



資歷架構  
Qualifications  
Framework

# 香港資歷架構簡介 A Guide to Hong Kong Qualifications Framework



# 目錄 Contents

## 第一部分 Part I

### 香港資歷架構概覽 Overview of Hong Kong Qualifications Framework

設立資歷架構之目的 Objectives of HKQF	4
法律框架 Legal Framework	4
管治及行政 Governance and Administration	5
質素保證 Quality Assurance	5
資歷名冊 Qualifications Register	6
政府的承擔及參與 Commitment and Participation of the Government	7
資歷架構基金 Qualifications Framework Fund	8
支援資歷架構的指定計劃 Designated Support Schemes for QF	9

## 第二部分 Part II

### 資歷架構的基本結構及主要功能 Infrastructure and Key Features of Qualifications Framework

資歷級別 QF Level	12
資歷學分 QF Credit	13
資歷名銜 QF Award Titles	14
學分累積及轉移 Credit Accumulation and Transfer	15

### 第三部分 Part III

### 與主要持分者的聯繫 Engagement of Major Stakeholders

業界 Industries	18
職業資歷階梯及能力標準說明 Vocational Qualifications Pathway and Specification of Competency Standards	18
職業階梯課程及能力為本課程 VQP Courses and SCS-based Courses	20
通用(基礎)能力說明 Specification of Generic (Foundation) Competencies	21
過往資歷認可機制 Recognition of Prior Learning Mechanism	22
資歷架構下之專業資歷認可 Recognition of Professional Qualifications under the QF	22
學習體驗獎勵計劃 Award Scheme for Learning Experiences	23
能力標準說明為本教材套 SCS-based Training Packages	24
學界 Education Sector	24

### 第四部分 Part IV

### 國際視野 International Perspectives

目的 Objectives	27
交流與合作 Networking and Collaboration	28
附錄一 Annex I	31
附錄二 Annex II	32



**第一部分 Part I**  
**香港資歷架構概覽**  
**Overview of**  
**Hong Kong**  
**Qualifications Framework**

資歷架構是一個七級的資歷級別制度，涵蓋學術、職業專才及持續教育和培訓等不同界別。資歷架構認可的資歷皆通過質素保證，並按照客觀和明確的成效標準釐定其級別。

**Hong Kong Qualifications Framework (QF) is a seven-level hierarchy covering qualifications in the academic, vocational and professional, and continuing education and training sectors. Qualifications recognised under the QF are quality-assured and level-rated in accordance with objective and well-defined outcome standards.**

## 設立資歷架構之目的

設立資歷架構的首要目的是推動終身學習，以期在日趨全球化和著重知識的經濟下，持續提升本港工作人口的質素、專業水平及競爭力。

上述目的將透過以下途徑實現：

- 為學術、職業專才及持續教育和培訓界別的資歷釐定明確及客觀的標準；
- 確保進修人士所獲得的資歷及其相應學習課程的質素；及
- 拉近學習成果與行業需求的相關性。

## 法律框架

立法會於2007年頒布的《學術及職業資歷評審條例》(香港法例第592章)為設立資歷架構及其相關質素保證機制提供法律框架。法例於2008年5月5日全面生效，香港資歷架構即正式推行。

## Objectives of HKQF

The primary objective of establishing the QF is to promote lifelong learning with a view to continuously enhancing the quality, professionalism and competitiveness of our workforce in an increasingly globalised and knowledge-oriented economic environment.

These goals are to be achieved through:

- Setting objective and well-defined standards for qualifications in the academic, vocational and professional, and continuing education and training sectors;
- Assuring the quality of qualifications and the associated learning programmes available to learners; and
- Increasing the relevance of learning to the needs of industries.

## Legal Framework

Enacted by the Legislative Council in 2007, the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Chapter 592 of the Laws of Hong Kong) provides the legal framework for the establishment of the QF and its underpinning quality assurance mechanism. The QF was officially launched on 5 May 2008, when the AAVQO came into full operation.

## 管治及行政

香港特別行政區政府教育局負責制定資歷架構的政策、策略及發展方向。教育局於2009年6月成立資歷架構秘書處（簡稱秘書處）作為其執行單位，負責建構、推行及宣傳資歷架構。

## 質素保證

資歷架構建基於一個堅穩的質素保證機制，確保所有資歷架構認可的資歷均具有良好質素並達到資歷架構標準。根據《學術及職業資歷評審條例》，香港學術及職業資歷評審局（簡稱評審局）獲教育局局長委任為評審當局。所有獲認可資歷及其頒授者（《學術及職業資歷評審條例》附表2所列出的擁有自行評審資格的機構授予的資歷除外）均須通過評審局評審，方可列入資歷名冊。評審局為相關評審制定了一套政策、指引及程序。詳情載於評審局網站（[www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk)）。

## Governance and Administration

The formulation of policy, strategy and direction on the development of the QF is under the ambit of the Education Bureau (EDB) of the Government of the Hong Kong Special Administrative Region. The Qualifications Framework Secretariat, set up by the EDB in June 2009, serves as the EDB's executive arm for the development, implementation and promotion of the QF.

## Quality Assurance

The QF is underpinned by a robust quality assurance mechanism to ensure that all QF-recognised qualifications are of good quality and up to the QF standards. Pursuant to the AAVQO, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is appointed by the Secretary for Education as the Accreditation Authority. All qualifications (except for those offered by institutions with self-accrediting status as listed under Schedule 2 of the AAVQO) and their granting bodies have to be accredited by the HKCAAVQ before they can be included in the Qualifications Register (QR). The HKCAAVQ has developed a set of accreditation policies, guidelines and procedures, details of which can be found on the HKCAAVQ website ([www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk)).



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

## 資歷名冊

資歷名冊 ([www.hkqr.gov.hk](http://www.hkqr.gov.hk)) 是一個網上資料庫，載列所有獲資歷架構認可的資歷及課程的資料，讓公眾人士免費查閱。根據《學術及職業資歷評審條例》，評審局獲教育局局長委任為「資歷名冊當局」，負責管理及維持資歷名冊。

## Qualifications Register

The QR is a web-based database ([www.hkqr.gov.hk](http://www.hkqr.gov.hk)), carrying information of qualifications and programmes recognised under the QF. Public access to the QR is free. Under the AAVQO, the HKCAAVQ is appointed by the Secretary for Education as the QR Authority to administer and maintain the QR.

