
Changing Landscape of University-Level Programs in Logistics and Maritime Studies

Chung-Lun Li

**Department of Logistics and Maritime Studies
The Hong Kong Polytechnic University**

30 April 2012

Overview of Educational Programs Offered by the Dept of Logistics & Maritime Studies at PolyU

■ **Taught Programs:**

- MSc in Global Supply Chain Management
- MSc in International Shipping and Transport Logistics
- MSc in Management (Operations Management)
- MSc in Quality Management (Hong Kong)
- MSc in Quality Management (Mainland)
- BBA (Hons) in Global Supply Chain Management
- BBA (Hons) in International Shipping and Transport Logistics
- Higher Diploma in International Transport Logistics

■ **Research Programs:**

- PhD and MPhil

3-Year BBA Versus 4-Year BBA Programs

3-Year Curriculum:

Common subjects for all BBA students

Specialist Subjects

Work Integrated Education

4-Year Curriculum:

University Core Curriculum

Common subjects for all BBA students

Specialist Subjects

Work Integrated Education

3

3-Year BBA Versus 4-Year BBA Programs

3-Year Curriculum:

Common subjects for all BBA students

Common subjects for all BBA students:

Business Finance	Introduction to Marketing
Business Skills Development	Management Accounting 1
Corporate Social Responsibility	Management & Organization
Financial Accounting	Operations Management
Global Economic Environment	Quantitative Methods for Business
Info Technology for Business	Strategic Management
Introduction to Business Law	2 General Education Subjects
Introduction to Economics	
Fundamentals of Chinese Communication	
University English for Business Students	
Workplace English for Business Students	

Work Integrated Education

4-Year Curriculum:

University Core Curriculum

Common subjects for all BBA students

Specialist Subjects

Work Integrated Education

4

3-Year BBA Versus 4-Year BBA Programs

3-Year Curriculum:

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Business Finance	Introduction to Marketing
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Introduction to Business Law	2 General Education Subjects
Introduction to Economics	
Fundamentals of Chinese Communication	
University English for Business Students	
Workplace English for Business Students	

Work Integrated Education

4-Year Curriculum:

University Core Curriculum

Common subjects for all BBA students

Common subjects for all BBA students:

Business Finance	Introduction to Psychology
Business Skills Development	Intro to Statistics for Business
Corporate Social Responsibility	Introduction to Sociology
Financial Accounting	Management Accounting 1
Global Economic Environment	Managing Business Info Sys & App
Introduction to Business Law	Management & Organization
Introduction to Economics	Operations Management
Introduction to Marketing	Strategic Management
Chinese Language Communication for Business	
Workplace English for Business Students I	
Workplace English for Business Students II	

3-Year BBA Programs

Specialist subjects (for International Shipping & Transport Logistics):

Compulsory Subjects:

- Carriage of Goods Law
- Economics of International Transport Logistics
- Information Systems for Logistics Management
- Shipbroking and Chartering Practice
- Shipping & Transport Logistics Operations

Elective Subjects:

- Advanced Navigation and Ship Handling
- Air Transport Logistics
- Airport Management
- Cargo Operations and Management
- Insurance in Shipping and Transport Logistics
- Intermodalism
- International Study Tours in Shipping & Logistics
- International Trade and Shipping
- ...

Specialist Subjects

Work Integrated Education

4-Year Curriculum:

University Core Curriculum

Common subjects for all BBA students

Specialist Subjects

Work Integrated Education

Specialist subjects (for International Shipping & Transport Logistics):

Compulsory Subjects:

Carriage of Goods Law
Economics of International Transport Logistics
Information Systems for Logistics Management
Shipbroking and Chartering Practice
Shipping & Transport Logistics Operations

Elective Subjects:

Advanced Navigation and Ship Handling
Air Transport Logistics
Airport Management
Cargo Operations and Management
Insurance in Shipping and Transport Logistics
Intermodalism
International Study Tours in Shipping & Logistics
International Trade and Shipping
...

Specialist Subjects

Work Integrated Education

Year BBA Programs

Specialist subjects (for International Shipping & Transport Logistics):

Compulsory Subjects:

Capstone Project

Carriage of Goods Law
Economics of International Transport Logistics
Information Systems for Logistics Management
Shipbroking and Chartering Practice
Shipping & Transport Logistics Operations

Elective Subjects:

Advanced Navigation and Ship Handling
Air Transport Logistics
Airport Management
Cargo Operations and Management
Insurance in Shipping and Transport Logistics
Intermodalism
International Study Tours in Shipping & Logistics
International Trade and Shipping
...

Specialist Subjects

Work Integrated Education

7

University Core Curriculum:

- Broadening Subjects
- Freshman Seminar
- Language & Communication
- Leadership & Intra-Personal Development
- Service Learning
- Healthy Lifestyle

Specialist Subjects

Work Integrated Education

4-Year BBA Programs

4-Year Curriculum:

University Core Curriculum

Common subjects for all BBA students

Specialist Subjects

Work Integrated Education

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University Core Curriculum: 4-Year BBA Programs

University Core Curriculum:

- Broadening Subjects
- Freshman Seminar
- Language & Comm
- Leadership & Intra-
- Service Learning
- Healthy Lifestyle

Broadening Subjects:

- ❖ Human nature, relations and development
- ❖ Community, organization and globalization
- ❖ History, culture and world views
- ❖ Science, technology and environment

um:

Curriculum

Subjects for

all BBA students

Specialist Subjects

Specialist Subjects

Work Integrated Education

Work Integrated Education

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University Core Curriculum: 4-Year BBA Programs

University Core Curriculum:

- Broadening Subjects
- Freshman Seminar
- Language & Comm
- Leadership & Intra-
- Service Learning
- Healthy Lifestyle

Broadening Subjects:

- ❖ Human nature, relations and development
- ❖ Community, organization and globalization
- ❖ History, culture and world views
- ❖ Science, technology and environment

um:

Curriculum

Examples:

- Hong Kong, Greater China and Transport Development
- Principles of Operations Management

Specialist Subjects

Specialist Subjects

Work Integrated Education

Work Integrated Education

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Thank You!

QF and HR Solutions for Air Cargo Terminals

Kenneth Bell

Managing Director

Hong Kong Air Cargo Industry Services Limited

30 April 2012

Air Cargo Terminals & Manpower Needs

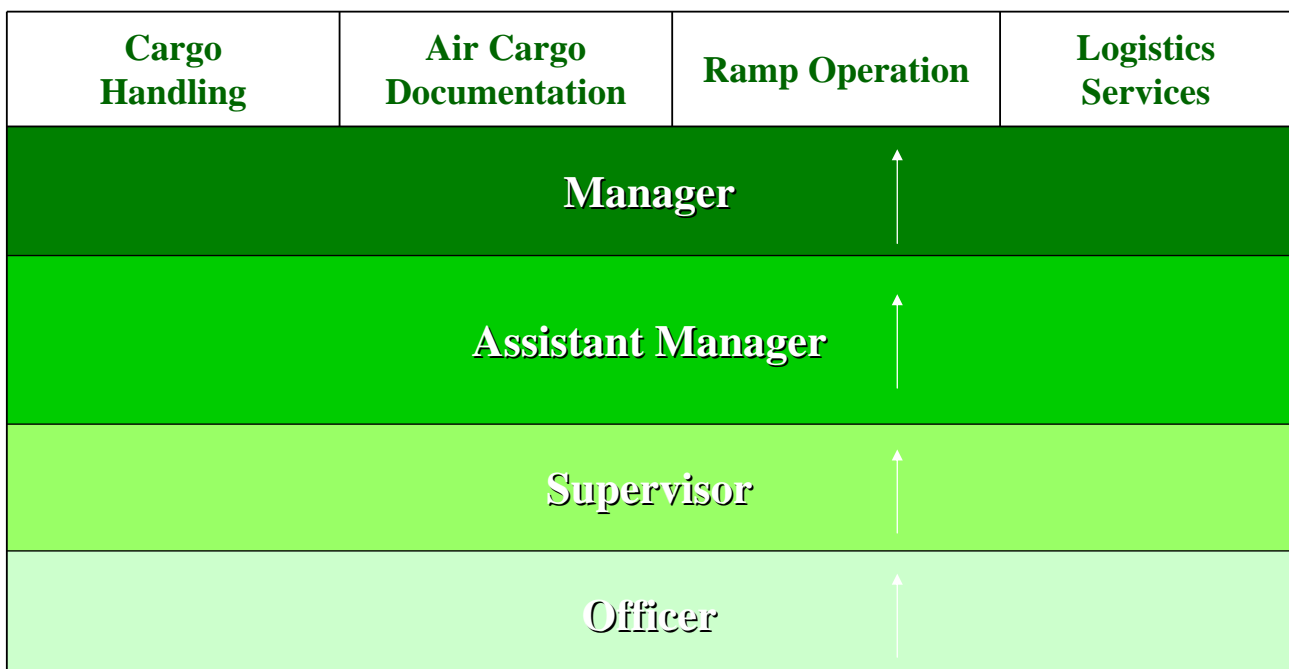
- Importance of air cargo terminal operations to Hong Kong economy
- In need of additional 2,000+ new job entrants
- Recruitment difficulties
 - job nature
 - work conditions
 - work locations
- Recruitment strategies and incentives

