

HKIB Briefing to New Trainer

Last updated: 20 April 2023



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Introduction to the HKIB



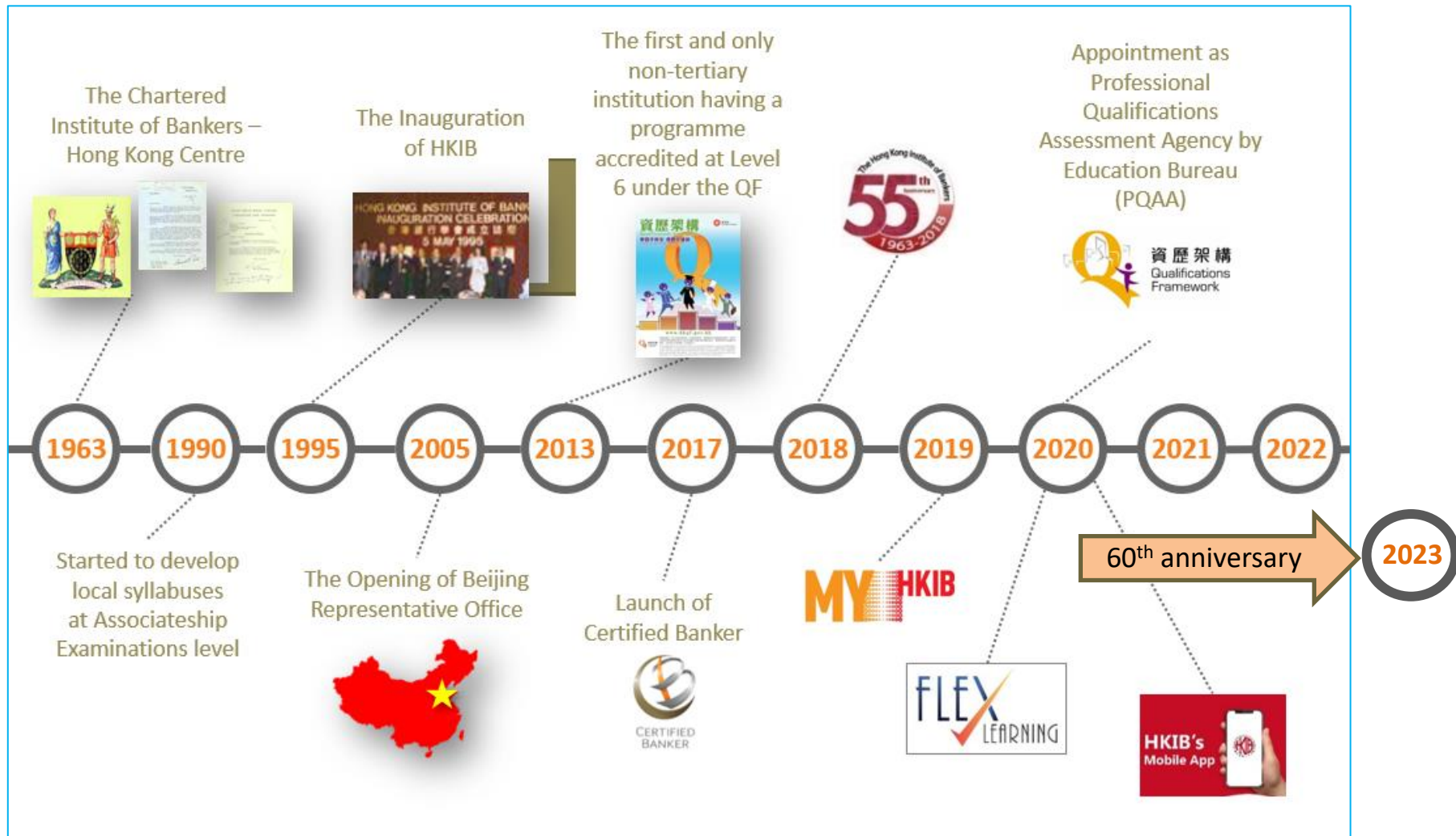


The Hong Kong Institute of Bankers 香港銀行學會 (HKIB)

- The **first not-for-profit institution** mainly provides membership, training, examination and certification services to nurture the talents and enhance the competence of the practitioners for the banking industry.
- The first professional body appointed as **PQAA** to **offer QF-recognised Professional Qualifications** at the highest QF level 6, which equivalent to a Master's degree QF level in Hong Kong



