



教育局

Education Bureau



資歷架構
Qualifications
Framework

The Hong Kong Qualifications Framework: *A Platform for Lifelong Learning*

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Hong Kong Qualifications Framework

- **What** is it?
- **Why** is it relevant to continuing education and career development?
- **How** is it implemented?
- Should I make use of it and **how**?

QF goes beyond Hong Kong



142 countries and territories are involved in the development and implementation of qualifications frameworks*:

Albania; Angola; Antigua and Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahamas; Bahrain; Bangladesh; Barbados; Belarus; Belgium; Benin; Belize; Bhutan; Bosnia and Herzegovina; Botswana; Brazil; Brunei Darussalam; Bulgaria; Burkina Faso; Comoros; Caoe Verde; Cambodia; Canada; Chile; China; Colombia; Côte d'Ivoire; Croatia; Cyprus; Czech Republic; Denmark; Dominica; Egypt; Eritrea; Estonia; Ethiopia; Finland; France; Gambia; Georgia; Germany; Ghana; Greece; Grenada; Guinea; Guinea-Bissau; Guyana; Haiti; **Hong Kong SAR**; Hungary; Iceland; India; Indonesia; Ireland; Israel; Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Latvia; Lebanon; Lesotho; Liberia; Lithuania; Luxembourg; Madagascar; Malawi; Malaysia; Maldives; Mali; Malta; Mauritius; Mexico; Montenegro; Montserrat (UK overseas territory); Morocco; Mozambique; Myanmar; Namibia; Netherlands; Nepal; New Zealand; Niger; Nigeria; Norway; Oman; Pakistan; Palestine; Papua New Guinea; Philippines; Poland; Portugal; Republic of Moldova; Republic of Korea; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Senegal; Seychelles; Sierra Leone; Singapore; Slovakia; Slovenia; Somalia (Somaliland); South Africa; Spain; Saint Kitts and Nevis; Saint Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; Thailand; the Democratic Republic of the Congo; The former Yugoslav Republic of Macedonia; Timor-Leste; Togo; Tonga; Trinidad and Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Ukraine; United Arab Emirates; United Kingdom of Great Britain and Northern Ireland; United Republic of Tanzania; Viet Nam; Zambia; Zimbabwe.

*Source: *Global National Qualifications Framework Inventory (May 2013)*, co-published by two EU agencies (European Training Foundation (ETF) and the Centre for the Development of Vocational Training (Cedefop)); and UNESCO (Institute for Lifelong Learning (UIL) and the Section for TVET)






Hong Kong Qualifications Framework (HKQF)

- A major initiative by HKSAR Government to support **lifelong learning** and to enhance the **quality and competitiveness of the workforce**.
- Officially launched in May 2008 (CAP 592)
- Qualifications recognised under QF are **quality-assured** and **level-rated** in accordance with **objective standards**
- Participation is voluntary and encouraged

Framework Governance



 <p>教育局 Education Bureau</p>	<p>Education Bureau (EDB)</p>	<p>Overall responsibility for policy direction, development and implementation of HKQF</p>
 <p>資歷架構 Qualifications Framework</p>	<p>Qualifications Framework Secretariat (QFS)</p>	<p>An executive arm of EDB to assist in the development and implementation of HKQF</p>
 <p>香港學術及職業資歷評審局 Hong Kong Council for Accreditation of Academic & Vocational Qualifications</p>	<p>Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)</p>	<p>The principal QA body responsible for the accreditation of qualifications under HKQF (9 universities are self-accrediting)</p>

