



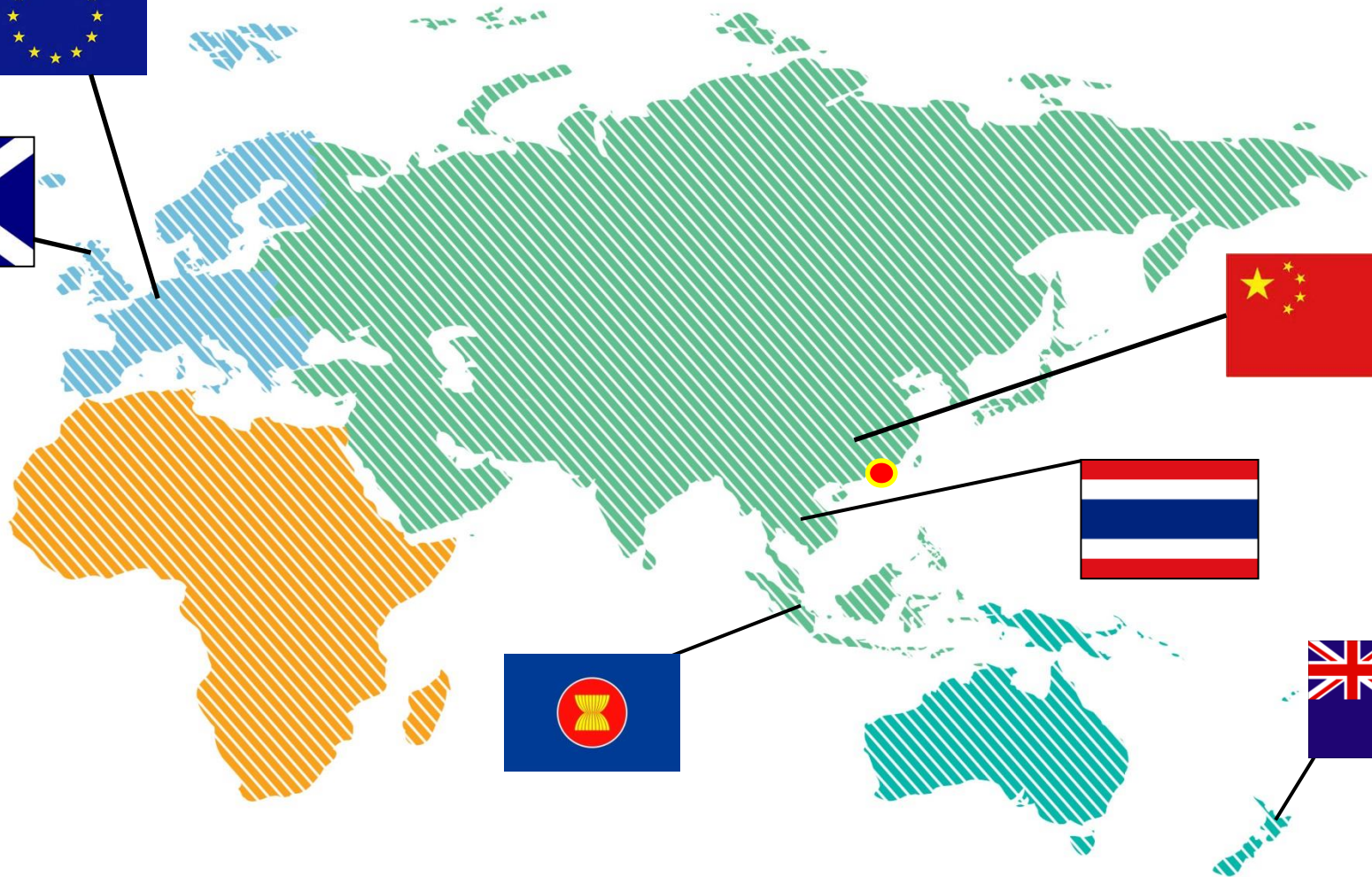
資歷架構  
Qualifications  
Framework

International Conference on  
Quality Assurance for Qualification System  
21-22 April 2016

# **Recognition of Prior Learning (RPL) Mechanism under Hong Kong Qualifications Framework (QF)**

**Presented by :  
Qualifications Framework Secretariat  
Hong Kong**

# International Collaboration



# Outline of Presentation



- **Part 1 – Introduction to HKQF**
- **Part 2 – An overview of RPL**



# **Introduction to Hong Kong Qualifications Framework (HKQF)**

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

# Objectives of setting up HKQF



- HKQF : a policy initiative of the Education Bureau of the HKSAR Government to respond to the growth of a knowledge-based economy and to enhance competitiveness of the workforce; the Qualifications Framework Secretariat (QFS) is its executive arm to implement QF in Hong Kong
- Proliferation of various qualifications and the need for a common benchmark on **quality** and **recognition**
- Major objectives -
  - \* establish an effective platform to support **lifelong learning**
  - \* enhance **capability** and **competitiveness** of local workforce

