Employability Skills

From Framework to Practice

An Introductory Guide for Trainers and Assessors

TRAINING PACKAGE SUPPORT MATERIALS

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Resource Overview

➜ Introduction

In 2002 The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), with funding from the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA), published *Employability Skills for the Future (2002)*. This report was produced in consultation with other peak employer bodies and with the support of government. It indicated that the skills and knowledge contained in the Key Competencies needed to be revised and expanded to reflect the changing world of work and the broader range of skills which employers currently require.

Employability Skills, in and of themselves, are not a new concept. They describe non-technical skills and competencies that have always been an important part of effective and successful participation in the workplace. Their explicit inclusion in Training Packages represents the progression of competency based training into a system which develops the full range of transferable skills, attitudes and behaviour required for successful participation in the workplace.

What is new about Employability Skills is the emphasis they are being given. Enterprises are increasingly asking for Employability Skills, and as a result learners and candidates for assessment need to know what these skills are and how to demonstrate them.

Employability Skills are already an inherent part of all components of Training Packages and units of competency. Their inclusion, or embedding as it is sometimes referred to, highlights what these particular skills are in the context of particular job roles, as they are presented throughout the National Training System.

For those trainers, assessors and RTOs who are familiar with Key Competencies, Employability Skills will represent an opportunity to build on existing practices and techniques. Whether you are new to the VET sector or an experienced practitioner, Employability Skills are a meaningful tool. They assist learners and candidates for assessment to reflect on and/or demonstrate that they are not only technically competent, but also that they have the skills necessary to achieve and maintain successful employment outcomes.

➜ Who is this guide for?

This resource is written specifically for individuals who provide competency based training and assessment in the vocational education and training sector.

It is not explicitly written as a tool for those responsible for the professional development of trainers and assessors in RTOs. However, many of the activities and materials contained in this guide could easily be used in a professional development session.

Anyone with an interest in Employability Skills will find the guide written and structured in a manner which will provide enough information and background to understand the skills and their place in the VET sector.

➜ How to use this guide

This guide is written as an introductory resource for Employability Skills. In addition to explaining what Employability Skills are, it outlines how they have been included in Training Packages.

It is not a comprehensive guide to writing learning and assessment activities and tools, but rather an aid to understanding Employability Skills and integrating them into training and assessment practice.

There are a series of reflective activities throughout this guide that assist you to confirm your understanding of Employability Skills. The activities provide an opportunity to practice the learning and assessment concepts and techniques presented in this resource.

➜ Guide structure

This resource has the following key sections:

Background and Fundamentals

This section explores the history and concepts behind Employability Skills and how they differ from, and improve on, Key Competencies. It also describes the approach endorsed by the National Training Quality Council (NTQC) to incorporate Employability Skills into Training Packages. In 2006 the NTQC was replaced by the National Quality Council (NQC).

The Employability Skills

This section introduces each Employability Skill separately through the provision of:

- the endorsed definition of each Employability Skill
- a general summary of each skill's application in the workplace
- a unit of competency, drawn from various Training Packages to show how Employability Skills can be found, as well as some basic questions trainers and assessors can ask themselves to begin contextualising the skills
- a reflective exercise to consider each skill in the context of individual's own training and/or assessment practices.

Unpacking Employability Skills

Building on the basic knowledge covered in the previous chapters, this section highlights some further considerations in relation to identifying and working with Employability Skills as they are found in units of competency.

Employability Skills in Delivery and Assessment

This section provides practical advice and methods for incorporating Employability Skills into delivery and assessment approaches. It gives you the opportunity to look at some contextualised examples and to make links to your own areas of expertise.

Appendix 1 – Resources

The resources section provides some further reading about Employability Skills and related areas.

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Background and Fundamentals of Employability Skills

✈ History and Origins

Employability Skills, like Key Competencies before them, are specific conceptualisations of what are known more broadly as generic skills. They are also referred to as generic capabilities, enabling skills or even key skills. What they describe are non-technical skills and competencies which play a significant part in contributing to an individual's effective and successful participation in the workplace.

The use and popularity of concepts of generic skills has increased around the world, and particularly in Australia, since the 1980s. No matter where they have been adapted, or how they have been named, these conceptualisations of skills share a common goal. They seek to establish the basis for recognising an important set of skills which support the successful accomplishment of the task-based activities central to any job role.

While generic skills all have contextualised applications unique to a work-place and job role, it is important to keep in mind that they are also highly transferable. A generic skill learned or applied in one workplace will also be applicable in another. For example the teamwork skills utilised in a fast food environment are transferable and applicable to working as a waiter in a hotel. The environment and context of the job roles is different, but an understanding of the relationships between roles and team members is important to both. The success of an individual in a new job role is, in part, based on their ability to draw on previous experiences and relate them to the present situation. Table 1, below, outlines the elements which are commonly found in generic skill listings.

Table 1 *Common elements of various listings of generic skills*

- *Basic/fundamental Skills:* such as literacy, numeracy, using technology
- *People-related skills:* such as communication, interpersonal, teamwork, customer service skills
- *Conceptual/thinking skills:* such as collecting and organising information, problem-solving, planning and organising, learning-to-learn skills, thinking innovatively and creatively, systems thinking
- *Personal skills and attributes:* such as being responsible, resourceful and flexible, being able to manage one's own time, having self-esteem
- *Business skills:* such as innovation skills, enterprise skills
- *Community skills:* such as civic or citizenship knowledge and skills.

(Gibb 2004)

Reflective Activity

1 Review the types of generic skills listed in Table 1 and consider the role these skills play in your current job role.

2 Consider how your earlier job roles, and their generic skills, prepared you for your current role.

→ Key Competencies

The Mayer Committee report (1992) marked the beginning of the establishment of what was known as Key Competencies in Australian education. The Committee established the guiding principles to shape the conceptualisation of generic skills into the Key Competencies which would eventually find their way into Training Packages. Key Competencies were described as:

- essential to preparation for employment
- generic to the kinds of work and work organisation emerging in the range of occupations at entry levels within industry, rather than being occupation or industry specific
- equipping individuals to participate effectively in a wide range of social settings, including workplaces and adult life more generally
- involving the application of knowledge and skill
- being able to be learned
- being amenable to credible assessment.

(Gibb 2004)

Key Competencies were included in a table at the end of every unit of competency in a Training Package. The Key Competencies used in the Australian National Training System were:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities
- work with others in teams
- use mathematical ideas and techniques
- solve problems
- use technology.

When included in a unit of competency, each Key Competency was also assigned one of three performance levels, as well as a zero to indicate where a particular Key Competency was not contained in a given unit of competency:

- Level 1 equivalent to the level of competency needed to undertake tasks effectively
- Level 2 equivalent to the ability to manage tasks
- Level 3 equivalent the ability to evaluate and reshape tasks.