HKQF : Hierarchy

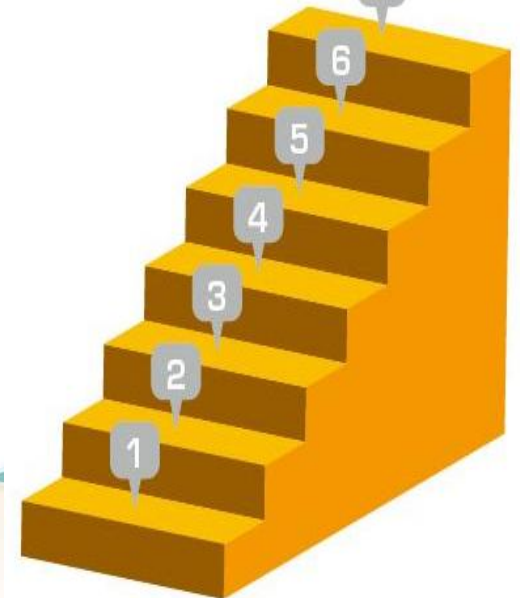


QF Award Titles Scheme (ATS) enhances transparency of qualifications

Level	Qualifications			
7	Doctoral Degree			
6	Master's Degree Postgraduate Diploma/Certificate	Professional Diploma/ Certificate Advanced Diploma/ Certificate		Certificate
5	Bachelor's Degree			
4	Associate Degree Higher Diploma/Certificate			
3	Diploma, (S6/7), (HKALE), (HKDSE)			
2	(S5), (HKCEE), Foundation Certificate			
1	Foundation Certificate			

Generic Level Descriptors (GLD)

- **Generic Level Descriptors (GLD)** provide objective and well-defined standards to determine the level of qualifications
- For each level, (1 to 7, lowest to highest), GLD describes **learning outcomes** in **four domains**:
 - Knowledge and intellectual skills
 - Processes
 - Application, autonomy and accountability
 - Communication, IT and numeracy



Generic Level Descriptors – Level 3



Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
3	<ul style="list-style-type: none"> - Apply knowledge and skills in a range of activities, Demonstrating comprehension of relevant theories - Access, organise and evaluate information independently and make reasoned judgements in relation to a subject or discipline - Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable problems - Make generalisations and predictions in familiar contexts. 	<ul style="list-style-type: none"> - Operate in a variety of familiar and some unfamiliar contexts, using a known range of technical or learning skills - Select from a considerable choice of predetermined procedures - Give presentations to an audience 	<ul style="list-style-type: none"> - The ability to perform tasks in a broad range of predictable and structured contexts which may also involve some non-routine activities requiring a degree of individual responsibility - Engage in self-directed activity with guidance/ evaluation - Accept responsibility for quantity and quality of output - Accept well defined but limited responsibility for the quantity and quality of the output of others 	<ul style="list-style-type: none"> - Use a wide range of largely routine and well practiced skills — for example: - Produce and respond to detailed and complex written and oral communication in familiar contexts, and use a suitable structure and style when writing extended documents. - Select and use standard applications to obtain, process and combine information - Use a wide range of numerical and graphical data in routine contexts, which may have some non-routine elements.

The full set of GLD can be downloaded from
www.hkqf.gov.hk

Generic Level Descriptors – Level 4



Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
4	<ul style="list-style-type: none"> - Develop a rigorous approach to the acquisition of a broad knowledge base, with some specialist knowledge in selected areas - Present and evaluate information, using it to plan and develop investigative strategies - Deal with well defined issues within largely familiar contexts, but extend this to some unfamiliar problems - Employ a range of specialised skills and approaches to generate a range of responses. 	<ul style="list-style-type: none"> - Operate in a range of varied and specific contexts involving some creative and non-routine activities - Exercise appropriate judgement in planning, selecting or presenting information, methods or resources - Carry out routine lines of enquiry, development of investigation into professional level issues and problems. 	<ul style="list-style-type: none"> - The ability to perform skilled tasks requiring some discretion and judgement, and undertake a supervisory role - Undertake self-directed and a some directive activity - Operate within broad general guidelines or functions - Take responsibility for the nature and quantity of own outputs - Meet specified quality standards - Accept some responsibility for the quantity and quality of the output of others. 	<ul style="list-style-type: none"> - Use a wide range of routine skills and some advanced skills associated with the subject/discipline - for example: - Present using a range of techniques to engage the audience in both familiar and some new contexts - Read and synthesise extended information from subject documents; organise information coherently, convey complex ideas in well-structured form - Use a range of IT applications to support and enhance work - Plan approaches to obtaining and using information, choose appropriate methods and data to justify results & choices - Carry out multi-stage calculations.

Logistics

The full set of GLD can be downloaded from
www.hkqef.gov.hk

QF Credit



- **1 QF credit = 10 notional learning hours**
- Notional learning hours covering **all modes of learning** (e.g. attendance in class, self-study, practical assessment, experiments, on-line learning, etc.)



