



資歷架構
Qualifications
Framework

ATS, Use of Credit and CAT Operational Guidelines

Qualifications Framework Secretariat

22 Mar 2016





Qualifications Framework (QF)

Objectives

- Establish a platform to support lifelong learning;
- Enhance quality, capability and competitiveness of the local workforce.





ATS and Use of QF Credit

Oct 2012

- Launch of Award Titles Scheme (ATS) to standardise the use of qualification titles;
- Introduced the use of QF credit as a common currency to indicate the learning size of a qualification.





ATS and Use of QF Credit

Jan 2016

- All programmes at QF level 1 to 7 must adopt titles that conform to the ATS
- All programmes at QF level 1 to 4 must show their QF credit.





ATS and Use of QF Credit

- For programmes at QF level 5 to 7, providers are encouraged to indicate on the QR the QF credit values of these programmes on a voluntary basis.



QF Infrastructures in support of CAT



- QF - A framework...
 - with indication of QF level
 - with indication of QF credit
 - with the use of standardized award titles
 - based on learning outcomes
 - underpinned by robust quality assurance mechanism
- A **basis** for credit accumulation and transfer (CAT)
- CAT to enhance opportunities for articulation between sectors and levels of learning

Benefits of CAT



To learners:

- Minimizes repeated learning; establishes progression pathways



To institutions:

- Encourages a more holistic approach to qualification development; promotes inter-institutional cooperation; attracts new pools of learners

To society:

- Effective use of public resources; qualification level upgrading of workforce





CAT Policy and Principles

- Promulgated in 2014
- Eight fundamental principles



Basic Assumptions of CAT Policy



- Applicable to qualifications across the academic, vocational and professional, as well as continuing education sectors at QF levels 1-7
- Adoption of CAT policy on a voluntary basis
- Institutions can develop or refine their CAT system that suits their own circumstances





CAT Principles

1. Minimizing duplication of learning
2. Systems and procedures - transparent, fair, flexible and easy to use
3. Decisions - timely, academically defensible, equitable and based on learning outcomes
4. Recognition of formal, non-formal and informal learning
5. Institutional autonomy
6. Academic rigour or integrity
7. Institutional commitment and cooperation
8. Rigorous quality assurance



Expected Outcomes

- Providers already have CAT systems - to **review and refine the existing system**
- Providers which do not have CAT systems in place - to **establish CAT policy and principles**
- To enhance **transparency** of the CAT information on their institutional websites and build up their own **institutional database of CAT information**.
- To provide sufficient **support to learners and staff**.
- To explore **collaborations and agreements** with enterprises and other providers

Transparency of CAT information on websites



- Indication of CAT arrangement on Concourse
- Indication of CAT(I) and CAT(P) on Qualifications Register (QR) - 983 programmes with CAT indication
- Expansion of CAT(I) and CAT(P) indications in 2016

Collaborations and agreements

- MoU signing among providers
- CAT Marketplace - a platform whereby different parties can explore possible CAT collaboration



Establishment / Refinement of CAT System

- Practical briefings on CAT in Aug and Sept 2014
- Development of CAT operational guidelines
- Training workshops on CAT implementation by HKCAAVQ in 2016



Development of CAT Operational Guidelines



Consultant

- Federation for Self-financed Tertiary Education

Consultation

- Three pilot exercises to devise criteria and procedures for CAT implementation
- Consultation through collection of views of stakeholders via QF website (Sept to Oct 2015)
- A consultation session (22 Sept 2015)



CAT Operational Guidelines

1. Formulation of CAT policy and system
2. Development of CAT system and procedures
3. Review of CAT implementation
4. Collaborations and partnerships on CAT implementation



CAT Operational Guidelines



1. Formulation of CAT policy and system
2. Development of CAT system and procedures - three features for credibility
 - ◆ Academic integrity
 - ◆ Fair and flexible approach:
not 100% equivalence
 - ◆ Quality assurance: rigorous measures