Key Competencies heralded a new era in preparing learners for the reality of the workplace. However it became increasingly apparent that they needed, firstly, a considerable review or restructuring to meet the needs of the late twentieth century workforce and, secondly, much greater emphasis in the training system. Hence the evolution of Employability Skills.

✈ Employability Skills – ACCI/BCA

The report *Employability Skills for the Future* (ACCI/BCA 2002) identified eight Employability Skills:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

Central to the identification of these eight skills was the realisation by employers that the skills emphasised by Key Competencies were no longer adequate. They were too generic in their approach and no longer reflected the needs of contemporary workplaces. After extensive consultation with industry and enterprises across Australia, the skills were identified and a framework was recommended.

The framework explains how Employability Skills, unlike Key Competencies, can be further contextualised and specified for the needs of particular industries and occupations. As you can see in Table 2, Employability Skills cover all of the skills articulated by Key Competencies and include some newly identified requirements as well.

Table 2 *Mapping Key Competencies into Employability Skills*

Key Competencies	Employability Skills
Communicate Ideas and Information	Communication
Work with others and in teams	Teamwork
Solve Problems	Problem Solving
Use Technology	Technology
Collect, Analyse and organise Information	Planning and organising
—	Initiative and enterprise
Plan and organise activities	Self-management
—	Learning
Use Mathematical Techniques and Ideas	***Contained within the descriptions of several of the other Employability Skills***

When analysing this table you should consider the way the Employability Skills relate to each other and at times overlap. For example, using technology may involve communication skills and combine an understanding of mathematical concepts.

It is also important to note that as Training Packages are systematically reviewed and updated to include Employability Skills, there will be a transition period where Training Packages import units that still contain information based on Key Competencies. Practitioners will need to have a good understanding of the relationship between Employability Skills and Key Competencies in order to develop relevant and valid learning and assessment strategies.

Finally, those of you familiar with Key Competencies will recall that for each unit, every key competency was assigned a level of performance from zero – three: zero indicating a particular key competency was not found in the unit and a three indicating that it was applied at an advanced level. This is no longer necessary, as Employability Skills are contextualised to the particular qualifications and job roles being described in each unit of competency. As such, the performance requirements of Employability Skills are defined within each unit and by the Australian Qualification Level (AQF) for which they are written and packaged for each qualification.

Employability Skills – The Endorsed Approach

The National Quality Council endorsed the approach to explicitly embed Employability Skills into Training Packages. Since then, the Department of Education, Science and Training (DEST) has been working with Industry Skills Councils (ISC) to ensure that Employability Skills are integrated into all nationally endorsed Training Packages. Employability Skills are considered to be explicitly embedded when units of competency are written in a manner which makes the relationships between Employability Skills and the other performance requirements clear and readily identifiable.

Following the endorsement of Employability Skills, Industry Skills Councils (ISC) began working with training package developers to map and embed these eight Employability Skills.

In order to achieve this, every ISC used the Employability Skills Framework from the *Employability Skills for the Future* report as a starting point. In many cases, the Framework was further modified to capture industry specific requirements. These requirements were then mapped to existing Training Packages and embedded and strengthened in units of competency.

The Facets and the Framework

Facets are specific examples of skills and behaviours which contribute to the overall application of a particular Employability Skill. The nature, emphasis and context of these facets will vary from one industry and application to the next.

Together, Employability Skills and their facets are referred to as the Employability Skills Framework (see page 12, Table 3). As a trainer or assessor, you will be required to design learning and assessment approaches that encompass the facets embedded in units of competency. This is explained in more detail in sections 3 and 4 of this resource.

Employability Skills Summary

Once the units of competency in a qualification have been mapped against the framework, an Employability Skills Summary is created for every qualification in a Training Package. Summaries broadly identify the application of each Employability Skill in the context of the job role(s) covered by the qualification. They are designed to assist you in identifying and including relevant industry applications of the Employability Skills into learning and assessment strategies. Employability Skills Summaries are discussed in more depth as part of the chapter titled, Unpacking Employability Skills.

Table 3 *The ACCI/BCA Employability Skills Framework*

Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
Listening and understanding	Working as an individual and a team member	Developing practical situations	Adapting to new situations – including changing work conditions	Managing time and priorities	Evaluating and monitoring own performance	Using a range of mediums to learn	Having a range of basic IT skills
Speaking clearly and directly	Applying teamwork to a range of situations	Solving problems in teams	Identifying opportunities not obvious to others	Collecting, analysing and organising information	Taking responsibility	Applying learning to technical issues and operations	Having the OHS knowledge to apply technology
Reading and interpreting documentation	Working with people of different ages, genders, races, religions or political persuasions	Showing independence and initiative in identifying problems and solving them	Being creative	Identifying contingency situations	Having knowledge and confidence in own vision and goals	Being open to new ideas and change	Having appropriate physical capacity
Using numeracy effectively	Coaching, mentoring and giving feedback	Resolving customer concerns in relation to complex project issues	Generating a range of options	Implementing contingency plans	Articulating own ideas and vision	Contributing to the learning community at the workplace	Operating equipment
Sharing information	Knowing how to define a role as part of a team	Using mathematics, including budgeting and financial management, to solve problems	Translating ideas into action	Being resourceful			Using IT to organise data
Being assertive	Identifying the strengths of team members	Testing assumptions, taking the context of data and circumstances into account		Allocating people and other resources to tasks			Applying IT as a management tool
Writing to the needs of the audience				Adapting resource allocations to cope with contingencies			
Empathising				Participating in continuous improvement and planning processes			
Negotiating responsively				Planning the use of resources including time management			
Persuading effectively				Developing a vision and a proactive plan to accompany it			
Establishing and using networks							

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The Employability Skills

→ Section Overview

This section provides you with:

- the endorsed definition of each Employability Skill

- a general summary of each skill's application in the workplace

- a unit of competency, drawn from various Training Packages to show how Employability Skills can be found, as well as some basic questions you can ask yourself to begin contextualising the skills

- a reflective exercise to consider each skill in the context of your own training and/or assessment practices.

→ Communication

...that contributes to productive and harmonious relations between employees and customers

Communication is possibly the most prevalent of all the Employability Skills. Speaking, listening, reading and/or writing are central to all work practices and there are very few examples of units of competency which do not contain at least some aspects of *communication*.

Communication takes many forms to contribute to successful work outcomes, and may include:

- Creating documents – everything from maintenance documentation to in-depth research on the competition.

- Reading and interpreting documentation – this can include staying up to date with the latest policies and procedure manuals, or interpreting complex tender documentation.

- Oral communication – such as how to convey your message, or more complex skills like empathising or persuading that may be required for interactions with staff or customers.