The screenshot shows the homepage of the Qualifications Register (QR). At the top, there is a navigation bar with links for Home, Mobile, Useful Links, and a search box. Below this is a header section with the Qualifications Framework logo on the left and the Education Bureau logo on the right. A secondary navigation bar contains links for About Us, Search, QR Operators, News & Events, Help, and Contact Us. The main content area features a large image of a smiling man in a suit on the left and a yellow banner with the text 'QUALIFICATIONS REGISTER (QR)' on the right. Below the banner, there is a 'News & Events' section with two entries: one dated 11 February 2021 about a briefing-cum-demonstration, and another dated 5 February 2021 about the launch of QR Mobile. A 'Welcome to the Qualifications Register (QR)!' message is also present, along with a font size adjustment tool and a search button.

Home | Mobile | Useful Links | 繁 | 簡 | Search

資歷架構  
Qualifications Framework

教育局  
Education Bureau

About Us | Search | QR Operators | News & Events | Help | Contact Us

Home

### Qualifications Register (QR)

Font Size : A

**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:**

### News & Events

**11 February 2021**

HKCAAVQ with the support of the Qualifications Framework Secretariat held the **QR Mobile Goes Live – Briefing-cum-Demonstration** on 5 February 2021 to celebrate the launch of QR Mobile, and to provide updates on the latest development of the QF and QR. The event, attended by nearly 100 participants online, was well received by operators.

To view the programme and presentations of the event, please click the following links:

- (1) Programme
- (2) Experiencing QR Mobile
- (3) QF Update
- (4) Latest Development of QR
- (5) Exploring the Enhanced QR Operator Interface (A Preliminary Idea)

**5 February 2021**

**Launch of QR Mobile**

## 政府的承擔及參與

教育局全力發展資歷架構，支持終身學習，以提升香港工作人口的技能及競爭力。自資歷架構推行以來，政府提供多項財政資助，鼓勵各持分者積極參與和應用，透過資歷架構彰顯不同行業的專業水平和業界標準，並增加不同界別資歷的認受性和銜接機會。同時多個政府部門亦相繼將資歷架構應用在人力資源發展和管理，持續提高人才質素和服務水平。

## Commitment and Participation of the Government

The EDB is fully committed to developing the QF and supporting lifelong learning with a view to enhancing the capability and competitiveness of the local workforce. Since the establishment of the QF, the Government has provided a variety of financial incentives to actively engage different stakeholders in the development and application of the QF, manifest the professional and trade standards of different industries through the promotion of the QF, and enhance the credibility of and articulation between qualifications in the respective sectors. Meanwhile, a number of government departments have applied the QF in human resource development and management to continuously enhance the quality of manpower and services.





## 資歷架構基金

鑒於資歷架構對提升本地工作人口的技能及質素十分重要，行政長官在2014年《施政報告》中宣布撥款10億元設立專用的資歷架構基金，並於2018年再向基金注資12億元，以提供穩定的收入來源支持資歷架構的持續發展和推行。

資歷架構基金是一項信託基金，於2014年9月1日正式設立，以資助持續發展和推行資歷架構的不同計劃或措施，包括但不限於：(一)支援資歷架構的指定計劃\*；(二)資助行業培訓諮詢委員會建議的新措施或計劃；以及(三)資歷架構相關的研究或計劃和公眾教育。

教育局於2014年成立資歷架構基金督導委員會，負責就基金的政策、策略及管理，向教育局局長提供意見。及後局方於2020年9月1日成立推廣職業專才教育和資歷架構督導委員會，除履行資歷架構基金督導委員會的所有職能外，亦進一步善用資歷架構推廣職業專才教育，產生更大協同效應。

## Qualifications Framework Fund

Recognising the importance of the QF to enhancing the competence and quality of local workforce, the Chief Executive announced in his 2014 Policy Address the establishment of the Qualifications Framework Fund (QF Fund), a \$1 billion dedicated fund, to provide a steady source of income to support the sustainable development and implementation of the QF. The Government injected another \$1.2 billion into the QF Fund in 2018.

Established on 1 September 2014, the QF Fund is an endowment fund to support different schemes or initiatives for the sustainable development and implementation of the QF, including but not limited to: (1) Designated Support Schemes for QF\*; (2) funding for new initiatives or projects proposed by Industry Training Advisory Committees; and (3) QF-related studies or projects and public education campaigns.

In 2014, the EDB set up the Steering Committee on QF Fund to advise the Secretary for Education on the policy, strategy and administration of the QF Fund. On 1 September 2020, the EDB established the Steering Committee on Promotion of Vocational and Professional Education and Training (VPET) and Qualifications Framework to take over the functions of the Steering Committee on QF Fund. To achieve greater synergy, the new committee is also tasked with better utilising the QF as a platform for promoting VPET.

## \* 支援資歷架構的指定計劃

### Designated Support Schemes for QF

資歷架構基金設有下列支援計劃，以鼓勵和資助教育及培訓機構和從業員參與資歷架構：

#### 教育及培訓機構 (包括開辦內部培訓課程的機構)

- 以自資形式開辦的課程的評審資助計劃
- 學科範圍評審資助計劃
- 發展「能力為本課程」 / 「通用能力為本課程」資助計劃
- 資歷名冊資助計劃

#### 「過往資歷認可」資助計劃

- 對從業員的資助
- 對評估機構及協作機構的資助

#### 獲資歷架構認可專業資歷之資助計劃

Under the QF Fund, the following support schemes are introduced to encourage and subsidise efforts that bring education and training providers as well as industry practitioners under the QF:

#### For Education and Training Providers (including organisations offering in-house training programmes)

- Accreditation Grant Scheme for Self-financing Programmes
- Accreditation Grant Scheme for Programme Area Accreditation
- Specification of Competency Standards-based/Specification of Generic (Foundation) Competencies-based Courses Development Grant Scheme
- Qualifications Register Subsidy Scheme

