教育局
Education Bureau

資歷架構
Qualifications Framework

10th
十周年
ANNIVERSARY

QF in The Next Decade

- Quality
- Recognition
- Progression

HKQF
INTERNATIONAL
CONFERENCE
2018

17- 18 September 2018
Conference Hall, Central Government Offices, Tamar, Hong Kong

HKQF International Conference 2018
'QF in the Next Decade: Quality, Progression and Recognition'

17-18 September 2018
Conference Hall, Central Government Offices,
Tamar, Hong Kong

Organisers

- Education Bureau of the Government of the Hong Kong Special Administrative Region Qualifications Framework Secretariat

Co-organiser

- Hong Kong Council for Accreditation of Academic and Vocational Qualifications

Supporting Organisations

- European Commission
- New Zealand Qualifications Authority
- Quality and Qualifications Ireland
- Scottish Credit and Qualifications Framework Partnership

In celebration of the 10th anniversary of Hong Kong Qualifications Framework (HKQF), the HKQF International Conference 2018 is organised to showcase the achievements of HKQF in the past decade and contributions of stakeholders including learners, practitioners in education and training sector, employers as well as the international partners. The Conference aims to explore global trends and issues of developing qualifications framework (QF), promote dialogues among places with advanced QF systems, and examine the role of QF in our evolving vocational and education training systems.

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FOREWORD

My sincere thanks and congratulations to all who have contributed to the successful establishment and development of the Hong Kong Qualifications Framework (HKQF) on this joyous occasion of its 10th anniversary.

Launched in 2008, the HKQF has provided impetus to skills and talent upgrading in Hong Kong, underpinned by our policy objective to enhance the quality of our human capital. Over the past decade, we have established HKQF as a credible qualifications system in the academic, vocational, professional as well as continuing education sectors, which enables qualifications and prior learning experience and knowledge to be duly recognised under a robust quality assured system. This has helped to build solid foundations for Hong Kong's development as a world-class knowledge-based economy. With the concerted efforts and staunch support of industries, professional bodies, the labour sector and training providers, we have implemented HKQF in 23 industries to provide common benchmarks for quality assurance of different qualifications.

Beyond our shores, we have been progressively raising our profile internationally and facilitating recognition of qualifications amongst our counterparts in Mainland China and overseas. With the support of our international partners, we have completed four benchmarking or comparability studies with the qualifications framework of the European Union, Scotland, Ireland and New Zealand. These studies echo the high standards of our Framework and quality assurance system, thereby enhancing credibility and recognition of the HKQF. The presence of renowned international speakers and participants from around the world at the HKQF International Conference 2018 is also a testament to the widespread support and recognition of the HKQF.
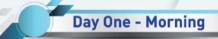
Looking ahead, it is vital that we nurture our young generation and equip them with the necessary knowledge and skills to grasp the opportunities and realise their full potential. Development of the Framework is key to upholding the quality of our higher education sector as well as promoting vocational and professional education and training. We are committed to strengthening the HKQF, boosting recognition of qualifications for different industries and providing youngsters with quality-assured pathways for further studies and career development. I wish all participants a fruitful HKQF International Conference 2018 and our friends from around the world a memorable stay here in Asia's world city.

Carrie Lam

（Mrs Carrie LAM）
Chief Executive
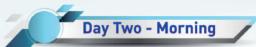Hong Kong Special Administrative Region

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CONFERENCE PROGRAMME

Day One - Morning

Time	Event
9:00am	**Coffee and Registration**
9:30am	**Opening Address** *Mrs Carrie LAM, GBM, GBS* *Chief Executive, Hong Kong Special Administrative Region (HKSAR)*
9:35am	**Opening Ceremony**
9:45am	**Keynote Speeches**
	HKQF: Retrospect and Prospect *Mr Kevin YEUNG, JP* *Secretary for Education, The Government of the HKSAR*
	Ms LEI Ming *Deputy Director, Department of Vocational and Adult Education, Ministry of Education of the People's Republic of China*
	European Cooperation on Skills and Qualifications – An Investment in the Future *Ms Alison CRABB* *Head of Unit, Skills and Qualifications, European Commission*
10:20am	**Coffee Break**
10:50am	**Emerging Trends of International QF Developments:** **Role of Regional QFs and National QFs in Linking Learning and Employment** ➤ *Mr Michael HÖRIG* *Head of Division, Strategic Planning, German Academic Exchange Service* ➤ *Dr Grant KLINKUM* *Deputy Chief Executive Quality Assurance, New Zealand Qualifications Authority (NZQA)* ➤ *Ms Aileen PONTON* *Chief Executive, Scottish Credit and Qualifications Framework Partnership (SCQFP)* ➤ *Dr Megawati SANTOSO* *Vice Chair, ASEAN Qualifications Reference Framework (AQRF) Committee* ➤ *Dr Padraig WALSH* *Chief Executive, Quality and Qualifications Ireland (QQI)* Facilitator: *Mr Anthony CHAN, Specialist of HKQF*
12:15pm	**End of Day One – Morning Session**

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Day One - Afternoon

2:30pm	**Parallel Sessions**

	A. QF for Quality: Good Practices in Quality Assurance
	➤ *Dr Padraig WALSH*
	  Chief Executive, QQI
	➤ *Professor Zita Mohd FAHMI*
	  Chair, SHARE Expert Working Group on QA /
	  Associate QA Specialist, Malaysian Qualifications Agency (MQA)
	➤ *Mr Albert CHOW*
	  Executive Director, Hong Kong Council for Accreditation of Academic and
	  Vocational Qualifications

	B. QF for Progression: Articulation and Skill Upgrading
	➤ *Ms Aileen PONTON*
	  Chief Executive, SCQFP
	➤ *Ms Ann LAU*
	  Director of Group Human Resources (Asia), A.S. Watson Group
	➤ *Dr Martin LAM*
	  Technical Training Manager, MTR Corporation Limited
	➤ *Professor Reggie KWAN*
	  Vice President (Academic), The Open University of Hong Kong

	C. QF for Recognition: Vocational Qualifications Pathway and
	Professional Qualifications
	➤ *Dr Grant KLINKUM*
	  Deputy Chief Executive Quality Assurance, NZQA
	➤ *Ms Elizabeth CAMPBELL-DORNING (TBC)*
	  Counsellor - Education and Science, Australian Embassy, Jakarta
	➤ *Professor Patrick CHAU*
	  Chairperson, Board of Directors, Hong Kong Institute for IT Professional Certification
	➤ *Ms Maggie LEUNG*
	  Chief Social Work Officer, Social Welfare Department, The Government of the HKSAR

3:45pm	**Coffee Break**
4:10pm	**Report Back of Parallel Sessions**
4:30pm	**Open Discussion & Wrap-up of Day One** *Facilitator: Ms Ka-wing FUNG, Senior Manager of Qualifications Framework Secretariat (QFS)*
5:00pm	**End of Day One**

Day Two - Morning

9:00am	**Coffee and Registration**
9:30am	**Development of Vocational and Professional Education & Training in Hong Kong** ➤ *Dr Carrie YAU, GBS, JP* *Executive Director, Vocational Training Council (VTC), Hong Kong*

9:50am	**Impact of QF on Vocational Education and Training (VET) and the Future Developments**
	➤ *Professor James CALLEJA*
	  Former Director, European Centre for the Development of Vocational Training (CEDEFOP) /
	  Principal and CEO, Malta College of Arts, Science and Technology
	➤ *Dr Loukas ZAHILAS*
	  Head, Department for VET Systems and Institutions, CEDEFOP

