



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

Accreditation of Assessment Agencies for Recognition of Prior Learning (RPL)

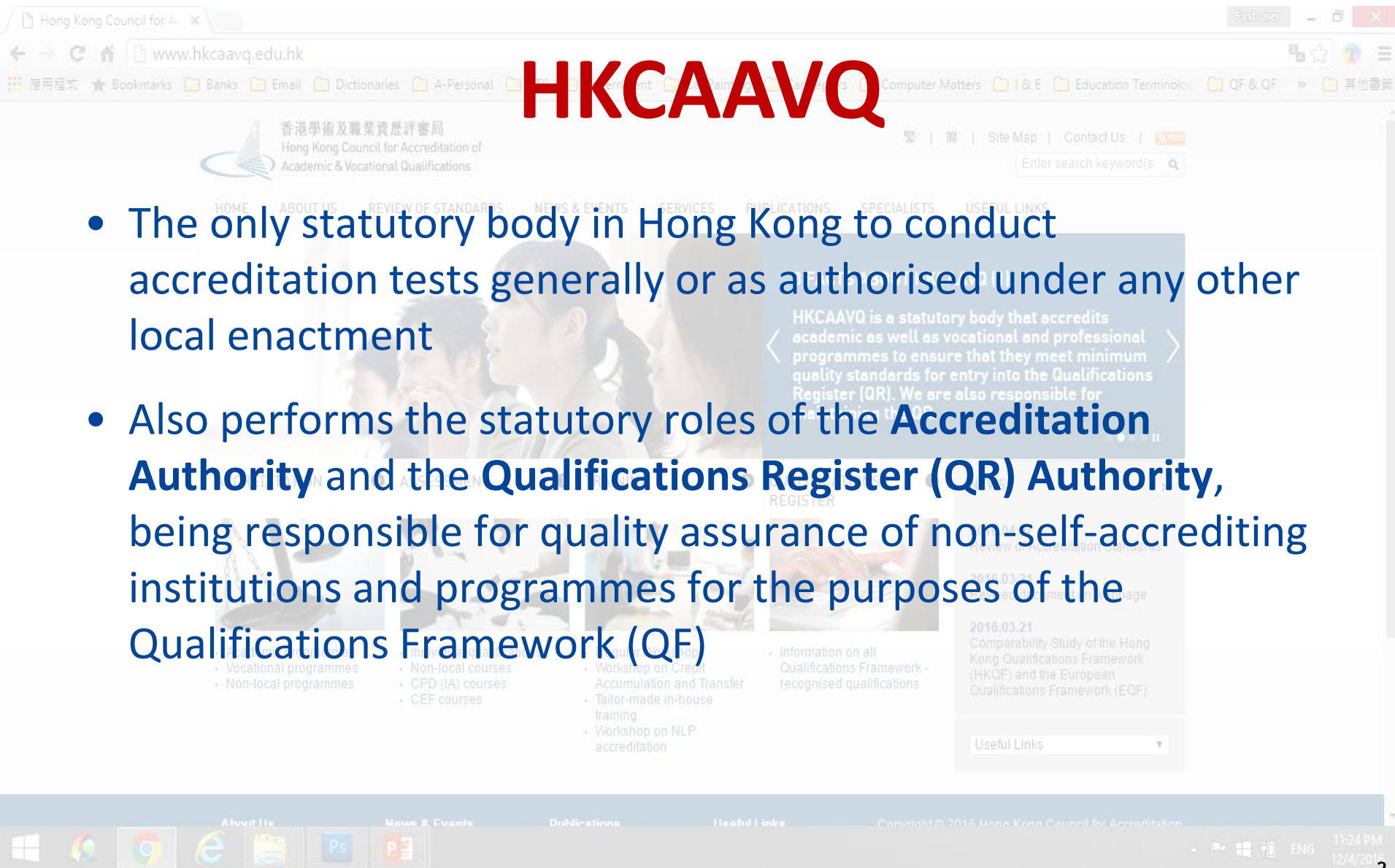
**HONG KONG COUNCIL FOR ACCREDITATION OF ACADEMIC
AND VOCATIONAL QUALIFICATIONS (HKCAAVQ)**

