

**FAQ on the Recognition of the Hong Kong Diploma of Secondary Education (HKDSE)
and Multiple Pathways for Students
(as of July 2022)**

	Question	Answer
I.	Recognition of the HKDSE	
1.	<p>Has the HKDSE been recognised globally for admission purpose at tertiary institutions worldwide?</p>	<ul style="list-style-type: none"> • The HKDSE qualification has gained wide recognition among various end-users, including the HKSAR government, which is the biggest employer in Hong Kong, local tertiary institutions, as well as overseas authorities and governments, including Canada, US, UK, Australia, Europe and Asia. Students can apply programmes of overseas universities or institutions directly by using their HKDSE Examination results. • For the most updated information on the international recognition of the HKDSE, please visit the website of the Hong Kong Examinations and Assessment Authority (HKEAA) (http://www.hkeaa.edu.hk/en/recognition/hkdse_recognition/ircountry_hkdse.html). • Since 2012, some of the Mainland higher education institutions have admitted Hong Kong students through “Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions” (https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/pilot-scheme.html) . The admission scheme is executed based on the strength of students’ HKDSE Examination results and exempted them from the Joint Entrance Examination for Universities in the People’s Republic of China. • Since 2012, universities in Taiwan have also waived the Overseas Joint College Entrance Examination for Hong Kong students and consider their admissions on the strength of their HKDSE results (https://en.overseas.ncnu.edu.tw/).
2.	<p>If Secondary 6 graduates want to study abroad, can they articulate to 3-year university programmes?</p>	<ul style="list-style-type: none"> • The HKDSE qualification has gained international recognition. Around 300 tertiary institutions worldwide have indicated their acceptance of students with HKDSE

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		<p>qualification and the number of overseas universities accepting the qualification continuously increases. Students might select individual overseas institution based on personal interests, abilities and admission requirements of individual institutions. For more details, please refer to relevant information posted at the website of HKEAA (https://www.hkeaa.edu.hk/en/recognition/hkds_e_recognition/ircountry_hkdse.html)</p>
3.	<p>Will HKDSE be recognised for entry to the Mainland higher education institutions? Is there any impact on Hong Kong students who plan to pursue further studies in the Mainland?</p>	<ul style="list-style-type: none"> • From 2012 onwards, some of the Mainland higher education institutions have admitted Hong Kong students on the strength of their HKDSE Examination results and exempted them from the Joint Entrance Examination for Universities in the People’s Republic of China. As at November 2021, the number of Mainland higher education institutions participating in the Admission Scheme has increased to 129, coming from 21 provinces/municipalities and one autonomous region of the Mainland. • For more details, please refer to relevant information posted at the website of EDB (https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/pilot-scheme.html).
II. Admission Requirements of Local Universities and Post-secondary Institutions		
4.	<p>How many subjects are required for university admission? What are the level requirements to fulfill the “General Entrance Requirements” (GER) of the universities?</p>	<ul style="list-style-type: none"> • Students attaining Level 3 for Chinese Language and English Language, Level 2 for Mathematics and Liberal Studies* in the HKDSE Examination (“3322”)** are eligible to be considered for admission to the 4-year undergraduate programmes of local publicly-funded and self-financing tertiary institutions. Individual institutions /faculties /programmes will determine the attainment level required for one or two elective subjects (usually at Level 2/3) and other admission requirements. • The 4 core subjects + 1 or 2 elective subject(s) are just the minimum requirements and do not guarantee entrance to a particular university or programme. Universities would conduct further selection on those applicants who satisfied the minimum requirements. The actual selection for admission would be on a

