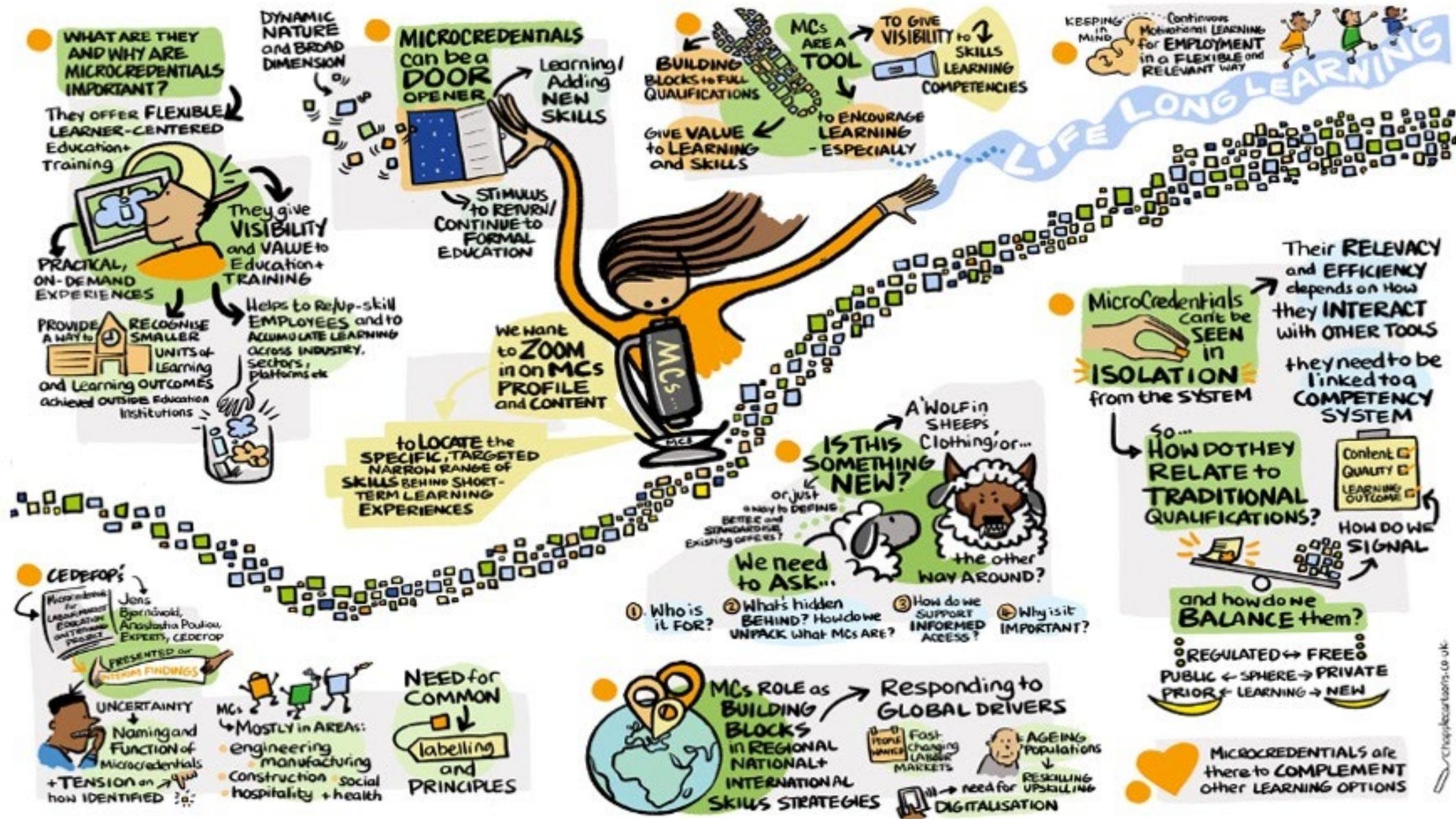


Development of Micro-credentials under the Hong Kong Qualifications Framework



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Source: <https://www.cedefop.europa.eu/en/news/microcredentials-new-opportunity-lifelong-learning>

Current landscape -> Future direction

- *What are micro-credentials?*
- *Do we need micro-credentials?*
- *Are we ready for micro-credentials?*
- *What do we need to develop?*



What are Micro-credentials?