10:20am	**QFs in the Changing Global Landscape: A Dialogue among QF Authorities**
	European perspective:
	➤ *Ms Alison CRABB*
	  Head of Unit, Skills and Qualifications, European Commission
	➤ *Ms Aileen PONTON*
	  Chief Executive, SCQFP
	➤ *Dr Padraig WALSH*
	  Chief Executive, QQI
	
	Asia Pacific perspective:
	➤ *Professor Zita Mohd FAHMI*
	  Chair, SHARE Expert Working Group on QA / Associate QA Specialist, MQA
	➤ *Dr Grant KLINKUM*
	  Deputy Chief Executive Quality Assurance, NZQA
	➤ *Dr Megawati SANTOSO*
	  Vice Chair, AQRF Committee
	
	Facilitator: Dr Eva CHENG, Senior Project Manager, Charities, The Hong Kong Jockey Club

11:30am	**Coffee Break**

Day Two - Morning

11:50am	**Education and Employment: An Alternative Pathway for Progression**
	
	➤ Ir CHENG Yeung Ming
	    Assistant Director, Marine Department, The Government of the HKSAR
	
	➤ Ms Edwina LAU
	    Director, Hong Kong Police College, Hong Kong Police Force
	
	➤ Mr LEUNG Yam Shing
	    Deputy Executive Director, VTC, Hong Kong
	
	➤ Mr Barry LO
	    General Manager, Bank-wide Operation Department, Bank of China (Hong Kong) Limited
	
	➤ Mr Jonathan NG
	    Executive Director, Hong Kong Institute of Certified Public Accountants
	
	Facilitator: Mr Steve LAI, General Manager of QFS

12:50pm	**Summary & Closing Remarks** *Mrs Ingrid YEUNG, JP* *Permanent Secretary for Education, The Government of the HKSAR*
1:00pm	**End of Conference**

Emerging Trends of International QF Developments: Role of Regional QFs and National QFs in Linking Learning and Employment

Mr Michael HÖRIG   *Germany*
Ms Aileen PONTON   *Scotland*
Dr Padraig WALSH   *Ireland*

Dr Grant KLINKUM   *New Zealand*
Dr Megawati SANTOSO   *ASEAN*
Facilitator: Mr Anthony CHAN   *Hong Kong*

Since the first introduction of qualifications framework (QF) in the forerunner countries more than 20 years ago, national QFs (NQFs) have been implemented in over 100 countries and the number is increasing. Diversified as the country profiles, implementations vary to different extents in terms of the number of levels, the scope of coverage as to whether there is one unified framework across higher education, vocational and professional as well as continuing education sectors, the absence or presence of corresponding licenses to practice, the inclusion of validated non-formal and informal learning and professional qualifications, etc. Despite the variations, the encouragement to individuals to pursue lifelong learning in order to maintain the competitiveness of workforce has emerged as a common goal in many implementations.

With the advent of globalisation and rapid development of national and transnational qualifications frameworks, regional meta-frameworks have emerged as common reference frameworks that enable comparisons and understanding of qualifications across participating countries. The European Qualifications Framework (EQF) and ASEAN Qualifications Reference Framework (AQRF) are notable regional reference frameworks in this respect. It is expected that the mutual understanding and trust generated by the referencing process of individual NQFs to their corresponding regional meta-framework can facilitate qualifications recognition, support mobility of learners and labour, and enhance opportunities for future cooperation among regions and countries in a larger economic arena.

The relevance of learning has been a common agenda in recent years and there has been a general appeal for policy makers and stakeholders to invest in learning that meets the needs of the employment market. The emergence of regional meta-frameworks has also enhanced the transparency of qualifications across countries, hence building a closer link between learning and employment from a global perspective. As the implementation of QF comes to be a global phenomenon, its developments in individual countries or regions bear important implications to the other side of the globe. In this forum, representatives and seasoned experts of QF authorities from different continents will discuss the emerging trends of development in QF to provide the audience with a valuable international perspective.

Parallel Session A

QF for Quality: Good Practices in Quality Assurance

Dr Padraig WALSH

Chief Executive, Quality and Qualifications Ireland, Ireland

In 2005, the ministers for higher education in the European Higher Education Area (EHEA) separately adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Framework of Qualifications in the EHEA (QF-EHEA).

When the ESG were revised in 2015, it was noted that they should be considered in a broader context that also includes qualifications frameworks that contribute to the promotion of transparency and mutual trust in higher education in the EHEA.

ESG 2015 further notes that the qualifications resulting from a programme should refer to the correct level of the national qualifications framework for higher education and consequently to the QF-EHEA.

For the integration of qualifications, quality assurance and recognition, the Irish government in 2012 established Quality and Qualifications Ireland (QQI), with responsibility for the quality assurance of further and higher education and training; the national framework of qualifications (NQF) and the designated NARIC (National Academic Recognition Information Centre).

Ireland developed its NQF in 2003 and was the first country to reference its framework to both the QF-EHEA and the European Qualifications Framework for Lifelong Learning (EQF). In addition to referencing national frameworks to such continental meta-frameworks, it is also a good practice to perform comparisons and alignment between different national frameworks, particularly where there is significant mobility of students and qualified workers between the respective national jurisdictions. In 2011 (updated 2017), Ireland and (the four nations comprising) the United Kingdom published *Qualifications can cross boundaries* and Ireland has conducted similar exercises with Australia (2010), New Zealand (2010, update in progress 2017) and Hong Kong (2018).

The QQI website hosts NARIC Ireland, which provides comparability statements for qualifications (now numbering over 1000 qualifications from over 60 countries) to assist graduates in having their foreign qualifications recognised for employment purposes or for access to further education.

Just as programmes leading to qualifications should be reviewed periodically, the NQFs where they are placed should also be subject to periodic evaluation. In 2016, QQI undertook an independent review of the Irish NQF to evaluate its impact and published the outcomes of this review in 2017.

Professor Zita Mohd FAHMI

*Chair, SHARE Expert Working Group on Quality Assurance/
Associate QA Specialist, Malaysian Qualifications Agency, Malaysia*

The liberalisation of higher education in 1996, through various legislations and policies, was targeted to build a knowledge-based economy and society as envisaged by Vision 2020. To serve this purpose, the idea of a qualifications framework was initiated by the National Accreditation Board in 2002, as it sought to ensure the quality and consistency in the qualifications of private providers. In 2005, the government directed the consolidation, and systematisation of the Malaysian qualifications, and the quality assurance (QA) system. This function was entrusted to the Malaysian Qualifications Agency (MQA) in 2007. Various functions of the Malaysian Qualifications Framework (MQF) include the need to secure qualifications standards, learner-centric, parity and integration between sectors, lifelong learning pathways, and an interoperable qualifications framework with credit system, parity, recognition and portability. The MQF is generally characterised by levels, generic level descriptors of learning outcomes statements for all sectors (knowledge, skills and capabilities), credit requirements and qualification titles, for study and work/employment with QA system to secure the standards. MQF was expanded and supported with code of practices for accreditation, sub discipline frameworks, codes and guidelines to good practices.