Pilot QF Project for Air Cargo Terminals

- Initiation by Industry Training Advisory Committee (ITAC) 「行業培訓諮詢委員會」 members from air cargo terminal operators
- Formation of Working Group
- Purposes of pilot
 - to outreach with secondary and post-secondary sectors
 - to promote public awareness and proper understanding of industry
 - to ride on Qualifications Framework (QF) to promote competency-based Human Resources Management (HRM) / Recruitment System
- Scope of pilot
 - job design with on-the-job training
 - QF recognition of selected in-house training programmes
 - adoption of progression pathway
 - trainee scheme
 - Job attachment opportunities

3

Piloted Pathway in Air Cargo Terminals



4

Piloted Job Design of Customer Care Coordinator

- **Task-based design of Customer Care Coordinator (CCC)**
 - ❑ **education and qualification level**
 - ❑ **generic skills and competencies**
 - ❑ **industry-specific competencies**

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Piloted Job Design of Customer Care Coordinator

- **Competency-based design of CCC**
 - ❑ **selection of industry competencies**
 - ❑ **indication of performance standard**
 - ❑ **relationship between job posts and company goals**
 - ❑ **progression opportunities**

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Piloted Job Design of Customer Care Coordinator

➤ Benefits

- ❑ transparency and clarity of skills
- ❑ matching of expectations of employer and employee
- ❑ longer life cycle of job design
- ❑ identification of skill gaps and training opportunities

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Job Advertisement of Customer Services Officer

The screenshot shows a job advertisement for a Customer Services Officer (兩年全職合約) on the Hactl website. The page is displayed in a Windows Internet Explorer browser window. The advertisement includes the following details:

- 職責:**
 - 負責空運貨物及文件之處理和提供層層服務予顧客
 - 處理顧客的現金及支票交收手續
 - 解答顧客的查詢
- 人職要求:**
 - 中學會考五科合格包括數學 (E級或以上)、中文及英文 (E級或以上/二級或以上)。
 - 一年相關工作經驗。
- 薪酬:**
 - 底薪連津貼月入可達\$12,180 (全勤計)，額外加班每小時\$57.5及勤工獎\$400。
- 工作時間:**
 - 每週工作五天及每週工作54小時，需不定時輪班工作。
 - 更期表會預早兩週前通知。
- 福利:**
 - 雙糧、交通費補助、醫療、牙科保健、人壽保險、僱主額外強積金供款、渡假屋、免費運動設施及兩星期有薪年假。
- 備註:**
 - 因工作需要，在八號或以上風球懸掛時及任何暴雨警告訊號下，各員工仍需要照常按表上班，颱風交通津貼 (八號或以上) 為每更\$150元正。
 - 超級一號貨站為「無塵貨站」，員工只准在認可之範圍吸煙。員工更衣室也是禁煙區。

申請方法: 請把申請信及履歷寄往香港國際機場超級一號貨站辦公大樓北座六樓人力資源部執行董事收 或 傳真至27532244 或 電郵至 jobs@hactl.com (請註明申請職位)。

查詢電話: 2753-2232

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Piloted In-house Training

Current Status

- 3 Air Cargo Terminal Operators' submission of sample in-house training courses
- QF Assessment in progress

Accreditation of in-house training

- indication of QF recognition
- indication of teaching and learning quality
- indication of QF level
- indication of credit size (if available)
- indication of outcome standard
- promoting different modes of learning
- promoting parity of vocational and academic learning

Benefits of accredited in-house training

- for employers, employees and industry

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Content of an In-house Training Programme

Particulars	Programme Details
Programme Title	Company Induction Training (Basic Cargo) (基本貨物處理課程)
For Staff in	Operational areas
Learners' Requirement (Year of experience, job position, etc.)	For newly joined operational staff
Class Hours	2 days
Class Size (Number of students per class)	15
Format of Study (Lectures, on-the-job training, examination, etc.)	Conducted in Chinese with lectures and written examination
Internal Recognition (Promotion, etc.)	Mandatory requirement to all operational staff to familiarize with the operational environment of the Company and prior to actual job deployment

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Summary

- ✓ **Readiness for using industry competencies by employers**
- ✓ **Tendency for accreditation of in-house training**
- ✓ **Acceptance of Recognition of Prior Learning (RPL) 「過往資歷認可」 qualifications**
- ✓ **Adoption of progression pathway**
- ✓ **Use of QF components as part of HR manual**
- ✓ **Working Group Meetings**



香港貨運物流業協會有限公司
HONGKONG ASSOCIATION OF FREIGHT FORWARDING AND LOGISTICS LTD.

“QF Model of Progression Pathway: Sharing on Competency-based HRM”

S. SCHENKER

Ir Dr Paul Tsui

Chairman
Hong Kong Association of Freight
Forwarding & Logistics (HAFFA)

PANALPINA

30 April 2012

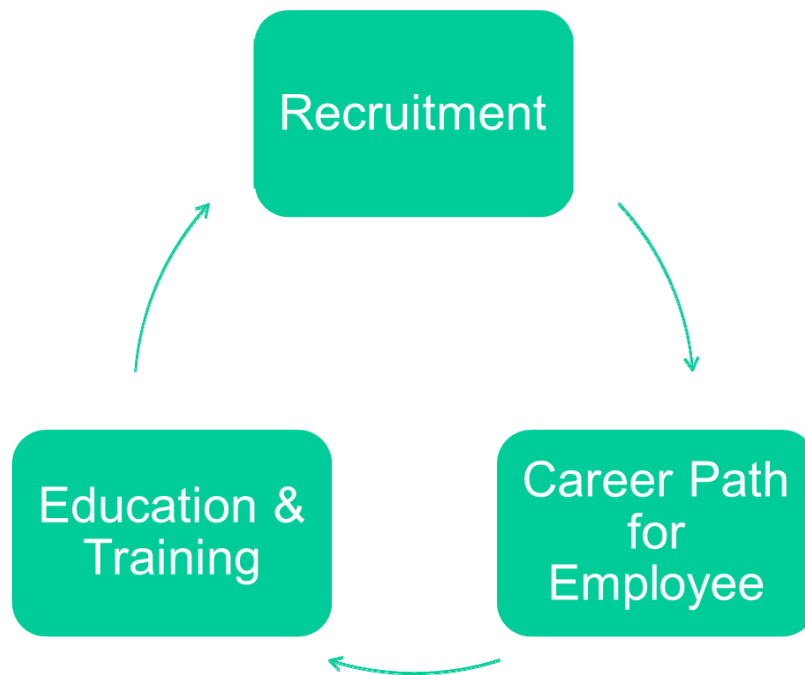
Agenda

◆ Driving Force

◆ Recruitment

◆ Education & Training

Driving Force



3

Standardization & Best Practices



資歷架構
Qualifications
Framework

4

Recruitment Reference for HRM

Operations	Customer Service	Sales	Administration
Manager ↑	Manager ↑	Manager ↑	Manager ↑
Assistant Manager ↑	Assistant Manager ↑	Assistant Manager ↑	Assistant Manager ↑
Supervisor ↑	Supervisor ↑	Supervisor ↑	Supervisor ↑
Clerk/ Operative Staff	Clerk/ Operative Staff	Clerk/ Operative Staff	Clerk/ Operative Staff

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Example

121	Manager for Operation Management	In charge of enforcing the strategies, guidelines and targets in the operation of the establishment. Jobs/responsibilities/tasks including part or all (but not limited to) the following:	-
經理	營運管理	負責執行公司策略、方針及目標。具體職務包括全部或部分（但不局限於）以下的專門工作範疇：	
		Evaluate and calculate workload for cargo handling 評估及計算貨運工作量	* LOCUCT40 2A
		Monitor the performance of contractors 監管承辦商的工作表現	* LOCUOM40 1A
		Design and prepare tenders 設計及擬備標書	* LOCUOM40 2A
		Prepare proposals 擬備建議書	* LOCUOM40 3A
		Represent the company to perform obligations in trade associations and liaise with relevant organizations 代表公司履行在商會之責任及聯絡相關組織	* LOCUOM40 4A
		Settle labour disputes in a company 解決公司勞資糾紛	* LOCUOM40 5A
		Monitor the performance of suppliers 監管供應商表現	* LOCUOM40 7A
		Apply simulation technique to test efficiency of operation 應用模擬技術測試運作效率	* LOCUOM40 8A

