

Industry Training Advisory Committees SCS-based Training Packages Information Note

Background

The Industry Training Advisory Committees (ITACs) comprising representatives of major industry stakeholders are set up by the Education Bureau of the Hong Kong SAR Government to implement Qualifications Framework (QF) on industry basis¹. One of the major roles of ITACs is to draw up the competency requirements and outcome standards of various job functions of respective industries at different QF levels (collectively called Specification of Competency Standards (abbreviated **SCS**) and to promote the SCS to the education & training market for the development of SCS-based Courses².

What is SCS-based Training Package?

2. As SCS sets out the competency requirements for effective performance of tasks by industry practitioners, education & training courses that are developed on the basis of SCS will be expected to be more aligned with the needs of industries. In other words, SCS-based courses will enhance the relevancy of training to industry.

3. With the objective of promoting SCS-based Courses, the Hong Kong SAR Government has injected funding for the production of **SCS-based Training Packages** (or hereunder simply called Training Packages) for those industries having their respective sets of SCS completed, so as to facilitate the education & training providers to make use of the completed sets of SCS in curriculum design and in enriching the contents and relevancy of training. The Training Packages will also be of reference value to employers and human resources personnel in various human capital development and management functions.

4. As the name suggests, a Training Package refers to a self-contained set of learning & teaching, assessment, and support materials developed with reference to the relevant cluster of Units of Competency (UoC)³ contained in a SCS that is required

¹ As at January 2018, there are 22 CITAC/ITACs set up for 23 different industries/sector, covering over 50% of the total workforce in Hong Kong.

² For the meaning of SCS-based courses, please refer to the Qualifications Guidelines for SCS-based Courses available at the QF website www.hkqf.gov.hk

³ A Unit of Competency (UoC) is the building blocks of SCS, representing the smallest inseparable unit

and specified by the industry. Therefore, Training Packages will only be produced in those industries having completed their SCS under QF. The points below highlight some major **features** of Training Packages to be produced by interested service providers:

- The SCS-based Training Package is an integrated set of learning & teaching, assessment, and support materials in respect of one or a small number of Units of Competency (UoC) on a job function drawn from the SCS, that provide choice for providers in the design of competency-based learning curriculum and assessment to meet the needs of industry and learners.
- Each Training Package provides a coherent set of learning & teaching guide and assessment guidelines to develop the learners' knowledge & skills, and the support materials forming part of the Training Package provides learning materials, samples, exercises, cases and references, etc. to facilitate teaching and learning.
- In particular, the learning & teaching guide in each Training Package will clearly set out the learning outcomes, learning context, learning topics & activities, learning methods, learning facilities, resources & supports, as well as the assessment methods & activities, in relation to a particular job function (please refer to **Annex I** for the structure of an SCS-based Training Package).
- Training Packages encourage the development and delivery of flexible learning programmes that suit individual and industry requirements; it also encourages learning and assessment in a work-related environment leading to verifiable outcomes up to workplace requirements.
- With the Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training provider, during regular work, or through work experience, simulation or a combination of the above.
- Each Training Package is targeted at a particular job function. It is designed to facilitate bite-size and modular learning. So, its size is expected to range from one to five UoCs, with a credit size of around 10 to 15 QF credits⁴.

of competency in performing a task within a job function. A full set of SCS will usually comprise a few hundred UoCs, depending on the size of the industry involved.

⁴ A QF credit consists of 10 notional learning hours which include contact hours, self-study hours, practical or laboratory work, examinations and assessments etc.

5. In respect of the learning contents and assessment activities, design for the Training Package should follow an **outcome-based approach** in which the learning contents/activities as well as the assessment activities should be aligned with the intended learning outcomes. Learning outcomes in this context are the competency requirements set out in the selected UoCs for a particular job function.

6. Moreover, learning contents in the Training Package should contain not only factual account of the knowledge and concepts (the **what's** of learning), processes and procedures (the **how's** of learning), but also the rationale (the **why's** of learning) behind selection of such contents for inclusion in the Training Package. Furthermore, the learning contents should be supplemented with practical examples, illustrations, case study materials, extracts from relevant texts, etc.

7. Assessment should comprise of a variety of activities rather than confining it to oral/written exams or quizzes so that evidence collected from various assessments by different assessors can be triangulated against one another to ensure that learners have acquired the necessary competencies from the learning.

8. In addition, since the Training Package is to provide relevant learning contents and assessment materials to facilitate learners to demonstrate what he/she needs to know and be able to do in the workplace, the context for assessment should also facilitate learners to demonstrate his/her competencies to effectively perform the job function up to workplace requirements. For example, if the competencies required are practical application abilities, the assessment should be conducted in a setting resembling a workplace where industry practitioners will normally perform the tasks.

9. Where possible, the learning contents and assessment activities should be presented in an integrated, authentic manner as the ultimate aim of the Training Package is to equip learners with the requisite competencies to perform the tasks required by the workplace. In this context, “integrated” means that learning and assessment should be logically sequenced to enable the learners to know and perform the tasks across competency requirements of different UoCs. They should not be presented separately along individual UoCs without any relationship with other related UoCs. “Authentic” here means that learning and assessment should resemble as much as possible the work environment.

Tendering Process for the Production of SCS-based Training Packages

10. The Qualifications Framework Secretariat (QFS) is the executive arm of the Education Bureau to implement QF. Among other roles and functions, the QFS provides secretariat support to ITACs in implementing QF for respective industries. The QFS will assist those ITACs which have decided to produce Training Package(s) in alignment with the specifications outlined in the paragraphs above.