- Information Communication Technology – even though technology exists as a separate Employability Skill, its inclusion here indicates the central role that technology plays in workplace communication.

- Language – this includes competency in English, or other relevant languages, as well as an ability to communicate effectively in environments where there are those who speak English as a second language.

- Numeracy – an ability to work with numbers and understand mathematical concepts is a skill area, much like language, which underpins an individual's ability to communicate.

Obviously *communication* has many layers and levels of complexity and you will need to determine the appropriate communication requirements for the units of competency or qualifications you are working with. For example, someone working towards a Certificate II in Hospitality might need communication skills to clarify orders with customers, pass on routine messages to staff and answer the phone. These are all fundamental communication skills. By comparison, though, a learner in a program for a Diploma in Hospitality would need more sophisticated communication skills, as they may need to respond to customer complaints, address staff conflict or make presentations to groups.

As a trainer or assessor, you need to understand the job roles and work environments of your learners and candidates for assessment, and to ensure that learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which shows how **communication** skills are located in the unit. Some relevant considerations for you, as a trainer or assessor, are included.

The unit is taken from the Extractive Industry Training Package and is packaged within a Certificate II qualification.

MNQGEN230A **CONTRIBUTE TO SITE QUALITY OUTCOMES**

Unit Descriptor
This unit covers the planning, preparation and application of site quality system by an individual on a work site.

Element	Performance criteria
1. Plan and prepare for quality outcomes.	1.1 Access, interpret and clarify the relevant quality procedures.
	1.2 Identify and agree on performance indicators for individual work with the appropriate persons.
	1.3 Prepare work plans that will facilitate the achievement of quality standards.
2. Apply quality systems to individual work activities	2.1 Carry out work to relevant quality procedures.
	2.2 Monitor quality of outputs and report non-conformance and/or implement necessary changes in accordance with site procedures.
	2.3 Adjust and agree on performance indicators to meet changing circumstances with appropriate person.
	2.4 Monitor work processes, report incidents and apply local risk control processes to minimise quality non-conformance.
	2.5 Communicate and resolve quality systems and procedure improvements with relevant people.
	2.6 Complete relevant quality documentation in accordance with site requirements.

Considerations for Trainers and Assessors

Relevant questions for trainers and assessors:

How are procedures communicated and accessed?

How are performance indicators communicated and agreed on?

What communication processes contribute to the preparation of work plans?

Considerations for Trainers and Assessors

How are outputs/processes monitored and reported?

What communication processes are used to agree on the adjustment of performance indicators?

What types of information are required to complete quality documentation?

➜ Teamwork

…that contributes to productive working relationships and outcomes

Teamwork recognises the importance of relationships with others in the workplace. There are very few tasks and roles which occur in isolation, but even these require at least some degree of relationship with customers and/or supervisors or an understanding of how the work being done contributes to an overall goal or target.

Structural change, the growing complexity and diversity of services and products being provided, the use of outsourced providers, workplace flexibility and multiskilling are just some of the factors influencing the increased requirements for teamwork. All of these changes require workers to be able to function well as part of a team.

Some of the **teamwork** skills learners may need to develop include:

- Supporting team members – this typically needs to be done by supervisors as well as team members. Supervisors may need to monitor worker progress and provide assistance where necessary, and team members may need to see where there are bottlenecks in the work and help each other out.

- Contributing to positive team dynamics – this is a responsibility for all team members, and includes dealing appropriately with conflict.

- Understanding one's relationship and accountability to other team members.

- Working with people who vary in their age, gender, race, religion or political persuasion.

- Working autonomously in the interest of shared team goals and objectives.

The importance of **teamwork** will vary depending on the given job role. Some work requires almost constant interaction and the work is highly interdependent on other people. For example, a ward assistant in a busy public hospital would need to work closely with nursing staff and other health and administrative staff every day. However, some job roles will be quite different in their requirements for teamwork and people will have quite discrete and isolated tasks. A pastry cook, for example, may need to work early shifts, be relatively self-directed and work independently.

It is important that you understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to **teamwork**. The unit is taken from the Asset Maintenance Training Package and is packaged within a Certificate IV qualification.

PRMWM52A   **ORGANISE WASTE MANAGEMENT OPERATION**

Element	Performance criteria
1. Identify work requirements	1.1 Review work site specifications to identify requirements
	1.2 Identify client needs and expectations
	1.3 Identify site characteristics and special requirements for waste management
	1.4 Conduct hazard and risk analysis to identify all OHS and personal protective equipment requirements in accordance with company requirements, OHS regulations and other relevant legislation and report to appropriate personnel
2. Organise equipment and materials	2.1 Estimate plant and equipment and materials requirements in line with past usage and present needs
	2.2 Ensure the availability of the required equipment and material
	2.3 Check plant and equipment to ensure it is in good working order in accordance with manufacturers' specifications, relevant legislation and company requirements
3. Allocate work areas and activities	3.1 Ensure work is scheduled and allocated to be completed within time available
	3.2 Allocate work by considering factors such as individuals' competency level and their capacity to complete work requirements within relevant legislation, OHS procedures and company requirements
	3.3 Ensure licences appropriate to the work being performed are held in accordance with relevant legislation and company requirements
	3.4 Allocate work within approved company budget levels
	3.5 Develop site safety plan which identifies all relevant site safety features in accordance with company and OHS requirements
	3.6 Communicate work requirements to personnel in a manner suitable to the situation to ensure instructions are understood, verified and confirmed
4. [Provide] suitable [training] and [developm]ent [opport]unities	4.1 Identify personnel skill gaps
	4.2 Provide appropriate on-the-job training to fill identified skill gaps and improve work performance
	4.3 Provide opportunities for personnel to ask questions and seek clarification on training and work performance matters
	4.4 Provide assistance to personnel to ensure compliance with work site requirements
	4.5 Undertake relevant work assessments in accordance with industry and company requirements
5. Document waste management organisational plan	5.1 Document all details of waste management organisational plan accurately and promptly, in accordance with company requirements and relevant legislation

Considerations for Trainers and Assessors

How will work be allocated and what teamwork skills are required for the allocation of work?

Considerations for Trainers and Assessors

What skills are required to effectively monitor the progress of this work?

What feedback will team members need about their work and how will it be provided?

Problem Solving

...that contributes to productive outcomes

At its simplest, *problem solving* can be described as seeing that something is wrong and fixing it. At a more complex level, problem solving can include processes to identify problems; for example, risk management and quality assurance. Initiative was identified in the initial report as an important facet of problem solving as it allows individuals to take steps to solve problems, with or without input from supervisors, before they impact on production or service delivery.

Some of the ways in which *problem solving* is used in the workplace are:

- In contingency situations – when staff are required to identify and resolve non-standard situations which may arise.