**Officially launched  
on 5 May 2008**



# Main features in QF infrastructure

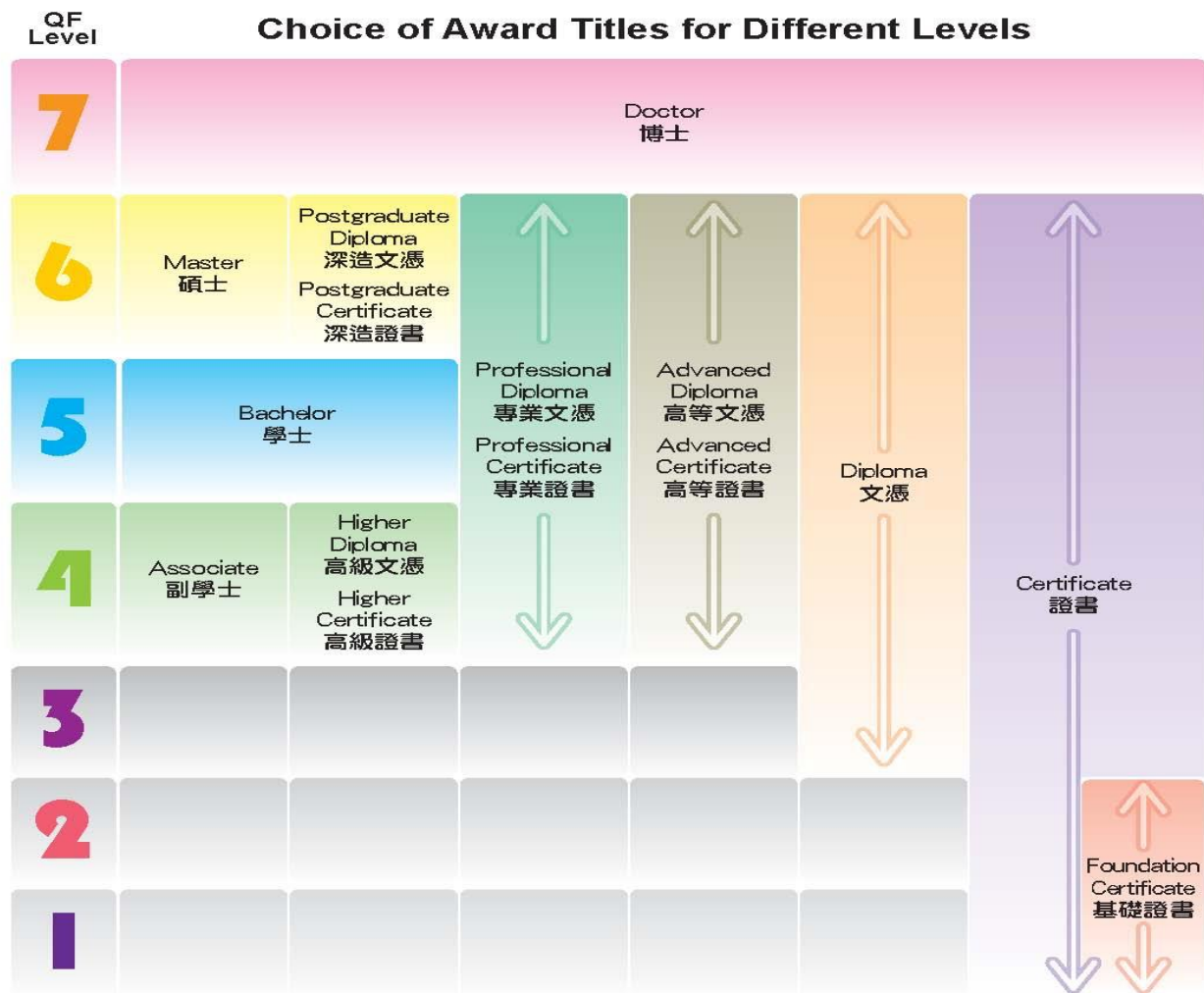


1. A unitary framework covering **academic, vocational, continuing** education sectors
2. **7 levels** and Generic Level Descriptors (**GLD**)
3. Award Titles Scheme (**ATS**)
4. QF **Credit**
5. Legal Backing – **AAVQ Ordinance** to stipulate a robust Quality Assurance (**QA**) mechanism underpinning QF
6. Credit Accumulation and Transfer (**CAT**)
7. Qualifications Register (**QR**)
8. Industry Training Advisory Committees (**ITACs**) and Specification of Competency Standards (**SCS**)
9. **Recognition of Prior Learning (RPL) mechanism**

# HKQF – A Unitary Framework



- Academic
- Vocational
- Continuing education



# QF Level – GLD



- The Generic Level Descriptors (GLD) describe the requirements of each level in four domains - "**Knowledge & Intellectual Skills**", "**Processes**", "**Application, Autonomy & Accountability**" and "**Communication, IT & Numeracy**".