21 April 2016



HKCAAVQ

- The only statutory body in Hong Kong to conduct accreditation tests generally or as authorised under any other local enactment
- Also performs the statutory roles of the **Accreditation Authority** and the **Qualifications Register (QR) Authority**, being responsible for quality assurance of non-self-accrediting institutions and programmes for the purposes of the Qualifications Framework (QF)





Milestones

- 1990 Hong Kong Council for Academic Accreditation (HKCAA) was established - to provide authoritative advice on academic standards of degree programmes in higher education institutions in Hong Kong.
- 2007 Hong Kong Council for Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 1150) came into effect and HKCAA was renamed **Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)** - took on responsibility for the vocational sector.
- 2008 The Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) came into operation on 5 May 2008 and the **Qualifications Framework (QF)** was officially launched on the same date - HKCAAVQ as the Accreditation Authority and the QR Authority.



Accreditation Authority

- Develops and implements standards and mechanisms for academic and vocational accreditation
- Conducts accreditation activities for:
 - Operators
 - Learning programmes
 - Qualifications
 - Assessment agencies (for Recognition of Prior Learning)



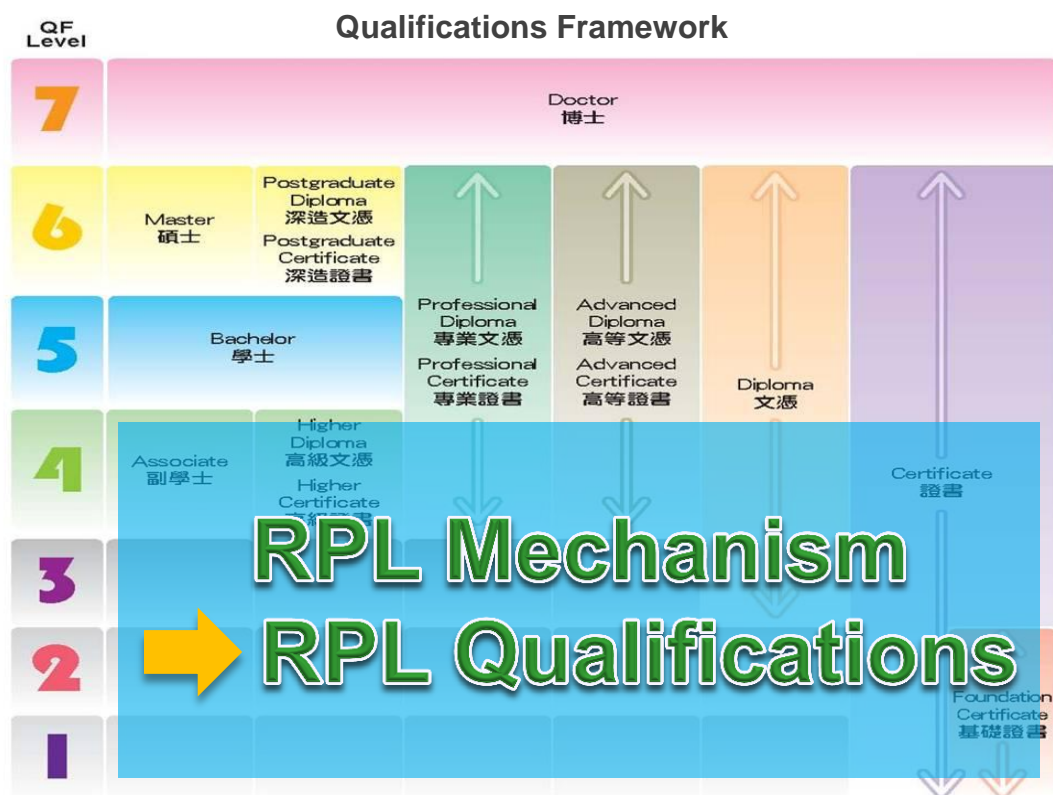
Powers

- To grant the accreditation status to/withdraw the status from:
 - An operator
 - A Learning programme and the associated qualification
 - an assessment agency
- To publish the accreditation result
- To charge accreditation fees
- To conduct accreditation activities outside HK
(with prior approval from the Secretary for Education)