- Using troubleshooting equipment – including standard checks and maintenance as well as addressing breakdowns that may occur in the course of use.

- Providing customer service – working with customers to resolve problems and provide options for complaints resolution.

- For planning, strategy and resource allocation, which contribute to the avoidance or resolution of contingency situations.

- For continuous improvement processes – an important means to ensure that key lessons are learned and integrated following workplace problems.

- Research, which is a problem solving process in and of itself, and can also contribute to effective resolution of problems.

Problem solving is an important part of any job role but higher levels of problem solving are required of people who are working towards a Diploma, as compared to those working towards Certificate II. For example, someone enrolled in a Certificate II in Transport and Distribution (Rail Freight Services) would need good basic *problem solving* to deal with delays and equipment breakdowns and to manage contingencies. By contrast, someone enrolled in the Diploma of Logistics Management would need to have high level problem solving skills to deal with a situation when a ship's cargo is lost at sea.

You must understand the job roles and work environments of your learners and assessees, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to **problem solving**.

The unit is taken from the Community Services Training Package and is packaged within an Advanced Diploma qualification.

CHCRF23B   **RESPOND TO PROBLEMS AND COMPLAINTS ABOUT THE SERVICE**

Unit Descriptor
This unit describes the requirements for effectively resolving grievances and complaints about the service.

Element		Performance criteria	
1.	Respond to a family member's concerns about their child	1.1	Observations about the child in the service is provided as relevant.
		1.2	Feedback and views of all workers involved with the child are collated and presented.
		1.3	Concern is discussed and the key issue/s are identified with the person.
		1.4	Possible actions are discussed and a decision reached together.
		1.5	Appropriate communication strategies are used.
	...edge and ...grievances ...mplaints	2.1	Listens respectfully to person's concerns.
		2.2	People are informed of avenues for complaint.
		2.3	Issues underlying the complaint are identified, investigated and discussed according to guidelines.
		2.4	Action is taken as quickly as is required by the situation.
		2.5	Complaint process is explained and the complainant informed of what can and cannot be expected from the process.
		2.6	Complaint is referred to appropriate procedures or forums as appropriate.
3.	Effect resolution of complaints	3.1	Confidentiality and the rights of others are made clear to parties and protected during the process.
		3.2	Advice is sought as required.
		3.3	Options are generated and resolution facilitated.
		3.4	Mediation between parties concerned is facilitated as relevant.
		3.5	Resolution or an agreement to set aside issues is obtained.
		3.6	Process and outcomes are recorded according to the organisation's procedures.
	...service	4.1	Feedback about suggestions for improved practice or procedures are considered and implemented as appropriate.
		4.2	Information to clarify service practices and procedures is developed and provided, as relevant.

Considerations for Trainers and Assessors

What techniques are used to analyse and clarify the problem with the family members?

Having clarified the concern, what skills and knowledge are required to gather further information about these concerns?

Considerations for Trainers and Assessors

What skills and knowledge are required to effectively resolve complaints?

Do my learning and assessment strategies assist learners to practice and demonstrate mediation/resolution techniques?

→ Initiative and Enterprise

…that contributes to innovative outcomes

While initiative has been identified as an important facet within problem solving, it has also been included as an important skill in its own right. The inclusion of *initiative and enterprise* on its own reflects the importance many employers place on employees determining how to best achieve work-related outcomes without close and detailed supervision. Work-places with tighter control mechanisms may place a lower emphasis on initiative and may be characterised by a limited number of facets or, in some extreme cases, by the absence of these facets. *Initiative and enterprise* relates to:

- Change Management – both individual responses to change within the organisation and in leadership skills demonstrated in implementing change.

- Identifying opportunities – all members of an organisation or team should be encouraged to share ideas to improve work practices and opportunities for the growth of the organisation.

- Reflecting on one's own practice for improvement – this is the ability to critically reflect on and evaluate one's own work habits. It is an important step toward fostering an innovative work-place.

- Engaging colleagues – an innovative work-place culture is one where all individuals actively engage with other colleagues in sharing work-place knowledge.

- Adapting to new situations.

Employees who demonstrate initiative are more likely to be considered for promotion and offered opportunities for career advancement. Employees can show *initiative and enterprise* at all levels by suggesting ways to work more effectively, to reduce costs, to reduce complaints and to improve service.

You must understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to *initiative and enterprise*. The unit comes from the Business Services Training Package where it is found in an Advanced Diploma.

BSBHR605A   CONTRIBUTE TO ORGANISATION DESIGN

Unit Descriptor
This unit covers the review stage which precedes any organisational design activity. It then deals with the development of appropriate planning tools for organisation redesign and the implementation and evaluation of those plans. This unit is related to BSBMGT601A Contribute to strategic direction and BSBHR602A Participate in human resource strategic planning. Consider co-assessment with BSBHR601A Facilitate change and BSBHR603A Contribute to organisation development.

	Element		Performance criteria
1.	Review organisation design	1.1	Strategic plans are analysed to identify any need/opportunity to improve the organisation design
		1.2	Operational results are analysed to identify any need to redesign the organisation to improve performance
		1.3	Relevant groups and individuals are consulted to identify need/opportunity to improve organisation design
		1.4	Opportunities for improved synergy in the organisation's performance are identified
		1.5	Under performance, linked to specialisation, departmentation, co-ordination or control is identified and documented
2.	Develop organisation redesign plan	2.1	Objectives for organisation redesign are developed
		2.2	Processes for evaluating the outcomes of the redesign are agreed
		2.3	Relevant groups and individuals are consulted and their input sought on redesign options
		2.4	A range of redesign options are developed which achieve the redesign objectives
		2.5	Options are subjected to cost/benefit analysis and risk analysis
		2.6	Options are considered by relevant decision makers and the most effective option is chosen
3.	Job redesign and work reorganisation is undertaken as necessary to support the organisation redesign	3.1	Communication/education activities are undertaken in accordance with the plan
		3.2	Training programs are delivered as required
		3.3	Individuals and groups move to new positions if required by the redesign plan
		3.4	New systems and procedures are introduced in accordance with the redesign plan
		3.5	Implementation is monitored and evaluated throughout
		3.6	Remedial action is taken where there is variation from the plan or objectives are not being achieved
		3.7	Evaluation is undertaken at the completion of the redesign project and documented with recommendations for improvements to the process if appropriate

Considerations for Trainers and Assessors

What skills and knowledge are required to bring others along with the change process?

What challenges would the learner face in the workplace?

How can I build this into my learning and assessment?

Considerations for Trainers and Assessors

What initiative and enterprise skills will be required to generate alternative plans?

What creative thinking techniques are required to develop plans?