The QA system links the external QA with the internal institutional QA system and stakeholders' support. This is performed through programme accreditation -- provisional, full accreditation and maintenance cycle. QA is essential to the implementation of MQF, its objectives are for continuous quality improvement, accountability and trust. The Code of Practice for Programme Accreditation's template guides the programme design and delivery to ensure programmes have prescribed learning outcomes, appropriate in content, form, level and grading criteria. The learning outcomes achievement of every student will soon be subjected to Integrated Credit Grade Point Average as an instrument of Ministry of Higher Education. In reviewing its continued relevance, MQF and the QA practices were revisited in 2017 with focus on its key design and QA practices so as to address new national initiatives, regional and global developments. It is certainly useful and practical to have MQF and the QA functions centralised in MQA to address the developments.

Parallel Session A

QF for Quality: Good Practices in Quality Assurance

Mr Albert CHOW
Executive Director, Hong Kong Council for Accreditation of Academic and Vocational Qualifications, Hong Kong

In the regimes of quality assurance and accreditation, a well-accepted practice of risk management is the differentiation approach. Such an approach can allow a quality assurance agency to focus its resources on areas where interventions may be needed. Similar approaches are being adopted in countries such as Australia and England in different formats under the names of risk-based regulation or teaching excellence framework. The underlying philosophy of the differentiation approach is the recognition that institutions are different in terms of nature, objectives, and level of maturity. Therefore, it would not be desirable, even if possible at all, to apply a 'one-size-fits-all' approach in quality assurance. The key benefits of a differentiation approach is, by rewarding demonstration of maturity, institutions are encouraged to strengthen their internal quality assurance. The reward is usually in the forms of less intervention or more subsidies where appropriate.

In the implementation of differentiation approach, it is important to have a reliable and transparent mechanism for the establishment of track record. An important development of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in the recent years is the Quality Management System (QMS), which is the infrastructure for capturing key information from accreditation exercises. With the support of QMS which was launched in early 2015, HKCAAVQ started to implement the differentiation approach in mid-2017. In consideration of the track record established by HKCAAVQ for an operator, different approaches of accreditation may be applied, including customisation, paper-based review and variation in validity period. Below are some examples of indicators that HKCAAVQ uses for establishing track record:

Track Record	Indicators (examples)
Accreditation history	➤ Years of accreditation experience ➤ Nature of accreditation experience
Accreditation outcomes	➤ Pre-conditions and/or requirements stipulated at institutional and/or programme level in accreditation exercises ➤ Validity periods granted in past exercises
External recognition	➤ Operators with self-accrediting status ➤ Third-party endorsement from an overseas accreditation authority and/or professional body
Operator's performance in other exercises	➤ Performance in other assessment services conducted by HKCAAVQ (e.g. CEF, CPD, registration under Cap 493)
Compliance to rules and regulations	➤ Compliance to all related rules and regulations under accreditation and assessment

During the implementation, HKCAAVQ will continue to monitor the predictive power of the indicators and apply calibration if necessary.

Parallel Session B

QF for Progression: Articulation and Skill Upgrading

Ms Aileen PONTON

Chief Executive, Scottish Credit and Qualifications Framework Partnership, Scotland

Ms Ponton will focus on how Scotland is using the Scottish Credit and Qualifications Framework to support articulation, progression and skills recognition. Having been established for 17 years, the QF is increasingly being used to support government policy. After an overview of the QF and how it works, she will explore how this has been used to create formal credit transfer between college-based courses and university degrees. She will share some new thinking from the Scottish Government on streamlining the learner journey at all levels of the QF with a focus on blurring the distinction between academic and vocational. She will then set out two examples of using the QF and its tools to support skills recognition for armed forces veterans, refugees and asylum seekers. She will conclude with lessons learnt, opportunities and challenges for further work to support skills recognition.

Ms Ann LAU

Director of Group Human Resources (Asia), A.S. Watson Group, Hong Kong

The vibrant, diversified & "customer-centricity" evolution of the retail market is driving new challenges within the industry. Retailers need to have professional and creative thinking talents to meet the long-term development needs and thrive in this new world.

A.S. Watson Group launched the "A.S. Watson Group Retail Academy" in 2018, which will operate as an academy to manage all talent development programmes. A.S. Watson Group attaches great importance to nurturing talent and takes a pioneering role in staff development. Since 2013, the Group became the first corporate in the retail sector offering its staff professional and comprehensive courses recognised by the HKQF. Over the past 5 years, the Group has launched 15 QF-recognised programmes from QF Level 2 to Level 5 and has trained over 2,600 staff across PARKnSHOP, Watsons, FORTRESS and Watson's Wine. The Group also supported over 370 store specialists and management staff to apply for Recognition of Prior Learning qualifications at QF Level 3 & Level 4 to recognise the valuable experience that they have already acquired. The Group strives to share opportunities and inspires employees to succeed by providing a clearly defined and rewarding career path as well as recognised qualifications. With the support of the HKQF platform, the Group helps employees to achieve their personal goals and build their progression pathways in the retail industry.

SYNOPSES OF SESSIONS

Parallel Session B

QF for Progression: Articulation and Skill Upgrading

Dr Martin LAM

Technical Training Manager, MTR Corporation Limited, Hong Kong

Railway is a unique industry, combining delicately multi-disciplinary engineering and management knowledge and practical know-hows from hard-earned experience. Effective nurturing of the next generations of professionals has to stand on the two strong legs of academic education and industrial training. Academic education from universities and institutions in the domain of railway may not come in abundance but they are available and well-organised. Industrial training, on the other hand, is not yet at the same level of availability and coordination for the general public or the industry at large.

The MTR Academy, as a corporate academy, is leveraging on the rich industrial experience of the MTR Corporation Limited (MTR) to contribute to education and training locally and internationally. The presentation will outline the MTR Academy's rationale, missions and progress made so far, as well as the development of its accredited programmes recognised under the Hong Kong Qualifications Framework and the collaborations with academic institutions in the provision of railway-related education and training for the local community. Such articulation arrangements enable MTR's existing employees and individuals interested in pursuing a career in railway industry to upgrade their knowledge and skills for learning and career progression.

Professor Reggie KWAN

Vice President (Academic), The Open University of Hong Kong, Hong Kong

The Open University of Hong Kong (OUHK) has always been a pioneer in providing advanced standing to promote lifelong learning even before the introduction of the Award Titles Scheme and the Use of QF Credit under the Hong Kong Qualifications Framework (HKQF) by the Government in October 2012. Since 2012, OUHK adopted the HKQF levels, credits and the hierarchy of titles. The hierarchy of award-bearing programmes in OUHK ranges from certificate to higher diploma, and from bachelor's degree to post-graduate programmes with different categories of qualifications awarded according to different levels of academic achievement and intended learning outcomes.

OUHK follows the policy and principles of Credit Accumulation and Transfer (CAT) and Recognition of Prior Learning (RPL) mechanisms developed by HKQF to facilitate the recognition and the transfer of credits to minimise "repeated" learning. We try to provide seamless pathways towards higher qualifications and better use of resources. Our university search engine provides easy access to precedent cases for learners to plan their studies even before they become an OUHK student. While OUHK operates an advanced standing scheme for recognition of prior study attainments at tertiary level, the continuing education arm of OUHK, Li Ka Shing Institute of Professional and Continuing Education, adopts the OUHK guideline on advanced standing scheme to establish a mechanism for recognising students' prior study attainments for transfer to the Institute. This covers all levels of accredited learning under QF, including sub-degree and degree programmes, as well as most of the part-time professional programmes targeted for working professionals and industry practitioners. Exemption may also be granted for individual courses if the applicant has successfully completed a course of comparable content and standard at a recognised tertiary institution or through a professional examination or through RPL mechanism. These multiple articulation pathways at OUHK ranges from QF Level 2 courses such as Capacity Building Mileage Programme to QF Level 6 post-graduate programmes. The complexity of CAT at OUHK has recently reached a jointed double degree programme with another university.