QF facilitates lifelong learning



- **QF credit** - a common currency, to define the size of learning
- **QF level** – a common standard (GLD)
- **Award Title Scheme** standardises the use of qualification titles
- facilitate articulation and credit transfer
- Indication of QF level and credit values on **Qualifications Register**

QA mechanism



QA underpinning HKQF

- All qualifications or learning programmes recognised under QF have to be quality-assured and uploaded onto the **Qualifications Register (QR) 資歷名冊**
- Quality assurance bodies include :
 - **Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)**
 - **Self-accrediting institutions**
 - City University of Hong Kong
 - Hong Kong Baptist University
 - Lingnan University
 - The Chinese University of Hong Kong
 - The Education University of Hong Kong
 - The Hong Kong Polytechnic University
 - The Hong Kong University of Science and Technology
 - The University of Hong Kong
 - The Open University of Hong Kong

Qualifications Register (QR)

資歷名冊



- QR is an online database with useful information on QF-recognised qualifications and learning programmes
- Available to the public **free of charge**
- More than 7,000 qualifications or courses are listed on QR

www.hkqr.gov.hk

The screenshot shows the homepage of the Qualifications Register (QR) website. At the top, there is a header with the QR logo and the text '資歷架構 Qualifications Framework' on the left, and the Education Bureau logo and 'Education Bureau The Government of the Hong Kong Special Administrative Region' on the right. Below the header is a navigation bar with links: 'About Us', 'Search', 'QR Operators', 'News & Events', 'Help', and 'Contact Us'. The main content area features a large image of a smiling man in a suit. To the right of this image is a yellow box with the text 'QUALIFICATIONS REGISTER (QR)'. Below the image, there is a 'Home' link and a 'Font Size' selector. The main heading is 'Qualifications Register (QR)'. The welcome message reads: 'Welcome to the Qualifications Register (QR) !'. The main text states: 'QR is a centralised online database containing information on quality assured qualifications and their operators and assessment agencies for Recognition of Prior Learning. All qualifications listed on the QR are quality-assured and recognised under the Qualifications Framework. Under the Accreditation of Academic and Vocational Qualifications Ordinance, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications is specified as the QR Authority.' On the right side, there is a 'News & Events' section with two entries: '19 May 2016' and '23 March 2016'. The 19 May 2016 entry mentions the deployment of Phase Two of the QR Re-organisation and the temporary suspension of updating activities. The 23 March 2016 entry mentions the presentation power points of the QR Operators Briefing 2016.

Home Font Size : [A](#) [A](#) [A](#)

Qualifications Register (QR)

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We hope you will find this website and the information useful. Enjoy a pleasant navigation!

News & Events

19 May 2016

To prepare for the deployment of the Phase Two of the Qualifications Register (QR) Re-organisation on incorporation of Quality Assurance (QA) status and Sub-area to the production environment of the QR system, the updating activities of all operators in the QR System (www.hkqr.gov.hk) will be temporarily suspended during the time periods specified below in late May 2016 to early June 2016. For details, please click [here](#).

23 March 2016

To view the presentation power points of the QR Operators Briefing 2016, please click the following

Industry Participation



Industry Participation - Industry Training Advisory Committee (ITAC)



- 21 ITACs have been formed, covering over 53% of total workforce
- **Composition** of an ITAC:
 - representatives from **employers, employees, professional bodies, & relevant government departments**
- The ITAC plays important **roles** to:
 - define competency requirements and standards for different job tasks by developing the **Specification of Competency Standards (SCS)** for the industries
 - establish a **Recognition of Prior Learning (RPL)** mechanism for the industry, if necessary

Specification of Competency Standards

(能力標準說明)

