



教育局
Education Bureau



資歷架構
Qualifications
Framework

Operational Guidelines on Use of Credit

資歷學分應用指引



10 學時
Notional Learning Hours

▶▶▶

1 學分
Credit

Table Of Contents

Chapter 1 Introduction	1
Chapter 2 Credit Assignment	3
Definition and Principles of QF Credit	3
General Overview of Credit Assignment Process	5
Step-by-Step Guide for Credit Assignment	7
Useful Advice on Credit Assignment	15
Chapter 3 Credit Assessment	23
General Principles on Credit Assessment	23
Credit Assessment by QA Bodies	25
Useful Advice on Credit Assessment	29
Annexure 1 Glossary	35
Annexure 2 Table for Estimating Notional Learning Hours and QF Credit of a Module	39
Annexure 3 Indicative Range of Ratios between Contact Hours and Self-study Hours	40
Annexure 4 Example of Calculating QF Credit of all Modules of a Programme	41
Annexure 5 Flowchart on Credit Assessment at Programme Level by QA bodies	43

目錄

第一章 引言	2
第二章 釐定學分	4
資歷學分的定義及原則	4
釐定學分過程概述	6
釐定學分的程序指引	8
關於釐定學分的實用建議	16
第三章 評估學分	24
評估學分的一般原則	24
由質素保證機構評估學分	26
關於評估學分的實用建議	30
附表 1 詞彙	36
附表 2 單元學時和資歷學分計算表	39
附表 3 授課時數與自修時數比率的指示性範圍	40
附表 4 計算課程所有單元的資歷學分例子	41
附表 5 質素保證機構在課程層面評估學分的流程圖	44

Chapter 1 Introduction

- 1.1 The Government of the Hong Kong Special Administrative Region has launched the Qualifications Framework (QF) since 2008 to provide a platform to support lifelong learning with a view to enhancing the capability and competitiveness of the workforce. Qualifications recognised under QF are characterised by three key features: level which reflects the depth and complexity of learning leading to the qualification; award title which reflects the hierarchical level of the qualification and area of study; and credit which indicates the volume or size of learning leading to the qualification.
- 1.2 The Operational Guidelines on Use of Credit (Guidelines) advise users at Chapter 2 the definition and general principles governing QF credit. This Chapter includes a step-by-step guide on the procedures of assigning credit to learning programmes and introduces commonly used ratios on contact hours and self-study hours for reference. The Guidelines provide at Chapter 3 practical advice on how credit assigned will be assessed by quality assurance (QA) bodies.
- 1.3 The Guidelines represent good practices commonly adopted by providers in the education and training sector for credit assignment. Adoption of the Guidelines by all providers is encouraged, and deviations, if any, are expected to be supported by sound justifications to the relevant QA bodies.
- 1.4 The Guidelines are issued in support of the implementation of QF credit for qualifications, at all levels, recognised under QF.

第一章 引言

- 1.1 香港特別行政區政府自二零零八年起推行資歷架構，提供支持終身學習的平台，從而提升勞動人口的能力和競爭力。資歷架構下的認可資歷均有三個特點：級別（反映學習內容的深淺和複雜程度）、資歷名銜（反映有關資歷的等級和學科範疇）及學分（顯示取得有關資歷所需的學習量）。
- 1.2 在這份《資歷學分應用指引》（下稱指引）中，第二章說明資歷學分的定義和一般應用原則，包括釐定各項進修課程的學分值的程序指引，並介紹常用的授課時數與自修時數比率，以供參考。第三章就質素保證機構如何評估培訓機構所定的學分值，提出實用的建議。
- 1.3 本指引載述教育及培訓機構釐定學分時常用的良好方法，培訓機構應盡量採納；如有任何偏離，須向有關的質素保證機構提出充分理據。
- 1.4 本指引旨在配合資歷架構認可資歷於所有級別推行資歷學分的措施。

Chapter 2 Credit Assignment

Definition and Principles of QF Credit

- 2.1 QF credit is a measurement of the size or volume of learning in a learning programme (also applicable to a course, module, etc). It enables learners to know the extent of effort to be spent to complete a learning programme and acquire the relevant qualification.
- 2.2 QF credit is defined in terms of notional learning time which takes into account the total time likely to be spent by an average learner in all modes of learning to achieve the learning outcomes, including class contact hours, self-study hours and assessment hours. Under the Hong Kong QF, one credit consists of 10 notional learning hours.
- 2.3 Annexure 1 provides a glossary of the terms used in the context of QF credit.

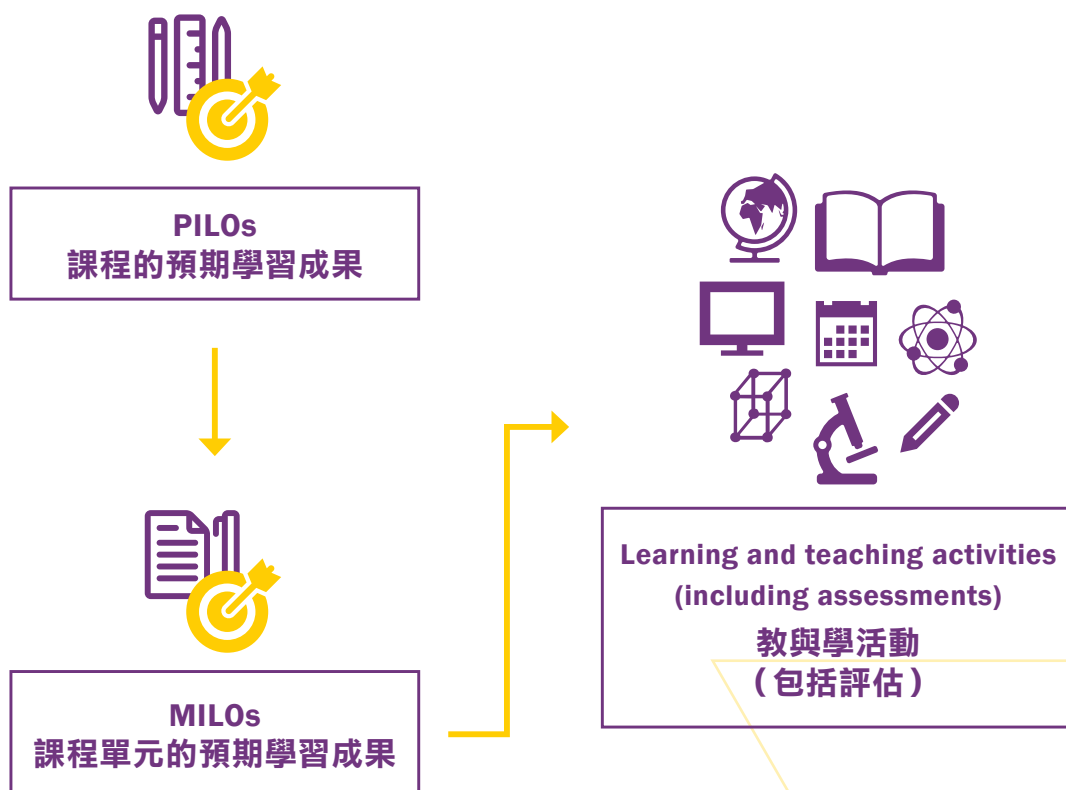
第二章 釐定學分

▼ 資歷學分的定義及原則 ▼

- 2.1 資歷學分顯示整體進修課程（亦適用於某一科目、單元等）的學習量，學員可藉此得知完成進修課程及取得相關資歷所需的學習時間。
- 2.2 資歷學分以學時界定，而學時包括一般學員通過各種模式進修並取得學習成果合共所需的時間（包括課堂授課時數、自修時數及評估時數）。在香港資歷架構下，一個學分相當於十個學時。
- 2.3 附表1載列論述資歷學分的相關詞彙。