Parallel Session C

QF for Recognition: Vocational Qualifications Pathway and Professional Qualifications

Dr Grant Klinkum

Deputy Chief Executive Quality Assurance, New Zealand Qualifications Authority, New Zealand

Countries that have placed greater emphasis on aligning TVET to employer needs have managed to minimise the mismatch between the supply and demand of skills. However, digital driven change is happening at 300 times the scale of the first industrial revolution. Qualifications are struggling to keep pace with technological advancements, and the needs of employers. As the digital economy transforms the workplace, employers are increasingly looking for graduates with attributes such as collaboration, curiosity and problem-solving skills.

We know the environment is changing, but as educators and regulators, are we reforming our systems and education provision rapidly enough? Employers become increasingly frustrated about whether qualifications are fit for purpose, and whether graduate attributes are meeting their needs. Are we in danger of becoming passive observers of this change, rather than helping to lead and shape it?

As a crown agency, the New Zealand Qualifications Authority's role is to ensure that New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society. We quality assure approximately 500 non-university tertiary education providers and all the qualifications on the New Zealand Qualifications Framework.

In the context of this rapidly changing environment, we are increasingly aware that our vocational qualifications, in particular, and qualification pathways need to meet the future needs of learners, employers and other stakeholders.

Dr Klinkum will discuss how the New Zealand vocational education and training system is adapting and responding to the social, economic and technological changes taking place. This includes an approach to recognise micro-credentials, alongside qualifications, and embedding transferable skills more fully into the national qualifications framework.

Parallel Session C

QF for Recognition: Vocational Qualifications Pathway and Professional Qualifications

Professor Patrick CHAU

Chairperson, Board of Directors, Hong Kong Institute for IT Professional Certification, Hong Kong

Invited by the Education Bureau of the Hong Kong Special Administrative Region (HKSAR) Government in 2016, the Hong Kong Institute for IT Professional Certification (HKITPC), which is a non-profit organisation set up by the Hong Kong Computer Society (HKCS), participated in a project with one of its professional qualifications, Certified Professional of IT (CPIT) (Project Director or PD) benchmarking against the standards under the Hong Kong Qualifications Framework (HKQF). After about eight months of work, the outcome is that the CPIT(PD) of HKITPC of HKCS is benchmarked as comparable to Level 6 under HKQF.

Professor Chau will share not only his experiences in the benchmarking exercise, but also the evolution and development of the whole CPIT certification scheme which was begun in 2005 as a result of a government-funded project entitled "An IT Professional Certification System and IT Manpower Roster Feasibility Study". He will also discuss the opportunities and challenges of developing a professional certification scheme for the IT profession, of which the pace to keep up with the knowledge and skills required for the profession is getting unprecedentedly fast in recent years.

Parallel Session C

QF for Recognition: Vocational Qualifications Pathway and Professional Qualifications

Ms Maggie LEUNG
Chief Social Work Officer, Social Welfare Department, HKSAR Government

To promote the application of Hong Kong Qualifications Framework (HKQF) in the elderly service sector, the Elderly Care Service Industry Training Advisory Committee (ITAC) was established in 2012, comprising representatives of the government, employees, professional bodies, private elderly home operators and non-governmental organisations operating elderly services, to serve as a platform for stakeholders to put the HKQF into implementation and to exchange views on the training needs and manpower development for the elderly service sector.

Under the steer of ITAC, the Specification of Competency Standards (SCS) was successfully developed for elderly service in December 2014, setting out the skills, knowledge and competency standards required of the practitioners to perform various job functions in the elderly service industry particularly for residential care homes. It serves as useful benchmarks and references for training providers to develop training programmes, and forms the basis for assessing and recognising the skills and experience acquired by practitioners under the Recognition of Prior Learning (RPL) Mechanism.

To enhance the service quality of residential care homes, the Social Welfare Department has implemented a series of initiatives to strengthen the capability of staff through structured training programmes and assessment procedures recognised under a quality-assured mechanism. The curriculum of the Health Worker Training Course (HWTC) has been revamped into a SCS-based course at QF Level 3. Moreover, a SCS-based bridging course is developed at QF Level 2 for experienced care workers who are dedicated to work in the sector but do not possess the academic qualification for entry to HWTC, so as to provide a gateway for career advancement in the sector.

The Chief Executive has announced in the 2017 Policy Address that a series of measures will be implemented to continuously strengthen the monitoring of residential care homes and enhance their service quality, inter alia, by launching a five-year scheme to provide full subsidies for home managers, health workers and care workers of all residential care homes for the elderly and persons with disabilities in the territory to enroll in QF-recognised training courses. Consideration is also given to how the RPL mechanism under the QF can enable practitioners to obtain QF-recognised qualifications through work experience, knowledge and competencies acquired at the workplace, thereby expanding the career path of workers in the elderly service sector and facilitating the building of a career ladder for care industry workers at various levels.

Development of Vocational and Professional Education & Training in Hong Kong

Dr Carrie YAU, GBS, JP
Executive Director, Vocational Training Council, Hong Kong

All countries and cities throughout the world are facing the challenge of improving the capacity of their workforce to respond to the demands of the rapidly changing global environment. Apparently, the future success of an economy and its people increasingly depends on possession of 21st century competencies.

For the past few decades, Vocational and Professional Education and Training (VPET) has been a cornerstone for the social and economic development of Hong Kong by empowering individuals with relevant skills and knowledge for the world of work. In an era of change, there is an unprecedented demand for a modern VPET that equips people with dynamic and transferable skills for growth and success.

With globalisation and the advent of 4th industrial revolution, upskilling and reskilling of the workforce becomes top agenda of countries and economies to encourage talent mobility and workforce innovation. Individuals will have to learn and develop new and relevant skills in order to stay competitive. This creates multiple challenges and opportunities for the development of VPET starting from curriculum design to the assessment of competencies and learning outcomes.

How do VPET providers respond to these changes and what would be the strategic visions that empower the nurturing of smart talent for the future? How can qualifications framework support the development of modern VPET and career mobility within and beyond borders? This presentation will discuss the current and future roles of VPET, the synergy between VPET providers and Hong Kong Qualifications Framework, and shed light on what VPET providers could do to integrate education and employment and nurture the requisite human capital in support of the sustainable development of society.

Impact of QF on Vocational Education & Training and the Future Developments

Professor James CALLEJA
Former Director, European Centre for the Development of Vocational Training (CEDEFOP)/ Principal and CEO, Malta College of Arts, Science and Technology

Dr Loukas ZAHILAS
Head of Department for VET Systems and Institutions, CEDEFOP

As qualifications frameworks (QFs) are introduced all over the world, the question of their impact and added value is increasingly being asked. Do these frameworks, operating at sectoral, national and regional level, make a difference to policies and practices and to the learners and citizens who are supposed to benefit? This question is closely related to the challenge of measuring the impact of QFs: what methods and reference point(s) can be used for measuring the impact and how findings influenced by QFs interact and compete with numerous other initiatives in a broader policy context?

