



中華人民共和國香港特別行政區政府
教育局
Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China




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





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CAT

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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.
- 1.2 With effect from 1 January 2016, all programmes at QF Levels 1 - 7 on the Qualifications Register (QR) have adopted the award titles under the Award Titles Scheme which clearly reflect the QF levels of the qualifications. Starting from 1 September 2022, all programmes¹ at QF Levels 1 - 7 have indicated the QF credit values on the QR, which reflect the learning effort required of 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 Policy, Principles and Operational Guidelines for CAT

- 1.4 The policy, principles and operational guidelines for CAT 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.

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，從而提升本港工作人口的質素，使之更專業化及多元化。資歷架構是一個七級的資歷級別制度，涵蓋學術、職業專才和持續教育界別，其認可的資歷均通過質素保證。
- 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。由2022年9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¹均已列明其資歷學分，以反映學員取得有關資歷所需的學習量。
- 1.3 隨着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制度以配合學分累積及轉移，進一步鞏固學員的進階路徑。

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，已參考國際常規及本地教育與培訓機構的現行做法。我們鼓勵培訓機構採用或參照本冊子的內容，以確立學分認可及轉移政策及制度。

¹ Except for research-based programmes

¹ 研究式課程除外

- 1.5 The booklet also features a set of good practices on CAT demonstrated by the school, higher education, industry and government sectors in Hong Kong. They include examples of the application of the Recognition of Prior Learning (RPL), and the development and implementation of cross sector learning pathways, as well as illustrations of the effective implementation of CAT principles such as communication between partner institutions, the simplification of administrative procedures and the mapping of learning outcomes.
- 1.6 Adoption of the policy, principles and operational guidelines for CAT 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 本冊子亦提供香港學校、高等教育界別、行業和政府部門推行學分累積及轉移的良好實例，包括應用「過往資歷認可」機制、發展及推行跨界別進修路徑，以及闡述如何有效推行學分累積及轉移原則，例如伙伴機構之間的溝通、簡化行政程序，以及比對學習成果。
- 1.6 採用學分累積及轉移政策、原則及應用指引屬自願性質。我們鼓勵培訓機構按其目標、抱負及使命，制訂清晰明確的政策以配合學分累積及轉移，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。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，例如大學、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 times. 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 Benefits of CAT to learners:
- Helps eliminate unfair or unnecessary barriers that impede access to learning and minimises the need for repetition of learning already achieved.
 - Recognises the assessed learning outcomes of modular or competency-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 credits earned in both environments may 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 on the QR.
- 2.3 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 and cross-sector cooperation in programme design and delivery.

第二部分：學分累積及轉移的政策及原則

- 2.1 學分累積及轉移讓學習單元較容易獲得認可，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進行，只要學習成果能夠適當地核實及評估，便應獲認可。
- 2.2 學分累積及轉移對學員的好處：
- 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。
 - 確認單元式課程或能力為本課程經評核的學習成果，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，而在兩種學習環境取得的學分日後均會獲得認可。
 - 提供彈性，讓在職人士在配合其生活模式及個人情況的時間和地點進修，有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/曾經修讀的課程的價值，以及該課程在資歷名冊中資歷架構的定位。
- 2.3 學分累積及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。
 - 鼓勵培訓機構之間及跨界別合作設計及開辦課程。

Policy and Principles for CAT

2.4 The policy and principles underpinning CAT are as follows:

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 upon completion of formal learning.

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.

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.

學分累積及轉移的政策及原則

2.4 學分累積及轉移的基本政策及原則如下：

第一項原則

制訂學分累積及轉移政策時，應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累積及轉移制度及程序應具透明度、合理和靈活易用。

第三項原則

有關學分轉移的決定應適時、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授予的學分，與通過完成正規學習而獲取的學分，具有同等效力。

第五項原則

基於院校自主的概念，學分累積及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。

第六項原則

學分認可及學分轉移不應削弱學員所獲頒資歷的學術嚴謹性或完整性。

第七項原則

要達致學分累積及轉移的最佳成效，培訓機構的承擔與合作至為重要。

第八項原則

學分累積及轉移制度及程序應建基於嚴謹的質素保證機制。

Formulation of CAT Policy and System

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

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.

- 2.5.1 The primary aim of a CAT policy is to support effective learning pathways for the benefit of learners.
- 2.5.2 A major purpose of CAT policy is to minimise 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 can be duly recognised as equivalent and counted towards programme completion.

Principle 2:

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

- 2.5.3 The transparency of the operational systems and procedures is of fundamental importance to promote stakeholders' confidence in CAT.
- 2.5.4 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.

制訂學分累積及轉移的政策及制度

2.5 學分累積及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。有效的學分累積及轉移政策的八項基本原則詳述如下：

第一項原則：

制訂學分累積及轉移政策時，應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。

- 2.5.1 學分累積及轉移政策的首要目標是支援有效的進修路徑，令學員受惠。
- 2.5.2 學分累積及轉移政策的主要目的是減省重複學習，讓學員善用從過往學習所得的學分，以確保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，以及可計算入修畢課程的要求之內，便不應要求學員重複學習。

第二項原則：

培訓機構建立的學分累積及轉移制度及程序應具透明度、合理和靈活易用。

- 2.5.3 持分者對學分累積及轉移的信心，建基於相關運作系統及程序的透明度。
- 2.5.4 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，會有助調整學員對進階機會的期望。

- 2.5.5 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, treatment of credits gained from participation in study abroad schemes, 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 any, should be provided.
- 2.5.6 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.
- 2.5.7 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.
- 2.5.8 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.

Principle 3:

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

- 2.5.9 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 or disrupting the planned study schedule.

- 2.5.5 培訓機構的網站應就學分累積及轉移政策及程序，提供清晰、可靠和易於使用的資料。網站應訂明學分轉移方面的規限，例如學分時限(如適用)、上限、從海外學習計劃所得學分的處理方式，以及學分轉移對進階、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。網站亦應載述甄選準則、將授予學分的數目，以及修讀額外課程的要求(如適用)。
- 2.5.6 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。
- 2.5.7 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。
- 2.5.8 學分累積及轉移政策、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累積及轉移制度及程序時，應確保制度的運作不會對學員造成不必要的困難，或為教職員帶來過多的工作量。

第三項原則：

有關學分轉移的決定應適時、有學術依據、公正及以學習成果為基礎。

- 2.5.9 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或影響其原定的學習安排。

- 2.5.10 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, it should be prepared to review its decisions and advise the learners accordingly. Institutions with delegation of authorities should ensure that decisions on credit transfer made by individual departments follow the CAT policy developed centrally by the institutions concerned.
- 2.5.11 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.

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.

- 2.5.12 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 for.
- 2.5.13 Qualifications attained through the RPL mechanism 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.
- 2.5.14 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.

- 2.5.10 學分轉移的決定應以實證為本、符合公平原則、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。如培訓機構轉授權力予轄下個別部門，應確保該等部門對學分轉移所作的決定皆遵從培訓機構中央制定的學分累積及轉移政策。
- 2.5.11 學員在取得整個或部分課程的學習成果時，可獲授予學分，而適當級別的學分可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，收生機構應考慮已取得的學習成果是否與新課程的要求相若。

第四項原則：

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

- 2.5.12 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。
- 2.5.13 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。
- 2.5.14 資歷架構認可資歷所授予的學分，均已通過質素保證，並經適當的質素保證機制嚴格評估。收生機構對有關資歷及學分的價值，應具信心。

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.

- 2.5.15 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 exemption from part of the qualification).
- 2.5.16 While an open and transparent CAT system will facilitate learners' progression, it does not guarantee the admission of any learner to a programme. Under the principle of institutional autonomy, it is a decision for the receiving institution.

Principle 6:

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

- 2.5.17 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 the programme.
- 2.5.18 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 applicant to complete a qualification successfully.
- 2.5.19 Once a learner has been admitted with advanced standing, the receiving institution should provide all necessary support to enable the learner to complete the programme successfully.
- 2.5.20 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). While there is no fixed rule, it is observed that institutions commonly allow the transfer of credit from other institutions up to a ceiling of 50% of the total credits required for completion of a programme.

第五項原則：

基於院校自主的概念，學分累積及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。

- 2.5.15 學分累積及轉移政策與制度應有助認可學分，以用於取得某項資歷的入學資格(即獲取錄入讀課程)，以及用於達到某項資歷的頒授資格(即獲豁免修讀部分課程)。
- 2.5.16 公開及具透明度的學分累積及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。

第六項原則：

學分認可及學分轉移不應削弱學員所獲頒資歷的學術嚴謹性或完整性。

- 2.5.17 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。
- 2.5.18 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申請人是否有能力修畢課程並取得有關資歷。
- 2.5.19 收生機構如承認學員的學分並取錄學員，便應提供一切必要的支援，讓學員能夠修畢課程。
- 2.5.20 培訓機構在實施任何學分累積及轉移制度或程序時，須訂定可轉移的學分上限(或在該機構獲取有關資歷的最低學習量要求)。雖然沒有固定規則，但根據觀察所得，培訓機構允許把從其他機構取得的學分轉移到某項課程，上限一般為該課程所需總學分的50%。

Principle 7:

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

- 2.5.21 Institutional CAT policy should be adopted by the relevant decision-making body of the institution and its implementation fully supported and appropriately resourced.
- 2.5.22 Articulation agreements between institutions should protect and preserve the academic standards of each institution as well as the integrity of their qualifications.
- 2.5.23 Formal articulation agreements between institutions with regard to credit transfer arrangements between specified 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.
- 2.5.24 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.

Principle 8:

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

- 2.5.25 Credit transfer arrangements and articulation agreements should be subject to normal QA arrangements at the time of programme accreditation 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.
- 2.5.26 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.
- 2.5.27 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.

第七項原則：

要達致學分累積及轉移的最佳成效，培訓機構的承擔與合作至為重要。

- 2.5.21 培訓機構的決策單位應採納所屬培訓機構的學分累積及轉移政策，並就推行該政策提供充分的支援和適當資源。
- 2.5.22 培訓機構之間的銜接協議，應保障和維持每所相關機構的學術水平及資歷完整性。
- 2.5.23 培訓機構之間就不同資歷的學分轉移安排訂立正式銜接協議，可簡化學分累積及轉移的運作並改善其成效。培訓機構應記錄及公布有關協議，並根據課程的轉變及發展，定期予以檢討及更新。
- 2.5.24 在課程設計及發展階段制訂銜接協議，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及轉移。

第八項原則：

學分累積及轉移制度及程序應建基於嚴謹的質素保證機制。

- 2.5.25 學分轉移安排和銜接協議，應在課程評審和資歷名冊登記階段，按正常的質素保證安排予以審核。定期的內部課程檢討應包括學分累積及轉移事宜，而合作伙伴應定期舉行會議，確保各項銜接課程持續接軌。
- 2.5.26 培訓機構可考慮建立學分累積及轉移資料庫，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。
- 2.5.27 培訓機構及相關質素保證機構應定期檢討學分累積及轉移的推行，以確保制度有效運作。在學分累積及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。

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 and qualifications 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 which includes consideration of the comparability of learning outcomes 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.

Seven 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
 - Stage 7: Review and evaluation of CAT implementation

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 學分累積及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 學分累積及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及資歷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（包括考慮學習成果的可比對性），會較為切實可行。
 - 質素保證
為確保最終授予的學分具公信力，學分累積及轉移制度應建基於嚴謹的質素保證機制。

推行學分累積及轉移的七個階段

- 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：設立學分累積及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
 - 第七階段：檢討和評估學分累積及轉移的實施情況

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 with appropriate administrative support provided. Where it is considered necessary, a special committee or panel may be set up to help with the assessment and decision making processes. **Appendix 2** is an example of operational guidelines for CAT in respect of part-time programmes offered by an institution.
- 3.5 Where it is considered appropriate, a check-and-balance mechanism between those responsible for the assessment and approval of applications should be put in place. Example of approval authority for credit transfer decisions in a university is at **Appendix 3**.

Stage 2 : Providing information to learners

- 3.6 Institutions should provide clear information to learners to help them understand the CAT arrangements, including the following:
- how the CAT policy and the CAT system operate to assist learners in seeking credit transfer into the institution; and
 - opportunities for articulation from a specific programme offered by the institution to another programme offered by the same or another institution. Information about 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 from the official website, relevant application forms, the prospectus of learning programmes, etc. An example of a programme leaflet highlighting credit transfer arrangements is at **Appendix 4**; an extract from an institutional website describing its credit exemption and transfer policy is at **Appendix 5**; and a Faculty-specific leaflet describing the procedures for recognition of credit earned from student exchange is at **Appendix 6**.

學分累積及轉移制度的應用指引

第一階段：設立學分累積及轉移制度的行政架構

- 3.4 就學分累積及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的角色和責任，並提供適當的行政支援。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。有關學分累積及轉移的應用指引示例載於**附錄2**，該指引由某培訓機構就其兼讀制課程制定。
- 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。**附錄3**載有示例，闡明某大學內就學分轉移作決定的批核當局。

第二階段：為學員提供資料

- 3.6 培訓機構應為學員提供清晰資料，讓他們了解學分累積及轉移安排。有關資料包括：
- 學分累積及轉移的政策和制度如何運作，以協助學員向培訓機構申請轉移學分；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，有關資料也應包括在內。
- 3.7 有關資料應清楚載列於官方網站、相關的申請表格、課程概覽等，讓學員易於查閱。**附錄4**載有課程概覽示例，闡明學分轉移的安排；**附錄5**載有某培訓機構網頁內有關學分豁免及轉移政策的資料；**附錄6**載有學院單張，闡明通過學生交流而獲取的學分的認可程序。

- 3.8 Institutions offering QF-recognised programmes that have CAT arrangements are encouraged to make use of the CAT database on the QR to indicate their CAT arrangements. The information about CAT submitted by institutions will be vetted by the QR Authority (Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)) before it is uploaded onto the QR. An example of CAT information on the QR is at **Appendix 7**.

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 at institutional level.
- 3.10 Standardised application forms, in paper and electronic formats, should be provided to applicants together with clear guidance notes containing any information that may be considered useful to the applicants and internal staff of the institutions. An example of information on course and unit exemptions for undergraduate students is at **Appendix 8**. In general, the following information should be included:
- 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 若培訓機構所辦的資歷架構認可課程設有學分累積及轉移安排，應在資歷名冊的學分累積及轉移資料庫列明相關的學分累積及轉移安排。培訓機構所提交的學分累積及轉移資料，在上載至資歷名冊前，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。資歷名冊內有關學分累積及轉移資料的示例載於**附錄7**。

第三階段：處理學分轉移申請

- 3.9 關於申請學分轉移的程序，每個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，在培訓機構層面盡可能劃一和簡化程序，對培訓機構和學員均有好處。
- 3.10 向申請人提供紙本或電子形式的劃一申請表格，以及明確的填表須知。填表須知應包含對申請人及培訓機構內部工作人員有用的任何資料。為學士學位課程學生提供科目及學分豁免的資料示例見**附錄8**。一般而言，應包括以下資料：
- 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 normally be required. 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 outcomes 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 directly for the supply of documentation, certification and other assistance to facilitate their application to transfer credits into 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. As credit assessment and recognition involve professional judgment, the persons responsible for assessing the applications should have knowledge in the subject of the learning programme involved and of precedent cases. Counter-checking of the application documentary evidence by another staff member 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. Approval of credit transfer from a specified programme under the terms of an agreement between the two institutions or of a block of credits from a specific type of qualification is increasingly common. For other individual cases, where no precedent exists, recommendations on the approval or non-approval of the applications should be made on a case-by-case basis.
- 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 should be taken into consideration:

- 3.11 培訓機構應說明申請人須就申請提交的證明文件種類。如申請人持有認可資歷，一般須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)。至於通過非正規及非正式學習取得的學分，申請人可提交受委任評估機構所頒發的「資歷證明書」、有關當局發出的牌照、國際獎項證書、僱主及職工會的推薦信等文件，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持續進修所需的文件。畢業生如有意憑某項已完成的課程申請學分轉移，應直接聯絡有關培訓機構，申請相關的文件記錄及證明並尋求其他協助，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。學分評估及認可的工作涉及專業判斷，故此負責評估申請的人員應具備相關進修課程的學科知識，以及處理同類申請的經驗。委派另一職員覆查申請的證明文件是常見和可取的做法，尤以複雜的申請個案為然。
- 3.14 評估工作應根據申請人提供的資料進行，並應參考先例(如有)。兩個培訓機構簽訂協議條款，批准可轉移指定課程的學分，或就特定資歷類別批准轉移整體學分，此等安排日趨普遍。至於其他未有先例可循的個案，可按個別情況建議是否批准有關申請。
- 3.15 在處理學分轉移的申請時，應考慮下列因素以評估申請人的資歷及所修讀課程是否相關：

- QF level of the qualification possessed by the applicant
- Assessment of the learning outcomes achieved
- Duration of the learning programme completed and number of QF credits earned
- 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 and intellectual skills; processes; autonomy and accountability; and communication, ICT and numeracy). Receiving institutions should have confidence in QF-recognised qualifications which have been accredited and assigned with a QF level.

3.16.2 The overall QF level of a qualification is indicative of the level of complexity of the associated learning programme, and will be useful for assessing whether the qualification should be accepted for credit transfer to the 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 willing to accept a credit transfer application if the programme completed is at the same or higher level than the receiving programme. Acceptance of a qualification at a lower level may be possible for the purpose of articulation, but the receiving institution should carefully evaluate the ability of the learner to complete the receiving programme and the potential impact on the academic integrity and standard of the receiving programme.

3.17 Assessment of Learning Outcomes

3.17.1 While the credit value of a qualification reflects the notional learning time required for completion of the programme, credits are awarded to learners because they have been assessed as having achieved the learning outcomes specified for the programme.

- 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已獲取的資歷學分
- 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 每項資歷的資歷級別是因應該資歷在《資歷級別通用指標》的不同範疇(知識及智能、過程、自主性及問責性，以及溝通、資訊及通訊科技及運算)所達到的水平而釐定。資歷架構認可的資歷已通過評審並獲評定相應的資歷級別，收生機構應對該等資歷有信心。

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，並可用作評估有關資歷的學分是否可獲接納轉移至收生課程，惟應注意該課程個別組成部分(常稱為科目或單元)的級別或會高於或低於有關資歷的整體資歷級別。

3.16.3 如已修畢課程的級別與收生課程的相同或高於收生課程，培訓機構一般會接納學分轉移申請。較低級別的資歷亦可獲接納作銜接用途，惟收生機構應仔細評估學員是否有能力完成課程，以及接納相關資歷對收生課程的學術完整性和水平有何潛在影響。

3.17 所得學習成果的評估

3.17.1 雖然資歷學分值反映完成課程所需的學時，但學員獲授予學分，是因為他們經過評核，獲確認取得課程指定的學習成果。

- 3.17.2 The receiving institution should ascertain that the learning outcomes achieved by the applicant in the previous programme are comparable to those of the receiving programme to which the credits will be transferred. 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 individual modules is unlikely. Institutions are encouraged to adopt a "fair recognition" approach. It is observed that institutions commonly accept that two courses/modules are of a substantial degree of comparability and may be accepted for credit transfer if there is a 70% to 80% syllabus match.
- 3.17.3 Where it is not practicable to conduct direct mapping of the relevant content of two programmes, institutions may adopt the "fair recognition" approach and review the learning outcomes of the qualifications based on a broad comparison of the knowledge, skills and competencies expected to be achieved in each case.
- 3.17.4 Different institutions may use different methodologies to assess students' performance in a programme, e.g. continuous assessment, mid-term and final examinations, project or research work, interviews, etc. It is the rigour of the process that determines the validity and credibility of the certification of attainment of learning outcomes achieved by the learners. All qualifications listed on the QR have gone through a robust quality assurance mechanism, which should inspire confidence on the part of the receiving institution in the standards achieved by the learners of QR-listed programmes.
- 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.
- 3.18 Programme Duration and QF Credit
- 3.18.1 The duration of a programme and its QF credit value provide an indication of 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 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 can check the QF credit value of QF-recognised programmes on the QR.

- 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的學習成果相若。培訓機構應留意，教育及培訓界別現有的培訓機構和課程種類繁多，個別單元的內容不大可能完全相同。培訓機構應採用「合理認可」的方法進行評估。根據觀察所得，如兩個科目/單元的綱要有七八成相符，培訓機構通常認同兩者大致可作比對，並會接納學分轉移。
- 3.17.3 倘若兩項課程的相關內容未可直接比對，培訓機構可採用「合理認可」的方法，按個別情況概括比較預期可掌握的知識、技能和能力，從而審視相關資歷的學習成果。
- 3.17.4 不同培訓機構可採用持續評估、中期及終期考試、專題習作或研究工作、面試等不同方法，評估學員在課程的表現。嚴謹的評估過程，使學員所獲取的學習成果有效可信。資歷名冊載列的所有資歷均通過質素保證機制的嚴格評審，應可建立收生機構對修畢資歷名冊課程的學員所達水平的信心。
- 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 課程修讀期及資歷學分
- 3.18.1 課程的修讀期及資歷學分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 採用資歷學分作為量度課程學習量的通用單位，有效協助比對兩項課程，以進行學分認可及轉移。培訓機構可在資歷名冊查閱資歷架構認可課程的資歷學分。

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 intended learning outcomes expected of the programme. The syllabus and curriculum content may be obtained 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 Training Advisory Committees (ITACs) of their respective industries and form the basis for developing training courses relevant to the needs of the industries. SCS-based qualifications listed on the QR have been accredited and the outcome standards, QF credits and QF level are 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 competency (UoCs) between the two programmes can be 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 Institutions may find it easy and straightforward to assess applications for credit transfer based on RPL qualifications possessed by applicants. **Appendix 9** illustrates outcome mapping between a RPL qualification and two industry-specific learning programmes.

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 over a given 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, relevant assessed qualifications obtained through non-formal and informal learning channels should be given equal standing to qualifications obtained through formal education.

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 各行業的《能力標準說明》由相關的行業培訓諮詢委員會制定，是發展切合行業需要的培訓課程的基礎。資歷名冊上《能力標準說明》為本的資歷已通過評審，並清楚列明成效標準、資歷學分及資歷級別。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 對於憑「過往資歷認可」資歷提出的學分轉移申請，培訓機構的評估工作簡單直接。**附錄9**顯示「過往資歷認可」資歷與兩項特定行業課程之間的學習成果比對。

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相關資歷，與接受正規教育所取得的資歷，具有同等效力。

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 by the award of a block of credits, e.g. a sub-degree (Associate Degree (AD) or Higher Diploma (HD)) holder may be granted advanced standing and be admitted to the senior year of a degree programme and be exempted from completing most of the programme requirements in Year 1 and Year 2.
 - Credit Transfer and Reduction in Credit Requirement
Credit transfer in recognition of directly relevant studies may result in the grant of specific credits in a receiving programme. Study which is not identical in content but is at the same level and serves the same purpose as a course/module in the receiving programme (e.g. elective courses) may be considered for the grant of general credits. Both types of credit transfer will result in a reduction in the total number of credits required for programme completion.
 - Course Exemption
An applicant may be exempted from taking a specific course or module of a programme based on equivalent learning completed in previous studies. Depending on the policy of individual institutions, the applicant may be required to take another course or module to meet the total credit requirements for graduation in the receiving programme.
- 3.23 Institutions may 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.

第五階段：決定及批核申請

- 3.21 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因應學員獲授予整體學分而作出扣減，例如副學位(副學士學位或高級文憑)持有人可獲學分承認及獲准升讀學士學位高年級課程，以及獲豁免完成一年級及二年級課程的大部分要求。
 - 學分轉移及減少所需學分
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。若學習內容與報讀科目/單元(例如選修科目)不完全相同，但其程度及目的相同，則可考慮給予一般學分。兩者均可扣減修畢課程所需的總學分
 - 科目豁免
申請人根據過往學習所得的同等學習成果，可獲豁免修讀進修課程的某個科目或單元。視乎個別培訓機構的政策，申請人或須修讀其報讀課程的另一科目或單元，以取得畢業所需的總學分。
- 3.23 培訓機構可考慮設定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 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 a programme offered by the same institution; where external study has been pre-approved by the home institution (e.g. study abroad programme); and/or where the contents of the courses/modules involved dovetail with each other by design under the terms of an institutional agreement.
- 3.25 Except for research-based programmes, QF-recognised programmes at all levels should indicate QF credit on the QR. For some institutions who may adopt a different credit unit, e.g. university credit, the use of different credit units should not prevent the recognition of previous learning achieved by learners in other contexts 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 refer to the conversion formula established between the different credit systems. Detailed information about QF credit can be obtained from the Operational Guidelines on Use of Credit on the QF website.
- 3.26 In the case of professional qualifications and programmes that are subject to professional accreditation, it may be necessary to consult the professional body concerned in considering applications for credit transfer.
- 3.27 It should be made clear to learners that while CAT facilitates 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.
- 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, any fee reduction, impact on final Grade Point Average (GPA), expiry date of the transfer, etc.).