General Overview of Credit Assignment Process

2.4 Assigning credit to a learning programme involves a number of steps and components. A general overview of the credit assignment process and key components are illustrated in the following diagram:



Notes: PILOs: Intended learning outcomes of a programme

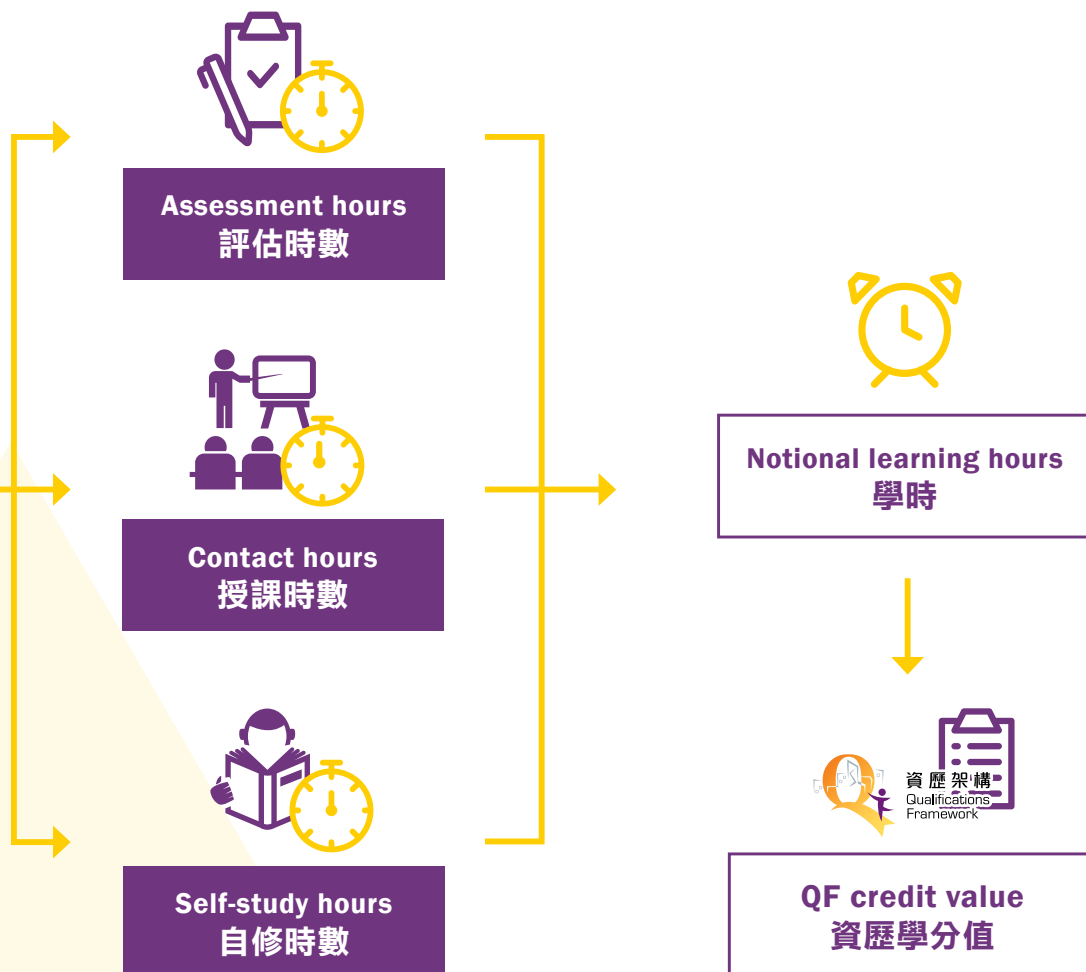
MILOs: Intended learning outcomes of a module of a programme

Notional learning hours = contact hours + self-study hours + assessment hours

QF credit value = total notional learning hours divided by 10

釐定學分過程概述

2.4 釐定進修課程的學分涉及多個步驟和環節，下圖概述有關過程和主要環節：



註：學時 = 授課時數 + 自修時數 + 評估時數
資歷學分 = 總學時除以 10

Step-by-Step Guide for Credit Assignment

- 2.5 Providers may follow the step-by-step guide as shown below to determine and assign a credit value to a module (and a programme).

1 Specify the intended learning outcomes of the module

Identify the intended learning outcomes of the module of a programme (MILOs), which specify what a learner will achieve (in terms of knowledge, competencies, attributes, etc.) after completion of the module successfully. MILOs should align with, and contribute towards, the intended learning outcomes of the programme (PILOs) which specify what a learner will achieve after completion of the programme successfully.

2 Assign a QF level to the module

Assign a QF level to the module with reference to the MILOs and the outcome standards specified in the Generic Level Descriptors (GLD) of QF.

Details of GLD are available at the QF website (www.hkqf.gov.hk). The intended learning outcome of the module should match the outcome standards specified for that level under one (or more) of the four domains of GLD (i.e. Knowledge and Intellectual Skills; Processes; Autonomy and Accountability; and Communication, ICT and Numeracy).

釐定學分的程序指引

2.5 培訓機構可依照下列程序指引釐定一個課程單元（及整體課程）的學分值。

訂明單元的預期學習成果

確定課程單元的預期學習成果（下稱單元學習成果），並說明學員在完成單元後的成效（在知識、能力、素質等方面）。單元學習成果應與整體課程的預期學習成果（下稱課程學習成果）一致，並有助達致該課程的學習成果。課程學習成果是學員在完成整項課程後的成效。

2

釐定單元的資歷級別

參照單元學習成果和「資歷級別通用指標」所列明的成效標準，釐定該單元的資歷級別。

「資歷級別通用指標」的詳情載於資歷架構網頁（www.hkqf.gov.hk）。「資歷級別通用指標」共有四個範疇（即「知識及智能」、「過程」、「自主性及問責性」和「溝通、資訊及通訊科技及運算」），單元的預期學習成果應與上述其中一個（或多個）範疇訂明該資歷級別的成效標準吻合。

3

Specify the assessment methods for the module

Specify the method and types of assessment required of the learners to demonstrate successful completion of the module, and estimate the time required to complete the assessments. The weightings of various forms of assessment (such as tests, mid-term projects and final examinations) and the time required for completing each and every assessment activity should be included.

4

Estimate the notional learning time of an average learner to achieve the MILOs

Estimate the total notional learning time required of an average learner to achieve the MILOs.

An average learner refers to a typical learner among a class of learners with varying abilities, aptitudes and experiences.

Notional learning time refers to the time a learner is expected to spend to achieve the MILOs and includes contact hours, self-study hours and assessment hours. Providers may use the table at [Annexure 2](#) for listing the notional learning hours (NLHs) for all relevant activities. Providers should avoid double counting if the assessment hours are already included in contact hours or self-study hours of the programme.

Providers may also make reference to a range of ratios between contact hours and self-study hours for various modes of teaching and learning activities listed at [Annexure 3](#) for estimating the notional learning time.

3

訂明單元的評估方法

訂明單元的評估方法、類別和所需時間，以證實學員已完成該單元，當中應包括不同形式的評估所佔比重（例如測驗、中期習作和終期試），以及完成每項評估活動所需的時間。

4

估計一般學員取得單元學習成果所需的學時

估計一般學員取得單元學習成果所需的總學時。

一般學員指在一班各有不同能力、意向及經驗的學習人士當中，一位典型的學習者。

學時指學員取得單元學習成果預計所需的時間，包括授課時數、自修時數及評估時數。培訓機構可使用附表2的表格，列出所有相關活動的學時。若評估時數已包括在課程的授課時數或自修時數內，應避免重覆計算。

培訓機構亦可參考附表3所列有關不同教與學活動模式的授課時數與自修時數比率範圍，按此估計所需的學時。

5

Assign QF credit value to the module

Calculate QF credit value by dividing the total NLHs by 10 (see definition of QF credit at paragraph 2.2). To ensure consistency and accuracy, the provider should compare QF level and credit value of the module with that of similar modules (or programmes) on the Qualifications Register (QR).