CAT Operational Guidelines



2. Developing CAT system and procedures

1. Establishing an administrative structure for the CAT system



2. Providing information to learners



3. Processing applications for credit transfer



CAT Operational Guidelines



2. Developing CAT system and procedures (cont'd)

4. Vetting applications and assessment of supporting documentation



5. Decision making and approval

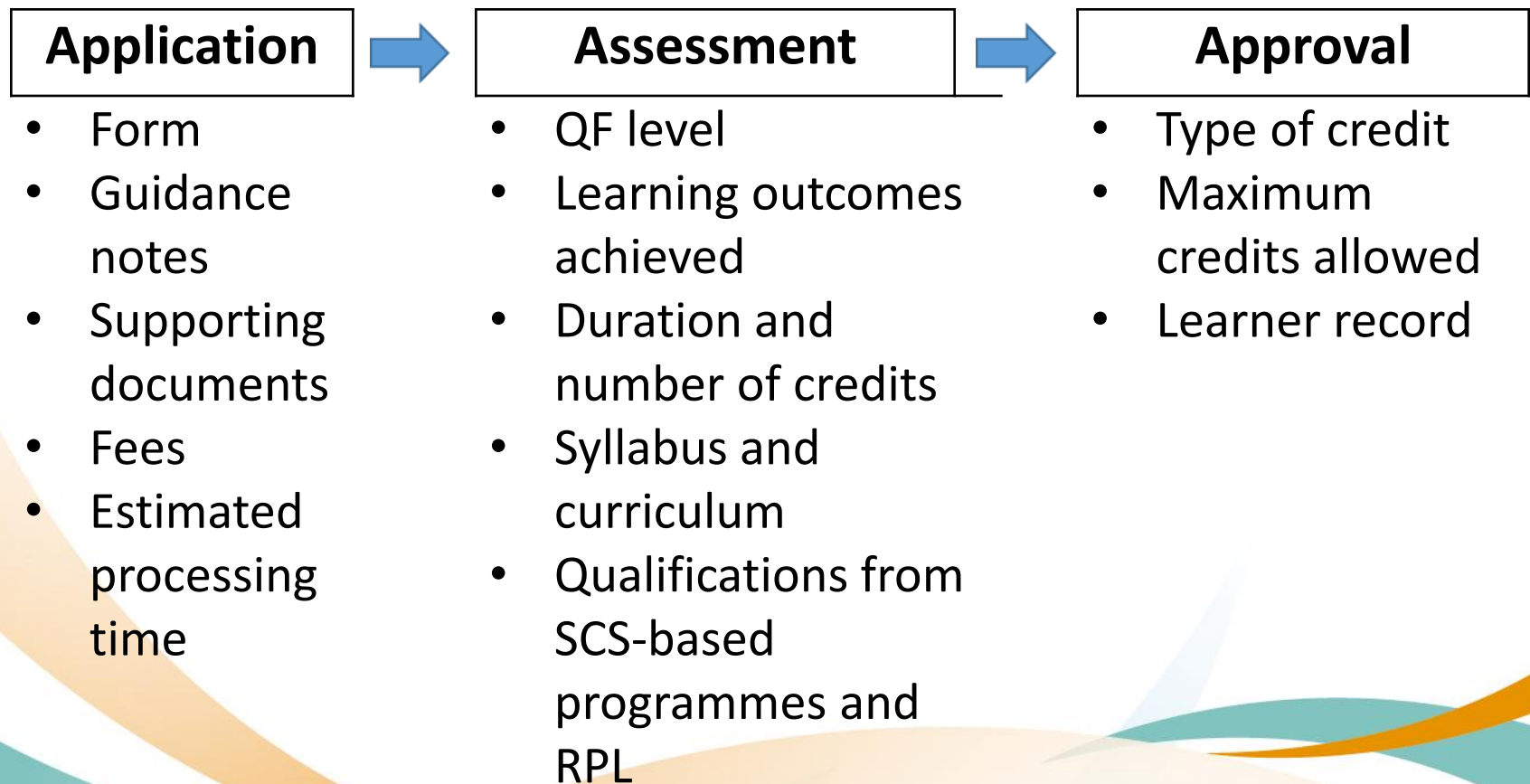


6. Documentation and record keeping

CAT Operational Guidelines



Three-step CAT Process (Stage 2 to Stage 6)



CAT Operational Guidelines



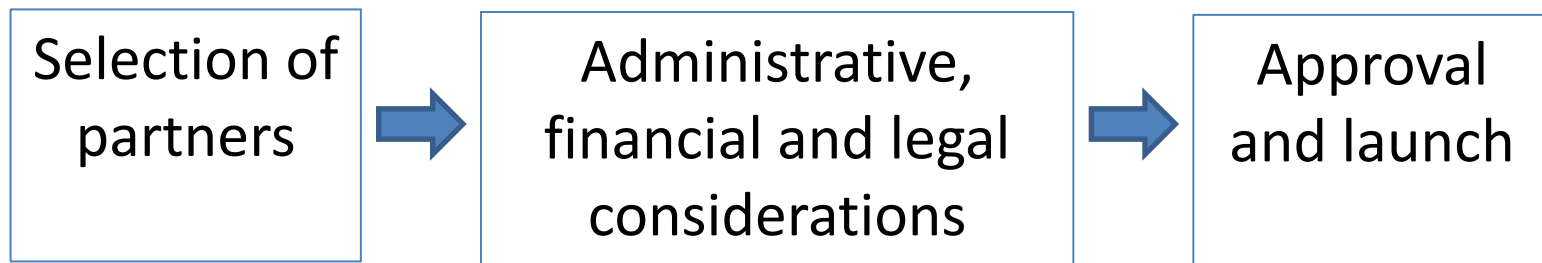
3. Review of CAT implementation

- regular reviews at various stages and at various levels of the organisation
- performance and progress of students should be monitored and evaluated
- Regular meetings between CAT partners

CAT Operational Guidelines



4. Collaborations and partnerships on CAT implementation





Good Practices

1. CAT at programme development stage
2. Support to applicants
3. Support to learners
4. Guidance to staff
5. Central database on CAT activities
6. Quality assurance

CAT and Providers' View



- Views on adoption of CAT policy and principles
- Views on further refinement of CAT systems and operations
- Plans for promoting information transparency of CAT
- Suggestions for collaborations and agreements
- Others



HKQF

www.hkqf.gov.hk

CAT

www.hkqf.gov.hk/CAT

QR

www.hkqr.gov.hk