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Example of Job Description (Airfreight Operation Supervisor)

Task-based Approach	SCS-based Approach
<p>Characteristics of job description</p> <ul style="list-style-type: none"> •Focus on duties •Indication of education level •Account for observable skills •Focus on individual performance •Work is not described 	<p>Characteristics of job description</p> <ul style="list-style-type: none"> •Focus on knowledge, skills, competencies and performance standards •Indication of education level •Account for observable skills and on-job behaviour •Link individual performance to organizational goals •Work is described from simpler to more complex level
<p>Job Advertisement</p> <ul style="list-style-type: none"> •Good command of English and Chinese •Experience in airfreight operation •Handling customers 	<p>Job Advertisement</p> <ul style="list-style-type: none"> •Good command of English and Chinese •Experience in airfreight operation (handle and review customer's needs; establish and maintain relationship with business partners; and monitor performance of contractors)

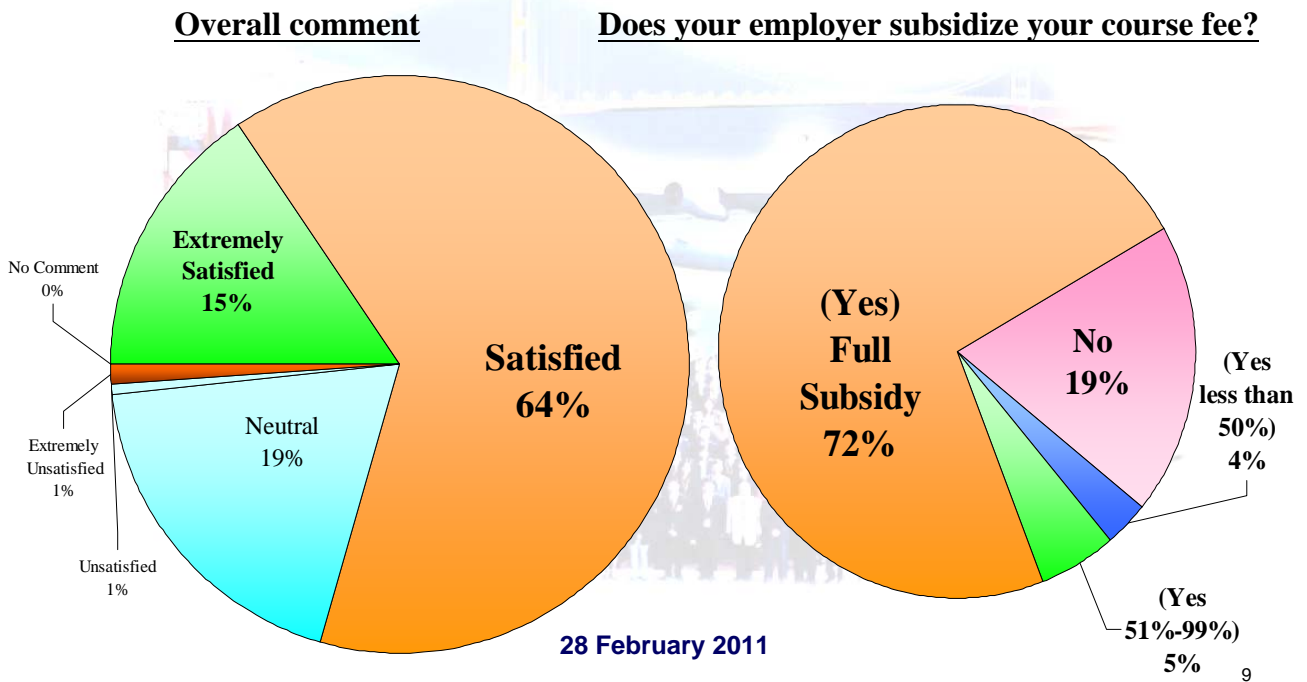
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Education & Training

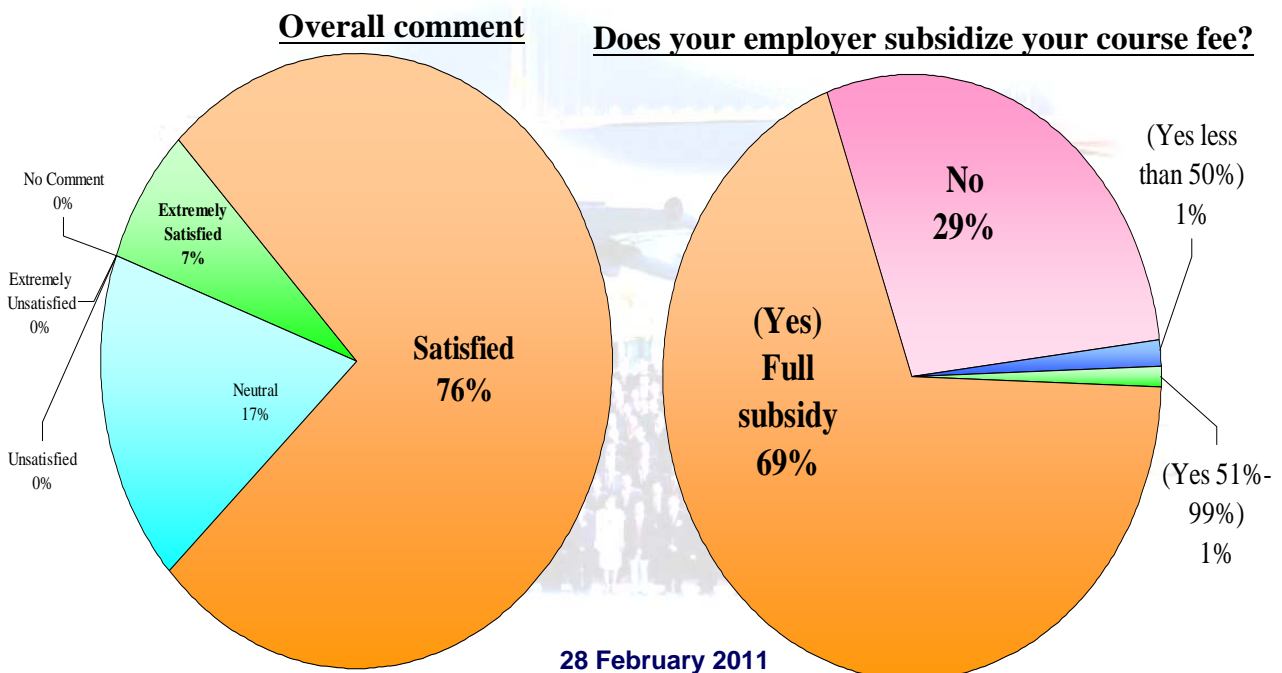
- **Vocational Training Program for the Freight Logistics Sector (VTP) – Co-organized by HAFFA & CILTHK & Sponsor by HK Logistics Development Council**
 - Air freight Module
 - Module one – Introduction
 - Module two – Cargo Documentation
 - Module three – Airfreight Operational Supervisory Training (**QF SCS level 4**) – **July 2012**
 - Module four – Airfreight Operational Managerial Training (**QF SCS level 4**) – **Nov 2012**
 - Ocean freight Module
 - Introduction
 - NVOCC SOP (Customer Service)
 - Executive Certificate in Shipping Practice (**QF SCS level 4**) – **July 2012**
 - Executive Certificate in Warehouse Distribution (**QF SCS level 4**) – **Nov 2012**

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■ Module 1 & 2: – Summary of Feedback (Airfreight)



■ Module 1 & 2: Summary of Feedback (oceanfreight)



M3 & M4

(both Airfreight & Seafreight Streams)

Sponsorship available from QF (supporting scheme by EDB)

Training Provider (Poly U-MEDC) applied for QF qualifications for M3 & M4 which would be the first training pgm under QF Specification of Competency Standards (Level 4)

Some modifications to the syllabi of M3 and M4 were to be made to meet the qualification requirements of QF SCS in respect of the logistics industry

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M3 – Executive Certificate in Airfreight Operational Supervisory Training

<u>Name of Unit of Competency (UoC)</u>	<u>UoC Code</u>	<u>Level</u>
<u>Unit 1:</u> Establish and maintain relationship with business partners	UoC: LOCUOM414A	4
<u>Unit 2:</u> Monitor the performance of contractors	UoC: LOCUOM401A	4
<u>Unit 3:</u> Handle and review customer's opinions and complaints about service quality	UoC: LOCUSM312A	3
<u>Unit 4:</u> Formulate air freight security standard	UoC: LOAFSS401A	4
<u>Unit 5: Supplementary topics</u>		4
1. Handle freight problems caused by delay or cancellation of flights	UoC: LOAFOM403A	
2. Understand intellectual property and avoid infringement act	UoC: LOCUIL411A	
3. Conduct Electronic Data Interchange (EDI) in the industry and with customers	UoC: LOCUEL302A	
4. Handle enquiries on air freight rate	UoC: LOAFSM306A	
5. Calculate commission/concession	UoC: LOAFSM307A	
6. Assess sales information of the industry	UoC: LOCUSM406A	
7. Determine suitable aircraft and goods for delivery	UoC: LOAFOM401A	
Total	Q F S C S Based Program	4