Micro = *small / short / focused / relevant*

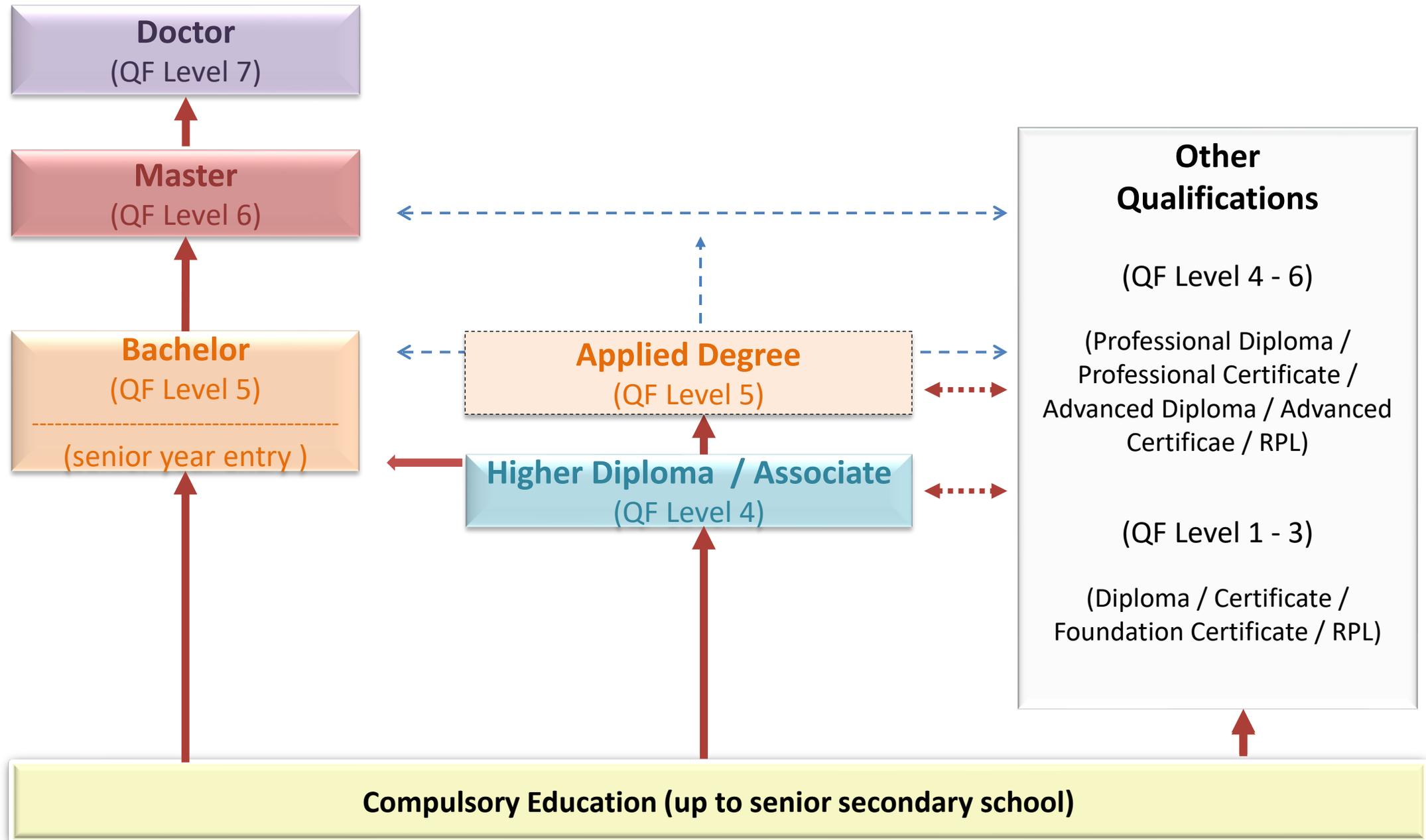
Flexible (*demand driven, delivery mode, more accessible, affordable*)

Credential = *award / quality assured / assessed / transparent*

Recognition (*standalone, portable, transferable, industry-recognised*)