RPL in Hong Kong

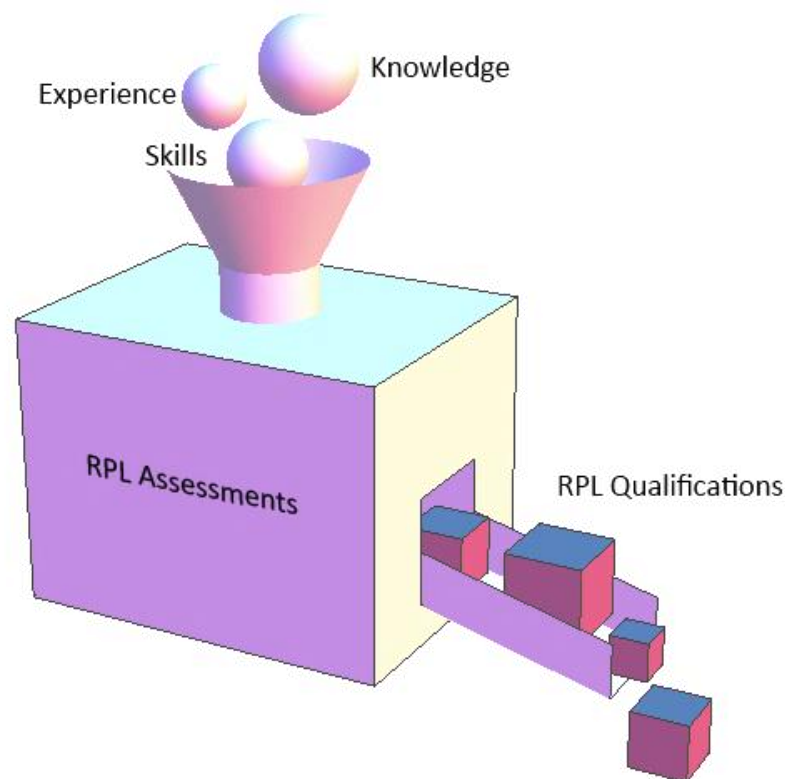
- An industry-based RPL mechanism has been established under the QF.





Why the RPL Mechanism?

- To recognise work experience and competencies acquired by practitioners at the workplace for the purpose of obtaining **QF-recognised qualifications** without undergoing a training programme