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		<p>competitive basis.</p> <ul style="list-style-type: none"> The latest admission requirements have been uploaded to respective website of the institutions /faculties /programmes. <p>* Citizenship and Social Development in lieu of Liberal Studies has been implemented at Secondary 4 since September 2021. The reporting grade of CS in the public examination is “Attained” or “Unattained”.</p> <p>** From the admission of the 2024/25 intake, the GER of four core subjects for HKDSE candidates will be revised from “3322” to “332A”, i.e. “332” and “Attained”.</p>
5.	Will different weighting be given to different electives by the universities in their selection?	<ul style="list-style-type: none"> The GER are just minimum requirements that a student has to fulfill before they could be considered for admission. In consideration of the specific nature and needs of the programmes, individual institutions/programmes may set specified elective subject requirements or give different weighting to different electives in the actual selection process. For more details, please visit the websites of respective institutions.
6.	The general entrance requirements of universities ask for 4 core subjects including Mathematics. Does it mean the compulsory part of Mathematics only? Why do students need to study Mathematics?	<ul style="list-style-type: none"> Regarding Mathematics in the “3322” requirement, only the compulsory part is required. Individual institutions may recognise the extended part in Mathematics (Module 1/Module 2) as unspecified/extra elective subjects for meeting the general entrance requirements. For more details, please refer to the websites of individual institutions. Broader mathematical literacy is an essential component for students to prepare their further studies and/or work. It is desirable for students to learn Mathematics at senior secondary level for their preparation for future development. Mathematics is therefore a core subject. Students may only take the compulsory part in Mathematics, which builds on the basic education for all students. For those students who would like to learn more Mathematics and study engineering, business, science, etc. in university, they could take either one of the extended modules in Mathematics - Module 1 (Calculus and Statistics) or Module 2 (Algebra

	Question	Answer
		and Calculus).
7.	As most universities require 4 core subjects and one elective subject as admission criteria, can students only take 4 core subjects and one elective subject under senior secondary curriculum?	<ul style="list-style-type: none"> • For students to have a broad and balanced education under senior secondary curriculum, it is recommended that they should take 4 core subjects and 2 or 3 electives*. Moreover, the 4 core subjects + 1 or 2 elective subject(s) are just the minimum admission criteria for most universities and do not guarantee entrance to a particular university or programme. • During the actual selection process of the programmes, the number of electives and their results could be a factor taking into consideration, served as tie-breakers, given with bonus points or considered as additional information. For more details, please refer to the websites of individual institutions. <p>* From the admission of the 2024/25 intake, the GER of eight UGC-funded universities for four HKDSE core subjects will be revised as “332A”, and two elective subjects in Level 2 / Level 3. For more details, please visit the websites of respective institutions.</p>
8.	Does a student need to study both extended modules in Mathematics if they want to study in certain science or engineering faculties?	<ul style="list-style-type: none"> • The Extended Part comprises two modules with different orientations. Students who are more able in mathematics, more mathematically oriented or need more mathematical knowledge and skills to prepare for their future studies and careers, may choose to study a module from the Extended Part. Module 1 (Calculus and Statistics) focuses more on mathematical applications, whereas Module 2 (Algebra and Calculus) places more emphasis on mathematical concepts and knowledge. Students who would like to learn more mathematics may choose the module which best suits their interests and needs. • Faculties/programmes of UGC-funded universities generally require one of the extended modules in Mathematics, if needed. For details, please refer to the websites of individual institutions.

	Question	Answer
9.	Apart from applying to universities with their HKDSE Examination results, what are the other study pathways for students?	<ul style="list-style-type: none"> • Under the current academic structure, our students, as always, can choose among multiple pathways available other than degree programmes. They may apply for sub-degree programmes (including Associate Degree (AD) and Higher Diploma (HD) Programmes), the Diploma Yi Jin (DYJ) programme or Vocational and Professional Education and Training (VPET) programmes, according to their interests, needs and abilities, and the admission requirements of the programmes. They may also participate in the Youth Employment and Training Programme (YETP) or study in the Mainland/overseas. For the latest information on multiple pathways, please refer to EDB “Designated Webpage for Secondary 6 Students” (http://www.edb.gov.hk/s6/en). • The DYJ programme has been put in place to provide an alternative pathway for S6 school leavers to obtain a formal qualification for the purposes of employment and further studies. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) has evaluated and confirmed that the exit standard of the DYJ programme is deemed comparable to the attainment of Level 2 in five subjects including Chinese Language and English Language in the HKDSE Examination. For students who have satisfactorily completed the Maths Plus elective module, the exit standard of their DYJ programme is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination. For latest information of DYJ, please refer to the relevant website (https://www.yijin.edu.hk).

