

**For discussion  
on 23 January 2017**

## **Legislative Council Panel on Manpower**

### **Policy Initiative on Qualifications Framework by Education Bureau**

#### **Purpose**

The Chief Executive announced his 2017 Policy Address on 18 January 2017. This paper aims to brief Members on the major development of the Qualifications Framework (QF) in the past year.

#### **Background**

2. The Hong Kong QF (HKQF) is a platform covering academic, vocational and professional, as well as continuing education sectors to promote lifelong learning with a view to continuously enhancing the quality, professionalism and competitiveness of our workforce in an increasingly globalised and knowledge-based economy. Since the formal launch of QF in 2008, we have been making steady progress in developing the key components including –

- (a) establishing Industry Training Advisory Committees;
- (b) drawing up Specification of Competency Standards for industries;
- (c) implementing Recognition of Prior Learning mechanism in the relevant industries;
- (d) promoting Specification of Generic (Foundation) Competencies;
- (e) maintaining a Qualifications Register;
- (f) introducing the Award Titles Scheme and the use of QF credit;
- (g) promulgating the policy, principles and operational guidelines for implementation of Credit Accumulation and Transfer system; and
- (h) building up network with QF authorities and quality assurance

(QA) bodies of other places proactively to enhance understanding and mutual trust as well as learners' mobility.

(a) *Industry Training Advisory Committees (ITACs)*

3. At present, we have set up 21 ITACs for 22 industries/sector<sup>1</sup>, covering 53% of the workforce in Hong Kong. A new ITAC for the Arboriculture & Horticulture industry was recently established on 1 October 2016. We shall continue to reach out to stakeholders of other industries to explore the feasibility of setting up new ITACs.

(b) *Specification of Competency Standards (SCSs)*

4. ITACs are tasked to draw up SCSs for the relevant sectors, which set out the skills, knowledge and outcome standards required of employees in different functional areas of the respective sectors. The ITACs of 18 industries have now drawn up their SCSs, and the ITACs of three industries will complete drawing up their SCSs between 2017 and 2018, while the remaining industry will kick-start the work in 2017. As at 31 December 2016, over 850 SCS-based courses have been developed by education and training providers. In addition, SCSs are gaining wider acceptance by employers as useful guides for the development of in-house training and human resources management, such as staff recruitment and performance assessment.

(c) *Recognition of Prior Learning (RPL) Mechanism*

5. QF not only covers qualifications obtained from academic education and training, but also enables formal recognition of the skills, knowledge and relevant experience acquired by practitioners in the workplace through the RPL mechanism which is based on the SCSs of various industries. Practitioners may pursue further learning with their RPL qualifications as a starting point to acquire higher and broader qualifications. At present, the RPL mechanism has been implemented in 14 industries<sup>2</sup>. As at 30 November 2016, about 22 700 applications

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<sup>1</sup> Printing & Publishing, Watch & Clock, Catering, Property Management, Electrical & Mechanical Services, Jewellery, Information & Communications Technology, Automotive, Logistics, Banking, Import & Export, Testing, Inspection & Certification, Retail, Insurance, Manufacturing Technology (Tooling, Metals and Plastics), Elderly Care Service, Security Services, Human Resource Management, Beauty and Hairdressing, Fashion as well as Arboriculture & Horticulture.

<sup>2</sup> Printing & Publishing, Watch & Clock, Hairdressing, Property Management, Automotive, Jewellery, Logistics, Chinese Catering, Beauty, Retail, Import & Export, Elderly Care Service, Testing, Inspection & Certification, as well as Electrical & Mechanical Services.

involving over 40 300 clusters of competencies were processed/are being processed by the assessment agencies concerned. Details are set out at **Annex A**. We will continue to work closely with other industries with a view to extending the RPL mechanism to those which have completed their respective SCSs.

