Building Articulation Pathways Across Sectors

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Vocational Training Council (VTC)

Background

- Established in 1982 under the Vocational Training Council Ordinance

Function

- To provide comprehensive and effective vocational education and training to cater for the needs of the economy

Student Population

- Some 250,000 per year

Key Services of VTC

Vocational Education and Training (VET) Programmes

- Pre-employment programmes for school leavers
- In-service programmes for working adults
- Social programmes for the less privileged
- Programmes for people with disabilities

Academic Awards

- From below sub-degree to degree levels

The Value Chain of VTC's VET Programme

Seamless progression pathway supports career advancement and lifelong learning

Roles of VTC in QF Development

Some highlights:

- Qualifications Framework (QF) Secretariat was set up at VTC on 1 June 2009
- Majority of VTC programmes are QF-recognised and uploaded on QR
- VTC is the professional writer for over 10 sets of Specification of Competency Standards (SCSs)
- VTC serves as the Assessment Agency for RPL (for existing 8 industries)
- VTC has piloted a programme to build articulation pathways for working adults through RPL

Hong Kong Qualifications Framework (HKQF)

Background

- Legal backing
  - Enactment of the Accreditation of Academic & Vocational Qualifications Ordinance in May 2008

- Coverage
  - Academic, vocational, continuing education and training sectors

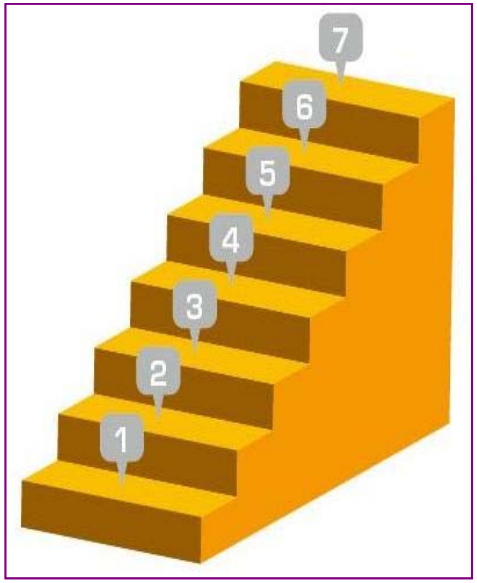
Hong Kong Qualifications Framework (HKQF)

Objectives

- Support life-long learning
- Ensure qualifications meeting quality and relevancy standards
- Standardize progression and articulation pathways

Characteristic Features of HKQF

- Hong Kong Qualifications Framework (HKQF) is a 7-level hierarchy of qualifications (lowest Level 1 – highest Level 7)
- QF levels are defined in terms of a set of generic level descriptors (GLD) which specifies the characteristics of the outcome standard of each level
- HKQF is a unitary framework - it covers the academic, vocational, continuing education and training sectors
- QF is a voluntary system



Characteristic Features of HKQF

Level	Generic Level Descriptors (4 Domains)			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
1		Operate mainly in closely defined and highly structured contexts	The ability to perform tasks of routine and repetitive nature under clear direction	
2				
3				
4		Operate in a range of varied and specific contexts involving some creative and non-routine activities	The ability to perform skilled tasks requiring some discretion and judgement, and undertake a supervisory role	
5				
6				
7		Develop creative and original responses to problems and issues in the context of new circumstances	Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances	

7-level Hierarchy under HKQF

Academic/ Vocational Sectors	QF Levels
Doctoral Degree	Level 7
Master Degree	Level 6
Bachelor Degree	Level 5
AD/HD	Level 4
DSE/Diploma/Sec. 7	Level 3
Sec. 5/Certificate	Level 2
Sec. 3/Certificate	Level 1

Vocational/Continuing Education Sectors

To be more systematically developed, quality assured and ordered under QF

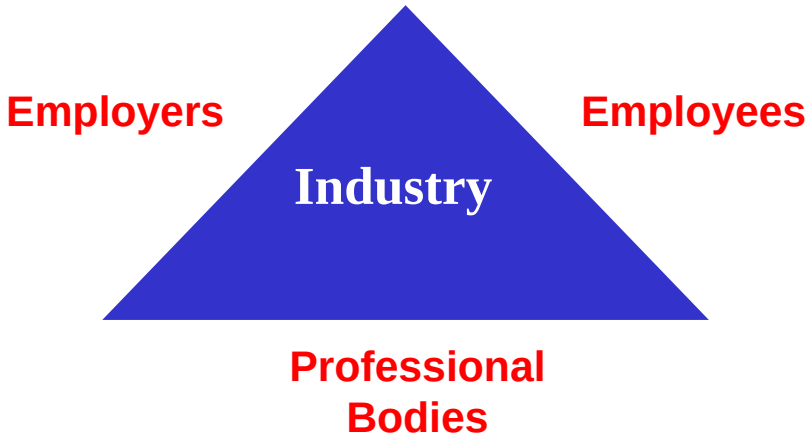
e.g. - RPL qualifications

- articulation pathways

- SCS-based courses

QF Implementation in the Industry

- Industry-led and implemented on industry basis
- Industry Training Advisory Committees (ITACs)
  - A forum comprising representatives from employers, employees, professional bodies and the Government



