上限：

示例：20/20 代表可轉移至 120 學分學位課程的上限為 20 學分，可轉移至 160 學分榮譽學位課程的上限亦為 20 學分。80/100 代表可轉移至 120 學分學位課程的上限為 80 學分，可轉移至 160 學分榮譽學位課程的上限則為 100 學分。

Appendix 18 Database of Courses Recognised for Credit Transfer (Example)

General education courses are core components of sub-degree and degree programmes in most publicly-funded and self-financing institutions. The objective of general education courses is to broaden student's horizons and cultivate critical thinking. As such, the general education courses can cover multiple disciplines, ranging from philosophy and cultural studies to history and aesthetics. One institution publishes a list of "Recognised General Education Courses" which have been assessed and accepted for credit transfer.

Recognised General Education Courses

XXX Institution has worked with the following institutions and recognised some of the courses offered in their sub-degree programmes. Students who have completed the listed courses will be able to get credit transfer under normal circumstances. For courses not listed, applications will be considered on a case-by-case basis.

Institution	Recognised Course List (pdf)
A	General Education Courses - A1, A2
B	General Education Courses - B1, B2
C	General Education Courses - C1, C2
D	General Education Courses - D1, D2
E	General Education Courses - E1, E2

XXX Institution reserves the ultimate right to make final decisions.

附錄 18　學分轉移的認可科目資料庫（示例）

通識教育科目是大部分公帑資助及自資院校副學位及學位課程的核心部分。通識教育科目的宗旨是擴闊學生視野，以及訓練明辨性思考。因此，通識教育科目可涵蓋多個學科，包括哲學和文化研究，以至歷史和美學。某培訓機構公佈了一份「認可通識教育科目」名單，所列科目已獲評核，並接納為適用於學分轉移。

認可通識教育科目

XXX 學院與以下院校合作，承認該些院校所辦副學位課程的部分科目。修畢下列科目的學生在一般情況下可轉移學分。就名單以外科目提出的申請，則按個別情況另行考慮。

院校	認可科目名單（pdf）
A	通識教育科目：A1、A2
B	通識教育科目：B1、B2
C	通識教育科目：C1、C2
D	通識教育科目：D1、D2
E	通識教育科目：E1、E2

XXX 學院保留最終決定權。

Appendix 19 Requirements for External Quality Assurance

In its *Guidance Notes: Submission Guide for Learning Programme Accreditation* (*March 2015 version*), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) includes education pathways and CAT as evidence for accreditation criteria. The relevant sections are extracted below.

Section 3 Programme Objectives and Learning Outcomes

Accreditation Criteria	Sources of Evidence
The learning outcomes should reflect the stated programme objectives, which are tested through assessment. The evidence from assessments must show that the QF level of the learning outcomes corresponds to the GLD and other relevant documents.	• Programme objectives • Programme intended learning outcomes (PILOs) • Intended learning outcomes of each stream (if applicable) • Mapping of intended learning outcomes against programme objectives • Positioning of the Programme (e.g. distinctiveness, niche, target student group, etc.) • Employment pathways (e.g. job position and industry / sector) • Market surveys related to demand for the Programme and employability of graduates of the Programme • **Education pathways** • Evidence showing recognition of professional bodies and / or external benchmarking sought (if applicable)

附錄 19　質素保證外評要求

香港學術及職業資歷評審局在其《*須知：「課程評審」提交文件導引》（2015 年 3 月版*）中，把進修途徑和學分累積及轉移列為評審準則所規定的證明。相關部分節錄如下：

第 3 節　課程目標及學習成果

評審準則	證明來源
有關學習成果須反映訂明的課程目標，該些目標已通過評估得到驗證。評估所得的證明必須顯示有關學習成果的資歷級別與資歷級別通用指標及其他相關文件相符。	• 課程目標 • 課程預期學習成果 • 每科的預期學習成果（如適用） • 預期學習成果與課程目標的比對結果 • 課程定位（例如獨特性、優勢、目標學生組別等） • 就業途徑（例如工作職位和行業／界別） • 有關課程需求的市場調查和課程畢業生的就業能力 • **進修途徑** • 獲專業機構認可及／或曾進行外間基準評定的證明（如適用）

Section 5 Admission Requirements and Student Selection

Accreditation Criteria	Sources of Evidence
The minimum admission requirements for the programmes must be clearly outlined for students and staff. These requirements and the student selection processes must ensure that students enrolling in the programmes have the knowledge and skills to be able to undertake the learning activities proposed in the programmes.	• Minimum entrance requirements for Year 1 entry and other entry points (if applicable) • **Admission policy (including special admission, credit accumulation and transfer (CAT), exemption, and advanced standing)** • Student selection and enrolment procedures, including any procedures for recognising prior learning • Maximum yearly student intake for each stage and stream (if any) • Rationales for proposed admission requirements

The requirements of the HKCAAVQ (and the explanations about those requirements) will from time to time be reviewed and expanded in light of the development of the HKCAAVQ's Four-stage Quality Assurance Process and the Qualifications Framework.

第5節　收生要求及學生甄選

評審準則	證明來源
必須向學生和職員列明課程的最低收生要求。該些要求和學生甄選程序必須確保報讀課程的學生具有進行課程建議的學習活動所需的知識和技能。	• 修讀第一年課程及其他入學點的最低入學要求（如適用） • **收生政策（包括特別錄取、學分累積及轉移、豁免和學分認可）** • 學生甄選及收生程序，包括任何過往資歷認可程序 • 每個階段和每科的按年收生上限（如有） • 建議收生要求的理據

香港學術及職業資歷評審局會根據其「四階段質素保證程序」和資歷架構的發展，不時檢討和擴大上述規定（以及有關該些規定的說明）。

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www.hkqf.gov.hk

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