*(d) Specification of Generic (Foundation) Competencies (SGCs)*

6. Generic (Foundation) Competencies are generic skills and knowledge that are shared across different industries and trades and are relevant to most people in the workplace. SGC covers four strands of foundation skills, namely, English, Chinese, Numeracy and Information Technology. In 2011 and 2012, we invited the Vocational Training Council to launch a pilot project, the Vocational English Enhancement Programme (VEEP), on the development of vocational English courses based on SGC of QF. A total of 21 courses<sup>3</sup> were rolled out from April 2011 to August 2012. In the light of the positive feedback from the industries, the Standing Committee on Language Education and Research approved the use of the Language Fund to continue providing VEEP to the industries for another three years starting from November 2012. During the period, a total of 30 teaching and learning packages which comprise 12 trade-specific and 18 generic courses ranging from QF Levels 1 to 4 were developed and a total of 100 classes were delivered with positive feedback.

*(e) Qualifications Register (QR)*

7. QR, a web-based database containing information on qualifications and their respective learning programmes that have been quality assured and recognised under QF, is available to the public free of charge. As at 31 December 2016, there were over 7 900 academic and vocational qualifications, involving about 240 education and training providers, registered in QR. As the statutory Accreditation Authority and QR Authority, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) will continue to ensure the quality and standards of QF-recognised programmes. Statistical information on the qualifications registered in QR is set out at **Annex B**.

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<sup>3</sup> These are courses in Transport Logistics; Manufacturing, Import/Export & Wholesale; Hotel, Catering & Tourism; Retail; Banking & Finance; and Generic Skills.

(f) *Award Titles Scheme (ATS) and the use of QF Credit*

8. The Education Bureau (EDB) announced the introduction of ATS and the use of QF credit in October 2012. ATS specifies the award titles that can be used for qualifications at various QF levels whereas QF credit is a measure of volume or size of learning programmes recognised under QF. As of 1 January 2016, the titles of all programmes registered in the QR conformed to the ATS and the QF credit values of all programmes at QF Levels 1 to 4 were shown on the QR.

(g) *Credit Accumulation and Transfer (CAT)*

9. To promote learners' mobility and progression by minimising duplication of learning, EDB promulgated in July 2014 the policy and principles for CAT which apply to all programmes from QF Levels 1 to 7 as Phase 1 of the CAT project. At the QF Conference-cum-CAT Marketplace held in March 2016, the booklet *Policy, Principles and Operational Guidelines for CAT under QF in Hong Kong* (the CAT Booklet) was promulgated, whereas the CAT Marketplace has attracted 18 exhibitors (including post-secondary institutions, vocational and professional education providers, professional bodies, etc.) to explore possible CAT collaboration. The Conference was well-received with the attendance of about 400 participants. Providers are encouraged to make reference to the CAT Booklet in reviewing their existing CAT systems or establishing a CAT system that suits their own circumstances.

(h) *Co-operation with Other Places on QF*

10. The intention to develop the country's QF was announced in the National 13<sup>th</sup> Five-Year Plan, which was promulgated in March 2016. Over the years, EDB and the QF Secretariat have shared on different occasions our experience in developing and implementing HKQF to various organisations and parties in the Mainland. We will play an active role in the setting up of the country's QF and provide advice where needed. It is worth noting that back in May 2011, the QF Secretariat and the Guangdong Occupational Skill Testing Authority have already signed the "Letter of Intent on Enhancing the Exchange on and Transferability of Vocational Standards and Qualifications Recognition between Hong Kong and Guangdong", witnessed by representatives from EDB of Hong Kong and the Department of Human Resources and Social Security of Guangdong.

11. We have also been actively establishing network with QF and QA authorities of other places to enhance understanding and mutual trust as well as learners' mobility. In March 2012, EDB signed a Memorandum of Understanding with the Scottish Credit and Qualifications Framework Partnership (SCQFP) to enhance collaboration and facilitate exchange and experience sharing on QF. Subsequently, EDB has engaged SCQFP to conduct a project on the development of evaluation strategy and toolkits for HKQF from May to September 2015, which has laid a good foundation for developing future evaluation strategies. In August 2016, we have commenced a referencing project of HKQF and Scottish Credit and Qualifications Framework with SCQFP, with reference to the findings of the HKQF-EQF Comparability Study (paragraph 13 below). The project aims to establish a formal level-to-level correspondence between the qualifications recognised under the two QFs and is expected to be completed in the third quarter of 2017.