#### Recognition of Prior Learning Support Scheme

- Subsidy for industry practitioners
- Subsidy for Assessment Agencies and collaborating organisations

#### Support Scheme for Recognition of Professional Qualifications under HKQF



支援資歷架構的指定計劃  
Designated Support Schemes for QF





**第二部分 Part II**  
**資歷架構的**  
**基本結構及主要功能**  
**Infrastructure and**  
**Key Features of**  
**Qualifications**  
**Framework**

資歷架構認可的資歷分為不同級別，以反映其學習的深度及複雜程度。2012年10月，教育局局長宣布在資歷架構下推出資歷名銜計劃及資歷學分。資歷名銜反映資歷的性質、學習領域及資歷級別的範圍，資歷學分則反映資歷的學習量。

**Qualifications recognised under the Qualifications Framework (QF) are placed at different levels to reflect the depth and complexity of learning that leads to them. In October 2012, the Secretary for Education announced the introduction of the Award Titles Scheme and QF credits. Award titles suggest the nature, area of studies and QF levels of qualifications, and QF credits indicate the amount of learning associated with each qualification.**

## 資歷級別

香港資歷架構內，每項資歷均標明一個級別，表明其在框架中相對於其他資歷的定位。每一項資歷的級別乃按照一套《資歷級別通用指標》去釐定。《資歷級別通用指標》按四個範疇分別說明由一至七級每級所應達到的成效標準，這四個範疇為：

- (a) 知識及智能；
- (b) 過程；
- (c) 自主性及問責性；及
- (d) 溝通、資訊及通訊科技及運算。

為提高《資歷級別通用指標》內文字表達的清晰度及易用程度，教育局於2017年就級別指標進行檢討，並製作實務指引，供僱主、教育及培訓機構、人力資源管理和制訂標準的相關機構作參考。

## QF Level

Under the QF, each qualification is assigned to a level to indicate its hierarchical position in relation to others. The QF level of a qualification is determined in accordance with a set of Generic Level Descriptors (GLD), which specify, in four domains, the outcome standards expected of each QF level from 1 to 7. The four domains are:

- (a) Knowledge and Intellectual Skills;
- (b) Processes;
- (c) Autonomy and Accountability; and
- (d) Communication, Information and Communications Technology, and Numeracy.

To make the GLD more reader- and user-friendly, the EDB conducted a review in 2017 and developed a practical guide for the reference of employers, education and training providers, human resource managers and benchmarking organisations.



《資歷級別通用指標》及實務指引  
Generic Level Descriptors and the Practical  
Guide to Generic Level Descriptors



## 資歷學分

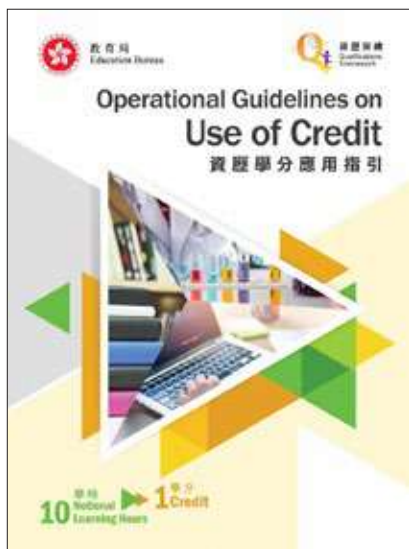
資歷學分量度資歷的學習量，是資歷架構的「通用貨幣」。透過資歷學分，學員可了解完成學習並達到相關資歷的學習成果而需付出的努力及時間。

資歷學分表示學習時數（即學時）。在資歷架構下，一個資歷學分相當於十個學時，而學時的計算以一般學員在所有學習模式下可能需要的時間作考慮，包括上課、導修課、實驗、工作坊實習、在圖書館或家中自學，以及評估或考試等。有關資歷學分的概念及原則，以及釐定學分和評估的實用指引，請參閱資歷架構網站所載的「資歷學分應用指引」。

## QF Credit

QF credit measures the amount of learning needed for a qualification. As a common currency under the QF, it gives learners an idea of the amount of effort and time required to complete the learning process and attain the learning outcomes associated with a qualification.

QF credit is expressed in notional learning hour. Under the QF, one QF credit consists of 10 notional learning hours. It takes into account the total time likely to be spent by an average learner in all modes of learning, including classroom learning, tutorials, laboratory experiments, workshop practice, self-study in the library or at home, as well as assessments or examinations. Further information about the concept and principles of QF credit and a practical guide to credit assignment and assessment are available on the QF website. Please refer to the Operational Guidelines on Use of Credit.