III. Other Study Pathways		
10.	What are the minimum requirements for application to sub-degree programmes?	<ul style="list-style-type: none"> The minimum entrance requirement to sub-degree programmes (including AD and HD programmes) is Level 2 obtained in five subjects (including Chinese Language and English Language) in the HKDSE Examination or equivalent (may include at most two Applied Learning subjects). For details, please refer to the “Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure” (As at Feb 2017) (https://www.cspe.edu.hk/en/Resources-CommonDesc.html).
11.	Will the government provide support for early school leavers from S3 to S5?	<ul style="list-style-type: none"> The Vocational Training Council (VTC) will continue to provide alternative educational pathways for early school leavers, including Diploma of Vocational Education Programmes for S3, S4, S5 school leavers and S6 graduates, providing them with multi entry and exit points, and to prepare them for further studies or employment. For details, please refer to the websites of the institutions. In addition, the Labour Department launched YETP (https://www.yes.labour.gov.hk/Home) and Youth Employment Start (YES) (https://www.e-start.gov.hk/) respectively to provide more information on employment and training to students who have left the schools. For details, please refer to the websites of the institutions.
IV. Recognition on Alternative Qualifications in Chinese Language for Non-Chinese Speaking (NCS) Students		
12.	Will institutions accept students fulfilling the specified circumstances to use alternative qualification(s) in Chinese Language in lieu of HKDSE Chinese Language for admission?	<ul style="list-style-type: none"> Under the current academic structure, as stated in the LegCo paper in Feb 2008, institutions have already confirmed their acceptance of alternative Chinese Language qualifications (GCSE, IGCSE, GCE) for students fulfilling the following specified circumstances. This will be continued under the current academic structure and the specified circumstances are: <ul style="list-style-type: none"> (i) The student has learned Chinese Language for less than six years while receiving primary and secondary education. This caters specifically

		<p>students who have a late start in the learning of Chinese Language (e.g. due to their settlement in Hong Kong well past the entry level) or who have been educated in Hong Kong sporadically; or</p> <p>(ii) The student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.</p> <ul style="list-style-type: none"> • Starting from the 2014/15 school year, senior secondary students having met the above specified circumstances may also choose to take Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)). By design, ApL(C) is a language course using the vocational field as the context. It differs from other Applied Learning (ApL) courses which focus on the knowledge and beginners' skill set related to a specific professional /vocational field. Against this background, University Grants Committee (UGC) -funded universities and most post-secondary institutions accept ApL(C) as an alternative qualification in Chinese Language (ACL) for the admission of NCS students with "Attained" as the minimum grade required. In view of this, ApL(C) cannot be treated as an elective subject. Details are as follows: <ul style="list-style-type: none"> (i) For UGC-funded universities, ApL(C) is not accepted as an elective subject. (ii) For self-financing institutions, ApL(C) cannot be treated as an elective subject for admission. Apart from ApL(C) as ACL, each applicant is allowed to use a maximum of TWO ApL subjects as elective subjects for admission. Institutions may give special consideration to NCS students with ApL(C) when it is not counted as ACL, according to their individual policy. Nonetheless, ApL(C) cannot be regarded as an elective subject for admission.
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13.	Under the current academic structure, will schools allow students to study other languages (e.g. French) in lieu of Chinese Language?	<ul style="list-style-type: none"> • Under the policy of promoting biliterate and trilingual proficiency in students, the EDB is of the opinion that all students are entitled to study Chinese. Schools should provide all students with opportunities to learn Chinese under the current academic structure. • For NCS students, the EDB encourages them to sit for the HKDSE Chinese Language examination. For NCS students having fulfilled the specified conditions (as stated in Q.14), they may choose to enroll for Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)), or to sit for relevant examinations such as the IGCSE or GCSE administered by the HKEAA to obtain alternative qualifications in Chinese. (Please see Q.16).
14.	Under the current academic structure, will institutions continue to accept alternative Chinese Language qualifications (e.g. GCSE, IGCSE, GCE) for students fulfilling the specified conditions (as stated in Q.14)?	<ul style="list-style-type: none"> • Starting from the 2008 Joint University Programmes Admissions System (JUPAS) cycle, the UGC-funded universities have considered, for the purpose of satisfying their entrance requirements, alternative qualifications in Chinese Language, under specified circumstances, in lieu of the general Chinese Language requirement for JUPAS applicants seeking admission based on the Hong Kong Advanced Level Examination (HKALE). • Under the current academic structure, all UGC-funded universities continue with the arrangement to accept alternative qualifications in Chinese Language in lieu of the general Chinese Language requirement in the HKDSE Examination. • For more details, please refer to relevant information posted at the website of EDB (http://www.edb.gov.hk/en/student-parents/ncs-students/about-ncs-students/jupas-admission.html)