12. Subsequent to the signing of a Cooperation Arrangement between EDB and the New Zealand Qualifications Authority in March 2014, both parties agreed to undertake a project on referencing of HKQF and the New Zealand QF (NZQF). The project has officially commenced in March 2016 and is expected to be completed in the third quarter of 2017.

13. In November 2014, we commenced our collaboration with the European Commission on the Comparability Study between HKQF and the European Qualifications Framework (EQF). The Comparability Study provides a translation device to understand the corresponding levels of qualifications between HKQF and EQF, bringing mutual benefits to Hong Kong and European Union member states. Further to our presentation of the joint report on the Comparability Study to the EQF Advisory Group in Germany in December 2015, the report was promulgated at the QF Conference-cum-CAT Marketplace in March 2016. It has also been uploaded to the government portal of EDB. It is expected that the mutual understanding and trust generated by the process of the Comparability Study can facilitate qualifications recognition, support mobility of learners and labour, and enhance opportunities for future cooperation between Hong Kong and Europe.

14. In July 2015, the QF Secretariat signed a Memorandum of Understanding with the Thailand Professional Qualification Institute to explore mutual benefits in the comparison of competency standards

between Hong Kong and Thailand and to plan for the possible collaboration with the ASEAN Qualifications Reference Framework in future. A pilot project on comparing the competency standards in the elderly care sector between HKQF and the National QF of Thailand has commenced in May 2016 and is expected to be completed in the first quarter of 2017.

15. In September 2016, EDB signed a MoU with Quality and Qualifications Ireland on the development of QF. Subsequently, we have commenced a referencing project of HKQF and the Irish National Framework of Qualifications, with the objective of improving the understanding of Hong Kong and Irish qualifications, and facilitating mutual recognition of qualifications awarded in Hong Kong and Ireland. The project is expected to be completed in the third quarter of 2017.

(i) Budget initiatives

16. Apart from the above, the Financial Secretary announced in the 2013-14 Budget to allocate \$10 million per year to support ITACs to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. These initiatives include –

- (a) introducing the QF Award Scheme for Learning Experiences for outstanding practitioners to engage in learning activities in different places around the world;
- (b) designing SCS-based Training Packages that meet the needs of the industries; and
- (c) stepping up promotion and publicity of QF for its wider acceptance among all sectors.

17. For (a), the Award Scheme aims to recognise outstanding or emerging practitioners who can serve as exemplars and role models for their respective industries and help attract the younger generation to pursue career in these fields. The Award Scheme also encourages emerging practitioners to engage in learning activities in different places around the world with a view to broadening their horizons and developing network with industry partners in and outside Hong Kong. For the 2016-17 Award Scheme, a total of 63 practitioners have been selected by the respective ITACs for the award. Awardees engaging in learning activities in Hong Kong receive an award of \$10,000 while those engaging in learning activities outside Hong Kong receive an award of

\$30,000. We shall invite applications for the 2017-18 Award Scheme starting from the first quarter of 2017.

18. For (b), the SCS-based Training Packages, developed with reference to SCSs of respective industries, aim to serve as a catalyst for the development of SCS-based training and assessment materials for wider adoption by enterprises and course providers to meet the needs of the industries. The first batch of training packages for four ITACs involving six job functions has been completed in early 2016. For the second batch of development for six ITACs involving a total of 10 job functions, five sets of them have been completed and the remaining five sets are expected to be completed in early 2017. The third batch of development for four ITACs involving a total of 8 job functions will commence in early 2017.