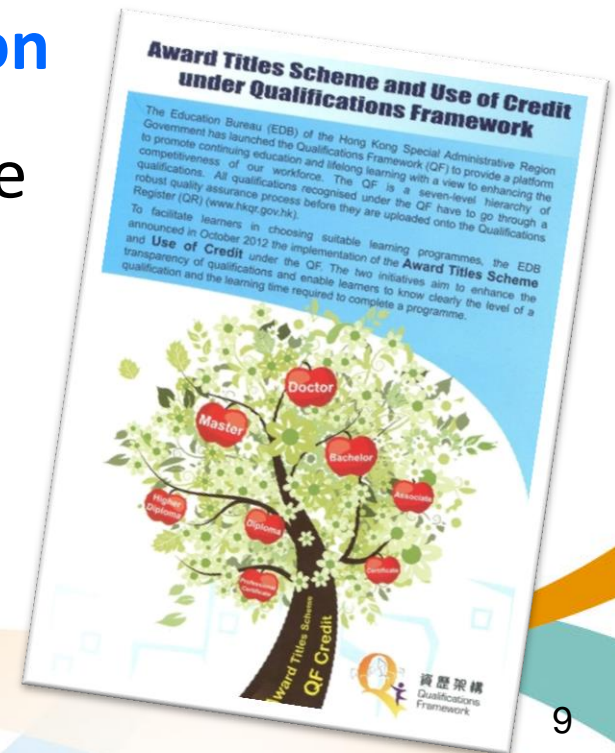
Level	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT & Numeracy
7	<ul style="list-style-type: none"> <li>- Demonstrate and work critical overview of a discipline, including an evaluative understanding of principal theories and of its broad relations with other disciplines</li> <li>- Identify, conceptualise an original and creative insight into new, complex and abstract ideas and information</li> <li>- Deal with very complex and new issues and make informed judgements in the absence of complete or consistent data/information</li> <li>- Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships</li> </ul>			
6	<ul style="list-style-type: none"> <li>- Critically review and extend a system of coherent body of knowledge</li> <li>- Utilise highly specialised technical research skills across an area</li> <li>- Critically evaluate information, conceptual evidence from a range of sources and develop responses</li> <li>- Critically review, conceptualise and extend knowledge practices and thinking subject/discipline</li> <li>- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information</li> </ul>			
5	<ul style="list-style-type: none"> <li>- Generate ideas through the analysis of abstract information and concepts</li> <li>- Command wide ranging, specialised technical, creative and/or conceptual skills</li> <li>- Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses</li> <li>- Analyse, reformat and evaluate a wide range of information</li> <li>- Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues</li> <li>- Draw on a range of sources in making judgments.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise diagnostic and creative skills in a range of technical, professional or management functions</li> <li>- Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform tasks involving planning, design, and technical skills, and involving some management functions</li> <li>- Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</li> <li>- Work under the mentoring of senior qualified practitioners</li> <li>- Deal with ethical issues, seeking guidance of others where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of routine and some advanced and specialised skills in support of established practices in a subject/discipline for example:</li> <li>- Make formal and informal presentations on standard/mainstream topics subject/discipline to a range of audiences</li> <li>- Participate in group discussions about complex subjects; opportunities for others to contribute</li> <li>- Use a range of IT applications to support and enhance work</li> <li>- Interpret, use and evaluate numerical and graphical data to achieve goals/targets.</li> </ul>



# Award Titles Scheme (ATS)



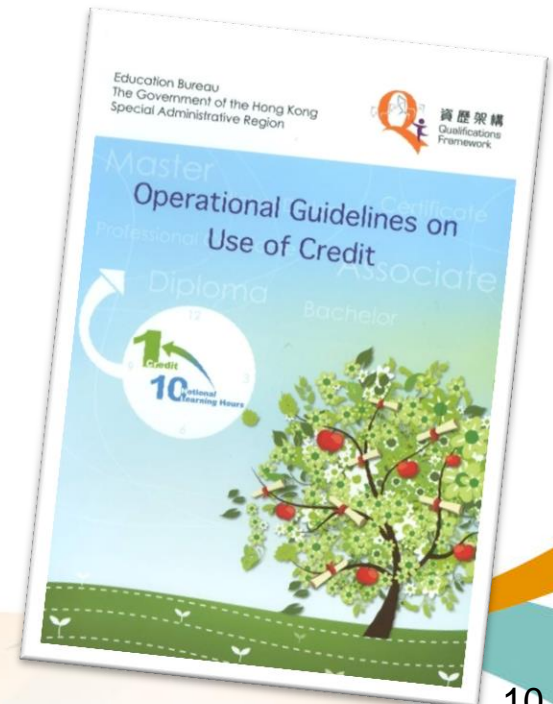
- ATS aims at **standardising the use of titles** and **distinguishing learning programmes** according to their levels and credit size
- Award titles reveals the **nature, area of studies** and **range of QF levels of a qualification**
- A “Diploma” programme should be at **QF level 3** or above and consist of **60 QF credits or above**.
- No minimum requirement on the credit value of a “Certificate” programme at QF levels 1 to 6.



