

# HKIB Briefing to New Trainer



The Hong Kong  
Institute of Bankers  
香港銀行學會

Last updated: 15 December 2023

# Today's Agenda

- Welcome & Introduction
- HKIB Background
- Introduction of HKIB Professional Banking Qualification
- Introduction of Qualifications Framework (QF)
- Programme Development Process Overview
- General Guidelines for Trainers
- Reference Documents
- Support from HKIB
- Relevant Training Subsidies from HKSAR
- Q&A

The Hong Kong Institute of Bankers

# Introduction to the HKIB

The Hong Kong Institute of Bankers

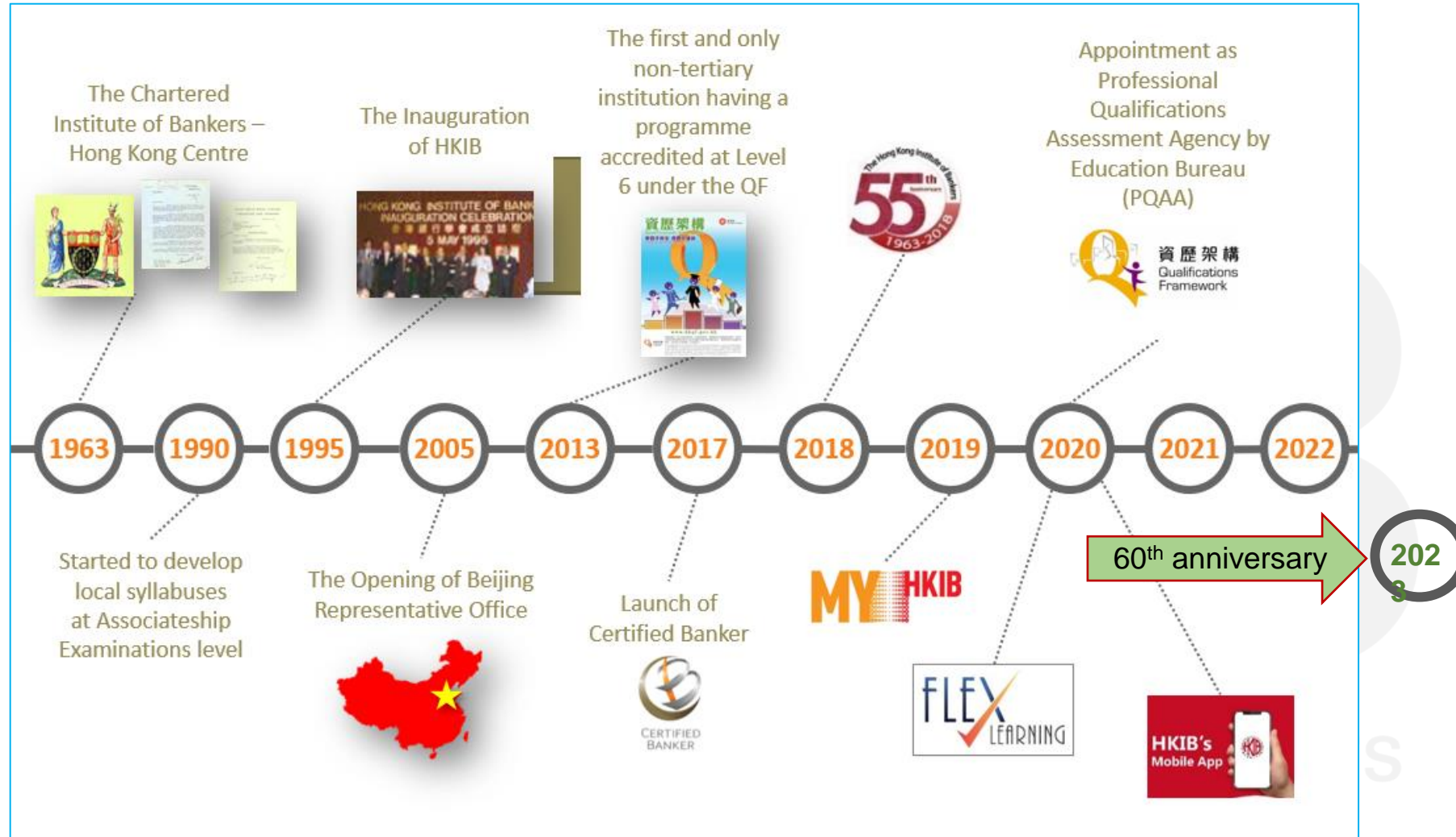
# Who We Are?

