



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

Integrating Quality Assurance and Qualifications Frameworks to Improve Education and Training

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Content

- Context for QA in Hong Kong
- Roles and functions of HKCAAVQ
- Four-stage QA Process and QF



HK Qualifications Framework

- Platform for lifelong learning covering

- Mainstream education
- Vocational education and training
- Continuing education

- Qualifications

- Characterised by **outcome-based** Generic Level Descriptors (GLD)

- Quality Assurance

- Voluntary

- Function

- Rationalisation of qualifications
- Recognition
- Articulation

QF Levels	Academic Qualifications
7	e.g. Ph.D; doctoral ..
6	e.g. Master's degree
5	e.g. Bachelor's degree
4	e.g. AD, HD

Education Bureau
The Government of the Hong Kong
Special Administrative Region

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Qualifications Register (QR)

Welcome to the Qualifications Register (QR)!

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.

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

Please click the following button to search the qualifications:

[Qualifications Search](#)

News & Events

22 July 2014
Announcement of the Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF) by the Education Bureau. (For further details, please visit the HKQF website at www.hkqf.gov.hk.)
Launch of the First Phase of the Credit Accumulation and Transfer (CAT) Features on the QR.

12 February 2014
The following entry has been removed from the QR with immediate effect:
QR Registration Number: 09/001577/6

23 December 2013
Launch of the New QR Website Public Interface

4 December 2013
The QR Operators Briefing 2013 was successfully completed on 26 November 2013 (Friday). For the



Robust QA System

HKCAAVQ: Statutory Accreditation Authority under Cap. 592

- Quality assure non-self-accrediting institutions and programmes
- Ensure robust QA systems underpinning QF in HK and the quality of academic and vocational qualifications on QR

	Target Operators	Methodology
1	ALL local HE and vocational operators and schools (except those under the regime of UGC and JQRC) seeking recognition under QF in HK	Four-stage QA Process
2	Non-local programme (NLP) operators seeking recognition of NLP under QF in HK	Non-local Programme Accreditation
3	Operators seeking registration as post-secondary colleges (Cap. 320)	Institutional Review for Cap. 320



QF Standards



資歷架構
Qualifications
Framework



Home

Qualifications Framework (QF)

Committees

Specification of Competency Standards (SCS)

Quality Assurance

Qualifications Register (QR)

Recognition of Prior Learning (RPL) & Appointed Assessment Agencies

Qualifications Framework Support Schemes

[Qualifications Framework \(QF\)](#) > [Generic Level Descriptors](#)

Generic Level Descriptors

The Qualifications Framework (QF) is a hierarchy of qualifications. By clearly outlining what a holder of a certain qualification knows and can do, the QF not only helps learners and employers set their targets for learning and training, but also provides the pathways between qualifications for learners to reach their targets.

The QF is designed to be applicable to all sectors to facilitate the interface between academic, vocational and continuing education. Each of the seven levels is characterized by outcome-based generic level descriptors which describe the common features of qualifications at the same level. These level descriptors are not an exact science, but are used comparatively to locate a qualification at a particular level on the framework. In proposing a seven-level QF, we have taken into account local qualifications and overseas experience. The proposed QF is broadly comparable to qualifications systems in other countries.

The generic level descriptors describe the requirements of each level in four aspects - "Knowledge and Intellectual Skills", "Processes", "Application, Autonomy and Accountability" and "Communications, IT and Numeracy". Different industries may draw up their own competency requirements and standards, known as "Specification of Competency Standards" (SCSs), by making reference to the generic level descriptors.

[Download the details of "Generic Level Descriptors"](#)

