



資歷架構  
Qualifications  
Framework

# Credit Accumulation and Transfer (CAT): A Phased Implementation

Qualifications Framework Secretariat

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# Background

- **QF objectives**

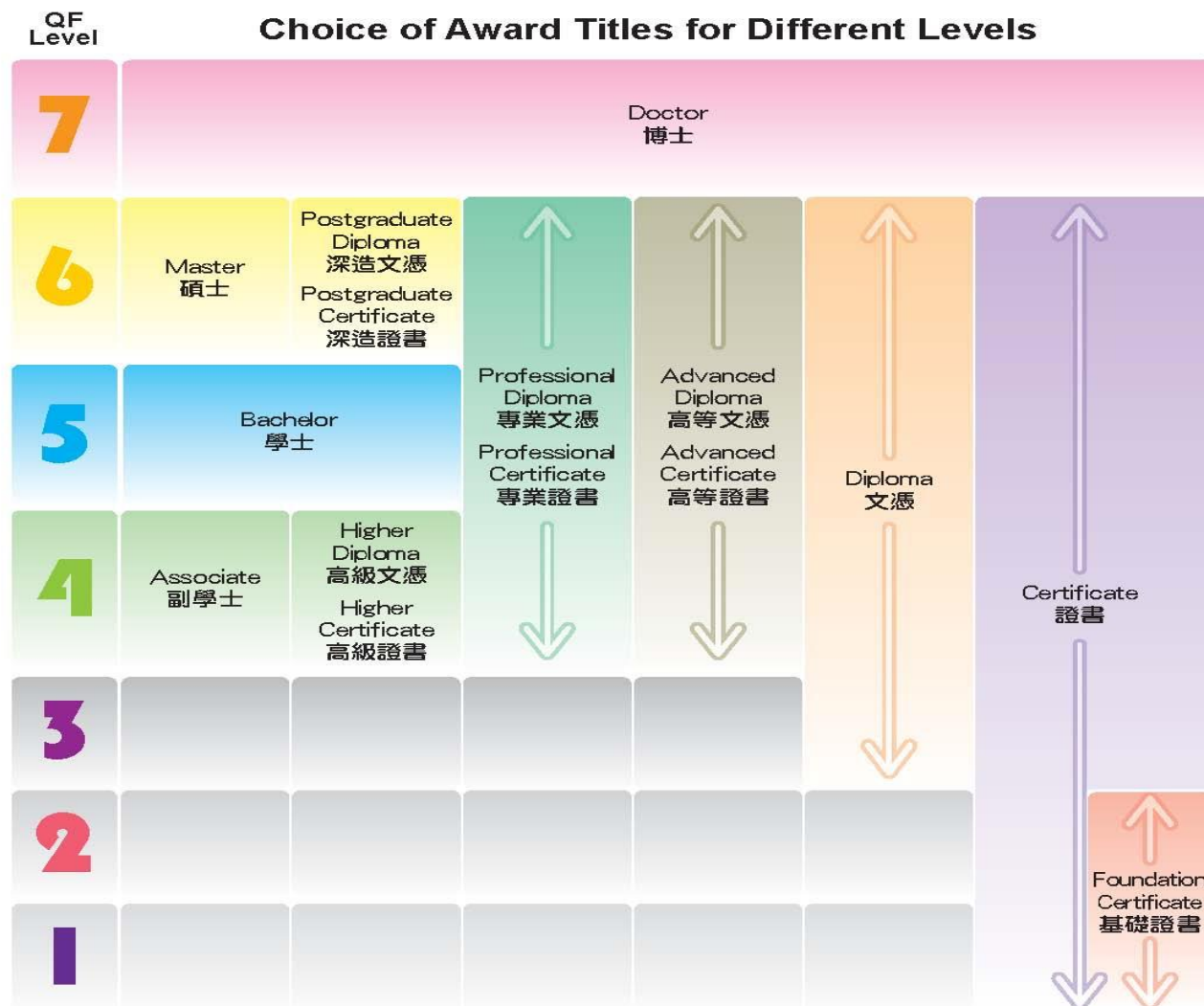
- Establish a platform to support lifelong learning;
- Enhance quality, capability and competitiveness of the local workforce.