# QF credit



- 1 QF credit = **10 notional learning hours**
- **Notional learning hours** refer to amount of time an average learner expected to take to complete all the learning and achieve the **learning outcomes** upon assessment
- Including **all modes of learning** (e.g. attendance in class, self-study, on-line learning, practical learning, assessment, etc.)



# Credit Accumulation & Transfer

- A **CAT** (Credit Accumulation and Transfer) system is necessary to facilitate the progression of learners.
- The Education Bureau announced the launch of **CAT Policy and Principles** in July 2014 ([www.hkqf.gov.hk/CAT](http://www.hkqf.gov.hk/CAT))
- The **CAT** Policy and Principles will apply to credit transfer **at all QF levels (levels 1-7)** and qualifications in **academic, vocational** and **continuing education sectors**



# QA underpinning HKQF



- The **Accreditation of Academic and Vocational Qualifications Ordinance, Cap. 592** came into full operation in May 2008 to underpin QF with a robust quality assurance (QA) mechanism
- The **Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)** is empowered as the “**Accreditation Authority**” and “**QR Authority**” under the aforesaid AAVQ Ordinance
- All qualifications/programmes recognised under QF have to be quality assured and uploaded onto the **Qualifications Register (QR)**
- Other quality assurance bodies include :
  - Self-accrediting institutions, e.g. the publicly funded universities
  - **Joint Quality Review Committee (JQRC)** – sub-degree programmes offered by the extension arms of self-accrediting universities

# Qualifications Register (QR)



## Public face of HKQF - Qualifications Register (QR)

- Web-based Qualifications Register which is **free** for public access
- Over **8,000** programmes / qualifications registered on QR
- Covering qualifications of the **academic**, **vocational** and **continuing education** sectors
- **RPL** and **Non-local qualifications** as well

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

The screenshot shows the homepage of the Qualifications Register (QR) website. At the top, there is a navigation bar with links: About Us, Search, QR Operators, News & Events, Help, and Contact Us. The main header features the Education Bureau logo and the text 'Education Bureau The Government of the Hong Kong Special Administrative Region'. Below the header, there is a large banner image of a woman talking on a phone, with the text 'QUALIFICATIONS REGISTER (QR)' overlaid. The main content area is titled 'Qualifications Search' and contains several search filters: Keywords (e.g. Title, Area of Study, Agency, Industry / branch), Types of Qualifications (e.g. RPLs, SCS-based, NLQs), QF Level (e.g. L1 - L7), QR Registration No. (QR Registration No of the Qualifications), Area of Study / Training (Select from the following), QF Credit (e.g. 1 - 12), Industry (List of Industry Training Advisory Committee and Membership), Branch (Select from the following), Title of Learning Programme (Partial / Full Title of Learning Programme), Country / Region of Granting Body (e.g. HK, UK, Aust), Title of Qualification (e.g. Bachelor, Higher Diploma), Mode of Delivery (e.g. FT, PT, E-Learning), and Country / Region of Operator (e.g. HK).



# Government's Commitment



- **QF Fund of HK\$1 billion (September 2014)**
  - ◆ Designated support schemes for QF
  - ◆ Public Education
  - ◆ QF-related studies or projects
- **Budget Initiatives**
  - ◆ Award Scheme for Learning Experiences
  - ◆ SCS-based training packages
  - ◆ Industry-wide promotional activities
- **Continuing Education Fund**
  - ◆ SCS-based courses will be put on the approved list with fee reimbursement to learners



# Industry-led Framework



- Industries join the QF by setting up Industry Training Advisory Committees (ITACs)
- Already set up for **20 ITACs** for 21 industries/sectors, covering **over 50%** of total labour force
- **Composition**: representatives from employers, employees, professional bodies of the relevant industries, government departments
- ITACs to define competency requirements and standards for different job tasks, and draw up the **Specification of Competency Standards (SCS)**
- Linkage of SCS with **training** , **manpower development** and **recognition** for industries

# 20 ITACs



# Specification of Competency Standards (SCS)



- SCS is a whole **set of competency requirements** and **outcome standards** at various QF levels for a specific industry or industry sector
- SCS is made up of **Units of Competency (UoCs)** that are competency-based with threshold standards; each UoC is designated a QF level and an indicative credit size



# SCS (Cont')



- SCS is developed with extensive industry consultation and consensus, representing **competency standards** and **good practices** of the trade/industry
- Apart from SCS, the Government has also produced 4 sets of **Specification of Generic (Foundation) Competences (SGC)**, covering 4 strands of subject : English, Chinese, Numeracy and IT.