## 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

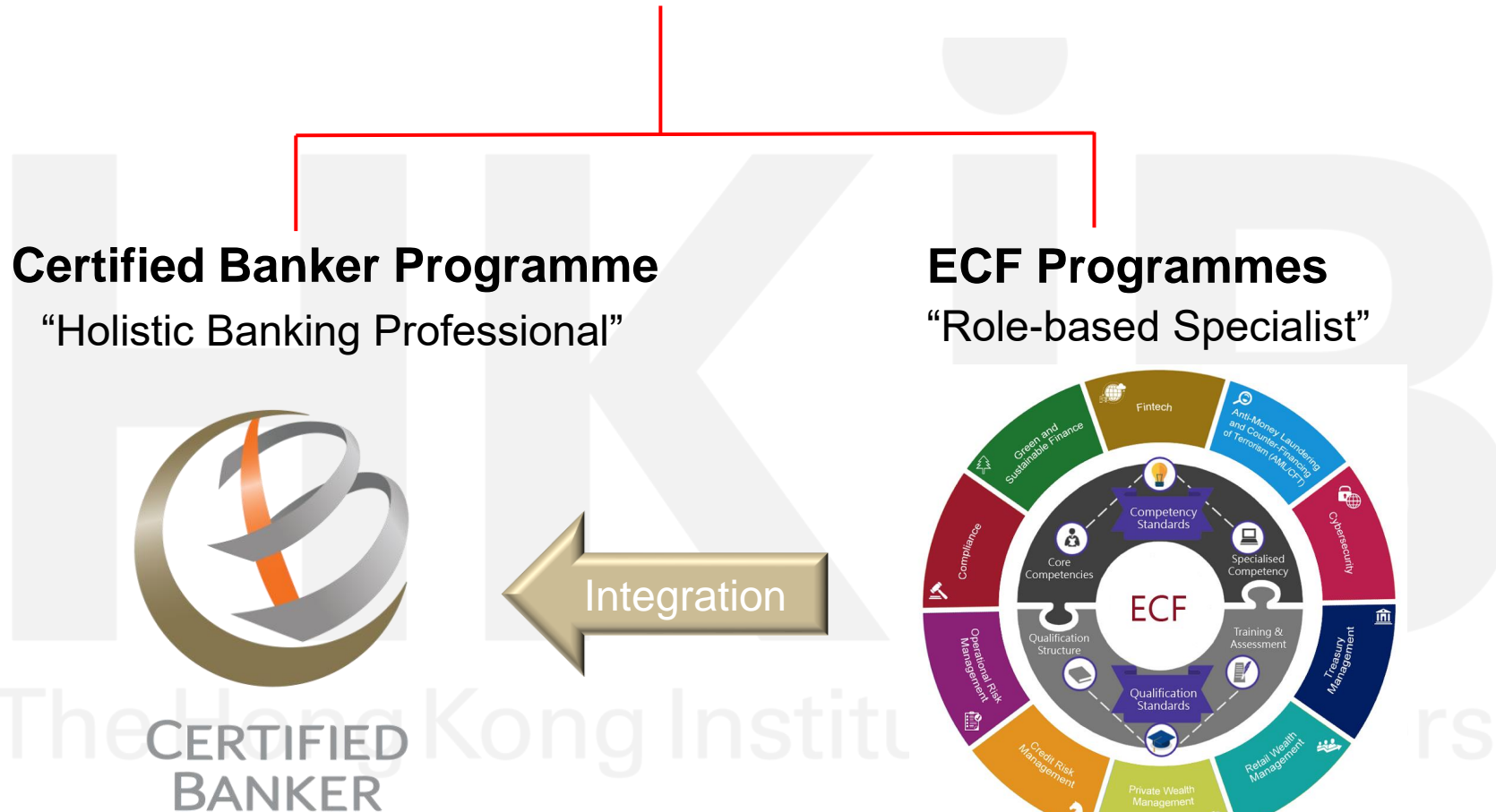


# Introduction of HKIB Professional Banking Qualifications

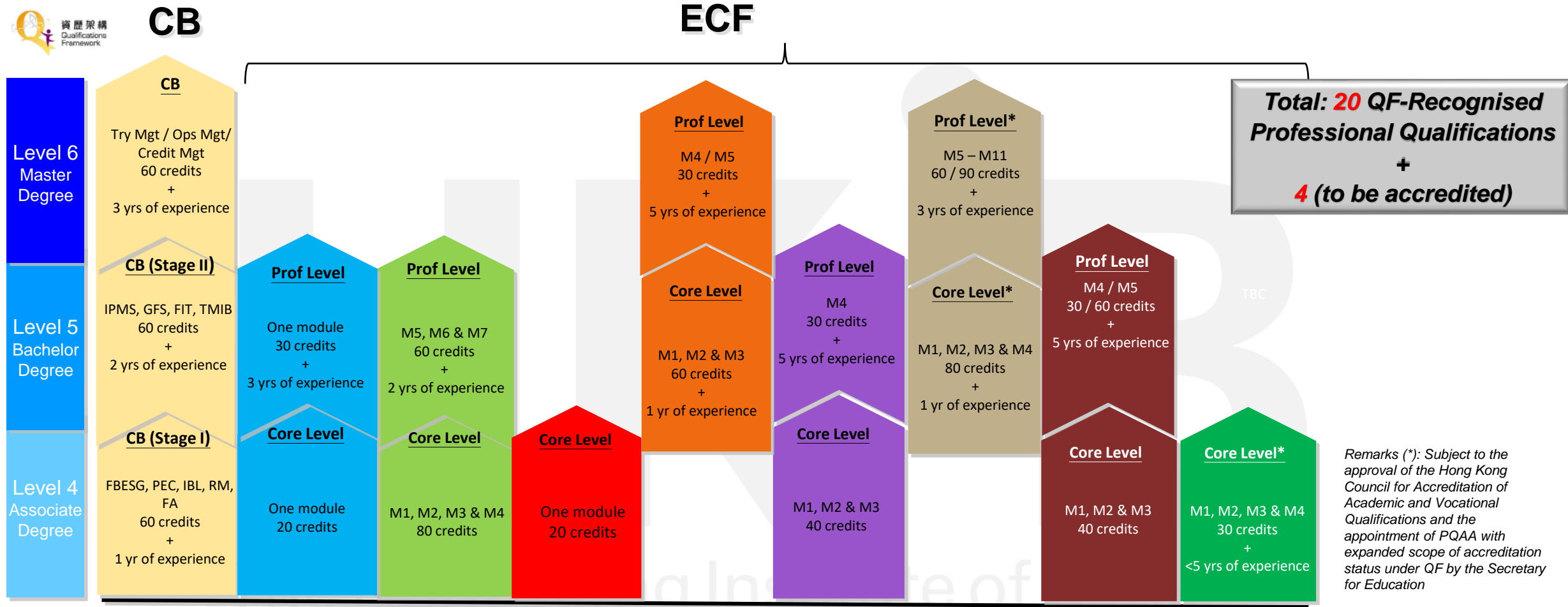
The Hong Kong Institute of Bankers

# HKIB Banking PQ Overview

## HKIB Professional Qualification Programmes (PQP)



# HKIB PQP Programme Overview

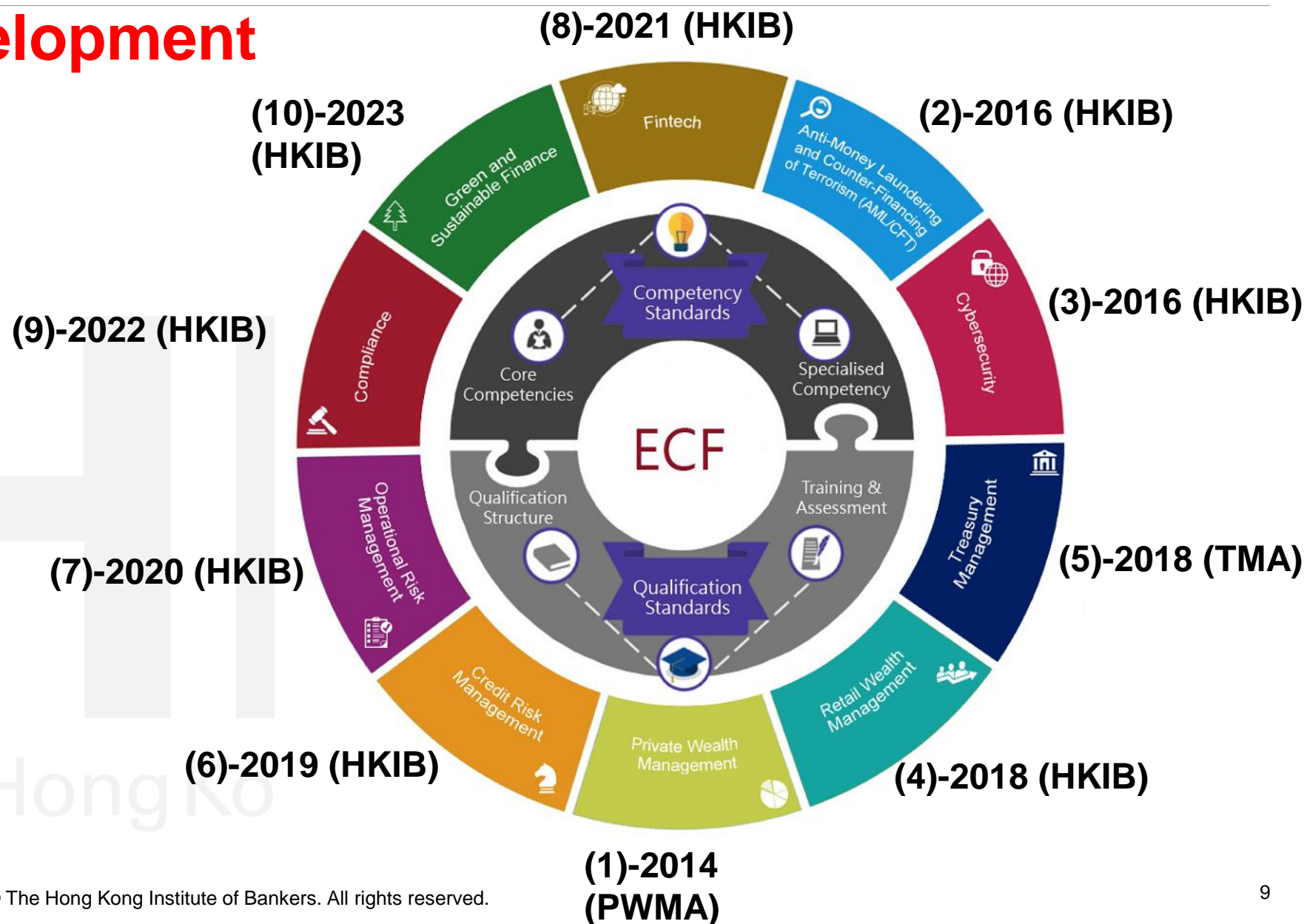


Remarks (\*): Subject to the approval of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the appointment of PQAA with expanded scope of accreditation status under QF by the Secretary for Education

- 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
- Green and Sustainable Finance



# ECF Development Overview



# Definition: Award and Qualification

## Common Programme Terminology

Terminology	Description
<p><b>Award</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>e.g. Professional Certificate for ECF on Retail Wealth Management (RWM)</li> </ul>
<p><b>Qualification</b></p>	<ul style="list-style-type: none"> <li>- Candidates who have completed the programme and fulfilled the requirement on work experience will be elected to use the respective qualification (<b>i.e. awarding a scroll</b>). 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.</li> <li>e.g. Certified Retail Wealth Professional (CRWP)</li> </ul>

# 20 QF-recognised Professional Qualifications



Certified Banker



Non-QF Recognised



Enhanced Competency Framework by the HKMA

CAMPLP AAMPLP CRWP ARWP ACsP CORP AORP

CCRP(CPM) CCRP(CL) ACRP CCOP(GC) CCOP(IIC) ACOP

C PFinT(A) C PFinT(M) C PFinT(S-AIBD) C PFinT(S-DLT) C PFinT(S-OBAPI) C PFinT(S-RT)

AGFP(PS) AGFP(ClimRM) AGFP(SDR) AGFP(SSCC)