M 4 – Executive Certificate in Airfreight Management Training

<u>Name of Unit of Competency (UoC)</u>	<u>UoC Code</u>	<u>Level</u>
Unit 1: Forecast future cargo volume and handling capacity	UoC : LOAFOM503A	5
Unit 2: Handle claims for air cargo damage	UoC : LOAFIL402A	4
Unit 3: Conduct quality management audit	UoC : LOCUQM401A	4
Unit 4:		4
1. Design and prepare tenders	UoC: LOCUOM402A	
2. Prepare proposals	UoC: LOCUOM403A	
3. Formulate on-the-job training plans for staff	UoC: LOCUOM504A	
4. Formulate contingency procedures on emergency	UoC: LOCUOM516A	
5. Formulate airfreight standard contract terms	UoC: LOAFOM510A	
6. Formulate environmental management policy	UoC: LOCUQM404A	
7. Handle co-loading market transactions with air freight forwarder	UoC: LOAFSM402A	
Total	Q F S C S Based Program	4

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M3 – Executive Certificate in Shipping Practices

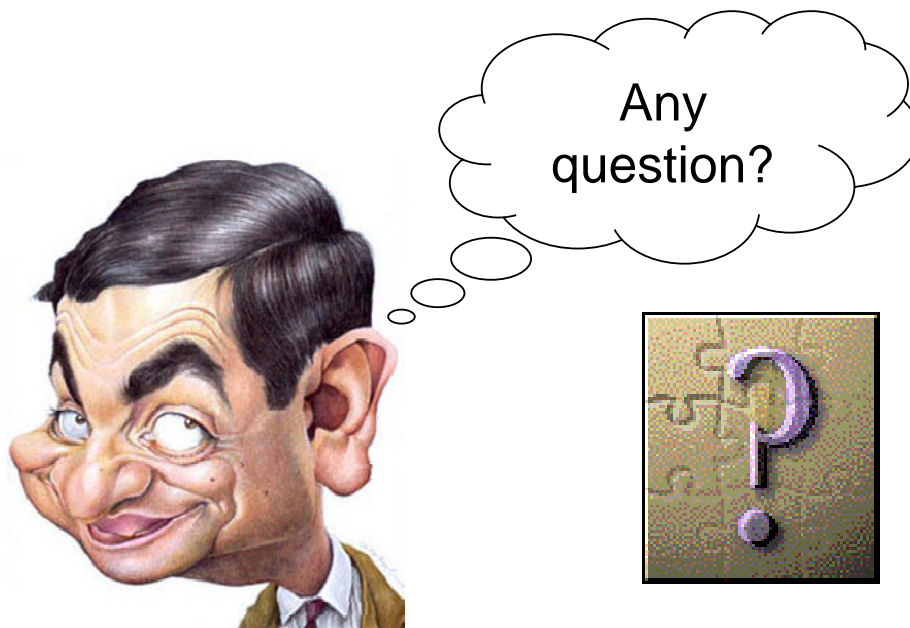
<u>Name of Unit of Competency UoC</u>	<u>UoC Code</u>	<u>Level</u>
Unit 1: Analyze customers' freight service needs	UoC: LOCUSM407A	4
Unit 2: Master the logistics needs of different import/export trading modes	UoC: LOCUPD401A	4
Unit 3: Outbound Shipment		
1. Handle seafreight container or cargo space booking	UoC: LOSGSM302A	3
2. Supervise compilation, receipt and issuance of shipping documents	UoC: LOSGIE303A	3
Unit 4: Inbound Shipment		
1. Handle pre-arrival		
2. Handle cargo pick-up, cargo delivery, and claims		
3. Supervise compilation, receipt and issuance of shipping documents	UoC: LOSGIE303A	3
Unit 5: Coordinate point-to-point cargo transport connection	UoC: LOCUCT401A	4
1. Factors affecting point-to-point connections amongst sea, land and air transport		
2. Handle point-to-point cargo transport connections Shipping Operations		
Total	Q F S C S Based Program	4

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M4: Executive Certificate in Warehouse and Distribution

Name of Unit of Competency UoC	UoC Code	Level
Unit 1:		
Coordinate dispatch, scheduling and warehouse operations	UoC: LOSGCT402A	4
Unit 2:		
Analyze the relationship between the location of a terminal and goods sources	UoC: LOSGOM404A	4
Unit 3:		
Formulate the electronic data flow for relevant parties of the logistics industry	UoC: LOCUEL404A	4
Unit 4:		
Conduct quality management audit	UoC: LOCUQM401A	4
Total	QF SCS Based Program	4

Questions & Answers



資歷架構與物流業

The Qualifications Framework and the Logistics Industry

Peter NG, Yee-chun - Retired Shipping Manager

Content

1. The Development of Hong Kong Logistics Industry
2. Changes in Work Place
3. Recognition of Prior Learning - A New Pathway
4. Q & A



The Development of Hong Kong Logistics Industry

- Cargo handling → Logistics (a sexy name)
 - Changes in last decades in freight handling landscape:
 - Physical handling → from manual to mechanical and semi/full automation
 - Antiquated godowns → multi-storey modern distribution centres
 - Congested urban areas → industrial estates
 - Narrow streets → widened roads and enlarged turning circles
 - Piled hardcopies documents → paperless documentation process
 - Competency: experience and skill sets → knowledge-based learning-cum-practical experience
 - Learn from your boss → receive formal training at schools prior entering job market
 - Companies drive for productivity and efficiency → increasing demands on staff members
 - Cyber Logistics → virtual paperless cargo movements
-

Changes in Work Place

- Fast business growth and keen competition → shortage in skillful workforce
 - Long working hours → staff reluctant to upgrade their knowledge after office hours → management reluctant to release staff to attend part-time training
 - Ageing workforce → office automation/computerization vs. paper works
 - Many bosses handpick staff from competition → instant noodle? → company culture and loyalty?
 - Management complained insufficient qualified workforce
 - Management and workforce → a dilemma of chicken and egg
-

Recognition of Prior Learning – A New Pathway

- Logistics is not a pure science subject → experience and skill are important
 - Logistics industry has to groom its professionals → service demands and competition vis-à-vis surrounding economies
 - HKSAR Government should take lead to recognize the rank-and-file workforce (Level 1-4) competence, followed by training institutions and professional bodies for advancement in training, and more important for employers for staff career promotion and development
 - Qualifications Framework (QF) is a long march but the process can be shortened by joint effort
-

資歷架構與物流業前線員工的關係

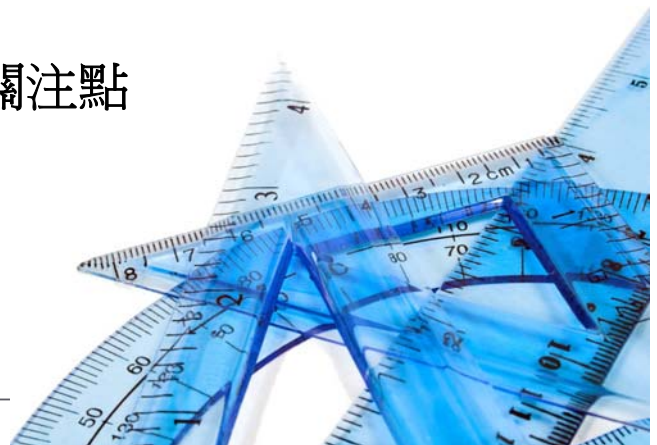
Qualifications Framework and
Front-line Employees of Logistics Industry