15.	If students would like to sit for the GCSE (Chinese) Examination to obtain the alternative Chinese Language qualification under the JUPAS application, what should they do?	<ul style="list-style-type: none"> Those students who have fulfilled the specified conditions (as stated in Q.14) may choose to sit for the GCSE (Chinese) Examination to obtain the alternative Chinese Language qualification under the JUPAS to apply for admission to UGC-funded institutions. The GCSE (Chinese) Examination is offered to school candidates only. Students should submit their entry forms through schools which have registered as GCSE (Chinese) sub-centres. Further information on the Examination is available at the website of the HKEAA (http://www.hkeaa.edu.hk/en/ipe/gce_gcse_igcse_ial/gcse/).
16.	Is there flexibility for admission to UGC-funded universities for non-Chinese speaking (NCS) students taking Category A Chinese Language but not reaching Level 3 or above?	<ul style="list-style-type: none"> The institutions may consider the application case by case and handle the Chinese Language requirement flexibly for NCS students. For details, please refer to the websites of individual institutions.
V. Local Recognition – Applied Learning (ApL) Course		
17.	Will students' performance in ApL courses be considered as equivalent to Senior Secondary elective subjects for university admission?	<ul style="list-style-type: none"> In general, the tertiary institutions recognise the experience attained by students through ApL. For university admission, individual institutions/faculties/programmes will consider ApL courses as elective subjects/additional information and/or award bonus points.
18.	Will students' performance in ApL courses be considered for admission to sub-degree programmes?	<ul style="list-style-type: none"> According to the "Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure" (as at Feb 2017), applicants are eligible to apply for admission to sub-degree programmes if they meet the minimum entrance requirements of Level 2 in five HKDSE subjects including English Language and Chinese Language¹. Each applicant is allowed to use not more than two ApL subjects in the application². For details, please visit "Information Portal for Accredited Post-secondary Programmes" (iPASS) (https://www.cspe.edu.hk/en/ipass/index.html)