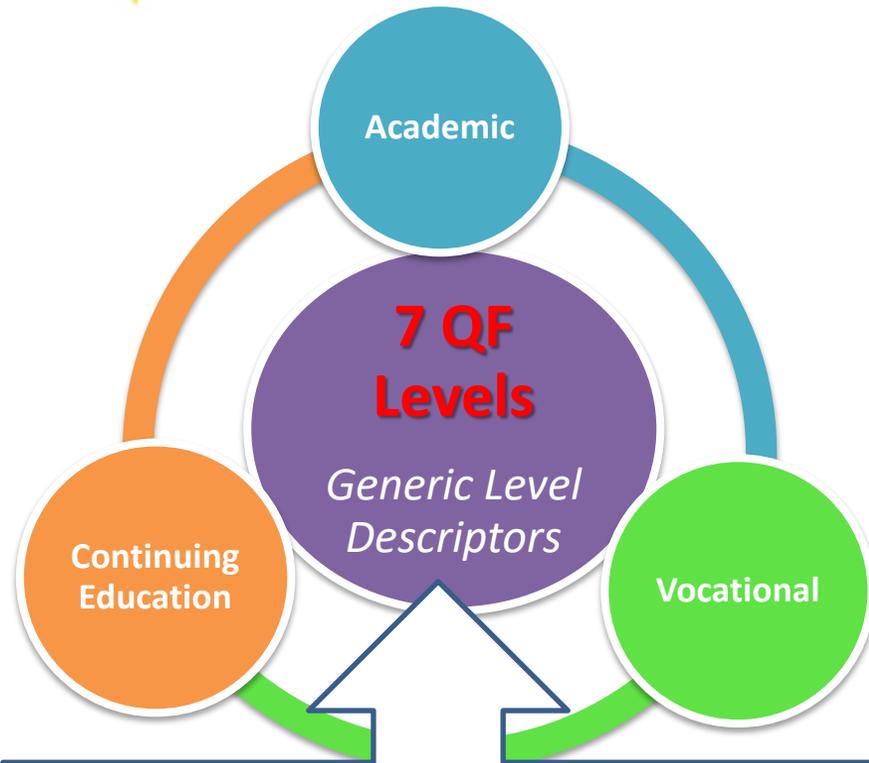
Education and Training System in Hong Kong





資歷架構

Qualifications Framework



- Knowledge and Intellectual Skills
- Processes
- Autonomy and Accountability
- Communication, ICT and Numeracy

7	Doctor						
6	Master	Postgraduate Diploma Postgraduate Certificate	Professional Diploma Professional Certificate	Advanced Diploma Advanced Certificate	Diploma	Certificate	
5	Bachelor						
4	Associate	Higher Diploma Higher Certificate					
3							
2							Foundation Certificate
1							

Short Qualifications on Qualification Register

Qualifications below 60 QF Credits → 50% of the total qualifications on QR

How to facilitate recognition of these short qualifications?

QF Credit Range	QF Level						Total
	1	2	3	4	5	6	
1 - 10	839	1088	345	84	3	1	2360
11 - 20	306	179	96	314	9	5	909
21 - 30	221	353	150	61	6	5	796
31 - 40	40	29	37	51	7	2	166
41 - 50	1	10	44	73	1	1	130
51 - 59	0	2	8	5	0	0	15
Total	1407	1661	680	588	26	14	4376

→ 82%

→ 99%

Short qualifications by industry

How to encourage provisions in other industries?

Industry	QF Credit Range						Total
	1 - 10	11 - 20	21 - 30	31 - 40	41 - 50	51 - 59	
Catering	183	77	123	38	5	1	427
Information and Communications Technology	309	41	24	12	1	0	387
Elderly Care Service	154	29	48	3	27	0	261
Beauty	80	77	28	5	4	0	194
Property Management	27	43	42	1	2	7	122
Security Services	62	1	0	0	1	0	64
Electrical and Mechanical Services	36	7	4	4	7	0	58
Retail	25	25	2	3	0	1	56
Fashion	7	32	5	2	8	0	54
Jewellery	20	11	2	0	3	1	37
Banking	15	8	8	2	1	0	34
Hairdressing	18	2	7	1	0	0	28
Human Resource Management	1	13	11	1	1	0	27
Arboriculture and Horticulture	8	5	1	2	2	0	18
Logistics	10	1	3	2	1	0	17
Insurance	8	1	0	0	0	0	9
Import and Export	5	4	0	0	0	0	9
Printing and Publishing	3	2	2	0	0	0	7
Cross industries	0	2	0	5	0	0	7
Watch and Clock	2	0	0	0	0	0	2
Automotive	0	0	0	0	1	0	1