Outcome-based
GLD

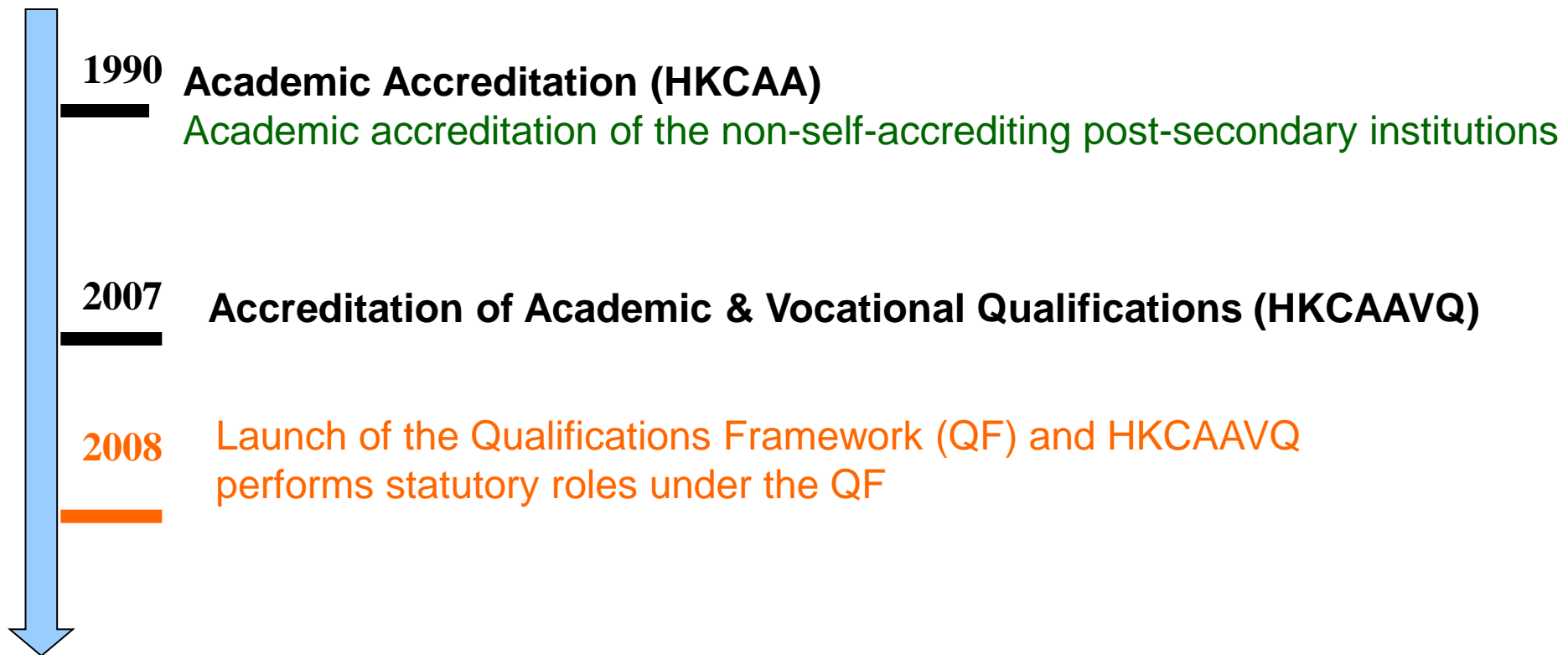


Generic Level Descriptors (GLD)

Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
7	<ul style="list-style-type: none"> - Demonstrate and work with a critical overview of a subject or discipline, including an evaluative understanding of principal theories and concepts, and of its broad relationships with other disciplines - Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information - Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information - Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships. 	<ul style="list-style-type: none"> - Demonstrate command of research and methodological issues and engage in critical dialogue - Develop creative and original responses to problems and issues in the context of new circumstances. 	<ul style="list-style-type: none"> - Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances - Demonstrate leadership and originality in tackling and solving problems - Accept accountability in related decision making - High degree of autonomy, with full responsibility for own work, and significant responsibility for others - Deal with complex ethical and professional issues. 	<ul style="list-style-type: none"> - Strategically use communication skills, adapting context and purpose to a range of audiences - Communicate at the standard of published academic work and/or critical dialogue - Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands - Use a range of software and specify software requirements to enhance work, anticipating future requirements - Critically evaluate numerical and graphical data, and employ such data extensively.



Hong Kong Council for





Statutory Roles of HKCAAVQ under Cap. 592

- Accreditation of Academic & Vocational Qualifications Ordinance (Cap. 592) effective 8 May 2008 to govern the implementation of HKQF
- HKCAAVQ is named as:
 - Accreditation Authority to implement a quality assessment system (i.e. Four-stage QA Process) to underpin QF
 - Qualifications Register (QR) Authority to maintain QR, an online database accessible by the public