		<p>Note¹: For non-Chinese speaking students, institutions will continue to accept alternative Chinese Language qualifications for students who have met the specified conditions (as stated in Q.14).</p> <p>ApL(C) should, in general, be accepted as an alternative Chinese Language qualification, among other accepted alternative Chinese Language qualifications.</p> <p>Note²: The two ApL subjects do not include ApL(C) as this subject is introduced to provide an additional channel exclusively for non-Chinese speaking students to obtain an alternative Chinese language qualification. For the 2012-2017 HKDSE Examinations, students attaining the results of “Attained” and “Attained with Distinction” in the Applied Learning courses are accepted as attaining the competencies required at Level 2 and Level 3 or above of Category A subjects of the HKDSE Examination respectively for the purposes of further studies and work. Effective from the 2018 HKDSE Examination, the reporting of students’ performance is refined to “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)”. Performance of “Attained with Distinction (I)” is comparable to Level 3 while “Attained with Distinction (II)” is comparable to Level 4 or above of Category A subjects of the HKDSE Examination.</p>
19.	<p>Can students of the DYJ programme get exemption for specific modules if they have studied such modules in their ApL courses?</p>	<ul style="list-style-type: none"> For those students who have been awarded either “Attained” or “Attained with Distinction (I)/(II)” upon their successful completion of ApL courses, they may get exemption for at most two related modules when they are admitted to the DYJ programme. However, the institutions will have the final decision in granting such exemption, having taken into consideration the relevance of the modules.
20.	<p>The Education Bureau introduced ApL(C) starting from the 2014/15 school year. Do the post-secondary institutions accept results of ApL(C) subject for admission? How about its acceptance for employment?</p>	<ul style="list-style-type: none"> Starting from the 2014/15 school year, senior secondary students having fulfilled the specified conditions (as stated in Q.14) may choose to take ApL(C). The eight UGC-funded universities and most of the post-secondary institutions have accepted the “Attained” result of ApL(C) as the minimum grade required for an alternative qualification in Chinese language for the admission of students fulfilling the specified conditions. For the purpose of civil service appointments, ApL(C) subject is accepted as one of the ApL subjects in the HKDSE Examination, and "Attained" and "Attained with Distinction" results in ApL(C) subject are accepted as meeting the Chinese language proficiency requirements of relevant civil service ranks.

		<p>Major employers and professional bodies, such as the Hong Kong Institute of Human Resource Management and the Hong Kong Retail Management Association, have recognised the qualification of ApL(C) course as well.</p> <ul style="list-style-type: none"> For details, please refer to relevant press release (http://www.info.gov.hk/gia/general/201412/11/P201412110450.htm) or visit the EDB Applied Learning website (https://www.edb.gov.hk/en/curriculum-development/cross-kla-studies/applied-learning/index.html).
VI. Local Recognition – Other Language Subjects		
<p>21.</p>	<p>What is the position of “Other Languages” subjects under the current academic structure? Will institutions consider qualifications in “Other Languages” subjects? Are they considered comparable as elective subjects?</p>	<ul style="list-style-type: none"> Students may choose to study “Other Languages” subjects (French, German, Hindi, Japanese, Spanish and Urdu) as elective subjects. “Other Languages” subjects adopt the syllabus under AS level examination of Cambridge Assessment International Education (Cambridge International), and students can study through their schools and sit for this examination administered by the HKEAA. Students’ results in “Other Languages” subjects will be reported on the certificate of HKDSE. From the 2025 HKDSE onwards, Cambridge International AS level question papers will no longer be used for the above Category C subjects. Instead, HKDSE candidates will be required to take stipulated official language examinations. The results of candidates will be included in the HKDSE Category C results when they can meet the stipulated proficiency level. The existing subjects of French, German, Japanese and Spanish will be retained with the addition of Korean, meanwhile the examinations of existing subjects of Hindi and Urdu will be discontinued under the new arrangements.

