

# Specifications of Generic (Foundation) Competencies - English

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# Agenda

1. Common approach for developing Specifications of Generic (Foundation) Competencies (SGC)
2. Summary of Generic English Competencies
3. Criteria used to describe levels of Unit of Competency (UoC) for English
4. Use of English UoCs in course development
5. Q & A

# 1. Common approach for developing SGC

Based on:

- *Generic Level Descriptors (GLD)*
- general workplace needs
- overseas and/or local standards and curricula
- Working Groups' judgement
- principles of transferability and flexibility

## 2. Summary of Generic English Competencies

Use English to:

- 1 Understand spoken information & ideas (Listening)
- 2 Interact socially (Listening & Speaking)
- 3 Handle information & ideas in oral interactions (Listening & Speaking)
- 4 Present information & ideas orally (Speaking)
- 5 Understand written information & ideas (Reading)
- 6 Handle information & ideas in incoming written correspondence (Reading & Writing)
- 7 Present information & ideas in written form (Writing)

### 3. Criteria used to describe English UoC levels

From GLD and language proficiency standards

- Language complexity
- Length of text
- Familiarity of contexts (predictability)
- Range of contexts

# UoC components that differentiate level

Unit Title

Unit Code

Level

Credit

Unit Purpose

Elements of Competency

Performance Criteria  
(Range)

Unit Range

Assessment Guidelines

Special Notes

# Unit Title

## Level 1

- Handle **predictable factual information** in written correspondence (R & W) [GCEN106]

## Level 3

- Handle **predictable information, ideas, related explanations, discussion/argument, and evaluation** in written correspondence (R & W) [GCEN306]
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# Unit Range - Language

## Level 1

- **commonly-used** vocabulary
- **very simple** grammatical structures ....[GCEN106]

## Level 3

- **a growing range** of vocabulary
  - **increasingly complex** grammatical structures ....  
[GCEN306]
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# Assessment Guidelines

## Level 1

- Written output texts may be up to about **50 – 80 words** in length. [GCEN106]

## Level 3

- Written output texts may be up to about **300 words** in length. [GCEN306]

# Special Notes

## Level 1

- For details of the relevant language proficiency underpinning this competency, reference should be made to the *Common European Framework of Reference for Languages (CEFR)* Level **A2/A2+** [GCEN106]

## Level 3

- ... reference should be made to the *CEFR* Level **B1+/B2** [GCEN306]
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## 4. Use of English UoCs in course development

- Select appropriate UoC/UoCs for curriculum:

Unit Purpose                   =>       course objectives / intended learning outcomes

Unit Range                    =>       syllabi, learning and teaching materials

Performance  
Criteria,  
Assessment  
Guidelines &  
Special Notes               =>       assessment tasks, marking schemes / grade descriptors

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# Q & A

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Thank You!

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