

Guide for Sector Agencies: Revised WSQ FQ Design Rules under SFw 2.0

Purpose of this Guide

This guide supports Sector Agencies (SAs) in designing WSQ Full Qualifications (FQs) under Skills Framework 2.0 (SFw 2.0), using a job role-led, skills-based approach.

Sector Agency User Journey (Overview)

I want to mount a WSQ Full Qualification. . .

Step 1. For what job role and what skills are required?

Step 2. How should these skills be bundled into a WSQ FQ?

Step 3. Which WSQ qualification level does this align to?

Step 4. Does the FQ meet the Credit Value (CV) requirements?

Step 5. How do modular courses fulfil required Knowledge & Abilities (K&As)?

Step 6. How should the WSQ FQ be named?

Step 1: Identify the target job role(s) and required skills

The starting point for any WSQ FQ is a clear, well-defined job role and the skills required to perform the job role effectively.

SAs should first consider:

- i. What job role(s) the WSQ FQ is intended to prepare learners for, and if a FQ is critical for individuals to take on the role(s)
- ii. The scope, complexity and level of responsibility associated with the job role
- iii. Where the job role sits within the sector's career and progression pathways

SAs should:

- i. Refer to SFw 2.0 skill descriptions to ensure relevance and accuracy

 Under SFw 2.0, the **intended job role** anchors downstream decisions on both the skills bundle and the eventual WSQ qualification level. Skills may come from different proficiency levels (Basic / Intermediate / Advanced)

Step 2: Bundle skills into a WSQ FQ skills bundle

Once skills are identified, SAs consolidate them into a skills bundle forming the WSQ FQ.

Under SFw 2.0:

- i. Skills can be bundled flexibly based on job-role needs
- ii. There are no fixed percentage requirements by proficiency level
- iii. Skills from different proficiency levels may coexist within the same FQ

SAs should ensure that:

- i. Collectively, the skills prepare learners for entry into or progression within the target job role

Step 3: Determine the appropriate WSQ qualification level

With the job role and skills bundle defined, SAs determine the WSQ qualification level.

Under SFw 2.0, qualification level is determined by the overall alignment between:

- The intended job role
- The complexity and depth of the FQ skills bundle
- The WSQ qualification level descriptors (See [Annex A1](#))

SAs should:

- Consider the job role responsibilities, the expected learning outcomes of the skills bundle, and whether these align with the learning outcomes at a particular qualification level.

Qualification level is not determined by:

- the number of skills or proportion of credit value at a given proficiency level

Step 4: Ensure minimum Credit Value (CVs) are met for the WSQ FQ

CV per Skill Proficiency Level (SFw 2.0)

CVs assigned to each WSQ Statement of Attainment (SOA) follow a **3-tier structure**:

TSC Skill Proficiency Level	CV per WSQ SOA
Advanced	3
Intermediate	3
Basic	2

Minimum CV by WSQ Qualification Level

Each WSQ FQ must meet the **minimum total CV requirement** for its qualification level.

WSQ Qualification Level	Minimum CV
Level 6 (Graduate Diploma)	15
Level 5 (Specialist Diploma)	15
Level 4 (Diploma)	20
Level 3 (Advanced Certificate)	15
Level 2 (Higher Certificate)	10
Level 1 (Certificate)	10



*The **minimum total CV** requirements must be met.*

Step 5: Ensure Knowledge & Abilities (K&A) alignment via modular courses

WSQ FQs are delivered through **modular courses** that stack towards the qualification.

Under SFw 2.0:

- i. There is **no requirement** for 100% K&As of a skill to be covered in a modular course. SAs will stipulate the K&A bundles to be covered by Training Providers.
- ii. Training Providers must fulfil the K&As stipulated by SAs for the skills mapped to the corresponding modular course

SAs should check that:

- i. Skills are clearly mapped to modular courses
- ii. K&A coverage at the WSQ FQ level for each skill is appropriate to prepare learners for the intended job role.

 *The focus is on whether each course adequately addresses the K&As of the skills it claims to cover.*

Step 6: Name the WSQ Full Qualification appropriately

SAs should follow the standardised naming format for WSQ FQs and ensure that the FQ name can support clear skills signalling to employers and learners.

An FQ may adopt from [SSEC 2026 Field of Study \(FOS\)](#):

- 3-digit Field of Study **Primary/Alternative Title**

Optional parentheses may include:

- 3-digit Field of Study **Alternative Title**

Naming Format:

WSQ <Qualification Level> in <3-digit FOS **Primary/**
Alternative Title> (<3-digit FOS **Alternative Title**, if any>)

Example:

- i. WSQ <Qualification Level> in <3-digit FOS **Primary Title**>
 - WSQ Diploma in **Sales and Marketing**
- ii. WSQ <Qualification Level> in <3-digit FOS **Alternative Title**>
 - WSQ Diploma in **Digital Marketing**
- iii. WSQ <Qualification Level> in <3-digit FOS **Primary Title**> (<3-digit FOS **Alternative Title**, if any>)
 - WSQ Diploma in **Sales and Marketing (Advertising)**