### 學習時數包括：Learning hour includes:

課堂授課  
attendance in classes

網上學習  
on-line learning

考試  
examination

自修  
self-study

實習  
practical learning



資歷學分應用指引  
Operational Guidelines on Use of Credit

## 資歷名銜

資歷名銜計劃旨在規範資歷架構認可的資歷在名稱方面的使用，以增加資歷的透明度及反映其資歷級別，並根據下圖所示的級別及學分去區別不同課程及資歷。

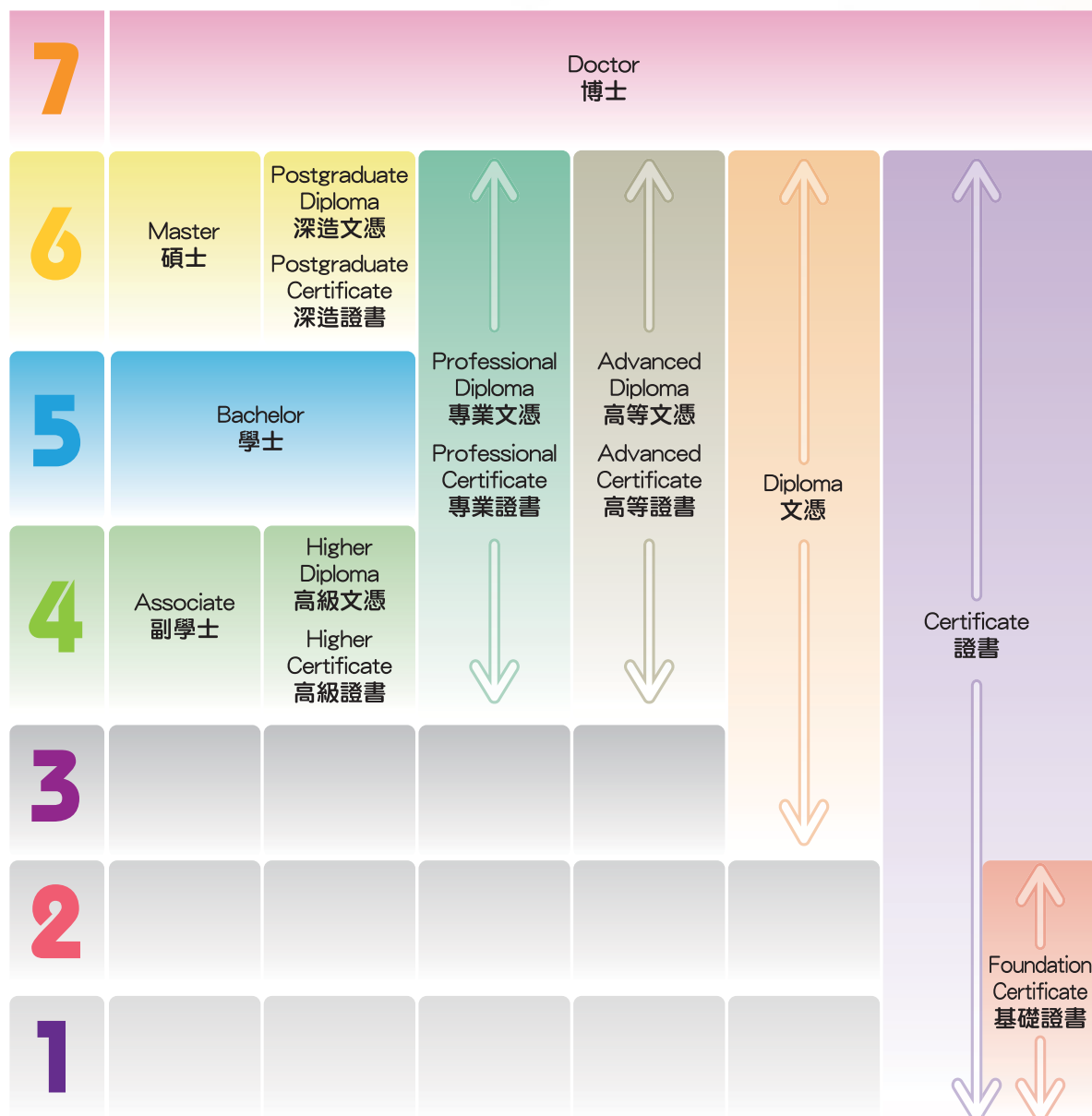
## QF Award Titles

To enhance transparency and reflect the QF levels of qualifications, the Award Titles Scheme is introduced to regulate the use of titles for qualifications recognised under the QF.

Award titles enable the differentiation between programmes and qualifications by indicating their corresponding QF levels and credit sizes, as shown in the diagram below.

QF Level  
資歷級別

### Choice of Award Titles for Different Levels 各級別可選用的資歷名銜



## 學分累積及轉移

為進一步支援學員的進階路徑，教育局亦積極鼓勵教育及培訓機構發展其「學分累積及轉移」制度，並制訂《學分累積及轉移：政策、原則及應用指引》小冊子，供有意採用的教育及培訓機構參考。

## Credit Accumulation and Transfer

To further assist learners in mapping out progression pathways, the EDB actively encourages education and training providers to develop their own Credit Accumulation and Transfer systems. A booklet titled "Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer" has been published for the reference of interested parties.



學分累積及轉移詳情及宣傳短片  
Details of Credit Accumulation and Transfer and  
promotion video









**第三部分 Part III**  
**與主要持分者的聯繫**  
**Engagement of**  
**Major Stakeholders**

## 業界

教育局為行業成立行業培訓諮詢委員會（簡稱諮委會），提供平台讓各持分者攜手推展資歷架構，並就行業的培訓需求及人力發展向政府提供意見。諮委會由有關業界的持分者，包括僱主、僱員、專業團體及監管機構代表組成。諮委會的主要工作是為行業勾畫進階路徑、就當中的主要崗位發展資歷、制訂《能力標準說明》，以促進相關資歷的認受性。諮委會在業界推廣及推行資歷架構的過程中，擔當著重要的角色。

## Industries

**The Industry Training Advisory Committees (ITACs), which consist of representatives of employers, employees, professional organisations and regulatory bodies, are set up by the EDB on an industry basis to serve as a platform for stakeholders to implement the QF with concerted efforts and advise the Government on the training needs and manpower development of respective industries. Their primary task is to map out the progression pathways, lay down qualification requirements and draw up Specification of Competency Standards (SCS) for key job positions in respective industries, thus enhancing the credibility of related qualifications. The ITACs play a pivotal role in promoting and implementing the QF within the industries.**

## 職業資歷階梯及能力標準說明

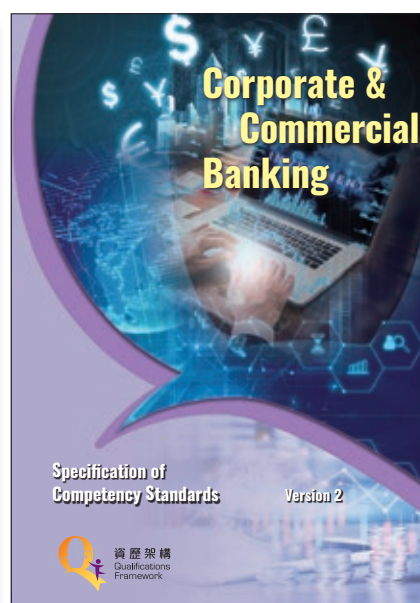
職業資歷階梯由相關的諮委會開發，列出行業內各範疇下的主要工作崗位及勾畫進階路線圖，旨在提高業界對各級崗位的能力要求的透明度，方便有意入職及在職人士規劃個人進修及事業發展。業界更可參考職業資歷階梯，作為發展培訓項目、拓展專業資歷、建構「過往資歷認可」機制、開發《能力標準說明》為本教材套等之基礎。

## Vocational Qualifications Pathway and Specification of Competency Standards

The Vocational Qualifications Pathway (VQP) for an industry is developed by its corresponding ITAC, outlining the key job roles in different functional areas of the industry and their progression pathways. It aims to increase the transparency of competency requirements for different job levels in the industry, and enable prospective newcomers and in-service personnel to plan their learning and career advancement. It also serves as a basis for respective industries to develop training programmes, professional qualifications, Recognition of Prior Learning (RPL) mechanism and SCS-based training packages.