19. For (c), we have stepped up our promotion and publicity targeting at three groups –

- (i) **School sector:** Riding on the ITAC networks and the competency standards and progression pathways developed for the respective industries, we organised 11 school projects with ITACs to promote QF and the relevant industries to senior secondary school students in 2016. Over 1 400 students from more than 100 schools attended the talks, workshops or visits. This is also in response to an earlier suggestion of this Panel in providing a platform under QF to facilitate secondary students to experience the workplace. We also conducted talks to introduce QF to secondary schools from time to time. All these efforts aimed at enabling teachers, students, parents and the community at large to understand how QF can facilitate students' career and life planning.
- (ii) **Industry sector:** In 2016, we organised/co-organised various events to promote QF for 11 industries and a QF Conference-cum-CAT Marketplace, which were attended by over 1 300 stakeholders including employers, employees and representatives from industry organisations. The QF Partnerships Commendation Ceremony was held in November 2016, in which 173 certificates were presented to different organisations (including trade associations, trade unions, education and training providers, private companies, professional bodies, government departments and public organisations) to show appreciation for their support to QF.

- (iii) ***Community at large:*** In 2016, we published more than 20 QF-related articles in newspapers as well as publications of professional bodies, trade unions and trade associations to enhance stakeholders' understanding and awareness of QF. Radio interviews were conducted with awardees of the QF Award for Learning Experiences from nine industries to promote the spirit of lifelong learning. The revamping of the QF website has also been completed in early 2016 with an enhanced user interface.

## **Qualifications Framework Fund**

### Establishment of the QF Fund

20. With the approval of the Finance Committee (FC) of the Legislative Council (LegCo) in 2007, a non-recurrent commitment of \$208 million was created to implement a basket of financial assistance schemes, known as Qualifications Framework Support Schemes (QFSS) to provide time-limited financial assistance to encourage relevant stakeholders to participate in QF. Recognising the importance of QF in maintaining a quality workforce, the Chief Executive announced in the 2014 Policy Address to establish an endowment fund of \$1 billion, namely the QF Fund, to provide a steady source of income to support the sustainable development and implementation of QF. With the approval of the LegCo FC on 12 July 2014, the QF Fund was established on 1 September 2014. On the same day, a Steering Committee on QF Fund (Steering Committee) was set up to advise the Secretary for Education on the policy, strategy and administration of the QF Fund. The terms of reference and membership of the Steering Committee are set out at **Annex C**.

21. Starting from March 2016, the QF Fund has been placed with the Exchange Fund which is administered by the Hong Kong Monetary Authority for investment, together with some other Government funds. As it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements, the balance of the approved commitment for QFSS (about \$59.4 million as at end December 2016 out of the total commitment of \$208 million) will continue to be used for meeting the cash flow requirements of the various initiatives under the QF Fund together with the investment income generated by the

principal of the QF Fund.

### Uses of the QF Fund

22. The QF Fund supports schemes/initiatives for the sustainable development and implementation of QF, including but not limited to the following two areas –

- (a) Designated Support Schemes for QF (with the previous time-limited QFSS incorporated and regrouped as the Accreditation Grant Scheme, RPL Support Scheme, Programme Development Grant Scheme and QR Subsidy Scheme) as set out at **Annex D**; and
- (b) Funding for ITACs, QF-related studies or projects and public education.

23. For (b), the Steering Committee has approved the following projects in 2016 -

- (i) *Referencing Project of HKQF and NZQF*: The project aims to provide a translation device to understand the corresponding levels of qualifications between HKQF and NZQF, thereby promoting the transparency and comparability of qualifications awarded in Hong Kong and New Zealand. The project is expected to be completed in the third quarter of 2017.
- (ii) *Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under HKQF*: Phase I of the Study, which was approved by the Steering Committee in 2015, has been completed in March 2016. Phase II of the Study has commenced in August 2016 so as to test out the feasibility of the criteria, principles and procedures for the recognition/alignment processes of professional qualifications under HKQF, as recommended under the Phase I Study. It is expected to be completed July 2017. Upon completion of the Study, EDB will consider the way forward of recognising/aligning professional qualifications under HKQF.
- (iii) *Review of Generic Level Descriptors (GLD)*: An important lesson learnt from the Comparability Study of HKQF and EQF is the need to review the GLD under HKQF, which has been developed and adopted since 2004. While the GLD are generally effective in describing the learning outcomes at each QF level, the Comparability Study and feedback from

stakeholders have shed light on the need to review and refine the outcome statements of the GLD to better reflect the outcome standards at each QF level. With the Steering Committee's approval, a service provider has been engaged in July 2016 to review the GLD and to develop practical tools, such as manuals and guidelines, so as to better support different user groups in adopting the GLD. The project is expected to be completed in July 2017.