Major Providers of Short Qualifications

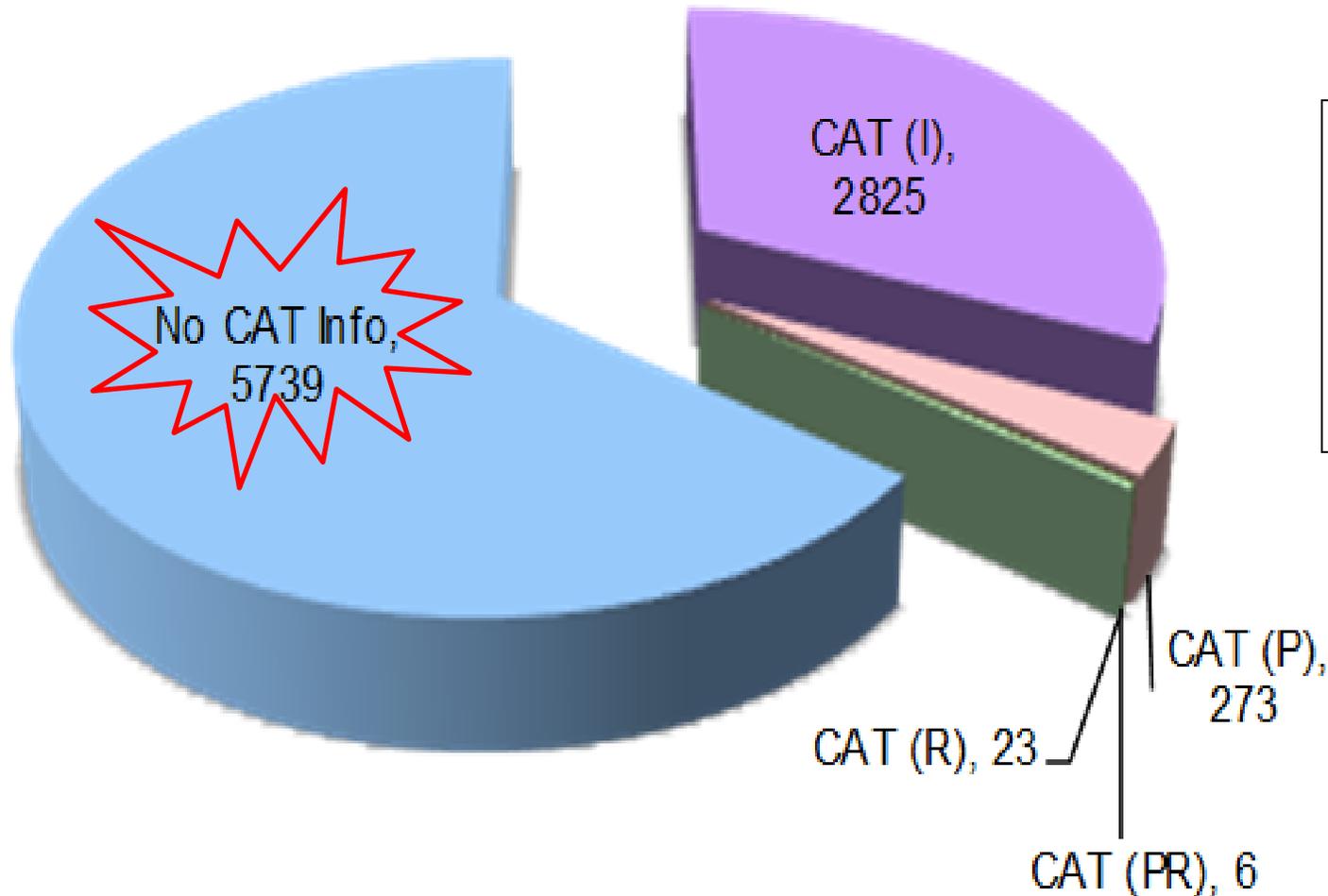
How to encourage more provisions from industry / providers?