- 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；原校預先批准學員到外間機構進行校外學習(例如海外學習交流團)；及/或相關科目/單元按培訓機構之間所訂立的協議條款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 所有級別的資歷架構認可課程均應在資歷名冊上列明資歷學分(研究式課程除外)。部分培訓機構可能採用不同的學分制(例如大學學分)，這不應妨礙該等機構認可學員過往在其他地方取得的學習成果，以便他們銜接另一項資歷。培訓機構應參照本身的學分累積及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。培訓機構如採用不同的學分制，可參考不同學分制之間的既定換算公式。關於資歷學分的詳情，可參閱資歷架構網站所載的《資歷學分應用指引》。
- 3.26 如專業資格及課程須通過專業評審，培訓機構在考慮學分轉移申請時，或須徵詢有關專業團體的意見。
- 3.27 培訓機構應確保學員清楚知道，雖然學分累積及轉移的安排有助學分認可及轉移，但不保證學員會獲取錄入讀課程。根據院校自主原則，取錄與否由收生機構決定。
- 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。不論以信函或電子方式發出，通知書應載列培訓機構就申請作出的決定，以及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、獲豁免修讀的科目、畢業所需的額外科目學費減幅、對最終成績平均積點的影響、學分轉移的有效期等)。

- 3.29 Institutions using online CAT application systems advise students to check the status of their application on a regular basis. Some institutions may advise applicants at the time of the application that they should assume that their application has been unsuccessful if they have not received any notification within a specified timeframe. However, it is a good management practice that for non-approved cases, the institution should notify the applicants and give reasons for the decisions. Institutions should be prepared to respond swiftly to any enquiry or appeal 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 clearly indicated on the learner's transcript.

Stage 7 : Review and evaluation of CAT implementation

- 3.31 CAT policy and systems should be subject to regular review at various stages and at various levels of the institution, to ensure that they are effective and up-to-date.
- 3.32 As part of the review procedures, the performance and progress of students granted with credit transfer should be monitored and evaluated, and their performance compared to learners who have completed the entire programme at the host institution. Relevant information should also be documented by institutions for future reference and improvement. Statistics on CAT should be considered as part of the quality assurance and enhancement process.
- 3.33 Regular meetings between partners in credit transfer agreements should be held to ensure the continued alignment between articulating programmes.

- 3.29 培訓機構如採用網上學分累積及轉移申請系統，應建議學員定期查看申請狀況。部分培訓機構或會在接受申請時表明若申請人在指定時間內沒有收到通知，便可假定申請不獲批准。然而，根據良好的管理做法，如申請不獲批准，培訓機構應通知申請人並解釋有此決定的原因。培訓機構應作好準備，從速回應有關該決定的查詢或上訴。

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和存檔，以供日後參考。有關獲轉移的學分、獲豁免修讀的科目等學分轉移決定，應清楚載於學員的修業成績表。

第七階段：檢討和評估學分累積及轉移的實施情況

- 3.31 培訓機構應在不同階段及機構不同層面，定期檢討學分累積及轉移的政策和制度，以確保該等政策和制度有效並切合最新情況。
- 3.32 培訓機構應監察並評估獲轉移學分的學員的表現和進度，並比較他們與主辦課程機構內修畢整個課程的學員的表現，作為檢討程序的一部分。相關資料亦應存檔，以供日後參考和作出改善。有關學分累積及轉移的統計數字應視作質素保證及提升程序的一部分。
- 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 continues to develop as a knowledge-based, high value-added and diversified economy, as well as an international financial and business service hub. The Government has been providing quality and diversified study pathways with multiple entry and exit points for young people with different aspirations and abilities through Vocational and Professional Education and Training (VPET), with a view to encouraging them to pursue further studies and join different industries in accordance with their abilities and interests, so as to nurture the talent needed by different sectors and meet the manpower demands of Hong Kong. At the same time, Vocational Qualifications Pathways (VQP), developed in consultation with ITACs, provide a roadmap for progression in learning and employment in an industry, along which learners and practitioners can progress at various levels through attainment of the required occupation-based qualifications. The more diversified education and training landscape in Hong Kong is able to cater for the different needs of learners, enabling them to learn in different contexts using different modes of learning.
- 3.35 Given the diversification of the education and training landscape and in line with the spirit of lifelong learning, institutions are encouraged to collaborate, and where possible enter into partnership with other organisations (including institutions, enterprises and professional bodies) to provide progression pathways for learners, enabling them to move from one programme to another both within and beyond their current institution to achieve their academic and career goals.
- 3.36 To uphold the integrity and the standards of the qualifications (including those of the receiving/partner 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 formalises the arrangement. **Appendix 10** shows a sample Memorandum of Understanding (MOU) between an institution and an enterprise in Hong Kong. **Appendix 11** is the schedule to an agreement between two higher education institutions (HEIs) to offer a dual degree programme at QF level 6.

建立學分累積及轉移合作伙伴關係的主要考慮事項

- 3.34 香港持續發展為知識型和高增值的多元經濟體，同時是國際金融和商業服務中心。政府一直透過職業專才教育(職專教育)，為不同志向和能力的年輕人提供優質、多元和多階進出的升學路徑，以鼓勵他們按照自己的能力和興趣升學或投身不同行業，藉此為各行各業培育所需人才，滿足本港人力需求。同時，政府在徵詢各個行業培訓諮詢委員會的意見後，訂定職業資歷階梯，為個別行業提供進修及就業的進階路線圖。學員或從業員可透過獲取所需的工作崗位為本資歷，在行業的不同層面進一步發展。香港的教育及培訓環境日趨多元，能切合學員的不同需要，讓他們可在不同環境下採用不同模式學習。
- 3.35 為善用多元的教育及培訓環境，並貫徹終身學習的精神，我們鼓勵培訓機構與其他機構(包括院校、企業和專業團體)合作，並在可行情況下建立伙伴關係，為學員提供進階路徑，以便他們轉讀同一培訓機構或另一機構開辦的其他課程，達至學業和事業目標。
- 3.36 為保障學術完整性及資歷(包括收生機構/伙伴機構頒授的資歷)的水平，培訓機構應評估伙伴機構的教育目標、信念和教學方法，確保接納學員轉移學分的課程具良好質素和水平。雙方應簽訂書面協議訂立正式安排，列明合作目的及學分轉移安排的細節。**附錄10**載有香港某培訓機構與企業簽訂的《諒解備忘錄》示例，**附錄11**載有兩所高等教育院校就開辦資歷架構第六級雙學位課程而簽訂的協議的附表。



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3.37 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. The 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.

3.37 培訓機構如有意與其他機構合作，應留意以下事項：

- 選擇伙伴
為確保雙方能互相配合，伙伴機構的使命、政策和承諾是重要的考慮因素，而對方履行伙伴協議所訂義務的能力亦應予評估。直接與高層管理人員及相關課程主任溝通，有助雙方互相了解和建立互信。
- 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，並釐清有關實施學分累積及轉移的行政安排，包括統籌、聯絡和程序等事宜。培訓機構亦應考慮合作安排的財政可行性及可持續性。
- 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。機構宜舉辦內部及對外宣傳和推廣活動，讓目標學員得知合作安排。

Part IV - Suggested Good Practices

Recognition of Prior Learning and Experience

- 4.1 Prior learning and experience should be duly recognised for consideration for programme articulation and/or credit transfer, provided that the learning outcomes are appropriately assessed and matched with the requirements of the target qualifications.
- 4.2 The RPL mechanism under the QF provides an alternative route for practitioners to be awarded QF-recognised qualifications without having to undertake all or part of a learning programme. RPL qualifications may be accepted for advanced standing towards academic programmes up to bachelor's degree level. The following case studies illustrate some good practices of recognition of prior experiential learning as well as RPL implementation in different sectors and contexts to facilitate access to or exemption from the completion of learning programmes.
- a) Recognition of prior learning and experience has been increasingly practiced by industry academies. For instance, a **corporate academy** in the public transport and engineering sector aims to enhance the competencies of the industry's workforce through the provision of systematic training and development programmes. To this end, it offers a suite of accredited programmes at QF Levels 3 and 4 which are listed on the QR and are open to its employees and members of the public. Learners' relevant prior learning and experience will be taken into consideration as appropriate during the enrolment.
- Specifically, the academy takes learners' prior experience into account to ensure access to its programmes for the widest possible range of learners. In the case of learners who are working in the industry and have basic knowledge and hands-on skills gained in the workplace and from previous training, the academy will examine their background on a case-by-case basis and grant them subject **exemption/credit transfer** to its programmes where appropriate. Holders of RPL qualifications are also eligible to apply for such an arrangement. It gives due recognition of the relevant experience of learners and reduces the need for repeated learning.
- In addition to subject exemption/credit transfer, prior experience and qualifications of learners are also taken into account for the purpose of determining whether the entry requirements of the programmes are met. Applicants who do not fulfill the academic admission criteria but have relevant work experience or qualifications, including RPL qualifications, may also be admitted, subject to passing an interview. An example of information about the credit transfer and subject exemption policy of a corporate academy is at **Appendix 12**.

第四部分：建議的良好實例

過往資歷及經驗認可

- 4.1 在考慮課程銜接及/或學分轉移時，若學習成果經適當評估，並與目標資歷的要求相符，有關的過往資歷及經驗應獲認可。
- 4.2 資歷架構下設立的「過往資歷認可」機制提供另一途徑，讓行業從業員無須修讀全部或部分課程，便可獲授予資歷架構認可的資歷。「過往資歷認可」資歷可用於學士學位或以下程度學術課程的學分承認。以下列舉一些良好實例，說明不同界別在不同情況下如何藉着認可過往體驗學習和推行「過往資歷認可」機制，讓學員能夠完成課程或獲豁免修讀部分課程。
- a) 企業學院認可過往資歷及經驗的情況漸趨普遍。以公共運輸及工程界別某**企業學院**為例，該學院期望透過有系統的培訓和發展課程，提升業內人士的能力。為此，該學院開辦一系列屬資歷架構第三級和第四級的認可課程，該等課程已列入資歷名冊，公開接受該企業的僱員和公眾人士報讀。該學院在收生時會適當考慮學員的相關過往資歷及經驗。
- 具體而言，該學院會考慮學員的過往經驗，盡可能讓不同背景的學員修讀課程。如學員從事相關行業，以及在工作場所和過往的培訓中獲得基本知識和實務技能，該學院會按個別情況考慮學員的背景，適當地給予**科目豁免**或批准把**學分轉移**至該學院的課程。具備「過往資歷認可」資歷的人士亦可就上述安排提出申請。此舉使學員的相關經驗獲得適當認可，減省重複學習。
- 除科目豁免 / 學分轉移外，該學院在決定申請人是否符合課程的入學要求時，亦會考慮學員的經驗及過往資歷。申請人如不符合收生學術條件，但具備相關工作經驗或資歷 (包括「過往資歷認可」資歷) 並通過面試，亦可獲取錄。有關企業學院學分轉移和科目豁免政策的示例載於**附錄 12**。

b) The public sector also supports the recognition of relevant prior learning and experience and works closely with the relevant industries in this regard. For instance, a **government department** encourages the members of the existing workforce of a sector to apply for RPL assessment of defined clusters of work competencies, which may enable them to attain the QF Level 2 qualification to meet the regulatory training requirement, in lieu of the need to complete a learning programme.

c) It is indeed not uncommon that RPL is implemented by HEIs in admitting students to their undergraduate and taught postgraduate programmes. For instance, under the published CAT policy of a **university**, it is stipulated that formally assessed clusters of Units of Competency (UoC) at QF Level 4 will be accepted for the award of, up to the maximum foundation level free credit component of its part-time bachelor's degrees offered by distance learning. The university's policy on the use of RPL credits for advanced standing towards degree programmes is at **Appendix 13**.

The university has, in the implementation of the policy, put in place a mechanism to assign the subject team of the programme concerned to consider the relevance of UoC clusters on a case-by-case basis and to determine the number of credits to be granted.

Since the clusters of UoC accepted by the university under the policy are QF-recognised, the university may obtain the details about such qualifications from the QR, instead of having to conduct its own assessment of the competencies concerned. For the learners, the policy also enables them to gain due recognition of the knowledge and skills they have gained from previous work experience in their pursuance of life-long education and skills enhancement, which effectively reduces the need for unnecessary duplication of learning, thereby encouraging them to enrol in such programmes.

d) Prior experiential learning is also considered by a **university** on a case-by-case basis in the admission to its programmes up to QF Level 6. Mature applicants who do not meet the stipulated entrance requirements may be admitted on a case-by-case basis provided that they can demonstrate sufficient motivation, knowledge and potential to indicate a high probability of being able to complete the programme successfully. For admission to taught postgraduate programmes, the professional qualifications and work experience of the applicants in the related professional area will be considered in addition to their academic achievements. An example of entry requirements to a professional QF level 6 programme is at **Appendix 14**.

b) 公營機構亦支持認可相關的過往資歷及經驗，並為此與有關行業緊密合作，例如某**政府部門**鼓勵某界別的現職人士為已界定的工作能力組合申請「過往資歷認可」評估，使他們無須完成課程，亦可獲取資歷架構第二級資歷，從而符合規定的培訓要求。

c) 事實上，高等教育院校在學士學位課程和研究院修課課程的收生過程中，亦不時採納「過往資歷認可」，例如根據某**大學**公布的學分累積及轉移政策，該校接納正式通過資歷架構第四級能力單元組合評估的資歷，並授予自選學分，最高可達兼讀制遙距學士學位基礎程度。該校以「過往資歷認可」學分就學位課程進行學分承認的政策載於**附錄13**。

該校已就推行這項政策設立機制，由有關課程的專責小組按個別情況考慮各能力單元組合的相關程度，以及決定可授予的學分數目。

由於該校根據該政策接納的能力單元組合已獲資歷架構認可，該校可從資歷名冊取得有關資歷的詳情，而無須自行評估。對學員而言，在實踐終身學習和技能提升的過程中，憑工作經驗取得的知識和技能，可通過該政策獲得認可，此舉有效減省不必要的重複學習，從而鼓勵他們報讀這類課程。

d) 某**大學**就其資歷架構第六級或以下程度的課程收生時，亦會按個別情況考慮申請人過往的體驗學習。成年申請人如未能符合指定入學要求，但展現充分的學習動力、知識和潛能，顯示其有能力修畢課程，亦可按個別情況獲得取錄。至於研究院修課課程，除學術成績外，亦會考慮申請人在相關專業領域的專業資格及工作經驗。**附錄14**載列一個屬資歷架構第六級的專業課程的入學要求。



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Learning Pathways

- 4.3 A learning pathway is a specially designed suite of qualifications offered by different providers at sequential QF Levels which provides a clear roadmap for learners to achieve both academic and career goals. It can also provide flexibility and expand access to qualifications that lead to registration or licensing in a given sector. Well-articulated learning pathways established through collaboration between corporate academies and relevant institutions can facilitate and promote learner mobility particularly in the realm of VPET.
- a) The mission of a **corporate academy** in the field of power engineering is to provide an alternative route for school leavers and working adults to acquire skills and knowledge for career and professional development in the industry; develop and ensure an adequate supply of competent employees for the industry; and establish partnerships among industry, academic and professional institutions to jointly promote excellence in the profession. The academy does not offer accredited programmes itself, but cooperates with selected **local institutions** with expertise in the field to make available accredited programmes from QF Levels 2 to 6, and to provide articulation between different levels of programmes. The qualifications awarded also meet the requirements for registration with the relevant government department at successive levels. An illustration of the learning pathway is at **Appendix 15**.
- b) By signing MOUs with selected HEIs, a **corporate academy** in public transport and engineering provides opportunities for learners who have completed its own QF-recognised advanced diploma programmes at QF Level 4 to pursue further academic studies at QF Level 5 by completing designated accredited top-up programmes leading to degrees in relevant disciplines awarded by overseas institutions.
- 4.4 The learning pathways provided by the corporate academies connect career development and professional/vocational training with higher education, and result in the attainment of both academic and professional qualifications by learners. By engaging in the design, development and delivery of learning pathways, the corporate academies are able to secure appropriate recognition for the outcomes of continuing professional development, provide access to academic programmes of study, reduce duplication of learning and ensure a steady supply of well-qualified workers in the related industry.

進修路徑

- 4.3 進修路徑是一套特定的資歷組合，由不同培訓機構按序頒授資歷架構各級別的資歷，為學員勾畫清晰的路線圖，以助他們實現學業和事業目標。進修路徑還可以提供彈性並擴大獲取資歷的機會，讓學員在特定界別註冊或獲取牌照。企業學院與相關培訓機構合作建立明確的進修路徑，有助促進學員特別在職專教育領域的流動。
- a) 某電力工程**企業學院**的使命，是為離校生和在職人士另闢途徑，讓他們獲取行內職業和專業發展所需的技能和知識；致力培育專才，應對業界的人力需求；以及與業界、學術和專業機構建立伙伴關係，力臻至善。該學院本身沒有提供經評審的課程，而是與具備領域專業知識的選定**本地培訓機構**合作，提供屬資歷架構第二至第六級的經評審課程，以及不同級別課程之間的銜接。其授予的資歷亦符合政府相關部門各級別的註冊要求。進修路徑示意圖載於**附錄15**。
- b) 某公共運輸及工程**企業學院**與選定的高等教育院校簽署《諒解備忘錄》，為已完成該學院獲資歷架構認可的第四級高等文憑課程的學員提供進修機會，讓他們透過完成特定的經評審銜接課程，繼續修讀屬資歷架構第五級的課程，從而獲取海外機構授予的相關學科學位。
- 4.4 該等企業學院提供的進修路徑把事業發展和專業/職業培訓與高等教育連繫起來，讓學員獲取學術及專業資歷。企業學院透過設計、開發和提供進修路徑，令持續專業發展的成果得到合適的認可、讓學員獲得修讀學術課程的機會、減少重複學習，以及確保能夠持續應對業界的人力需求。

- a) The QF infrastructure and its various deliverables are considered objective components and benchmarks for building learning pathways. A **government department** has established a VQP that consists of SCS-based qualifications at QF Levels 2, 3 and 4 to help the workforce in the sector to upgrade their skills and knowledge. To enable experienced employees who do not possess the required academic qualifications to be admitted to a programme and achieve career progression to the next level, the department has approved the development of SGC-based bridging programmes as an alternative way to gain access to the learning programmes and qualifications for the purposes of licensing and registration. The course description (in Chinese only) of a SCS-based training course at QF level 4 that forms part of the pathway is at **Appendix 16**.

Cross-sector Collaboration

- 4.5 The case studies in this section illustrate different models of cross-sector collaboration that have been carefully developed and successfully implemented in Hong Kong to promote learner mobility. Formal agreements between industries or professional bodies and HEIs, specifying policy and procedures for credit recognition and articulation, underpin the arrangements. International research into best practice on CAT suggests that articulation agreements should best be made at the early programme development stage to ensure dovetailing of curriculum content and learning outcomes and to facilitate seamless articulation.
- a) A **commercial company** offers a range of in-house skills enhancement initiatives and accredited programmes at QF Levels 1 to 3 which articulate to specific relevant professional programmes in the field of security and property management at QF Levels 3 to 5 offered by a range of partners in the continuing education and VPET sectors. CAT supports the company's staff to progress from the QF-recognised in-house training to higher level programmes offered by other institutions. Employees who have completed in-house training at QF Levels 1 to 3 are eligible for CAT when articulating to institutions with which the company has signed an MOU for collaboration. These CAT opportunities under the QF are listed on the QR. Example of CAT (P) listing on the QR specifying articulation pathways is at **Appendix 17**. Learners feel supported to continue their studies in the academic programmes, which will enhance their job performance and sense of belonging and improve their career prospects.

- a) 資歷架構的基礎框架及各項元素是建立進修路徑的客觀組成部分和基準。某**政府部門**設立了職業資歷階梯，涵蓋資歷架構第二、第三和第四級的《能力標準說明》為本資歷，以幫助業內人士提升技能和知識。為了讓經驗豐富但欠缺所需學歷的僱員能夠報讀課程並在事業上進一步發展，該部門已批准發展《通用(基礎)能力說明》為本的銜接課程，以另闢途徑，讓他們能報讀課程和獲取資歷，從而註冊並獲取牌照。**附錄16**載有《能力標準說明》為本的培訓課程大綱(只有中文)，該課程是組成職業資歷階梯的一部分，屬資歷架構第四級。

跨界別合作

- 4.5 本部分所述的個案展示了幾種在香港實行的跨界別合作模式，這些合作模式均經過精心設計，能有效促進學員流動。業界或專業機構與高等教育院校訂立的正式協議，訂明學分認可和銜接的政策及程序，為合作奠下基礎。根據探討學分累積及轉移最佳做法的國際研究，銜接協議最好在課程設計初期制訂，以確保課程內容與學習成果互相配合，從而達至無縫接軌。
- a) 某**商業公司**推行多項內部提升技能措施，並開辦屬資歷架構第一至第三級的經評審課程。這些課程可銜接由持續教育及職專教育界別多個伙伴機構開辦、屬資歷架構第三至第五級的特定保安及物業管理專業課程。在學分累積及轉移安排下，該公司的員工從資歷架構認可的內部培訓課程升讀其他培訓機構開辦的較高階課程。僱員完成屬資歷架構第一至第三級的內部培訓後，便符合資格累積及轉移學分至與該公司簽訂合作《諒解備忘錄》的培訓機構所開辦的銜接課程。這些在資歷架構下累積及轉移學分的安排載列於資歷名冊。**附錄 17** 載有例子，展示資歷名冊內訂明銜接路徑的學分累積及轉移(課程)資料。學員感到公司支持他們繼續修讀學術課程，既可提升工作表現和增強歸屬感，又可改善事業前景。

- b) A **corporate academy** contributes to VPET provision in Hong Kong by providing a pathway for industry employees based on partnerships among the **industry, academic and vocational institutions** and **professional bodies** with the aim of promoting excellence in the engineering profession.

The academy contributes to the curriculum design and course content of accredited programmes offered by the partner HEIs, which ensures that the programmes featured in the pathway are practical and relevant to the industry's training needs. It also provides expert guest lecturers, industry mentors and project supervisors for the academic programmes, as well as workshop facilities and site visits for practical learning.

The partnership approach can satisfy the training and development needs of the industry, which has access to a wide range of professional talents. The learning programme providers are able to attract good students and offer relevant, work-focussed programmes that are enriched by access to industry resources. The continued commitment of both sides is crucial to the pathway's success.

- c) Professional Qualifications have only been included in the QF since 2018. However, a **professional body** in the finance sector has a long history of collaboration with HEIs to promote and facilitate the access of suitably qualified applicants with relevant knowledge and skills to the profession that predates the establishment of the QF.

It had previously signed MOUs with a number of **HEIs**, based on thorough scrutiny of the learning outcomes and course syllabi of the relevant programmes, which permit learners to attain both an academic degree and an intermediate professional qualification awarded by the professional body upon graduation from the HEI, provided that they have studied specified courses as part of their academic programme. They may also be eligible for module exemptions towards the highest qualification awarded by the professional body. Under the terms of the MOU, professional qualifications at the appropriate level awarded by the professional body will also be recognised by the HEIs for course exemptions in their programmes. The MOUs have been updated to take into account the latest developments. An example of an updated MOU between a university and a professional body is at **Appendix 18**.