HKIB – Milestone Achievement

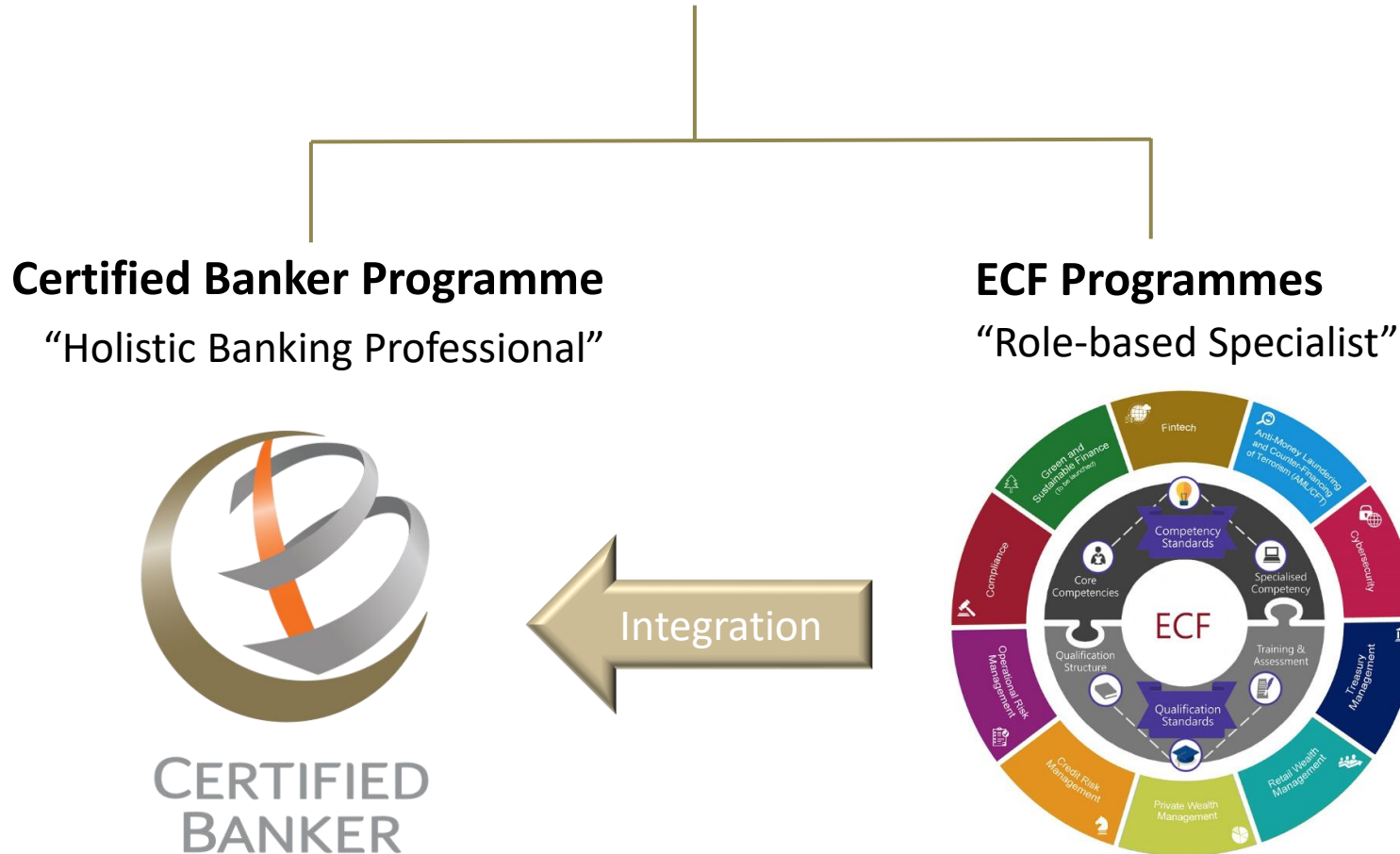


Introduction of HKIB Professional Banking Qualifications





HKIB Professional Qualification Programmes (PQP)



HKIB PQP Programme Overview



CB

Total: 17 QF-Recognised Professional Qualifications + 3 (to be accredited)

ECF

Level 6
Master Degree

CB

Try Mgt / Ops Mgt/
Credit Mgt
60 credits
+
3 yrs of experience

Prof Level

M4 / M5
30 credits
+
5 yrs of experience

Prof Level*

M5 – M11
60 / 90 credits
+
3 yrs of experience

NEW

Level 5
Bachelor Degree

CB (Stage II)

IPMS, GFS, FIT, TMIB
60 credits
+
2 yrs of experience

Prof Level

One module
30 credits
+
3 yrs of experience

Prof Level

M5, M6 & M7
60 credits
+
2 yrs of experience

Core Level

M1, M2 & M3
60 credits
+
1 yr of experience

Prof Level

M4
30 credits
+
5 yrs of experience

Core Level*

M1, M2, M3 & M4
80 credits
+
1 yr of experience

Prof Level*

M4 / M5
30 credits
+
5+ yrs of experience

Level 4
Associate Degree

CB (Stage I)