- (iv) *Overall Action Plan for Enhancing Brand Image of HKQF:* Having considered the recommendations under a study on developing a brand strategy for HKQF which was completed in April 2016 and a previous suggestion of this Panel on further promoting HKQF, the Steering Committee has approved in September 2016 the overall action plan to enhance the brand image of HKQF. It includes a tracking survey to assess and analyse the impact of implementation and brand value of HKQF over time, as well as some new branding initiatives such as a pilot exercise to select an industry under HKQF for initial rebranding efforts, and a pilot exercise to rewrite the fact sheets on HKQF, etc. EDB has also started to feature QF language in its civil service recruitment exercises with a view to raising public awareness of HKQF.

24. The three pilot projects on the development of vocational qualifications pathway for the Automotive, Banking and Property Management industries, which were approved by the Steering Committee in 2015, are ongoing and will be completed between the first and second quarter of 2017. The vocational qualifications developed will further link up QF-recognised qualifications to the workplace and attract new blood and encourage practitioners to pursue learning and upgrading. Based on the outcomes of these pilot projects, we shall consider whether the development of vocational qualifications pathway should be extended to other industries/sector under HKQF.

25. As at 31 December 2016, the accumulated amount of funding disbursed from the approved commitment for QFSS amounted to about \$148.6 million, in which 377 education and training providers have received a total grant of \$97.2 million for seeking accreditation of about 4 460 programmes by HKCAAVQ.

## **Way Forward**

26. Implementation of QF in Hong Kong is a long term endeavor. We shall continue to explore with stakeholders of different sectors to set up new ITACs. We shall also liaise closely with the Mainland and other national and regional QFs to share our experience in implementing HKQF and explore opportunities for co-operation, in order to enhance the recognition of HKQF and its international image.

**Education Bureau**  
**January 2017**

**Recognition of Prior Learning (RPL) mechanism  
(as at 30 November 2016)**

<b>Industry</b>	<b>Appointed Assessment Agency</b>	<b>Launch Date</b>	<b>No. of applications processed/ being processed</b>	<b>No. of clusters of competencies</b>	<b>Success rate</b>
Hairdressing	Vocational Training Council (VTC)	Jun 2008	930	4 970	99.5%
Printing & Publishing	VTC	Jun 2008	830	1 477	97.9%
Watch & Clock	VTC	Jun 2008	844	958	99.9%
Property Management	VTC	Mar 2011	11 098	16 869	99.2%
Automotive	VTC	Nov 2011	1 113	1 881	97.9%
Jewellery	VTC	Nov 2011	1 200	1 512	99.4%
Logistics	VTC	Mar 2012	1 762	2 413	99.9%
Chinese Catering	VTC	Jan 2013	2 203	2 902	99.8%
Beauty	VTC	Jul 2014	485	3 204	92.4%
Retail	VTC	Dec 2014	1 897	2 813	100%
Import & Export	Shipping Research Centre of the Hong Kong Polytechnic University	Sept 2015	104	159	100%
Elderly Care Service	Hong Kong Association of Gerontology	Sept 2015	160	958	99.9%
Testing, Inspection & Certification	School of Science and Technology of the Open University of Hong Kong	Nov 2015	2 <sup>Note</sup>	4	Assessment results pending
Electrical & Mechanical Services	VTC	Dec 2015	66	226	99.5%
<b>Total</b>			<b>22 696</b>	<b>40 346</b>	<b>98.8%</b>

Note: The appointed assessment agency is still processing these two applications which were received in October 2016. The relatively smaller number of applications is due to the fact that the academic qualifications held by practitioners in the Testing, Inspection & Certification industry are relatively higher (at QF Level 4 or above) and thus, their need for RPL qualifications is not as high as those in other industries. That said, the ITAC concerned sees merits to launch the RPL mechanism in order to benefit those practitioners with lower academic qualifications and facilitate their learning progression.