- b) 某企業學院透過業界、學術及職業訓練機構與專業團體的伙伴關係，為業內僱員提供進修路徑，藉此促進本港職專教育發展，並推動工程專業追求卓越。

該學院在高等教育院校伙伴開辦的經評審課程中參與課程設計及內容編定工作，確保進修路徑涵蓋的課程實用且切合行業培訓需要。學院亦為學術課程安排客席專家講師、業界導師及項目監督，並為實習環節提供工作坊設施和實地參觀。

伙伴合作模式廣納各類專才，能滿足行業的培訓及發展需要。另一方面，提供課程的培訓機構能吸引優秀學員，並開辦以工作為重點的相關課程，以及善用業界資源豐富課程內容。雙方持續合作，是進修路徑賴以成功的關鍵。

- c) 專業資歷於二零一八年納入資歷架構。不過，早在資歷架構設立之前，金融界某**專業團體**已與高等教育院校合作多年，共同推動和協助具備相關知識、技能及合適資格的申請人投身金融專業。

該專業團體經仔細審視相關課程的學習成果和課程綱要後，曾與多所**高等教育院校**簽訂《諒解備忘錄》。《備忘錄》訂明，學員如已修讀學術課程的指定科目，在高等教育院校畢業後，可同時取得學術學位及該專業團體頒授的中級程度專業資格。此外，如學員擬獲取該專業團體頒授的最高專業資格，亦可獲豁免修讀某些單元。根據《備忘錄》的條款，該專業團體頒授的合適程度專業資格亦獲該等高等教育院校認可，讓學員可獲豁免修讀課程的某些科目。《備忘錄》已因應最新發展更新。某大學與某專業團體簽訂的最新《備忘錄》示例載於**附錄 18**。

The cross-sector collaboration provides opportunities for accelerated professional advancement for graduates of the HEIs, and access with advanced standing to professionally oriented academic programmes for industry professionals. It adds value to the academic programmes which provide articulation to the professional qualification and enhances the efficiency of the graduate recruitment process for the profession.

- d) A **major charity** has effectively extended cross-sector collaboration to include the secondary school sector. A **tripartite school-industry-university partnership** has been initiated by the charity to provide an articulation pathway for non-academically oriented learners, starting from their selection of Applied Learning (ApL) subjects for Hong Kong Diploma of Secondary Education (HKDSE) and offering pathways to both employment and related HD and degree programmes at QF Levels 4 and 5.

The pathway programme is designed to help ease the school-to-work transition for such learners by equipping them with both academic and career readiness. All of the partners have a specific role in the process:

- **Schools** identify appropriate learners and provide dedicated teachers and school resources;
- **Industry partners** provide company visits, mentoring, job shadowing and assist with skills mapping to make sure that industry-recognised skills are embedded into the learning pathway;
- The **continuing education arm of the university** teaches/co-teaches the ApL subjects in schools, provides the secondary-to-tertiary transition pathway, delivers the HD programme and offers opportunities for HD graduates to articulate to degree studies.

The partnership echoes the Government's commitment to promote VPET as a preferred choice, with a view to enabling young people to acquire both work skills and soft skills for their future career progression. Its success owes much to the strengthened engagement of industry partners, enhanced workplace experience, and the pilot VPET learning pathways starting with ApL courses and providing articulation opportunities to HD and degree programmes. It has also gained wide recognition from the community and been cited by Our Hong Kong Foundation as a good example of strengthening school-industry partnership and providing multiple pathways to youths.

跨界別合作讓高等教育院校畢業生有機會加快專業晉升步伐，並可通過學分認可的方式，修讀為業內專業人士而設的專業導向學術課程。這既為銜接專業資格的學術課程增值，又使行業招聘畢業生的程序更有效率。

- d) 某大型慈善機構把跨界別合作範圍擴大至中學界別，並帶頭建立**學校、業界和大學的三方伙伴關係**，以選修香港中學文憑的應用學習科目為起點，為非學術導向學員提供銜接路徑，以便他們就業和升讀屬資歷架構第四及第五級的相關高級文憑和學位課程。

該等設有銜接路徑的課程旨在協助非學術導向學員在學業和就業方面作好準備，更容易從學校過渡至職場。在過程中，合作伙伴各有特定角色：

- **學校**負責識別合適學員，並提供專責教師和學校資源；
- **業界伙伴**負責安排公司參觀、導師計劃及職場影子活動，並協助技能配對工作，確保進修路徑涵蓋業界認可的技能；以及
- **大學的持續進修部門**負責在學校教授 / 共同教授應用學習科目、提供中學過渡至專上教育的路徑、開辦高級文憑課程，以及為高級文憑畢業生提供銜接學位課程的機會。

上述合作安排呼應政府致力推廣職專教育的工作，鼓勵年輕人把職專教育視作可取的選擇，務求使他們掌握工作技能和軟技能，以便日後發展事業。這項安排得以成功，有賴業界伙伴積極參與、職場體驗有所提升，以及職專教育先導進修路徑讓學員在修讀應用學習課程後，有機會銜接升讀高級文憑及學位課程。這項安排亦廣受社會認同，團結香港基金更以此為範例，說明學校如何與業界加強伙伴關係，為年輕人提供多元出路。

Transparency of CAT Policy and Processes

4.6 Advances in information technology and insights gained from implementing CAT over the past years have contributed to significant improvements in the user experience of CAT. By observing the principles of clarity, reliability and convenience to users, and facilitating effective communication among institutions and CAT applicants, the good practices described in this section have significantly improved the CAT experience of learners.

a) A key feature of successful systems in HEIs has been the establishment of a centralised database of precedent cases. A **university** has set up a centralised, automated system for processing credit transfer applications with a central database of course mapping records, as well as a credit transfer website that provides clear and easily accessible information about the forms of credit transfer that are available, details of precedent cases and how to apply online. Such a facility expedites the CAT procedures and improves learners' confidence in CAT.

Feedback from students is positive about the centralised computer system, which they have found it informative and convenient to use. An example of a Student Guide to using the online credit transfer application process at a university is at **Appendix 19**.

b) The greatest transparency in CAT is achieved when there is a full understanding between the sending and receiving institutions about requirements for CAT which can be made available to potential applicants in a timely fashion. A degree programme offered by a **university** demonstrates the following good practices to ensure good communication about CAT arrangements for all users.

The academic department responsible for offering the degree programme holds regular meetings with its counterparts in other universities to establish common CAT arrangements, and also meets with representatives of sub-degree providers whose graduates are eligible to articulate to the degree programme, with the aim of giving due consideration to the previous learning credits of potential applicants through inter-sector collaboration and cross-institution partnership. It also keeps programme staff informed about the list of mapped subjects for CAT from relevant articulated sub-degree programmes and provides documentation about course mapping for reference by subject lecturers.

The practice demonstrates the importance of ongoing collaboration and communication among partner institutions at various levels to ensure effective, timely and transparent CAT arrangements for learners.

學分累積及轉移政策和程序的透明度

4.6 隨着資訊科技進步，加上過去推行學分累積及轉移所得，使用者的體驗大有提升。在本部分列舉的良好實例中，培訓機構不但貫徹相關安排須清晰、可靠、易用的原則，更與申請人保持有效溝通，大大改善了學員的學分累積及轉移體驗。

a) 在高等教育院校，成功的系統都有一個特點，就是設有先例個案數據庫。某**大學**建立了處理學分轉移申請的中央自動系統，該系統附設科目比對記錄數據庫，以及學分轉移網頁，內有清晰資料，方便學生查閱適用的學分轉移模式、先例個案詳情，以及網上申請方法。這些工具加快學分累積及轉移的程序，同時增加學員對學分累積及轉移制度的信心。

學生對中央電腦系統反應正面，認為資料詳盡、易於使用。**附錄 19** 載有某大學的網上申請學分轉移程序學生指南。

b) 學分累積及轉移要達至最高透明度，有賴原來機構和收生機構充分了解學分累積及轉移的要求，並適時讓準申請人得悉相關資料。以下的良好實例展示某**大學**所開辦的學位課程如何就學分累積及轉移安排確保各使用者保持良好溝通。

該校負責提供該學位課程的學術部門定期與其他大學的相關部門舉行會議，以訂定共同的學分累積及轉移安排；並與提供副學位課程的機構（其畢業生具備升讀該學位課程的資格）的代表會面，目的在於通過跨界別合作及跨院校伙伴關係，讓準申請人之前獲授予的學分得到充分考慮。該學術部門亦就相關副學位課程可供學分累積及轉移的經比對科目，向課程人員提供最新資料，並提供科目比對文件，供有關講師參考。

上述實例說明伙伴機構必須在各層面保持合作和溝通，確保所採取的學分累積及轉移安排有效、適時及具透明度。

- c) Based on its long experience of implementing CAT, a **university** has streamlined the process for applicants by developing part-time pathway entry programmes at QF Levels 5 and 6. Learners who have completed designated AD, HD or bachelor's degree programmes at other institutions are eligible to make applications in a related area at either bachelor's or master's level, and those who are admitted to a pathway entry programme will complete a prescribed reduced curriculum without having to apply for advanced standing.

As no separate CAT application is required, the pathway entry programmes result in time and cost savings for both the university and the learners. Learners have found this arrangement very simple and convenient because they know before making their application which courses are needed to fulfill the graduation requirements of the pathway programme. Applicants who do not meet the entry requirements for the pathway programme may still register for the full credit version of the programme and apply for advanced standing through the normal university process. Online information for prospective students about a pathway programme in computing at QF level 5 is at **Appendix 20**.

Mapping of Learning Outcomes

- 4.7 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 programmes. The outcome-based approach featured in the examples below highlights the role of the QF in facilitating the mapping of learning outcomes for programme development and articulation, and demonstrates how its application to CAT can effectively reduce the need for duplication of learning.
- a) The SCS developed by individual ITAC under the Education Bureau set out the skills and knowledge required for practitioners to perform various job functions as well as the outcome standards for measuring their competency in such positions. The UoC in SCS are a common benchmark and reference of the competency standards of industry practitioners and facilitate the mapping of programme learning outcomes.
- A **government department** which wishes to enhance the quality of service provided by the industry practitioners has defined clear specifications of the competencies required for a series of posts and matched its competency requirements with the learning outcomes specified in the UoC under the relevant SCS in developing highly relevant job-based training programmes.

- c) 某大學推行學分累積及轉移多年，憑相關經驗開辦屬資歷架構第五及第六級的兼讀制銜接課程，藉以簡化申請程序。學員在其他院校修畢指定的副學士學位、高級文憑或學士學位課程後，可報讀相關範疇的學士或碩士程度課程。獲取錄入讀銜接課程的學員，會修讀已縮減內容的課程，無須另行申請學分承認。

由於無須另行申請學分累積及轉移，銜接課程對大學及學員而言，是節省時間和成本的安排。學員認為這項安排非常簡便，因為他們在報讀銜接課程前，已知道修讀哪些科目可達到畢業要求。申請人如未能符合銜接課程的入學要求，仍可報讀須修滿全部學分的課程，並經正常程序申請學分承認。**附錄 20** 載有某電腦銜接課程的網上資料，有關資料供有意報讀的學生參閱，課程屬資歷架構第五級。

學習成果比對

- 4.7 收生機構就新資歷釐定學分認可及轉移準則時，應考慮學員已取得的學習成果是否與新課程的要求相若。以下示例當中的成果為本方法，顯示資歷架構如何通過促進學習成果比對，推動課程發展及銜接，並闡釋學習成果比對應用於學分累積及轉移時，如何有效減少重複學習。
- a) 教育局轄下的個別行業培訓諮詢委員會所制定的《能力標準說明》，載列從業員在不同的工作職能範疇所需的技能和知識，以及用以衡量他們在這些崗位上的能力的成效指標。《能力標準說明》中的能力單元是行業從業員能力標準的共同基準及參考，有助比對課程的學習成果。
- 為提高行業從業員的服務質素，某**政府部門**明確界定一系列職位所需的能力，並將其能力要求與相關《能力標準說明》中的能力單元所訂明的學習成果相比對，從而制訂高度相關的工作為本訓練課程。

b) The determination of learning outcomes is a fundamental part of curriculum development in both the academic and VPET sectors. In the case of professional programmes, the required knowledge, skills and competencies at each level are defined by the professional body with reference to the GLD of the QF. The GLD facilitate the mapping of learning outcomes and signing of agreements between institutions.

One example is the MOU signed between two **post-secondary institutions** that permits the articulation of graduates of the HD in Engineering from one institution to the Bachelor of Engineering (Honours) in Civil Engineering offered by the other as senior year students. Before signing the MOU, a comparison of syllabi was conducted to determine a schedule of advanced standing, which was worked out through a mapping of learning outcomes, course content, credit load and course level facilitated by the GLD of the QF. A schedule of courses eligible for Advanced Standing under the MOU is at **Appendix 21**.

c) A **university** facilitates the articulation of selected students to Year 3 of its bachelor's degree programmes under the Senior Year Admission (SYA) Scheme by granting a standard number of credits through Block Credit Transfer in completion of part of general university requirements on the basis of the mapping of learning outcomes. Students who have successfully completed generic and language skills requirements as part of their AD/HD programme are deemed to have achieved the generic learning outcomes of the corresponding requirements of the university. A comparison of total requirement for degree completion between senior year entrants and first-year-first-degree entrants is at **Appendix 22**.

Embedding Industry Competencies into the Curriculum of Mainstream Education

- 4.8 As demonstrated in the case studies in Para 4.5 above, one of the most effective ways to provide learning pathways that minimise duplication of learning and promote the achievement of both academic and career goals is through intensive cross-sector collaboration between a specific industry and providers of accredited academic and VPET programmes.
- 4.9 The case studies in this section provide examples of embedding industry competencies into the curriculum of mainstream education in cross-sector partnerships between industry and secondary schools/post-secondary institutions.

b) 不論是學術界還是職專教育界別，釐定學習成果都是課程發展的基本部分。就專業課程而言，每個級別所需的知識、技能和能力都由專業團體參照資歷架構的《資歷級別通用指標》界定。《資歷級別通用指標》有助學習成果比對，促使培訓機構之間簽訂協議。

其中一例是兩間**專上院校**所簽訂的《諒解備忘錄》，當中允許其中一間院校的高級工程文憑畢業生，以高年級學生身分銜接升讀另一院校的土木工程（榮譽）工學士學位課程。在《諒解備忘錄》簽訂之前，相關的課程綱要已予比較。有關院校利用資歷架構的《資歷級別通用指標》，就學習成果、科目內容、學分負荷和科目程度進行比對，然後制訂學分承認一覽表。該一覽表載於**附錄 21**，列出根據該《諒解備忘錄》可獲學分承認的科目。

c) 某**大學**根據高年級入學計劃，協助獲甄選的學生銜接升讀其三年級學士學位課程。該校以比對學習成果為基礎，進行整體學分轉移，學生如已完成部分的大學核心課程要求，可獲授予標準數目的學分。倘學生在修畢的副學士學位/高級文憑課程中，已完成共通能力及語文能力要求，即視作取得該校相應要求的共通學習成果。高年級入學學生與入讀第一年學士學位課程的學生完成學位課程所需的學分總數對照表載於**附錄 22**。

把行業相關的能力納入主流教育課程

- 4.8 上文第4.5段所述的個案顯示，由特定行業與提供經評審學術及職專教育課程的機構進行緊密的跨界別協作，為學員提供進修路徑，是最有效的方法之一，既可減少重複學習，又有助學員實現學業和事業目標。
- 4.9 在本部分所述的個案實例中，業界與中學/專上院校建立跨界別伙伴關係，把行業相關的能力納入主流教育課程。

- a) A **tri-partite school-industry-university partnership** project provides a pathway for non-academically oriented learners starting from their selection of career-oriented ApL subjects at HKDSE all the way to university education. It ensures the integration of industry competencies and workplace-based experience in the school curriculum to promote career-readiness and also features a planned articulation to a related HD programme offered by the school of continuing education of the partner university.

An **international industry leader** was appointed to complete the skills mapping for the pathway curriculum to ensure that the learning outcomes focus on emerging skills sets, based on fast growth areas for entry-level jobs as well as skills and competencies for technical and professional jobs in the industry.

The ApL subject is co-taught by lecturers from the university's school of continuing education and teachers from the schools to ensure seamless articulation for students who wish to proceed to the HD programme and beyond. Upon successful completion of the ApL elective, students will be awarded a certificate at QF Level 3.

Feedback from the industry partners and students has been encouraging. MOUs were signed with several industry partners who were keen to equip students with the foundation competencies required for entry level jobs to enhance their career readiness upon graduation. Task groups had also been formed across schools under the project to set up learning communities. The participating schools found the project beneficial to both students and teachers. The learning motivation of students was high as they were given non-conventional and diversified learning opportunities suiting their aspirations and interests. The teachers gained exposure through company visits and networking opportunities.



CAT Animation
學分累積及轉移宣傳短片

- a) 某項計劃通過學校、業界和大學的三方伙伴關係，以選修香港中學文憑課程職業導向應用學習科目為起點，為非學術導向學員提供通往大學教育的路徑。該計劃確保行業相關能力及職場經驗得以融入學校課程，以加強學員的職前準備，並且設有擬定的銜接安排，讓學員升讀伙伴大學轄下持續教育學院所開辦的相關高級文憑課程。

該計劃委任某**國際業界領袖**根據行內初級職位對應的急速增長領域，以及技術和專業工作所需的技能及能力，就設有銜接路徑的課程進行技能比對，以確保有關課程的學習成果聚焦於新興技能。

有關的應用學習科目由大學轄下持續教育學院的講師及學校教師進行協作教學，確保有意修讀相關高級文憑課程及更高程度課程的學生可以無縫銜接。修畢應用學習選修科目的學生，可獲頒屬資歷架構第三級的證書。

業界伙伴及學生的反應令人鼓舞。培訓機構已與若干業界伙伴簽訂《諒解備忘錄》，讓學生掌握初級職位所需的基礎能力，為他們畢業後投身職場作好準備。在該計劃下，跨校工作小組亦已成立，以建立學習社羣。參與學校認為該計劃對師生均有裨益。計劃提供非傳統多元學習機會，配合學生的志向及興趣，有效提高他們的學習動機。此外，教師參觀不同公司和進行交流活動，亦可增廣見聞。



CAT Animation
學分累積及轉移宣傳短片

b) A **secondary school** has developed a two-year school-based vocational learning programme in collaboration with a **trade association** and a **large company** in the automotive industry. The trade association and the relevant **ITAC** contributed to programme development by giving advice about programme content and the UoC required to match the competency requirements of entry level jobs in the industry.

Upon successful completion of the programme, graduates will be awarded a diploma at QF Level 3 and will be eligible for student membership of the trade association. They will be able to apply for entry-level jobs at the company and other members of the trade association. Applicants who have successfully completed the school-based diploma and achieved five HKDSE subjects including English and Chinese at Level 2 or above are given additional consideration for admission to HD programmes in the related field offered by a VPET institution. Learners who have completed HKDSE and meet the requirements for admission to university are able to present an enriched student profile in support of their application for a place on a degree programme.

The school and the trade both benefit from the collaboration, as the diploma motivates students to pursue learning that enhances their employment opportunities and the trade benefits from an increased supply of trained manpower. Students also benefit from improved opportunities to pursue further studies in the field once they have completed their secondary education.

Quality Assurance

4.10 The QF imposes strict QA measures for all qualifications listed on the QR. The rigour of the QA processes inspires confidence in the reliability of the outcomes of QF-recognised qualifications and facilitates articulation into academic, professional and vocational programmes at higher levels, as demonstrated in the examples below:

a) The quality-assured learning programmes under QF specify the learning outcomes achieved by the learners and are well-regarded by HEIs for articulation arrangements. A commercial company in the property management industry has signed MOUs with a number of HEIs to provide learning progression for employees who have completed its in-house SCS-based programmes at QF Levels 1 to 3.

b) 某中學聯同某汽車業商會及某大型汽車公司開辦為期兩年的校本職業進修課程。商會及相關行業培訓諮詢委員會參與課程發展，就課程內容，以及符合該行業初級職位能力要求的能力單元提供意見。

完成有關課程後，畢業生可獲頒授屬資歷架構第三級的文憑，並符合資格成為商會的學生會員。他們亦可以申請該公司及商會其他成員的初級職位。若他們修畢該校本文憑課程，並在香港中學文憑考試考獲五科(包括英文及中文)第2級或以上成績，在報讀職專教育院校相關領域的高級文憑課程時，會獲額外考慮取錄。至於完成香港中學文憑並且符合大學入學要求的學生，則可為其學生個人檔案增添有利於報讀大學學位課程的資料。

這項協作對學校及行業均有裨益。文憑可推動學生繼續進修，增加他們的就業機會；已受訓人力的供應有所增加，行業可從中受惠；學生完成中學教育後，在有關領域升學的機會亦會增加。

質素保證

4.10 在資歷架構下，資歷名冊載列的所有資歷均通過質素保證機制的嚴格評審。質素保證程序嚴謹，令資歷架構認可資歷可予信賴，亦有助學員升讀較高級別的學術及專職課程，示例如下：

a) 在資歷架構下通過質素保證的課程會列明學員取得的學習成果，有關課程獲高等教育院校好評，促成銜接安排。某物業管理商業公司已與若干高等教育院校簽訂《諒解備忘錄》，為修畢《能力標準說明》為本內部培訓課程的僱員提供進修機會，該等培訓課程屬資歷架構第一至第三級。

- b) For the registration of licensed workers by a **government department**, only candidates who have completed QF-recognised programmes developed according to the syllabus prescribed by the government department will be deemed to have met the statutory requirements for registration.

4.11 As CAT policy and procedures have become well established, academic institutions have been able to accumulate sufficient data to review and assess the outcomes of the process and implement improvements as part of their established QA processes.

- a) A study conducted by four **universities** participating in a government-funded project on transfer students' experience of the SYA scheme found that they tend to have an above-average Grade Point Average and a lower attrition rate than their counterparts who entered the degree programme in Year 1. However, they engage in fewer extra-curricular activities due to the pressure to complete the graduation requirements within the two-year timeframe for their fully-funded study.

The findings demonstrate the need for the universities to formulate policies to offer additional academic and pastoral support and mentoring to transfer students to optimise their experience of university study.

- b) Other planned initiatives in the project include piloting the establishment of an Office for Transfer Articulation and Transparency at one of the partner **universities** to enhance internal and external communications and to promote cross-institutional collaboration in support of transfer-receptive cultures at all partner institutions.

- b) 至於由某**政府部門**註冊的持牌工人，則必須修畢根據該政府部門特定的課程綱要而設計的資歷架構認可課程，方獲視為符合法定註冊要求。

4.11 由於學分累積及轉移的政策及程序確立已久，學術機構已累積足夠數據以檢視和評估相關程序的成效並推行改善措施，作為其確立的質素保證程序之一。

- a) 四所**大學**參與一個政府資助項目，探討高年級入學計劃中轉讀生的經歷，該項研究發現該等轉讀生傾向取得高於平均水平的成績平均積點，其退學率亦較由一年級開始入讀該學士學位課程的學生低。不過，他們要在兩年時限內完成全額資助課程以達到畢業要求，因此較少參與課外活動。

研究結果顯示，大學須制訂政策，為轉讀生提供額外的學術支援、關顧和輔導，以提升他們的大學學習經歷。

- b) 該項目的其他擬定措施包括在其中一所伙伴**大學**試行設立一辦公室，專責轉學銜接及透明度事宜，以加強內外溝通和推動跨院校合作，藉此在各伙伴院校建立接納轉讀生的文化。

Part V – Looking Forward

- 5.1 In a rapidly changing economic environment where demand for new capabilities gathers pace, the need for the reskilling and upskilling of the workforce has become imperative 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 the local workforce.
- 5.2 With reference to local and international practices, the policy, principles and operational guidelines for CAT help guide the development and implementation of CAT systems across the academic, VPET and continuing education sectors. Institutions have the flexibility to develop policy, systems and procedures to suit their own needs, with reference to the policy, principles, operational guidelines and examples of good practice in the Hong Kong context presented here.
- 5.3 While this booklet provides guidance for stakeholders in the implementation of CAT, an effective CAT system hinges ultimately 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.