6

Calculate QF credit value of all modules of a programme

QF credit value of a programme will be the sum total of QF credit value of all modules of the programme (including credit-bearing and non-credit-bearing modules).

Annexure 4 is an example of a programme comprising 10 modules and one non-credit-bearing module. The table shows how QF credit values of the programme are calculated and its QF level determined.

5

釐定單元的資歷學分值

把總學時除以十可得出資歷學分值（見第 2.2 段的資歷學分定義）。為確保一致及準確，應把單元的資歷級別及學分值與資歷名冊上類似單元（或課程）的級別及學分值互相比較。

6

計算課程所有單元的資歷學分值

一項課程的資歷學分值相等於該課程所有單元（包括計算學分和不計算學分的單元）的資歷學分值的總和。

附表4是由十個單元及一個不計算學分單元組成的課程例子，顯示如何計算該課程的資歷學分值，以及如何釐定所屬的資歷級別。



7

Complete documentation for the programme

Complete the programme documentation by specifying all other related information such as qualification titles, requirements for obtaining the qualification, normal duration to complete the programme (number of weeks, months or years), etc.

8

Review / vetting by peers or external advisors

9

Endorse and approve programme proposal

10

Review and evaluation process

Steps 8 to 10 are normally part of the internal procedures of programme development of an institution to ensure quality of the programme.

7

填寫課程文件

填寫課程文件，訂明所有其他相關資料，例如資歷名銜、取得資歷的要求、一般修業期（多少星期、月或年）等。

8

由同儕或外界顧問覆核 / 評審

9

通過及批准課程建議

10

檢討及評估程序

步驟 8 至 10 通常屬院校的課程發展內部程序，旨在確保課程質素。

Useful Advice on Credit Assignment

2.6 Estimation of credit value is not an exact science and credit assignment requires the professional judgment of the relevant parties, including teachers, course developers, subject experts, external reviewers, etc., for the particular programme.

2.7 The following are useful advice to providers in determining QF credit values of their programmes in different circumstances:

(a) Non-credit bearing modules

A module may form part of a learning programme but does not contribute towards MILOs or PILOs. The module may also require no assessment, although it may be a requirement for graduation. Modules of this type should not carry QF credit value.

(b) Extra-curricular activities

Similarly, extra-curricular activities which are not assessed or do not contribute to MILOs or PILOs should not carry QF credit value.

(c) Internship, placement and fieldwork

This refers to the supervised learning normally undertaken at the workplace. Such learning may be given different names such as internship, placement, fieldwork, industry attachment, etc. It does not normally refer to casual visits, service learning, community services or volunteering work. Some internship and workplace learning may be related to requirements for professional registration or professional membership.

Workplace learning which contributes to the MILOs or PILOs with the outcomes assessed should be assigned credit. For this purpose, the actual number of hours (for learning) should be determined by course designers based on their experience and be used in calculating the credit value for workplace learning.

As the duration of internship, attachment, etc. may be relatively long, providers should consider showing the credit value for internship and workplace learning separately from the credit value of the core programme, to enable a better understanding of the size of the programme and a fair comparison among programmes with and without workplace learning.

關於釐定學分的實用建議

2.6 學分值並非以精確的科學方法計算，釐定學分須由相關教師、課程發展者、學科專家、外界評審員等為課程作出專業判斷。

2.7 以下建議有助培訓機構在不同情況下釐定課程的資歷學分值：

(a) 不計算學分的單元

有些單元為課程的一部分及屬畢業條件之一，但與達致單元或整體課程的學習成果無關，而學員亦毋須接受評核。這類單元不應附有資歷學分值。

(b) 課外活動

同樣地，不設評估或與達致單元或整體課程學習成果無關的課外活動，不應附有資歷學分值。

(c) 見習、工作安排及實習

指通常在工作場所進行的督導式學習。這類學習有不同的名稱，例如見習、工作安排、實習、工作實習等，但通常不包括一般參觀活動、服務學習、社區服務及義務工作。有些見習及在職學習可能是專業註冊或取得專業會員資格的要求之一。

假如在職學習有助學員取得單元或整體課程學習成果，而且設有評估成效的環節，便應釐定學分。就此，實際時數（學習時數）應由課程設計者根據其經驗釐定，並用以計算在職學習的學分值。

由於見習及工作實習等所涉時間較長，應考慮把實習及在職學習的學分值與核心課程的學分值分開臚列，方便學員了解課程的學習量，以及與設有和不設有在職學習安排的課程作出比較。

Whether or not an internship or workplace learning activity contributes to the MILOs and PILOs, and should therefore be assigned credit, is a matter for the learning provider to determine based on the precise requirements and structure of the learning activity. Nevertheless, even if not assigned credit, it is recommended to clearly indicate the actual total hours required to complete the internship for the purpose of transparency for learners.

(d) Online, distance and blended learning

In modules based on online or distance or blended modes of learning, contact hours are the actual hours of face-to-face contact and self-study hours are estimation of the time spent on studying paper-based module pack or materials posted online. In general, contact hours for such module will be less than that of a full-time face-to-face programme and the ratio of contact to self-study hours may be outside the range given at [Annexure 3](#). Providers should review the accuracy of the estimated NLHs after they have gained more experience in the process.

(e) Variation in ratio between contact hours and self-study hours

[Annexure 3](#) sets out the range of ratios normally used by providers to determine the self-study hours in relation to the contact hours of a learning activity, having regard to the QF level, nature of discipline, learning and teaching modes, etc. of the programme concerned. In general, in respect of programmes at a lower QF level and with more face-to-face delivery and teacher supervision, a lower ratio should be considered. In respect of programmes at a higher QF level, a higher ratio of contact hours to self-study hours may be used, particularly in cases of learning activities with considerable independent research. The ratio adopted by a provider should be supported by a clear rationale and reasonable justifications, to reinforce the professional judgement of the relevant parties in arriving at a particular ratio.

(f) QF credit value in whole number

QF credit value should be shown in whole number. Providers should round off (i.e. round up or down) the credit value if it contains a decimal point. Providers should consider enriching the learning content correspondingly when rounding up the credit value of the programme.

For a programme with more than one module, the QF credit value should be rounded off after summing up the total QF credit values of all the modules of the programme.

培訓機構可以按學習活動的確切要求和結構決定見習或在職學習活動是否有助學員取得單元或課程的預期學習成果，以及應否因此附設學分。即使不設學分，培訓機構應列明完成見習所需的實際總時數，以提高透明度。

(d) 網上、遙距及混合模式學習

至於採用網上、遙距或混合模式學習的單元，授課時數是指面對面授課的實際時數，而自修時數指研讀課本或網上資料估計所需的時間。一般而言，這些單元的授課時數會較全日制面授課程的授課時數為少，而授課時數與自修時數的比率可能超出附表3所列的範圍。培訓機構在取得更多經驗後，應檢討估計學時是否準確。

(e) 不同的授課時數與自修時數比率

附表3列出培訓機構在釐定學習活動的自修時數與授課時數比率時，考慮到有關課程的資歷級別、學科性質、學與教模式等，通常會採用的比率範圍。一般而言，若課程的資歷級別較低而面授及教師督導的時數較多，應考慮採用較低的比率；如課程屬於較高資歷級別，可採用較高的授課時數與自修時數比率，尤其是獨立研究元素較多的學習活動。培訓機構應就所採用的比率提出清晰理念和合理理據，以顯示相關人士在制定該比率時作出了專業判斷。

(f) 以整數表示資歷學分

資歷學分應以整數表示。學分如含小數，應上調或下調至整數。在上調課程的學分時，應考慮相應地增潤學習內容。

若課程由多個單元組成，應先計算所有單元的資歷學分的總和，然後才把總資歷學分調整至整數。

(g) SCS-based courses / SGC-based courses

SCS-based courses are courses designed in accordance with Specification of Competency Standards (SCS) of the industries developed under the QF. SCS comprises Units of Competency (UoCs), each of which is given a credit value for reference. The credit values of the UoCs are not binding on providers and providers may suggest a different credit value for the course as they consider appropriate. Similarly, providers may make reference to the Specification of Generic (Foundation) Competencies (SGC) developed under QF for course design and assignment of credit.