**Qualifications registered in the Qualifications Register  
(as at 31 December 2016)**

<b>Category</b>	<b>No. of qualifications</b>
(1) Qualifications offered by self-accrediting institutions	3 153
(2) Qualifications offered by non-self-accrediting institutions	4 081
(3) Qualifications offered under the Recognition of Prior Learning mechanism	698
<b>Total:</b>	<b>7 932</b>

**Steering Committee on Qualifications Framework Fund**

**Terms of Reference**

The Steering Committee advises Secretary for Education on –

- (a) the overall strategy for making use of the Qualifications Framework Fund (the Fund) as a vehicle to support the sustainable development and implementation of the Qualifications Framework;
- (b) the scope and parameters of schemes, initiatives and activities to be covered by the Fund; and
- (c) any other matters that may be referred to the Steering Committee by the Education Bureau concerning the policy and administration of the Fund.

Where necessary, the Steering Committee also advises the Trustee of the Fund on the formulation of policies for and monitoring of the investment of the Fund.

In discharging its functions, the Steering Committee may set up sub-committees, conduct studies, engage professional services and co-opt members as and when necessary.

**Membership** (from 1.9.2016 to 31.8.2018)

Chairperson: Dr York LIAO, SBS, JP  
Vice-Chairperson: Ms Caroline MAK Sui-king, JP  
Members: Dr Lawrence CHAN Wan-ching  
Mr Winston CHOW Wun-sing  
Mr Dennis HO Chiu-ping  
Mr IP Wai-ming, MH  
Mr LAM Chun-sing  
Mr Sunny LEE Wai-kwong, JP  
Ms Carrie LEUNG Ka-lai  
Dr Kim MAK Kin-wah, BBS, JP  
Mrs Agnes MAK TANG Pik-yee, MH, JP  
Mr Jonathan NG Tai-shing  
Mr WONG Kit-loong  
Prof Peter YUEN Pok-man

Ex-officio Members: Executive Director, Hong Kong Council for Accreditation of Academic and Vocational Qualifications  
Secretary for Education or his/her representative

**Designated Support Schemes for Qualifications Framework**

***1. Accreditation Grant Scheme***

<b>Scope</b>	<p>The scheme aims to encourage education and training providers to seek accreditation at the institutional and programme levels under the Qualifications Framework (QF), and assist mature providers in seeking self-accrediting status in specified programme areas. Accreditation grant will be provided for the following activities –</p> <ul style="list-style-type: none"> <li>• Initial Evaluation</li> <li>• Institutional Review and Periodic Review</li> <li>• Programme Validation and Re-validation</li> <li>• Programme Area Accreditation (PAA) (covering both first-time and subsequent exercises; the latter takes the form of Periodic Review)</li> </ul>			
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• Providers and qualifications concerned must be successfully accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)</li> <li>• Programmes/qualifications concerned must be registered in the Qualifications Register (QR)</li> </ul>			
<b>Level of Subsidy</b>		Courses subsidised by the Education Bureau (then Education and Manpower Bureau) <sup>1</sup>	Non-profit-making providers	Other providers
	Initial Evaluation / Institutional Review fees <sup>2</sup>	100%	100%	50%
	Programme Validation / Programme Re-validation fees			
	<ul style="list-style-type: none"> <li>• Specification of Competency Standards (SCS)-based or Specification of Generic (Foundation) Competencies (SGC)-based programmes</li> </ul>	100%	100%	50%
	<ul style="list-style-type: none"> <li>• Other programmes</li> </ul>	100%	70%	35%
	PAA/Periodic Review fees	100%	70%	35%

<sup>1</sup> These courses include those under the “Skills Upgrading Scheme” (which is now renamed “Skills Upgrading Scheme Plus”) and the “Employees Retraining Scheme” (which is now renamed “Manpower Development Scheme”).

<sup>2</sup> Institutional Review (IR) include IR for registration under the Post Secondary Colleges Ordinance and IR for private university title.

