

Brief Notes on **Specification of Generic (Foundation) Competencies**

Introduction

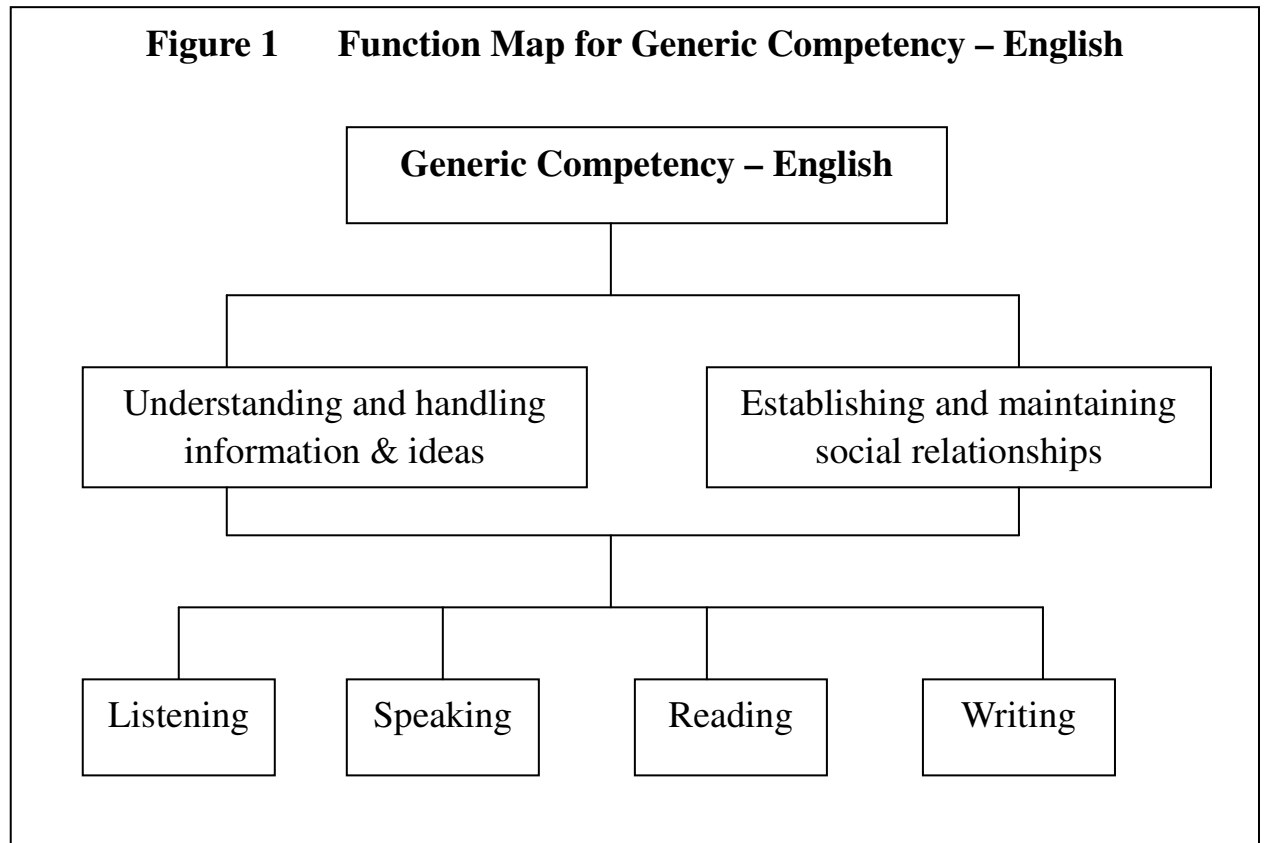
The Specification of Generic (Foundation) Competencies (SGC) is developed by the Education Bureau as a complement to the industry-specific Specifications of Competency Standards (SCSs). Full version of the SGC is available at the website of the Qualifications Framework (QF) (www.hkqf.gov.hk). The competencies identified in the SGC are level-rated in accordance with the Generic Level Descriptors of the QF and moderated by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Specification of Generic (Foundation) Competencies

2. Generic competencies are skills and knowledge that are shared across different industries and trades and are relevant to most people in the workplace. They are complementary to the industry-specific competencies which are concerned with specialized skills and knowledge specific to an industry or profession.
3. The SGC covers four strands of foundation skills, namely, English, Chinese, Numeracy and Information Technology. The SGC sets out the foundation competencies from QF Level 1 to QF Level 4.
4. For each strand, the SGC comprises three parts: a **Function Map** which gives an overview of the basic functional areas of the strand; a **Summary Table of Generic Competencies** which lists all competencies at each level; and the **Units of Competency (UoC)** section which provides full details of each competency unit in terms of performance criteria, range of application, assessment guidelines, etc.
5. It is important to note that these competencies are developed in vocational context and the focus is on meeting workplace requirements rather than addressing the general education needs of employees.