Courses labeled as SCS-based / SGC-based should satisfy the requirement relating to the use of UoCs in the course design. Providers may refer to the Qualifications Guidelines on SCS-based and SGC-based Courses issued by the Education Bureau for details (www.hkqf.gov.hk).

(h) Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure

Providers should also take into account the requirement specified in the Common Descriptors for sub-degree programmes in determining the credit values of such programmes, i.e. 60% of learning content for Associate Degree should be generic (in terms of QF credit value) and 60% of the content for Higher Diploma should be specialised or vocationally oriented. Details of the Common Descriptors are available at the Information Portal for Accredited Post-secondary Programmes (www.ipass.gov.hk).

(i) Undergraduate and taught postgraduate programmes

Credit assignment to undergraduate and taught postgraduate programmes of higher education sector follows the process as described in the Guidelines. It is recognised that there may be a greater degree of variance in the ratio of contact to self-study hours in these programmes at QF Level 5 or above, in particular those with extensive independent research requirements. The overall principles of credit assignment should be respected, and the total volume of learning should be accurately reflected in the total credit assigned for the programme.

(g) 「能力為本」課程 / 「通用能力為本」課程

「能力為本」課程根據行業制訂的《能力標準說明》而設計。《能力標準說明》臚列各能力單元，每個能力單元均附有學分值，以供參考。能力單元的學分值對培訓機構不具約束力，培訓機構可因應情況，為課程建議不同的學分值。同樣地，培訓機構在設計課程及釐定學分時，可參考在資歷架構下制訂的《通用（基礎）能力說明》。


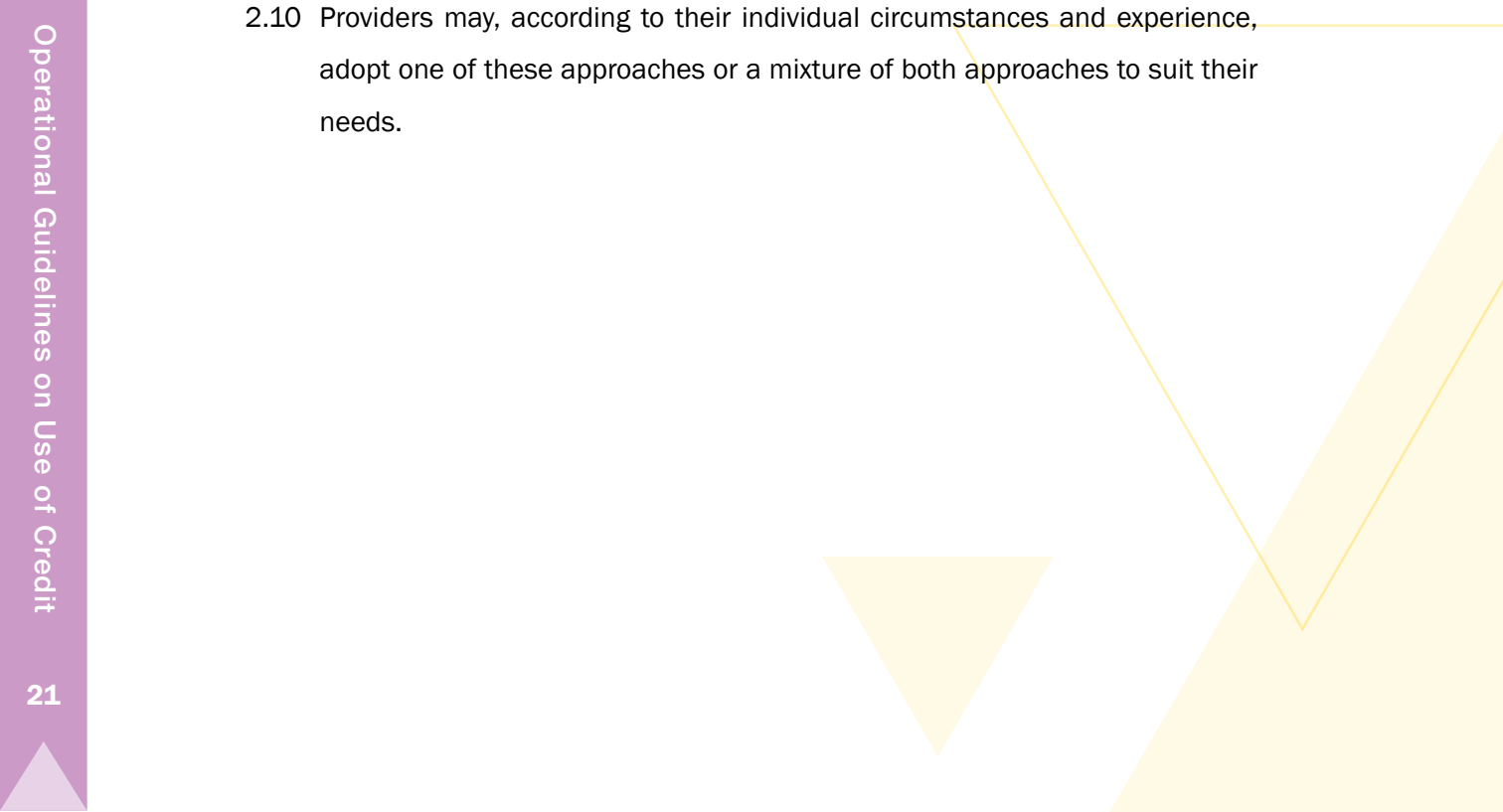
標示為「能力為本」課程 / 「通用能力為本」課程，在課程設計上須符合有關能力單元的要求。培訓機構可參閱教育局發出的「能力為本」 / 「通用能力為本」課程之《資歷指引》（www.hkqf.gov.hk）。

(h) 新學制下的副學士及高級文憑課程的通用指標

培訓機構在釐定副學士及高級文憑課程的學分值時，亦應考慮有關副學位課程之通用指標訂明的要求，即在副學士課程中，屬通識性質的內容須佔課程至少六成（按資歷學分值計算）；在高級文憑課程中，屬專門或職業技能導向的內容須佔課程至少六成。有關通用指標的詳情已上載至經評審專上課程資料網（www.ipass.gov.hk）。

(i) 學士學位和研究院修課式課程

高等教育界應依照本指引的程序為學士學位和研究院修課式課程釐定學分。就資歷架構第五級或以上的課程（尤其是對獨立研究有較廣泛要求的課程）而言，授課與自修時數比率或有較大差異。不過，釐定課程的總學分值時，培訓機構應尊重釐定學分的整體原則，並確切反映課程的總學習量。