香港倉庫運輸物流員工協會 副主席 曾炳發
Jackson Ping Fat TSANG, Vice-President

Hong Kong Storehouses, Transportation and Logistics Staff Association

內容簡介

1. 香港物流業概況
2. 物流業與自動化操作趨勢
3. 全球化對物流業從業員的影響
4. 物流業資歷架構在香港
5. 前線員工對資歷架構的關注點
6. 問答

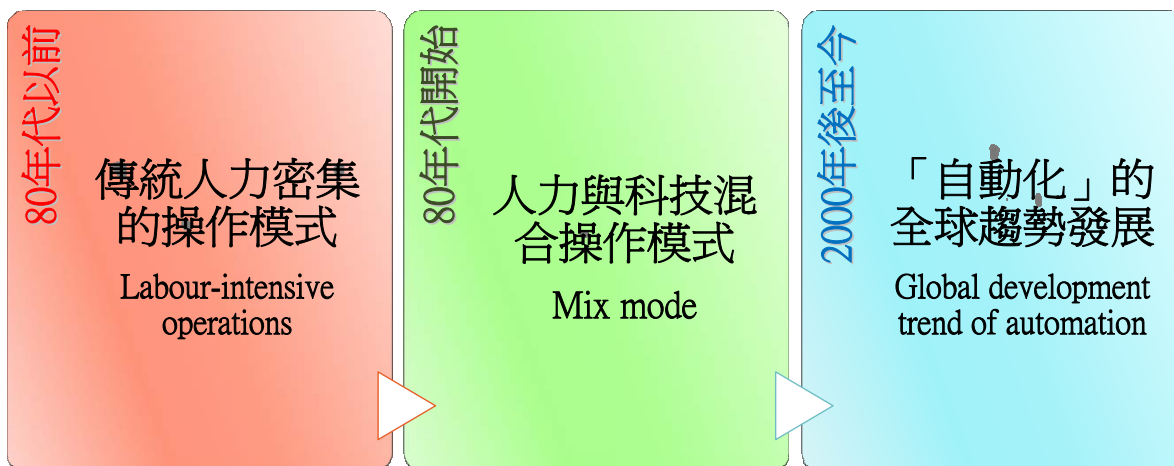


香港物流業概況

Before 80s

Since 80s

Since 2000

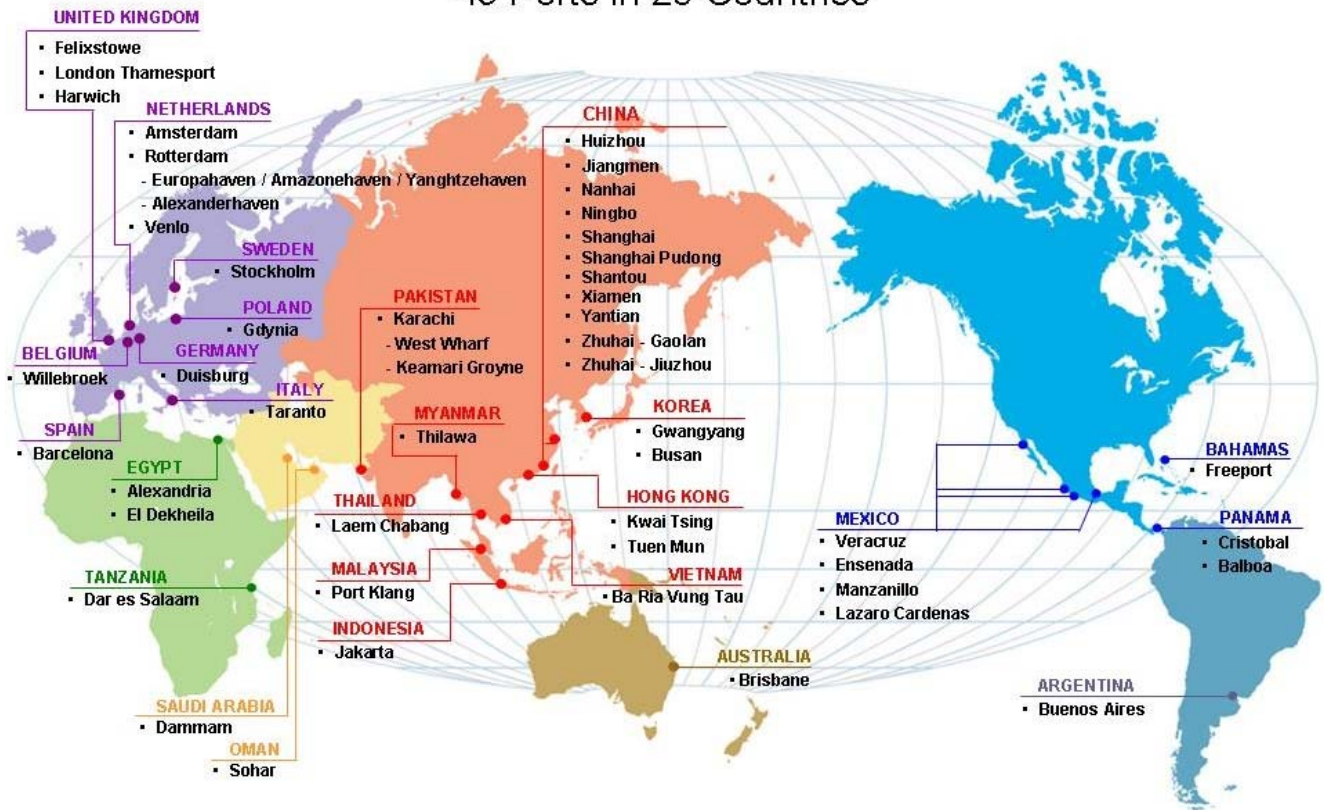


碼頭業的自動化操作發展

碼頭名稱 Terminals	所屬國家/ 地區 Country/ Region	自動化現況 Automation Process
ECT Delta Rotterdam	The Netherlands	Fully automated
ECT Euromax Rotterdam	The Netherlands	
HHLA Container Terminal Altenwerder Hamburg	Germany	
Patrick Stevedoring Brisbane	Australia	
Toshima Nagoya	Japan	
DP World Antwerp Gateway	Belgium	
APM Terminals Virginia	The US	Partly automated
Hutchison Thamesport	UK	
Wan-Hai	Japan	
PSA Pasir Panjang	Singapore	
Evergreen Kaohsiung	Taiwan	
Hanjin Algeciras	Spain	
HIT Terminals	Hong Kong	In process

HPH Ports Around The World

49 Ports in 25 Countries



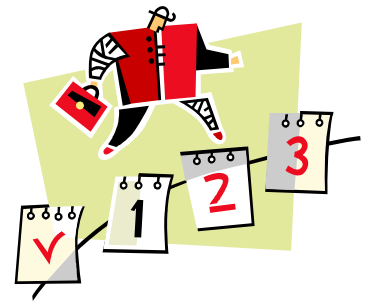
物流業的概念

- 對前線從業員而言
- 對香港交通運輸系統作業而言
- 對全球而言



物流業資歷架構在香港

- 根據本會的了解，前線員工對資歷架構的認知，較為膚淺及不關心。
- 由80年代初至今運輸業的興旺發展，創造了大量就業職位，從業員人數達200,000人。
- 過去的成功實踐經驗，對行業發展至為重要。



全球化與物流業員工

- 全球化造就了跨國企業的擴張和壟斷。
- 全球化令自由化市場競爭劇烈，各國自由市場開放。
- 全球化同時亦削弱了勞動者的議價能力。
- 為免被淘汰或取代，勞動者需不斷提升個人的專業能力水平。

前線員工對資歷架構的關注點

- 僱主及僱員對資歷架構的理解存在差異。
 - 資歷架構不是「上崗證明」。
 - 資歷架構鼓勵個人持續進修、自我增值、終身學習，但前線員工普遍認為實行有困難。
 - 前線員工出現人力資源斷層現象。
 - 香港的物流業，除空運尚存優勢外，海陸運輸業正走下坡，對行業前景持悲觀態度。
 - 認同過往資歷認可機制，但有關內容的宣傳略嫌不足。
-

QF and Support Schemes to Meet Manpower and Training Needs

Eva CHENG

Qualifications Framework Secretariat

1

Qualifications Framework (QF)

Objectives of QF in education

- to promote quality and relevant learning
- to support lifelong learning and progression

Objectives of QF in industries

- to develop and use industry competencies (SCS)
- to use QF components and tools for HR and training purposes
- to recognize workers' experience
- to meet manpower needs of industry

2

QF in Logistics



Launched since May 2006

Logistics as in air-sea-land transport of cargoes

5 main branches

- Airfreight and Express (phase 1)
- Shipping (phase 1)
- Land Transport & Distribution (phase 2)
- Terminals, Warehouse & Logistics Centre (phase 2)
- Supporting & Ancillary Services (phase 2)