CEDEFOP monitoring exercises confirm that national qualifications frameworks (NQFs) play a key role in the European Qualifications Framework (EQF) implementation and in improving the transparency and comparability of qualifications nationally and internationally. Most NQFs are comprehensive – covering all levels and types of formal education and training qualifications and promoting learning outcomes perspectives – and trigger reform. They have contributed to reinforced and more consistent use of learning outcomes in qualifications, made higher vocational education and training (VET) (EQF levels 5 to 8) more visible, and supported more systematic implementation of validation of non-formal and informal learning. However, their visibility and use by the labour market is still limited. Sustainability, visibility to end-users, stakeholder involvement, ownership of the process, and consensus-building are among the conditions critical to successful use and impact of NQFs.

QFs developments are part of the response to challenges like globalisation, migration, the internet of things, global warming and old agers that are changing the traditional way that education and training is conceived and even everyday life is considered. As a response to these challenges, societies are searching for a more responsive and meaningful VET in the context of the labour market. There is a need for a better package that would attract learners, get people back to work and promote equality, inclusion and solidarity.

CEDEFOP work is addressing future European cooperation on VET and findings show that the traditional distinction between education and training subsectors (general, vocational and higher education, initial and continuing VET) is not always practical when it comes to identifying and responding to new challenges. Future policy cooperation should focus on how education and training systems as a whole can promote and support the practice-oriented and work-related learning. Future VET development may require solutions spanning several subsectors and involving institutions and providers currently operating individually.

QFs in the Changing Global Landscape: A Dialogue among QF Authorities

Ms Alison CRABB — *Europe*
Dr Grant KLINKUM — *New Zealand*
Dr Megawati SANTOSO — *ASEAN*
Facilitator: Dr Eva CHENG — *Hong Kong*

Professor Zita Mohd FAHMI — *Malaysia*
Ms Aileen PONTON — *Scotland*
Dr Padraig WALSH — *Ireland*

The development of qualifications framework (QF) has been a major international trend in reforming education and training systems since the late 1990s. The initiative first started and was diffused among English-speaking countries, and has since been taken up by countries all over the world.

Over the years, the initiative has undergone rapid development, both in pace and scale, and the change and growth has been phenomenal. While the QF initiative is becoming increasingly widespread among nations, recent years has witnessed its spread from the national to the regional scale. A cursory search confirms that there are currently over 100 countries/regions having developed or in the process of developing their qualifications frameworks in tandem with their socio-cultural context and educational infrastructure. It is therefore not surprising to see the diversity of QF systems and practices worldwide though countries/regions may build on a largely common QF architecture and follow the well-trodden implementation trajectories. In reality, there is no single or universal form of QF applicable to all. Nevertheless, some good QF practices that bring enormous and lasting benefits for stakeholders and society could be good reference for policy makers from abroad to make informed judgements.

Based on their unique experiences working for QF authorities in their countries/regions, guest speakers from Europe and Asia-Pacific, including representatives from Ireland, Scotland, Malaysia, and New Zealand, and representatives from two regional QFs - the European QF and the ASEAN Qualifications Reference Framework, will share their views on the QF developments in a changing global landscape, and highlight some innovative QF policies or initiatives that may be useful for adoption by others. Possible topics they may speak about may include the governance arrangements that safeguard both institutional autonomy without weakening the need for public accountability, referencing of qualifications frameworks across countries for enhanced trust and labour mobility, recognition of formal, non-formal and informal learning as a means to promoting lifelong learning, strengthening of the link between education and work with QF as an interface, the balance between system compliance and quality improvement in quality assurance in education encompassing all education sectors, and the value for engaging public perception and participation in the QF.

Education and Employment: An Alternative Pathway for Progression

Ir CHENG Yeung Ming   *Marine Department, HKSAR Government*
Ms Edwina LAU   *Hong Kong Police College, Hong Kong Police Force*
Mr LEUNG Yam Shing   *Vocational Training Council*
Mr Barry LO   *Bank of China (Hong Kong) Limited*
Mr Jonathan NG   *Hong Kong Institute of Certified Public Accountants*
Facilitator: Mr Steve LAI   *Qualifications Framework Secretariat*

With the advent of globalisation, rapid advances and applications in technologies, Hong Kong has been undergoing tremendous economic, technological, social and cultural changes over the last two decades. Similar to many other countries and regions, we have evolved from a previously industrial-predominant economy into a knowledge-based society. Industries that once relied on manual and unskilled labour in the past give way to emerging businesses founded on knowledge, technology and innovation. Transversal skills and professional know-how become the key to the success of industries, organisations and individuals. Given the high demand for skilled talents in all trades and professions, local workforce should be better equipped to enhance its productivity, competitiveness and service quality. How to effectively boost the professional attributes and know-how of the youngsters and practitioners through seamless merging of education and training with employment is always high on the education and manpower policy agenda in many countries.

Vocational and Professional Education and Training (VPET) apparently plays an indispensable role in nurturing talents to support the economic growth of Hong Kong. It also serves to build up a seamless tie among education, training and employment, and provides flexible multiple pathways for learners. One of our challenges today is on how we can better promote VPET and disseminate relevant information to the community, including parents and students, school principals and teachers as well as industries, with a view to raising the profile and recognition towards VPET.

To chart the future roadmap of HKQF, the session will explore how HKQF serves to align VPET services to meet industry needs. Local experts from enterprises, professional bodies and government departments will, in the light of their operational experience, share their views on the role of VPET in nurturing the requisite human capital in support of their business development riding on the HKQF platform. They will also provide insight into the future role of HKQF particularly in the development of VPET in Hong Kong.

Keynote Speakers

Mr Kevin YEUNG, JP
Secretary for Education
The Government of the Hong Kong Special Administrative Region

Mr Kevin YEUNG has worked in the accounting profession for seven years before joining the Government in 1992. During his service in the Government, Mr Yeung has worked in various bureaux and departments, including the Food and Health Bureau, the Home Affairs Bureau, the Kowloon City District Office, and the Hong Kong Economic and Trade Office in Sydney. Mr Yeung became a Politically Appointed Official when he assumed the post of Under Secretary for Education in November 2012 and has taken up the post of Secretary for Education since July 2017.

Ms LEI Ming

Deputy Director
Department of Vocational and Adult Education,
Ministry of Education of the People's Republic of China

Ms LEI Ming is the Deputy Director of the Department of Vocational and Adult Education in the Ministry of Education of the People's Republic of China. She started her career in Tianjin University in July 1995 and has worked as the head of Student Work Department and the director of the Publicity Department. In July 2016, she took the office of the Vice Party Secretary of Tianjin University and in November 2017, she was assigned a temporary post in the Ministry of Education while retaining her position in Tianjin University.

Ms Alison CRABB

Head of Unit, Skills and Qualifications
Directorate General for Employment,
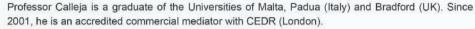*Social Affairs and Inclusion*
European Commission

Ms Alison CRABB, working in the European Commission since 1999, currently heads the Skills and Qualifications Unit in Directorate General for Employment, Social Affairs and Inclusion. Her team is working with Member States, social partners and other stakeholders to improve skills development and skills intelligence for better career choices, and to make skills and qualifications more visible and comparable. Her previous work in the Commission includes both policy and funds management in vocational education and training, adult learning, and school education. Most recently, she was closely involved with developing the New Skills Agenda for Europe and the European Pillar of Social Rights.