English

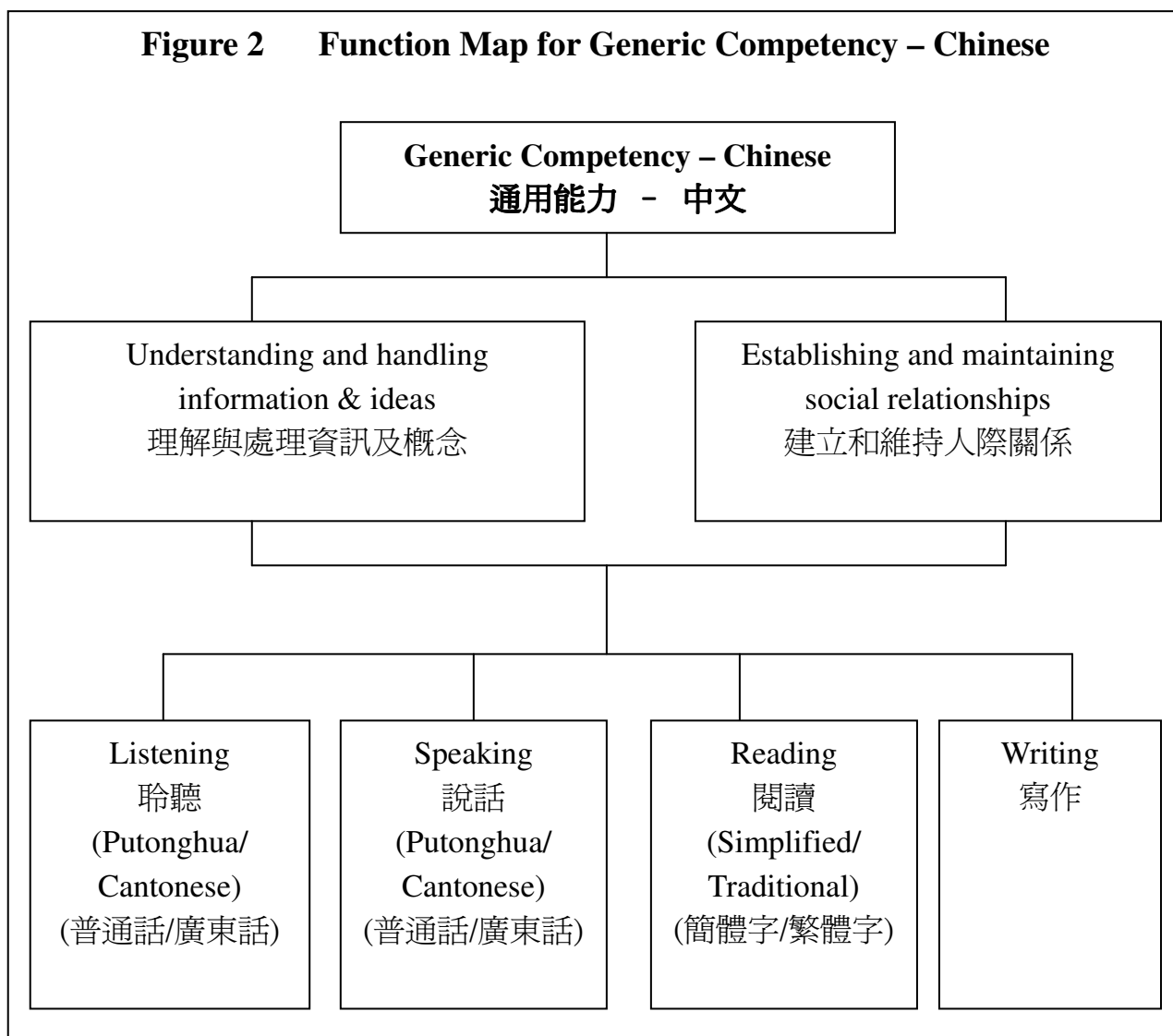
6. A total of 28 UoCs have been developed for English. **Figure 1** shows the function map used in the classification of the UoCs.