## 2. RPL Support Scheme

<b>Scope</b>	The scheme covers the fees for accreditation of RPL assessment agencies (AAs) and collaborating organisations, one-off start-up/maintenance grant for the actual expenditure including the staff costs incurred by the AAs in setting up/maintaining the assessment mechanism, retainer grant to AAs for operating RPL for “mature” industries (i.e. the five-year transitional period has lapsed), subsidy for each new application of RPL cluster processed by the AAs and reimbursement to practitioners who have successfully applied for RPL assessment.				
	<b><i>Accreditation grant/Assessment fee to RPL AAs /collaborating organisations</i></b>	<b><i>Start-up /Maintenance grant to RPL AAs</i></b>	<b><i>Retainer Grant to RPL AAs</i></b>	<b><i>Subsidy to RPL AAs</i></b>	<b><i>Reimbursement of RPL assessment fees</i></b>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• First time and subsequent accreditations</li> <li>• Successful accreditation by HKCAAVQ</li> <li>• Appointed by the Secretary for Education (SED)</li> </ul>	<ul style="list-style-type: none"> <li>• Successful accreditation by HKCAAVQ (first-time accreditation)</li> <li>• Appointed by SED</li> </ul>	<ul style="list-style-type: none"> <li>• AAs for “mature industry” (i.e. the five-year transitional period has lapsed)</li> <li>• Appointed by SED</li> </ul>	Appointed by SED	Practitioners successfully completed the RPL assessments
<b>Level of Subsidy</b>	100% of accreditation/ re-accreditation and assessment fee for RPL AAs and collaborating organisations	<ul style="list-style-type: none"> <li>• Up to \$500,000 per agency for the actual expenditure including the staff costs incurred in setting up the assessment mechanism for each phase of RPL implementation</li> <li>• Up to \$300,000 per agency for the actual expenditure including the staff costs incurred in the adjustment of the assessment mechanism arising from the revision/addition of RPL clusters initiated by the ITAC concerned</li> </ul>	An annual recurrent grant of \$200,000	\$500 for each new application of RPL cluster processed	100% of RPL assessment fees. To be reimbursed in two stages: <ul style="list-style-type: none"> <li>• Successfully completed RPL assessments               <ul style="list-style-type: none"> <li>- 75% of RPL assessment fees</li> </ul> </li> <li>• Completed a QF-recognised training course afterwards               <ul style="list-style-type: none"> <li>- remaining 25% of RPL assessment fees</li> </ul> </li> </ul>

### 3. Programme Development Grant Scheme

<b>Scope</b>	The scheme provides a one-off grant for education and training providers to develop SCS-based or SGC-based courses.	
	<i>SCS-based</i>	<i>SGC-based</i>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>Newly developed and operating SCS-based courses</li> <li>12 QF credits or above</li> <li>Qualifications concerned must be successfully accredited</li> <li>Must be registered in QR</li> </ul>	<ul style="list-style-type: none"> <li>Newly developed and operating SGC-based courses</li> <li>6 QF credits or above</li> <li>Qualifications concerned must be successfully accredited</li> <li>Must be registered in QR</li> </ul>
<b>Level of Subsidy</b>	<ul style="list-style-type: none"> <li>For courses with 12-35 QF credits - \$30,000 each</li> <li>For courses with 36 QF credits or above - \$50,000 each</li> </ul>	<ul style="list-style-type: none"> <li>For courses with 6-17 QF credits - \$20,000 each</li> <li>For courses with 18 QF credits or above - \$40,000 each</li> </ul>

### 4. QR Subsidy Scheme

<b>Scope</b>	The scheme covers the registration and hosting fees of the qualifications/programmes onto QR, and provides an annual maintenance fee of QR to the QR Authority.	
	<i>Subsidy of the registration and hosting fees</i>	<i>Maintenance fee of QR</i>
<b>Eligibility</b>	All qualifications and their associated programmes registered in QR	QR Authority
<b>Level of Subsidy</b>	100% for both registration fees and hosting fees	\$3 million per year