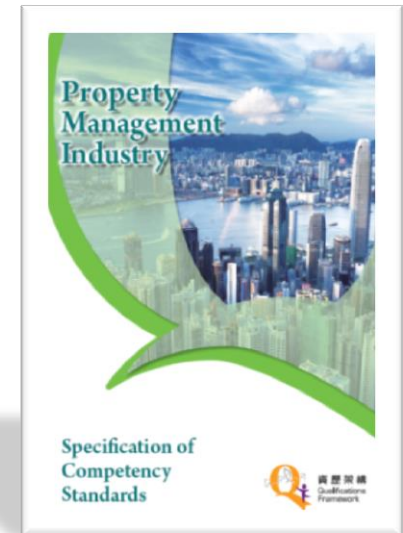
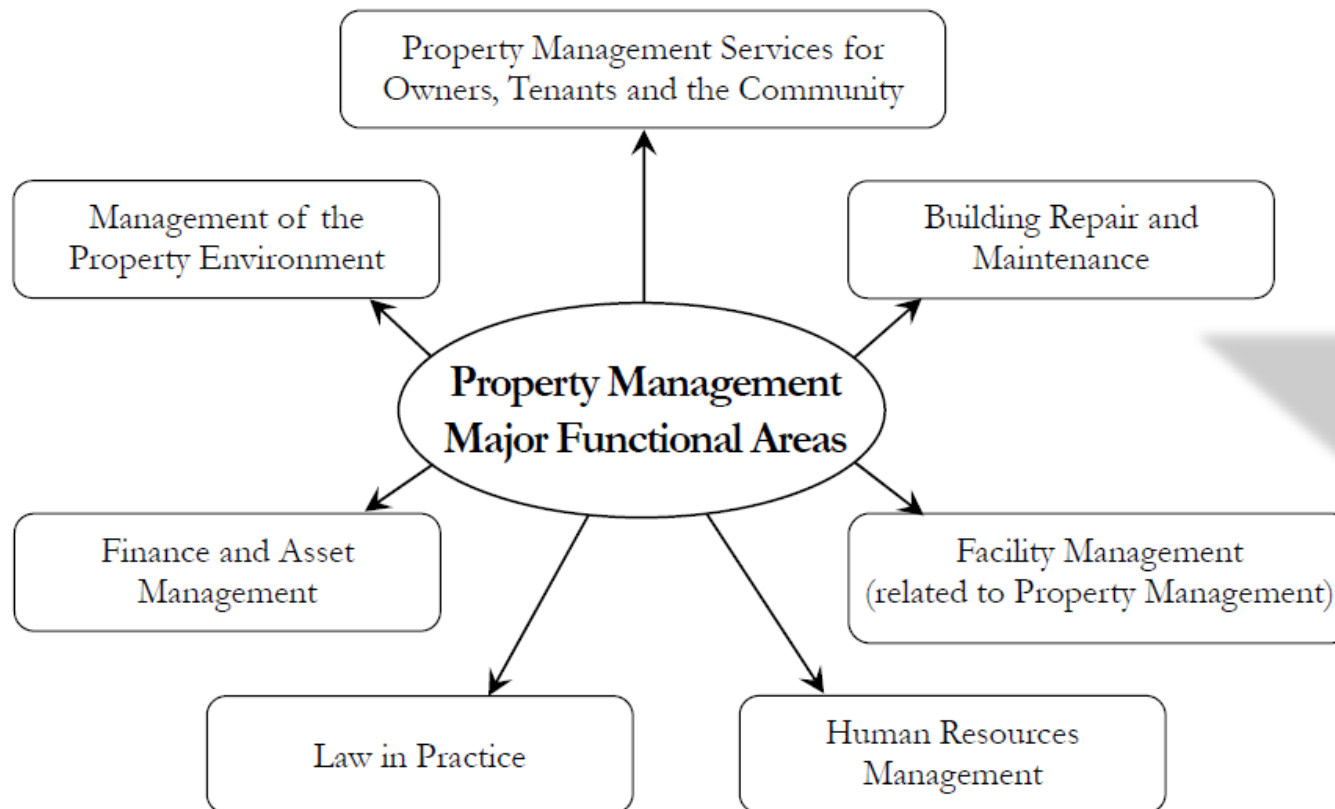
**Available in HKQF Website**  
**[www.hkqf.gov.hk](http://www.hkqf.gov.hk)**