7. The competencies are developed under four language skills, i.e. listening, speaking, reading and writing, to meet workplace requirements. To facilitate the use of the SGC, practical and contextualized examples are added to demonstrate the use of the competencies in the workplace.

Chinese

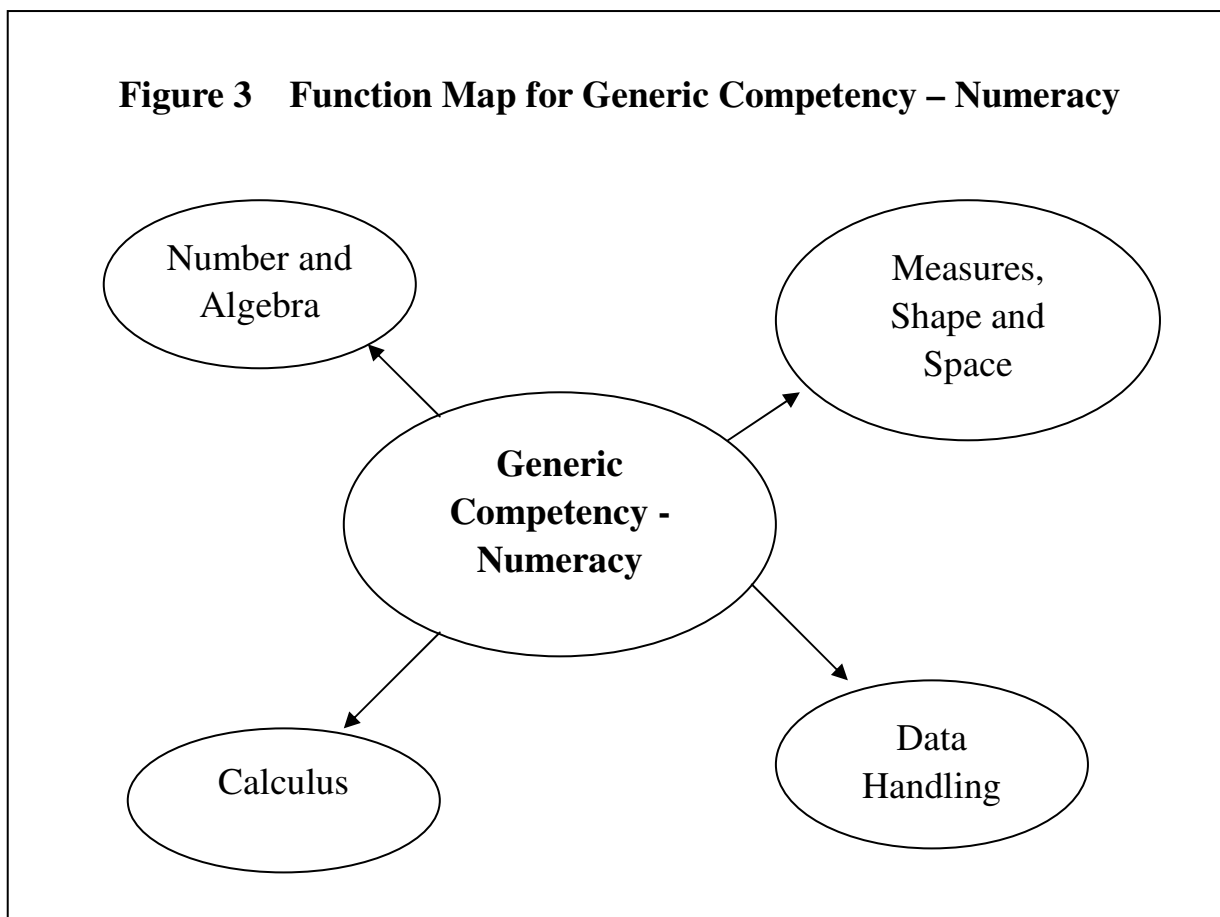
8. A total of 78 UoCs have been developed for Chinese. **Figure 2** shows the function map used in the classification of the UoCs.



9. The competencies are developed under four language skills, i.e. listening, speaking, reading and writing, and focus on communication at the workplace. To reflect the needs of Hong Kong, listening and speaking competencies are developed in both Cantonese and Putonghua, and both simplified and traditional characters are included in reading skills.