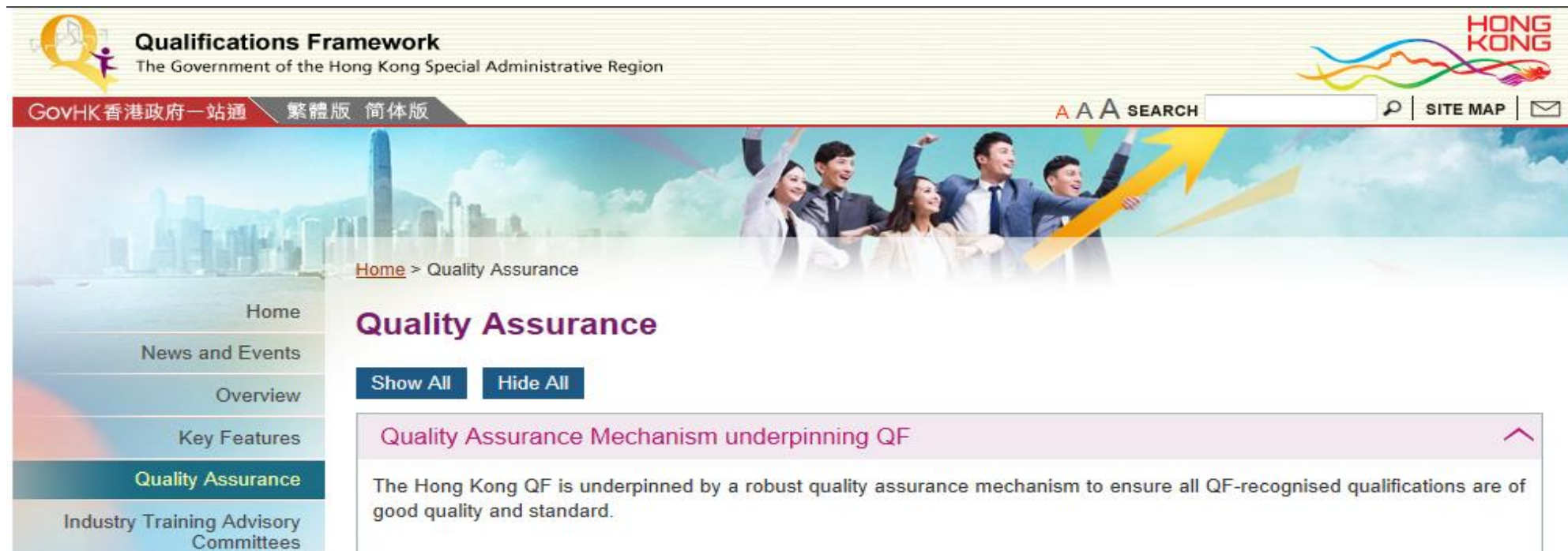
subject to the approval of the HKCAAVQ

# Introduction of Qualifications Framework (QF)























The Hong Kong Institute of Bankers

# Qualifications Framework (QF)

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



# Industries with QF

 <u>Arboriculture and Horticulture</u>	 <u>Automotive</u>	 <u>Banking</u>
 <u>Beauty and Hairdressing<sup>1</sup></u>	 <u>Catering<sup>1</sup></u>	 <u>Elderly Care Service</u>
 <u>Electrical &amp; Mechanical Services</u>	 <u>Fashion</u>	 <u>Human Resource Management<sup>2</sup></u>
 <u>Import &amp; Export</u>	 <u>Information &amp; Communications Technology</u>	 <u>Insurance</u>