3

QF Deliverables in Phase I

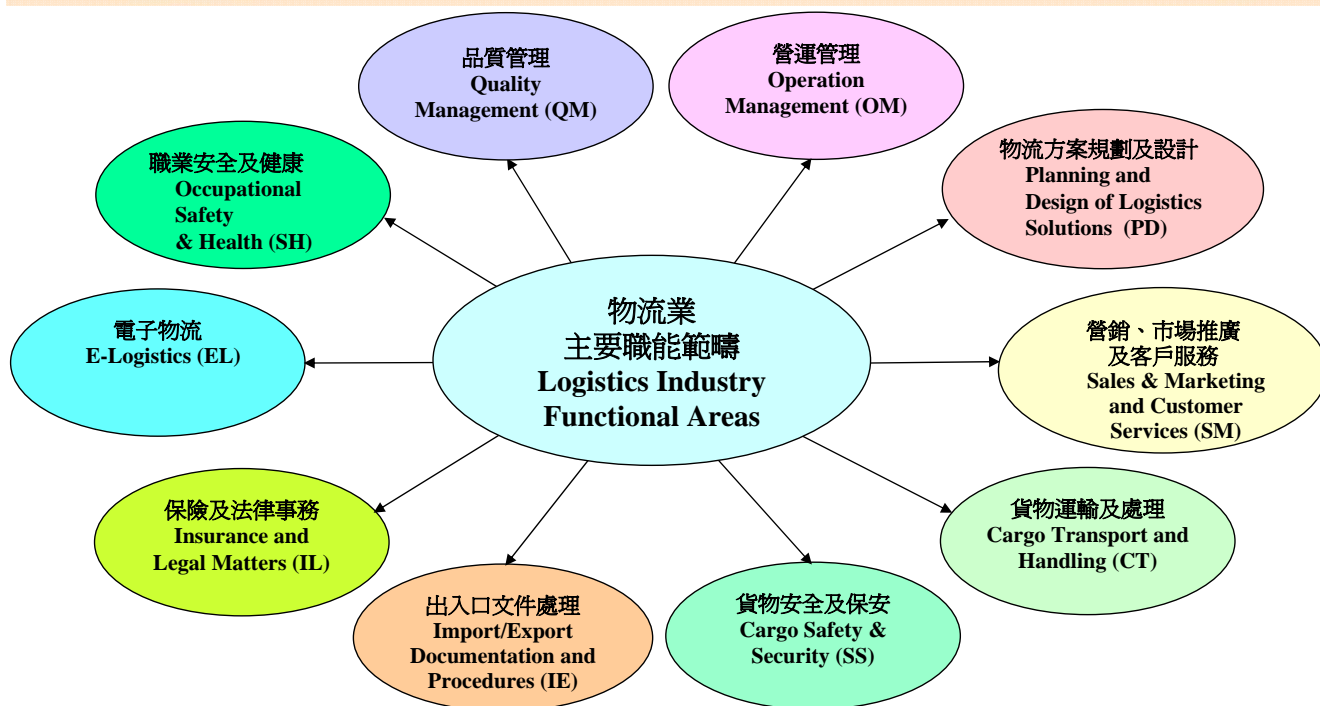


Phase I: Airfreight & Express, and Shipping Branches

- * Development and uses of SCS
- * RPL mechanism in operation
- * Development of progression pathway
- * Production of QF Handbook (Q3 of 2012)
 - over 30 tips for stakeholders to ride on QF

4

SCS by Functional Areas



5

SCS by Level

QF Level	Airfreight & Express	Shipping
1	8	6
2	57	52
3	44	41
4	75	83
5	61	76
6	7	10
7	2	2
Total	254*	270*

*169 common UoCs in 2 branches

6

UoC Clusters by Functional Areas

	Common	Airfreight & Express	Shipping	Total
Operation Management	4	1	4	31
Planning and Design of Logistics Solutions	NA			
Sales, Marketing and Customer Services	1	5	4	
E-Logistics	0	5	4	
Quality Management	3	0	0	
Cargo Transport and Handling		7	7	27
Cargo Safety and Security		1	0	
Import/Export Documentation and Procedures		2	3	
Insurance and Legal Matters		2	2	
Occupational Safety and Health		1	2	
Total		8	24	

7

Use of SCS by Stakeholders

<i>Employers, Companies Trade Associations</i>	<i>Employees and Unions</i>
<ul style="list-style-type: none"> - As industry standards and best practices - As database of competence - Linking business operations to company and industry requirements - Reference for organizational structure - Design of job descriptions and recruitment specifications - Identifying skills gap of employees and developing training content 	<ul style="list-style-type: none"> - As database of competence - As checklist for job interview - Highlighting links and paths between job posts - As basis for learning and career planning - Identifying common and potentially transferable skills in different careers and jobs

8

Use of SCS by Stakeholders (cont'd)

<i>Professional Bodies</i>	<i>Training Providers</i>
<ul style="list-style-type: none">- As industry standards and best practices- As database of competence of profession- As a coherent system for publicly recognizing competence- As basis of assessable outcomes for certification- Profiling membership requirements- Mutual recognition of vocational qualifications	<ul style="list-style-type: none">- As industry standards and best practices- As database of competence of industry- Increasing relevancy of training- Developing specific learning objectives and providing clear goals to learners- Identifying progression routes between programmes- Assessing relevancy of qualifications to industry and regulatory requirements

9

RPL Mechanism

Objectives

- * integral part of Logistics QF
- * skills and training through work should be recognized
- * avoiding repeated learning and facilitating progression

Guiding principles

- * competency based on SCS
- * only levels 1 to 4 available for recognition
- * requirement for proof of years of relevant working experience
- * assessment
- * transitional period of 5 years

10

RPL Mechanism (cont'd)

Who can apply and how to apply

How employer can encourage and support RPL

Fee schedule for RPL applications

List of RPL applications for recognition

Award of “Statement of Attainment” for successful applicants

Progression Pathway

<i>Operations</i>	<i>Customer Service</i>	<i>Sales</i>	<i>Administration</i>
Manager ↑	Manager ↑	Manager ↑	Manager ↑
Assistant Manager ↑	Assistant Manager ↑	Assistant Manager ↑	Assistant Manager ↑
Supervisor ↑	Supervisor ↑	Supervisor ↑	Supervisor ↑
Clerk/ Operative Staff	Clerk/ Operative Staff	Clerk/ Operative Staff	Clerk/ Operative Staff

Use of Progression Pathway

<i>Learners and Employees</i>	<i>Providers</i>	<i>Employers</i>
<ul style="list-style-type: none">- Assist for planning of learning- Provide information on career prospect- Allow learners to start at the level and then build up profiles as needs and interests develop and change over time- Support progression by knowing the competencies and qualifications preferred- Enhance understanding of the relationship between and across job posts	<ul style="list-style-type: none">- Indicate articulation opportunities and recognition of prior learning- Align training content with industry needs- Link qualifications and industry competencies in a highly visible and quality-assured system- Link formal and work-based learning- Indicate relationship between career planning and continuous learning- Facilitate division of work among providers in their education provisions	<ul style="list-style-type: none">- Serve as checklist for manpower development- Serve as reference for organizational structure and HR manual- Set standards of employee performance and measurement of such performance- Essential reference for development of competency profiles of a department and a company

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QF Support Schemes (QFSS)

For categories of stakeholders

- Training providers
- Learners
- Employees
- Employers, companies, trade associations, professional bodies, etc

Types of support schemes

- Accreditation grant
- Subsidy for QR registration fees
- Development grant for SCS-based courses
- Reimbursement of RPL assessment fees

14

Tips to Ride on QF

Employers and companies

- QA mechanism to gain QF recognition of in-house training
- QR to check quality and levels of qualifications possessed by employees and potential employees
- Generic Level Descriptors to indicate level of in-house training and competency level of job tasks
- QF credit to measure learning size of training programmes
- SCS to promote competency-based HR development and training
- UoC clusters for organizational structures and design of job specifications
- RPL to upgrade qualification levels of company
- Progression pathway to indicate company structure and progression routes
- QFSS to gain subsidy for launching QF initiatives
- QF Handbook for all sorts QF information and tools

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Tips to Ride on QF

Employees and Unions

- SCS as checklist for job interview and for career planning
- SCS-based courses for vocational training and skill advancement
- SCS for identification of common and potentially transferable skills in different careers and jobs
- RPL for upgrading of qualification level
- Progression pathway to identify routes of learning and career advancement
- QFSS to gain subsidy
- QF Handbook for all sorts of information and tools

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Forward Plan of QF Logistics

Phase 2 SCS development and industry-wide consultation

RPL qualifications in 2 branches and extension of RPL to other 3 branches

Extensive and effective use of competencies underpinning education and training

Further development and promulgation of progression pathway

Publication of QF Handbook

Qualification upgrading of workforce

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Useful Information

HKQF <http://www.hkqf.gov.hk>

HKQR <http://www.hkqr.gov.hk>

Eva Cheng yeewahcheng@vtc.edu.hk

Geta Lai whlai@vtc.edu.hk

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新學制： 培養人力資源· 助僱主招聘合適的人才

教育局 課程發展處
2012年4月30日

1

新學制

- 舊學制與新學制有甚麼分別？
- 新高中課程怎樣裝備學生，以更加符合僱主的期望/要求？
- 新高中課程中的「應用學習」課程怎樣裝備學生就業或繼續升學？
- 僱主可怎樣預備招聘新學制畢業生？
- 除了香港中學文憑考試成績外，僱主還可以參考什麼資料以招聘合適的人才擔任合適的崗位？