職業資歷階梯內的能力要求與行業的《能力標準說明》的內容相輔相成。《能力標準說明》亦是由諮委會開發，載明從業員於不同職能範疇內所需要之技能和知識，並顯示能勝任有關工作的成效標準。《能力標準說明》可靈活地用於課程設計、工作崗位說明、員工表現評估及招聘的要求等，亦用作為「過往資歷認可」機制評估及認可從業員能力的基準。

The competency requirements specified under the VQP and the contents of the SCS are complementary to one another. Developed also by the ITACs, the SCS sets out the skills and knowledge required for practitioners to perform various job functions, as well as the outcome standards for measuring their competency in such positions. SCS can be flexibly adopted in course design, competency-based job specifications, staff performance assessments and recruitment criteria. They also form the basis for assessing and recognising the skills and experience acquired by practitioners under the RPL mechanism.



## 職業階梯課程及能力為本課程

諮委會按業內需要，指定職業資歷階梯內的部份主要工作崗位，從《能力標準說明》中選取合適的能力單元，作為職業階梯課程的指定內容，以確保其學習成果與相應的工作崗位的能力要求的一致性，讓學習與工作接軌。無論是教育及培訓機構或是企業，均可開發職業階梯課程，以加強培訓的效益。

除了職業階梯課程外，教育及培訓機構也可以從《能力標準說明》中選用合適的能力單元來設計單元式課程。若課程設計及結構符合教育局發出之《資歷指引》的各項原則，便可以稱為《能力標準說明》為本課程（簡稱「能力為本課程」）。

## VQP Courses and SCS-based Courses

Basing on the needs of the industry, an ITAC will single out certain job roles under the VQP and select suitable Units of Competency (UoCs) from the SCS for inclusion in the VQP courses to ensure that the learning outcomes are consistent with the competency requirements of the job roles, thus increasing the relevance of learning to job performance. Both education and training providers and enterprises can develop VQP courses to enhance the effectiveness of training.

In addition to VQP courses, education and training providers can select suitable UoCs from the SCS for their standalone modules. For these modules, provided that their structure and design conform to the principles stated in the Qualifications Guidelines (QG) issued by the EDB, they can be referred to as SCS-based courses as well.



能力為本課程的資歷指引  
Qualifications Guidelines for SCS-based Courses

**自2019年4月1日起，所有在資歷名冊上登記的課程均可申請成為持續進修基金可獲發還款項課程，鼓勵市民終身學習。**

**To encourage the public to pursue lifelong learning, all courses on the Qualifications Register can be registered as reimbursable courses under the Continuing Education Fund starting from 1 April 2019.**

## 通用（基礎）能力說明

與行業特定的專門技術一樣，通用能力對於要有效履行主要職務的從業員來說也不可或缺。為此，教育局制訂了《通用（基礎）能力說明》（簡稱《通用能力》）涵蓋資歷架構級別一至四級的四種通用能力：英文、中文（包括廣東話及普通話）、資訊科技及運算。《通用能力》可獨立用作發展成「通用能力為本」課程；而制訂針對行業需要的課程時，《通用能力》與《能力標準說明》更可相輔相成。

## Specification of Generic (Foundation) Competencies

Generic skills, like industry-specific competencies, are essential to the effective performance of major job duties by practitioners at the workplace. In this connection, the EDB has developed the Specification of Generic (Foundation) Competencies (SGC), which sets out the foundation competencies from QF Levels 1 to 4 of four strands of generic skills, namely English, Chinese (including Cantonese and Putonghua), Information Technology, and Numeracy. While the SGC can be solely used to develop SGC-based courses, it also complements the industry-specific SCS in the development of learning programmes relevant to the needs of the industry.



通用（基礎）能力說明  
Specification of Generic (Foundation) Competencies

## 過往資歷認可機制

「過往資歷認可」機制對於擁有豐富行業經驗但欠缺學歷或相關行業資歷的從業員尤其有用。機制提供進修以外的另一途徑，讓從業員藉著確認在職場上積累的工作經驗和能力，取得資歷架構認可的資歷。諮委會會按行業的需要而推行「過往資歷認可」機制，有關評估服務會由教育局局長委任的評估機構進行。

愈來愈多僱主、專業團體、教育及培訓機構，以及政府部門認受「過往資歷認可」資歷，作為人力資源管理、會員制度資格、申請學分豁免，甚或牌照制度或招標要求的認可資歷。推行「過往資歷認可」不但有利從業員持續進修，更提升他們事業的進階機會，長遠有助行業的專業發展。

## 資歷架構下之專業資歷認可

為擴闊香港資歷架構的應用範圍，由2018年9月起，教育局將以成效為本及透過嚴謹的評估而取得的「專業資歷」納入香港資歷架構內。具相關行業廣泛代表性和合資格的本地專業團體或監管機構，通過評審局評審後，可由教育局局長委任為香港資歷架構下頒發有關認可「專業資歷」的評估機構；該「專業資歷」亦會列入資歷名冊之內。

## Recognition of Prior Learning (RPL) Mechanism

The RPL mechanism is particularly useful to well-experienced practitioners without proof of academic attainment or relevant industry qualifications. It provides practitioners with an alternative route other than structured learning to obtain QF-recognised qualifications through assessments of their work experience and competencies acquired at the workplace. ITACs implement the RPL mechanism according to the needs of respective industries. Assessments under the mechanism are conducted by Assessment Agencies (AA) appointed by the Secretary for Education.