 <u>Jewellery</u>	 <u>Logistics</u>	 <u>Manufacturing Technology (Tooling, Metals &amp; Plastics)</u>
 <u>Printing &amp; Publishing</u>	 <u>Property Management</u>	 <u>Retail</u>
 <u>Security Services</u>	 <u>Testing, Inspection &amp; Certification</u>	 <u>Travel</u>
 <u>Watch &amp; Clock</u>		

# Introduction of QF

## 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.

# Qualifications Framework (QF)



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	
	Level 2	Certificate
	Level 1	Certificate

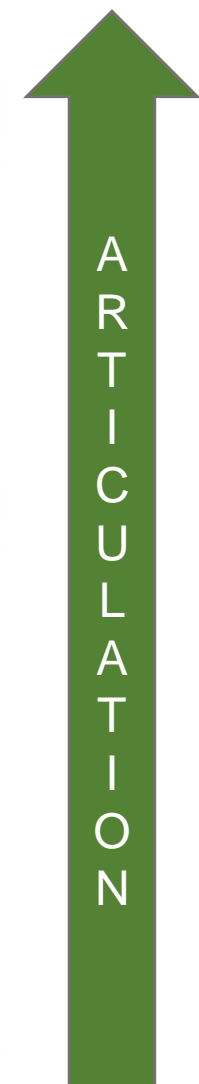
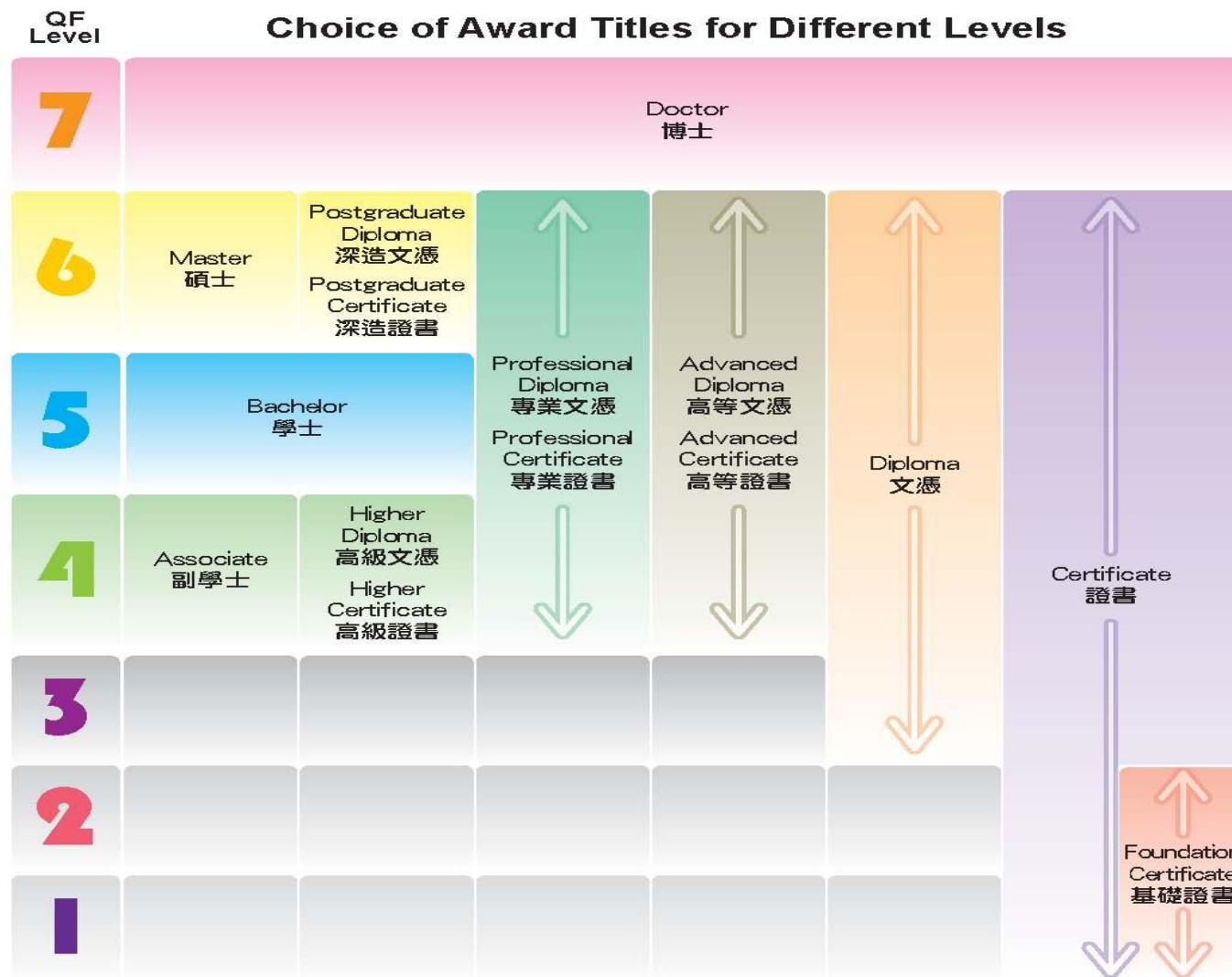
A **7-level** hierarchy of qualifications, underpinned by a robust quality assurance (QA) mechanism