SPEAKERS' PROFILES

Professor James CALLEJA

Former Director, European Centre for the Development of Vocational Training (CEDEFOP)/
Principal and CEO, Malta College of Arts, Science and Technology (MCAST)

Professor James CALLEJA has been involved in vocational education and training since 2001. Before his appointment as Principal and CEO of MCAST in June 2018, he was Director of CEDEFOP from 2013 to May 2018. Before joining CEDEFOP, he served as Permanent Secretary of the Ministry of Education and Employment in his native Malta from 2011 to 2013.

In 2005 he was entrusted with the setting up of the Malta Qualifications Council where he served as Chief Executive up to December 2010. He is an Associate Professor and served as Council member of the University of Malta.

Professor Calleja is a graduate of the Universities of Malta, Padua (Italy) and Bradford (UK). Since 2001, he is an accredited commercial mediator with CEDR (London).

In 2001, he was appointed Administrative Director of MCAST and in 2004 he moved to the European Training Foundation in Turin. He started his working life at the Foundation for International Studies of the University of Malta (1986-1995) followed by other upward career moves to the United Nations International Institute on Aging (1995-1998) and to the Ministry of Economic Services Malta (1998-2001). He represented Malta on the European Qualifications Framework (EQF) Advisory Group, on CEDEFOP's Governing Board and on the Bologna Follow-Up Group.

Ms Elizabeth CAMPBELL-DORNING

Counsellor – Education and Science
Australian Embassy, Jakarta

With over a decade of experience in directing and delivering Australian Government international education policies and programmes, Ms Elizabeth CAMPBELL-DORNING has a proven commitment to building an innovative and sustainable future for international education. She was previously the Director of Qualifications Recognition Policy in the International Mobility Branch of the Department of Education and Training, and was responsible for enhancing student and labour mobility through qualifications recognition. This comprises international engagement relating to qualifications frameworks, including the Australian Qualifications Framework and the ASEAN Qualifications Reference Framework, in addition to facilitating the approval and support of Australian skilled migration assessing authorities.

She has routinely represented Australia in international and multilateral forums to minimise barriers to mobility and promote the recognition of Australian educational and professional qualifications. From 2014 to 2017 she led the development of the first global treaty-level agreement concerning higher education, the UNESCO Global Convention on the Recognition of Qualifications in Higher Education.

Mr Anthony CHAN (Guest Facilitator)

Specialist of Hong Kong Qualifications Framework (HKQF)

Mr Anthony CHAN has a long service with the Government of Hong Kong Special Administrative Region and has served in a number of education-related policy bureau and professional bodies, including the Education Bureau, the University Grants Committee and Hong Kong Council for Accreditation of Academic and Vocational Qualifications. He joined the Vocational Training Council in 2009 and was responsible for the strategic planning and development of vocational education and training in Hong Kong. He is one of the local experts on HKQF. He worked with the Education Bureau and the Qualifications Framework Secretariat on the establishment of the HKQF and a number of projects for its development and implementation in Hong Kong, in particular, projects relating to the introduction of QF credit and Award Titles Scheme, as well as formulation of the policy and guidelines for Credit Accumulation and Transfer. Mr Chan was a member of the Local Expert Group overseeing the Comparability Study of HKQF and European Qualifications Framework. Mr Chan is also familiar with the quality assurance system underpinning the HKQF. Overseas, Mr Chan took an active part in conferences and workshops organised by the Task Force for the establishment of ASEAN Qualifications Referencing Framework, and also collaboration projects with individual ASEAN member states.

Professor Patrick CHAU

Chairperson, Board of Directors
Hong Kong Institute for IT Professional Certification (HKITPC)

Professor Patrick CHAU is Padma and Hari Harilela Professor in Strategic Information Management and Associate Dean (Taught Postgraduate) at the Faculty of Business and Economics of The University of Hong Kong.

Currently as Vice-President for Professional and Career Development of the Hong Kong Computer Society, Professor Chau has been involved in IT professional development and certification for more than two decades. Since 2008, Professor Chau has been participating in the development of the first and only local IT professional certification in Hong Kong, namely, Certified Professional of IT, issued by the HKITPC, which is an important arm of Hong Kong Computer Society in cultivating and developing IT professional certification in and for Hong Kong. From 2013 to 2017, he was the Chairperson of the Certification Board of the Institute. In April 2017, he assumed the role of the Chairperson of the Board of Directors of the HKITPC.

Dr Eva CHENG (Guest Facilitator)

Senior Project Manager, Charities
The Hong Kong Jockey Club

Dr Eva CHENG obtained her BA in Hong Kong, and MEd and PhD in Canada. Upon graduation, she worked in the Canadian and Hong Kong universities till 2006 when she joined the Education Bureau (EDB) and the Qualifications Framework Secretariat (QFS) for the development of the Hong Kong Qualifications Framework. During her service in the QFS, she acted as the central co-ordination point between the EDB and the overseas qualifications framework authorities for various referencing projects. She now works in Hong Kong Jockey Club Charities Trust for the C-for-Chinese@JC Project, which aims at enhancing the Chinese proficiency of ethnic minority children in kindergartens, facilitating their smooth transition to primary education, and promoting social integration of the non-Chinese-speaking and Chinese-speaking children.

Ir CHENG Yeung Ming

Assistant Director, Marine Department
The Government of the Hong Kong Special Administrative Region

Ir Cheng's career commenced as an engineer cadet onboard on oil tanker in the late 1970s. After serving at sea for around 8 years in various types of ships, such as oil tanker, passenger ship, container ship, bulk carrier etc., he obtained the Class One (Steam and Motorship) Marine Engineer Officer Certificate of Competency from the UK in 1988. Subsequently, he joined the American Bureau of Shipping from 1989 to 1991 as Field Surveyor in surveying new constructions and existing ships. In April 1991, he joined the Marine Department of the Government as Surveyor of Ships and was then promoted to his current position as the Assistant Director of Marine in March 2014, overseeing the work of the Hong Kong Shipping Register, enforcement of ship safety standards, marine industrial safety, surveys of foreign-going ships and river trade vessels, examination and certification of seafarers.

He is a Fellow Member of the Hong Kong Institute of Engineers and a Member of the IMarEST of UK, a Chartered Engineer of Engineering Council and a Chartered Marine Engineer of the IMarEST with a BSc. (Hon.) degree in Mechanical Engineering from the University of Hong Kong.

Mr Albert CHOW

Executive Director
Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)

Mr Albert CHOW is currently the Executive Director of HKCAAVQ. Prior to joining HKCAAVQ, he was the Head of Academic Quality Assurance of the Hong Kong Polytechnic University and the Director of General Administration of Hong Kong Baptist University respectively. During his 20-year tenure at the Hong Kong Institution of Engineers, Mr Chow became the Director of Qualifications in 1999 and the Registrar of the Engineers Registration Board in 2002.

Mr Chow has extensive experience in the quality assurance of the higher education sector, as well as accreditation, training, continuing professional development and international recognition in the engineering profession. He was responsible for developing accreditation systems for engineering degrees, computer science degrees and higher diplomas in Hong Kong leading to international recognition under the Washington Accord, the Sydney Accord and the Seoul Accord. Mr Chow was also responsible for establishing 20 Reciprocal Recognition Agreements with authorities all over the world, including two agreements on mutual recognition on Information Technology qualifications.