第五部分：展望未來

- 5.1 在瞬息萬變的經濟環境中，市場對新技能的需求日益殷切，要保持香港的競爭優勢，本地工作人口必須進行再培訓和提升技能。有見及此，政府致力支持所有開辦進修課程的培訓機構推行學分累積及轉移，從而鼓勵終身學習，最終提升本港工作人口的能力和競爭力。
- 5.2 上文所載的學分累積及轉移政策、原則和應用指引，已借鑑本地及國際經驗，有助學術、職業專才和持續教育界別發展並推行學分累積及轉移制度。培訓機構亦可參照上文所列的政策、原則和應用指引，以及本冊子所載的本地良好實例，靈活制訂有關政策、制度和程序，以配合本身的需要。
- 5.3 本冊子就推行學分累積及轉移，為持分者提供指引。然而，學分累積及轉移制度要取得成效，實有賴持分者作出承擔和互相合作，支持學員終身學習，使他們在進修路徑上無縫接軌，取得更高資歷和成就。

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Appendix 1: Glossary of Terms

| Term | Definition/Explanation |
|--|---|
| Advanced Standing | The award of credits by an institution in recognition of prior learning achievements at an appropriate level, thereby reducing the total number of credits required for completion of a qualification. |
| Applied Learning (ApL) | ApL courses are elective subjects within the senior secondary curriculum. ApL offers studies with equal emphasis on practice and theory linked to broad professional and vocational fields. It helps students explore their career aspirations and orientation for lifelong learning. |
| Articulation | An arrangement whereby learners who have successfully completed a designated programme offered by a specified provider are entitled (subject to satisfying academic criteria) to be admitted with advanced standing to a designated programme offered by another provider. |
| Block Credit Transfer (BCT) | Credits received by a learner for a previously 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 transfer has been granted will usually be required to complete a defined "top-up" list of courses to complete graduation requirements. |
| Course Exemption | A course exemption refers to the waiving of the requirement to complete a particular course on the basis of a learner having already 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 fulfil the credit requirement of the study programme. |
| Credit | A measurement of the size or volume of learning of a course, programme of study or verifiable non-formal and informal learning. |
| Credit Accumulation and Transfer (CAT) | A process whereby qualifications, part qualifications and learning experience are given appropriate recognition (credit) to enable learners to progress in their studies without having to repeat courses or levels of study, to transfer from one programme 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. |
| 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. |

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，藉此減少取得有關資歷所需的學分總數。 |
| 應用學習 | 應用學習是高中課程的選修科目之一，課程內容實踐與理論並重，與寬廣的專業和職業領域緊密連繫。學生可以從中探索自己的事業抱負和終身學習方向。 |
| 銜接 | 學員修畢指定培訓機構提供的特定課程後，如符合學術標準，可通過學分承認獲取資格入讀另一培訓機構提供的特定課程。 |
| 整體學分轉移 | 學員因過往在相關學科範疇取得的資歷而獲「整體」授予的非指定學分，該等學分可計入畢業所需的學分內。獲准轉移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 | 學員在修讀某科目前，如曾修畢同等程度的科目，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 | 科目或課程學習量的量度單位，亦用作量度可核實的非正規學習及非正式學習的學習量。 |
| 學分累積及轉移 | 此程序就學員的資歷、部分資歷和學習經驗給予適當的認可(學分)，讓學員繼續進修而無須重讀科目或重複進行程度相同的學習，並可由一項課程轉至另一項課程，以及獲取學習經驗和資歷，而不致損失過多時間。 |
| 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。 |
| 一般學分 | 可按一對一方式用以扣減畢業所需的學分(而非科目)數目。一般學分可用作扣減畢業所需學分總數，但不可用作豁免特定科目。 |

| Term | Definition/Explanation |
|---|--|
| General Education (GE) | A required area of study, defined by individual institutions, designed to develop effective reasoning and problem solving, language and communication skills, integration of learning, social responsibility, leadership and lifelong learning skills. |
| Generic Level Descriptors (GLD) | A set of GLD specifies, in each of four domains (knowledge and intellectual skills; processes; autonomy and accountability; and communication, ICT and numeracy), the outcome standards expected of qualifications at each of the seven levels of the QF. |
| Industry Training Advisory Committee (ITAC) | An ITAC consists of representatives of employers, employees, professional bodies and regulatory bodies of the relevant industries. The primary task of an ITAC is to draw up competency standards in respect of key functional areas of the industry concerned. |
| 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. |
| Learning Pathway | A specially designed suite of qualifications offered by different providers at sequential QF levels, which provide a clear road map for learners to achieve their academic and career goals. |
| 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 is institutionalised, intentional and planned by an education provider as an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. e.g. workplace training. It does not lead directly to a formally recognised 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. |
| 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. |

| 詞彙 | 定義/詮釋 |
|------------|---|
| 通識教育 | 由個別培訓機構界定的必修學習範疇，旨在培養學員有效推理和解難的能力、語文及溝通技巧、綜合學習能力、社會責任感、領導才能和終身學習的技巧。 |
| 《資歷級別通用指標》 | 《資歷級別通用指標》按四個範疇(知識及智能；過程；自主性及問責性；以及溝通、資訊及通訊科技及運算)訂明資歷架構七個級別中每級資歷應達至的成效標準。 |
| 行業培訓諮詢委員會 | 行業培訓諮詢委員會由相關行業的僱主、僱員、專業團體及監管機構的代表組成，主要工作是就有關行業的主要職能範疇制定能力標準。 |
| 非正式學習 | 無特定內容或評核方法的隨機學習，通過工作或社會經歷獲取學習經驗。 |
| 培訓機構 | 在本冊子中，培訓機構指所有提供正規、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、培訓提供者、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 | 學習成果指學員完成學習過程後應掌握的知識及/或能力。 |
| 進修路徑 | 一套特定的資歷組合，由不同培訓機構按序頒授資歷架構各級別的資歷，為學員勾畫清晰的路線圖，以助他們實現學業和事業目標。 |
| 單元 | 單元是由課程綱要界定的學習組成部分，包括目標、預期學習成果、教與學策略和評核計劃。部分培訓機構稱之為科目、學科或項目。 |
| 非正規學習 | 在個別人士終身學習(例如在職培訓)的過程中，由教育機構刻意規劃的制度化學習，作為正規教育的附加、替代及/或補充部分。完成學習後，學員不會直接取得正式認可的資歷。 |
| 學時 | 學員在指定課程中以各種模式學習所需的總時數。學時不限於時間表所列的課堂教學/講學時數，亦包括聽課、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、在家閱讀及以其他模式進修的時數。 |
| 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。 |

| Term | Definition/Explanation |
|--|--|
| Qualifications Framework (QF) | The QF is a seven-level hierarchy covering quality assured qualifications in the academic, vocational and professional, and continuing education and training sectors to promote and support lifelong learning with a view to continuously enhancing the quality, professionalism and competitiveness of the local workforce. |
| QF Credit | One QF credit is awarded for the completion of 10 notional learning hours with attainment of learning outcomes upon assessment. |
| Qualifications Register (QR) | A web-based database providing information about qualifications and related learning programmes recognised under the QF. All qualifications listed on the QR are quality-assured. (www.hkqr.gov.hk) |
| Recognition of Prior Learning (RPL) | 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. |
| Senior Year Admissions (SYA) | A scheme whereby holders of a recognised Associate Degree or Higher Diploma and learners with other equivalent qualifications are eligible for admission to funded senior year places (i.e. to Year 3 of a four/five-year programme) offered by the University Grants Committee-funded universities. |
| 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. |
| Specification of Competency Standards (SCS) | SCS sets out the skills, knowledge and competency standards required of practitioners to perform various job functions in industries effectively. The competency standards applicable to an industry are presented as Units of Competency in its SCS. |
| Specification of Generic (Foundation) Competencies (SGC) | SGC sets out the generic competencies that are shared across industries, such as English, Chinese (including Cantonese and Putonghua), Information Technology, and Numeracy. |
| Units of Competency (UoC) | The competency standards applicable to an industry as defined by the relevant ITAC. Every UoC comprises eight basic items, including name, code, level, credit, competency, range, assessment, criteria, and remarks. |
| Vocational and Professional Education and Training | VPET covers programmes at different levels of the education system with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge. (https://www.vpet.edu.hk/en/Overview.html) |
| Vocational Qualifications Pathway (VQP) | VQP represents a roadmap for progression in learning and employment in an industry along which learners or practitioners can progress at various levels through the attainment or acquisition of the required occupation based qualifications. (https://www.hkqf.gov.hk/en/vqp/index.html) |

| 詞彙 | 定義/詮釋 |
|--------------|---|
| 資歷架構 | 資歷架構是一個七級的資歷級別制度，涵蓋學術、職業專才、持續教育及培訓界別，其認可的資歷均通過質素保證，旨在推廣和支持終身學習，從而持續提升本地工作人口的質素、專業水平及競爭力。 |
| 資歷學分 | 學員每完成十個學時並經評定已取得預期的學習成果後，可獲授予一個資歷學分。 |
| 資歷名冊 | 此網上資料庫提供獲資歷架構認可的資歷和相關課程的資料。資歷名冊所載資歷均通過質素保證。(www.hkqr.gov.hk) |
| 過往資歷認可 | 過往資歷認可是指從業員在過往工作經驗中所掌握的知識、技能和能力獲得認可，因而獲頒授資歷架構第一至第四級的資歷。過往資歷認可的評估工作由個別行業的受委評估機構進行。 |
| 高年級收生 | 在此計劃下，認可副學士學位或高級文憑持有人及具備同等資歷的學員，將合資格入讀由大學教育資助委員會資助大學開辦的資助高年級課程(即四/五年制課程的第三年)。 |
| 特定學分 | 可按一對一方式用以豁免畢業所須修讀的特定科目。學員如獲授予特定學分，即視作取得畢業所須修讀科目的學分。 |
| 《能力標準說明》 | 《能力標準說明》闡述各行業的從業員於不同的工作職能範疇所須達到的技能、知識及能力水平。行業適用的能力標準是以「能力單元」的形式在《能力標準說明》內展示。 |
| 《通用(基礎)能力說明》 | 《通用(基礎)能力說明》闡述各行業所需的通用能力，例如英文、中文(包括廣東話和普通話)、資訊科技及運算能力。 |
| 能力單元 | 行業適用的能力標準，由相關的行業培訓諮詢委員會釐定。能力單元包括八個基本項目，分別是名稱、編號、級別、學分、能力、應用範圍、評核指引及備註。 |
| 職業專才教育(職專教育) | 職專教育涵蓋教育體系內不同程度的課程；此等課程有很大比重為職業技能或專業知識的專門內容。(https://www.vpet.edu.hk/tc/Overview.html) |
| 職業資歷階梯 | 職業資歷階梯勾畫行業的進修及就業進階路線圖。學員或從業員可透過獲取所需的工作崗位為本資歷，在不同程度上得到進一步發展的機會。(https://www.hkqf.gov.hk/tc/vqp/index.html) |

Appendix 2: Operational Guidelines for Credit Accumulation and Transfer for Part-time Programmes

The School of Professional and Continuing Education (The School) of XX University has issued guidelines to its programme teams on how to implement its Credit Transfer and Module Exemption policy for part-time programmes.

The School has now approved the CAT operational guidelines for part-time programmes. Relevant part-time programmes should be award bearing programmes awarded within the university system through the School. Programme teams with part-time programmes in collaboration with overseas partners should follow partners' practice in their home countries.

(I) Regulations on Credit Transfer and Module Exemption

1. Module exemption means a student is exempted from all the academic activities related to a module. These may include lecture and non-lecture activities, examination or submission of any form of assessment.
2. Under special circumstances, students may be exempted from attending the lectures of a module but they have to take part in the examination or submit other forms of assessment. This is thus not regarded as module exemption.
3. Exemption should not be more than 50% of the total credits of the entire programme.
4. Credit transfer is made on a modular basis. There is no "partial" module exemption. For example, if a programme has three 10-credit modules, a total of 30 credits, the exemption of up to 50%, is 15 credits. But in this case, the maximum exemption is up to one module only, i.e. 10 credits. When permission for module exemption is granted, the student will not earn credits from the module concerned. The exempted module(s) would not be counted towards GPA and have no bearing on the award classification.
5. A module which has been exempted cannot be used as evidence of prior learning for further advanced applications.
6. Exemption does not necessarily mean that the student pays less in the programme fees. There are different practices in the School, some fees are collected by programme, some by module.
The School Academic Management Board has agreed that it is normally policy not to charge a fee for an exempted module(s); but leaves it to the discretion of College Boards to determine the fees (if any) for exemption on the recommendation of programme leaders.
7. In any event, if there is exemption granted to a module which a student has studied in the School, the fees (exemption and application) would be exempted. Another example is that if a student has exited with an intermediate award of a School programme, his subsequent return to pursue the full programme is also considered as exemption. In this case, he is not required to pay the full school fees or the application fee covering the previous modules in the exit award.

附錄2：兼讀制課程學分累積及轉移的應用指引

XX大學專業進修學院(學院)已向各課程小組發出指引，闡明推行兼讀制課程學分轉移及單元豁免政策的詳情。

學院已核准兼讀制課程學分累積及轉移的指引。相關的兼讀制課程應屬學銜頒授課程，其學銜按XX大學體制經學院頒授。課程小組如與海外伙伴合辦兼讀制課程，則應遵循海外伙伴所屬國家的做法。

(I) 學分轉移及單元豁免的規則

1. 單元豁免指學生獲豁免參與所有與某單元相關的學術活動，包括課堂和非課堂活動、考試，以及提交任何形式的評核。
2. 在特殊情況下，學生可獲豁免出席某單元的課堂，但仍須參加考試或提交其他形式的評核，這項安排不視作單元豁免。
3. 獲豁免的學分不得多於課程總學分的50%。
4. 學分轉移按單元計算，不得豁免「部分」單元。舉例說，某課程有三個單元，各有10個學分，總學分為30，如豁免上限為50%，即最多豁免15個學分，但在這情況下，最多只能豁免一個單元，即10個學分。學生如獲單元豁免，則不會獲得該單元的學分。獲豁免的單元不會計算入成績平均積點內，也不會影響學銜等級。
5. 已獲豁免的單元不可作為進一步申請豁免其他單元的過往資歷證明。
6. 獲得豁免並不一定代表可以支付較少學費。學院內有不同的收費方式，有部分是按課程收費，亦有部分是按單元收費。
學院教務及管理委員會同意，學院的一般政策是不收取獲豁免單元的學費；不過，如收取學費，學術部門學務會議有權根據課程統籌主任的建議，酌情決定學費金額。
7. 不論任何情況，如學生憑先前在學院修畢的單元而獲得單元豁免，有關費用(獲豁免單元的學費及申請費)將獲豁免。另外，如學生肄業時已獲取學院某課程的中級學銜，而該學生隨後重返學院繼續修讀整個課程，其先前修畢的相關單元也會獲豁免。該學生無須支付全額學費，亦無須就肄業學銜的相關單元支付申請費。

(II) Criteria for Credit Exemption**1. Programme/module content**

The student has to submit both the syllabi of the programme and the module(s) concerned of his/her previous studies so that the programme team can make a comparison between the one that he/she has studied in the past and the module concerned seeking for exemption. Normally, a matching of at least 70% of the syllabus should be achieved.

2. Module learning outcomes

Normally, at least 80% of the module learning outcomes has to be matched. If a programme does not have ILOs, then careful consideration of the syllabus and the contact hours etc. should be made.

3. QF level of the programme

The QF level must be the same for the prior programme that the student has completed previously and the current one that exemption is sought for if the programme is offered in Hong Kong. If the prior learning is done elsewhere, the level of the overseas programme must be at a comparable QF level matched with the HKQF level of the local programme concerned.

4. Minimum entry requirements

It is assumed that the entry requirements would be similar for the prior programme and the current one. If this is not the case, the programme team has to consider if a lower entry requirement would hinder the recognition of the module seeking exemption.

5. Previous academic performance

The student seeking exemption must obtain a pass in the prior module concerned.

6. Year of award

Normally exemptions will only be given to students who have completed a similar module within five years. However, programme teams can exercise their discretion to consider applicants requesting module exemption for a programme that they have completed more than five years earlier, depending on the nature of the module.

7. Medium of instruction of the programme

The medium of instruction should normally be the same for the prior programme and the one seeking exemption. The programme team has to consider if the learning progress of the student would be affected if the medium of instruction is different.

8. Contact hours

Even though the number of credits are similar, the contact hours may be different, for example if significant non-contact study hours are included in the prior module. Hence the programme team has to be cautious if there is a large difference in the lecture hours.

(II) 學分豁免的準則**1. 課程/單元內容**

學生須提交過往修讀的相關課程及單元的綱要，讓課程小組比較學生先前修畢的單元與申請豁免的單元。一般而言，兩者的內容必須至少70%吻合。

2. 單元學習成果

一般而言，相關單元的學習成果須至少80%吻合。若有關課程不設預期學習成果，應仔細考慮課程綱要、授課時數等其他因素。

3. 課程所屬的資歷架構級別

學生先前修畢的課程如果是在香港開辦，則必須與現時申請豁免的課程屬於同一資歷架構級別。如學生之前是在外地修讀課程，該海外課程所屬的資歷架構級別必須與本地相關課程所屬的香港資歷架構級別相若。

4. 最低入學要求

學生之前修畢的課程與現時申請豁免的課程的入學要求理應類同。如前者的入學要求較低，課程小組須考慮這會否影響申請豁免的單元的認受性。

5. 先前的學業成績

申請學分豁免的學生須就之前修畢的相關單元取得及格成績。

6. 結業年份

一般而言，只有在過去五年內修畢的類同單元，才會獲豁免。然而，課程小組可視乎單元性質，酌情考慮在過去五年之前修畢的單元的豁免申請。

7. 課程授課語言

先前修畢的課程與現時申請豁免的課程的授課語言一般應該相同。如兩者的授課語言不同，課程小組須考慮這會否影響學生的學習進度。

8. 授課時數

即使兩個單元的學分數目相若，授課時數也可能有所差別，例如先前修畢的單元包括大量非授課學習時數。因此，若兩者的講課時數有顯著差別，課程小組須審慎處理。

9. Professional recognition

For programmes with professional recognition, exemption criteria have to be aligned with the related professional bodies. Even though the module has been exempted by the School, this does not mean that it will automatically obtain the same exemption from the professional bodies. This is because the professional body grants exemption based on the curriculum of our programmes only. Programme teams have to be cautious in this regard otherwise students being granted exemption could be placed in a disadvantageous position.

(III) Approval Authority

Application for credit exemption should be initially screened by the programme team and then recommended by the programme leader to the Academic Committee (AC) for approval. The chair of the AC would act on behalf of the Committee (representing the College Head) to endorse the application. In case of controversial application, it should be presented to the Deputy Director (Academic Services) for final decision.

(IV) Administrative Procedures for Processing Module Exemption Application

A standard application form for module exemption has been prepared. Students wishing to apply for module exemption have to:

- a) upon admission to the programme, complete and submit the required application form to the programme team within two weeks before the start of the programme.

Programme teams which anticipate that they have to handle a large number of applications can extend the submission of application to more than 2 weeks prior to the start of programme.

Late submission of module exemption nearer to the start of the module concerned would be considered provided the programme team can have sufficient time to process the application.

- b) submit the required documents for supporting the application. This will include the award parchment, transcript, information related to the module such as syllabus, intended learning outcomes and forms of assessment.
- c) pay an application fee of HK\$500 which is non-refundable. This is only for exemption applications based on non School modules/programmes.

The programme team should screen the application based on the module exemption criteria of the School and recommend to the AC Chair for approval. Normally the School should reply to the student within 10 working days after receiving the application. Those programme teams which require more time to process the applications must notify the students in advance. However, the result has to be released on time before the module starts. In case of problematic application, the Deputy Director (Academic Services) should be consulted.

(V) Record Keeping

Each College is expected to keep a database of their module exemption cases, which should be reported to the Registry Affairs Team on an annual basis. This will form a basis for "case law" for future reference. It will also be good practice for information on approved module exemption to be made available to enquirers.

9. 專業認可

就頒授專業認可資格的課程而言，豁免準則應與相關專業團體的豁免準則一致。由於專業團體只會基於課程內容審批豁免申請，學生即使獲學院豁免修讀有關單元，亦不代表會自動獲得相關專業團體的豁免。就此，課程小組須格外謹慎，以免令獲准豁免的學生陷於不利處境。

(III) 批核當局

學分豁免的申請應由課程小組進行初步篩選，然後由課程統籌主任提交建議，供學術委員會批核。學術委員會主席將代表委員會(代表分科學院總監)批簽申請。具爭議的申請則應提交常務副院長(學務)作最終決定。

(IV) 處理單元豁免申請的行政程序

現有標準的單元豁免申請表格可供填寫。擬申請單元豁免的學生須：

- a) 在獲取錄後，於課程開始前的兩周內把填妥的申請表送交課程小組。
課程小組若預計要處理大量申請，可以把遞交申請的限期提前至課程開始前的兩周之前。
臨近有關單元開課時逾期遞交的單元豁免申請，亦會獲考慮，惟須視乎課程小組是否有足夠時間處理申請。
- b) 提交申請所需的證明文件，包括畢業證書、修業成績表、與該單元相關的資料(如課程綱要、預期學習成果和評核方式)。
- c) 繳付申請費港幣500元，此費用將不獲發還(只適用於先前不是在本學院修畢單元/課程的豁免申請)。

課程小組應根據學院的單元豁免準則篩查有關申請，並向學術委員會主席提交建議，以供批核。在一般情況下，學院應在接獲申請後的十個工作天內回覆學生。課程小組如需要較長時間處理申請，必須預先通知學生。然而，申請結果須於有關單元開課前發放。遇有特殊申請個案，應徵詢常務副院長(學務)的意見。

(V) 保存記錄

每個分科學院應就其單元豁免個案備存一個資料庫，並按年向學務組匯報相關個案。此舉不但可匯集各「案例」，以供日後參考，亦可備存獲准豁免單元的資料，作回覆查詢之用，做法可取。

Appendix 3: Approval Authority for Credit Transfer Decisions relating to Degree Programmes and Professional and Continuing Education Programmes in a University

Under the regulations, the operational procedures for CAT are to be executed by the respective offering unit(s) of the programme concerned and the final decisions are to be approved by the governing body of the offering unit(s) or its delegated authorities, which shall take into consideration factors including but not limited to where the qualification was gained, the level and content of the course(s)/module(s) under scrutiny, the grade attained and how long ago the course/module was taken.

資歷名銜計劃



進修人士可透過資歷名銜計劃了解課程所屬的資歷級別

| 資歷級別 | 各級別可選用的資歷名銜 | | | | | |
|------|---------------|--|--|---|--|-----------------------------|
| 7 | Doctor 博士 | | | | | |
| 6 | Master 碩士 | Postgraduate Diploma 深造文憑 Postgraduate Certificate 深造證書 | ↑ | ↑ | ↑ | ↑ |
| 5 | Bachelor 學士 | | Professional Diploma 專業文憑 Professional Certificate 專業證書 | ↑ | Advanced Diploma 高等文憑 Advanced Certificate 高等證書 | Diploma 文憑 |
| 4 | Associate 副學士 | Higher Diploma 高級文憑 Higher Certificate 高級證書 | ↓ | ↓ | ↓ | Certificate 證書 |
| 3 | | | | | | ↓ |
| 2 | | | | | | ↑ |
| 1 | | | | | | Foundation Certificate 基礎證書 |

Degree Programmes
(via department)
→ Faculty
→ Senate

Professional and Continuing Education Programmes
(via department)
→ Faculty/School
• Senate Committee on Professional and Continuing Education Programmes
• Senate

註：「文憑」課程須最少有60個學分，「證書」課程不設最低學分要求

附錄3：某大學內學位課程和專業及持續進修課程學分轉移申請的批核當局

根據規定，學分累積及轉移的應用指引由開辦相關課程的部門執行，而最終決定則由開辦相關課程的部門的管治機構或其授權機構作出。這些機構應考慮的因素包括但不限於學員獲取資歷的地方、受審核課程/單元的水平和內容、學員獲取的成績和修讀課程/單元距今的時間。

資歷名銜計劃



進修人士可透過資歷名銜計劃了解課程所屬的資歷級別

| 資歷級別 | 各級別可選用的資歷名銜 | | | | | |
|------|---------------|--|--|---|--|-----------------------------|
| 7 | Doctor 博士 | | | | | |
| 6 | Master 碩士 | Postgraduate Diploma 深造文憑 Postgraduate Certificate 深造證書 | ↑ | ↑ | ↑ | ↑ |
| 5 | Bachelor 學士 | | Professional Diploma 專業文憑 Professional Certificate 專業證書 | ↑ | Advanced Diploma 高等文憑 Advanced Certificate 高等證書 | Diploma 文憑 |
| 4 | Associate 副學士 | Higher Diploma 高級文憑 Higher Certificate 高級證書 | ↓ | ↓ | ↓ | Certificate 證書 |
| 3 | | | | | | ↓ |
| 2 | | | | | | ↑ |
| 1 | | | | | | Foundation Certificate 基礎證書 |

學位課程
(經學系)
→ 學院
→ 教務會

專業及持續進修課程
(經學系)
→ 學院/院校
• 教務會專業及持續進修課程委員會
• 教務會

註：「文憑」課程須最少有60個學分，「證書」課程不設最低學分要求

Appendix 4: Programme Leaflet Highlighting Credit Transfer Arrangements for a Certificate Course for Practitioners at QF Level 3

Certificate in Property & Facilities Management

This course [Certificate in Property & Facilities Management] is recognised under the QF (QF Level 3)

Programme Aims

This programme aims to equip participants with daily frontline management skills and expertise via practical application and sharing, in order to enhance their management performance.