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- 2.8 Providers in different sectors may adopt different approaches in assigning credit to their programmes. A “Fixed Ratio” approach is commonly used in the post-secondary education sector. The approach begins with the determination of the contact hours required to deliver the content of a module (and the learning programme as a whole). The contact hours are then used to determine the non-contact hours (including self-study hours and assessment hours) using a pre-determined ratio. The credit of the module / programme will be assigned with reference to the sum total of the contact hours and the non-contact hours for that module / programme.
- 2.9 Some providers may adopt a “Learning Outcomes” approach in credit assignment in line with the philosophy of the outcome-based teaching and learning approach. This approach focuses on the learning outcomes of the module (or a smaller unit or component of the programme). The effort to be put in to achieve the outcomes of the module will be identified and translated into a series of teaching / training, learning and assessment activities. The NLHs of each module is worked out individually, without relying on fixed pre-determined ratios.
- 2.10 Providers may, according to their individual circumstances and experience, adopt one of these approaches or a mixture of both approaches to suit their needs.
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- 2.8 不同界別的培訓機構會採用不同方法釐定其課程的學分，專上院校普遍採用「固定比率」計算法。按照這個計算法，院校首先釐定教授一個單元（及整項進修課程）的內容所需的授課時數，然後按一個預設比率計算非授課時數（包括自修時數和評估時數）。把單元 / 課程的授課時數與非授課時數相加，便可計算出該單元 / 課程的學分。
- 2.9 有些培訓機構或會採用「學習成果」計算法釐定課程學分，以配合成效為本的教與學理念。這個計算法着眼於每個單元（或該課程一個較細的單位或組成部分）的學習成效。培訓機構會確定學員取得該單元的學習成果所需付出的努力，並將之轉化為一系列教學 / 培訓、學習和評估活動。每個單元的學時須獨立計算，並無預設的固定比率。
- 2.10 培訓機構可根據其個別情況、經驗及按本身的需要，採用上述其中一個計算法或兩者兼用。

Chapter 3 Credit Assessment

General Principles on Credit Assessment

- 3.1 Assessment of the QF credit value assigned to a learning programme is necessary to ensure the credit value assigned is accurate and credible. Assessment will be carried out by the institution (or provider) internally as an integral part of its internal quality assurance process of the programme, and / or externally by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) as part of the external accreditation process of the programme.
- 3.2 Programmes of self-accrediting institutions (such as the continuing education arms of universities) and the credit assigned to these programmes will be subject to internal quality assurance procedures before they are registered on the QR.
- 3.3 In general, the following principles are adopted by QA bodies in assessing the credit assigned to a module or programme:

(a) Validity

Providers should be able to demonstrate that the methodology used to estimate the notional learning time of a programme is based on sound and valid rationales, with reference to the profile of an average learner targeted for the learning programme.

(b) Consistency

QF credit value should be assigned by a provider to its learning programmes consistently, e.g. whether the same or similar conversion ratios of contact hours to self-study hours are applied to programmes of a similar nature offered by the same provider.

To ensure consistency, QF credit value assigned will also be assessed with reference to external benchmarks, e.g. comparison with comparable qualifications offered by different institutions or with international norms (such as 120 QF credits for a year of full-time learning), etc.

第三章 評估學分

▼ 評估學分的一般原則 ▼

- 3.1 進修課程的資歷學分值必須經過評估，才可確保所釐定的學分值準確並具公信力。評估會由院校（或培訓機構）進行，作為課程內部質素保證程序其中一環；及 / 或由香港學術及職業資歷評審局進行，作為課程的外部評審程序之一。
- 3.2 具備自行評審資格的院校（例如大學的持續進修部門）所辦的課程及課程的學分，在列入資歷名冊前，需通過內部質素保證程序。
- 3.3 一般而言，質素保證機構評估單元或課程的學分時，會採用以下原則：


(a) 有效

培訓機構須證明估計課程學時的方法，是根據進修課程所針對一般學員的概況，以合理和有效的理據而制訂。

(b) 一致

培訓機構釐定課程的學分值須維持統一的原則，例如同一機構開辦性質類似的課程，是否採用相同或類似的授課時數及自修時數轉換比率。

為確保一致，資歷學分值亦會根據校外基準予以評估，例如參考其他院校所頒授的相類資歷或國際常規（舉例說，一年全日制進修課程為120個學分）。



Providers are advised to use the proformas provided by the relevant QA bodies to record the credit assignment process. Any variation or deviation from established ratios and norms should be supported by justifications and documented for record and review purposes.

(c) Transparency

Information gathered by providers, such as advice and feedback from academic peers and industry experts, comparison of NLHs of similar programmes, and other useful information which may impact on the decision of the QF credit value of a learning programme, should be properly recorded and made available to QA bodies for assessment.

培訓機構應使用相關質素保證機構提供的表格，記錄釐定學分的過程。若與既定的比率及常規不同或有所偏離，須有理據支持，並有文件記錄以作存檔及檢討之用。

(c) 透明

培訓機構收集所得的資料（例如學術同儕及行業專家的建議及意見、相類課程的學時比較，以及其他或會影響釐定進修課程資歷學分值的有用資料），須妥善記錄，以供質素保證機構作評估之用。

Credit Assessment by QA Bodies

At Institutional Level

- 3.4 Institutions / providers are expected to set up an appropriate system for assignment of QF credits to learning programmes, covering the process of programme design, delivery, monitoring and review.
- 3.5 Typically, the following issues at the institutional level will be considered by QA bodies when assessing the QF credit:

- (a) whether the institution / provider has established policies and procedures governing the assignment and assessment of the QF credit of the learning programme it offers;
- (b) whether the policies and procedures are applied systematically and reviewed periodically;
- (c) whether discretion has been built into the policies and procedures to accommodate the diversified nature and discipline of learning programmes at different QF levels;
- (d) whether there is a process of equipping academic / training staff with the skills and knowledge in assigning QF credits to learning programmes; and
- (e) whether there is a process of engaging stakeholders in assigning, assessing and reviewing the appropriateness of the QF credit value and QF level of a learning programme.

由質素保證機構評估學分

院校層面

- 3.4 院校 / 培訓機構須設立適當的制度，以釐定進修課程的資歷學分。該制度應涵蓋課程設計、教授、監察及檢討等過程。
- 3.5 質素保證機構在評估資歷學分時，通常會考慮以下的院校層面事項：

- (a) 是否有既定政策及程序，規管進修課程釐定及評估資歷學分的事宜；
- (b) 是否有系統地實行和定期檢討有關政策及程序；
- (c) 有關政策及程序是否容許在釐定學分時行使酌情權，以顧及各級進修課程的不同性質和學科；
- (d) 是否有方法使教學 / 培訓人員具備為進修課程釐定資歷學分所需的能力和知識；以及
- (e) 是否有方法讓其他持份者參與釐定和評估進修課程的資歷學分及資歷級別，以及檢討這些學分值和級別是否適當。

At Programme Level

- 3.6 The following issues will be considered by QA bodies when assessing the accuracy of QF credit value assigned to a module or a learning programme. These issues are interlocking and they underpin the design, delivery and review of a learning programme:

(a) Programme objectives and PILOs

The PILOs should reflect the stated programme objectives and should be tested through assessment. Evidence should be produced to show that the PILOs correspond to that at the same QF level stipulated in GLD and other relevant documents / descriptors.

(b) Programme content and structure

The content and structure of the learning programme must be coherent, integrated and effective in enabling learners to achieve the stated PILOs at the required standards. The notional learning time allocated to the teaching, learning and assessment activities of a module (and to the learning programme as a whole) must be sufficient to enable learners to achieve the PILOs.

(c) Teaching / training and learning

The teaching / training and learning activities designed for the learning programmes must be effective in delivering programme content and the PILOs. Appropriate teaching methods should be employed to effectively engage learners in the learning process.

(d) Assessments and tests

Assessments and tests should be designed to enable learners to demonstrate the achievement of the PILOs at the required standards. The assessment methods and techniques used must be valid, reliable, fair and sufficient to reflect the learning outcomes at the claimed QF levels.

(e) Programme development, monitoring and review

A system must be in place to ensure that the learning programmes remain current and valid and that the PILOs and the teaching / training, learning, and assessment activities are effective.