Professor Zita Mohd FAHMI

Chair, SHARE Expert Working Group on Quality Assurance (QA)/ Associate QA Specialist, Malaysian Qualifications Agency (MQA)

Professor Zita Mohd FAHMI of Law began her academic career with Universiti Teknologi Mara and moved into the QA field in 1997 with the National Accreditation Board and served the MQA till 2014, and continued as Fellow QA Specialist with MQA. Her specialisation includes QA systems, the Malaysian Qualifications Framework (MQF) as well as comparability of qualifications projects with the New Zealand Qualifications Authority, Higher Education Evaluation and Accreditation Council of Taiwan, National Institution for Academic Degrees and Quality Enhancement of Higher Education of Japan, and referencing of Malaysian quality assurance system and MQF to the ASEAN Qualifications Reference Framework. At the ASEAN level, she served as Secretary to the ASEAN Quality Assurance Network till 2017, as Special Advisor for the Association of Quality Assurance Agencies of the Islamic World and as member of the Board of Asia Pacific Quality Network in 2017-2018. She is currently the Chair of the SHARE Expert Working Group on QA.

Mr Michael HÖRIG

Head of Division, Strategic Planning
German Academic Exchange Service (DAAD)

As Head of Division, Strategic Planning, Mr Michael HÖRIG supervises the work of five sections at the DAAD headquarters in Bonn, Germany, namely Higher Education Policy, Monitoring & Evaluation, Development Cooperation, German Studies and Studies & Research.

Previously, he led the Section 'Development Cooperation: Partnership Programmes and Higher Education Management / P32', a section responsible for university partnership programmes with developing countries and capacity development projects in the field of higher education management.

Having worked at the European level before, he enjoys participating actively in European Union-funded projects. At the project 'European Union Support to Higher Education in the ASEAN Region', he is active as an expert on qualifications framework.

From January 2011 to December 2014, he was the Head of Section for 'West and Central Africa and the Centres of African Excellence' at DAAD.

Before joining DAAD, he worked as a programme manager at the European University Association in Brussels, Belgium. He coordinated various European projects and contributed to policy development for the European Higher Education Area.

Dr Grant KLINKUM

Deputy Chief Executive Quality Assurance
New Zealand Qualifications Authority

Dr Grant KLINKUM is Deputy Chief Executive Quality Assurance of the New Zealand Qualifications Authority (NZQA). NZQA sets the rules for quality assurance in the tertiary sector in New Zealand. The Quality Assurance Division is responsible for managing approximately 500 non-university providers in relation to entry, maintaining quality through moderation and consistency, carrying out evaluations of provider quality and managing risk. NZQA administers the New Zealand Qualifications Framework and the Education (Pastoral Care of International Students) Code of Practice 2016.

He has the unique standpoint of someone who has worked for private and public providers and has worked for both the funding and the quality assurance government agencies.

Professor Reggie KWAN

Vice President (Academic)
The Open University of Hong Kong

Professor Reggie KWAN has been the Vice President (Academic) of the Open University of Hong Kong (OUHK) since October 2016. He started his teaching career in Montana in the mid-80's and reaching the rank of full professor in the late 90's before returning to Hong Kong. He was also the Chair of Computer Science from 1990 to 1998 at Montana Tech of the University of Montana. He worked for OUHK for almost eight years until 2006, initially led the Computing Team and later also the Mathematics Team. He joined Caritas Francis Hsu College as the President and later also became the President of Caritas Bianchi College of Careers in 2007. In 2011, Caritas Francis Hsu College became a degree granting institute and changed its name to Caritas Institute of Higher Education. Besides teaching, research, and administration, Professor Kwan has always been active in community services especially those related to education.

Dr Martin LAM

Technical Training Manager
MTR Corporation Limited

Dr Martin LAM is the Technical Training Manager of the Operations Training Department in MTR Corporation Limited (MTR). Before joining the department, he worked as the Programme Manager for the MTR Academy and assisted the Academy to develop two QF Level 4 and a QF Level 3 programmes related to railway and transport study. He also has extensive working experiences in managing academic programmes in a well-known institution. Currently, he not only manages a team to provide technical training courses to MTR staff members, but also leads the team to develop a QF Level 3 programme for the MTR apprentices to facilitate their career development.

Ms Ann LAU

Director - Group Human Resources (Asia)
A.S. Watson Group

Ms Ann LAU is currently the Director – Group Human Resources (Asia) of A.S. Watson Group, the world's largest international health & beauty retailer. Leading the HR function for its Asian businesses, Ms Lau's mission is to put a smile on the employees' faces, in sync with the organisation's purpose to put a smile on its customers' faces. She is passionate about inspiring and driving her HR team to provide innovative HR solutions, engaging the employees to deliver their customer promise - Bring MORE to Life.

Ms Lau has over 20 years of HR experience and specialised in reward, organisational change and development. She graduated from the Hong Kong University of Science and Technology and obtained a Bachelor of Business Administration in Finance Degree.

Ms Edwina LAU

Director, Hong Kong Police College
Hong Kong Police Force

Ms Edwina LAU joined the Hong Kong Police in 1984 as a Police Constable. Throughout her service, Ms Lau has worked in a variety of posts including frontline policing, criminal investigation and intelligence analysis. She was seconded to Social Welfare Department in 2004 to assist in the investigation of Comprehensive Social Security Allowance Fraud.

On promotion to Senior Superintendent, Ms Lau worked in the Security Wing and later became the District Commander of Lantau District. In 2010, she was promoted to Chief Superintendent and took over the command of Kwai Tsing District, and she was later posted as the Deputy Regional Commander in Kowloon East. In August 2013, she was promoted to the rank of Assistant Commissioner of Police and discharged duties as Regional Commander, New Territories South, Assistant Commissioner, Personnel, and currently as Director of Police College.

During her career, Ms Lau has attended local and overseas development courses at various training institutes including the Beijing University and the Harvard University. She holds a Bachelor's Degree in Policing, a Bachelor's Degree in Laws and a Master's Degree in Public Administration.

Ms Maggie LEUNG

Chief Social Work Officer, Social Welfare Department
The Government of the Hong Kong Special Administrative Region

Ms Maggie LEUNG is the Chief Social Work Officer of the Social Welfare Department (SWD) of the Government, overseeing the licensing and regulation of residential care homes for the elderly. Besides monitoring the service of residential care homes, SWD has been actively involved in providing training programmes for the staff of residential care homes with a view to enhancing the service quality, as well as promoting the application of Hong Kong Qualifications Framework (HKQF) in elderly care service. To take forward this initiative, as announced in the Chief Executive's 2017 Policy Address, a series of measures will be implemented to continuously strengthen the monitoring of residential care homes for the elderly (RCHEs) and residential care homes for persons with disabilities (RCHDs) and enhance their service quality, inter alia, by launching a five-year scheme to provide full subsidies for home managers, health workers and care workers of all RCHEs and RCHDs in the territory to enroll in HKQF-recognised training courses.

Mr LEUNG Yam Shing

Deputy Executive Director
Vocational Training Council

Mr LEUNG Yam Shing is a veteran in the vocational and professional education and training sector, with substantial teaching and management experience of over 20 years.