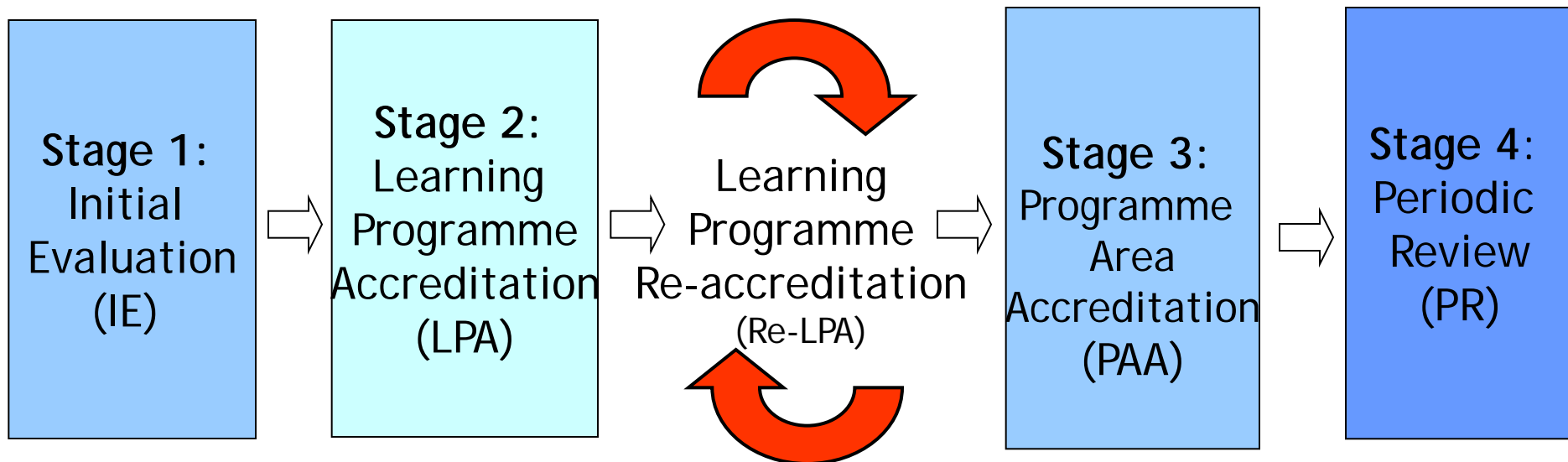
Functions of HKCAAVQ under Cap. 1150

The only statutory accreditation body in HK to:

- **Conduct accreditation tests:** operators, assessment agencies, learning programmes, qualifications & individuals
- **Disseminate** information on standards of learning programmes; **promote** the methods and practices of conducting accreditation tests
- **Establish relationships** with accreditation & QA bodies; education & training authorities outside HK
- **Conduct seminars, conferences & other forms of instructional/promotional activities**
- **Conduct or commission research** into the maintenance or monitoring of standards of education and of training



4-Stage Quality Assurance Process





Guiding principles of the Four-stage QA Process

- Fitness for purpose
- Peer review
- Evidence-based
- Transparency
- Threshold standards



4-Stage QA Process in support of QF

Stage 1: Initial Evaluation (IE)

- To assess organizational competency in running QF-recognised programmes at specified QF levels.
- IE status is linked to the approved QF level or below and is valid for two years.
- Operators must have valid IE status to operate accredited learning programmes.



4-Stage QA Process in support of QF

Stage 2: Learning Programme Accreditation (LPA)

- To evaluate if programme meets the required QF standards and the stated learning outcomes. and deliver the intended learning outcomes that meet the QF standards.
- When a learning programme is successfully accredited, the qualification can be entered into the QR for the approved validity period.
- Learning Programme Re-accreditation (re-LPA) is the cyclical evaluation of an accredited learning programme, which determines whether the learning programme continues to meet the stated objectives.



Combined IE and LPA

Initial Evaluation

- Organisational Management
- Financial and Physical Resources
- Staffing and Staff Development
- QA