FBESG, PEC, IBL, RM,
FA
60 credits
+
1 yr of experience

Core Level

One module
20 credits

Core Level

M1, M2, M3 & M4
80 credits

Core Level

One module
20 credits

Core Level

M1, M2 & M3
40 credits

Core Level*

M1, M2 & M3
10/20 credits
+
<5 yrs of experience

Existing and potential banking practitioners

AML/CFT practitioners

Retail Wealth Management practitioners

Cybersecurity practitioners

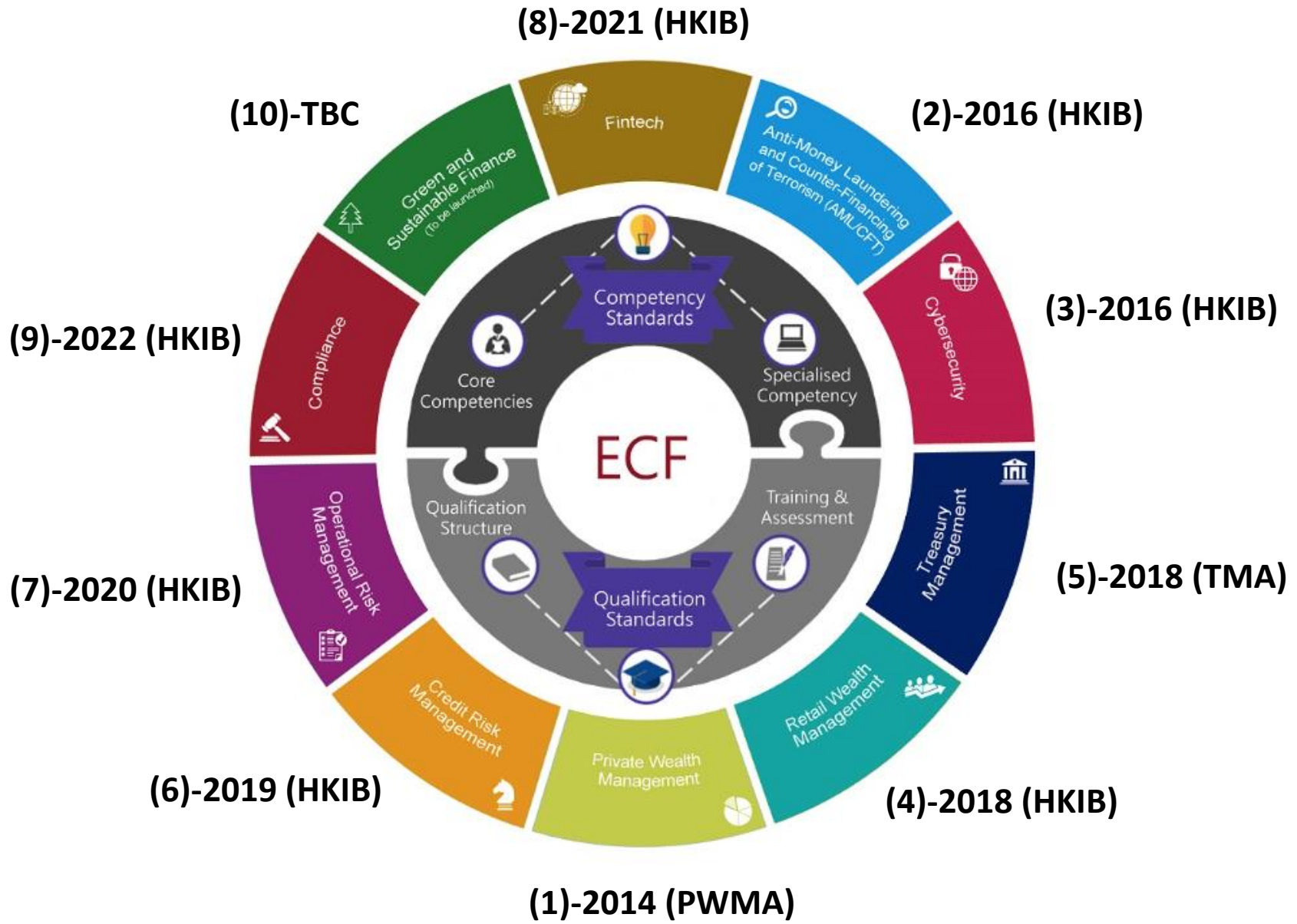
Credit Risk Management practitioners

Operational Risk Management practitioners

Fintech practitioners

Compliance

ECF Development Overview





Common Programme Terminology

Terminology	Description
Award	<ul style="list-style-type: none">- Each learning programme should carry an award as a formal recognition of the achievement of the learning programme. The award accurately reflects the student's achievement of the intended learning outcomes of the programme. e.g. Professional Certificate for ECF on Retail Wealth Management (RWM)
Qualification	<ul style="list-style-type: none">- Candidates who have completed the programme and fulfilled the requirement on work experience will be elected to use the respective qualification (i.e. awarding a scroll). Qualification holders are then entitled to print the qualification on their business card and curriculum vitae which signifies their professional excellence. The qualification status would be maintained by fulfilling the CPD requirements annually. e.g. Certified Retail Wealth Professional (CRWP)

17 QF-recognised Professional Qualifications



Certified Banker



Non-QF Recognised

Enhanced Competency Framework by the HKMA

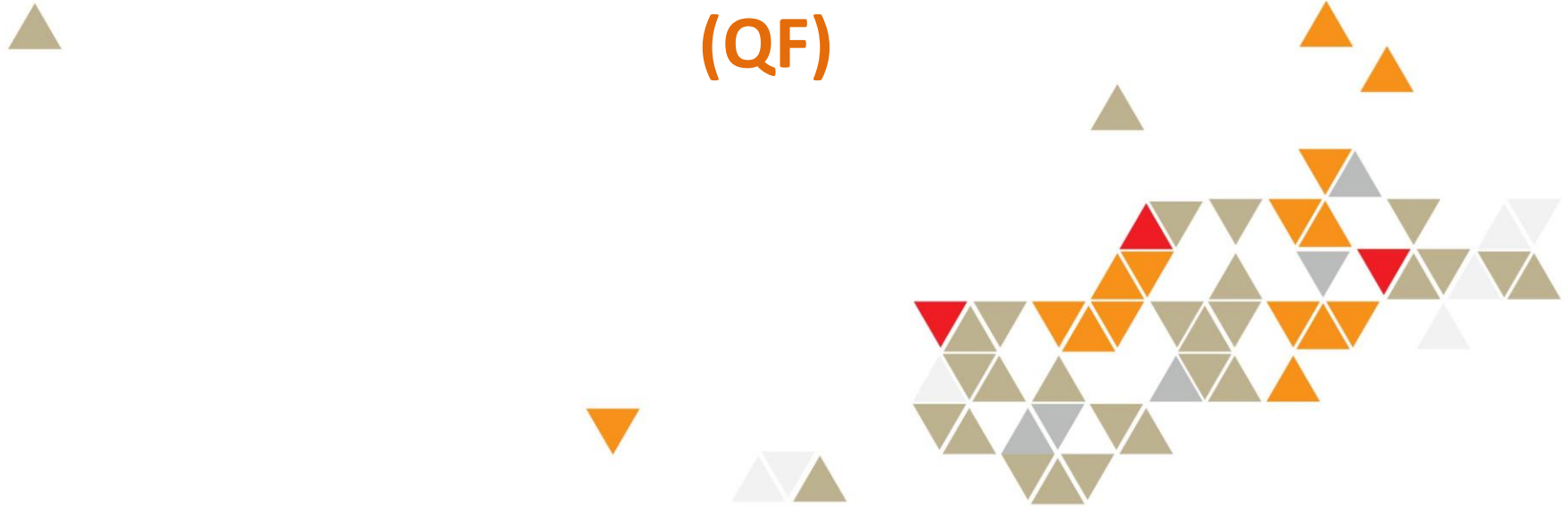


CAMPL **A**AMPL **C**RWP **A**RWP **A**CsP

CCRP(CPM) **C**CRP(CL) **A**CRP **C**ORP **A**ORP

CPFiT(A) **C**PFiT(M) **C**PFiT(S-AIBD) **C**PFiT(S-DLT) **C**PFiT(S-OBAPI) **C**PFiT(S-RT)

Introduction of Qualifications Framework (QF)



Qualifications Framework (QF)



The HKSAR Government has officially launched the Qualifications Framework (QF) as a Quality Assurance (QA) System in 2008.

