

Key Features of the WSQ Framework

1. The following are the key components of the WSQ framework:
 - A) Competency Map
 - B) Qualifications Framework
 - C) Competency Standards
 - D) Curriculum, Training and Assessment Guides

A) Competency Map

2. A competency map provides an overview of a sector's core functions, key occupations and the corresponding critical competencies, which support the sector's current and future business objectives. A competency map may include the following components:

- a) Sectors/sub-sectors
- b) Occupational structures and key occupational titles
- c) Competency categories
- d) Competency units
- e) Presentation of WSQ qualifications

3. The map also defines the qualification levels with recommended qualification titles. See Appendix 1 for an example of the competency map that was developed for the Human Resource (HR) sector.

Sectors / Sub-Sectors

4. Sectors/sub-sectors may be described as a value chain in which companies buy and sell from each other in order to supply a particular set of products or services to end users or consumers. It includes producers, processors, input suppliers, wholesalers and retailers, and can be defined by a particular finished product or service. Sub-sectors may be delineated by the type of products, services, fields of specialisation, consumers, business models or sequence of activities.

Occupational Structures & Key Occupational Titles

5. The occupational structure refers to the clustering of occupations (occupational groups) into different functional levels (occupational levels) which represent career progression for the professional. The names of these levels should be based on actual careers that are available to someone working in the sector.

6. The occupation title should reflect the range and scope of work carried out by someone holding that occupation title. They should be clear and easily recognisable to potential candidates to that occupation.

Competency Categories

7. Competencies required in performing the functions in an organisation can be categorized to reflect activities and deliverables which must be achieved in order that an organisation achieves its purpose and objectives. The categorization identifies all functions which are essential for a business's success. These competency categories would be used as the bases for the identification of competency units and the development of competency standards. The identified categories may also be used as a basis for restructuring roles.

Competency Units

8. Competency units consist of work activities which are to be undertaken by an individual. They are of sufficient size and scope and have credibility as a stand-alone unit. Competency units are identifiable and certifiable components.

B) Qualifications Framework

9. A WSQ qualification represents the achievement of learning outcomes generally identified as sets of competencies for levels of workplace performance reflected in the characteristics and distinguishing features of each qualification. These characteristics and features have been defined in terms of a general description which establishes the nature and level of skills characterised by that qualification.

Each qualification will typically cover multiple competency units. The seven levels of the WSQ qualifications are outlined in Annex A of the Requirement Specifications.

C) Competency Standards

10. A competency unit is detailed into a standard. A competency standard documents the function, role, job, task, skills, knowledge, process, and procedures. The WSQ framework comprises many competency standards identified for key occupations. They also provide information on the types of evidences an individual must show to prove competence. By learning, mastering, and performing to these standards, the individual will meet industry expectations for the job. See Appendix 2 for a sample competency standard that was developed for the HR sector. (Note: The format of the competency standard for the BM WSQ is in Annex D of the Requirement Specifications),

D) Curriculum, Training and Assessment Guides (CTAGs)

11. The curriculum, training and assessment guide provides guidelines for the development of training programmes and assessment instruments. It specifies learning outcomes, recommended training hours, training and assessment methods and facilities, resources that may be used to develop training and assessment materials and trainer and assessor requirements for effective delivery. Advice on how various training modes such as on-the-job training and assessment methods could be applied to equip workers with the stipulated competencies are provided.

Note:

The design of qualification structure and development of CTAGs are not required under the BM WSQ tender.