More and more employers, professional bodies, education and training providers and government departments accept RPL qualifications for purposes such as human resource management, membership vetting, credit exemption, or even criteria-setting for certain licensing regimes or tender exercises. The RPL mechanism helps practitioners pursue continuous learning and opens up more opportunities for their career advancement, which is conducive to the long-term professional development within the industry.

## Recognition of Professional Qualifications under the QF

To promote wider adoption of the QF, the EDB has included professional qualifications obtained through rigorous and outcome-based assessments in Hong Kong QF since September 2018. Eligible local professional or regulatory bodies that are broadly representative of an industry and accredited by the HKCAAVQ may be appointed by the Secretary for Education as AAs for issuing QF-recognised professional qualifications. These professional qualifications will also be listed on the QR.

## 學習體驗獎勵計劃

「學習體驗獎勵計劃」(簡稱獎勵計劃)的設立旨在讓業內持續學習表現出色的從業員，參與世界各地的學習活動，包括比賽、研討會、交流會、展覽會、考察團等，讓他們擴闊視野，掌握對行業的最新發展，並與本地或境外業界夥伴建立網絡，以進一步提升知識和技能，及在勞動市場的競爭力，以助他們實現個人及事業目標。同時希望獲獎者成為行業終身學習典範，在業界協助推廣資歷架構，吸引更多年輕人入行，並藉此推廣『多元出路，行行出專才』。獎勵計劃的獲獎者可獲獎金參與本港或境外舉行的學習活動，並有機會將見聞與業界和學界分享。

## Award Scheme for Learning Experiences

The Award Scheme for Learning Experiences aims to encourage practitioners who have excelled themselves in continuous learning in the respective industries to join learning activities, such as competitions, seminars, sharing sessions, exhibitions and study tours, held around the world, thereby enabling them to broaden their horizons, keep abreast of the latest developments in their own industries, and network with local or overseas partners. The learning experiences should further enhance their knowledge, skills and competitiveness in the labour market, thus helping them achieve their personal and career goals. The awardees are expected to serve as lifelong learning role models in their respective industries, help promote the QF, attract new blood to the industry, and promote the concepts of “multiple pathways and masters of each trade”. A cash award will be handed out to each awardee for joining learning activities held within or outside Hong Kong. Awardees will be invited to share what they have experienced and learnt with fellow practitioners and the education sector.



學習體驗獎勵計劃詳情及宣傳短片  
Details of Award Scheme for Learning Experiences and promotion video



## 能力標準說明為本教材套

《能力標準說明》為本教材套選用配合行業崗位的能力單元，提綱挈領，勾劃出可供參考的學習內容、評核指引、輔助及參考資料。《能力標準說明》為本教材套由諮委會主導開發，制訂教材套的目的是為促進更多企業和教育及培訓機構發展切合行業所需的培訓項目，且能減省開發完整課程的資源。

## SCS-based Training Packages

Based on selected UoCs corresponding to a particular job role in the industry, an SCS-based Training Package succinctly outlines the essential elements of a learning programme, offering for reference the contents of learning, assessment guidelines, as well as supporting and reference materials. Developed by ITACs, SCS-based Training Packages aim at facilitating more enterprises and education and training providers in the development of training items that address the training needs of industries, and minimising the resources they need to inject into the development of full training sets.



能力標準說明為本教材套  
SCS-based Training Packages

## 學界

教育局一直致力提高學生對終身學習的認知和支持生涯規劃教育的推行，並透過資歷架構，推出合適中學生的特色體驗活動，豐富學生對各行業的認識和持續進修的重要性，協助其升學及就業規劃。資歷架構秘書處亦透過到校講座與簡介會等，鼓勵教師和家長善用資歷架構平台，共同為學生或子女的生涯規劃作好準備，亦將實用的資訊以生動的形式透過各種線上線下的渠道發放，以加深學生、教師和家長對資歷架構的認識。另一方面，愈來愈多中學為高中學生提供資歷架構認可的應用學習課程或校本課

## Education Sector

The EDB has all along been committed to enhancing students' awareness of lifelong learning and supporting the implementation of life planning education (LPE). It has organised special workplace experience programmes under the QF for secondary school students to enrich their understanding of different industries, raise their awareness of the importance of continuous learning, and assist them in planning for further studies and future careers. By organising activities such as on-site seminars and briefing sessions at schools, the Qualifications Framework Secretariat (QFS) encourages teachers and parents to work together in making good life planning preparation for their students or children by leveraging the QF platform. The QFS also publishes useful information in a lively way through a variety of online or offline channels to help students, teachers



程，涵蓋不同學科範疇和行業職能，讓學生有多元選擇，認清學習路向，在學習旅途上建立個人發展目標。

隨著資歷架構的推行，大學及高等教育院校相繼推出資歷架構認可課程或採用相關機制，包括提供課程之間或院校之間的學分累積及轉移安排，以至在收生過程中承認報讀人士通過「過往資歷認可」機制獲得的資歷，亦有更進一步給予學分豁免。有些院校亦參與了《能力標準說明》、教材套、職業階梯課程等之開發工作，促進資歷架構跨界別的應用。

and parents better understand the QF. In addition, more and more secondary schools are offering QF-recognised Applied Learning Courses or school-based curricula that cover a wide range of subject disciplines and trade functions for senior secondary students, with a view to providing students with diverse choices and enabling them to identify their own path and personal goals in their learning journey.

Following the implementation of the QF, universities and higher education institutions have, one after another, rolled out QF-recognised programmes or adopted related arrangements, such as credit accumulation and transfer between different programmes and institutions, recognition of qualifications obtained through the RPL mechanism during admission, or even granting of credit exemption. Some institutions have also participated in the development of the SCS, training packages and VQP courses to help promote the application of QF across sectors.