# Example: Property Mtg SCS



**Figure 1: Major Functional Map for the Property Management industry**



# Example: Property Mtg SCS



Functional Area	QF Level							Total
	1	2	3	4	5	6	7	
<u>Management of the Property Environment (EM)</u>	5	6	6	6	6	2	-	31
<u>Building Repair and Maintenance / Improvement and Enhancement (BM)</u>	2	5	3	3	3	1	-	17
<u>Property Management Services for Owners, Tenants and the Community (OS)</u>	2	5	7	7	7	6	1	35
<u>Facility Management (FM)</u>	3	3	3	3	3	1	-	16
<u>Law in Practice (LW)</u>	1	1	1	2	2	2	-	9
<u>Finance and Asset Management (FN)</u>	1	1	1	2	2	1	1	9
<u>Human Resources Management (HR)</u>	3	4	4	4	4	1	-	20
	17	25	25	27	27	14	2	137

# Example: Property Mtg SCS

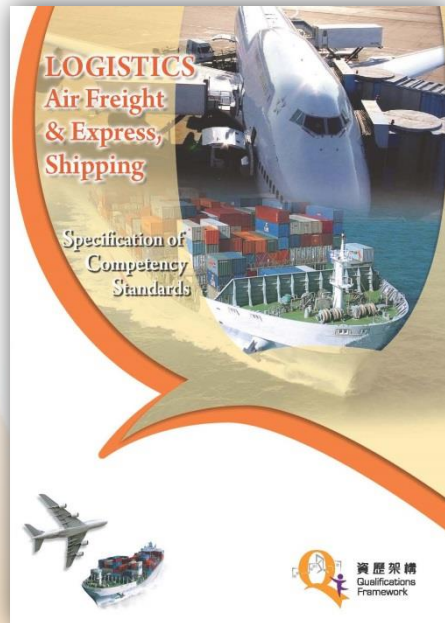


## Unit of Competency

### Functional Area : Facility Management (Shopping Centre, Industrial, Commercial and Other Premises)

1. Name	Inspect on the installation and use of facilities of shopping centres and other premises including commercial and industrial buildings	
2. Code	PMZZFM302A	
3. Range	Inspection work in shopping centres and other types of premises including industrial and commercial buildings, mainly on supervision of subordinates in facilities inspection	
4. Level	3	
5. Credit	3	
6. Competency	Performance Requirement	
	6.1 Supervise the use of facilities	<ul style="list-style-type: none"> <li>● Can supervise subordinates to carry out patrol duties in shopping centres and other premises including industrial and commercial buildings</li> </ul>
	6.2 Monitor the facilities of shopping centres, industrial and commercial buildings	<ul style="list-style-type: none"> <li>● Can provide suggestions on maintenance and replacement of premises and facilities to superior</li> <li>● Can inspect and accept repaired items or new facilities according to prescribed specifications</li> <li>● Can remind users to note certain pertinent matters while in the premises or using the facilities</li> </ul>
7. Assessment Guidelines	The integral outcome requirements are: (i) Can prepare roster and supervise subordinates in inspecting proper use of facilities (ii) Can follow prescribed specifications to monitor the installations and use of the facilities	
8. Remarks		

# Major Use of SCS



## Human Resources Development & Management

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

## Basis for Benchmarking

e.g. **Recognition of Prior Learning**, benchmarking purpose by professional body

## Vocational Education & Training

e.g. SCS-based courses, SCS referencing, in-house training

# Education & Training



## Education & Training Providers

Adopt SCS in designing training programmes



Go through **accreditation progress** conducted by **HKCAAVQ**



Accredited programmes being uploaded onto the **QR** as **QF-recognized** programmes