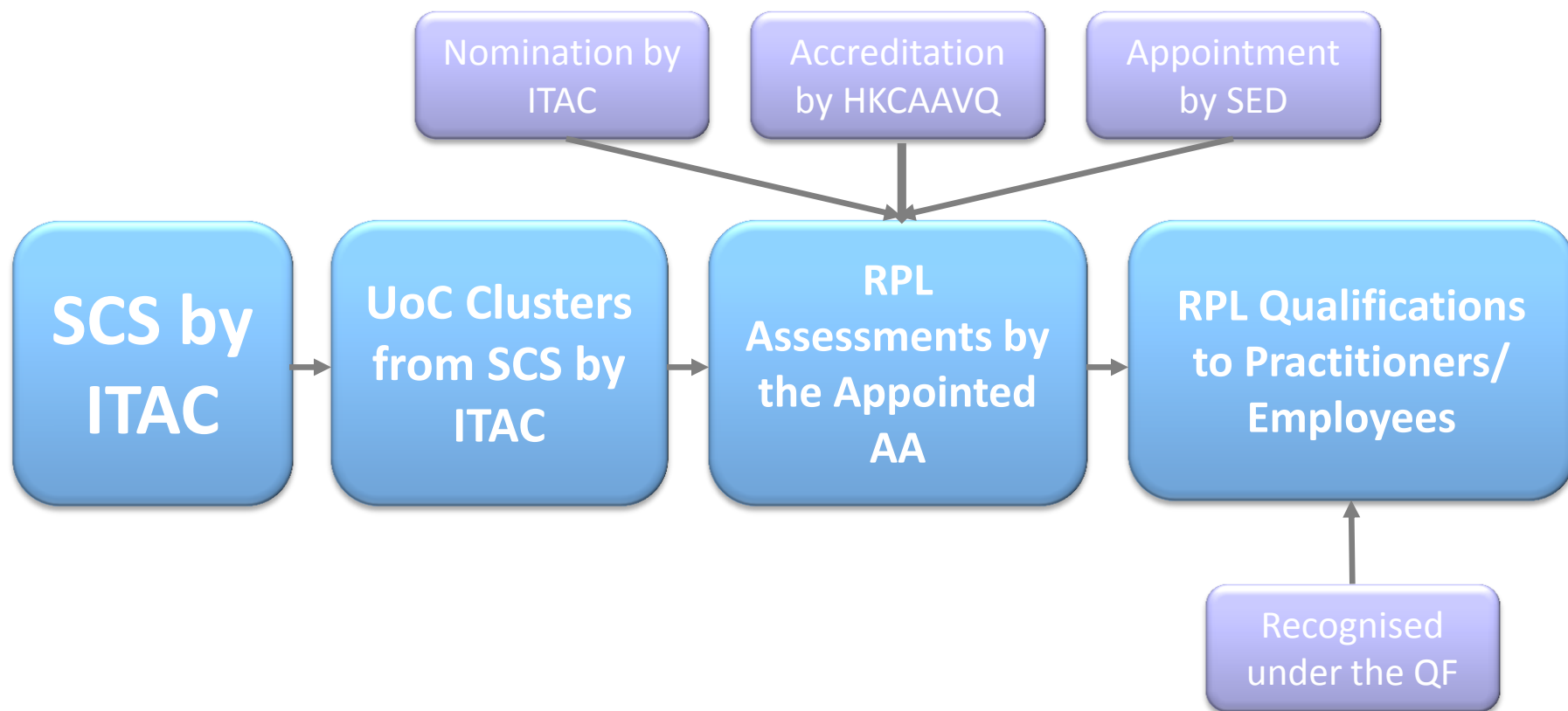
The RPL Mechanism

Two major components of the RPL mechanism:

- Inputs from industries - **Clusters of Units of Competencies (UoC)** formed based on the Specification of Competency Standards drawn up by **Industry Training Advisory Committees (ITACs)** for specific industries
- Independent **assessment agencies (AA)** appointed by the Secretary for Education (SED) on an industry basis to conduct the RPL assessments



Overview of the RPL Mechanism





Assessment Agencies

- All RPL qualifications are recognised under the QF.
- **Credible assessments** by a **competent assessment agency**
- The **ITAC** for the relevant industry **identifies and nominates** a organisation with potential to be the RPL assessment agency for the industry – expertise, experience, qualified staff, facilitates, reputation, etc.
- ITAC's nomination confirmed by the Qualifications Framework Secretariat
- **Accreditation by HKCAAVQ**
- **Appointment by SED**
- Re-accreditation by HKCAAVQ and re-appointment by SED upon expiry of the validity period