學校活動  
School Activities



**第四部分 Part IV**  
**國際視野**  
**International**  
**Perspectives**

## 目的

儘管資歷架構專注於為香港市民改善整體教育及培訓環境，但架構的運作模式在設計時亦有參考不同國家的資歷架構或海外的類似制度。鑑於全球一體化不斷推進，以及不同國家及跨地域資歷架構的快速發展，香港日益需要建立及增強與海外資歷架構當局的合作。我們努力推進資歷架構國際化，以達到下列目的：

- ▶ 提升香港資歷架構的國際形象；
- ▶ 確保香港資歷架構健康發展，並與其他經濟體系的資歷架構步伐一致；
- ▶ 提供一個基準以供海外同類制度參照、調整、促進資歷互認；及
- ▶ 支援香港發展成為一個區域教育樞紐。

## Objectives

While the Qualifications Framework (QF) focuses on improving the overall education and training environment for the people of Hong Kong, its operation model is designed with reference to various national qualifications frameworks or similar systems overseas. With increasing globalisation and the rapid development of national and transnational qualifications frameworks, Hong Kong has a growing need to establish and strengthen its collaboration with overseas QF authorities. We are stepping up our efforts on the internationalisation of the QF to achieve the following:

- ▶ Enhancing the profile of Hong Kong QF internationally;
- ▶ Ensuring that the growth and development of Hong Kong QF are healthy and consistent with those in other economies;
- ▶ Providing a basis for referencing and alignment between frameworks, as well as promoting mutual recognition of qualifications awarded in Hong Kong and overseas; and
- ▶ Supporting Hong Kong's development as a regional education hub.



## 交流與合作 Networking and Collaboration

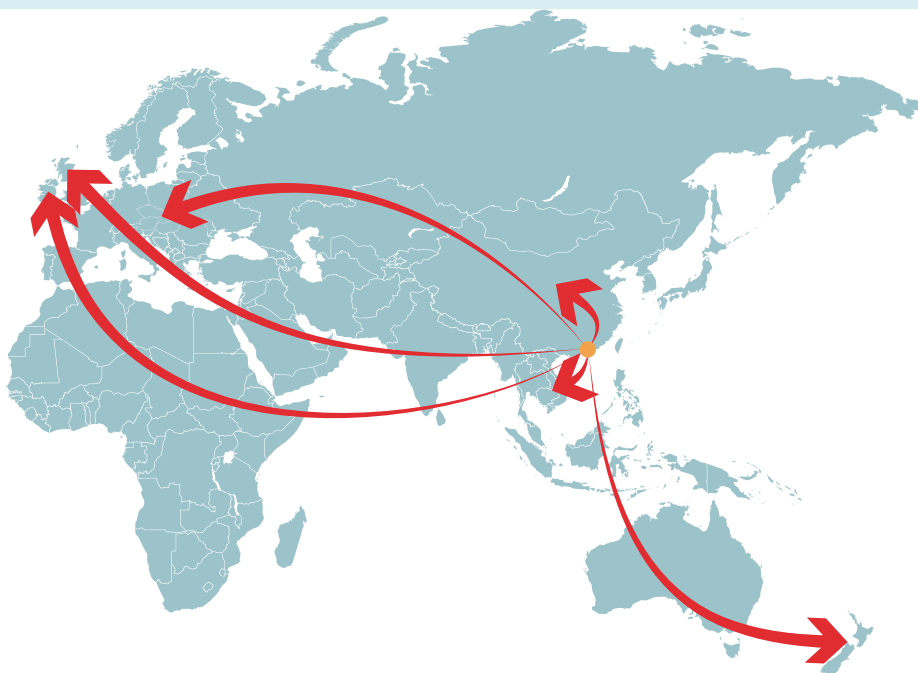
### 亞太區 Asia-Pacific

2014年3月教育局與**新西蘭資歷架構當局** (New Zealand Qualifications Authority) 簽署了合作安排，見證了雙方進一步加強發展資歷架構之合作及聯繫。為促進對兩地資歷的了解與相互對比，雙方於2018年完成兩地資歷級別水平的參照研究。

In March 2014, the EDB signed a cooperation arrangement with the **New Zealand Qualifications Authority** to enhance QF-related collaboration and connection. To facilitate mutual understanding and comparison of qualifications, a study to reference the levels of Hong Kong QF to those of the New Zealand QF was completed in 2018.

2015年7月資歷架構秘書處與**泰國專業資歷機構** (Thailand Professional Qualification Institute) 簽署諒解備忘錄，標誌著香港與泰國在發展和實施資歷架構上的持續合作。雙方隨後進行了一系列合作活動，以加強對兩地資歷制度的了解。

In July 2015, the QFS signed a Memorandum of Understanding with the **Thailand Professional Qualification Institute** to further collaboration between Thailand and Hong Kong in the development and implementation of QF. Hong Kong and Thailand then launched a series of cooperation activities to facilitate understanding of the qualifications systems of the two places.



## 歐洲 Europe

2012年3月教育局與**蘇格蘭資歷架構當局** (Scottish Credit and Qualifications Framework Partnership) 簽署諒解備忘錄，以建立及增強雙方在發展資歷架構方面的合作。雙方於2017年完成兩地認可資歷級別水平參照之研究。

In March 2012, a Memorandum of Understanding was signed between the EDB and the **Scottish Credit and Qualifications Framework Partnership** to establish and strengthen QF-related collaboration. A referencing study was completed in 2017 to establish level-to-level correspondence between the qualifications recognised under the Hong Kong and Scottish frameworks.

自2014年11月，教育局與**歐洲聯盟委員會** (European Commission) 合作，開展香港資歷架構與歐洲資歷架構的比較研究項目。研究項目於2016年完成，其報告亦於香港與歐盟的官方網站發布。研究結果有助建立兩地資歷架構的級別對應關係，亦促進兩地對香港及已對照歐洲資歷架構的歐洲各國資歷之相互了解。

In November 2014, the EDB and **European Commission** embarked on the Comparability Study of Hong Kong QF and the European Qualifications Framework (EQF) for Lifelong Learning. The study was completed in 2016, and a study report has been released on the official websites of the EDB and European Commission. Findings of the study have helped establish the comparability of levels of qualifications under the two frameworks, and facilitate mutual understanding of Hong Kong qualifications and European qualifications referenced to the EQF.