✈ Planning and Organising

…that contribute to long-term and short-term strategic planning

Planning and organising reflects an individual's ability to manage the tasks and timelines which define their work roles. This has also been identified as one of the Employability Skill areas which benefits the most from on-the-job experience.

Planning and organising can apply to:

- Time management – an individual's ability to meet time based requirements and deadlines
- Project management skills – an ability to manage multiple tasks and resources simultaneously
- Planning, strategy and resource allocation – participating in and leading processes which contribute to the establishment of key directions for the organisation
- Achieving goals and targets – an ability to complete the tasks assigned
- Research – collecting, analysing and organising information to inform subsequent work processes
- Scheduling – tasks, rosters or delivery, for example.

Even school learners need to demonstrate **planning and organising** skills to manage their study and to submit homework and assessment tasks. In the workplace we have seen the requirement for these skills increase. Planning and organising are part of jobs such as stacking supermarket shelves, scheduling deliveries by couriers and prioritising clients. Managers need to plan and organise others as well as themselves. It is almost impossible to think of a job role where **planning and organising** is not a critical function. The unit below shows how **planning and organising** is central to a specific work task from the Metalliferous Mining Training Package.

You need to understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to **planning and organising**. The unit comes from the Metalliferous Mining Training Package and is packaged within a Certificate II qualification.

MNMOMS203A   POSITION AND SET UP MOBILE LIGHTING

Unit Descriptor
This unit applies in all contexts to the organisation and positioning of lighting in the extractive process in the open cut environment.

Element		Performance criteria	
1.	Prepare for mobile lighting	1.1	Plan and prepare work according to site procedures and relevant legislation
		1.2	Receive, interpret and clarify shift change over details
		1.3	Select appropriate type of equipment and/or attachments according to job specifications and to maximise efficiency and effectiveness of work activities
		1.4	Identify, address and report potential risks and hazards
		1.5	Select personal protective equipment appropriate for work activities
		1.6	Conduct equipment pre-start checks to ensure equipment is ready for operation
		1.7	Secure all equipment in preparation for towing in accordance with site procedures
		1.8	Identify, address and report environmental issues
		1.9	Communicate with other personnel using approved communication methods
		1.10	Adhere to emergency procedures to ensure safety of personnel, plant and equipment
2.	Position and activate lighting	2.1	Isolate area using physical barricades and signage
		2.2	Position lighting to suit work activities and site conditions
		2.3	Test lights according to schedule, to include start-up and shut down procedures
		2.4	Activate lights according to schedule
		2.5	Enhance visibility of site according to the position of the lighting.
		2.6	Reassess risk to ensure enhanced illumination does not adversely affect safety of persons in the area

Considerations for Trainers and Assessors

What would the logical steps be in preparing for mobile lighting?

Whose schedules would you need to consult to coordinate this process?

How long should you allocate to the task and why?

✈ Self-management

...that contributes to employee satisfaction and growth

Self-management refers to an individual's ability to manage themselves in relation to the outcomes expected of their work role. Individuals must increasingly take responsibility for their own performance. The ways in which they do this can include:

- Assessing and evaluating their own performance to identify areas for improvement
- Identifying and seeking out appropriate development opportunities, both internal and external to the organisation
- Eliciting feedback, as appropriate from peers, subordinates and superiors
- Knowing the organisation, the work role, and its limits of authority
- Working safely.

Self-management is linked to planning and organising, but also describes our ability to know who we are and what we want. A person with good self-management skills will have clear priorities and be able to critically review their strengths and weaknesses. As the world of work changes, self-management skills will become increasingly important for individuals to negotiate their path between job roles and employers.

You must understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to **self-management**. The unit is taken from the Local Government Training Package and is packaged within a Certificate II qualification.

LGACORE104A   WORK EFFECTIVELY IN THE LOCAL GOVERNMENT CONTEXT

Unit Descriptor
This unit covers accepting responsibility for and managing own work in a Local Government environment.

	Element		Performance criteria
1.	Apply knowledge and understanding of Council responsibilities and structure to work	1.1	Work reflects understanding of relationship between elected members and Council staff
		1.2	Responsibilities and duties are performed in accordance with Council policies and procedures
2.	Accept responsibility for quality of own work	2.1	Work area is well organised and safe and is in accordance with relevant standards and policies
		2.2	Own work is monitored and adjusted according to requirements for job quality, customer service, public responsibility and resource use
		2.3	Council's code of conduct is adhered to
		2.4	Variations in the quality of service and/or products from required standards are detected and reported in accordance with Council procedures
		2.5	Quality improvement tools and techniques are used both individually and as part of a team to systematically improve the quality of work and services
3.	Manage own work	3.1	Instructions are interpreted correctly and checked against prescribed scope and standard of work
		3.2	Factors affecting work requirements are identified and appropriate action is taken
		3.3	Work load is assessed and prioritised within allocated timeframes
		3.4	The need for additional support to improve performance is communicated clearly to the appropriate person
4.	Maintain public safety	4.1	Potential health and/or safety hazards are identified and responded to in line with Council procedures
		4.2	Emergency situations are quickly and correctly recognised, assessed and responded to in line with Council procedures
		4.3	The potential effect of incidents on different customers, including those with special needs, is taken into account in determining appropriate action
		4.4	Requests for assistance from other staff or the public are responded to promptly and appropriately
		4.5	Reports on accidents and incidents are provided in accordance with Council and legal requirements
		4.6	Reports are accurate and comprehensive and clearly distinguish fact and opinion

Considerations for Trainers and Assessors

What skills and knowledge are required to check work is being completed to standard?

What critical thinking is required to make quality judgments about the work?

What are the limits of authority, and the requirements for being proactive?

Considerations for Trainers and Assessors

What techniques for managing workloads can be included in learning strategies?

Element		Performance criteria	
5.	Implement environmental procedures	5.1	Environmental risks and/or impacts relevant to the specific work being undertaken are identified
		5.2	All work activities are carried out in accordance with relevant environmental procedures including sustainable energy work practice
		5.3	Environmental risks and incidents are dealt with, recorded and/or reported according to Council and workplace procedures
		5.4	Contribution to the review of environmental procedures is made within limits of responsibility
	ute to change	6.1	Implications of external change on the Council are identified
		6.2	Implications of change in the workplace on own job are identified
		6.3	Agreed changes to improve work outcomes are acted upon
		6.4	Appropriate avenues are accessed to provide suggestions for improvements
		6.5	Suggestions for improving the work are contributed in a constructive way

Considerations for Trainers and Assessors

What self-management skills are required to identify environmental risks and sustainable work practices and to review procedures?

Reflective Activity – Self-management

1 Select a unit of competency, or a group of units, with which you are familiar.

2 Read through the unit(s) and highlight which parts relate to self-management and its various facets. Explain what role self-management plays in each instance.