		<p>For details, please refer to HKEAA’s website at https://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/category_c_subjects/</p> <ul style="list-style-type: none"> • In selecting students for university admission, all eight UGC-funded universities recognise “Other Languages” subjects as unspecified elective subjects/bonus point calculation. Please refer to the websites of individual institutions for more details.
VII. Local Recognition – Other Learning Experiences (OLE) and Student Learning Profile (SLP)		
22.	<p>Will SLP be considered for university admission?</p>	<ul style="list-style-type: none"> • When selecting candidates, universities and post-secondary institutions would take account of a broader range of information of student achievements in different aspects, which could demonstrate that they possess the required competencies and personal qualities to be selected and therefore would benefit most from the post-secondary education. In view of this, SLP would provide good reference to institutions. • The Heads of Universities Committee (HUCOM) announced in October 2008 that regarding the admission process, universities would accept SLP as a reference document that provides supplementary information on students’ whole-person development. Besides, the Joint University Programmes Admissions System (JUPAS) Board of Management announced on 16 October 2009 that students could make reference to their own SLPs when completing the forms and submit their summarised information to JUPAS online application system. Meanwhile, under the Joint University Programmes Admissions System (JUPAS) and the Electronic Advance Application System for Post-secondary Programmes (E-APP), students also have the flexibility to submit their full SLPs or have the option to show their learning portfolios to faculties when attending interviews.

23.	Will the Government and employers consider OLE as a Senior Secondary subject in job recruitment? How will the information facilitate job recruitment?	<ul style="list-style-type: none"> • OLE is not a subject, but one of the three essential components of the Senior Secondary curriculum that occupies 10 to 15% of the total lesson time. They are essential to facilitate students' balanced and all-round development. • The Government has no plan to include OLE as one of the entry requirements for civil service appointment purpose. Nevertheless, SLP may be taken into account in assessing the suitability of the candidate for the job. • Similarly, we encourage employers to take into account the information in SLP for a more holistic understanding of a candidate's strengths and abilities.
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VIII. Issues relating to Repeaters

24.	If students are not satisfied with their HKDSE Examination results, can they repeat S6 or sit for the HKDSE Examination again as private candidates? If yes, what do they need to pay attention to? What is the difference between repeating S6 at a school and being a private candidate? Besides repeating S6, do they have other options?	<ul style="list-style-type: none"> • Before deciding whether to repeat S6, students should think and consider: <ul style="list-style-type: none"> (i) the reasons for the unsatisfactory results; (ii) the confidence of making improvement in the new attempt; (iii) the advice and suggestions of teachers and family; and (iv) whether there are other study pathways. • The arrangements on SBA for repeaters are as follows: <ul style="list-style-type: none"> - SBA is compulsory for S6 school repeaters. They, however, need to submit SBA marks for S6 only, which will be proportionally adjusted to the full weighting of individual subjects and incorporated into their subject mark. Their SBA results obtained in previous examinations will not be counted. For details, please visit the webpage of HKEAA (https://www.hkeaa.edu.hk/en/). - Private candidates are not required to complete the SBA component of the subjects entered. Their subject marks will be based entirely on their public examination results. For Visual Arts in which the SBA component carries a weighting of 50%, candidates will be required to submit a portfolio in lieu of the
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		<p>SBA.</p> <ul style="list-style-type: none"> - Applicants with JUPAS applications in the previous cycle(s) can apply via JUPAS again in the current cycle on the basis of their past and / or current HKDSE Examination results, provided that they are NOT enrolled in full-time bachelor's degree programmes offered under JUPAS at the time they submit their JUPAS applications. • Repeating S6 is definitely not the only option. Student can consider applying for sub-degree programmes or other pathways, including DYJ, VPET programmes, YETP of the Labour Department or employment. <p>For more information, please visit (https://www.edb.gov.hk/s6/en).</p>
25.	<p>How would “JUPAS” participating-institutions consider the combined results of private candidates? Would there be any penalty for repeaters?</p>	<ul style="list-style-type: none"> • The nine JUPAS participating-institutions and the SSSDP institutions may consider the HKDSE Examination results obtained by the applicants in different sittings when assessing their eligibility for admission. Some institutions' programmes may impose penalties on applicants with HKDSE Examination results obtained in more than one sitting. In this regard, applicants should study the general entrance requirements and individual programme requirements and the websites of the respective institutions for further information (https://www.jupas.edu.hk/en/programmes-offered/by-funding-category/).
IX. Issues relating to the Support for Students with Special Educational Needs (SEN)		
26.	<p>Under the current academic structure, do post-secondary institutions adjust their requirements for students with SEN?</p>	<ul style="list-style-type: none"> • The current system has already flexibly considered and catered for the needs of SEN students. JUPAS set up a mechanism and institutions can provide assistance and advice for students with disabilities. The mechanism does not set a lower entry requirement, but aims at giving appropriate considerations on applicants' special needs. Details can be found at the JUPAS website (https://www.jupas.edu.hk/en/application-procedures-information/application-information/applicants-with-disabilities/).