$$\text{Notional Learning Hours} = \text{Class contact hours} + \text{Self-study hours} + \text{Assessment hours}$$



# Award Titles & QF Level



The Ho

# Generic Level Descriptors (GLD)



Level	Some key characteristics	
7	Create new or original work	<p><b>Example of Qualification:</b> 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><b>Example of a Learning Outcome:</b> Critically evaluate the key issues and trends faced by the sports industry</p>
5	Formulate evidence-based responses	<p><b>Example of Qualification:</b> Professional Diploma in Leisure Management (QF Level 4)</p>
4	Carry out routine lines of enquiry to address professional level issues and problems	<p><b>Example of a Learning Outcome:</b> 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><b>Example of Qualification:</b> Certificate in Clubhouse Management(QF Level 2)</p>
2	Solve problems by using rehearsed stages	<p><b>Example of a Learning Outcome:</b> 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

The H

## 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 respo quality of the output of others including complianc
- 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 e 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 ar 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 establis 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 interface. At the top, there is a navigation bar with 'About Us', 'Search', 'QR Operations', 'News & Events', 'Help', and 'Contact Us'. Below this is a banner for 'QUALIFICATIONS REGISTER (QR)'. The main content area is titled 'Qualifications Search' and features a search form with fields for 'Keywords' (containing 'bank'), 'Types of Qualifications' (with a dropdown menu), and 'QF Level' (with a dropdown menu). There are 'Advanced Search', 'Reset', and 'Search' buttons. Below the search form, it shows 'Search Result / Shortlisted Results' with 'No. of Search Results: 28'. 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), NLO (Non-local Qualifications), RPL (Recognition of Prior Learning Qualifications), CAT(I) (Credit Accumulation and Transfer (Institutional)), and CAT(P) (Credit Accumulation and Transfer (Programme)). It also indicates status: Current (green check), Expired (red X), and Prospective (green circle). The search results table is as follows:

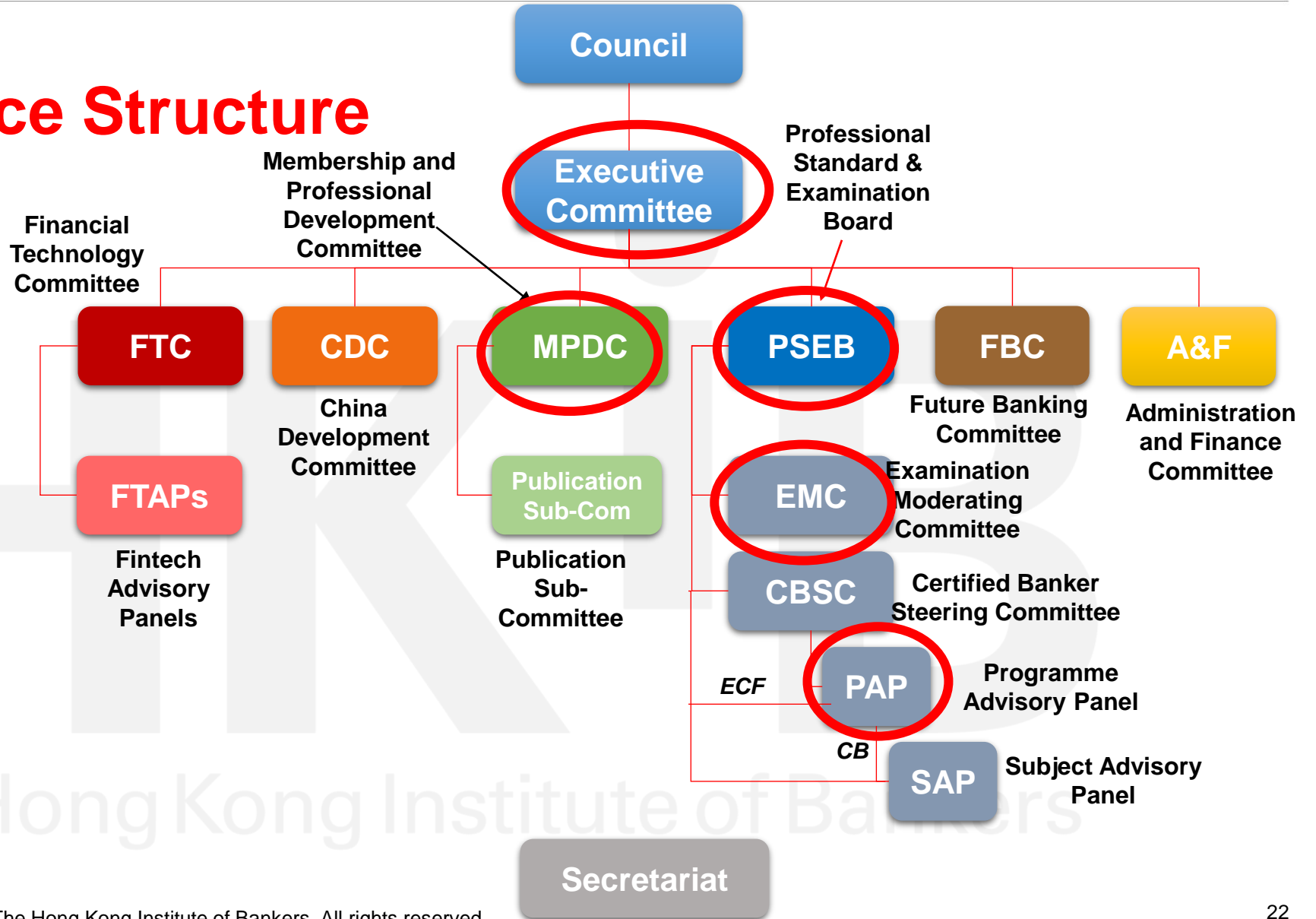
<input type="checkbox"/>	Title of Qualification	QF Level	QF Credit	Name of Operator / Agency	Type	CAT	Status	From	To
<input type="checkbox"/>	Bachelor of Science in Banking and Finance Banking and Finance	3	360	HKU School of Professional and Continuing Education Continuing Education	NLQ	CAT(I)	✓	01/08/2012	31/08/2021
<input type="checkbox"/>	Bachelor of Science in Banking and Finance Banking and Finance	3	360	HKU School of Professional and Continuing Education Continuing Education	NLQ	CAT(I)	✓	01/08/2012	31/08/2021
<input type="checkbox"/>	Higher Diploma in Professional Accounting (Banking) Professional Accounting (Banking) (Banking)	4	240	HONG KONG COLLEGE OF TECHNOLOGY TECHNOLOGY	LP		✓	01/08/2015	31/08/2018