課程層面

- 3.6 質素保證機構在評估某單元或進修課程的資歷學分值是否準確時，會考慮以下事項。這些事項環環緊扣，亦是設計、推行及檢討進修課程的基礎。

(a) 課程目標及課程學習成果

課程的預期學習成果應反映既定的課程目標，並通過評估驗證。培訓機構須提供證據，顯示課程的預期學習成果與「資歷級別通用指標」及其他相關文件 / 指標就同一資歷級別課程所定的預期學習成果相符。

(b) 課程內容及結構

進修課程必須有連貫、完整及合適的內容及結構，以協助學員取得預期學習成果並達到應有的水平。某單元（及整項進修課程）的教與學及評估活動獲分配的學時，必須讓學員取得課程的預期學習成果。

(c) 教學 / 培訓與學習


為進修課程設計的教學 / 培訓與學習活動，必須配合課程的教學內容，並促使學員取得課程的預期學習成果。培訓機構應採用適當的教學法，以鼓勵學員積極投入學習。

(d) 評估及測驗

評估及測驗的設計，應有助學員證明他們已取得課程的預期學習成果並達到應有的水平。評估方法及技巧必須適切、可靠及公平，並能充分反映課程所稱的資歷級別的學習成果。

(e) 課程發展、監察及檢討

培訓機構須設有制度，確保進修課程與時並進及適切，而課程的預期學習成果、教學 / 培訓與學習活動和評核活動亦須有效。

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- 3.7 Annexure 5 is a flowchart to illustrate how credit value is assessed at the programme level. The flowchart also outlines the interrelationship of various stages of credit assessment and the questions to be asked by QA bodies.

3.7 附表5的流程圖說明如何在課程層面評估學分值，並概述各學分評估階段的相互關係，以及質素保證機構可能提出的問題。



Consultation Session on Use of QF Credit in Higher Education Sector
高等教育界別應用資歷學分諮詢會
(2018)



Useful Advice on Credit Assessment

- 3.8 Credit assessment will focus on the intended learning outcomes to be attained by the learners, and how the efforts spent in attaining the intended learning outcomes would be reflected in the credit value assigned to the programme.
- 3.9 All credit-bearing modules of a learning programme must have a QF credit value and a QF level of their own. QF credit value without a QF level will be invalid. The overall QF level of the programme may be different from the QF level of individual modules. The majority of credits in a learning programme must be at the claimed QF level (exit level) of the programme.
- 3.10 The knowledge or skills required of a learner prior to the learning for that module should not be taken into account when determining the QF credit value for the module.
- 3.11 QF credit assigned to a programme should be reviewed on a regular basis to ensure continued validity. The review could be integrated with existing process of quality assurance of the programme. Feedbacks from graduates, teachers and external advisors / examiners would be valuable for assessing the accuracy of the credit value of the programme.

關於評估學分的實用建議

- 3.8 學分評估着重學員可取得的預期學習成果，以及進修課程的學分值如何反映學員為取得預期的學習成果所付出的學習時間。
- 3.9 進修課程所有附設學分的單元必須有本身的資歷學分值及資歷級別。沒有資歷級別的資歷學分值屬無效。課程的整體資歷級別或會與個別單元的資歷級別有所不同。進修課程的大部分學分須屬於該課程所稱的資歷級別（結業級別）。
- 3.10 在釐定某單元的資歷學分值時，不應考慮學員修讀該單元前所需具備的知識或能力。
- 3.11 應定期檢討課程的資歷學分，以確保學分持續有效。有關檢討可與課程的現有質素保證程序結合。畢業生、教師及外界顧問 / 評審員的意見，對評估課程學分值是否準確十分有用。

Annexure 1 Glossary

Terminology	Explanation
1. QF credit	<p>QF credit is a measurement of the size or volume of learning in a learning programme recognised under QF. One QF credit consists of 10 notional learning hours.</p> <p>A learner of the programme will be awarded the QF credit only when the learning outcomes specified for the programme are attained and verified.</p> <p>QF credit is either awarded fully or not awarded, and is awarded independent of grading or performance.</p>
2. Notional learning time	<p>Notional learning time refers to the amount of time an average learner is expected to take to complete all learning pertaining to the module / programme and achieve the learning outcomes of the module / programme.</p> <p>It includes time spent on all learning modes and activities, such as lectures, laboratories, workshops, guided learning, self-study, projects, assignments and assessments.</p> <p>Notional learning time is expressed in notional learning hours, and includes contact hours, self-study hours and assessment hours. Notional learning time may also include time spent in the workplace.</p>
3. Average learner	<p>An average learner refers to a typical learner among a class of learners targeted for a particular programme with varying abilities, aptitudes, experiences and motivation.</p>
4. Learning outcomes	<p>Learning outcomes refer to what a learner should know, understand, and / or be able to do upon successful completion of the learning programme.</p>

附表 1 詞彙

詞語	說明
<p>1. 資歷學分</p>	<p>資歷學分顯示資歷架構認可的進修課程的學習量。一個資歷學分相當於十個學時。</p> <p>學員取得指定的學習成果並經過核實後，才可獲授予資歷學分。</p> <p>資歷學分會在學員達致指定的學習成果後全數授予學員，不符資格者不獲授予。學員能否取得學分，與其在課程所得成績高低或表現無關。</p>
<p>2. 學時</p>	<p>學時指一般學員完成有關單元 / 課程的所有學習內容及取得該單元 / 課程的學習成果預計所需的時間量。</p> <p>學員為所有進修模式及活動所付出的時間，均計算在內，不論是聽課、上實驗課、參加工作坊、在指導下學習、自修、進行專題研習、做作業或進行評估的時間。</p> <p>學時包括授課時數、自修時數及評估時數。學時亦可包括在工作場所實習的時間。</p>
<p>3. 一般學員</p>	<p>一般學員指在一班各有不同能力、意向及經驗的學習人士當中，一位典型的學習者。</p>
<p>4. 學習成果</p>	<p>學習成果指學員完成進修課程後應獲得的知識及 / 或能力。</p>

Terminology	Explanation
5. Contact hours	The amount of time (in terms of hours) spent by a learner in direct contact with the teaching / training staff of a programme. It includes attendance in class, tutorials, conducting experiment in laboratory under supervision, supervised session in placement and workshop, etc.
6. Self-study hours	The amount of time (in terms of hours) spent by a learner without direct contact with teaching / training staff. This includes time spent on self-studying, preparation for tests and examinations, research, writing reports for projects and work placement, studying on-line materials, etc.
7. Assessment hours	The amount of time (in terms of hours) spent by learners in examinations, tests and other related assessment activities. Assessment activities may include contact hours and self-study hours, which should not be double-counted in credit assignment.
8. Module	A discrete component of a learning programme, with a set of learning outcomes and assessment criteria. Some providers use the term 'course' instead of module.