Programme Features

- Specially designed for property management practitioners
- Provide a study pathway in accordance with QF and SCS of property management industry
- Use Chinese as medium of instruction
- Allow the RPL qualification/ERB Foundation Certificate in Property Facility Management holders to apply for module exemption
- Obtain credit transfer upon programme completion when studying Professional Diploma in Property & Facilities Management (QF Level 4)

附錄4：載有學分轉移安排的從業員證書課程(資歷架構第三級)單張

物業及設施管理證書

本課程[物業及設施管理證書]獲資歷架構認可(資歷架構第三級)

課程宗旨

本課程旨在讓學員掌握日常前線管理的技能和知識，透過實踐應用，分享學習，使學員在管理工作方面，有更優秀表現。

課程特色

- 專為在職物業管理從業員而設
- 參照資歷架構及物業管理業《能力標準說明》所制定的進修路徑
- 以中文為授課語言
- 持「過往資歷認可」資歷/僱員再培訓局「物業及設施管理基礎證書」的人士有機會獲批豁免修讀部分單元
- 修畢證書課程人士如升讀「物業及設施管理專業文憑」(資歷架構第四級)，可申請學分轉移

| Module Name | QF Level | Credit Value | Curriculum Hours |
|---|----------|--------------|------------------|
| Property Repair and Maintenance | 3 | 6 | 17 |
| Property Facilities Inspection | 3 | 6 | 15 |
| Supervision on Environment Enhancement | 3 | 6 | 15 |
| Public Facilities Management | 3 | 6 | 18 |
| Fire Safety Measures and Incident Handling* | 3 | 6 | 17 |
| Security and Safety Supervision | 3 | 6 | 15 |
| Frontline Management Service | 3 | 6 | 18 |
| Customer Services and Event Planning | 3 | 6 | 15 |
| Total | | 48 | 130 |

Curriculum hours include assessment hours

* Trainees with the "Foundation Certificate in Property Facility Management" are eligible to apply for the module exemption

Programme Duration

About 6 months (Part-time)

Medium of Instruction

Chinese (Supplementary with English terminology)

Entry Requirement

- Completion of Secondary 6 or Form 5 (under the old academic structure) and with relevant work experience; OR
- Completion of a QF Level 2 programme that is deemed acceptable to the "Programme Board" and with relevant work experience; OR
- Relevant RPL qualification(s) at QF Level 2 or above AND a pass in the entrance assessment; OR
- Mature applicants i.e. those aged 21 or above, with at least 2 years' relevant work experience AND a pass in the entrance assessment.
- Other relevant verifiable prior learning and/or work experience that is/are deemed appropriate by the "Programme Board" AND a pass in an entrance assessment.

| 單元名稱 | 資歷級別 | 資歷學分 | 修讀時數 |
|--------------|------|-----------|------------|
| 物業維修保養 | 3 | 6 | 17 |
| 物業設施巡查 | 3 | 6 | 15 |
| 環境美化督導 | 3 | 6 | 15 |
| 公共設施管理 | 3 | 6 | 18 |
| 消防安全措施及事故處理* | 3 | 6 | 17 |
| 保安及安全督導 | 3 | 6 | 15 |
| 前線管理服務 | 3 | 6 | 18 |
| 客戶服務及活動籌備 | 3 | 6 | 15 |
| 總數 | | 48 | 130 |

課程修讀時數包括考核時間

* 持僱員再培訓局「物業及設施管理基礎證書」之學員，可申請豁免修讀該單元

修讀時間

約六個月(兼讀制)

授課語言

中文(輔以英語專有名詞)

申請資格

- 完成中六或完成中五(舊中學制)或同等學歷；及具相關的工作經驗；或
- 修畢獲「課程委員會」認可的資歷架構級別二之相關證書課程；及具相關的工作經驗；或
- 持有相關的「過往資歷認可」級別二或以上證書，並通過評核試；或
- 年滿廿一歲及具兩年或以上相關的工作經驗，並通過評核試。
- 具「課程委員會」認可之過往學習及/或工作經驗，並通過評核試。

Appendix 5: Example of Information for Students about Institutional Credit Transfer Policy

Preamble

1. Institute XXX recognises prior learning achievements of its students at an appropriate level by the award of advanced standing credits. With reference to the document "Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer under the Qualifications Framework in Hong Kong" published by the Education Bureau in March 2016, Institute XXX established a system and refined its policies for recognition and transfer of credits to recognise students' prior educational attainment through exempting students from the requirement of completing comparable course(s) in its programme.

Types of Credit Exemption and Transfer

2. There are two types of credit exemption and transfer:
 - a. Specific Credit Exemption: Application and approval for specific credit exemption are made on a course-by-course basis. Assessment of credit exemption application is made by comparing the relevancy and similarity of the academic standard/level, content and learning outcomes of the course that a student has completed in his/her previous study with the course that the student nominates for credit exemption. Specifically, the prior qualification/study must be at the same or higher QF level and with at least 80% of comparable contents with the course(s) to be considered for exemption.
 - b. Block Credit Exemption: Block credit exemption is granted based on consideration of the student's general learning experience. It will be granted to students who have completed a recognised qualification at the same or higher level in respect of an Institute XXX programme of study. Sub-degree students may apply for block credit exemption for the language courses and IT course in their study programme.

General Principles

3. To be considered for course exemption, a student's prior qualifications must be:
 - a. awarded by a recognised academic institution through a study with assessment; or
 - b. awarded by a recognised professional/examination body through examinations; or
 - c. awarded by a registered private institution for a programme recognised under the Hong Kong QF or accredited by an equivalent overseas accreditation body; or
 - d. obtained via assessment under the RPL scheme of the QF; or
 - e. selected in-house training courses of companies/corporates whose learning outcomes and competencies developed in employees are recognised for credit exemption in bespoke certificate/diploma developed by Institute XXX for staff of the companies/corporates.

附錄5：有關學院學分轉移政策的學生參考資料(示例)

前言

1. XXX學院通過學分承認機制，認可學生的過往資歷。參照教育局於2016年3月發布的《香港資歷架構學分累積及轉移：政策、原則及應用指引》，學院就學分認可及轉移訂立機制和調適政策，透過豁免學生修讀課程中相若的科目，從而認可學生於入學前已取得的學習資歷與學術資格。

學分豁免及轉移的類別

2. 本學院設有兩類學分豁免及轉移：
 - a. 特定學分豁免：特定學分豁免以科目對科目的形式提出申請和批核。有關申請的評估工作，主要是比較申請人曾修讀的科目與申請特定學分豁免的科目兩者在學術標準/水平、內容和學習成果上相關和相似的程度。具體而言，申請人已獲取的資歷或修畢的科目，必須屬相同或更高的資歷架構級別，並且涵蓋本學院對應科目最少80%的課程內容。
 - b. 整體學分豁免：整體學分豁免的授予，取決於申請人的整體學習經歷。如申請人已獲取認可資歷，而該項資歷的程度等同或高於申請人於本學院修讀的課程，申請人將獲授予整體學分豁免。本學院副學位課程學生可就其課程中的語言和資訊科技科目申請整體學分豁免。

一般規例

3. 科目豁免申請人提交的資歷必須符合以下準則：
 - a. 該資歷是從一所認可院校通過考核而取得；或
 - b. 該資歷是從一個認可專業/考評機構通過考核而取得；或
 - c. 該資歷是由一個註冊私人機構授予，課程已獲香港資歷架構或海外相關學歷評審機構認可；或
 - d. 該資歷是透過資歷架構下的「過往資歷認可」機制經評估而取得；
 - e. 該資歷是通過完成公司/企業指定的內部培訓課程而取得，僱員從中獲取的學習成果及技能獲本學院認可，可於本學院為選定公司/企業的員工特設的證書/文憑課程獲得學分豁免。

4. A student can apply for both block credit exemption as well as specific credit exemption for the courses required for graduation in their respective study programme.
5. In any case, the maximum number of credits exempted/transferred should not exceed 50% of the total credit requirement for the academic award of the programme.
6. The minimum unit of exemption is one course. No exemption of partial course will be allowed.
7. To maintain students' exit standard, NO exemption should be allowed for capstone courses in a programme.
8. Prior qualifications that only meet the admission requirement are not entitled to exemption.
9. Exemption granted in prior study is not entitled to exemption in the current study.
10. Where necessary, applicants may be required to take an oral, written or practical assessment in order to prove that they have achieved the required course standard before approval of their applications.

Outcomes

11. For each course exemption granted, the student's course grade will be marked as "Exempted" on the transcript. Students are not required to take another course(s) to make up the total number of credits required for graduation.
12. An exempted course will be excluded from the calculation of the Grade Point Average (GPA) for full-time programmes or the Weighted Average Marks (WAM) for part-time programmes.
13. For full-time programmes and their mirror part-time programmes, no refund will be made for the exempted courses. For some of the part-time programmes, refund of relevant tuition fees paid may be made if course exemptions are granted.
14. Institute XXX reserves the right not to grant credit exemption for courses which are not deemed as equivalent to the XXX courses applied to be exempted, and for courses which students previously completed with a low grade.

4. 學生可同時申請特定學分豁免及整體學分豁免，以符合課程的畢業要求。
5. 不論任何情況，學生從學分豁免/轉移中取得的學分不得超過課程總學分的50%。
6. 學分豁免以科目計算，申請人不得就個別科目部分內容申請豁免。
7. 為保持畢業生水平，總結式科目將不獲豁免。
8. 僅達課程入學要求的資歷，不得在該課程中獲得學分豁免。
9. 如申請人先前已就某項資歷獲得學分豁免，則不得以該資歷於現時修讀的課程申請學分豁免。
10. 如有需要，本學院批核學分豁免申請時，會安排申請人參加口試、筆試或實習評核，以確認他們達到有關科目所需的水平。

批核結果

11. 每個獲豁免的科目，在修業成績表上會標示「已豁免」。學生無須修讀另一科目彌補畢業所需的總學分。
12. 已豁免的科目不會計算入全日制課程的成績平均積點(GPA)或兼讀制課程的加權平均分(WAM)內。
13. 關於本學院全日制課程及其對應的兼讀制課程，學生如獲科目豁免，將不予退款；至於部分兼讀制課程，學生如獲科目豁免，則可獲退還已支付的相關科目的學費。
14. 如本學院認為學生已修畢的科目並不同於其現時申請豁免的科目，或學生先前以低分成績修畢該科目，本學院保留不授予學分豁免的權利。

Appendix 6: Example of Faculty Credit Transfer Policy for Outgoing Exchange/Visiting Students

To align with the Credit Accumulation and Transfer Policy approved by the Senate of the University, the Faculty of Science has developed the credit transfer policy for outgoing exchange or visiting students as follows:

1. Students may, with the approval of the Faculty Board, transfer credits for courses completed at other institutions (whether inside or outside of Hong Kong) at any time during their candidature. No grade at the host institution will be converted back to the University and therefore will not be included in the calculation of CGPA.
2. Students should apply for and obtain approval for transfer of credits before departing on exchange or visiting study. Only the credits of the approved courses that students successfully completed will be transferred. No credits can be transferred for failed courses or courses without prior approval. Students cannot apply for credit transfer for courses they have already completed in the University. Students may choose not to transfer any credits from their exchange or visiting study.
3. Credit transfer is considered on the basis of course content equivalence and the total learning time involved in a particular course. In general, the normal study load for a six-credit course will be within the range of no less than 120 hours and no more than 180 hours of learning activities. The Faculty Board is the authority for approving credit transfer. In making a decision, the Faculty Board may also take into account content, hours of student learning activities, learning outcome, forms of assessment and appropriateness for the university's curriculum and programme. The approval of course equivalence is determined by the Faculty in consultation with the relevant course offering department/school.
4. A semester of full-time study as defined at the exchange institution is normally translated as a full semester's study load at the University. Students taking a standard course load abroad will generally be awarded a full course load of university credits, i.e. 30 university credits per semester.
5. The maximum number of credits transferrable per semester is 36. For host institutions with three quarters per academic year, for example in some universities in US, the maximum number of credits transferrable from two quarters of study is 48 in total.
6. As one standard University course carries 6 credits, in general, the credits of a course to be taken at the host institution will be transferred as a 6-credit course at the University by rounding up or down the credits.
7. For course at host institution with substantially lower load as compared to a standard 6-credit University course, say with only half of the load, students are advised to pair up two or more relevant courses to be transferrable as one University course.

附錄6：學院為赴外交換生/附讀生制定的學分轉移政策(示例)

為配合大學教務委員會核准的學分累積及轉移政策，理學院已為赴外交換生及附讀生制定學分轉移政策，詳情如下：

1. 如獲學院院務委員會批准，學生在學期間可隨時把在其他院校(包括香港以內或以外的院校)修畢的科目的學分轉移至本校，但在該主辦課程院校所得的成績則不會轉至本校，故不會計算入累計成績平均積點內。
2. 學生應在赴外交流或修讀附讀課程前，申請學分轉移並取得批准。學生必須修畢已核准科目，有關學分才會獲轉移。如科目成績不及格或科目未經事先核准，學分將不獲轉移。已在本校修畢的科目，一概不得申請學分轉移。學生也可選擇不轉移從交流計劃或附讀課程所得的學分。
3. 學分轉移的申請會按科目內容的對等程度和總學習時間考慮。一般而言，一個六學分科目的正常學習量為120小時至180小時的學習活動。學院院務委員會是學分轉移申請的批核當局，在批核申請時，會同時考慮科目內容、學生學習活動的時數、學習成果、評核形式，以及該科目是否與本校課程及個別課程配合。至於該科目是否獲批核為同等，則由學院經諮詢開設相關科目的學系/專科學院後決定。
4. 學生如按交流院校的規定以全日制形式就讀一個學期，其學習量通常當作等同本校一個學期的學習量。在外地修課而達標準課業量的學生，一般會獲授予相當於本校最高課業量的學分，即每學期30個學分。
5. 每學期可轉移的學分上限為36。如主辦課程院校(例如部分美國大學)每學年設有三個學期，則可轉移的學分上限為兩個學期合共48個學分。
6. 本校一個標準科目有6個學分，因此學生於主辦課程院校修畢一個科目所獲取的學分，經上調或下調後，一般會轉換為本校一個六學分標準科目計算。
7. 如主辦課程院校一個標準科目的學習量遠低於本校一個六學分標準科目的學習量(例如只有一半)，學生應把兩個或以上相關科目合併，轉換為本校一個科目計算。

8. If a standard course at host institution is of substantially higher load as compared to a standard 6-credit University course, students can apply to transfer the total extra credits of each course as free elective in the multiples of 6.
9. Students should identify an equivalent course at the University for credit transfer as far as practicable. If an equivalent course cannot be identified or the proposed equivalence by students is not approved, students may apply for transferring the courses as electives. For course that no relevant course offering department/school can be identified at the University, the Faculty would determine whether free elective credits can be granted based on the nature and workload of the course.
10. It is possible for students to apply for transferring course at exchange study equivalent to capstone course at the University such as directed studies and final year projects, provided that
 - students have fulfilled the pre-requisite requirement (year of study, advanced level courses completed in the major) of the capstone course before their exchange study;
 - the course to be transferred is equivalent to the relevant course at the University in terms of workload, level, assessment, and quality of outcome.
11. For credit transfer application of project or directed studies course, students are required to find an internal supervisor from the corresponding department/school in Science Departments/School and School of Biomedical Sciences. Research proposal has to be submitted to the internal supervisor before the approval of the credit transfer application, and the final report has to be submitted to the internal supervisor upon the completion of the project/directed studies in the host university.

8. 如主辦課程院校的一個標準科目的學習量遠高於本校一個六學分標準科目，學生可申請把有關科目的額外總學分轉換為自由選修科的學分，惟學分須為六的倍數。
9. 在可行的情況下，學生應盡量找出本校的同等科目作學分轉移。如無法找到同等科目或建議的科目不獲批准，學生可申請把其修讀的科目轉換為選修科計算。至於本校沒有相關學系/專科學院的科目，學院會根據科目的性質和學習量決定是否授予自由選修科學分。
10. 學生可申請把交流學習期間修讀的科目轉換為相等於本校的總結式課程(例如指導研究、畢業專題研究)，惟前提是一
 - 進行交流學習前，學生已符合總結式課程的先修條件(即年級、在主修科目中完成進階課程等條件)；以及
 - 擬轉移學分的科目在學習量、程度、評核及學習成果質素方面，與本校的相關科目等同。
11. 有關專題研究或指導研究的學分轉移申請，學生須邀請一位科學學系/學院或生物醫學學院的相應學系/學院人員為內部導師。學生須在學分轉移申請獲批前向導師提交研究建議書，並在主辦課程院校完成專題研究/指導研究後向導師提交最終報告。

Appendix 7: Example of CAT Information on the QR

Credit Accumulation and Transfer

| | |
|--|---|
| Title of Qualification: | Associate in Business (Accounting) |
| Title of Qualification (Chinese): | 工商業副學士(會計) |
| QR Registration No.: | 12/000598/4 |
| Credit Accumulation and Transfer: | Credit Accumulation and Transfer (Institutional) Sending Qualification of Credit Accumulation and Transfer (Programme) |
| CAT Info.: | https://www.XXX.edu.hk/en/admission/admission-policies/credit-transfer-and-subject-exemption/index.html |

Credit Transfer Arrangement
Transfer To

| Institution/Training body | Programme |
|--|---|
| AA College of Higher Education | Bachelor of Commerce (Honours) in Accounting and Banking Programme |
| BB School of Professional and Continuing Education | BSc (Hons) Accounting |
| XX University | Bachelor of Business Administration with Honours in Business Intelligence and Analytics (Full-time) |
| XX University | Bachelor of Business Administration with Honours in Business Management (Full-time) |
| XX University | Bachelor of Business Administration with Honours in Financial Technology and Innovation (Full-time) |
| XX University | Bachelor of Business Administration with Honours in Professional Accounting (Full-time) |
| XX University | Bachelor of Social Sciences with Honours in Economic and Public Policy Analysis (Full-time) |
| CC School of Continuing and Professional Education | BA (Hons) Accounting |
| YY University | Bachelor of Business Administration (Honours) in Accountancy |
| YY University | Bachelor of Business Administration (Honours) in Accounting and Finance |
| YY University | Bachelor of Science (Honours) in Financial Technology |
| YY University | Bachelor of Science (Honours) in Investment Science |
| CC College | Bachelor of Accounting (Honours) |

附錄7：資歷名冊內有關學分累積及轉移的資料(示例)

學分累積及轉移

| | |
|------------|---|
| 資歷名稱(英文): | Associate in Business (Accounting) |
| 資歷名稱: | 工商業副學士(會計) |
| 資歷名冊登記號碼: | 12/000598/4 |
| 學分累積及轉移: | 學分累積及轉移(院校) 附有學分累積及轉移(課程)安排的原來資歷 |
| 學分累積及轉移資料: | https://www.XXX.edu.hk/en/admission/admission-policies/credit-transfer-and-subject-exemption/index.htm |

學分轉移安排
轉移至

| 院校/培訓機構 | 課程 |
|-----------|------------------------|
| AA 專上學院 | 會計及銀行(榮譽)商學士課程 |
| BB 專業進修學院 | 會計學(榮譽)理學士 |
| XX 大學 | 商業智能及分析學榮譽工商管理學士(全日制) |
| XX 大學 | 商業管理學榮譽工商管理學士(全日制) |
| XX 大學 | 金融科技及創新榮譽工商管理學士(全日制) |
| XX 大學 | 專業會計榮譽工商管理學士(全日制) |
| XX 大學 | 經濟及公共政策分析榮譽社會科學學士(全日制) |
| CC 專業進修學院 | 會計榮譽文學士 |
| YY 大學 | 會計學(榮譽)工商管理學士 |
| YY 大學 | 會計及金融(榮譽)工商管理學士 |
| YY 大學 | 金融科技(榮譽)理學士 |
| YY 大學 | 投資科學(榮譽)理學士 |
| CC 大學 | 會計學學士(榮譽) |

CAT Information**General CAT Information**

If students consider their previous studies relevant to their current programmes/subjects, they may submit an application for "Credit Transfer/Subject Exemption" with supporting documents, such as transcript and syllabi of the relevant subjects completed previously.

The validity period of subject credits earned is eight years from the year in which the subject was completed, unless otherwise specified by the offering institution (e.g. the credit was earned in 2019/20, then the validity period should count from 2020 for eight years). Credits earned should remain valid at the time when the students apply for transfer of credits.

1. Credit Transfer

Students should submit credit transfer application upon their initial enrolment on the programme, or before the end of the add/drop period of the first semester of their first year of study.

2. Subject Exemption

Students may be granted subject exemption (normally applicable to compulsory subjects only) if they have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted for satisfying the credit requirement of the programme. They should consult the offering institution and take another subject instead.

Specific CAT Information

1. Credit Transfer

- a) Students may be granted credit transfer for recognised previous study and the credits will be counted towards meeting the credit requirement for the award.
- b) Students shall not be granted credit transfer for more than 67% of the total credits required for the award if the credits have been gained from within the offering institution or not more than 50% if the credits have been gained from other institutions.
- c) If the credits have been gained from within the offering institution, grades may be given for the transferred credits.
- d) All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or add/drop period of a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.

學分累積及轉移資料**基本學分累積及轉移資料**

如認為過往的學習與現時就讀的課程/學科相關，可遞交「學分轉移/學科豁免」申請，並附上證明文件，例如修業成績表及已修畢的相關學科的課程綱要。

所獲學分的有效期為八年，由學生完成該學科的年度起計算(如在2019/20年度取得學分，有效期應自2020年起計算，為期八年)；如開辦課程的院校另有規定，則作別論。申請轉移的學分必須在提出申請時仍然有效。

1. 學分轉移

學生須於辦理課程註冊時或首學年第一個學期的增修/減修學科限期屆滿前遞交學分轉移的申請。

2. 學科豁免

學生如在另一課程修畢類似學科，或可獲得學科豁免(一般只限必修學科)。然而，獲豁免學科的學分，不會計算在課程指定須取得的學分內。因此，學生須諮詢開辦該課程的院校，並修讀另一學科以作替代。

特定學分累積及轉移資料

1. 學分轉移

- a) 學生或可因過往受認可的學習而獲准轉移學分，該等學分會計算入獲取學銜所需的學分內。
- b) 如取得的學分全數源自開辦課程院校的課程，學分轉移上限為獲取學銜所需的總學分的67%；如取得的學分源自其他院校的課程，學分轉移上限為獲取學銜所需的總學分的50%。
- c) 如取得的學分全數來自開辦課程的院校，轉移的學分或會獲得等級評核。
- d) 所有經批准的學分轉移會在申請獲批的學期生效。如學生在重新註冊時或某個學期的增修/減修學科期間申請學分轉移，即使獲批轉移的學分讓該學生即時符合獲取學銜的總學分要求，該學生也須待該學期末方可畢業。

- e) The subject grade(s) used in the application should be attained in the last attempt of the previous study, if more than one attempt of study is involved.
- f) Students should not be granted credit transfer for a subject which they have attempted and failed in their current study.