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

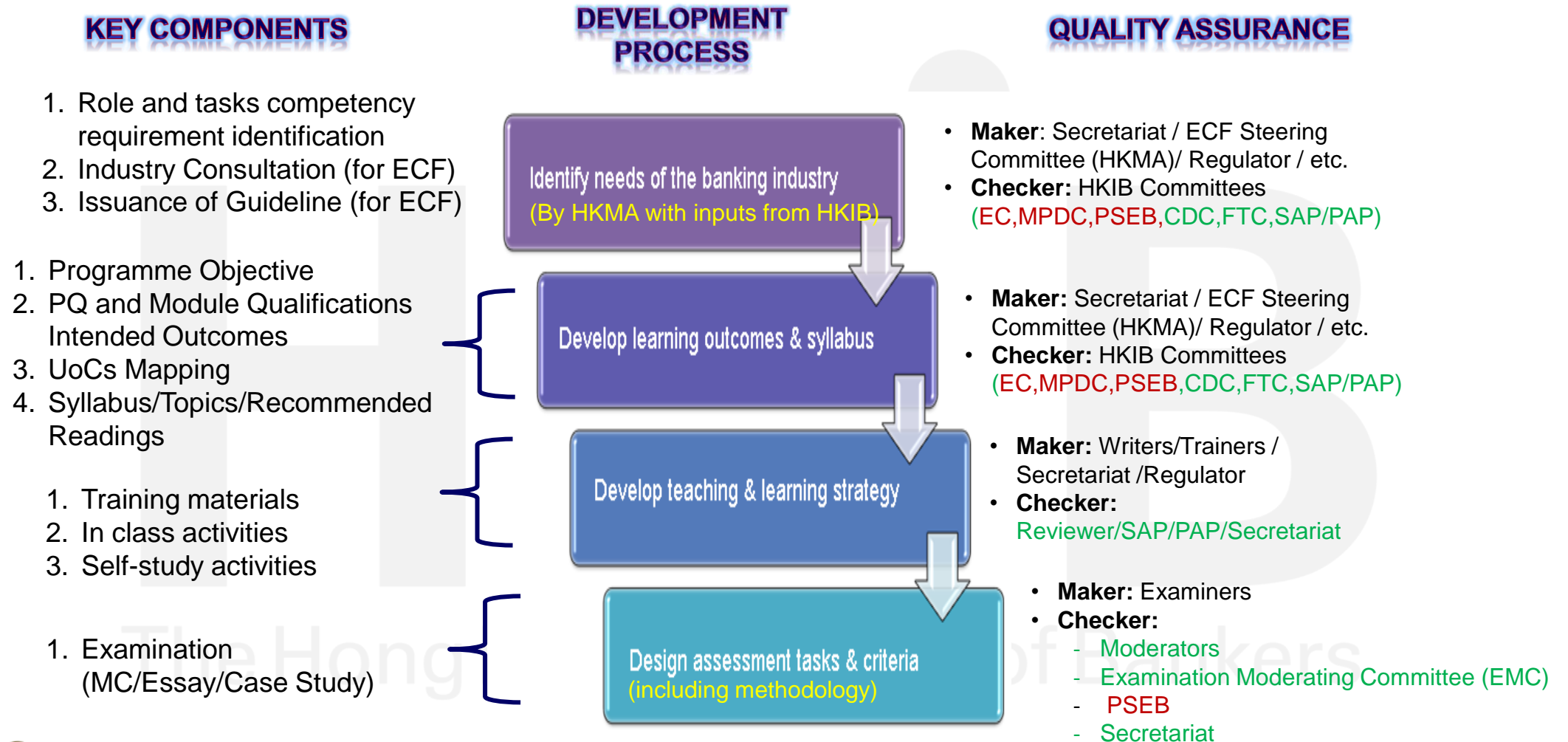
# Programme Development Process Overview

The Hong Kong Institute of Bankers

# HKIB – Governance Structure



# HKIB Programme Development QA Mechanism



# Programme Development Process (I)

## 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*



# Programme Development Process (II)

## 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*

# Continuous Programme Review

## 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.

The Hong Kong Institute of Bankers

# General Guidelines for Trainers

- FLEX Learning
- Key Highlights
- Facilitation Tips
- Training Evaluation

The Hong Kong Institute of Bankers

# FLEX Learning – Virtual Classroom & eLearning

**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

**Course Catalogue**

**HKIB eLearning**

**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

**FAQ's**

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

**Note: Please refer to Trainer Handbook for the details**

## Key Highlights for Trainers (I)

- 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

## Key Highlights for Trainers (II)

- 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

The Hong Kong Institute of Bankers

# Facilitation Tips: Opening

## 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

The Hong Kong Institute of Bankers

## 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



The Hong Kong Institute of Bankers

# Support from HKIB

- New Trainer Welcome Kit
- Relationship Maintenance

The Hong Kong Institute of Bankers

## New Trainer Welcome Kit

Single [link](#) for accessing online referencing materials, included:

- ✓ Trainer Handbook
- ✓ Briefing to Trainer – PowerPoints
- ✓ Programme Module Outline
- ✓ Programme Handbook, Brochure and Flyer
- ✓ Programme Mock Paper
- ✓ HKQF Factsheet
- ✓ Generic Level Description of QF (L1 – L7)
- ✓ Supervisory Policy Manual CG-6 “Competence and Ethical Behavior” by the Hong Kong Monetary Authority
- ✓ Training Evaluation Form
- ✓ Class Observation Form
- ✓ Location Map of HKIB

# Relationship Maintenance with Service Providers

- **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

The Hong Kong Institute of Bankers

# Government Training Subsidy

The Hong Kong Institute of Bankers

# Training Subsidy for Fintech Practitioners

(Eligible course includes ECF on Fintech M1-M11)

The Hong Kong Institute of Bankers



# The Pilot Scheme on Training Subsidy for Fintech Practitioners



- 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)

The Hong Kong Institute of Bankers

# Pilot Programme to promote talent training for the asset and wealth management sector



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)

The Hong Kong Institute of Bankers

# Pilot Green Sustainable Finance Capacity Building Support Scheme



- 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**

The Hong Kong Institute of Bankers