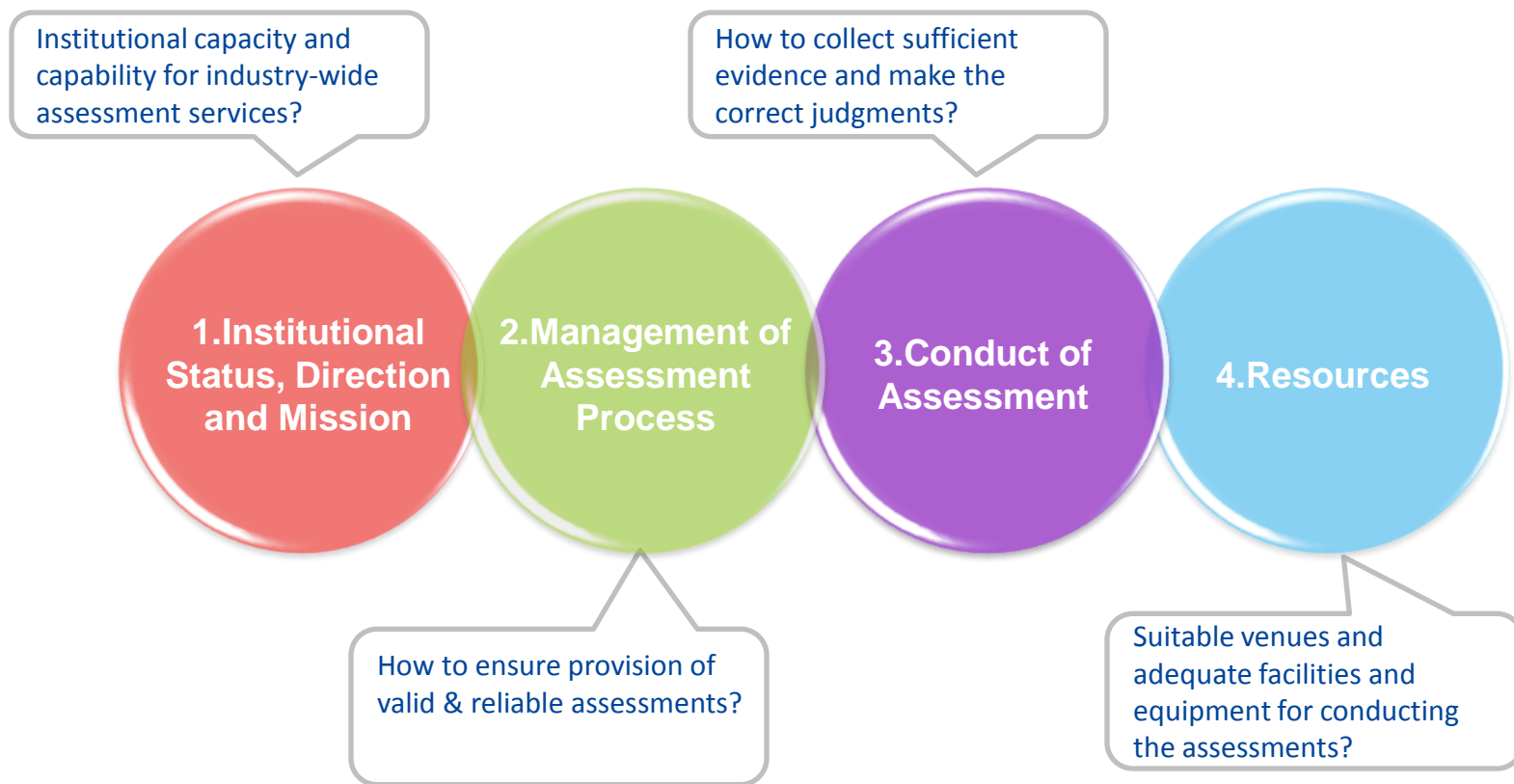
Accreditation of AAs

- Role of HKCAAVQ – to determine whether the AA is competent to **assess the skills, knowledge or experience** acquired by individuals in relation to a specified industry or a branch of the industry for the purpose of the QF





Accreditation Criteria





Criteria

Standards

Typical Evidence

1. Institutional Status, Direction and Mission

1.1 Governance arrangement: demonstrates probity, accountability, risk awareness and involvement of persons with knowledge of the QF and RPL

- Committee structures, composition and criteria for appointing members

1.2 Able to manage existing operations and respond to developments and changes

- Anticipated number of applicants
- Operational plan (finance, physical resources, manpower, promotion, etc.)

1.3 Has the support of industry and communicates well with the ITAC and EDB

- Communication/Reporting channels with different stakeholders to understand needs and obtain feedback

1.4 Operates within the policies set by EDB in relation to RPL and the QF

- Policies on compliance with RPL & QF requirements



Criteria

Standards

Typical Evidence

2. Management of Assessment Process

2.1 Develops, implements and reviews assessment policies and procedures

- Internal verification policy
- Result endorsement procedures
- Procedures for verifying employment records
- Conflict of interest policy
- Appeal and complaint policies

2.2 Effective administrative and records management systems and procedures

- Record keeping and confidentiality
- Policies on question papers, applicants' personal data, certificates, etc.