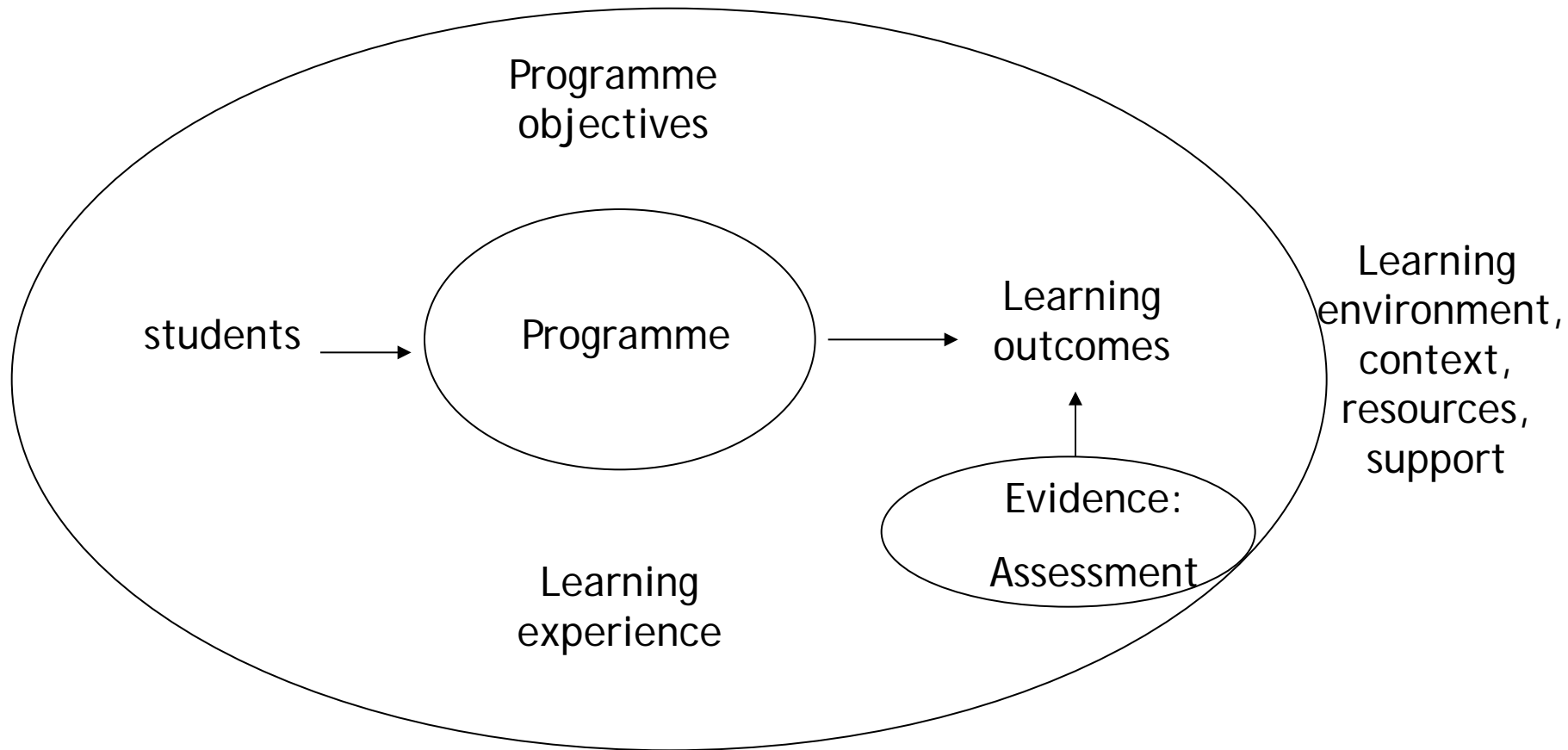
Learning Programme Accreditation

- Programme Objectives & Learning Outcomes
- Programme Structure and Content
- Admission Requirements
- Teaching and Learning
- Student Assessment
- Staffing and Staff Development
- Financial and Physical Resources
- Student Support Services
- QA (including Programme Development and Management)
- Student Records and Information Management

4+10 = **11 Accreditation Criteria**



Outcome-based learning programmes





Evaluating Outcome based learning programmes for QF Level Determination

- Learning Outcomes of graduates
 - Knowledge, skills, application, core value and attitude
- Assessment
 - Effective, valid and appropriate strategy and methodology / process to verify whether the students have attained the ILOs
 - Relevant to programme content
- Programme and Delivery
 - Appropriate to develop students with the ILOs
 - Programmes objectives
 - Programme Content and Structure
 - Teaching and Learning and Student Support
- Admission Requirements and Student Selection
 - Appropriate entry requirements to enable students to learn through the programme



4-Stage QA Process in support of QF

Stage 3: Programme Area Accreditation (PAA)

- PAA is conferred on programme providers with sufficient quality assurance competency and maturity at the organisational level and a good track record in delivery of their validated programme(s).
- To assess if operator is competent to develop and offer new programmes within a defined scope of programme areas and at specified QF levels.
- Upon gaining PAA, a provider may develop and operate learning programmes within an approved scope of programme area(s) at specified QF Level(s) for an approved period of time (validity period).



4-Stage QA Process in support of QF

Stage 4: Periodic Review (PR)

- To periodically monitor if operator is competent to maintain the PAA status.
- To determine whether an Operator continues to maintain robust internal QA systems to self-monitor and ensure that their operation meets their stated objectives, and whether their learning programmes meet the QF standards in the specified programme area(s)
- PR is used to ascertain whether the internal quality assurance processes of the provider continue to be effective and sound



4-Stage QA Process in support of QF

- ❖ Each stage builds on the previous one and allows Operators to demonstrate their maturity in developing and operating accredited programmes over time and to construct a track record of successful accreditation.
- ❖ The four stages **allow room for the growth** and development of Operators, leading to the opportunity to gain self-accrediting status in programme areas of proven strength and quality assurance capacity.



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Thank You

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