The screenshot displays the website for the Qualifications Framework. At the top, it features the logo and name 'Qualifications Framework' along with 'The Government of the Hong Kong Special Administrative Region'. Navigation options include 'GovHK 香港政府一站通', '繁體版', and '简体版'. A search bar and 'SITE MAP' are also visible. The main content area is titled 'Quality Assurance' and includes a 'Show All' button and a 'Hide All' button. A featured article titled 'Quality Assurance Mechanism underpinning QF' is highlighted, with a sub-headline stating: 'The Hong Kong QF is underpinned by a robust quality assurance mechanism to ensure all QF-recognized qualifications are of good quality and standard.'



Industries with QF



Arboriculture and Horticulture



Automotive



Banking



Beauty and Hairdressing¹



Catering¹



Elderly Care Service



Electrical & Mechanical Services



Fashion



Human Resource Management²



Import & Export



Information & Communications Technology



Insurance



Jewellery



Logistics



Manufacturing Technology (Tooling, Metals & Plastics)



Printing & Publishing



Property Management



Retail



Security Services



Testing, Inspection & Certification



Travel



Watch & Clock



Common QF Terminology



What is QF?

To clearly define the standards of different qualifications, ensure their quality and indicate the articulation ladders between different qualifications

Why QF?

Set clear goals and directions for continuous learning

Enhance the overall quality and competitiveness of the local workforce

What is SCS?

It stands for Specification of Competency Standards (SCSs) which sets out the skills, knowledge and competency standards required of the practitioners to perform various job functions in industries effectively.

What is VQP?

Vocational Qualifications Pathway (VQP) of relationship manager / product specialist, which charted to facilitate learners in drawing up their career development plans in retail wealth management.



Act as a platform to promote lifelong learning and facilitate articulation among academic, vocational and continuing education sectors

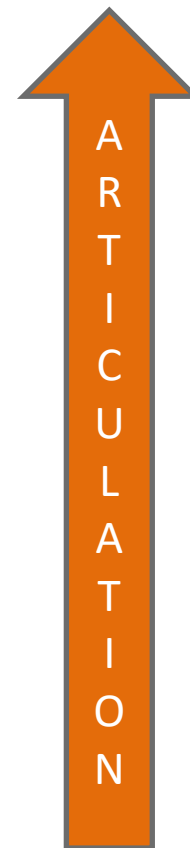
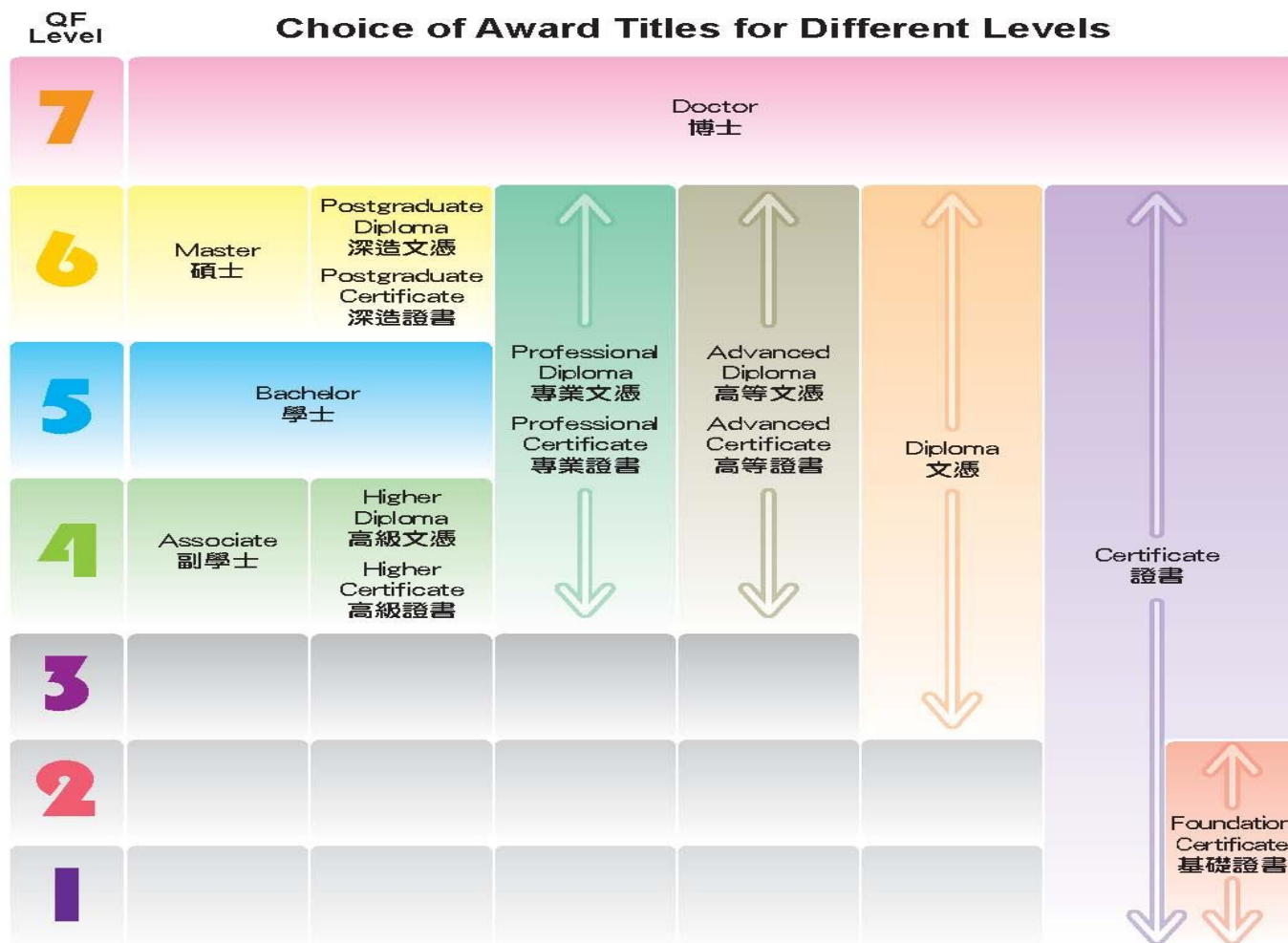
<u>Work competency standards</u>	<u>QF Level</u>	<u>Academic Sector</u>
Banking QF	Level 7	Doctorate
	Level 6	Master
	Level 5	Bachelor
	Level 4	Higher Diploma/AD Diploma
	Level 3	Diploma
	Level 2	Certificate
	Level 1	Certificate