- **Background leading to CAT:**

- Launch of Award Title Scheme (ATS) to standardise the use of qualification titles in Oct 2012;
- Introduced the Use of Credit to encourage the use of QF credit as a common currency in Oct 2012; and
- stakeholders' view collected in various consultation sessions, calling for the need to develop a transparent and trustworthy CAT system.



# Award Titles Scheme





# QF Credit

- **One** QF credit = **10** notional learning hours
- Notional learning hours covering **all modes of learning**
- A **common currency** to indicate learning size
- A **basis** for credit accumulation and transfer



# Credit Accumulation and Transfer (CAT) under Qualifications Framework (QF)



- QF infrastructures in support of CAT
  - a framework with indication of QF level
  - a framework with indication of QF credit
  - a framework based on learning outcomes
  - a framework underpinned by robust quality assurance mechanism
  - a framework with use of standardized award titles
- QF credit as a common currency
- 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:

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

## To society:

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





# CAT Policy and Principles

- 1. Learner-centred
- 2. Respects Institutional Autonomy
- 3. Based on strong Quality Assurance
- 4. A Cooperative Enterprise

## Learner-centred



- CAT aims at promoting learner mobility across sectors, levels and types of qualifications by minimizing duplication of learning
- CAT systems and procedures should be transparent, fair, flexible and easy to use
- CAT decisions should be timely, academically defensible, equitable and based on learning outcomes
- CAT accepts credit transfer from formal, non-formal and informal learning





## Respects Institutional Autonomy

- Full authority of a receiving institution to make CAT decisions (i.e. **institutional autonomy**)
- CAT should not undermine **academic rigour or integrity** of the qualification after CAT is granted

## Based on strong Quality Assurance

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



## A Cooperative Enterprise

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



# First Phase of CAT Implementation



- Promulgation of CAT policy and principles in **July 2014**
- CAT policy applicable to
  - all sectors of learning
  - all levels of learning
  - all providers
- Institutions and programmes with CAT opportunities are searchable on QR wef Jan 2015

# CAT Implementation by Providers

- To establish CAT policy and principles
- To review and refine existing CAT systems
- To enhance information transparency of CAT (eg. institutional and QR websites; database; guidance notes to learners; etc)
- To provide sufficient support to learners and staff in handling CAT applications
- To explore collaborations and agreements with enterprises and other providers




# CAT Search on QR

## **Operators with CAT Arrangements searchable on QR (wef Jan 2015)**

- The Hong Kong Polytechnic University
- The Open University of Hong Kong
- Savannah College of Art and Design
- School of Continuing and Professional Education, City University of Hong Kong
- Hong Yip People Development Academy
- Caritas (CICE, CIHE, etc)
- Centennial College
- Others

# Second Phase of CAT - Pilot Projects



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- **Pilot Exercise A:** Criteria and procedures of recognising **Recognition of Prior Learning (RPL)** qualifications for continuous learning.
  - **Pilot Exercise B:** Cooperation between VET providers and in course design (involving ERB and VTC).
  - **Pilot Exercise C:** Fostering bilateral and multilateral agreements for credit transfer among providers, professional bodies and enterprises.
  - **Deliverable :** Production of operational guidelines to supplement the CAT Policy and Principles.

# CAT Pilots and Deliverable



## Consultant

- Federation for Self-financing Tertiary Education

## Workplan

- Commencement of Project in Nov 2014
- Initial draft of practical guidelines
- Sharing and consultation sessions
- Promulgation of practical guidelines in Q3 2015

## Deliverable

- Adoption and references of CAT policy and practical guidelines by providers
- CAT as a common practice

# 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
- Comments to pilot projects of 2<sup>nd</sup> phase
- Views to practical guidelines to be derived from pilot projects
- Others



**HKQF**

**[www.hkqf.gov.hk](http://www.hkqf.gov.hk)**

**QR and CAT**

**[www.hkqr.gov.hk](http://www.hkqr.gov.hk)**

