

Qualifications Framework

For more details, please visit
Qualifications Framework's website:
<http://www.hkqf.gov.hk>



Higher capabilities for
a better society

Education and Manpower Bureau
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教育統籌局
Education and Manpower Bureau



資歷架構
Qualifications Framework



【Foreword】

➤ To cope with the advent of globalisation, rapid advances in technology, exponential growth of knowledge and Hong Kong's further transformation into a knowledge-based economy, the local workforce should be better equipped to enhance its capabilities and competitiveness.

To ensure sustainable manpower development amid a rapidly changing world, we need to develop a qualifications framework (QF) to facilitate lifelong learning. With the establishment of a comprehensive network of multi-channelled learning pathways, individuals will be able to draw up their own roadmaps and achieve their career goals by upgrading their competencies.

At present, there are many different kinds of qualifications awarded upon completion of different training programmes, but these programmes are not necessarily relevant to the skills required by the industries nor are these programmes quality-assured. Furthermore, in the absence of clear progression pathways, it is difficult for many industries to recruit new talent.

Introduced by Education and Manpower Bureau (EMB), the QF is a cross-sectoral hierarchy covering both academic and vocational qualifications required by various industries. With well-defined standards of qualifications and clear indication of the articulation ladders between them, the QF is like a comprehensive traffic network that enables people to set clear goals and direction for obtaining quality-assured qualifications.

The establishment of the QF will facilitate personal development in various aspects and provide inherent learning and training incentives for individuals to explore and utilise their potential, thus preparing them for success. In the long run, the QF will help reduce mismatches between manpower requirements and supply, thereby improving the quality of the workforce.





Features of the Qualifications Framework

- The QF covers the mainstream, vocational and continuing education sectors and provides a platform for credit accumulation and transfer by linking qualifications of different levels.
- Each level of the QF is differentiated by its generic level descriptors, which describe the common features of qualifications at the same level.
- Industries may draw up competency requirements of the various QF levels, known as "Specification of Competency Standards" (SCSs), according to the generic level descriptors.



- SCSs are formulated by Industry Training Advisory Committees (ITACs) which comprise the major stakeholders of the respective industries, including representatives of employers, employees and professional bodies. Consultation exercises are conducted during the drafting of the SCSs to ensure their relevance to the needs and development of the industries.
- The QF is not a mandatory system. The progress of implementation will depend on the levels of participation and support from the public, including employers, employees, trainees, professional bodies, education/training providers and universities.



[Qualifications Register]

➤ The Qualifications Register (QR) is a web-based database on whole or modular qualifications, learning programmes and providers accessible for free reference by the general public.

Only quality-assured qualifications will be put on the QR. As such, aspiring learners can make informed choices about the learning programmes most suited to them and thus to make the best use of their time, effort and money.



[Quality Assurance Mechanism]

➤ Only accredited qualifications will be placed onto the QF and listed in the QR.

Subject to the enactment of the Accreditation of Academic and Vocational Qualifications Bill by the Legislative Council, the repositioned Hong Kong Council for Academic Accreditation (HKCAA) will be tasked with the responsibility of assuring the quality of qualifications under the QF, except those qualifications awarded by the self-accrediting universities and their continuing education arms.

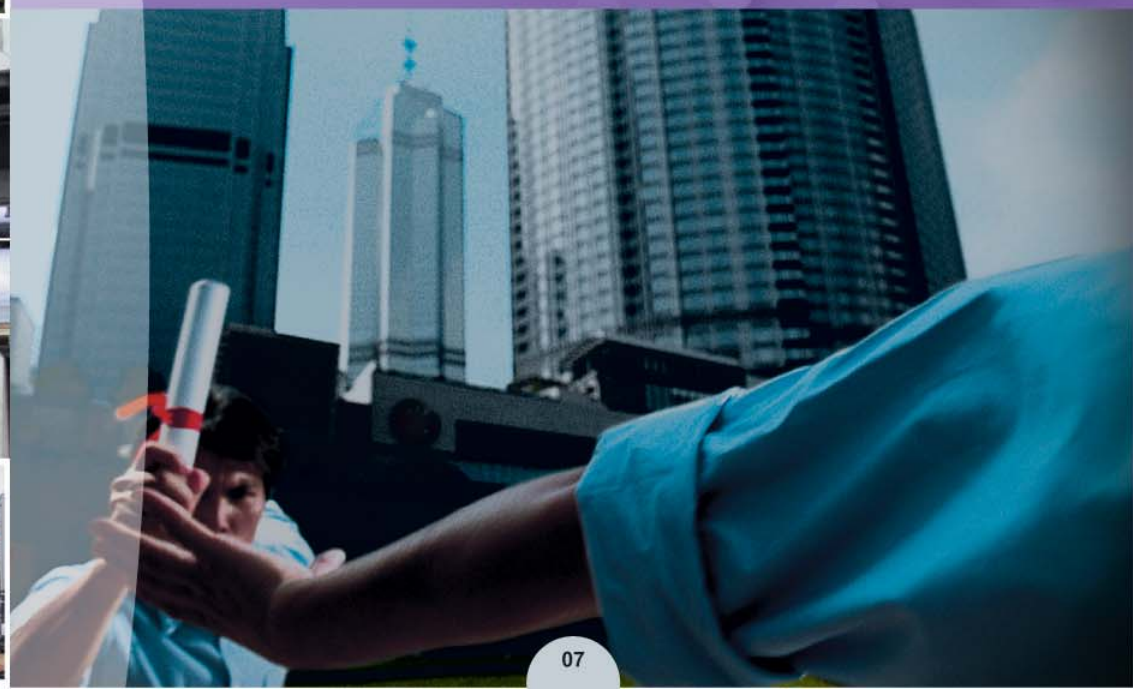
["Recognition of Prior Learning" Mechanism]

Through the "Recognition of Prior Learning" (RPL) mechanism, in-service workers may have their skills, knowledge and experience acquired from previous training or work recognised, so that they do not need to repeat training on skills already acquired.



In other words, in-service workers may skip some modules of a training programme if they have already acquired the relevant knowledge or skills, and proceed to modules of a higher level or courses of a wider scope to make the training more relevant to their needs.

RPL should be based on the SCSs of respective industries. Upon the passage of the Bill by the Legislative Council, qualified assessment agencies will be tasked to carry out the recognition process, and those recognised under RPL will be issued a statement of attainment for continuing education purpose.



[A Win-Win Situation with Qualifications Framework]

» Employers / Trade Associations:

➤ “By referring to the Specification of Competency Standards which clearly sets out the job requirements of the industry, I can provide suitable training to my employees. The QF helps me to identify quality-assured qualifications so I can recruit new talent with confidence.

My staff can take training programmes that are based on Specification of Competency Standards to improve their skills and meet the needs of my company.

With enhanced productivity and service quality, my staff can benefit my company as well as the entire industry.”



» Employees:

➤ “The QF helps me to understand my own competencies and the needs of the industry, so that I can pursue my career goals with confidence by choosing the right progression pathways.”

» Training Providers:

➤ “The QF helps us to grasp the needs of the industry and the community, so that we can develop responsive programmes to meet those needs. It also helps every learner by providing diversified progression pathways and wider choices of learning programmes.”