A 7-level hierarchy of qualifications, underpinned by a robust quality assurance (QA) mechanism



Notional Learning Hours =
 Class contact hours +
 Self-study hours + Assessment hours

Award Titles & QF Level



Generic Level Descriptors (GLD)



Level	Some key characteristics	
7	Create new or original work	<p>Example of Qualification: Master of Science in Sports Business Management (QF Level 6)</p>
6	Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues	<p>Example of a Learning Outcome: Critically evaluate the key issues and trends faced by the sports industry</p>
5	Formulate evidence-based responses	<p>Example of Qualification: Professional Diploma in Leisure Management (QF Level 4)</p>
4	Carry out routine lines of enquiry to address professional level issues and problems	<p>Example of a Learning Outcome: Carry out routine lines of enquiry to support the decision making of the professionals and managers</p>
3	Make generalisations and predictions in familiar contexts	<p>Example of Qualification: Certificate in Clubhouse Management (QF Level 2)</p>
2	Solve problems by using rehearsed stages	<p>Example of a Learning Outcome: Use different customer service techniques in handling routine clubhouse related requests</p>
1	Recall learnt responses	

Generic Level Descriptors (GLD)

Examples of QF Level 4-6



QF Level 4

Knowledge and Intellectual Skills

- Demonstrate and/or work with a broad knowledge of a field of work or study
- Use a wide range of largely routine and some specialised subject/discipline/sector
- Present and evaluate information, using it to inform

Processes

- Perform skilled tasks requiring some discretion and
- Carry out routine lines of enquiry to address profes
- Exercise appropriate judgement in planning, select methods or resources

Autonomy and Accountability

- Undertake self-directed and some supervisory acti
- Operate within broad general guidelines and meet
- Take responsibility for the nature and quantity of o
- Undertake a supervisory role, accepting some resp quality of the output of others including compliance
- Contribute to group performance

Communication, ICT and Numeracy

- Use a wide range of routine and some advanced s discipline/sector in both familiar and some new co
- Synthesise, organise and present information cohe well-structured form
- Use a wide range of standard ICT applications to s
- Use and evaluate numerical and graphical data to goals and/or targets

QF Level 5

Knowledge and Intellectual Skills

- Demonstrate and/or work with in-depth specialised technical or of a field of work or study
- Use a wide range of specialised intellectual skills in support of a subject/discipline/sector
- Critically analyse, evaluate and/or synthesise concepts, informat from a wide range of sources to generate ideas

Processes

- Apply knowledge and skills in a range of technical, professional activities
- Identify and analyse both routine and abstract technical/ profess issues, and formulate evidence-based responses
- Exercise appropriate judgement in planning, design, technical a functions related to products, services, operations or processes

Autonomy and Accountability

- Accept responsibility and accountability, within broad parameter and achieving personal and/or group outcomes
- Work under the mentoring of senior qualified practitioners
- Deal with ethical issues, seeking guidance of others where appro

Communication, ICT and Numeracy

- Use some advanced and specialised skills in support of establi subject/discipline/sector
- Participate constructively in group discussions and make formal presentations to a range of audiences on standard/mainstream discipline/sector
- Use some advanced features of ICT applications to support and
- Interpret, use and evaluate numerical and graphical data to set a targets

QF Level 6

Knowledge and Intellectual Skills

- Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice
- Utilise highly specialised technical, research or scholastic skills across an area of study
- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector

Processes

- Apply knowledge and skills in a broad range of specialised technical, professional or management activities
- Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation
- Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity
- Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues
- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information

Autonomy and Accountability

- Exercise significant autonomy in determining and achieving personal and/or group outcomes
- Accept accountability in decision making relating to the achievement of outcomes
- Demonstrate leadership and make an identifiable contribution to change and development
- Deal with complex ethical and professional issues

Communication, ICT and Numeracy

- Use advanced and specialised skills to support academic and professional work in a subject/ discipline/sector
- Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists
- Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness
- Undertake critical evaluations of numerical and graphical data in support of decision-making

Where to find the QF-recognized Professional Qualifications (PQ)?



Qualifications Register (QR)