27.	<p>What are the possible pathways for students with SEN taking the ordinary curriculum when they have completed the Senior Secondary education?</p>	<ul style="list-style-type: none"> • The pathways for students with SEN taking the ordinary curriculum are similar to those of other students. If they receive the offer from tertiary institutions, the institutions will provide them with support such as providing specific equipment to aid their learning, assigning counselors/tutors to assist them, and giving them priority in hostel allocation. • They may also consider other pathways such as local sub-degree programmes, Diploma Yi Jin, Vocational and Professional Education and Training programmes, study overseas or seek employment. • To increase the opportunity of SEN students to receive tertiary education upon the completion of senior secondary education and experience the continuous study and campus life, Jockey Club Youth Academy for Special Education Needs was established by the Centre for Special Educational Needs and Inclusive Education at the Education University of Hong Kong (EdUHK). Details can be found at the website of EdUHK (https://www.eduhk.hk/csenie/view.php?m=6005&secid=53538&lang=en). • For existing support services of students transferred from secondary education to tertiary education, , please refer to the relevant information of EDB websites, including “Integrated Education and Special Education Information Online” (https://sense.edb.gov.hk/en/integrated-education/transition-through-different-learning-stages/secondary-to-post-secondary-education.html) or Education Bureau Circular No. 4/2022 “Transfer of Information of Students with Special Educational Needs” (https://sense.edb.gov.hk/uploads/page/integrated_education/Transition_through_Different_Learning_Stages/EDBC22004E.pdf) or “Contact Details of Local Post-secondary Institutions / Educational Organisations for Transfer of SEN Information of Secondary Students and Services Available in those Institutions / Organisations – 2021/22 Academic Year” (https://sense.edb.gov.hk/uploads/page/integrated_education/Transition_through_Dif
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		ferent_Learning_Stages/Secondary_to_post-secondary_education/ps_contact_tc.pdf
28.	What are the pathways for students with Intellectual Disability under the current academic structure?	<ul style="list-style-type: none"> Under the current academic structure, schools will help make related arrangements when students approach the age of school leaving. Schools will help apply suitable specific skills training and rehabilitation and support services, such as the skill centres under VTC, the sheltered workshop under the Social Welfare Department and the integrated vocational training centre. Students with mild or moderate Intellectual Disabilities may pursue full-time training, such as the courses provided by the Shine Skills Centre under VTC and the integrated vocational training centres organised by non-governmental organisations. For students with disabilities who are not able to enter into the job market can apply to receive appropriate vocational training in the sheltered workshops to develop their social and economic potential to the fullest extent.
X. Recognition of Non-local Qualifications		
29.	If I attend a university in a place outside Hong Kong, will the qualifications that I obtained from the university be recognised in Hong Kong?	<ul style="list-style-type: none"> Recognition of non-local qualifications is essentially user-defined. Generally speaking, it is up to individual employers, professional bodies or education institutions to decide as to whether a particular qualification obtained by an applicant should be regarded as having met the applicable requirements for filling a job position, membership registration or enrolling in a study programme. As regards education qualifications awarded by granting bodies outside Hong Kong, the assessment of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) will often be sought, and such assessments will often be taken into account by the relevant employer/body/institution. Notwithstanding, final decisions as to whether or not to accept particular qualifications for employment, registration and study purposes still rest with the employer /body /institution. For details, please refer to the website of HKCAAVA (https://www.hkcaavq.edu.hk).