2016年9月教育局與**愛爾蘭資歷架構當局** (Quality and Qualifications Ireland) 簽署資歷架構發展的諒解備忘錄，並隨即展開合作項目，加強兩地資歷架構認可資歷的認受性及認知度。雙方於2018年完成兩地認可資歷之比較研究，並推出使用者指南，以促進持分者了解及應用有關研究結果。

In September 2016, the EDB signed a Memorandum of Understanding with the **Quality and Qualifications Ireland** and commenced a QF-related collaborative project to enhance understanding and recognition of qualifications under Hong Kong QF and Irish National Framework of Qualifications (Irish NFQ). In 2018, the comparability study between the qualifications recognised under Hong Kong QF and Irish NFQ was completed, and a user guide was published to facilitate stakeholders' understanding and application of the findings.

## 中國內地 Mainland China

2011年5月資歷架構秘書處與**廣東省職業技能鑑定指導中心**簽署意向書，探討雙方合作的路向，以及香港資歷架構下各行業的能力標準與中國內地的國家職業標準相互參照的可能性。

In May 2011, the QFS and the **Guangdong Occupational Skill Testing Authority** signed a Letter of Intent to explore the direction of collaboration and the possibility of benchmarking competency standards developed for different industries under Hong Kong QF against the relevant National Occupational Standards of Mainland China.

2019年6月教育局與**廣東省教育廳**簽署《粵港資歷框架合作意向書》，開展兩地資歷架構之交流及合作活動。

In June 2019, the EDB and the **Department of Education of Guangdong Province** signed a Letter of Intent on Qualifications Framework Co-operation to take forward QF-related exchange and collaboration between the two places.

教育局與資歷架構秘書處將繼續擴大及鞏固國際網絡，並進一步探討與海外夥伴展開互利互惠的合作機遇。

The EDB and QFS will continue to extend and strengthen their international network and explore further opportunities for mutually beneficial collaboration with overseas partners.



國際交流  
International Networking

已成立諮委會的行業  
Industries with ITACs

行業 Industry		諮委會成立年分 Year of ITAC Establishment
1. 印刷及出版 Printing & Publishing	 印刷及出版業 Printing & Publishing	2004
2. 鐘錶 Watch & Clock	 鐘錶業 Watch & Clock	2004
3. 餐飲 Catering	 餐飲業 Catering	2004
4. 美容及美髮* Beauty and Hairdressing*	 美容及美髮業 Beauty & Hairdressing	2004
5. 物業管理 Property Management	 物業管理業 Property Management	2004
6. 機電 Electrical & Mechanical Services	 機電業 Electrical & Mechanical Services	2005
7. 珠寶 Jewellery	 珠寶業 Jewellery	2005
8. 資訊及通訊科技 Information & Communications Technology	 資訊及通訊科技業 Information & Communications Technology	2005
9. 汽車 Automotive	 汽車業 Automotive	2005
10. 物流 Logistics	 物流業 Logistics	2006
11. 銀行 Banking	 銀行業 Banking	2006
12. 進出口 Import & Export	 進出口業 Import & Export	2009
13. 檢測及認證 Testing, Inspection & Certification	 檢測及認證業 Testing, Inspection & Certification	2010
14. 零售 Retail	 零售業 Retail	2010
15. 保險 Insurance	 保險業 Insurance	2011
16. 製造科技( 模具、金屬及塑膠 ) Manufacturing Technology (Tooling, Metals and Plastics)	 製造科技業( 模具、金屬及塑膠 ) Manufacturing Technology (Tooling, Metals and Plastics)	2011
17. 安老服務 Elderly Care Service	 安老服務業 Elderly Care Service	2012
18. 保安服務 Security Services	 保安服務業 Security Services	2013
19. 人力資源管理** Human Resource Management**	 人力資源管理 Human Resource Management	2014
20. 服裝 Fashion	 服裝業 Fashion	2015
21. 樹藝及園藝 Arboriculture & Horticulture	 樹藝及園藝業 Arboriculture & Horticulture	2016
22. 旅遊 Travel	 旅遊業 Travel	2018

\* 美髮業諮委會及美容業諮委會分別於 2004 及 2006 年成立，並於 2015 年合併為美容及美髮業諮委會  
The Hairdressing ITAC and Beauty ITAC were established in 2004 and 2006 respectively, and merged to form the Beauty and Hairdressing ITAC in 2015

\*\* 跨行業培訓諮詢委員會 Cross-Industry Training Advisory Committee



縮略語表  
Acronyms

縮寫 / Short Form		中英文全寫 / Full Form
中文	English	
	AA	評估機構 Assessment Agency
	ATS	資歷名銜計劃 Award Titles Scheme
	CAT	學分累積及轉移 Credit Accumulation and Transfer
	EDB	教育局 Education Bureau
通用指標	GLD	資歷級別通用指標 Generic Level Descriptors
評審局	HKCAAVQ	香港學術及職業資歷評審局 Hong Kong Council for Accreditation of Academic and Vocational Qualifications
諮委會	ITAC	行業培訓諮詢委員會 Industry Training Advisory Committee
	PQ	專業資歷 Professional Qualifications
	QF	資歷架構 Qualifications Framework
秘書處	QFS	資歷架構秘書處 Qualifications Framework Secretariat
	QG	資歷指引 Qualifications Guidelines
	QR	資歷名冊 Qualifications Register
	RPL	過往資歷認可 Recognition of Prior Learning
	SCS	能力標準說明 Specification of Competency Standards
	SGC	通用(基礎)能力說明 Specification of Generic (Foundation) Competencies
	VQP	職業資歷階梯 Vocational Qualifications Pathway



資歷架構  
Qualifications  
Framework

資歷架構秘書處

Qualifications Framework Secretariat  
電郵Email: [hkqf@edb.gov.hk](mailto:hkqf@edb.gov.hk)

資歷架構

Qualifications Framework  
[www.hkqf.gov.hk](http://www.hkqf.gov.hk)

資歷名冊

Qualifications Register  
[www.hkqr.gov.hk](http://www.hkqr.gov.hk)



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