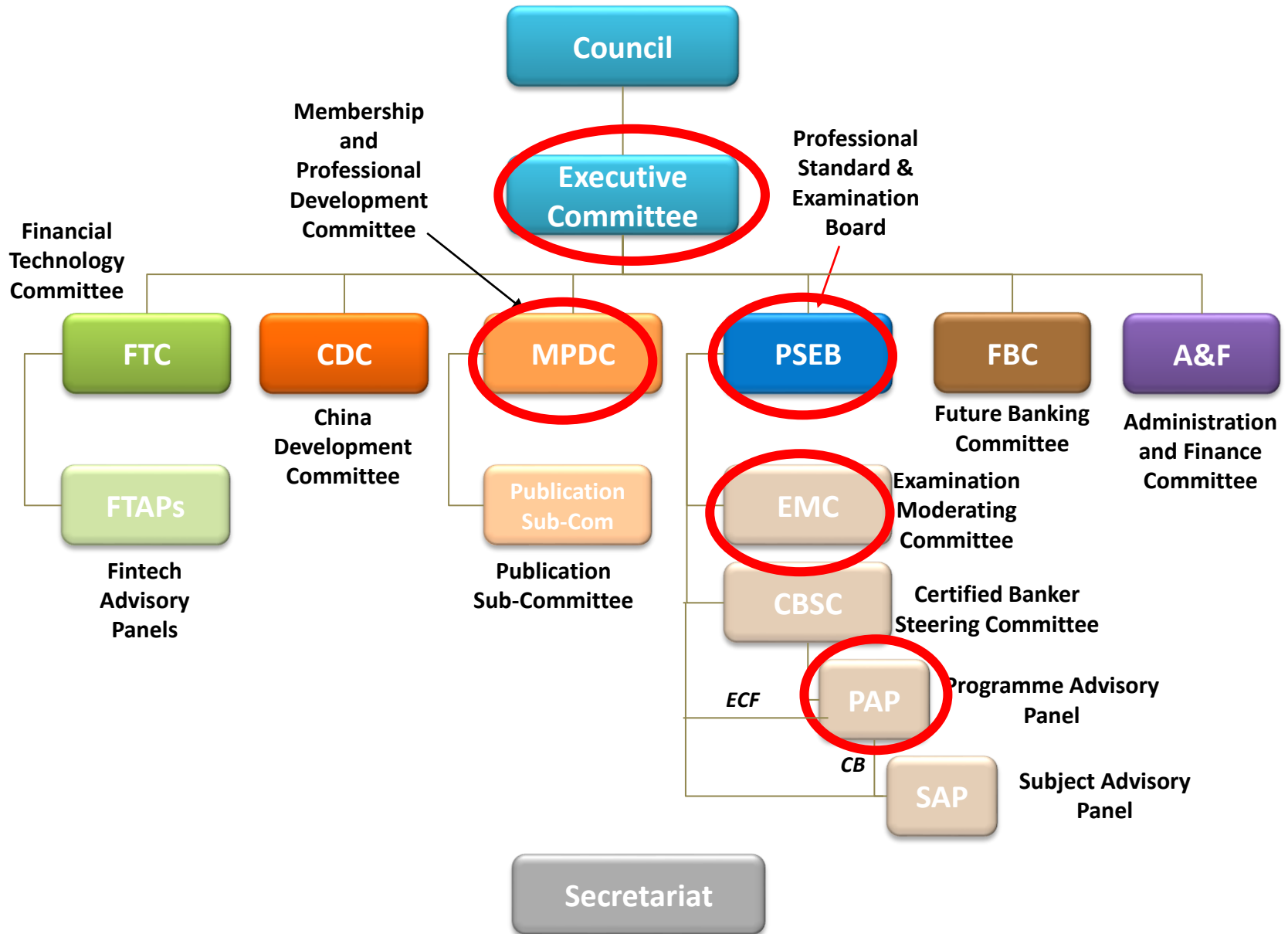
The screenshot shows the Qualifications Register (QR) website. At the top, there are logos for the Qualifications Framework and the Education Bureau. Below the navigation bar, a banner features a woman looking at a laptop and the text 'QUALIFICATIONS REGISTER (QR)'. The main section is titled 'Qualifications Search' and contains search filters for Keywords (set to 'bank'), Types of Qualifications (set to 'RPL, SCS-based, NLQ'), and QF Level (set to 'L1 - L7'). There are 'Advanced Search', 'Reset', and 'Search' buttons. Below the search filters, it shows 'Search Result / Shortlisted Results' with a 'No. of Search Results: 38' and navigation arrows. A legend identifies various qualification types: CPD (Continuing Professional Development Programmes), SCS (Specification of Competency Standards-based Programmes), SGC (Specification of Generic (Foundation) Competencies-based Programmes), LP (Learning Programme), NLQ (Non-local Qualifications), RPL (Recognition of Prior Learning Qualifications), CAT(I) (Credit Accumulation and Transfer (Institutional) Credit Accumulation and Transfer (Programme)), and CAT(P). It also indicates status: Current (green check), Expired (red X), and Prospective (green circle). The results table below shows three entries:

	Title of Qualification	QF Level	QF Credit	Name of Operator / Agency	Type	CAT	Status	From	To
<input type="checkbox"/>	Bachelor of Science in Banking and Finance Banking and Finance	5	360	HKU School of Professional and Continuing Education Continuing Education	NLQ	CAT(I)	Current	01/09/2013	31/08/2021
<input type="checkbox"/>	Bachelor of Science in Banking and Finance Banking and Finance	5	360	HKU School of Professional and Continuing Education Continuing Education	NLQ	CAT(I)	Current	01/09/2013	31/08/2021
<input type="checkbox"/>	Higher Diploma in Professional Accounting (Banking) Professional Accounting (Banking) (Banking)	4	348	HONG KONG COLLEGE OF TECHNOLOGY TECHNOLOGY	LP		Current	01/09/2015	31/08/2016

www.hkqr.gov.hk

Programme Development Process Overview







KEY COMPONENTS

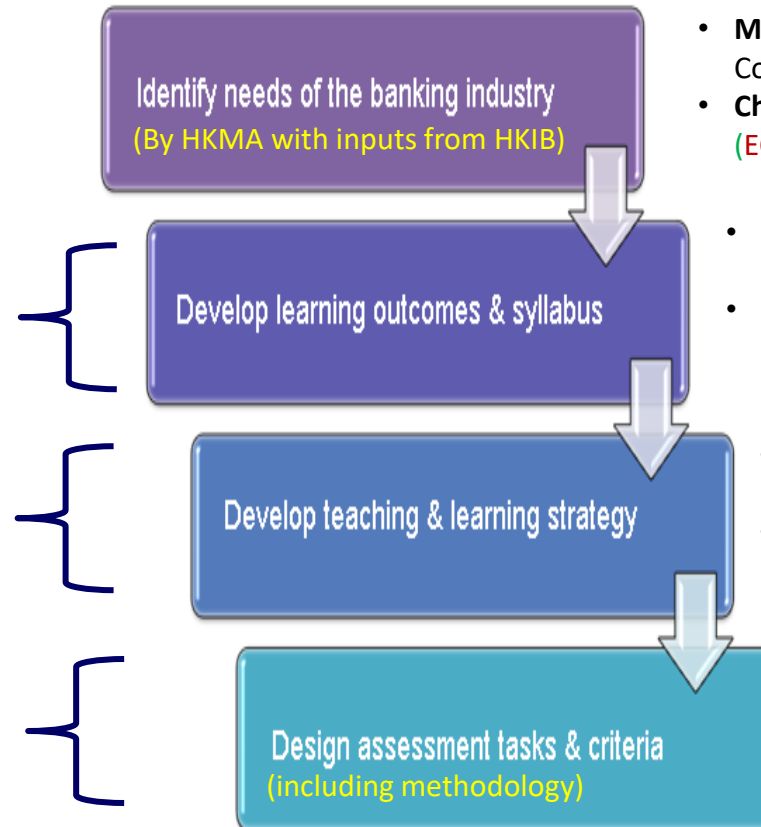
1. Role and tasks competency requirement identification
2. Industry Consultation (for ECF)
3. Issuance of Guideline (for ECF)