## Enterprises

Adopt SCS in designing **in-house** training programmes

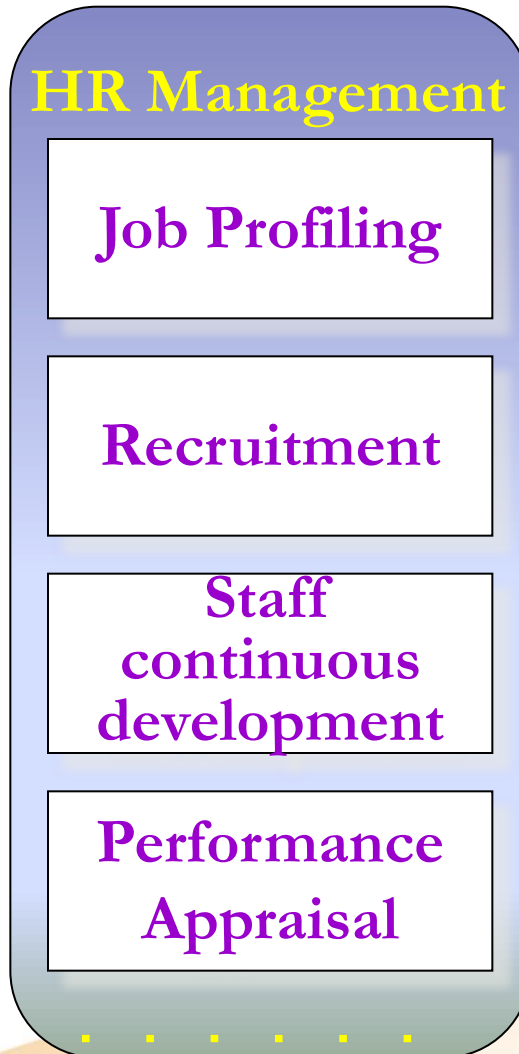


may consider submitting their programmes for accreditation





# HR Management





# **An Overview of Recognition of Prior Learning (RPL) mechanism**

# Why do we need RPL?



- Alternative route to obtain QF-recognised qualifications
- Recognition of non-formal and informal learning

skills

experience

knowledge

Recognition

Statement of  
Attainment



# Purpose of RPL



- Enable experienced employees to receive formal recognition of the Knowledge, Skills and Experience already acquired
- Help determine the starting point for learning & progression, thus reduce duplication in training for the same skills
- Promote and facilitate further training and lifelong learning

# Feature of RPL



- RPL is a kind of recognition of **non-formal and informal learning**
- The years of experience required for RPL qualifications in respect of QF Level 1 to Level 4 are respectively **1, 3, 5** and **6 years**
- RPL is conducted by appointed **Assessment Agency** nominated by respective ITACs and approved by the Secretary for Education upon accreditation by HKCAAVQ



# RPL : Who can benefit?



- ❑ Experienced industry practitioners without formal qualifications
- ❑ Practitioners who want to obtain a competence-based qualifications for further training or employment
- ❑ Employers who want to recruit competent candidates

# RPL : QF Levels



QF levels	RPL Qualifications	Education & Training
Level 7		✓
Level 6		✓
Level 5		✓
Level 4	✓	✓
Level 3	✓	✓
Level 2	✓	✓
Level 1	✓	✓

# RPL : Recognition Criteria



**Within 5-year transitional period**

- Benchmarked with Unit of Competency (UoC) Clusters (major job functions)
- By Years of Service and Relevant Working Experience

Levels	Min. Yr. of Service	Relevant Working Experience	Assessment Test
Level 4	6 Years	Depends on the requirement of individual clusters	MUST
Level 3	5 Years		Optional
Level 2	3 Years		
Level 1	1 Year		

# RPL : Recognition Criteria



1 to 5 years  
of experience



Documentary  
Proof



Levels 1 - 3  
Statement of  
Attainment



6 years  
of experience  
or above



Documentary  
Proof  
AND  
Assessment



Level 4  
Statement of  
Attainment



# RPL Assessment Agency



- ❑ Recommended by respective industry and Industry Training Advisory Committee (ITAC)
- ❑ Completion of accreditation by QA body (HKCAAVQ)
- ❑ Appointment by the Secretary for Education as the appointed Assessment Agency (AA)
- ❑ Four appointed AAAs to conduct RPL assessment for the 14 industries
- ❑ Collaborating organisations for some industries



## List of Appointed Assessment Agencies



Industry	Appointed Assessment Agencies	Term of Appointment
Printing & Publishing Watch & Clock	<u>Vocational Training Council</u>	1.6.2008 - 31.5.2011 1.6.2011 - 31.5.2016
Property Management	<u>Vocational Training Council</u>	15.3.2011 - 14.3.2014 15.3.2014 - 14.3.2016 15.3.2016 - 14.3.2021
Automotive Jewellery	<u>Vocational Training Council</u>	15.11.2011 - 14.11.2016
Logistics	<u>Vocational Training Council</u>	15.3.2012 - 14.3.2017
Catering - Chinese Restaurants	<u>Vocational Training Council</u>	7.1.2013 - 6.1.2018
Beauty and Hairdressing - Beauty Branch - Hairdressing Branch	<u>Vocational Training Council</u>	2.7.2014 - 1.7.2019 1.6.2008 - 31.5.2011 1.6.2011 - 31.5.2016
Retail	<u>Vocational Training Council</u>	1.12.2014 - 30.11.2019
Import & Export	<u>Shipping Research Centre of the Hong Kong Polytechnic University</u>	1.9.2015 - 31.8.2018
Elderly Care Service	<u>Hong Kong Association of Gerontology</u>	1.9.2015 - 31.8.2018
Testing, Inspection & Certification	<u>School of Science and Technology</u> <u>the Open University of Hong Kong</u>	1.11.2015 - 31.10.2018
Electrical & Mechanical Engineering Services	<u>Vocational Training Council</u>	15.12.2015 - 14.12.2020