詞語	說明
5. 授課時數	學員與課程的教學 / 培訓人員直接接觸的時數，包括聽課、上導修課、在督導下於實驗室進行實驗、出席實習工作和工作坊的督導式課節等。
6. 自修時數	學員的自學時間中，不包括與課程的教學 / 培訓人員直接接觸的時數，包括自修、備試、研究、撰寫專題研習及工作實習報告、研讀網上資料等的時間。
7. 評估時數	學員用於考試、測驗及其他有關評估活動的時數。 評估活動的時數可包括授課時數及自修時數，但在釐定學分時不應重複計算。
8. 單元	進修課程的獨立組成部分，本身有一套學習成果和評估準則。部分培訓機構以「科目」一詞代替單元。

Annexure 2 Table for Estimating Notional Learning Hours (NLHs) and QF Credit of a Module

附表 2 單元學時和資歷學分計算表

		Learning outcomes 學習成果	Contact hours 授課時數 (a)	Self-study hours 自修時數 (b)	Total hours 總時數 (a+b)
Learning and teaching activity 學與教活動					
1	Lecture 講課				
2	Tutorial 導修課				
3	Practical work (laboratory, workshop, etc.) 實習課 (實驗課、工作坊等)				
4	Online, distance and blended learning 網上、遙距及混合模式學習				
5	Internship / placement / fieldwork 見習 / 工作安排 / 實習				
6	Others 其他				
Assessment 評估					
7	Exercise 練習				
8	Project 專題研習				
9	Test / examination / assessment activities 測驗 / 考試 / 評估活動				
10	Others 其他				
Total NLHs 總學時					
QF credit = Total NLHs / 10 資歷學分 = 總學時 / 10					

Annexure 3 Indicative Range of Ratios between Contact Hours and Self-study Hours

附表 3 授課時數與自修時數比率的指示性範圍

Learning and teaching activity 學與教活動	Ratio of contact hours to self-study hours 授課時數與自修時數比率的範圍
*Lecture 講課	1:0.5 - 1:2
*Tutorial 導修課	1:0.5 - 1:2
Practical work (laboratory, workshop, etc.) 實習課 (實驗課、工作坊等)	1:0.5 - 1:2
Project 專題研習	1:0.5 - 1:2
Online, distance and blended learning 網上、遙距及混合模式學習	Realistic estimation of learning time 按實際情況估計學時
Internship / placement / fieldwork 見習 / 工作安排 / 實習	Actual hours (for learning) 實際時數 (學習時數)
Thesis / dissertation 博士論文 / 學位論文	Realistic estimation of learning time 按實際情況估計學時
Others 其他	1:0.5 - 1:2

*Based on empirical research, the ratio for qualifications at QF level 5 or above can be extended to 1:4.

根據實證研究，資歷架構第五級或以上資歷的比率可達至1:4。

Annexure 4 Example of Calculating QF Credit of all Modules of a Programme

附表 4 計算課程所有單元的資歷學分例子

	Module Title 單元名稱	QF Level 資歷級別	Contact Hours 授課時數	Self-study Hours 自修時數	Assessment Hours 評估時數	Notional Learning Hours 學時	QF Credit Value 資歷學分
1	Module 1 單元 1	3	30	60	(already included in contact hours and self-study hours) (已包括在授課時數及自修時數內)	90	9
2	Module 2 單元 2	3	30	60		90	9
3	Module 3 單元 3	3	40	80		120	12
4	Module 4 單元 4	4	30	60		90	9
5	Module 5 單元 5	4	30	60		90	9
6	Module 6 單元 6	4	30	60		90	9
7	Module 7 單元 7	4	30	60		90	9
8	Module 8 單元 8	4	30	60		90	9
9	Module 9 單元 9	4	30	60		90	9
10	Module 10 單元 10	4	27	60		3	90
11	Module 11 (non-credit-bearing 不計算學分) 單元 11						
Total 總計			307	620	3	930	93

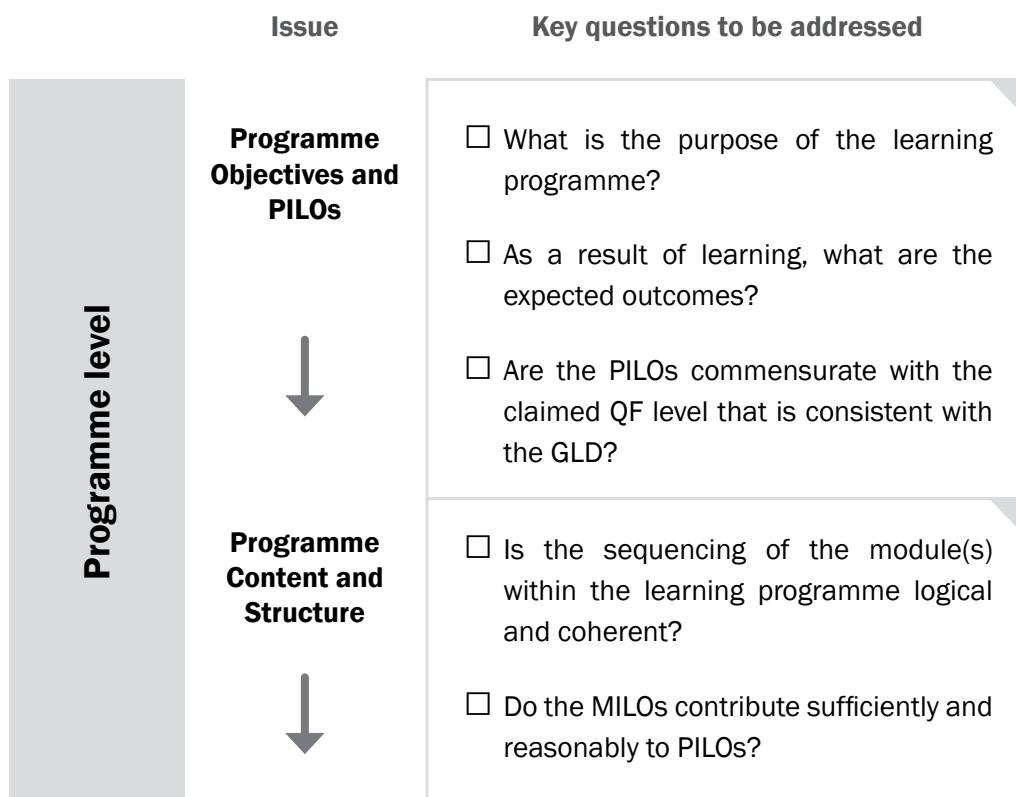
Notes:

- (a) The ratio of contact hours to self-study hours is 1:2 for Modules 1 to 9.
- (b) Module 10 comprises 27 contact hours, 60 self-study hours and 3 assessment hours (for sitting the examination). The ratio of contact hours to self-study hours is slightly higher than 1:2. The learner is expected to spend on average 6 self-study hours in preparing for the examination.
- (c) The programme has a total of 930 notional learning hours and has been assigned 93 QF credits (one credit to 10 notional learning hours). Since 63 QF credits (67.7%) are at level 4 (exit level), the programme will lead to a qualification at QF level 4.