1. Programme Objective
2. PQ and Module Qualifications Intended Outcomes
3. UoCs Mapping
4. Syllabus/Topics/Recommended Readings

1. Training materials
2. In class activities
3. Self-study activities

1. Examination (MC/Essay/Case Study)

DEVELOPMENT PROCESS



QUALITY ASSURANCE

- **Maker:** Secretariat / ECF Steering Committee (HKMA)/ Regulator / etc.
- **Checker:** HKIB Committees (EC,MPDC,PSEB,CDC,FTC,SAP/PAP)

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- **Maker:** Writers/Trainers / Secretariat /Regulator
- **Checker:** Reviewer/SAP/PAP/Secretariat

- **Maker:** Examiners
- **Checker:**
 - Moderators
 - Examination Moderating Committee (EMC)
 - PSEB
 - Secretariat



Step 1: Identify the learning needs

- *HKIB keeps close contact with stakeholders and review the human capital landscape*
- *HKMA: Enhanced Competency Framework (“ECF”) / ECF Steering Committee*

Step 2: Specify the Intended Learning Outcomes and UoCs of the Programme / Modules

- *Programme Development and Accreditation (PDA) Task Group / HKMA / SAP / Writer*
 - *Training needs*
 - *Programme Objectives*
 - *Programme/Module Intended Learning Outcomes (PILOs/MILOs) will be developed to address the concerned UoCs stipulated in the Specifications of Competency Standard (SCS).*

Step 3: Assign a QF Level to the programme

- *Mapping the MILOs against the outcome standards specified for that level under one (or more) of the four domains of the GLDs as well as the concerned UoCs*



Step 4: Develop the teaching and learning plan for the programme

- *Identify the teaching and learning materials for the module*
- *Involved in the development of the Study Guide and other resources for the module.*

Step 5: Specify the assessment methods for the module

- *Examiners / PDA Task Group / SAP*
 - *Recruiting examiners*
 - *Select appropriate assessment method and types of assessment*
 - *Development of the assessment*

Step 6: Estimate the notional learning time

- *Estimated based of an average learner (working professionals who have full-time employment, the current programme places strong emphasis on self-directed learning)*

Step 7: Assign QF credit value to the module

- *calculate QF credit value by dividing the total NLHs by 10*
- *The sum total of QF credit value of all modules of the programme will be the QF credit of the programme*



The Development & On-going Management Process

Annual update by examiners and trainers (Advised by Exam Moderating sub-Committee (EMC))

Every 3-year programme review exercise (Solicited feedback from MPDC; Endorsed by PSEB then Approved by EC)

Scope of Syllabus Review Meeting
AHKIB Specialist Subject – “Operational Risk and Quality Management”

Objectives of the Syllabus Review Meeting
By inviting professionals from different areas, e.g. academics, industry practitioners, and subject experts to the Meeting, it is hoped that HKIB could develop a syllabus which can match with the professional standards of the local banking industry and nurture talents equipped with the required expertise in each specialized area of banking.

Agenda of the Syllabus Review Meeting
Participants are invited to attend a 2-hour meeting to discuss with other industry experts regarding the syllabus of the subject. During the Meeting, participants will be invited to share their views on the following items:

1. Review the learning outcomes (i.e. what a learner should be able to do upon completion of the training) against current requirements in the industry and make changes as appropriate.
2. Review the existing syllabus from different perspectives:
 - a. Breadth of Syllabus:
 - Review existing syllabus against the learning outcomes to ensure it has sufficient coverage of relevant international and regional practices;
 - To share any latest developments in academic research, regulatory activities, and international / local best practices, etc. to which the syllabus relates and make any necessary changes; and
 - To identify any areas judged to be obsolete or irrelevant.
 - b. Depth of Syllabus:
 - Review the weighting of each topic in the syllabus to ensure candidates passing the examination can achieve the specified learning outcomes; and
 - Review the structure / flow of the syllabus to ensure topics are organized logically according to difficulty level.

General Guidelines for Trainers

-FLEX Learning

-Key Highlights

-Facilitation Tips

Training Evaluation



FLEX LEARNING POWERED BY THE HKIB

AN ALTERNATIVE DELIVERY CHANNEL -
VIRTUAL CLASSROOM & eLEARNING

Enrol Now

Flexible Learning and Education Experience

Welcome to HKIB eLearning for banking and financial services

FAQ's

Course Catalogue

HKIB eLearning

- ✓ Automated payment service
- ✓ 500+ online courses
- ✓ Claimable for **HKIB CPD hours**

NEW

eLearning -
Cybersecurity Essentials



Overview

Designed for individuals (including persons without IT background) who want to know more about:

- What is Cybersecurity
- Trends in Cybersecurity
- Security concept
- Common threats
- Common terminologies

Note: Please refer to Trainer Handbook for the details

- Understand and familiarize with the programme structure (i.e. details in Module Outline including Module Objectives, Module Learning Outcomes, Syllabus, Assessment Methodologies and Recommended Readings) and materials (e.g. Programme Handbook, Essential Readings including HKIB Study Guide/Text Book, PPTs, Lesson Plan & etc.)
- Link back the learning to defined UoCs requirements for SCS based programmes
- Focus on:
 - ✓ Standards (Competence)
 - ✓ Quality
 - ✓ Relevancy
 - ✓ Practicality



- Participate in Subject / Programme Advisory Panel (SAP/PAP), if appropriate
- Provide feedback on content and materials development and enhancement
- Review and update the power points or lesson plan, if necessary
- Deliver training class as per lesson plan
- Provide up-to-date cases/examples/references/market information & etc. during the class delivery
- Collect feedback from learners or HKIB for continuous learning
- Adopt interactive approach to facilitate discussion and learning



Setting the Stage at the Opening of the 1st Session

- Welcome & Self Introduction
- Remind Learners to watch Programme Kick-off video
- Highlight the purpose and benefits for the learners
- Briefly introduce module objectives, module learning outcomes and methodologies adopted, assignment requirement, if any
- Highlight the uniqueness of the programme (i.e. focus on banking environment to ensure relevancy, application rather than just theories sharing, QF-recognized professional qualification) to promote learning
- Introduce the available training materials for support their learning and exam preparation
- Logistics arrangement (i.e. attendance requirements, break arrangement, etc.)
- Time arrangement (i.e. no. of sessions, duration)
- Ground rules (e.g. use of mobile, be participative, be respectful to others, etc.)