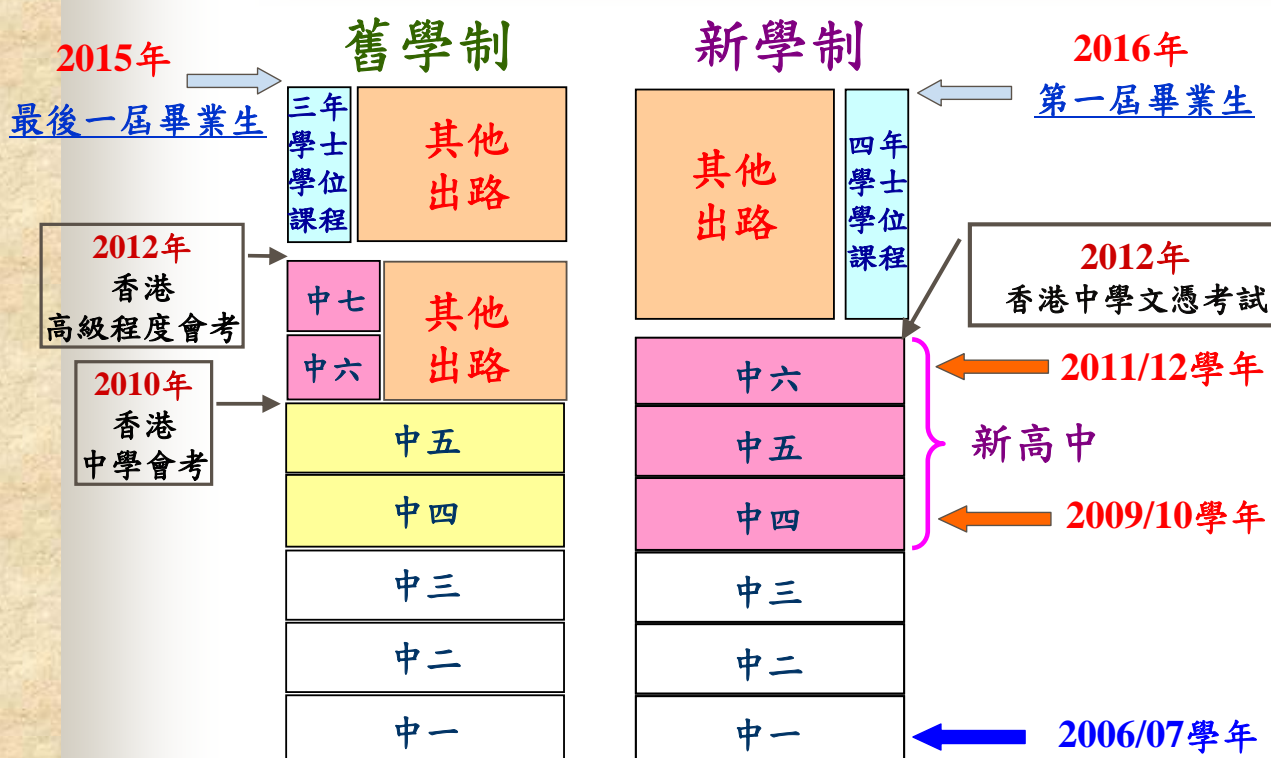
2

舊學制與新學制 有甚麼分別？



3

舊學制與新學制比較



4

新學制:為所有學生增加學習機會

舊學制	新學制
所有學生均可接受九年免費教育	所有學生均可接受十二年免費教育
兩個公開考試 <ul style="list-style-type: none"> • 中五學生：香港中學會考 • 中七學生：香港高級程度會考 	學生在中六只需參加一次公開考試——香港中學文憑考試
將學生分流為文、理、商科	廣闊的知識基礎及學會學習的能力
三年制的大學課程	四年制的大學課程

5

新舊高中課程比較

	舊高中課程	新高中課程
必修科目	中四及中五：中、英、數 中六及中七：中、英	中四至中六：中、英、數及 通識教育科
修讀科目	中四及中五： 7 - 9 科 中六及中七： 4 - 5 科	中四至中六： 6 - 7 科 (4 核心 + 2 / 3 選修)
其他學習經歷	沒有系統／組織	有系統 佔課時不少於 15 % 所有學生

6

新高中課程怎樣 裝備學生，以更加符合 僱主的期望/要求？



7

新高中課程的學習目標

- 善於運用兩文三語；
- 具備廣闊的知識基礎，能理解當今影響他們個人、社會、國家或全球日常生活的問題；
- 成為有識見、負責任的公民，認同國民身分，並具備世界視野；
- 尊重多元文化和觀點，並成為能批判、反思和獨立思考的人；
- 掌握終身學習所需的資訊科技及其他技能；
- 了解本身的就業或學術抱負，並培養正面的工作和學習態度；
- 建立健康的生活方式，積極參與體藝活動。

8

新高中課程

多元化課程 — 促進全人發展

4個核心科目

中國語文
英國語文
數學
通識教育

45-55%



2-3個選修科目

從20個新高中選修科目、及一系列的應用學習課程或其他語言課程中選擇2-3個科目*

20-30%



其他學習經歷

德育及公民教育
社會服務
藝術發展
體育發展
與工作有關的經驗

15-35%

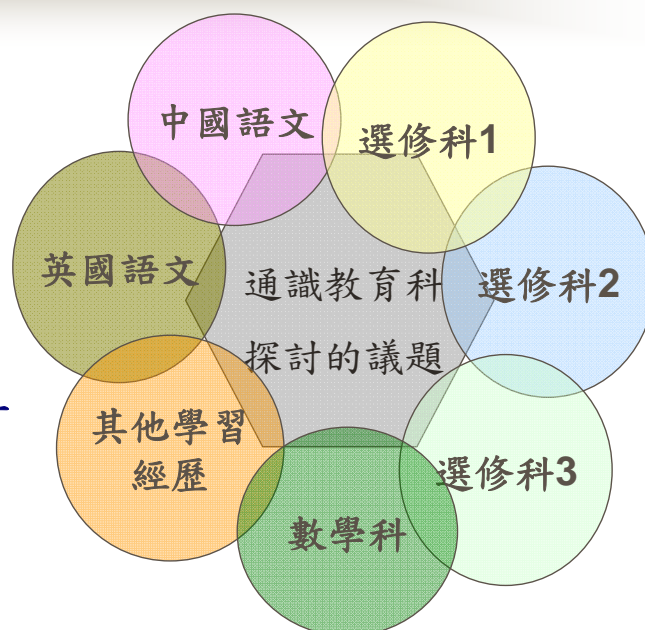
*學校會因應實際情況及學生需要，決定提供哪些選修科目。
部份學校會提供應用學習課程或其他語言課程。

9

通識教育科

讓學生有機會……

- 加強對時事的觸覺
- 擴闊知識基礎與看事物的角度
- 聯繫不同學科的知識和提升批判性思考能力



► 對同學將來升學就業及個人成長都有很大幫助。

10

「應用學習」課程 怎樣裝備學生就業 或繼續升學？



11

應用學習的課程架構

為未來進修、工作及終身學習作好準備

基礎技能

思考能力

人際關係

價值觀和態度

與職業相關的能力

以不同職業範疇作為學習情境
(例如：創意學習 / 媒體及傳意 / 商業、管理及法律 /
服務 / 應用科學 / 工程及生產)

12

香港中學文憑考試



13

水平參照成績匯報 (類別甲：24個新高中課程)



- 將考生表現分為五個等級
- 每個等級說明能力表現
- 第五級為最高級別

再沒有傳統的及格概念(E 級)

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水平參照成績匯報

特點：

- 讓考生試前得悉要求
- 不用跟其他考生比較
- 各等級均附「等級描述」，說明不同等級典型學生的表現

好處：

- 高透明度
- 維持水平每年一致
- 更清楚反映考生所達到的水平
- 僱主更能知人善任



15

水平參照成績匯報

(類別乙：應用學習科目)

分兩個級別：

達標並表現優異
(Attained with distinction)

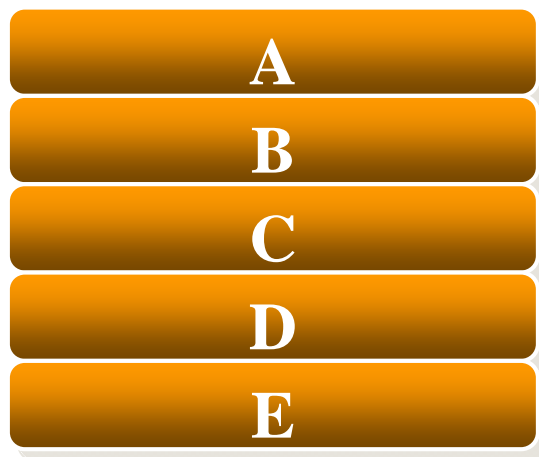
達標(Attained)