2. Subject Exemption

- a) Students may apply for exemption from taking certain subjects if they have successfully completed similar subjects previously in another programme. However, they should note that the credits associated with the exempted subject will not be counted towards the credit requirement for award. It will therefore be necessary for the students to take another subject in order to satisfy the credit requirement for the award.
- b) For approved exemption, students should register a replacement subject either during the subject registration period or add/drop period. Students will have to consult the College on the replacement subject to be taken.

- e) 學生如曾經多次修讀某一學科，申請學分轉移時應填報修讀該學科最近一次取得的等級。
- f) 如學生現時修讀的學科成績不及格，該學科的學分將不獲轉移。

2. 學科豁免

- a) 學生如曾於另一課程修畢類似學科，可申請豁免修讀某些學科。然而，學生須注意，獲豁免學科的學分，不會計算入獲取學銜所需的學分內。因此，學生須修讀另一學科，以符合獲取學銜的學分要求。
- b) 倘獲學科豁免，學生應於學科註冊期間或增修/減修學科期間註冊替代學科，並須就擬修讀的替代學科徵詢學院的意見。

Appendix 8: Example of Information on Course and Unit Exemptions for Undergraduate Students

Course & Unit Exemptions for Undergraduate Students

1. For Undergraduate Students with Post-Secondary Qualifications

Types of Qualifications

Qualifications*, either gained at other post-secondary institutions or at another programme of studies previously undertaken at the University, or equivalent, and may include:

- Courses taken in a previous first degree programme, full-time or part-time, in Hong Kong or elsewhere, irrespective whether that programme was actually completed or not;
- Courses taken in Diploma or Higher Diploma or Teacher's Certificate programmes;
- Course taken by registered students of the University on approved exchange programmes;
- Passes in papers of professional bodies.

In listing all these qualifications, it is not suggested that they shall necessarily be recognised, as the decision in each case will rest with the recommendation of the Department Chairman/Director of Studies concerned and subject to approval by the Faculty Dean. Students should consult the Department/Programme concerned on the possibility of granting course and unit exemptions before making application.

* Qualifications obtained from entrance examinations for admission to university/tertiary education are not considered as post-secondary qualification e.g. International Baccalaureate (IB), General Certificate of Education (GCE) and Hong Kong Advanced Level Examinations (HKALE) etc.

General Principles

- Recognition should be dealt with in terms of equivalence to particular courses at the University without direct reference to the Programmes of Studies. The general principle is that a course taken elsewhere will be recognised as equivalent to a course of the University if it is comparable in scope and standard, and provides the student with sufficient knowledge to pursue higher level courses at the University for which the exempted course is a prerequisite.
- Recommendations should be made by the individual Department/Programme responsible for the particular course, subject to general guidelines. Such recommendations should then be approved by the Dean of the Faculty concerned. In cases where no comparable courses are offered at the University, the decision will rest with the Department Chairman/Director of Studies in the student's major subject and the Faculty Dean concerned.
- In making its evaluation, the Department/Programme should take into account the status of the institution where the qualification was gained, the number of hours and the normal level of the course in that institution (e.g. normally taken by second year students), the grade achieved, how long ago the course was taken, and may even conduct a test if necessary.

附錄8：學士學位課程學生適用的科目及學分豁免資料(示例)

科目及學分豁免(學士學位課程學生適用)

1. 持有大專學歷的學士學位課程學生

學歷類別

大專學歷* 指由其他大專院校頒授的學歷或以前在本校修讀另一課程所得的學歷或同等資歷，包括—

- 在香港或其他地區修讀全日制或兼讀制學士學位課程的科目，不論此課程是否已全部修畢；
- 文憑、高級文憑或教師證書課程的科目；
- 經本校核准的學生交換計劃課程的科目；
- 專業考試及格考卷。

上述學歷/資歷是獲認可與否，須由有關學系/課程主任作出建議，然後由有關學院院長按個別情況決定。學生宜先向有關學系/課程部門查詢科目及學分豁免申請會否獲考慮，才作出申請。

* 大專學歷並不包括大學/專上教育入學考試的成績，例如國際文憑大學預科課程考試 (IB)、普通教育文憑試 (GCE)、香港高級程度會考 (HKALE) 等。

一般豁免原則

- 學歷/資歷獲認可與否，須視乎有關科目與本校特定科目是否對等，與課程本身並無直接關係。根據一般原則，學生在其他培訓機構修讀的科目，倘在範圍及程度方面與本校科目相若，並且令該學生具備充分知識，能符合先決條件修讀本校更高程度的科目，將獲認可為等同於本校科目。
- 豁免申請應經由負責有關科目的學系/課程部門根據一般指引作出建議，然後由有關學院院長批核。如本校並無開設相若科目，則由學生主修學科的學系/課程主任及學院院長決定。
- 學系/課程部門進行評估時，應考慮頒授該資歷的院校的學術地位、有關科目的上課時數及程度(例如：一般為二年級學生所修讀)、所得成績、修讀有關科目距今的時間，甚或於必要時進行考核。

- (d) When equivalence to a particular course of the University is recognised, the student will be treated as if he had taken that course, in effect gaining both course and unit exemption (the number of units exempted being that of the equivalent course offered by the University). The Student cannot take the exempted course.
- (e) Courses exempted through recognition of such equivalence will not be included in GPA calculations.
- (f) Students should also observe the related University regulations on minimum units and attendance requirements, period of study, course requirements and exemptions.
- (g) Other important note:

For students whose application is based on AD/HD qualification, they can only be exempted from the course(s) but not the unit requirements. Students are required to complete all course and unit requirements for graduation. In general, students of these qualifications are exempted from courses of 1000 or 2000 level at the University.

2 Application Guidelines and Procedures

Students should submit the application for course & unit exemptions via the Student Information System (SIS) and follow the instructions to upload the softcopy of the required documents. Students can track their application status in SIS.

The application will be forwarded to concerned departments for consideration and approval ONLY after all required documents (see 3 below) are received/inspected. Students will be advised to cancel the application if any of the documents have NOT been uploaded or received by Registration and Examinations Section within 1 month after the application has been submitted.

Once the application is approved by the Faculty Dean, a "Statement of Course & Unit Exemptions" will be sent to the students for record. If students have any further queries/appeal to the result, they must approach the Registration and Examinations Section within 2 months from the issue date of the statement, or for graduating students, on or before the first working day of February (for 1st term graduation) and July (for 2nd term graduation), whichever date is earlier. Any late appeal of the results will NOT be considered.

3. Required Documents

- (a) Certificates/Diplomas – please upload the photocopy, as required. Students MUST submit the original(s) for inspection in person to the Registration and Examinations Section.
- (b) Transcripts – students should ask institution(s) concerned to forward transcript(s), where applicable, directly to the Registration and Examinations Section.
- (c) Course descriptions – copies of course content/course outline of courses taken at other institutions (or at previous programme of the University), for post-secondary qualifications stated in (1).

Application will NOT be processed if the required documents are not submitted/received.

- (d) 科目一經認可為等同於本校某科目後，學生即被視為已修畢後者，亦即獲得科目及學分豁免(獲豁免的學分等於本校該科目的學分)。學生不得修讀已豁免的科目。
- (e) 經認可而豁免的科目的成績，將不計算入成績平均積點內。
- (f) 學生必須遵從本校大學學則內有關學分及出席率、修業期限、科目要求及豁免的規定。

(g) 其他注意事項：

持副學士學位/高級文憑學歷者，只獲豁免修讀科目而不獲豁免學分。學生必須完成課程所有科目及學分要求以符合畢業條件。一般情況下，持該等學歷的學生可獲豁免本校1000或2000程度的科目。

2. 申請指引及手續

學生須於學生資訊系統(SIS系統)遞交科目及學分豁免的申請，並按指示上載所需文件。學生可以透過SIS系統自行查閱申請狀況。

待各項所需文件(見下文第3段)齊備及經檢查後，有關申請方會轉交相關學系考慮及批核。如學生在遞交申請後一個月內未能上載全部所需文件至SIS系統或把所需文件送達註冊及考試組，其申請將被取消。

學院院長核准有關申請後，學生會收到「豁免科目及學分通知書」以作記錄。如欲查詢或上訴，學生必須於該通知書發出後的兩個月內，或於二月第一個工作日或之前(上學期畢業班學生)及七月第一個工作日或之前(下學期畢業班學生)向註冊及考試組提出，以較早者為準。逾期上訴將不獲考慮。

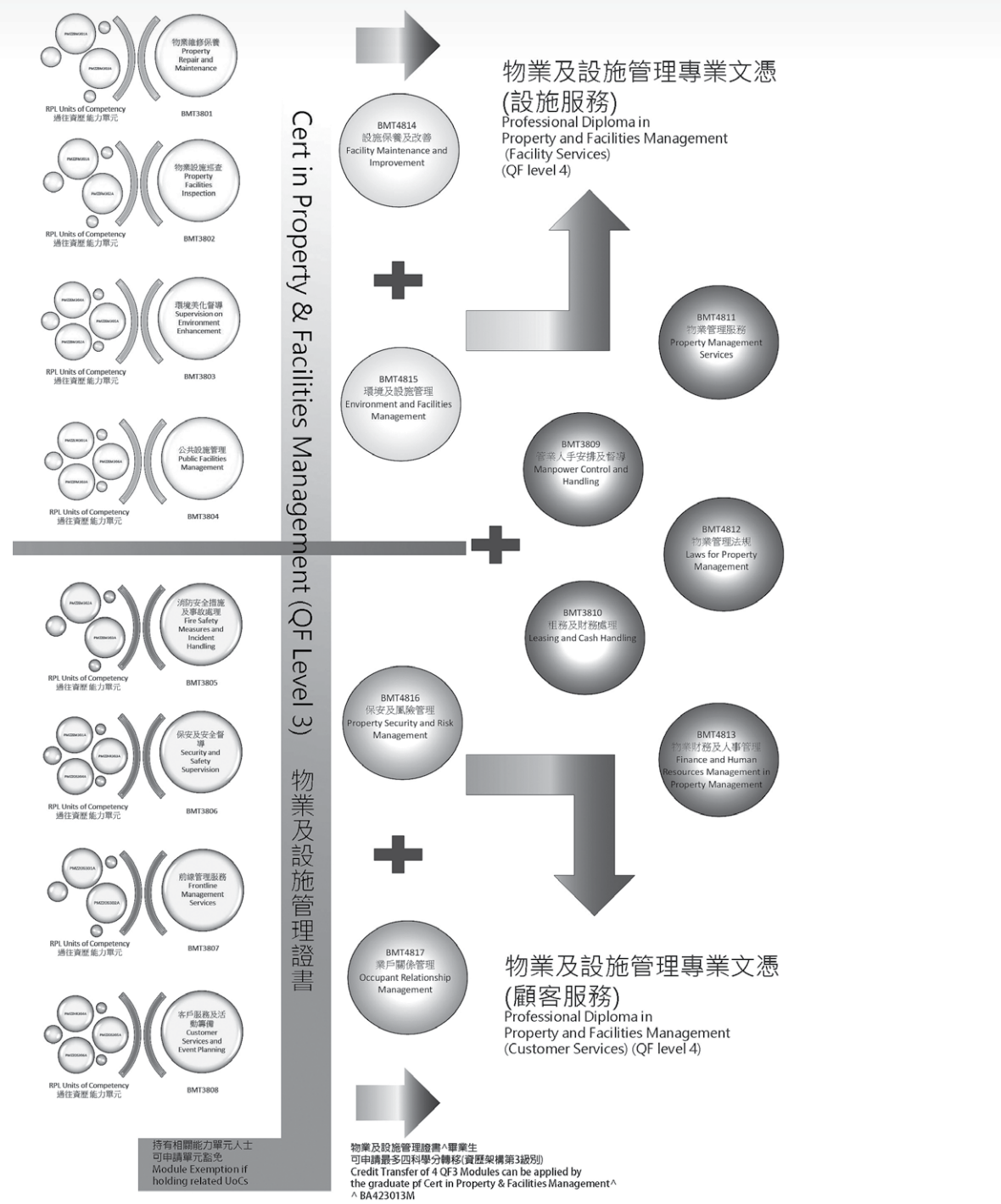
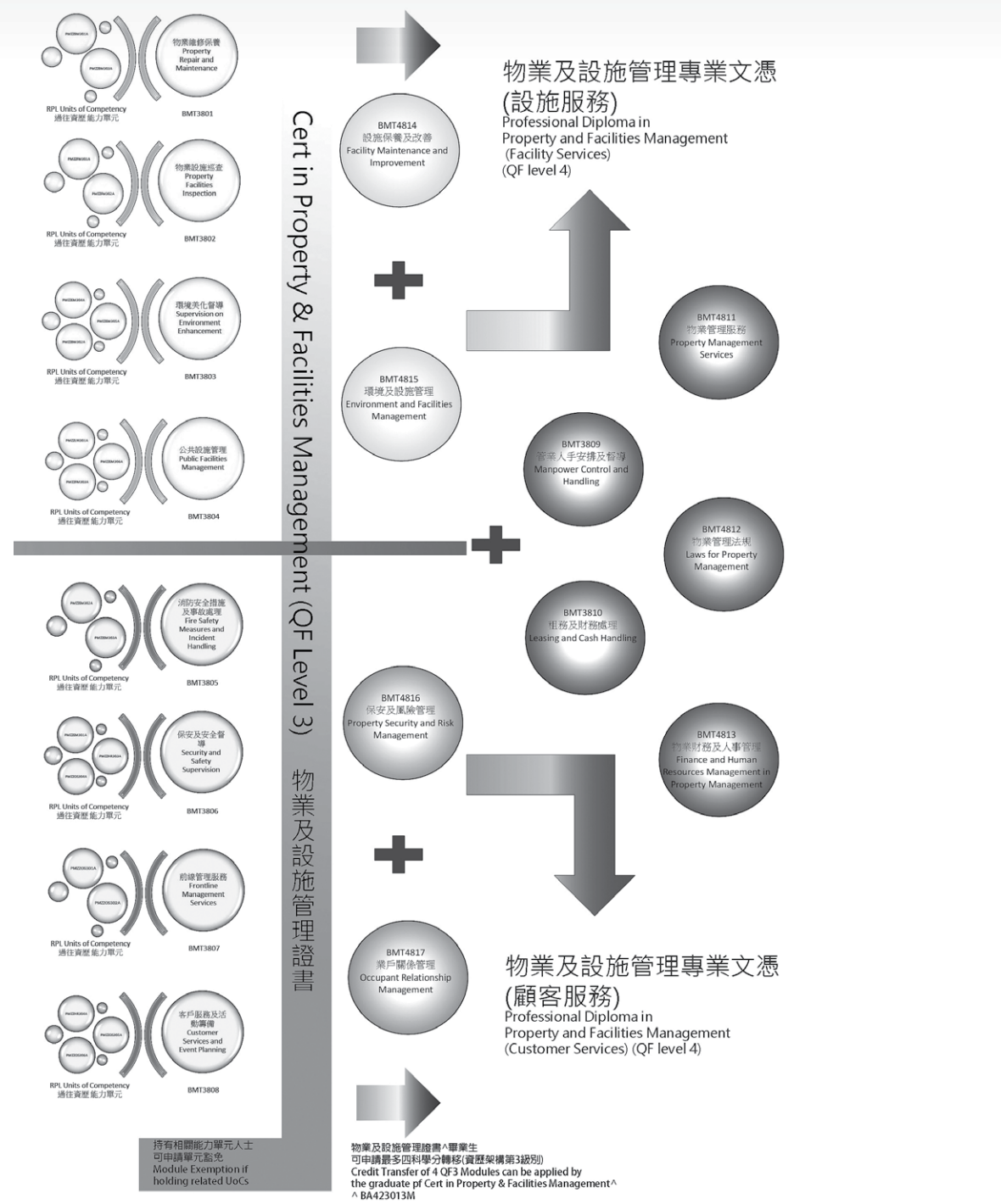
3. 所需文件

- (a) 證書/文憑 — 請上載所需證書/文憑的副本；學生必須親身向註冊及考試組出示文件正本，以供檢查。
- (b) 修業成績表 — 學生須洽請有關院校把修業成績表(如適用)直接轉交註冊及考試組。
- (c) 科目說明 — 在其他院校修讀的科目或先前在本校另一課程修讀的科目的內容/大綱副本，只適用於上文第1段所述以大專學歷申請豁免的學生。

所需文件如不齊備，有關申請恕不辦理。

Appendix 9: Illustration of Articulation Arrangements between SCS-based Programmes at HKQF Levels 3 and 4

附錄9：香港資歷架構第三及第四級《能力標準說明》為本課程之間的銜接安排



Appendix 10: Sample Memorandum of Understanding between an Institution and a Corporate Enterprise

MEMORANDUM OF UNDERSTANDING BETWEEN

Institute A

AND

Company B

1. This Memorandum of Understanding (henceforth 'MOU') is made between Institute A and Company B.
2. This MOU signifies a statement of intent to collaborate, but is not a legally binding document.
3. It recognises the intention of Institute A and Company B to form a strategic partnership including but not limited to –
 - a) the offering of academic or professional programmes to cater to the training needs of Company B's learners in specific disciplines in the market;
 - b) the offering of exemptions to Company B's learners with required academic achievement and/or qualification recognised under the QF when taking the programmes stated in 3a above.
4. The Memorandum shall remain in effect for a period of four years from the date of signing.

The Memorandum may be amended, modified or terminated at any time by the mutual consent of the co-operating parties. Each party has the right to discontinue the Memorandum subject to a period of 6 months' notice being given to the other party.

附錄 10：培訓機構與企業訂立的《諒解備忘錄》(示例)

甲院校與乙公司訂立的

《諒解備忘錄》

1. 本諒解備忘錄(下稱「備忘錄」)由甲院校與乙公司訂立。
2. 本備忘錄屬合作意向書，不具法律約束力。
3. 本備忘錄承認甲院校與乙公司有意建立策略合作伙伴關係，包括但不限於：
 - a) 提供學術或專業課程，以配合乙公司學員對市場上特定學科的培訓需要；
 - b) 向修讀上文第3a段所述課程和已獲取所需學歷及/或資歷架構認可資歷的乙公司學員提供豁免。
4. 本備忘錄於簽署當日生效，有效期為四年。

經合作各方同意後，本備忘錄可在任何時間予以修訂、更改或終止。任何一方都有權終止本備忘錄，但須提前六個月通知另一方。

Appendix 11: Schedule to an Agreement between Two Higher Education Institutions to Offer a Dual Degree Programme at QF level 6

Schedule 1 Programme Details

1. Name of Award

Master of Science in XXX conferred by University A and University B. Each student who fulfils the programme requirements is eligible to receive two degree certificates, from University A and University B respectively.

2. Mode and Year of Study

The Programme will be presented in mixed mode (face-to-face and online). The study duration will be one-year full-time or two-year part-time. The maximum study periods for full-time and part-time are three and four years respectively.

3. Entry Requirements

To be eligible for admission into the Master of Science in XXX programme, applicants should have a Bachelor's degree from a recognised institution or equivalent qualification. All applicants must meet the English language proficiency requirements of both Parties as stated in Clause 4 of this schedule.

4. English Language Requirement

Students admitted to the Master of Science in XXX programme should fulfil the English language requirement of a band score of 6.5 in IELTS (within the validity period of 2 years) or equivalent for admission at University A and University B.

5. Graduation Requirement

Students will be eligible for graduation if they achieve a cumulative GPA. of 2.67 or above.

6. Student Intake

The planned number of annual student intake for each cohort will be 25. A Joint Admission Panel, composed of a team of representatives nominated from both Parties, will be responsible for academic vetting of the applicants and conducting admission interviews when necessary. The Joint Admission Panel will report the admission progress to the Joint Programme and Curriculum Committee.

附錄 11：兩所高等教育院校就開辦雙學位課程 (資歷架構第六級) 而簽訂的協議的附表

附表一 課程詳情

1. 學銜名稱

XXX 理學碩士學位由甲大學和乙大學頒授。符合課程畢業要求的學生，可分別獲甲大學和乙大學頒授共兩張學位證書。

2. 課程模式及修讀年期

課程以混合模式授課 (面授及網課形式)。學員可修讀一年全日制課程或兩年兼讀制課程，修讀期分別以三年和四年為上限。

3. 入學要求

XXX 理學碩士課程申請人，須持有獲認可院校頒授的學士學位或同等學歷，並必須符合雙方於本附表第 4 條所述的英語能力要求。

4. 英語能力要求

申請人須符合英語能力要求，即在國際英語水平測試 (IELTS) 取得 6.5 分的總成績 (於測試後的兩年內有效) 或具備同等成績，方會獲甲大學和乙大學取錄入讀 XXX 理學碩士課程。

5. 畢業要求

學生取得成績平均積點 2.67 或以上，方符合畢業要求。

6. 收生

預計每年每屆收生 25 人。由雙方提名的代表所組成的聯合招生小組，在有需要時會對申請人進行學術評審和入學面試。聯合招生小組會向聯合課程委員會報告收生情況。

7. Programme Structure

There are a total of nine core courses (30 credit units) in the Programme. Among them, four (12 credit units) are new courses offered by University A; four (12 credit units) are existing courses offered by University B. The credit units accumulated in one Party will be recognised by another Party through credit transfer (i.e. 40% of the programme will be under credit transfer). The approval of credit transfer is sought according to the stipulated academic rules and procedures in each Party. The new Capstone Project course (6 credit units) is jointly offered by both Parties. Students taking the project should register the course at both institutions.

8. Progression towards the Award

Students are required to complete all 30 credit units and achieve a cumulative GPA. of 2.67 or above to be awarded the Master of Science in XXX. The credit units accumulated in one Party will be recognised by another Party through credit transfer. The approval of credit transfer is sought according to the stipulated academic rules and procedures in each Party. It is expected that students normally will complete the Programme in one year (in full-time mode) or in two years (in part-time mode). Any deferral of students should not exceed a maximum period of three years (in full-time mode) and four years (in part-time mode).

9. Medium of Instruction

English will be the medium of instruction of the Master of Science in XXX programme.

10. Admission

Both Parties will set up their own admission portal to admit students. Such admittees will become the primary students of the Party that admits them. The students will pay tuition fee to one Party only. Students' information will be shared with the other Party for administration of the programme, which will be stated in the Personal Information Collection ("PIC") statement in its Programme application form. Both Parties agree to use, store and process any personal data of the applicants of the Programme in accordance with any applicable personal data protection laws.

11. Learning Support to Students

Both Parties will allow students to use the facilities at each other's campuses related to their study. Both Parties shall ensure that students of the Programme have the same rights, privileges and responsibilities in using learning facilities in each other's campuses.

12. Quality Assurance

The academic quality of the Programme can be assured through each Party's established quality assurance system as well as the involvement of both Parties in joint committees, composing of a team of representatives nominated from both Parties, established for the Programme.

7. 課程結構

課程共有九個核心科目(30個學分)，當中四個新科目(12個學分)由甲大學開辦，四個現有科目(12個學分)由乙大學開辦。在其中一方累積所得的學分，會透過學分轉移獲另一方認可(即40%的課程將以學分轉移方式完成)。批核學分轉移的工作是根據每一方訂定的學術規則及程序進行。新設的總結式專題項目科目(6個學分)由雙方協辦。選修該科目的學生應同時在兩個培訓機構登記報讀該科目。

8. 獲頒授學位的進階路程

學生須悉數修畢30個學分，並取得累計成績平均積點2.67或以上，方獲頒授XXX理學碩士學位。在其中一方累積所得的學分，會透過學分轉移獲另一方認可。批准學分轉移的工作是根據每一方訂定的學術規則及程序進行。一般預期全日制課程及兼讀制課程分別在一年及兩年內完成，延期修業則分別以三年及四年為上限。

9. 教學語言

XXX理學碩士課程以英語授課。

10. 入學取錄

雙方會各自設立收生平台。獲取錄者會成為取錄方的主要學生。學生只須向一方支付學費。另一方可共享學生資料，作課程行政管理之用。課程申請表的收集個人資料聲明會訂明相關安排。雙方均同意按照適用的個人資料保障法例，使用、儲存和處理課程申請人的任何個人資料。

11. 學生的學習支援

雙方容許學生使用另一方校園的學習設施。雙方須確保修讀該課程的學生使用另一方校園的學習設施時享有相同的權利、特權和責任。

12. 質素保證

課程的學術質素可透過每一方既定的質素保證制度，以及雙方為課程而成立的聯合委員會獲得保證。聯合委員會由雙方提名的代表組成。

Joint Programme and Curriculum Committee

A Joint Programme and Curriculum Committee will be set up between University A and University B. It serves to monitor and assure the satisfactory operation of the Programme. The duties include, but are not limited to, reviewing the programme curriculum and structure, course offerings, students' performance and feedback, educational efficacy, admission policies and promotion strategies.