Opening of Subsequent Sessions

- Greetings
- Quick recap of what have learnt in the last session

Opening of Each Chapter

- Introduce the chapter learning outcomes
- How the learning outcomes related to the Relevant Practitioners

Facilitation Tips: During the Training



- Arrive the venue at least 15 mins before the training starts
- Have good time management and try to align with the time allocated in Lesson Plan
- Increase the participation rate by employing different training methodologies as appropriate, e.g.
 - Individual exercise (100%)
 - Pair up exercise (50%)
 - Group discussion with 4 persons in a group (25%)
 - Plenary discussion with 20 persons in a group (5%)
- Ensure reserve sufficient time for the class to discuss and report back if group discussion is adopted.
- For plenary discussion, the question will be shared to whole class for discussion. Thus, more than 1 learner (ideally at least 3 learners) should be invited for sharing his/her views.
- Create interest and draw attention by quoting more real life examples/cases
- Avoid reading the slides line by line
- Go through the Chapter Summary and Review Questions to consolidate their learning, checking understanding and allowing more time for reflection
- Link back the discussed contents to the essential readings and learning outcomes from time to time
- Encourage the learners to plan for self-studying

Facilitation Tips:

Closing



- Encourage the learners to study the essential readings well and get prepared for the exam
- Encourage the learners to pay attention to the market update
- Briefly highlight the exam format (e.g. mode of assessment, duration, no. of questions, etc.)
- Advise the learners to raise the questions to trainers via HKIB, if needed
- Contact HKIB for the programme details and exam arrangement, if needed
- Remind the learners to complete the online training evaluation

- Share the importance and implication of the end of training evaluation
- Remind the participants to complete the online **Training Evaluation**, in particular, explain the 6-point scale from **1- Strongly disagree** to **6- Strongly agree** to participants
- Review the consolidated participants' feedback for assuring quality delivery in future class



Support from HKIB

- New Trainer Welcome Kit*
- Relationship Maintenance*





- ✓ Trainer Handbook
- ✓ Programme Handbook, Brochure and Flyer
- ✓ HKQF Factsheet
- ✓ Generic Level Description of QF (L1 – L7)
- ✓ Supervisory Policy Manual CG-6 “Competence and Ethical Behavior” by the Hong Kong Monetary Authority
- ✓ Briefing to Trainer – PowerPoints
- ✓ Relevant Programme Materials (including study guide, powerpoints, lesson plan & etc.)
- ✓ UoC & Mapping Table Summary, if applicable
- ✓ Training Evaluation Form
- ✓ Class Observation Form
- ✓ Location Map of HKIB



- **Protecting your interests**
 - Gain better support through proper orientation and guidelines
 - Avoid breaching any ordinance or regulations
- **Maintaining and uplifting the professionalism**
 - Support you to achieve CPD requirements
 - Enrich your knowledge related to HK Qualifications Framework
 - Update personal profile and bio to gain more possible business opportunities
 - Gain the complimentary seats of seminars/training/conference from HKIB as learning or development opportunities
- **Building professional network**
 - Work with different professionals or practitioners for knowledge and skills sharing

Key Documents for Protecting Trainer and HKIB's Interests



- **Job Application Form** for Trainer/Examiner/Writer/Reviewer/Moderator as appropriate
- **Professional Service Agreement** (within 2 years' Service Period from 1 April 2022 – 31 March 2024) which includes Disclosure Form for Potential Conflicts of Interest
- **Personal Profile**
- **Bio**
- **Confirmation Letter** upon having agreement on the specific services

Government Training Subsidy



Training Subsidy for Fintech Practitioners

(Eligible course includes ECF on Fintech M1-M11)





- New Initiative by HKSARG –
 - focused on strengthening talent development in the local finance industry by actively implementing the development of professional qualifications recognised by the Qualifications Framework for Fintech practitioners
 - providing subsidies to those who have obtained such qualifications
- Application through the Banks
- A pilot scheme, Training Subsidy for Fintech Practitioners, will be implemented to reimburse 80% of the tuition fees for practitioners who have attained Fintech professional qualifications.
- Around 1,500 places will be offered.

Training Subsidy for “Pilot Programme to promote talent training for the asset and wealth management (WAM) sector”

(Eligible course includes CB Stage, ECF on AML/CFT, ECF on RWM and CPWP)



提升資產財富管理業人才培訓先導計劃
Pilot Programme to Enhance Talent Training for
the Asset and Wealth Management Sector

- The Hong Kong Government has launched a three-year Pilot Programme to promote talent training for the asset and wealth management (WAM) sector since 1 October 2016 and extended to the programme until **31 March 2026**.
- The main purpose of the programme is to facilitate the long-term sustainable development of the sector by attracting more talents and enhancing the professional competency of the in-service practitioners in the asset and wealth management area.
- It encourages financial services industry practitioners to acquire and upgrade professional skills in the asset and wealth management field.
- Attendees of Eligible Courses with completion date ended on or after **1 April 2023** can apply for 80% subsidy of the course fees.

Training Subsidy for “Pilot Green Sustainable Finance Capacity Building Support Scheme”

*(Eligible course includes
CB Stage II – GFS)*





- Current practitioners in financial services industry or other practitioners whose roles are relevant to green and sustainable finance can apply for reimbursement up to **80%**, whereas eligible students of relevant disciplines can apply for **100%** reimbursement
- Application deadline is on or before **12 December 2025**.

Go to <https://www.greentalent.org.hk/> and select “Individuals”

Thank you