Key roles of ITACs

- Write up the industry's Specification of Competency Standards (SCS)
- Develop the Recognition of Prior Learning (RPL) mechanism
- Promote QF in the industry

Current Development of ITACs

Printing & Publishing	Watch & Clock
Chinese Catering	Hairdressing
Property Management	Jewellery
Automotive	Logistics
Electrical & Mechanical Services	Information & Communications Technology
Beauty	Banking
Import & Export	Testing, Inspection & Certification
Retail	Insurance
Manufacturing Technology	Elderly Care Service
Security Services	

ITAC Formed + SCS Developed + RPL Implemented

ITAC Formed + SCS Developed

ITAC Formed

Usage of SCS

- Identify the specific outcome standards required for different levels of qualifications
- Represent the industry benchmarks for the skills, knowledge and attributes required to perform a job at a certain level
- Form the basis to define a qualification at a particular level

RPL Mechanism

- Allow working adults to receive formal recognition of the knowledge, skills and experience already acquired
- Facilitate learners to determine their starting point for learning and progression
- Reduce duplication in training for the same skills
- Operate based on the SCS formulated by respective industries to ensure credibility and consistency

Example on Usage of SCS

Automotive Industry

QF Level	Functional Areas						
1	**Operation Management**	**Sales & Marketing**	**Parts Management**	**Vehicle Servicing**			
				Functions			
				Vehicle Servicing & Testing			
				Unit of Competencies (UoC) 1			
				UoC 2			
				UoC 3			
				UoC 4			

Example on Usage of SCS

	UoC of Vehicle Servicing and Testing at QF Level 1
1	Identify dangerous chemicals and understand their characteristics
2	Know the structure and operation of vehicles and components
	cle servicing tools and equipment
	tions and management system of environmental protection
	nd replace vehicle electric systems and accessories
6	Store paints
7	Wax vehicle body
8	Dismantle, replace and reassemble vehicle system components
9	Replace metallic panels and accessories of vehicle body
10	Handle chemicals
11	Carry out simple vehicle maintenance work

RPL Cluster:
Body Paint
(Apprentice/Trainee)

Example on Usage of SCS

Automotive Industry Career Pathway

Vehicle Servicing and Testing

Service Supervisor/Workshop Manager

↑

Foreman/Supervisor

↑

Mechanic/Technician

A. Body Repair
B. Body Paint
C. Vehicle Servicing & Testing

↑

Apprentice/Trainee

A. Body Repair
B. Body Paint
C. Vehicle Servicing & Testing

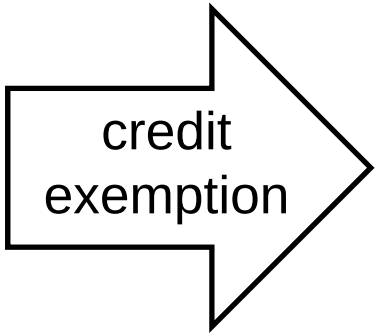
Example on Usage of SCS

Unit of Competencies (UoC)

1. Title	Identify dangerous chemicals and understand their characteristics
2. Code	AUSDCN101A
3. Range	--------
4. Level	1
5. Credits	3
6. Competency	--------
7. Assessment Criteria	The integrated outcome requirements are: (i) capable to identify dangerous chemicals and understand their dangerous nature in a familiar working environment; (ii) capable to identify dangerous chemicals existing in parts or in vehicle and to identify the potential danger of vehicle exhaust; and (iii) capable to identify the categories and labels of dangerous goods stipulated in the Dangerous Goods (General) Regulations.
8. Remarks	-------

Example on Application of RPL

RPL
Cluster 1
Cluster 2
Cluster 3
Cluster 4



SCS-based Programme
Module 1
Module 2
Module 3 (correspond to Clusters 1,2 & 3)
Module 4 (correspond to Clusters 3 &4)
Module 5

Using QF to Build Articulation Pathways

Future Development

- SCS-based programmes
- Credit accumulation and transfer
- Recognition of non-formal and informal learning beyond QF Level 4
- Quality assurance framework

Thank You