16

水平參照成績匯報

(類別丙：其他語言科目)

按照英國劍橋大學國際考試組(CIE)
等級匯報成績



香港中學文憑在資歷架構的級別

<u>級別</u>	<u>學術教育</u>
第七級	博士
第六級	碩士
第五級	學士
第四級	副學士／高級文憑
第三級	香港中學文憑／中七／文憑
第二級	香港中學會考／中五／證書
第一級	中三／證書

政府聘任公務員時接受 香港中學文憑考試成績 的安排



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公務員職系的招聘要求

公務員事務局在2010年6月28日宣布：在2012年7月20日或以後聘任公務員時，就香港中學文憑考試的成績安排：

會考／高考要求	香港中學文憑考試成績
(I) 一般入職要求	
會考五科「合格」	以下任何 <u>五個科目</u> 成績： <ul style="list-style-type: none">● 新高中科目第 2 級● 應用學習科目「達標」（最多計算兩科）● 其他語言科目 E 級
高考兩科「合格」 和會考三科「良」	以下任何 <u>五個科目</u> 成績： <ul style="list-style-type: none">● 新高中科目第 3 級● 應用學習科目「達標並表現優異」（最多計算兩科）● 其他語言科目 C 級

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公務員職系的招聘要求

會考／高考要求	香港中學文憑考試成績
(II) 特定科目要求	
中國語文／英國語文科	
會考第 3 級	第 3 級
會考第 2 級	第 2 級
其他科目	
高考 E 級 或 會考 C 級	新高中科目第 3 級或 應用學習科目「達標並表現優異」
會考 E 級	新高中科目第 2 級或應用學習科目「達標」

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公務員職系的招聘要求

此外，為符合公務員職位以
中學教育程度定為入職學歷
要求，申請人如完成新學制
下中一至中五各級學業，將
會被視為等同完成舊學制
下中一至中五各級學業。

公務員事務局宣布：

http://www.csb.gov.hk/tc_chi/info/2170.html

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僱主可怎樣預備 招聘新學制畢業生？

- 怎樣解讀香港中學文憑成績？
- 怎樣使用這些等級表現訂定有關入職要求？



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僱主可怎樣預備招聘新學制畢業生？

職位空缺：

編號：30-04-334334 NAS	日期：30/04/2012
職位：倉務員	
公司/僱主名稱：XX國際物流有限公司	
地區：貨櫃碼頭	行業：倉庫業
職責：一般倉務工作，包括執貨，執倉，收貨，標籤貨品	
資歷：中學程度；良好粵語、一般普通話、一般英語；懂讀寫中文、懂讀寫英文；有責任感，刻苦耐勞，有劏車牌優先	
待遇：每月\$8,500 - \$10,000，有醫療福利，交通津貼，超時工作津貼，勤工獎金，輪班津貼及雙糧，星期一至六：上午9時至下午6時或下午2時至下午11時或星期一至五及日：下午10時半至上午7時半，每週工作6天，輪班	
申請須知：求職者可致電2123 4567與XX國際物流有限公司梁小姐聯絡。	
備註：-	

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僱主可怎樣預備招聘新學制畢業生？

先想想…



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僱主可怎樣預備招聘新學制畢業生？

參考涵蓋不同科目的「共通等級描述」及示例，以理解考生於不同等級的表現水平。

再沒有傳統的及格概念(E 級)

第五級	<ul style="list-style-type: none"> 對課程內容有廣泛的認識和透徹的理解，能把概念和技巧有效地應用到多元和複雜的不熟悉情境，並顯示深入的見解 能分析、綜合和評價廣泛的資料 能精簡及邏輯地傳達意念和見解
第四級	<ul style="list-style-type: none"> 對課程內容有良好的認識和理解，能把概念和技巧有效地應用到不熟悉的情境，並顯示深入的見解 能分析、綜合和詮釋各種資料 能邏輯地傳達意念和見解
第三級	<ul style="list-style-type: none"> 對課程內容有足夠的認識和理解，能把概念和技巧適當地應用到不同的熟悉情境 能分析和詮釋各種資料 能恰當地傳達意念和見解
第二級	<ul style="list-style-type: none"> 對課程內容有基本的認識和理解，能把概念和技巧應用到熟悉的情境 能辨識和詮釋直接的資料 能平衡地傳達簡單意念
第一級	<ul style="list-style-type: none"> 對課程內容有初步的認識和理解，在協助下，能把概念和技巧應用到簡單熟悉的情境 在指導下，能辨識和詮釋簡單的資料 能粗略地傳達簡單意念

僱主可怎樣預備招聘新學制畢業生？

按照工作崗位的需要，參考相應科目的「等級描述」，決定這職位在個別科目需達到的水平，訂定入職要求。



以聘請倉務員為例，在參考中國語文科的整體「等級描述」後，訂定最基本入職要求為第二級。

中國語文科整體等級描述

第二級

- 語文能力表現一般，思辨尚稱允當，能整合部分資料，提出簡單看法。
- 理解大體正確，能提出簡單評論。
- 表達基本清楚，能表達與問題相關的意念，用詞符合一般要求。

(http://www.hkeaa.edu.hk/tc/hkdse/hkdse_subj.html?A1&1&1_4)

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僱主可怎樣預備招聘新學制畢業生？

以聘請倉務員為例，在參考英國語文科的「等級描述」後，決定最基本入職要求為Level 2。

English Language Level Descriptors – Subject Descriptors

Level 2

Understand literal spoken English when delivered at moderate speed in familiar accents in familiar situations, and are able to distinguish fact from opinion when this is clearly signalled and the context is simple and familiar.

Understand simple texts if the topic is familiar, and are able to follow parts of the development of an explicit argument and identify opinions when they are clearly signalled, work out the meaning of unfamiliar words when a simple and familiar context is given, following simple written instructions to locate and transfer some information relevant to a given task.

Make some relevant points in writing, organized in a straightforward way using simple sentence structures and simple vocabulary accurately, and showing some awareness of features of genre.

Use a small range of short and simple common expressions with fluency, pronouncing familiar words comprehensibly, and responding to others when prompted.

(http://www.hkeaa.edu.hk/en/hkdse/hkdse_subj.html?A1&1&2_4)

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除了香港中學文憑考試成績外，
僱主還可以參考什麼資料
以招聘合適的人才
擔任合適的崗位？



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學生學習概覽

- 提供學生在全人發展方面更全面的紀錄
- 鼓勵每個高中學生建立自己的學習概覽
- 學校可設計概覽內容及選擇推行方法
- 建議內容可包括：
 - 校內學科成績
 - 其他學習經歷
 - 校外的表現／獎項
 - 學生的「自述」（印象深刻的學習經歷）



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「學生學習概覽」

讓僱主更全面了解學生的
能力、表現、態度和抱負



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你將會看見有別於以往的學生!

在新學制下，學生將會

- 有更強的靈活學習能力；
- 有更強的關鍵的軟技能（批判性思考能力、創造力、自主學習能力、人際關係技巧……）；及
- 更加主動……



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高中及高等教育 新學制網上簡報

學生為本 全人發展 多元出路 終身學習



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最新消息

- 11.03.2012 **「2012新高中畢業生多元出路」專頁版面已更新，提供最新升學及就業資訊。**
- 05.03.2012 **教育局副秘書長陳嘉琪博士：條條大路通羅馬：香港中學文憑銜接多元出路**
- 27.02.2012 **教育局新高中學制組：掌握資訊 計劃前路**
- 20.02.2012 **內地高等院校免試招收香港學生計劃 網上預先報名**
- 13.02.2012 **教育局總課程發展主任（個人、社會及人文教育）李志雄：「旅遊與款待科」啟迪職業新世代**
- 專上課程電子預先報名平台已開始啟用**

- 更多 -

新學制簡介

課程

- 課程及評估指引
- 應用學習
- 其他語言
- 其他學習經歷
- 新高中課程(智障學生)

評估

家長專區

學生專區

校長及教師專區

僱主專區

2011/12最新情報站



最新活動

為家長舉辦的活動

2012年04月19日:
「新學制·新高中課程及選科簡介」
家長講座

活動重溫

為僱主舉辦的活動

2012年02月16日:
「新學制 - 配合廿一世紀的人力需求·
助僱主招聘合適的人才」簡介會

為社工舉辦的活動

2012年1月9日及1月10日:
「新學制簡介會——凝聚力量，為學生
開拓多元出路」

為學校舉辦的活動

2011年12月5日:
校董專題講座(2011/12):
「新學制與學校發展」

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