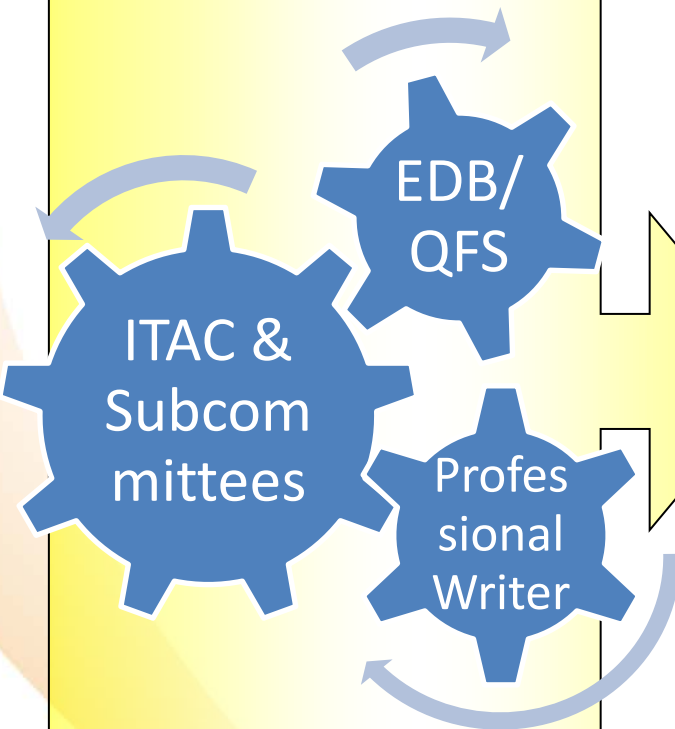


- Specification of Competency Standards (SCS) is a set of **competency requirements and outcome standards** for a specific industry
- Each SCS contains **Units of Competency (UoCs)** that are competency-based with threshold standards
- Each UoC is designated a **QF level** set in accordance with the **Generic Level Descriptors (GLD)**, and an indicative **credit** size
- SCS is developed with extensive industry consultation and consensus, representing **good practice of the industry**