Joint Board of Examiners

To maintain appropriate academic standard of the Programme and make decisions on examinations, a Joint Board of Examiners will be set up between University A and University B for the common core Capstone Project course. For all the other courses in the Programme, University A and University B will make decisions on examinations to the courses offered by the respective Party.

Joint Staff-Student Consultation Committee

The committee provides a platform for students to express their views related to the Programme, courses, assessment strategies, and learning support. Feedback will be solicited from students for continuous programme improvement. Academic staff representatives from University A and University B, as well as student representatives with University A and University B as their respective primary affiliations, are the members of the Committee.

課程聯合委員會

甲大學與乙大學會成立課程聯合委員會，監察課程運作，確保運作令人滿意。委員會的職責包括但不限於檢討課程內容及結構、開設的科目、學生的表現及意見、教育成效、收生政策及推廣策略。

主考聯合委員會

甲大學與乙大學會就屬於共同核心科目的總結式專題項目成立主考聯合委員會，使課程維持在適當的學術水平，以及為考試事宜作決定。至於課程的其他科目，甲大學與乙大學會分別就其開設科目的考試事宜作決定。

師生諮詢聯合委員會

委員會為學生提供平台，讓他們就課程、科目、評核策略及學習支援的事宜發表意見。校方會收集學生的意見，以持續改善課程。委員會成員包括甲大學與乙大學的教職員代表，以及分別原屬甲大學與乙大學的學生代表。

Appendix 12: Information to Students on Credit Transfer and Subject Exemption Policy at a Corporate Academy

Information on Credit Transfer and Subject Exemption Policy

1. General Principles on Credit Transfer/Subject Exemption

Students may apply for credit transfer from previous study of the same subject within the Academy or similar subject from other institutions. Credit transfer may be granted without carrying the grade from the previous study, which is in the discretion of the Programme Leader. Subject exemption may be granted for specific subjects in some of accredited programmes based on the prior learning that is less structured in nature and that can be proven to be equivalent to subjects offered by the Academy.

Students may not normally be allowed credit transfer and/or subject exemption for more than 45% of the total number of credits of the programme, while subject exemption granted will ONLY be limited to the subjects agreed by the Academy.

Assessment criteria of credit transfer and subject exemption is stated clearly in the application form.

2. Application Guidelines and Procedures

The credit transfer/exemption should be a one-off exercise. Applications should be made no later than 10 working days after the commencement of the first semester of the admission year. Late application will NOT be accepted under any circumstances.

Students who wish to apply for Credit Transfer and/or Subject Exemption must fill in the application form and submit to the Information Counter for processing. Prior to the submission of application, students are advised to consult the respective Programme Leader. Applications will be considered and approved by Deputy Dean and Programme Leader. Official results will be announced within 15 working days after the submission of application.

3. Required Documents

Students applying for credit transfer should submit the following documented evidence for consideration:

- Course description (please refer to point c) of the application form for details)
- Transcript
- Certificate/Diploma for completing respective course/programme

附錄 12：有關某企業學院學分轉移和學科豁免政策的學生參考資料

學分轉移及科目豁免政策

1. 學分轉移 / 科目豁免的一般原則

學生如曾於本學院修讀相同科目或在其他培訓機構修讀類似科目，均可申請學分轉移。課程主任可酌情決定只批准轉移學分，而不一併轉移相關成績。就部分經評審課程的特定科目而言，學生如能證明其過往的非結構式學習相當於本學院開設的科目等，或可獲批予科目豁免。

學分轉移及 / 或科目豁免一般不得多於課程總學分的 45%，而科目豁免亦只適用於本學院指定的科目。

申請表格已清楚列明學分轉移及科目豁免的審核準則。

2. 申請指引及程序

學生只可就學分轉移 / 科目豁免提交一次申請。申請須於入學年第一個學期開始後十個工作天內提出，逾期申請概不受理。

如欲申請學分轉移及 / 或科目豁免，必須填妥申請表格，並送交詢問處辦理。提交申請前，學生應諮詢相關課程主任的意見。申請將由副院長及課程主任審批，正式結果將於提交申請後 15 個工作天內公布。

3. 所需文件

申請學分轉移的學生須提交以下證明文件：

- 科目說明 (詳情請參閱申請表格 c) 項)
- 修業成績表
- 修畢相關科目 / 課程的證書 / 文憑

Students applying for subject exemption may submit the following documented evidence for consideration:

- Curriculum Vitae
- Employment Contract
- Certificate of Training
- Letter of recommendation or testimonials issued by employers or industry professionals
- Record of work (e.g. work report, log book)
- Statement of Attainment of RPL
- Proof of professional qualification/membership of professional body
- Award/certificate obtained in competitions

For subject exemption from RPL and other professional qualifications, please refer to the application form for details. Other cases will be approved on case-basis.

The Academy reserves the rights to collect more evidence to support the application of credit transfer/subject exemption. Application will NOT be processed if the required documents are not submitted/received.

申請科目豁免的學生須提交以下證明文件：

- 個人簡歷
- 僱傭合約
- 培訓證書
- 僱主或行內專家發出的推薦信或介紹信
- 工作記錄(如工作報告、日誌)
- 「過往資歷認可」資歷證明書
- 專業資歷/學會資格證明
- 比賽獎項/證書

有關以「過往資歷認可」及其他專業資歷提出的科目豁免申請，詳情請參閱申請表格。其他申請將按個別情況審批。

本學院保留收集更多證明文件的權利，以處理學分轉移/科目豁免的申請。如遞交的證明文件不齊備，申請將不獲處理。

Appendix 13: Policy of a University on the Use of RPL Credits for Advanced Standing towards its Degree Programmes

Recognition of Prior Learning (RPL)

Credits obtained under the RPL mechanism of the QF may be recognised for advanced standing.

Credits to be recognised must be obtained from UoC at QF Level 4 or above and assessed in cluster(s) at QF Level 4 or above. Each UoC will only be recognised once for advanced standing based on its QF credit value. The UoCs can be obtained from more than one industry/sector.

RPL credits to be recognised must be obtained via assessment rather than exemption.

Transfer credits granted by the University for recognition of RPL credits can be applied towards the free choice requirements of a bachelor's degree programme up to a maximum of 20 credits.*

Candidates may apply for advanced standing via the General Credit Transfer (GCT) Scheme.

*** or the number of free choice credits allowed in a programme, whichever is lower.**

附錄 13：某大學以「過往資歷認可」學分就學位課程進行學分承認的政策

「過往資歷認可」

業界從業員透過資歷架構下的「過往資歷認可」機制取得的學分，可獲本校承認。

有關學分必須考取自一個屬資歷架構第四級或以上的能力單元，以及該單元必須來自一個屬資歷架構第四級或以上的能力單元組合。每一個考取的能力單元，根據其資歷學分，可獲承認一次。用以提出申請的能力單元，可來自不同的行業/界別。

有關的「過往資歷認可」學分，必須通過評核而非豁免取得。

透過「過往資歷認可」機制而獲本校准予轉移的學分，適用於豁免學士學位課程中的自選學分，上限為20個學分*。

學生可透過一般學分轉移計劃，申請學分承認。

*** 或課程設置的自選學分，兩者以較低者為準。**

Appendix 14: Entry Requirements of a Professional Programme in Property Management at QF level 6

Entrance Requirements

A Bachelor's degree with Honours in architecture, interior design, construction, building surveying, estate management, property/facility management, building services engineering, business or the equivalent; OR

A professional qualification, plus relevant professional experience that is related to the building industry or property/facility management, e.g. full membership of the HKIE, HKIS, HKIA, CIBSE, CIOB, RICS, CIH, BIFM, HKIFM or CFM(IFMA).

Candidates who have substantial experience in facility management-related areas, but who lack formal academic qualifications, may be admitted to the programme subject to an interview and/or a review of their experience. In considering such candidates, the University will decide whether their experience can be deemed equivalent to an Honours degree awarded by a recognised university.

Applicants must also meet the English language requirement of the University.

Please visit www.xxx.edu.hk/study for details.

附錄 14：物業管理專業課程 (資歷架構第六級) 的入學要求

入學要求

持有建築學、室內設計、建造、屋宇測量學、物業管理學、物業/設施管理學、屋宇設備工程學、工商管理榮譽學士學位，或同等學歷；或

專業資格，以及與建築業或物業/設施管理相關的專業經驗，如香港工程師學會 (HKIE)、香港測量師學會 (HKIS)、香港建築師學會 (HKIA)、英國特許屋宇設備工程師學會 (CIBSE)、英國特許建造學會 (CIOB)、皇家特許測量師學會 (RICS)、特許房屋經理學會 (CIH)、英國設施管理學會 (BIFM)、香港設施管理學會 (HKIFM) 或設施管理經理 (國際設施管理協會) (CFM(IFMA)) 的正式會員資格。

報讀人士如在設施管理相關範疇具備豐富經驗，但欠缺正式資格，亦會獲考慮，惟須接受面試及/或經驗評估。在考慮是否取錄有關申請人時，本校將決定其經驗能否視作等同於由認可大學頒發的榮譽學位。

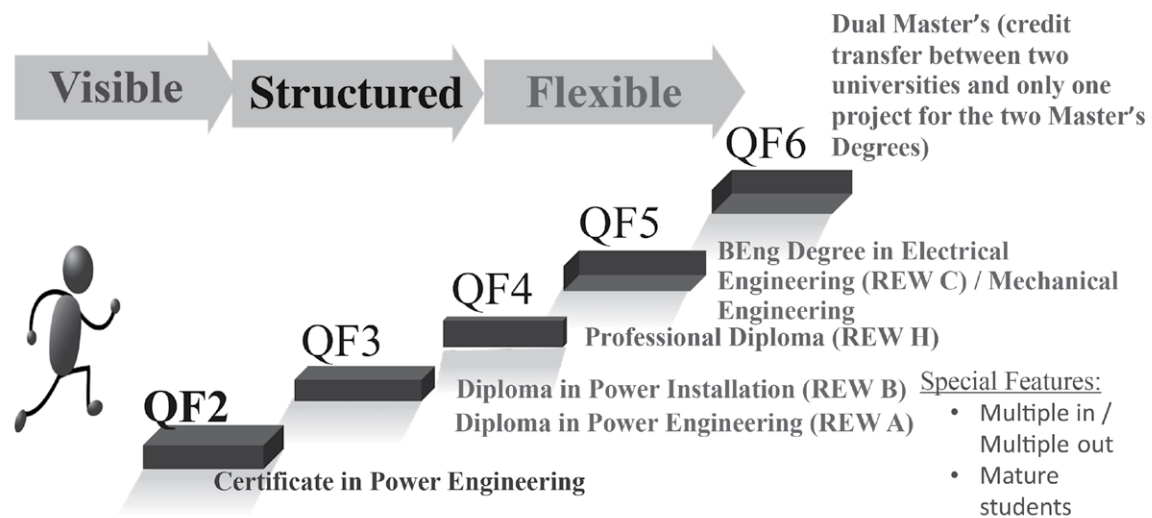
申請人必須符合本校的英語水平要求。

詳情請參閱網頁 www.xxx.edu.hk/study。

Appendix 15: Illustration of a Learning Pathway developed by a Corporate Academy

附錄 15：某企業學院所訂立的進修路徑示意圖

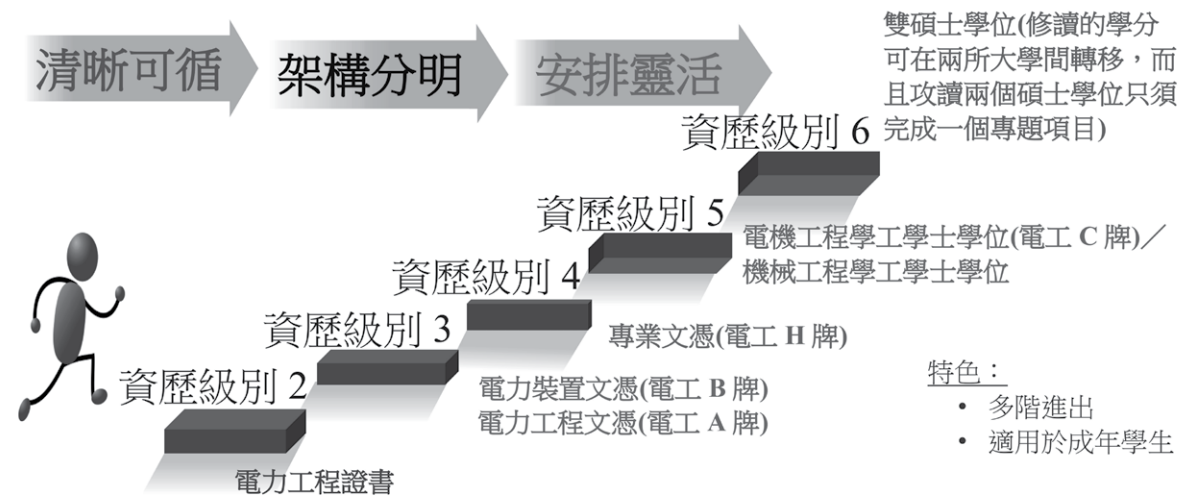
Continuous Learning Pathway



S3 School Leavers with Working Experience. Recognition of prior learning and experience.

Note: REW (A, B, C, H) indicates that the qualifications awarded meet the HK government's registration requirements for workers in the industry

持續進修路徑



適用於具工作經驗的中三離校生, 過往的學習經歷和經驗可獲承認。

註: 電工 A 牌、B 牌、C 牌、H 牌表示學院授予的資歷符合香港政府對業界從業員訂定的註冊要求。

Appendix 16: Course Description of a SCS-based Training Course for Home Managers at QF level 4

附錄 16：《能力標準說明》為本的院舍主管培訓課程 (資歷架構第四級)的課程大綱

社會福利署院舍員工培訓資助計劃 「院舍主管培訓課程」(甲)

課程大綱

| 課題單元 | 時數 | 《能力標準說明》的相關能力單元 | 備註 |
|--|----|--|---|
| 提供優質顧客服務 <ul style="list-style-type: none"> 提供優質顧客服務的知識與技巧(包括服務守則、溝通技巧、保障顧客的私隱及利益) 處理投訴的知識與技巧(包括分析事件及回覆投訴人) | 6 | 提供優質顧客服務 106187L3 (p.291) 處理服務使用者的投訴 106188L4 (p.292) | 學員如已取得「過往資歷認可」能力單元組合 — 提供優質顧客服務的資歷證明書，可向培訓機構申請豁免修讀此課題 |
| 意外事故處理 <ul style="list-style-type: none"> 員工意外事故的處理(包括認識意外事故的類別及成因、處理及預防意外的方法及措施、緊急應變措施) | 2 | | 可參考以下能力單元：「處理員工意外或受傷事故」(106162L4)及「預防員工一般意外」(106163L4) 學員如已取得「過往資歷認可」能力單元組合 — 意外事故處理的資歷證明書，可向培訓機構申請豁免修讀此課題 |
| 人力資源管理 <ul style="list-style-type: none"> 人力資源政策、程序及機制(包括招聘及甄選、工作表現評核、晉升及調配、員工申訴、培訓及發展、紀律) | 3 | | 可參考「管理人力資源」能力單元(106156L4) |

| 課題單元 | 時數 | 《能力標準說明》的相關能力單元 | 備註 |
|---|-----------|--|----------------------------|
| 質素指標 <ul style="list-style-type: none"> 制定服務質素標準(SQS) 政策相關知識(包括質素保證的概念、社會福利署所訂立的服務質素標準的內容) 制定服務質素標準政策(包括每項標準的執行程序及指引、製作相關表格格式、訂立必須記錄及收集的資料及數據、訂立檢討及修訂日期) | 6 | 制定服務質素標準(SQS)政策 106191L5 (p.295) | |
| 日常管理 <ul style="list-style-type: none"> 員工編更相關知識(包括編更的目的、不同崗位的工作範疇、相關的勞工法例) 院舍管理相關知識(包括日常運作管理指引、服務內容及程序、監管機構的規管、收集意見、進行檢討) 執行日常管理(包括監察員工執行指引情況、調整服務流程及處理危急情況、保存活動紀錄及製備統計報告) | 4 | 員工編更 106154L4 (p.255) 管理日常運作 106155L4 (p.256) | |
| 法例及實務守則 <ul style="list-style-type: none"> 安老院及殘疾人士院舍的相關法例、實務守則及規管 認識機構守則(包括員工守則、處理投訴程序、安全環境指引) | 7 | 應用法例及實務守則 106164L5 (p.265) | 須在教授有關殘疾人士服務的部分輔以能力單元以外的教材 |
| 員工培訓 <ul style="list-style-type: none"> 臨床護理員工培訓的相關知識(包括培訓的目的、培訓範圍、評估培訓日成效指標) 為員工提供培訓的具體安排(包括計劃培訓的具體內容、安排導師、監察培訓計劃的實施情況) | 2 | 提供臨床護理員工培訓 106220L4 (p.69) | |
| 執行職業安全 <ul style="list-style-type: none"> 執行安全環境指引的措施或程序 | 2 | 執行安全環境指引(服務單位) 106150 L3 (p.251) | |
| 課堂總面授時數 | 32 | | |

Appendix 17: Example of Programme Specific CAT Information on the QR Showing Articulation Pathways

Credit Accumulation and Transfer

| | |
|--|--|
| Title of Qualification: | Professional Diploma in Property and Facilities Management (Customer Services) (QF Level 4) |
| Title of Qualification (Chinese): | 物業及設施管理專業文憑(顧客服務)(QF 級別四) |
| QR Registration No.: | 14/002720/L4 |
| Credit Accumulation and Transfer: | Credit Accumulation and Transfer (Institutional) Sending Qualification of Credit Accumulation and Transfer (Programme) |
| CAT Info.: | http://www.xxx.edu.hk/admission/en/xxx-cat-policy/ |

Credit Transfer Arrangement Transfer To

| Institution/Training body | Programme |
|---------------------------|--|
| YY Academy | Certificate in Property Customer Services Management (QF Level 3) |
| YY Academy | Certificate in Repair & Maintenance in Property Management (QF Level 3) |
| YY Academy | Diploma in Integrated Property Services Management (QF Level 3) |
| YY Academy | Professional Diploma in Integrated Property Services Management (QF Level 4) |

CAT Information

General CAT Information

A Credit Accumulation and Transfer policy at institutional level [CAT(I)] is implemented across all XXX award-bearing programmes which are recognised under the Hong Kong QF. CAT(I) policy is exercised by means of either Credit Transfer or Module Exemption.

Credit Transfer is made on an individual module basis. Credit transfer is normally based on formal academic achievements obtained within and/or outside XXX, 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.

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. 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.

There are ceilings on the percentage of credit transfer and/or module exemption allowed and stipulated according to the regulations of the respective programme categories.

Specific CAT Information

N/A

附錄 17：資歷名冊內個別課程的學分累積及轉移資料連銜接路徑 (示例)

學分累積及轉移

| | |
|--------------------|---|
| 資歷名稱 (英文) : | Professional Diploma in Property and Facilities Management (Customer Services) (QF Level 4) |
| 資歷名稱 : | 物業及設施管理專業文憑(顧客服務) (資歷架構第四級) |
| 資歷名冊登記號碼 : | 14/002720/L4 |
| 學分累積及轉移 : | 學分累積及轉移(院校) 附有學分累積及轉移(課程) 安排的原來資歷 |
| 學分累積及轉移資料 : | http://www.xxx.edu.hk/admission/en/xxx-cat-policy/ |

學分轉移安排 轉移至

| 院校/培訓機構 | 課程 |
|---------|-----------------------|
| YY學院 | 物業客戶關係管理證書(資歷架構第三級) |
| YY學院 | 物業維修及保養證書(資歷架構第三級) |
| YY學院 | 綜合物業服務管理文憑(資歷架構第三級) |
| YY學院 | 綜合物業服務管理專業文憑(資歷架構第四級) |

學分累積及轉移的資料

基本學分累積及轉移資料

院校層面學分累積及轉移政策適用於XXX各項獲香港資歷架構認可的學銜頒授課程。該項政策以學分轉移或單元豁免的形式施行。

學分轉移以個別單元為基礎，一般按學生在XXX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學銜。

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。學生如已獲單元豁免，則不會獲得有關單元的學分，而獲取學銜所需的學分亦會相應調整。

准予的學分轉移及/或單元豁免百分比上限乃根據相關課程類別的規條訂明。

特定學分累積及轉移資料

不適用

Appendix 18: Addendum to the Memorandum of Understanding (MOU) dated 4 February 2010 between a Professional Body and a University on the Dual Academic and Professional Qualifications Initiative

Important

This document forms part of and should be read in the context of and together with the MOU dated 4 February 2010; the Recommendation on Exemption Application dated 3 April 2012 and the Subject Exemption for the Program dated 1 Nov 2016 for full information. Definitions of the terms in this Addendum have the same meaning as in the aforesaid three documents unless otherwise defined herein.

The changes set out below shall take effect from 22 March 2017.

1. "Advanced Diploma in Banking and Financial Services" in 2010 shall be converted as "Advanced Diploma for Certified Banker" (QF level 4) and "Professional Diploma for Certified Banker" (QF level 5) in January 2017 and thereafter (for graduates of academic year 2016/17 and thereafter).
2. "Associate of the Hong Kong Institute of XXX" shall be converted as "Certified Banker" in January 2017 and thereafter (for graduates of academic year 2016/17 and thereafter).
3. To grant a maximum of 2 FULL subjects (QF level 4) and 2 FULL subjects (QF level 5) exemptions to eligible graduates of academic year 2016/17 and 2017/18.
4. To grant a maximum of 3 HALF subjects (QF level 4) and one FULL subject (QF level 5) exemptions to eligible graduates of academic year 2018/19 and thereafter.
5. The original associateship examination exempted subjects listed in the Schedule 1 and the corresponding contents in the Schedule 2 of MOU and the updated ones listed at the other two aforesaid documents shall be replaced by the "Revised Schedule" as enclosed.

Other items not being mentioned above are remained unchanged. Please refer to the MOU for details.

This Addendum shall be enforcing and binding and has the same legal effect as the original MOU dated 4 February 2010.