Numeracy

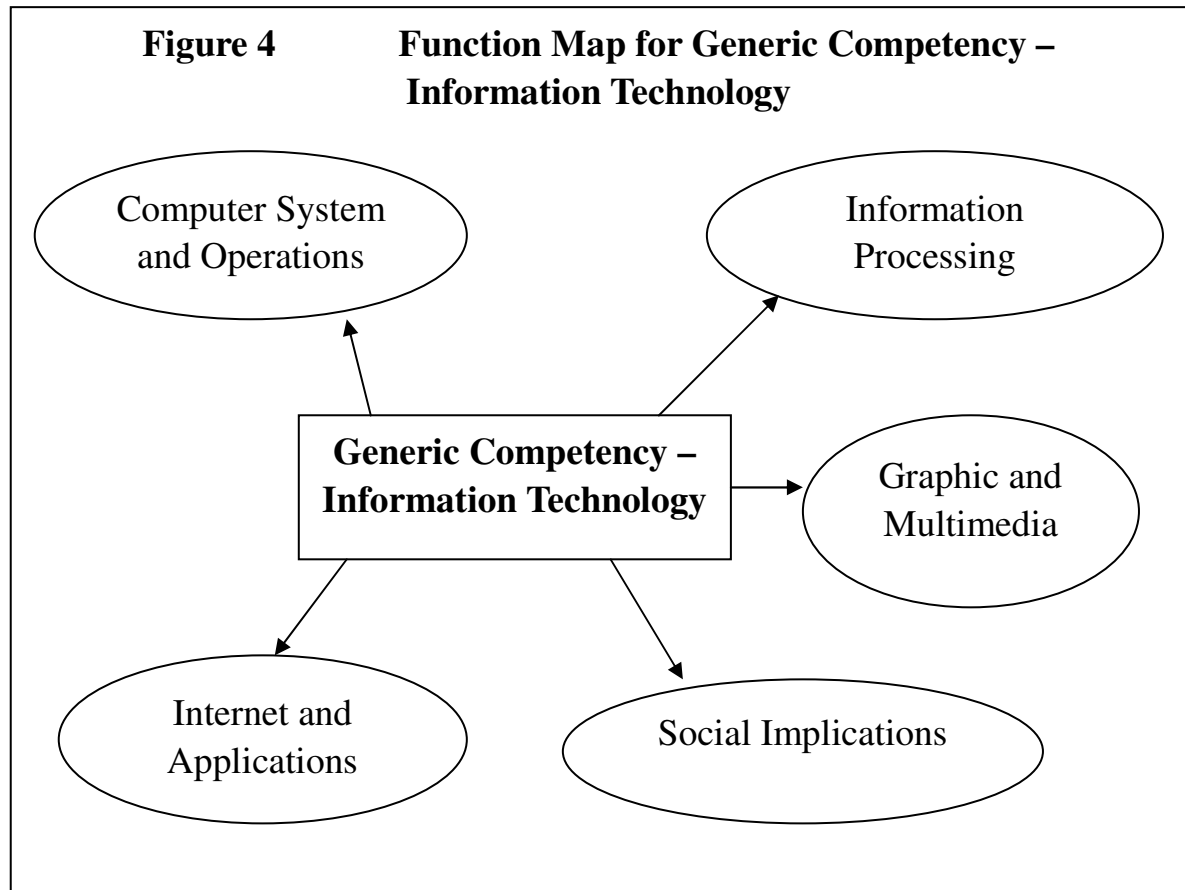
10. A total of 52 UoCs have been developed for Numeracy. **Figure 3** shows the function map used in the classification of the UoCs.



11. The numeracy competencies are developed to cater for the needs of non-mathematicians who are required to acquire and use numeracy competencies in their own trade, industry or job. The objective is to solve problems rather than to study mathematical methods or tools for their own sake.

Information Technology

12. A total of 50 UoCs have been developed for Information Technology (IT). **Figure 4** shows the function map used in the classification of the UoCs.



13. The IT generic competencies are designed for general users and non-IT specialists who are required to acquire and use the IT competencies in their own trade, industry or job. Competencies relating to the knowledge on professional ethics, occupational health and safety, and environmental and social issues are incorporated to reflect the knowledge requirement of the legal and moral conduct of general users.

Use of SGC

14. The SGC may be used by training providers to design training courses. Course designers are free to select and adapt competencies in the SGC according to the needs of their target population. However, the use of the SGC in the context of the SCS-based courses under the QF must comply with the Qualifications Guidelines issued by the Education Bureau. For details, please refer to the website of QF.

Education Bureau

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