3 Consider the learning and or assessment activities you currently use for the unit(s), and answer the following questions:

a. Have I adequately considered self-management skills in my training and assessment practice?

b. What can I do to better address self-management skills for this unit/these units?

→Learning

…that contributes to ongoing improvement and expansion in employee and company operations and outcomes

The inclusion of *learning* recognises the importance of using work experiences to extend and develop new skills. It recognises that learning is a continual process that takes many forms in the workplace and includes:

- Learning from past experience so that new and better ways of working are practised
- Individuals taking responsibility for strengthening their skill base so that they can move their career in the direction they want

- Managers knowing the strengths and weaknesses of their employees and assisting them to build their skills for their job and for career development

- Contributing to a learning environment through openly sharing knowledge and experiences

- Developing an awareness of learning methods and options, such as training, shadowing others, job rotation, online options, coaching and mentoring

- Actively using feedback from managers, subordinates and peers to improve performance

- Keeping well informed of updates and changes to organisational policies, procedures and regulations.

Learning is an ongoing process in the workplace and does not only occur when taking up a new role. Employees are increasingly expected to improve and alter working practices based on what they have learnt from everyday experiences, as well as more formal and structured training and education.

You must understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider in relation to *learning*. The unit comes from the Outdoor Recreation Industry Training Package and is packaged within a Certificate III qualification.

SROEQO003A   SUPERVISE HORSE HANDLING

Unit Descriptor
This unit has been developed for the Outdoor Recreation Industry Training Package. It refers to assisting and supervising others to identify and safely catch, control and handle horses. The competencies operate in work environments of racing stables, paddocks, yards, racecourses, and in public areas.

Element		Performance criteria	
1.	Assist others to identify and safely catch, control and handle horses	1.1	Receive and then give instructions to others regarding the catching and controlling of horses as required
		1.2	Provide assistance and supervision to others in the identification, catching and controlling of horses according to organisational procedures
		1.3	Identify the purpose of different gear as used to control and handle horses
		1.4	Assess competence of self with regard to safe handling of very difficult/dangerous horses and seek assistance where necessary
		1.5	Provide instructions regarding the catching and controlling of horses as required by the organisation to others
		1.6	Identify competence of other workers with regard to individual horses and delegate minor tasks/roles accordingly

Considerations for Trainers and Assessors

What skills are required to help others to do this task well?

What are the learning styles of the people being instructed and what adaptations may be required to accommodate these differences?

What strategies or approaches will be used to assist those who need additional support?

→ Technology

…that contributes to effective execution of tasks

The inclusion of **technology** as an Employability Skill recognises the importance that technology plays not just as a task skill, but in a range of functions performed in the workplace. This Employability Skill includes the more traditional forms of information technology and the skills needed to work with other equipment and machinery.

In the workplace we would see this skill applied when people are:

- Using information technology to assist in communication and support management and planning functions

- Operating machinery and technologies which assist in the completion of routine, heavy or complex tasks

- Troubleshooting machinery and technology

- Applying OHS knowledge to appropriately use technology, be it information technology or machinery.

It is hard to think of jobs in Australia that do not rely on the use of technology in some way. Despite the prevalence of information technology specialists, in big business or operating small companies, everyone needs to continue to develop proficiencies in new and emerging technologies.

The unit below shows how **technology** sits behind many tasks that do not have an obvious **technology** focus. It includes some questions that trainers and assessors might ask themselves when working with the unit.

You need to understand the job roles and work environments of your learners and candidates for assessment, and ensure that your learning and assessment strategies address the levels of performance stated in the unit and the workplace context.

Here is an example of part of a unit of competency which illustrates some of the questions you would need to consider relation to **technology**. The unit comes form the Textiles, Clothing and Footwear Training Package and is packaged with in a Certificate I qualification.

LMTPRLA09A   INSPECT, FOLD AND PACK THEATRE LINEN

Unit Descriptor
This unit covers the final checking and inspection of clean theatre linen to ensure customer requirements and quality standards have been met. It includes the sorting, folding and packing processes.

	Element		Performance criteria
1.	Check and classify cleaned theatre linen	1.1	Environmental standards for packing of theatre linen are applied and maintained
		1.2	Clean theatre linen is checked for grease/stains/lint, identifying markers, damage and/or quality/wear in accordance with enterprise procedures
		1.3	Reject linen is classified for rework, where required
2.	Fold theatre linen	2.1	Product is folded according to hospital theatre specifications and/or relevant Australian Standards
		2.2	Hospital and laundry linen coding systems are applied
	uct for	3.1	Package content requirements are determined
		3.2	Packs are configured according to hospital theatre and laundry procedures
		3.3	Packs are wrapped according to hospital theatre requirements/specifications
		3.4	Final finish of theatre packs is assessed in accordance with enterprise procedures
		3.5	Packed product is recorded and documented according to laundry requirements
4.	Dispatch product	4.1	Protective covering requirements for products are determined
		4.2	Products are loaded into transport equipment using safe manual handling techniques
		4.3	Orders are assigned according to transport requirements

Considerations for Trainers and Assessors

What technology will be encountered when completing this task in the workplace?

What skills and knowledge are required in order to operate technology to fold, store and code linen?

Considerations for Trainers and Assessors

What equipment is used for safe manual handling?

What computer systems record orders?

What skills are required to work with the system?

Reflective Activity – Technology

1 Select a unit of competency, or a group of units, with which you are familiar.

2 Read through the unit(s) and highlight which parts relate to technology and its various facets. Explain what role technology plays in each instance.

3 Consider the learning and or assessment activities you currently use for the unit(s), and answer the following questions:

    a. Have I adequately considered technology skills in my training and assessment practice?

    b. What can I do to better address technology skills for this unit/these units?

4

Unpacking Employability Skills

� How to Unpack Employability Skills

Unpacking is the term commonly used in the VET sector to describe the process of relating the information described in units of competency to the specific context and setting in which they will be delivered or assessed.

Good unpacking practice works to provide relevant context and setting details in relation to the following information contained in units of competency:

- the kinds of skills/knowledge and their application in workplace activities
- the indicators that show how someone performs these activities well
- the required work competencies as outlined by employers and workers
- the criteria used for assessment of competence.

Developing valid, reliable learning and assessment approaches that encompass Employability Skills will require trainers and assessors to extend the concept of unpacking units of competency to include Employability Skills. This can be achieved through understanding the following concepts:

- how Employability Skills are embedded in units
- the relationship between Employability Skills and the dimensions of competency
- the interrelationships between Employability Skills.