附錄 18：某專業團體與某大學於 2010 年 2 月 4 日簽訂的《學術及專業雙重資格互認備忘錄》增編

重要資訊

本文件為 2010 年 2 月 4 日的《備忘錄》、2012 年 4 月 3 日的《豁免申請建議》及 2016 年 11 月 1 日的《課程科目豁免》的一部分，並應與上述文件一併閱讀，以獲取全面資訊。除另有規定外，本增編內的詞彙定義與上述三份文件具有相同含義。

以下改動將於 2017 年 3 月 22 日生效。

1. 2010 年的「銀行及金融業高級文憑」將於 2017 年 1 月起改為「銀行專業會士高等文憑」(資歷架構第四級)及「銀行專業會士專業文憑」(資歷架構第五級)(適用於 2016/17 學年及之後的畢業生)。
2. 「香港 XXX 學會會士」將於 2017 年 1 月起改為「銀行專業會士」(適用於 2016/17 學年及之後的畢業生)。
3. 2016/17 及 2017/18 學年的合資格畢業生最多可獲豁免修讀兩科全科(資歷架構第四級)及兩科全科(資歷架構第五級)。
4. 2018/19 學年及之後的合資格畢業生最多可獲豁免修讀三科半科(資歷架構第四級)及一科全科(資歷架構第五級)。
5. 《備忘錄》附表 1 原訂的會士考試豁免科目及附表 2 的相關內容，以及上述另外兩份文件所列的更新內容，將由隨附的「修訂附表」取代。

除上述項目外，其餘項目維持不變。詳情請參閱《備忘錄》。

本增編可予執行並具約束力，並與 2010 年 2 月 4 日的《備忘錄》具同等法律效力

Revised Schedule: Dual Academic and Professional Qualification Pathways

A. For Graduates of Academic Year 2016/17 and 2017/18

| XX University BA (Hons) Degree in Economics and Finance Module(s) obtained result of a PASS or above | QF Level | Academic Credit ¹ | Professional Qualification for Certified Banker Subject(s) Exempted | QF Level | QF Credit | Max% of Exemption |
|---|----------|------------------------------|---|----------|-----------|---|
| FIN 445 Regulation and Management of Financial Institutions; AND ACCT 100 Financial Accounting | 5 | 3 | Fundamentals of Accounting and Law in Banking | 4 | 20 | 67% Advanced Diploma for Certified Banker |
| FIN 330 International Finance; AND FIN 243 Money and Banking; AND FIN 205 Foundations of Finance | 5 | 3 | Financial Systems and Risk Management | 4 | 20 | |
| FIN 330 International Finance; AND FIN 245 Introduction to Corporate Finance; AND FIN 205 Foundations of Finance | 5 | 3 | Corporate Finance Services | 5 | 30 | 100% of Professional Diploma for Certified Banker |
| FIN 349 Wealth Management and Planning; AND FIN 245 Introduction to Corporate Finance; AND FIN 205 Foundations of Finance | 5 | 3 | Financial Planning and Management | 5 | 30 | |

- Become a **Student Member of the Professional Body**
- Pass all relevant subjects of "**BA (Hons) in Economics and Finance**" at XX University
- **Before graduating from XX University**, study and pass the non-exempted core subject (QF level 4) examination at the Professional Body: - "Banking Services and Professional Ethics" in 2017 syllabus or "Fundamentals of Banking and Professional Ethics" in 2018 syllabus
- **Upon graduating from XX University**, submit the CB subject exemption form to the Professional Body to claim the 2 exempted (QF level 4) subjects and 2 exempted (QF level 5) subjects no later than the end of the courses corresponding graduation year i.e. 31st of December
- Awarded the "**Advanced Diploma for Certified Banker**" and the "**Professional Diploma for Certified Banker**" by the Professional Body

¹ At present all XX University courses use a credit system based on class hours per week in which a 3 credit course requires students to attend 3 hours per week for 15 weeks. 3 academic credits are equivalent to 12 QF credits

修訂附表：學術及專業資格雙資歷階梯

A. 適用於2016/17及2017/18學年的畢業生

| 修讀XX大學的經濟及金融學(榮譽)文學士課程並在有關單元中取得及格或以上的成績 | 資歷級別 | 學術學分 ¹ | 考取銀行專業會士的專業資格時可獲豁免的學科 | 資歷級別 | 資歷學分 | 豁免上限(%) |
|--|------|-------------------|-----------------------|------|------|-----------------|
| FIN 445金融機構之法規及管理；以及 ACCT 100財務會計 | 5 | 3 | 會計學與銀行法律基礎 | 4 | 20 | 67% 銀行專業會士高等文憑 |
| FIN 330國際金融；及 FIN 243貨幣與銀行；以及 FIN 205基礎金融學 | 5 | 3 | 金融體系與風險管理 | 4 | 20 | |
| FIN 330國際金融；及 FIN 245企業財務導論；以及 FIN 205基礎金融學 | 5 | 3 | 企業融資業務 | 5 | 30 | 100% 銀行專業會士專業文憑 |
| FIN 349財富管理及策劃；及 FIN 245企業財務導論；以及 FIN 205基礎金融學 | 5 | 3 | 財務規劃與管理 | 5 | 30 | |

- 成為該專業團體的學生會員
- 在XX大學修讀「經濟及金融學(榮譽)文學士」課程，並在各相關科目取得及格成績
- 在XX大學畢業前，修讀由該專業團體提供的非豁免核心科目(資歷架構第四級)，並通過相關考試：2017年課程綱要內的「銀行業務與專業操守」或2018年課程綱要內的「銀行與專業操守基礎」
- 在XX大學畢業後，最遲於畢業該年年底(即12月31日)，向該專業團體提交銀行專業會士科目豁免表格，以申請豁免兩個科目(資歷架構第四級)和兩個科目(資歷架構第五級)
- 獲該專業團體頒授「銀行專業會士高等文憑」及「銀行專業會士專業文憑」

¹ 現時，XX大學各項課程所採用的學分制均以每周課堂時數為基礎：在一個三學分的科目中，學生每周須上課三小時，為期15周。三個學術學分等於12個資歷學分。

B. For Graduates of Academic Year 2018/2019 onwards (subject to the Subject Exemption Policy of the Professional Body and 70% or above mapping among new syllabuses)

| XX University BA (Hons) Degree in Economics and Finance Module(s) obtained result of a PASS or above | QF Level | Academic Credit ² | Professional Qualification for Certified Banker Subject(s) Exempted | QF Level | QF Credit | Max% of Exemption | |
|--|-------------|---------------------------------|---|---|--------------|---|--|
| ACCT 100 Financial Accounting | 5 | 3 | Fundamental of Accounting ^{Half subject} | 4 | 10 | 50% Advanced Diploma for Certified Banker | |
| FIN 445 Regulation and Management of Financial Institutions | 5 | 3 | Law Relating to Banking ^{Half subject} | 4 | 10 | | |
| FIN 330 International Finance; AND FIN 243 Money and Banking; AND FIN 205 Foundations of Finance | 5 | 3 | + | Financial Systems ^{Half subject} | 4 | 10 | 50% of Professional Diploma for Certified Banker |
| FIN 330 International Finance; AND FIN 245 Introduction to Corporate Finance; AND FIN 205 Foundations of Finance | 5 | 3 | | Corporate Finance Services | 5 | 30 | |

- Become a **Student Member of the Professional Body**
- Pass all relevant subjects of "**BA (Hons) Degree in Economics and Finance**" at XX University
- **Before graduating from XX University**, study and pass two non-exempted subject (QF level 4) examinations at the Professional Body: - the core subject "Fundamentals of Banking and Professional Ethics" and one elective subject, e.g. "ECF Subjects"
- Submit the first CB subject exemption form to the Professional Body to claim a maximum of 3 exempted (QF level 4) HALF subjects
- Study and Pass a non-exempted elective subject (QF level 5) examination, e.g. "ECF Subjects" at the Professional Body
- **Upon graduating from XX University**, submit another CB subject exemption form to claim the exempted (QF level 5) subject to the Professional Body no later than the end of the corresponding graduation year, i.e. 31st of December
- Awarded the "**Advanced Diploma for Certified Banker**" and the "**Professional Diploma for Certified Banker**" by the Professional Body

B. 適用於2018/19學年及之後的畢業生(須符合專業團體的科目豁免政策，以及新課程網要的可比對性須達70%或以上)

| 修讀XX大學經濟及金融學(榮譽)文學士課程並在有關單元中取得及格或以上的成績 | 資歷 級別 | 學術 學分 ² | 考取銀行專業會士的專業資格時可獲豁免的學科 | 資歷 級別 | 資歷 學分 | 豁免上限(%) | |
|--|----------|-----------------------|-----------------------|--------------------|----------|-----------------------|-----------------------|
| ACCT 100財務會計 | 5 | 3 | 會計學基礎 ^{半科} | 4 | 10 | 50% 銀行專業會士 高等文憑 | |
| FIN 445金融機構之法規及管理 | 5 | 3 | 銀行相關法律 ^{半科} | 4 | 10 | | |
| FIN 330國際金融； 及 FIN 243貨幣與銀行；及 FIN 205基礎金融學 | 5 | 3 | + | 金融體系 ^{半科} | 4 | 10 | 50% 銀行專業會士 專業文憑 |
| FIN 330國際金融； 及 FIN 245企業財務導論；及 FIN 205基礎金融學 | 5 | 3 | | 企業融資業務 | 5 | 30 | |

- 成為該專業團體的學生會員
- 在XX大學修讀「經濟及金融學(榮譽)文學士」課程，並在各相關科目取得及格成績
- 在XX大學畢業前，修讀兩個由該專業團體提供的非豁免科目(資歷架構第四級)，並通過相關考試：核心科目「銀行與專業操守基礎」及一個選修科目(如銀行專業資歷架構科目)
- 向專業團體提交首份銀行專業會士科目豁免表格，以申請豁免最多三個半科科目(資歷架構第四級)
- 修讀一個由該專業團體提供的非豁免選修科目(資歷架構第五級)(如銀行專業資歷架構科目)，並通過有關考試
- 在XX大學畢業後，最遲於畢業該年年底(即12月31日)，向該專業團體提交另一份銀行專業會士科目豁免表格，以申請豁免科目(資歷架構第五級)
- 獲該專業團體頒授「銀行專業會士高等文憑」及「銀行專業會士專業文憑」

² 現時，XX大學各項課程所採用的學分制均以每周課堂時數為基礎：在一個三學分的科目中，學生每周須上課三小時，為期15周。三個學術學分等於12個資歷學分。

Appendix 19: Student Guide to Using the On-line Credit-transfer System for Undergraduate Studies

Credit Transfer Application Process (UG)

FOR ENQUIRIES: CRTRAN@XXX

Public Examination Results

Normally, application is NOT required for credit transfer with public examination results, provided that students' public examination results have been disclosed in their applications for admission and verified by the Admissions Office (URAO) or the Academic Registry (ARO), as well as the examination subjects have been assessed and recorded in the Credit Transfer Database (For Examinations).

For examinations and/or subjects not found from the database, students may raise new mapping requests, with detailed course syllabus, by sending email to the Credit Transfer Team **no later than one month** after the commencement of the first regular term of study at the University.

Courses Taken in Other Institutions

Students can apply for credit transfer with courses completed at local and overseas tertiary institutions via the online Credit Transfer Application System. Before initiating any application, students are strongly advised to check the approved mappings from the Credit Transfer Database (For Institutional Courses) and consult their School or major Department for advice on equivalence with a particular University course.

For approved mappings valid in student's transfer term (that is, first term of study at the University for on entry students; or the term students take the courses elsewhere during study), please add application entries with course grade in the corresponding study record and submit individual entries **no later than one month** after the commencement of the first regular term of study at the University (on entry) / after a student's return to study at the University (during registration). Students are required to upload the official transcript to their applications.

For courses you have taken / intend to take that are not listed in the database, you may raise new mapping requests, via the system, with detailed course syllabus.

Credit Transfer Database and Application System

Students are able to find the previously approved mappings from the below databases. Before you raise any new mapping, you are highly recommended to search whether there are any useful mappings and use them to proceed your applications.

- Credit Transfer Database (For Institutional Courses)
- Credit Transfer Database (For Examinations)

To initiate your application for credit transfer, please submit a completed application via the Credit Transfer Application System.

附錄 19：學士學位課程線上學分轉移系統使用指南 (供學生參閱)

學分轉移申請過程 (學士學位課程學生)

如有查詢，請發送電郵至 CRTRAN@XXX

公開考試成績

一般而言，如學生的公開考試成績已在入學申請中列明，並已由入學事務處或教務處查核，而且有關考試科目已獲評核，在學分轉移數據庫(考試)內有所記錄，則學生無須就公開考試成績申請學分轉移。

如果數據庫內沒有有關考試及/或科目的記錄，學生可發送電郵至學分轉移小組，提出比對要求，電郵須夾附詳細的課程綱要。有關要求必須於學生入讀本校的首個常規學期開始後一個月內提出。

在其他院校修讀的科目

學生可使用線上學分轉移申請系統，就其於本地及海外高等教育院校修畢的科目申請學分轉移。提出申請前，務請查閱學分轉移數據庫(院校開辦課程)內的核准比對組合，並徵詢所屬學院或主修學系的意見，了解有關科目是否視作等同於本校某個特定科目。

如核准的比對組合在學生轉校的學期(即新生入讀本校的首個學期，或本校在學學生於其他地方修讀有關科目的學期)內有效，請在系統中建立申請項目，當中須填寫相關學業記錄所載的科目成績，然後提交申請。新生須於入讀本校的首個常規學期開始後一個月內提交申請，而本校的在學註冊學生則須於返回本校就讀後一個月內提交申請，申請時必須上載正式成績表。

如數據庫沒有載列你已修讀/擬修讀的科目，則可透過有關系統提出比對要求，並夾附詳細的課程綱要。

學分轉移數據庫及申請系統

學生可在以下數據庫尋找先前核准的比對組合。在提出比對要求前，請搜尋是否有任何適合用以提出申請的比對組合。

- 學分轉移數據庫(適用於各項院校課程)
- 學分轉移數據庫(適用於各項考試)

如要申請學分轉移，請透過學分轉移申請系統提交申請。

Overview Video

The overview video below familiarises students the procedures to raise new mapping requests for institutional courses and submit credit transfer applications through the System, you are recommended to spend some time watching the video clip.

Important Notes on Application

- Students must provide true and valid documents directly related to their courses/subjects studied elsewhere when applying for course assessment and credit transfer. Any use of falsified documents or materials not directly from their courses may lead to disciplinary action.
- The processing time for an application is at least one month. Students may check the details of the results from the Student Information System (SIS) or the Credit Transfer Application System.
- Students may only apply for credit transfer to the courses offered by the University which are active in the academic term when the transfer credits are articulated (for transfer credits on-entry it refers to the first academic term, for transfer credits during studies e.g. in exchange program it refers to the term of study elsewhere).
- There are some cases that students need to choose to apply credit transfer to only one particular equivalent course among a number of courses and students may want to consult their academic advisors before submitting the applications.
- Only courses with a passing grade or above will be considered and applications with incomplete information or missing supporting documents will not be processed.
- The University reserves all its rights to approve or disapprove applications for credit transfer at its sole discretion.

概覽影片

影片介紹就院校課程提出比對要求，以及在系統提交學分轉移申請的程序。學生宜先觀看影片。

申請須知

- 學生申請科目評估和學分轉移時，須提供真確和有效的文件，該等文件須與在其他培訓機構修讀的科目/學科有直接關係。使用偽造文件或與課程沒有直接關係的資料，可遭紀律處分。
- 處理申請需時最少一個月。學生可在學生資訊系統或學分轉移申請系統查看結果詳情。
- 學生只可申請把學分轉移至本校在學分銜接學期內開設的科目(如在入學時轉移學分，銜接學期指首個學期；如於在學期間轉移學分(例如交換計劃的學分)，則指在其他培訓機構上課的學期)。
- 在某些情況下，學生或須從多個科目中選擇把學分轉移至某個特定的同等科目。學生可在徵詢學業指導顧問的意見後，才提交申請。
- 只有取得及格或以上成績的科目方獲考慮。資料不全或欠缺證明文件的申請，恕不受理。
- 本校保留所有權利，可全權酌情決定是否批准學分轉移的申請。

Appendix 20: Online Information for Prospective Students on a Pathway Programme at QF level 5

Bachelor of Computing with Honours in Internet Technology Pathway 1 (BCOMP HIT1)

This programme is designed for holders of a recognised local Higher Diploma or Associate Degree in Computing to receive 80 credits of exemption towards the BCOMP HIT/BCOMP degrees.

Admission Requirement

A recognised local Higher Diploma or Associate Degree in Computing or a closely related area, in addition to general university's requirements.

View Assessed Qualifications Recognised for Pathway Entry

Students with qualifications not listed above should consult the Computing Programme Team for other possibilities.

How to Apply?

1. Contact the Computing Programme Team for an assessment of your qualification (or view the list in the previous section)
2. Select suitable courses offered in the coming semester.
 1. Register these courses using Online Application.
 2. Indicate the "intended programme" to be BCOMP1 or BCOMP HIT1.

Programme Structure

Official BCOMP HIT Programme Regulation

Bachelor of Computing Pathway 1 (BCOMP1)

Complete at least 40 credits as follows:

- (a) Obtain 30 credits from courses labelled CD of which 20 credits must be at Higher level[#]; and
- (b) Obtain 10 credits from courses labelled IT or EL.

Bachelor of Computing with Honours in Internet Technology Pathway 1 (BCOMP HIT1)

Complete at least 80 credits as follows:

- (a) Obtain 40 credits from courses labelled CD of which 30 credits must be at Higher level;
- (b) Obtain 30 credits from courses labelled IT of which at least 20 credits must be at Higher level; and
- (c) Obtain a further 10 credits from courses labelled IT or EL.

[#] Higher level courses have course code started with 3 or 4 (e.g. 3XX or 4XX courses)

附錄20：某銜接課程(資歷架構第五級)的網上資料(供報讀者參閱)

互聯網科技榮譽電腦學士(途徑一)(BCOMP HIT1)

本課程為持有本地認可電腦學高級文憑或副學士學位的人士而設，學生可獲豁免80個學分，並在修畢課程後獲頒授互聯網科技榮譽電腦學士(BCOMP HIT)/電腦學士(BCOMP)學位。

入學要求

持有本地認可電腦學或密切相關範疇的高級文憑或副學士學位，並符合大學一般收生要求。

瀏覽經評定可銜接的資歷

如持有列表以外的資歷，應向電腦學課程小組查詢其他入學途徑。

如何申請？

1. 聯絡電腦學課程小組評核你的資歷(或參閱前部的列表)。
2. 選擇下一學期開設的合適科目。
 1. 透過網上申請註冊相關科目。
 2. 指明「擬報讀課程」為BCOMP1或BCOMP HIT1。

課程結構

BCOMP HIT 課程規例

電腦學士課程(途徑一)(BCOMP1)

以下述方式完成至少40個學分：

- (a) 選修CD類別的科目，取得30個學分，其中20個學分須選自高級程度科目[#]；以及
- (b) 修畢IT或EL類別的科目，取得10個學分。

互聯網科技榮譽電腦學士課程(途徑一)(BCOMP HIT1)

以下述方式完成至少80個學分：

- (a) 選修CD類別的科目，取得40個學分，其中30個學分須選自高級程度科目；
- (b) 選修IT類別的科目，取得30個學分，其中至少20個學分須選自高級程度科目；以及
- (c) 修畢IT或EL類別的科目，取得10個學分。

[#] 高級程度科目的科目編號以3或4為首(例如科目3XX或4XX)

Appendix 21: Schedule of Courses Eligible for Advanced Standing under Memorandum of Understanding for the Articulation of Graduates of the HD in Civil Engineering awarded by Institute B to the Senior Year of the BSc Hons in Civil Engineering offered by Higher Education Institution (HEI) A

Please note that these examples are for reference only. The exact number of advanced standing credits may vary for each application.

| Receiving Programme at HEI A: | | Bachelor of Science (Hons) in Civil Engineering | | |
|----------------------------------|--|--|--|--|
| Sending Programme: | | Institute B Higher Diploma in Civil Engineering | | |
| HEI A courses | Category | Level | No. of Advanced Standing Credits Granted | |
| Freshman English I | General Education and Language Enhancement | 1 | 3 | |
| Freshman English II | General Education and Language Enhancement | 1 | 3 | |
| University Chinese | General Education and Language Enhancement | 1 | 3 | |
| Computer Literacy | General Education and Language Enhancement | 1 | 3 | |
| General Education 1 | General Education and Language Enhancement | 1 | 3 | |
| General Education 2 | General Education and Language Enhancement | 1 | 3 | |
| General Education 3 | General Education and Language Enhancement | 1 | 3 | |
| General Education Seminar Series | General Education and Language Enhancement | 1 | 3 | |

附錄21：根據《諒解備忘錄》可獲學分承認的科目一覽表(乙院校土木工程高級文憑畢業生銜接升讀甲高等教育院校土木工程榮譽理學士高年級課程)

請注意，以下示例僅供參考。實際獲承認的學分數目因個別申請而異。

| 甲高等教育院校開辦的收生課程： | 土木工程(榮譽)理學士學位課 | | |
|-----------------|-----------------|----|----------|
| 原來課程： | 乙院校 土木工程高級文憑 | | |
| 甲高等教育院校開設的科目 | 類別 | 程度 | 獲承認的學分數目 |
| 新生英語I | 通識教育及語文增潤 | 1 | 3 |
| 新生英語II | 通識教育及語文增潤 | 1 | 3 |
| 大學中文 | 通識教育及語文增潤 | 1 | 3 |
| 電腦應用知識 | 通識教育及語文增潤 | 1 | 3 |
| 通識教育1 | 通識教育及語文增潤 | 1 | 3 |
| 通識教育2 | 通識教育及語文增潤 | 1 | 3 |
| 通識教育3 | 通識教育及語文增潤 | 1 | 3 |
| 通識教育研討課系列 | 通識教育及語文增潤 | 1 | 3 |
| 環境工程 | 必修或選修 | 2 | 3 |

| HEI A courses | Category | Level | No. of Advanced Standing Credits Granted |
|--|------------------|-------|--|
| Environmental Engineering | Core or Elective | 2 | 3 |
| Engineers in Modern Society | Core or Elective | 1 | 3 |
| Applied Mechanics | Core or Elective | 2 | 3 |
| Fluid Mechanics | Core or Elective | 2 | 3 |
| Technical Writing and Communication Skills | Core or Elective | 2 | 3 |
| Construction Materials | Core or Elective | 2 | 3 |
| Structural Analysis I | Core or Elective | 2 | 3 |
| Construction Management | Core or Elective | 3 | 3 |
| Engineering Geology | Core or Elective | 1 | 3 |
| Soil Mechanics | Core or Elective | 2 | 3 |
| Engineering Mathematics I | Core or Elective | 1 | 3 |
| Engineering Mathematics II | Core or Elective | 1 | 3 |
| Total Number of Advanced Standing Credits Granted: | | | 60 |

| 甲高等教育院校開設的科目 | 類別 | 程度 | 獲承認的學分數目 |
|--------------|-------|----|----------|
| 現代社會的工程師 | 必修或選修 | 1 | 3 |
| 應用力學 | 必修或選修 | 2 | 3 |
| 流體力學 | 必修或選修 | 2 | 3 |
| 技術寫作及溝通技巧 | 必修或選修 | 2 | 3 |
| 建造材料 | 必修或選修 | 2 | 3 |
| 結構分析I | 必修或選修 | 2 | 3 |
| 建造管理 | 必修或選修 | 3 | 3 |
| 工程地質 | 必修或選修 | 1 | 3 |
| 土壤力 | 必修或選修 | 2 | 3 |
| 工程數學I | 必修或選修 | 1 | 3 |
| 工程數學II | 必修或選修 | 1 | 3 |
| 獲承認的學分總數： | | | 60 |

Appendix 22: A Comparison of Total Requirement for Degree Completion between Senior Year Entrants and First-Year-First-Degree Entrants

附錄 22：高年級入學學生與入讀第一年學士學位課程學生完成學位課程所需的學分總數對照表

| Core Requirement | Senior Year Entrants (AD/HD) | First-Year-First-Degree Entrants (4-year curriculum) |
|--------------------------|--|--|
| Chinese | 0 unit | 5 units |
| English | AD: 2 units HD: 5 units | 8 units |
| General Education | 9-10 units | 21 units |
| Information Technology | 0 unit | 3 units |
| Physical Education | 1 unit | 2 units |
| Total | AD: 12-13 units HD: 15-16 units | 39 units |
| Major Requirement | ~54 units | 51-72 units |
| Total Requirement | At least 69 units | At least 123 units |

1 unit: 1 hour per week in a term of 13 to 14 weeks

| 核心課程 | 高年級入學學生 (副學士 / 高級文憑) | 入讀第一年學士學位課程的學生 (四年制課程) |
|---------------|---------------------------------------|------------------------|
| 中文 | 0 學分 | 5 學分 |
| 英文 | 副學士：2 學分 高級文憑：5 學分 | 8 學分 |
| 通識教育 | 9-10 學分 | 21 學分 |
| 資訊科技 | 0 學分 | 3 學分 |
| 體育 | 1 學分 | 2 學分 |
| 合計 | 副學士：12-13 學分 高級文憑：15-16 學分 | 39 學分 |
| 主修課程要求 | ~54 學分 | 51-72 學分 |
| 所需學分總數 | 最少 69 學分 | 最少 123 學分 |

1 學分：在為期 13 至 14 周的學期內每周需時 1 小時



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February 2024