# Implementation of RPL



Printing & Publishing



Hairdressing



Watch & Clock

Automotive



Property Management

Jewellery

Logistics



Catering

2008

2011

2012

2013

Retail



Beauty



Elderly Care Service



Import & Export



Electrical & Mechanical Services



Testing, Inspection & Certification



2014

2015

Industries in pipeline...  
Will be launched in  
2017



Manufacturing Technology  
(Tooling, Metals & Plastics)

# Example : UoC Cluster



## Automotive -- Vehicle Body Repair (Level 4)

<b>Years of Work Experience and Related Job Experience</b>	6 years vehicle servicing working experience with at least 4 years body repair experience	
<b>Units of Competency</b>	AUSDCN401A	Monitor occupational safety and health systems
	AUSDCN402A	Monitor and manage environmental protection operations
	AUSDCN403A	Formulate management procedure for dangerous chemicals, pollutants and waste
	AUSDCN410A	Formulate rules of safety operation for vehicle servicing work
	AUSDST401A	Conduct risk assessment on vehicle servicing work
	AUSDST402A	Monitor, arrange and coordinate the progress and workflow of the operation in the workshop
	AUSDST409A	Master the complicated techniques of vehicle body and frame

# Example : Assessment



## Automotive -- Vehicle Body Repair (Level 4)

Assessment Method	Documentary Proof & area of assessment	Application Fee (HK\$)
Years of Work Experience and Related Job Experience	Working evidence (issued by employers, trade unions or relevant organisations)	1,200
Interview	30 minutes	
Written Test	20 minutes (around 20 multiple choice questions)	

Passing criteria:

- Total mark (100%) = Interview (60%) + Written Test (40%)
- Passing mark 60%
- Passing marks for Interview and Written Test are 50%

# Summary of RPL Clusters



Industry	No. of Clusters	Industry	No. of Clusters
Automotive	50	Jewellery	47
Beauty	56	Logistics	107
Catering	43	Printing & Publishing	60
Elderly Care Service	49	Property Management	30
Electrical & Mechanical Services	31	Retail	40
Hairdressing	42	Testing, Inspection & Certification	51
Import & Export	61	Watch & Clock	31



# Application process



Application form



Working evidence



Assessment Agency

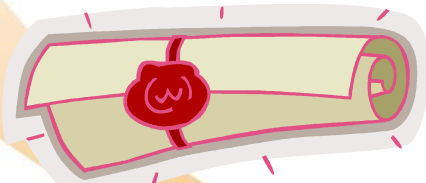


Assessment fees



Assessment  
(Apply for  
Level 4 only)

Statement of Attainment



# RPL : Assessment Fees



Levels	Assessment Fees (no Assessment)	Assessment Fees (with Assessment)
Levels 1 to 3	\$290 (1 Cluster)	If applicant opts for assessment, the fee is subject to the assessment method of the applied cluster
	\$490 (2 Clusters)	
	\$690 (3 Clusters)	
	\$890 (more than 4 clusters)	
Level 4	N/A	\$890 or above per cluster depends on the assessment method of the applied cluster)

# **Government Support : Reimbursement of RPL Assessment Fees**



**Successful  
Completion  
of RPL  
assessment**



**Reimbursement  
of 75% of  
assessment fees**

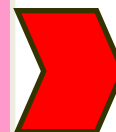


**Programmes  
listed in the  
QR**



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

**Successful  
Completion  
of any  
QF-recognized  
programmes**



**Reimbursement  
of 25% of  
assessment fees**

**No  
Reimbursement  
Ceiling**

# Statement of Attainment



- ✓ Specific job functions (Clusters)
- ✓ Quality-assured
- ✓ QF Level
- ✓ Listed in QR

# Recognition of RPL qualification

- Training providers to consider as one of the criteria for admission/modules exemption
- Professional bodies to consider as one of the criteria for membership/fellowship
- Enterprises to consider as relevant and preferable qualifications in staff recruitment/promotion
- Enterprises to encourage and support their staff to apply for RPL and pursue further training



# Publicity & Promotion



## Videos



## Feature articles



## Events



# Critical Success factors



Participation of Employers,  
Employees and Professional  
Bodies



Support from  
Employers



Determination  
of individuals in further  
training & lifelong learning



Provision of  
various training  
opportunities for staff

Recognition  
from the  
industry and  
society





資歷架構  
Qualifications  
Framework

# Thank You

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