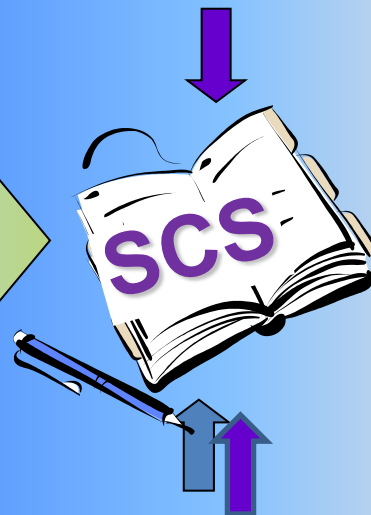
Specification of Competency Standards



Drafting



Industry Consultation



Independent moderation

Applications by stakeholders

Education & Training Providers

Employers Employees

Professional Bodies

HR Management CPD

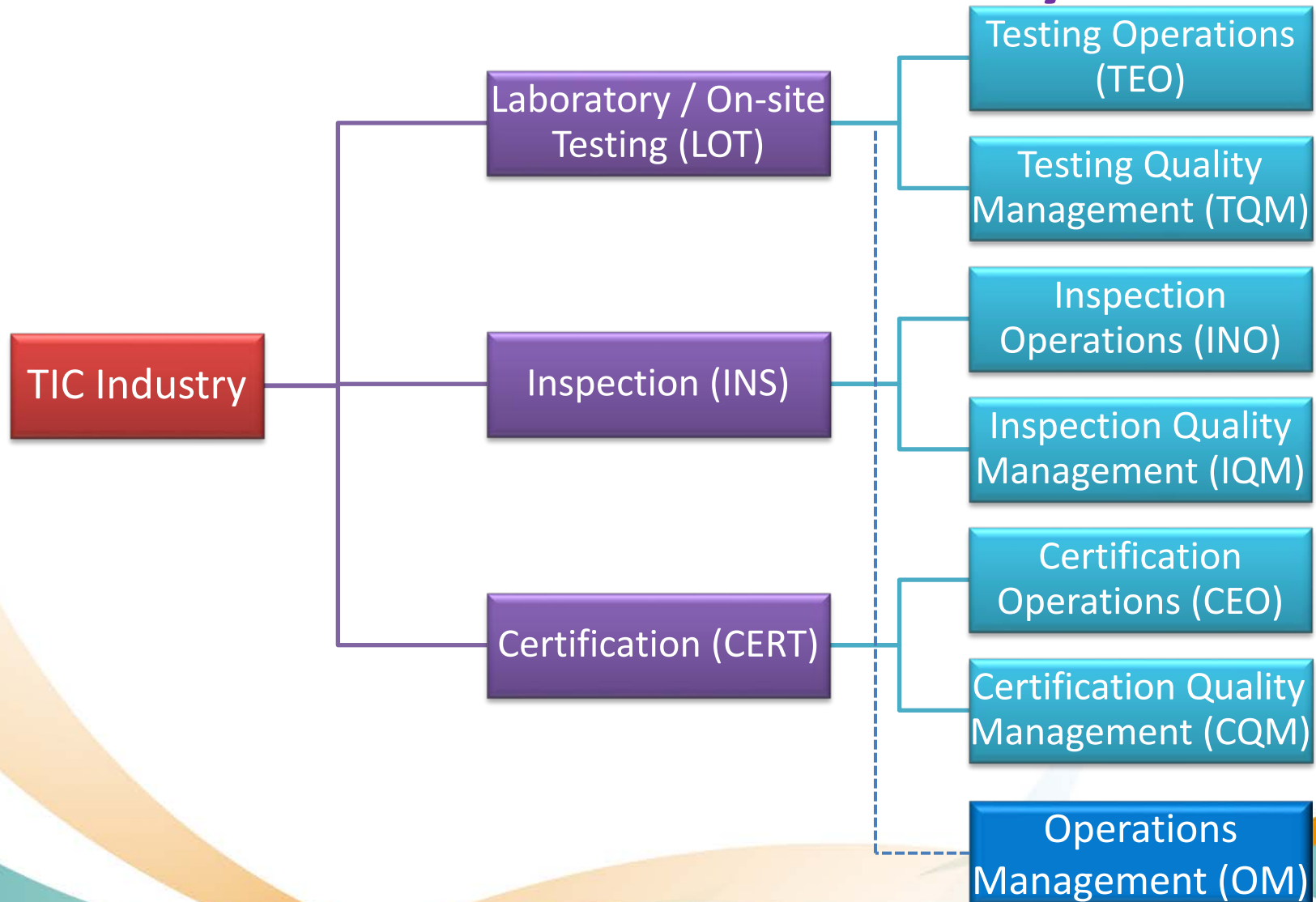
Course Development Benchmarking

Specification of Competency Standards

- As at June 2017, **38** sets of SCS have been developed for various industries. These SCSs are available for free access in the QF website www.hkqf.gov.hk
- SCS is widely used in curriculum development and in HR functions like **recruitment**, staff appraisal, in-house training etc.



An example: SCS of Testing, Inspection and Certification industry





Application of SCS

HRD & HRM

e.g. in-house training,
job specifications,
recruitment



Benchmarking & Recognition

e.g. RPL,
professional
memberships

Education & Training

e.g. SCS-based courses,
SCS-referenced training

Recognition of Prior Learning (RPL)

(過往資歷認可)



- RPL mechanism is developed based on the **SCS** of an industry, and grouping the **Units of Competency (UoC)** into **Clusters** (major job functions)
- It provides the opportunity for experienced workers to acquire QF-recognised qualifications in specific areas within an industry
- Establishes a starting point for further training, avoids wastage of time and resources of otherwise starting from scratch
- As at June 2017, RPL has been launched in **15 industries**

RECOGNITION OF PRIOR LEARNING (RPL)



Two ways to obtain a QF-recognised qualification

QF levels	RPL	Learning programme accredited under QF
Level 7		✓
Level 6		✓
Level 5		✓
Level 4	✓	✓
Level 3	✓	✓
Level 2	✓	✓
Level 1	✓	✓

Appointed Assessment Agency of RPL



- RPL is conducted by an **Appointed Assessment Agency** who is recommended by the respective ITAC and appointed by the Secretary for Education upon successful accreditation by HKCAAVQ

Industry	Appointed Assessment Agency
Hairdressing, Printing & Publishing, Watch & Clock, Catering, Property Management, Automotive, Jewellery, Beauty, Retail, Electrical & Mechanical Services	Vocational Training Council
Import & Export	Shipping Research Centre, The Hong Kong Polytechnic University
Elderly Care Service	Hong Kong Association of Gerontology
Testing, Inspection & Certification	School of Science and Technology, The Open University of Hong Kong
Logistics	HKU School of Professional and Continuing Education
Manufacturing Technology	Smart Manufacturing & Materials Division, Hong Kong Productivity Council

Useful Websites



Qualifications Framework

- Industry-specific webpages
- Specification of Competency Standards
- Support schemes for RPL, programme accreditation & more...

www.hkqf.gov.hk

Qualifications Register

- Search for QF-recognised learning programmes and qualifications

www.hkqr.gov.hk

Hong Kong Council for Accreditation of Academic and Vocational Qualifications

www.hkcaavq.edu.hk



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Thank You