		<ul style="list-style-type: none"> For civil service appointments, qualification requirements for civil service posts are normally set with reference to qualifications obtainable under the local education system or from local institutions. Candidates holding non-local qualifications may also apply for government posts. The government will arrange qualifications assessment for these candidates according to the established procedures. Candidates will be considered for appointment if their qualifications are assessed as comparable in standard to the entry qualification requirements of the posts being applied for and that they can also fulfill the other requirements of the posts, such as those on language proficiency and work experience. For details, please refer to the website of Civil Service Bureau (CSB) (https://www.csb.gov.hk/english/recruit/qual/333.html)
30.	If I am holding non-local qualifications, will I be eligible to apply for a local teaching post?	<ul style="list-style-type: none"> Persons wishing to join the education profession should possess the required academic and/or professional qualifications. For more information, please visit the EDB website (https://www.edb.gov.hk/en/teacher/qualification-on-training-development/qualification/index.html) For persons holding non-local qualifications, they should approach the HKCAAVQ for assessment of their qualifications. They may submit the diplomas/certificates, transcripts showing details of the courses taken, together with the fees required, to the HKCAAVQ for assessment. Information on assessment application is available from the HKCAAVQ website (http://www.hkcaavq.edu.hk).
XI. Local Recognition – Employment		

31.	Does the Government accept HKDSE qualifications for civil service appointments?	<ul style="list-style-type: none"> • The government has announced that results in the HKDSE Examination are accepted for civil service appointment purposes with effect from 20 July 2012. Details are available at the website of the CSB (http://www.csb.gov.hk/english/info/2170.html). • For the arrangement of accepting results in the HKDSE Examination as equivalent to the results in the Common Recruitment Examination, please refer to CSB website (http://www.csb.gov.hk/english/recruit/cre/949.html).
32.	After the HKDSE has been put in place since the launching of senior secondary academic structure, what is the change for civil service posts with entry requirement set at “a pass in five subjects in HKCEE”?	<ul style="list-style-type: none"> • Under the current academic structure, a combination of the following results in five subjects in the HKDSE Examination are accepted as meeting the requirement of “a pass in five subjects in HKCEE”: <ul style="list-style-type: none"> - Level 2 in Senior Secondary subjects; - “Attained” in ApL subjects (subject to a maximum of two ApL subjects); and - Grade E in Other Language subjects. • Details are available at CSB website (http://www.csb.gov.hk/english/info/2170.html).
33.	What are the impacts of the current academic structure on appointment to civil service posts with entry requirements set at Form 5 or below?	<ul style="list-style-type: none"> • Under the current academic structure, students have to undertake three years of junior secondary (S1 to S3) followed by a three-year senior secondary education (S4 to S6). For appointment to civil service posts with entry requirement set at the completion of specific secondary level, such as completion of Form 5 or Form 4, a candidate who has completed respective levels from Secondary 1 to Secondary 5 under the current academic structure is accepted as meeting the requirement of completion of Form 1 to Form 5 correspondingly under the old academic structure.
34.	How would the EDB and HKEAA facilitate recognition of the HKDSE by Hong Kong employers?	<ul style="list-style-type: none"> • HKEAA has drawn up a set of level descriptors, with samples of student performance, to describe the performance standards of students. A set of generic descriptors of each level has also been published to enhance understanding of the public about the standards of the HKDSE. Details are available at HKEAA website

		<p>(http://www.hkeaa.edu.hk/en/HKDSE/assessment/the_reporting_system/SRR/).</p> <ul style="list-style-type: none">• The EDB and the HKEAA will continue to jointly promote employers' understanding of the standards-referenced reporting system and the typical performance at each level.• For details, please refer to EDB "New Academic Structure Web Bulletin" (https://334.edb.hkedcity.net/new/en/employer.php)
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