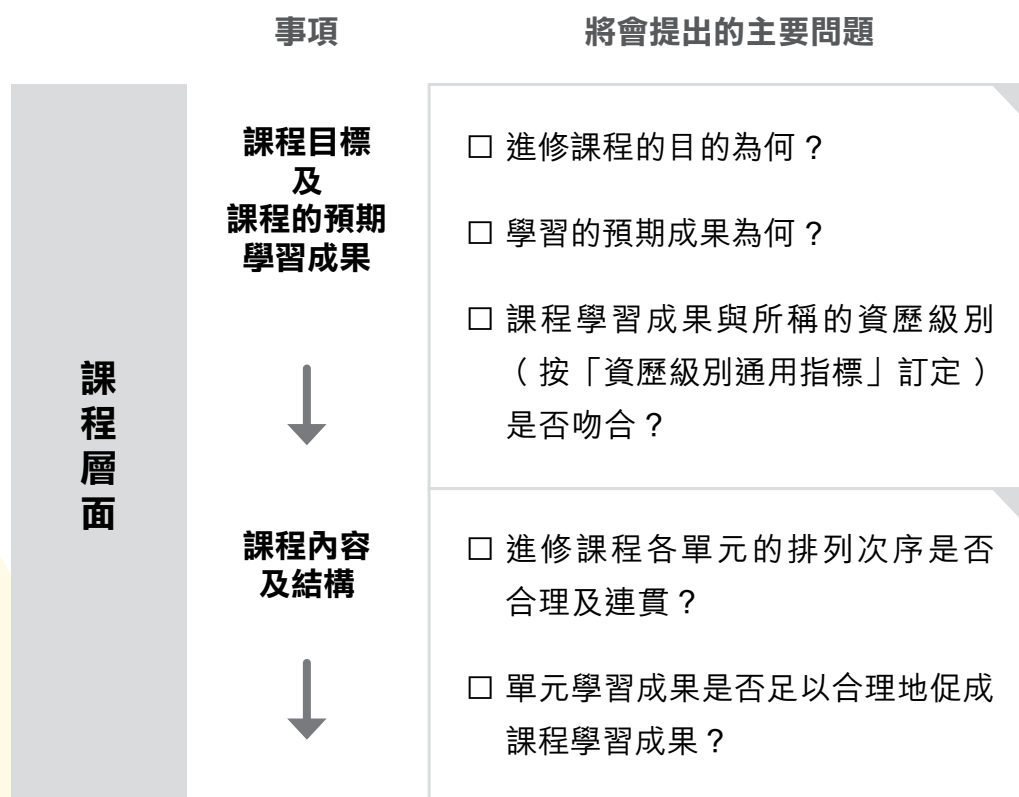
註：

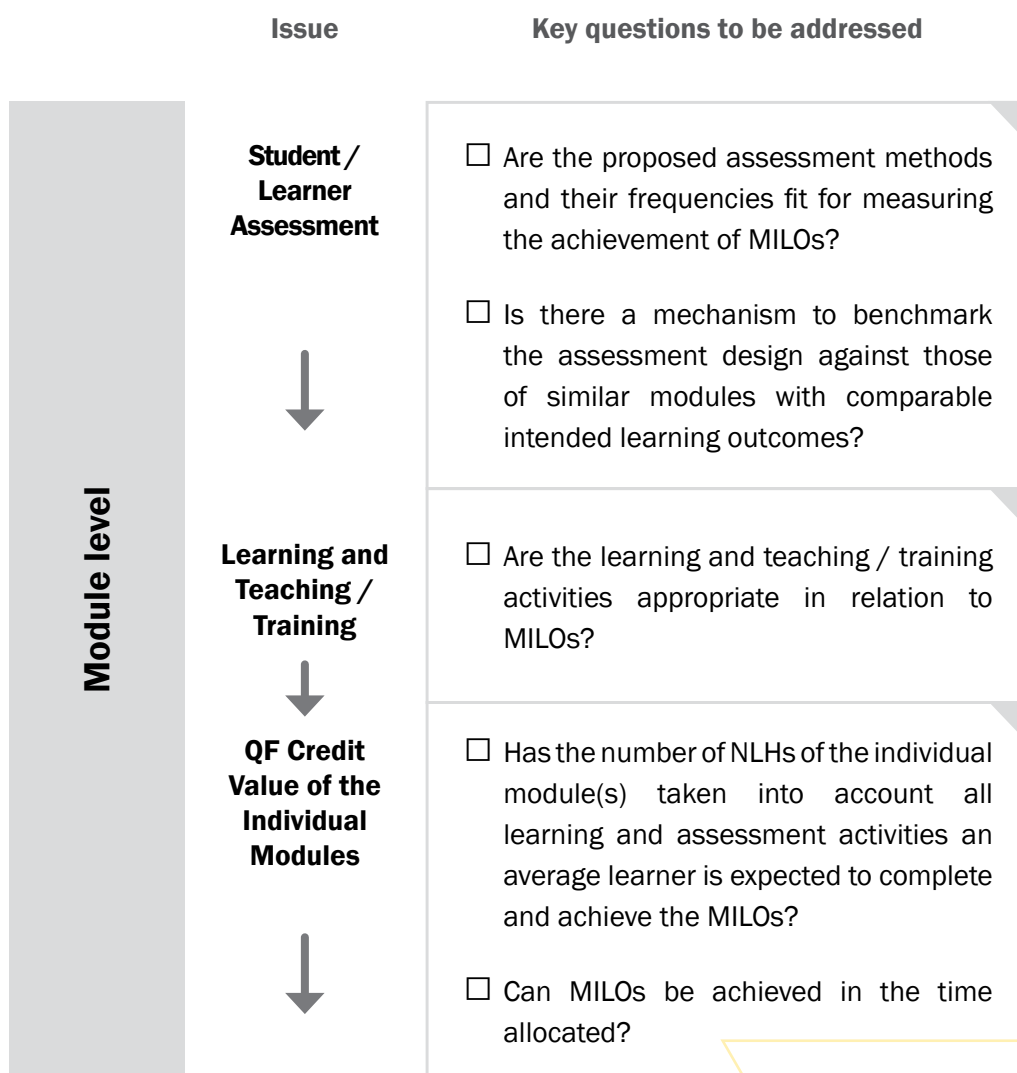
- (a) 就單元 1 至 9 而言，授課時數與自修時數的比率是 1:2。
- (b) 單元 10 包括 27 個授課時數、60 個自修時數及 3 個評估時數（參加考試）。授課時數與自修時數的比率略高於 1:2。預計學員在考試前平均會用 6 小時進行自修。
- (c) 該課程共有 930 個學時，釐定為 93 個資歷學分（1 個學分相當於 10 個學時）。由於其中 63 個資歷學分（67.7%）屬第四級（結業級別），學生修畢該課程後，可取得資歷架構第四級的資歷。

Annexure 5 Flowchart on Credit Assessment at Programme Level by QA Bodies



**附表 5 質素保證機構在課程層面評估學分的
流程圖**





事項	將會提出的主要問題
<p style="writing-mode: vertical-rl; text-orientation: upright;">單元層面</p> <p>學生 / 學員評核</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 建議的評估方法及次數是否足以量度單元學習成果？ <input type="checkbox"/> 是否設有機制，讓培訓機構在設計評估模式時，可參照預期學習成果相若的類似單元的評估方法？
<p>學與教 / 培訓</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 學與教 / 培訓活動是否切合單元學習成果？
<p>個別單元的 資歷學分</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 個別單元的學時是否已計及一般學員完成所有學習和評估活動及取得單元學習成果所需付出的時間？ <input type="checkbox"/> 學員能否在所分配的學時內取得單元學習成果？

Issue

Key questions to be addressed

Programme level

QF Credit Value of the Learning Programme



Both programme and module levels

Programme Development, Monitoring and Review

- Has the number of NLHs of the programme taken into account the total time for an average learner to complete all learning and assessment activities and achieve the PILOs?
- Are the majority of QF credits at the exit QF level of the learning programme?
- Can PILOs be achieved in the time allocated?
- Are there any supporting evidence of benchmarking against similar learning programmes with comparable intended learning outcomes and common descriptors?
- Is there a mechanism in place to collect feedback from stakeholders of the learning programme to review whether the time allocated to the learning and assessment activities is sufficient?

	事項	將會提出的主要問題
<p style="text-align: center;">課程層面</p>	<p>進修課程的資歷學分</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 課程的學時是否已計及一般學員完成所有學習和評估活動及取得課程學習成果所需付出的全部時間？ <input type="checkbox"/> 進修課程的資歷學分是否大部分定於課程所稱的資歷架構結業級別？ <input type="checkbox"/> 學員能否在所分配的學時內取得課程學習成果？
	<p>課程發展、監察及檢討</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 是否有任何證明顯示，培訓機構設計進修課程時，是參照預期學習成果及通用指標相若的同類進修課程？ <input type="checkbox"/> 是否設有機制向進修課程的持份者收集意見，從而檢討分配予各項學習及評估活動的學時是否足夠？



資歷架構
Qualifications
Framework

Qualifications Framework Secretariat
資歷架構秘書處

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Qualifications Framework
資歷架構

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Qualifications Register
資歷名冊

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