➝ How Employability Skills are Embedded

As a trainer or assessor, it is important that you recognise that Employability Skills are not described as a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency, and they appear in Elements, Performance Criteria, Range Statements and Evidence Guides. You will need to analyse each component of the unit of competency to design and build learning and assessment approaches.

Explaining Embedding

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- contained in the units as part of the other performance requirements that make up the competency as a whole
- explicitly described within units to enable users of Training Packages to accurately identify the performance requirements of each unit with regard to Employability Skills.

Employability Skills must be well defined and written into units of competency to ensure that they are apparent, clear and can be delivered and assessed as an essential component of the workplace competency.

Employability Skills Statement

Each unit of competency that contains Employability Skills contains a standard statement directing trainers and assessors to consider the information contained in the Employability Skills Summary for the qualification in which the unit will be packaged. Users of Training Packages will see the following Employability Skills statement:

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

This statement shows that this unit contains Employability Skills facets that have been reviewed and verified by industry. When this unit is delivered and assessed as part of a qualification, the Employability Skills Summary for the qualification, in which the unit is packaged, will provide further industry advice.

Employability Skills Summaries

An Employability Skills Summary describes the broad industry requirements that are further explained as measurable outcomes of performance in the unit of competency for each qualification. The detail in each summary must be broad as each qualification may have numerous packaging options.

To further assist you, as a trainer or assessor, Employability Skills Summaries have been included in Training Packages and describe the industry context for the application of Employability Skills at the qualification level. Summaries capture the key aspects, or facets, of each Employability Skill that are important in the job roles covered by the qualification.

You should use summaries to confirm that learning and assessment approaches contain the appropriate mix and importance of Employability Skills in the general context of the industry or industries covered by the qualification. They are not exhaustive lists or checklists for performance.

The following is important information about Employability Skills Summaries:

- Summaries provide examples of how each skill is applicable to the job-role(s) covered by the qualification.

- Summaries contain general information about industry context, which is further explained as measurable outcomes of performance in the unit of competency for each qualification.

- The detail in each Summary will vary depending on the range of job roles covered by the qualification in question. For example, a cross-sectoral qualification such as the Certificate IV in Frontline Management will contain information in the Summary that is general in nature. However, a Summary for the Certificate IV in Funeral Services (Grounds and Maintenance) will include more specific information about how Employability Skills are described in the context of the workplace.

- Summaries are not exhaustive lists of qualification requirements or checklists of performance. Such lists are separate assessment tools that should be designed by you after analysis at the unit level.

On the following page is an example of an Employability Skills Summary.

✈ Employability Skills Summary Example

TDM10106 - Certificate I in Transport and Distribution (Coastal Maritime Operations)

The following table contains a summary of the Employability Skills as identified by the Maritime Industry for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that may vary depending on packaging options.

Text in the right hand column will change for each qualification and may be bullet points or a paragraph describing the broad industry context for each Employability Skill. The Summaries have been designed to assist you to confirm that you have included the important industry expectations when delivering learning and assessment that leads to the attainment of qualifications.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• Interpreting and carrying out verbal instructions from other crew members • Reading and interpreting basic documents such as routine operating instructions, workplace signage, work schedules and rosters • Providing information to other crew and passengers as part of GP hand duties
Teamwork	• Working collaboratively with other crew members and shore based personnel • Recognising and adapting appropriately to cultural and language differences in the workplace • Recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems
Problem solving	• Recognising and either reporting or solving basic routine problems within work activities • Carrying out basic routine calculations required as part of work activities • Recognising a security or safety risk and taking action to report/rectify the risk
Initiative and enterprise	• Adjusting work procedures to differences in equipment and facilities and changes in work environment (e.g. tides, weather and sea conditions) • Taking correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard

>>

Employability Skill	Industry/enterprise requirements for this qualification include:
Planning and organising	• Interpreting work schedules and rosters to plan the timing and sequence of individual and teamwork activities
Self-management	• Working individually and with other crew members on a coastal vessel to ensure that work tasks are completed safely, efficiently, effectively, ontime and in accordance with applicable regulatory requirements • Applying basic safety and emergency practices, precautions and procedures • Acknowledging, discussing and acting upon feedback provided by senior crew members on assessed work performance
Learning	• Adapting to differences in equipment, vessels, wharf facilities and operating procedures • Updating knowledge and skills to accommodate changes in equipment and operating procedures
Technology	• Selecting and using ropes, tools and equipment required in work activities of a GP hand • Selecting and using safety, emergency and survival equipment on a vessel • Recognising and reporting faulty tools and equipment • Following OHS procedures when using tools and equipment

[Optional elective section]

Due to the high proportion of electives required by this qualification, the detail of the above Employability Skills are representative of the (insert industry name) industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements as identified in units of competency that meet packaging guidelines.

Examples of Embedded Employability Skills

The following table (Table 4) contains information taken from the *Training Package Development Handbook* (2005), and demonstrates how and where Employability Skills can be found throughout units of competency. Please take note that in the examples below the bracketed skills are provided only for clarification and will not be present in revised versions of Training Packages.

Table 4 *Employability Skills Embedded in Units of Competency*

Unit Component	Example of embedded employability skill
Unit Title	Give formal presentations and take part in meetings (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovation work practices to effect change (Initiative and enterprise)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements (Planning and organising)
Range Statement	Software applications may include: Email, internet and Word processing, spreadsheet, database, or accounting, packages (Technology)
Required Skills and Knowledge	Modify activities depending on differing workplace context, risk situations and environments (Learning) Work collaboratively with others during a fire emergency (Teamwork) Provide instructions, procedures and other information relevant to the maintenance of vessel and port security (Communication)
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: Assess response options to identified crime prevention needs and determine the optimal action to be implemented; and In consultation with relevant others, design an initiative to address identified issues (Initiative and enterprise)

As you can see, the Employability Skills can easily be identified throughout units of competency. When unpacking units into learning and assessment strategies you must ensure Employability Skills have been appropriately covered.

✈ Dimensions of Competency

Together the four skill areas known as Dimensions of Competency create a holistic image of the competent individual with each sharing a strong correlation between one or more of the Employability Skills. The four dimensions of competency are:

- task skills
- task management skills
- contingency management skills
- job/role environment skills.

Being conscious of addressing the Dimensions of Competency can also be a useful guide to identifying which Employability Skills should be unpacked into learning and assessment.

Task skills

Task Skills involve the capacity to perform required tasks. Task skills correlate closely with two Employability Skills:

- **Communication**, which contributes to effective relationships between staff and customers and enables successful completion of tasks, as in the second example in the table below.
- **Technology**, which directly contributes to the capacity to perform tasks, as in the first example in the table below.

Examples

The following performance criteria deal with task skills:

- Pyrotechnics are executed on cue.
- Receive, interpret and clarify shift change over details.