Appointed as Deputy Executive Director of the Vocational Training Council (VTC) in December 2013, Mr Leung is primarily responsible for overseeing VTC's policy issues for programmes at and below sub-degree levels and leading the strategic development of the languages and students development disciplines. He also steers the campus development initiative and academic planning of Hong Kong Institute of Vocational Education, Hong Kong Design Institute and Youth College.

Prior to assuming his current post, Mr Leung had undertaken different leadership roles at VTC including Principal of Hong Kong Institute of Vocational Education (Morrison Hill), and Director of School of Business and Information Systems.

He sits on a number of government and non-government committees and boards, including the Curriculum Development Council.

Mr Leung holds a Bachelor's Degree in Global Business Management from University of Central Lancashire and serves as a visiting professor at Jinan University, China.

Mr Barry LO

General Manager, Bank-wide Operation Department
Bank of China (Hong Kong) Limited

Mr Barry LO has worked with Bank of China (Hong Kong) Limited (BOCHK) (including the former Bank of China Group in Hong Kong) for over 36 years since his graduation. He has held various management functions in both Corporate Banking and Personal Banking which include trade finance, loans, credit, correspondent banking, settlement, policies & procedures, strategy & business planning and branch management.

The current job holds the responsibility for the management of operation of BOCHK which includes 11 divisions with approximate 1,800 staff members.

He holds BA in Business Studies, MA in Quantitative Analysis for Business and MSc in Financial Engineering of City University of Hong Kong and EMBA of CASS Business School, London.

Mr Jonathan NG

Executive Director
Hong Kong Institute of Certified Public Accountants (HKICPA)

Mr Jonathan NG is the Executive Director, Qualification and Education of the HKICPA.

Mr Ng oversees three key functions of the Institute. His sphere of responsibilities relate to the CPA Qualification Programme (QP), Membership Admission and Professional Development. He leads the international recognition with overseas accountancy bodies and supports the offering of QP in the Mainland China.

Mr Ng's experience includes auditing, financial reporting, strategic development, committee support, education and training, conference and event management, general administration and marketing. After graduating from the University of Leeds with honours in Accounting and Finance, he has been qualified as a UK Chartered Accountant. Mr Ng also obtained a Dean's List Award in the Executive MBA at the Chinese University of Hong Kong.

Ms Aileen PONTON

Chief Executive
Scottish Credit and Qualifications Framework Partnership (SCQFP)

Aileen joined the SCQFP as its first Chief Executive in July 2007. The SCQFP is the body responsible for maintaining the National Framework for Scotland – the SCQF. In addition, it has responsibility as the National Co-ordination Point for the European Qualifications Framework and for The European Credit system for Vocational Education and Training.

Prior to joining the SCQFP, she was the Head of Policy Development, Scotland with the Sector Skills Development Agency (SSDA) for three years. This was the organisation which set up the network of Sector Skills Councils.
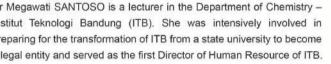
Before joining SSDA in 2004, she had worked with the Scottish Qualifications Authority and its predecessor SCOTVEC for 15 years in a range of roles around qualifications development and quality assurance.

She is currently a Board member of the Scottish College for Educational Leadership and has also served as a Board member for two colleges in Scotland. In addition, she previously served for six years as a member of the Hong Kong Council for the Accreditation of Academic and Vocational Qualifications and has acted as an international expert for a number of countries developing qualifications frameworks.

Dr Megawati SANTOSO

Vice Chair
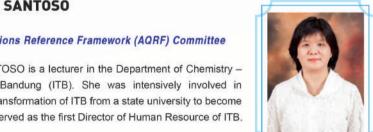### ASEAN Qualifications Reference Framework (AQRF) Committee

Dr Megawati SANTOSO is a lecturer in the Department of Chemistry – Institut Teknologi Bandung (ITB). She was intensively involved in preparing for the transformation of ITB from a state university to become a legal entity and served as the first Director of Human Resource of ITB.

Currently, she is leading the development of policies, regulation, and guidelines regarding the Indonesian Qualifications Framework for the Ministry of Research, Technology, and Higher Education and with collaboration of several ministries. She has also been appointed as Vice Chair of the AQRF Committee.

At the national level, she is intensively involved in developing policy and strategy related to the development of higher education in Indonesia and is involved in implementing the strategy as member of the Council of Higher Education and Board of Higher Education Development. She has played an active role in formulating the policy on Higher Education 2017-2045.

Dr Padraig WALSH

Chief Executive
Quality and Qualifications Ireland

Dr Padraig WALSH has been the Chief Executive of Quality and Qualifications Ireland (QQI) since its establishment in 2012.

Having studied Chemical Engineering at University College Dublin (Ireland) and the University of Missouri (USA), he subsequently lectured in Dublin City University (DCU) for nearly 20 years prior to being appointed the first Director of Quality in that university in 2001. In 2005 he became Chief Executive of the Irish Universities Quality Board which was later amalgamated into QQI.

He is currently a member of the Advisory Council of the International Quality Group of the Council for Higher Education Accreditation based in Washington, DC.

He previously served on the Board of the European Association for Quality Assurance in Higher Education from 2011-17 and was the elected President of the Association from 2013-17. He also served on the governance bodies of quality assurance agencies in Portugal, Scotland and Switzerland.

Dr Carrie YAU, GBS, JP

Executive Director
Vocational Training Council

Dr Carrie YAU, Executive Director of the Vocational Training Council (VTC), is a seasoned former administrative officer with rich experience in public administration. Dr Yau is committed to promoting vocational and professional education and training, skills excellence, youth development, forging strategic partnership with industry and international cooperation. Under her leadership, the VTC has taken forward new initiatives, including internationalisation programmes, technology enhanced training, new STEM and BIM centres, the VPET International Conference 2017, WorldSkills Hong Kong Competition cum Carnival 2014 & 2017, and VTC Earn & Learn Scheme to meet manpower demands in major industries.

She is actively involved in public and community services and has served on numerous boards and committees in the commercial sector.

Dr Yau holds a Bachelor of Social Sciences and a Master of Arts degree from the University of Hong Kong. She was awarded an Honorary Doctorate of Civil Law from Northumbria University in 2014 and appointed Industrial Fellow by the University of Warwick in 2017.

Dr Loukas ZAHILAS

Head of Department for VET Systems and Institutions
European Centre for the Development of Vocational Training (CEDEFOP)

Dr Loukas ZAHILAS is Head of the Department for VET Systems and Institutions at the CEDEFOP. He studied Chemistry and Information Technologies and he has a PhD in educational policies (qualifications frameworks). After a six-year stint in the pharmaceutical industry he has concentrated his efforts entirely on education and training.

His more than 22 years of professional experience in vocational education and training were mainly acquired at the Greek Ministry of Education, the University of Athens and CEDEFOP. He served for many years at various Directorate posts representing Greece in European Union (EU) bodies and groups.

He joined CEDEFOP in 2006 working on qualifications and the common EU tools. Currently, he is a member of CEDEFOP's management team. His department's work supports the EC, Member States and social partners in fostering policy developments and accelerating the pace of VET reforms, focuses on strengthening cooperation to the further development and informs political discussions on the future of VET beyond 2020.

10th ANNIVERSARY

十周年

資歷架構
Qualifications Framework

Hong Kong
Qualifications
Framework

HKQF
International
Conference
2018

Co-organiser:

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

Supporting Organisations:

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NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AOI

QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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