11. The Training Packages are to be produced by interested service providers which have proven track record of developing learning & teaching materials that are of vocational or competency-based nature, and which have the knowledge, capacity, expertise and experiences to generate such materials for use by education & training providers, as well as by the industries and learners.

12. Beauty and Hairdressing ITAC having its respective sets of SCS completed has identified job functions of beauty with training needs that warrant production of Training Packages in the current round. **Annex II** sets out the job function, UoC cluster involved, QF level and credits, and the medium to be used for the Training Package production.

13. The production of Training Packages is by way of tendering. The QFS will first of all openly invite potential service providers to indicate their interest in tendering for producing Training Packages by returning the **Expression of Interest (Eoi)** form which is available at the QF website www.hkqf.gov.hk/en/scs/scs_training_packages/index.html. The QFS would invite those service providers submitting their Eoi to attend a briefing session on the production details of Training Packages before they submit a proposal with price quotation for producing Training Package.

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Structure of SCS-based Training Package

An SCS-based Training Package shall contain the following sections:

A. Introduction

- i. *Scope and coverage of the Package* – job function(s), UoCs selected, the occupation or job position to which contents of the Package is directed.
- ii. Learning objectives & target learners of the Package, and prior learning or experience of learners required.

B. Intended learning outcomes

- i. *Learning outcomes* – describe the intended learning outcomes derived from the performance requirements of selected UoCs (expressed in a matrix and with explanations) as the key to aligning learning & assessment.
- ii. *Level of learning* – level indicates the depth, complexity, relative demand of learning in the Training Package (in terms of QF level) which should be the same as the outcome standards of selected UoCs, with reference to the associated assessment criteria (expressed in a matrix and with explanations).
- iii. *Volume of learning* – the volume of learning (in terms of notional learning hours) of the Package should be consistent with the aggregate QF credits of selected UoCs (expressed in a matrix and with explanations).

C. Learning & teaching guide

Learning contents set out the combination of knowledge, skills & attitudes in a coherent sequence for learners to achieve the intended learning outcomes.

- i. *Learning topics* – arrange the learning topics in a systematic & progressive sequence (e.g. from simple to complex) for learners to accomplish step-by-step the intended learning outcomes of the Package.
- ii. *Learning activities* – build a succession of learning activities (e.g. in-class or self-paced; observation or hands-on) that are fit for learners to develop necessary knowledge, skills & attitudes involved in the Training Package.
- iii. *Learning methods* – employ different learning methods (e.g. lecture; practice; small group discussion, etc.) for learning contents of different nature (e.g. lecture for knowledge; practicum for skills, etc.).
- iv. *Learning contexts* – select context(s) that are conducive for the kind(s) of learning (e.g. classroom for lectures; workshops for practicum, etc.) in alignment with the range statement of the UoCs selected.

D. Assessment guide

Assessments, whether formative or summative, should be systematically integrated with learning throughout the learning process.

- i. *Assessment methods* – design a variety of direct & relevant assessment methods (e.g. questioning, skills tests, simulations, etc.) to judge learners' attainment of learning/performance against the assessment criteria.
- ii. *Assessment activities* – suggest a set of assessment activities (e.g. written & oral tests, portfolios, workplace assessments, etc.) with suggested answers appropriate to the nature of learning/performance to facilitate evidence gathering. A description of the processes of administering different assessment tasks should also be included.
- iii. *Assessment criteria & rubrics* – propose a set of criteria & scoring rubrics consistent with the assessment criteria of selected UoCs, for validation of learners' accomplishment of learning/performance through assessment.
- iv. *Assessment setting* – select a setting, with justifications, for the conduct of assessment that is realistic & practical (e.g. skill demonstration in a simulated environment or workshop).

E. Support materials

- i. *Learning materials* that are relevant to learning in the Training Package.
- ii. *List of references* quoted in the Training Package and their sources.
- iii. *Useful websites & links* for learners' further learning.
- iv. *Sample forms, exercises, cases for self-study, & assignments.*

Note: a Training Package is not a learning programme or a curriculum. If the Training Package is to be developed into a learning programme, the learning programme should include but not limited to the following components in addition to the contents of the Training Package set out above:

- Profile and entry requirements for pre- and in-service learners
- Profile and requirements (e.g. qualifications, experience, etc.) for trainers
- Graduation requirements for pre- and in-service learners
- Structure of the curriculum and modules for the learning programme
- Mode of learning (e.g. in-class, online, etc.) and delivery strategies
- Mode of assessment (formative, summative, diagnostic, etc.)
- Learning facilities required (e.g. classroom set-up, equipment, etc.)
- Teaching & learning resources required (e.g. texts, media, etc.)

**Job functions, UoC clusters, QF level & credits, and language used
for Training Package production for Beauty Industry**

| | Industry | Job function | QF level | UoC cluster | Language used |
|----|----------|--------------|----------|---|---------------|
| 1. | 美容業 | 基礎芳香療法知識及應用 | 3 | <ul style="list-style-type: none"> • BEZZHC301A 調配香薰作美容護理 (6 學分) • BEZZHC319A 掌握舒緩壓力的各種美容護理技巧 (6 學分) | 中文 |
| 2. | 美容業 | 進階芳香療法知識及應用 | 4 | <ul style="list-style-type: none"> • BEZZHC402A 掌握香薰美容與神經和內分泌系統運作的關係 (6 學分) • BEZZHC404A 運用香薰專業知識，以舒緩情緒及促進美容功效 (9 學分) | 中文 |