2.3 Appropriately qualified staff (e.g., assessment manager, assessment secretary, internal verifier, assessors) to carry out different roles

- Recruitment criteria
- Induction training and CPD requirements

2.4 Designs and develops assessment strategies that guide effective and efficient assessment arrangements for the designated competency units

- Assessment methods for each UoC cluster
- Question development and review processes

2.5 Designs and develops assessment tools for gathering and interpreting evidence

- Sample assessment questions and marking criteria
- Size of the question bank
- Randomisation of questions

2.6 An effective quality assurance system to ensure validity and reliability of the assessments and continued compliance with the accreditation criteria

- Quality indicators, measurement methods and review frequency
- Parties responsible for QA
- Plan for continuous improvement



Criteria

Standards

Typical Evidence

3. Conduct of Assessment

3.1 Candidates are guided in gathering and presenting evidence and are informed of the assessment process and criteria

- Guidelines to applicants
- Feedback/Advice provided for applicants

3.2 Collection of quality evidence against specified competency standards

- Measures to ensure fair assessment for applicants of different backgrounds (e.g. , identifying special needs of applicants via the application form)

3.3 Sufficient evidence is gathered to make judgments about the candidate's competency(ies)

- Templates/Checklists for assessor to collect evidence
- Measures to ensure consistency in marking (e.g. , training, guidelines to assessors)

3.4 Assessments are conducted in compliance with the relevant industrial safety regulations

- Relevant safety regulations and compliance plan



Criteria

Standards

Typical Evidence

4.Resources

4.1 Has access to staff, facilities, equipment, assessment tools and materials as required for administering the assessments

- Tour visit to assessment venues and see facilities and equipment





Accreditation Process

~ 25 weeks

Before the Site Visit

Panel Formation

- The Panel usually consists of:
- Industry practitioners (e.g., employers, employees) who know the needs of the industry
 - Experts who are familiar with the industry's competency standards
 - Experts who can comment on the assessment mechanism
 - QA experts

Panel to Review Documents

Panel to Provide Initial Comments

During the Site Visit

Meeting with AAs Representatives & Facilities Tour

- Possible accreditation outcomes:
 - Approval
 - Approval with pre-conditions and/or requirements
 - Non-approval
- The validity period will be stipulated for approval cases

After the Site Visit

HKVAAVQ to issue the Interim Report

HKCAAVQ to issue the Accreditation Report

- Contains the accreditation decision
- Forms the basis for the Secretary for Education to consider appointment of the accredited Assessment Agency



Common Challenges to AAs

- Verifying employment records of applicants
 - Previous employers have gone out of business.
 - It takes much effort to benchmark information provided by employers against the UoCs in the UoC clusters.
- Knowledge of QF and RPL
 - Members of governing committees, assessors, question writers are mainly industry practitioners.
 - Need to formulate measures to ensure they have good knowledge of the QF, especially for assessment question writers



Accreditation of AAs (as at April 2016)

Industry	Assessment Agencies	Year of Accreditation
1. Printing & Publishing	Vocational Training Council	2007 & 2010
2. Watch & Clock	Vocational Training Council	2007 & 2010
3. Property Management	Vocational Training Council	2010
4. Automotive	Vocational Training Council	2011
5. Jewellery	Vocational Training Council	2011
6. Logistics	Vocational Training Council	2011
7. Chinese Catering	Vocational Training Council	2012
8 & 9. Beauty and Hairdressing - Beauty Branch - Hairdressing Branch	Vocational Training Council	2012 2007 & 2010
10. Retail	Vocational Training Council	2014
11. Import & Export	Shipping Research Centre, Hong Kong Polytechnic University	2015
12. Elderly Care Service	Hong Kong Association of Gerontology	2015
13. Testing, Inspection & Certification	School of Science and Technology, Open University of Hong Kong,	2015
14. Electrical & Mechanical Engineering Services	Vocational Training Council	2016



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Thank You

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