Institution	QF Level						Total
	1	2	3	4	5	6	
Employees Retraining Board	1236	1188	193	3			2620
Vocational Training Council	7	28	56	370			461
Hong Kong University	5	95	165	78			343
The Chinese University of HK	2	37	24	5	8	6	82
City University of HK			8	51	2		61
HK Baptist University	5	7	18	8	1		39
HK Metropolitan University		11	9	18			38
HK Polytechnic University	4	4	4	10	6	6	34
Lingnan University			12	1			13
9/ 155							3678/ 4376

→ 84%

Qualifications by CAT arrangement in QR

How to encourage CAT at programme level?



CAT Types:

No CAT ~ 65%

CAT(I) – CAT (Institutional) ~ 32%

CAT(P) – CAT (Programme) ~ 3.5%

CAT(R) – CAT (RPL)

CAT(PR) – both CAT(P) & CAT(R) for the same programme

Academic Recognition: Credit Accumulation & Transfer

*Adoption of the CAT policy, principles and operational guidelines is on a **voluntary basis***

	Principles
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	Systems and procedures developed in institutions to support CAT should be transparent, fair, flexible and easy to use .
3	Decisions regarding credit transfer should be timely, academically defensible, equitable and based on learning outcomes .
4	Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through other forms of assessment.
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.
6	Credit recognition and credit transfer should not undermine the academic rigour or integrity of the qualification into which the learner is accepted.
7	Institutional commitment and cooperation are essential for the optimal functionality of CAT.
8	CAT systems and procedures should be subject to rigorous quality assurance measures .

Concern for Adopting CAT

- *Control over intake quality / potential impact on branding*
- *Lack of curriculum details and updates in source programmes*
- *Difficult to develop partnership among institutions*
- *Lose of competitive edge on student enrolment*
- *Reluctance of programme leaders*



Informal meetings with key providers on MC

Potential development:

- **Unbundle modules** as MCs in existing programmes to allow for stacking and transfer
- Develop new programmes with **embedded MCs**
- Develop and convert professional / specialist programmes as MCs to **seek exemptions** in Master programmes
- Explore **articulation pathways** for existing staff completed recruitment training / CPD
- Develop new qualification with **work-based learning**
- Develop MC in secondary schools as **alternate / complementary qualifications** for admission to Higher Diploma

Concerns for MC development

Policy Issues:

- What is the definition of MC (size, level, mode, type, QA requirements) ?
- What are the stacking / transfer rules (requirements, limit)?
- How to convey the value of MCs to the public?
- Can we accept online programmes / non-formal learning for credit transfer/exemption?

Programme design:

- How to ensure consistency and coherence in programme design?
- How to evaluate qualifications across institutions for credit transfer?
- How to assign credits to work-based learning?
- How to evaluate non-formal learning for credit transfer / exemption?

Quality assurance:

- What internal QA is needed for developing MC?
- Can we have faster and streamlined accreditation process for MC?

Future directions

➤ Leverage existing QF system

- QF levels, Credits, QR, CAT policy, QA standards

➤ Cater for stakeholders' needs

- **Learners** – flexible pathways for lifelong learning
- **Providers** – popularity, relevance of qualifications
- **Employers** – cater for industry needs, reskill & upskill workforce



Future directions

➤ Micro-Credential Framework

- **Definition** (size, level, mode, type)
- **CAT rules** (evaluation, requirements, limit, internal QA)
- **QA** (faster? cheaper?)
- **Industry engagement**
- **Transparent platform**



Action Plan

➤ Policy development

- Definition
- Rules

➤ Operation tools

- Enriched CAT guidelines with operational tools for competency mapping (including non-formal learning) & internal QA

➤ Quality assurance

- Revised QA standards for flexible delivery modes & streamlined process

➤ Support

- Guidelines / Tools and training on programme design and documentation

➤ Transparent information platform

- Digital Credential Hub

Action Plan

➤ Pilot projects

✓ Collaborations / Partnerships

- Between HE institution and VET provider for recognition of MC in full qualification
- Between HE institutions and professional bodies for mutual recognition
- Consortium for mutual recognition of modular qualifications

✓ Programme design

- Unbundle MCs from existing full qualification
- Embedded MCs in new qualification



THE
JOURNEY
OF A THOUSAND MILES
BEGINS WITH
A SINGLE STEP

- LAO TZU -
- 老子 -

HKCAAVQ