Annex A1: WSQ Qualification Level Descriptors

WSQ Level 1 – Certificate	Overall Learning Outcomes
	Learner would be able to operate in a standardised work context that is well-defined and use procedural knowledge to perform work tasks in defined work contexts under close supervision. The learner is able to identify and describe opportunities for minor adjustments to work tasks to improve work flow, interact effectively with others and apply ethical codes of practice. The learner is able to demonstrate some responsibility for own learning and performance, take reference from and apply known solutions to familiar problems. Work functions and tasks at this level are typically undertaken by individuals who have minimal or no prior working experience.
WSQ Level 2 – Higher Certificate	Overall Learning Outcomes
	Learner would be able to operate in a standardised work context that may change occasionally due to external factors, under supervision. The learner is able to interpret the meaning of work tasks using relevant procedural knowledge, carry out defined work tasks with some independence and react to changes in the work contexts by adjusting the application of skills. The learner is able to contribute to innovation and present ideas to improve work tasks with some attempt to link to the organisation goals, build relationships, collaborate with others and apply ethical codes of practice. The learner is able to demonstrate responsibility for own learning and performance, take reference from and apply from a range of known solutions to familiar problems. Work functions and tasks at this level are typically undertaken by individuals who are independent contributors and work within clear boundaries, and under supervision.
WSQ Level 3 – Advanced Certificate	Overall Learning Outcomes
	Learner would be able to operate in work contexts that are less standardised and may vary in unanticipated ways due to changes in the external environment. The learner is able to apply relevant procedural and conceptual knowledge to perform the work activities and apply skills to differentiated work activities and manage changes in work contexts as an effective team member. The learner is able to collaborate with others to innovate and identify value-adding opportunities to improve technical or business outcomes within a team setting, maintain relationships and make ethical judgment on code of conduct issues and react in accordance with current ethical codes or practices. The learner is able to use given stages of a problem-solving approach to deal with work activities, identify the gaps in one’s learning, select the relevant approaches to close the learning gap and apply learning acquired in various work contexts. Work functions and tasks at this level are typically undertaken by individuals who work in a team and begin to hold some team lead responsibilities.
WSQ Level 4 – Diploma	Overall Learning Outcomes
	Learner would be able to operate in technical or business work contexts where unanticipated changes can be frequent. The learner is able to analyse specialist knowledge in particular work areas, to enhance the performance of work activities and evaluate approaches to resolve work issues effectively with guidance. The learner is able to apply a range of practices to familiar and unfamiliar work areas and adapt practices to enable one and help others to manage change. The learner is able to lead a project team to generate innovative ideas and facilitate the implementation of the ideas to generate value for the organisation with guidance. The learner is able to collaborate and influence others to align to common goals that are beneficial to a team and make ethical judgment on code of conduct issues and react in accordance with current ethical codes or practices. The learner is able to use a range of approaches to formulate evidence-based solutions to familiar and unfamiliar work areas and take into account of some of the consequences of action/inaction. The learner values others’ knowledge and skills and is able to influence others to actively learn. The learner is able update one’s learning in the relevant work area to adapt to changing conditions, engage in self-reflection, and explore alternative approaches of the performing work areas. Work functions and tasks at this level are typically undertaken by individuals who hold team leadership or supervisory roles with a defined degree of autonomy to perform the work area. It is also possible for learners at this level to focus on only one field of expertise as associate specialists, entrusted with innovation and value-generation responsibilities as a core function, with limited or no people management responsibility.

Annex A1: WSQ Qualification Level Descriptors

WSQ Level 5 – Specialist Diploma	Overall Learning Outcomes Learner would be able to operate in technical or business work contexts where unanticipated changes are expected. The learner is able to review the environments in which the organisation operates in, integrate and draw on a range of sources of knowledge to make judgments and apply a range of practices to specialist and unfamiliar work issues to improve the organisation's operating work contexts. The learner is able to identify success factors for innovation to create values for the organisation and uphold workplace standards as a role model, support and inspire others to achieve common goals. The learner is able to deal with ethical and professional issues in accordance with current professional and/ or ethical codes or practices. The learner values others' knowledge and skills and is able to influence others to actively learn. The learner is able to use a range of cognitive and adaptive skills to generate solutions to specialist and unfamiliar work issues, self-reflect and process learning from multiple sources to explore alternative approaches of enhancing work performance. Work functions and tasks at this level are typically undertaken by individuals who hold managerial or specialist roles. For specialists, they could be focusing on only one field of expertise and entrusted with innovation and value-generation responsibilities as a core responsibility. They are expected to work independently and/or lead a technical project team.
WSQ Level 6 – Graduate Diploma	Overall Learning Outcomes Learner is able to operate in work contexts where unanticipated changes are expected. The learner is able to reason and engage in inquiry to analyse and evaluate the sustainability of multiple specialist and unfamiliar technical or business areas, using deep specialist technical or business knowledge in a limited field of expertise. The learner is able to select and apply a range of technical or business practices to multiple work areas and adapt these technical or business practices to achieve sustainable and efficient technical or business outcomes. The learner is able to build a culture of innovation and identify strategic technical or business tools to enable the implementation of the strategy to enhance value-creation to support organisational goals. The learner is able to display a high level of organisational awareness, social and leadership skills to foster a culture of openness and cohesion to embrace diversity and achieve common goals through co-creation. The learner is able to deal with ethical and professional issues in accordance with current professional and/ or ethical codes or practices, with minimal guidance. The learner is able to critically self-reflect and evaluate one's own preparation of learning to ensure it is consistent with the technical or business knowledge required for the profession and attempt to integrate learning from other fields to manage current area of work. The learner values others' knowledge and skills, engage in active sharing of learnings and is able to proactively coach others to overcome constraints at work. Work functions and tasks at this level are typically undertaken by individuals who hold middle-to-senior executive roles in the organisation with leadership and business sustainability and excellence responsibilities. For middle to senior specialists, they could be focusing on selected or limited field(s) of expertise and are entrusted with innovation and value-generation responsibilities as a core responsibility in the organisation. They may or may not have people management responsibilities.