Task management skills

Task management skills involve the requirement to manage a number of different tasks, reflecting the skills people use as they plan and integrate these tasks to achieve a complete work outcome. Task management skills correlate closely with the Employability Skill:

- **Planning and organising**, which reflects an individual's ability to manage tasks and timelines in the interest of achieving personal and organisational goals and objectives.

Examples

The following elements of competency deal with task management.

- Assistance in the development and presentation of proposals for resource requirements is provided in line with operational planning processes.
- Plan and prepare for operations.

Contingency management skills

Contingency management skills cover the requirement to respond to irregularities and breakdowns in routine, encompassing the skills used in day-to-day employment and allowing for dealing with irregularity, imperfections and the unknown. Contingency management skills correlate closely with two Employability Skills:

■ **Problem solving**, which contributes to productive outcomes and addressing contingency situations, as in the first of the following examples provided in the table below.

■ **Initiative and enterprise**, which is exercised to determine how best to solve problems and adapt to changing situations, as in the second of the examples provided in the table below.

Examples

The following performance criteria deal with contingency management:

• Relevant safety systems information is accessed, analysed and used to assist in or confirm hazard identification.

• Following presentation, feedback on design concept(s) is sought from the appropriate personnel. Final design concept is agreed and modifications determined and incorporated.

Job/role environment skills

Job/role environment skills are the skills we use in dealing with the responsibilities and expectations of our work environment and in working with others. This can include interacting with people from within and outside the enterprise such as colleagues, customers, clients, and the public. The capacity to work with others and to adapt to different situations and the varied demands of employment across enterprises is central to successful performance. Job/role environment skills correlate closely with the following four Employability Skills:

■ **Self-management** in developing strategies and learning new skills to adapt to workplace and environmental changes, as in the first and third examples provided.

■ **Communication** in obtaining and relaying information to maintain awareness of working conditions, and is demonstrated in all of the following examples provided.

■ **Teamwork**, which contributes to supporting others and self in adapting to changes and establishing responsibilities, as in the first and third examples provided.

■ **Learning**, which contributes to ongoing improvement in, and expansion of, operations and outcomes, as in the second and third examples provided.

Examples

The following performance criteria deal with job/role environment:

- Notification of shift availability, or non-attendance for shift, is given without undue delay and according to store policies and procedures.

- Rehearsal is monitored and conducted in accordance with the director's requirements, rehearsal schedule, organisational policies and procedures and production budget.

- Information on defined process changes and enhancements is made available to those responsible for control processes.

Table 5 summarises the relationship between the Dimensions of Competency and the Employability Skills. This table highlights how Employability Skills are an integral part of competency. Understanding the relationship between Employability Skills and the Dimensions of Competency will assist you to successfully unpack units of competency.

Table 5 *Dimensions of Competency in relation to Employability Skills (Rumsey 2005)*

Task Skills	Task Management	Contingency Management	Job/Role Environment
The capacity to perform required tasks to the standards described in the unit of competence	The requirement to manage a number of different tasks to achieve a complete work outcome	The requirement for dealing with irregularity, imperfections and the unknown	Skills used in dealing with the responsibilities and expectations of work environment, in working with others and when adapting to change in the workplace
Technology, which provides or contributes to a capacity to effectively perform tasks	**Planning and organising** reflects an individual's ability to manage tasks and timelines in the interest of achieving personal and organisational goals and objectives	**Problem Solving** contributes to productive outcomes and addressing contingency situations	**Self-management** in developing strategies to adapt and learn new skills to adapt to workplace and environmental changes
Communication, which contributes to effective relationships between staff and customers and enables successful completion of tasks		**Initiative and enterprise** is exercised in determining how best to solve problems and adapt to changing situations	**Communication** in obtaining and relaying information to maintain awareness of working conditions
			Teamwork contributes to supporting others and self in adapting to changes and establishing responsibilities
			Learning contributes to ongoing improvement in and expansion to operations and outcomes

Inter-relationships of Employability Skills

There is a strong inter-relationship between Employability Skills. Understanding these inter-relationships can be a further aid to unpacking skills in your delivery and assessment practices. In some cases you can infer from the presence of one skill the presence of others. For example, the presence of many of the facets which often constitute **communication** will, by their very presence, infer **teamwork**, and vice versa. An example is presented in the following performance criteria, extracted from **BSBFLM405B Implement operational plan**.

> Mentoring, coaching and supervision is provided to support individuals/teams to use resources effectively, economically and safely

In the example above 'mentoring, coaching and supervision,' along with 'support individuals and teams,' can frequently be found as facets of **teamwork** and **communication**.

'Use resources effectively, economically and safely', depending on the context, could be placed as a facet under either **problem solving** or **planning and organising**.

Here, in one performance criteria, there is strong evidence of at least three or possibly even four Employability Skills. Depending on the context and what you can infer from the presence of these four Employability Skills, you could also potentially include the remaining four: **initiative and enterprise** and **self-management**, which would have been exercised in determining how and when to best *support individual and teams*; **learning**, for the contribution these actions could potentially make to knowledge of the team and workplace, and finally, **technology** could support the communications, or possibly even apply to the resources being worked with.

Table 6 provides examples of the ways in which each Employability Skill is related to the others.

Table 6 *Inter relationships of Employability Skills (Rumsey 2005)*

	Communication	Teamwork	Problem Solving	Initiative and Enterprise	Planning and Organising	Self-management	Learning	Technology
Communication		Communicating with other in team situations	Solving communication problems	Communicating with others when being innovative	Communicating with others to coordinate planning and organising	Interacting with others as source of information in evaluating own performance	Sharing information with others during learning activities	Using technology to communicate with others
Teamwork	Communicating with others in team situations		Collaboratively solving problems	Interacting with others when being innovative and taking initiative	Interacting with others in planning and organising activities	Interacting with others as source of information in evaluating own performance	Interacting with others during learning activities	Using technology to assist collaboration
Problem Solving	Solving communication problems	Collaboratively solving problems		Creating workplace innovations through problem solving	Solving problems in the course of planning and organising	Solving problems in evaluating own performance	Solving problems as a source of learning	Using technology to solve problems
Initiative and Enterprise	Adapting and taking initiative during communications	Collaboratively taking initiative and adapting to team situations	Taking initiative when solving problems		Taking initiative in enacting planning and organising	Initiating appropriate self-management techniques	Initiating learning activities	Initiating the use of technology
Planning and Organising	Planning and organising communications	Working together to plan and organise work tasks	Planning and organising problem solving activities	Planning and organising processes to assist in creating innovative solutions		Planning and organising processes for self-management	Planning and organising learning activities	Using technology to aid in planning and organising activities
Self-management	Evaluating own performance during communications	Evaluating own performance and contributions to team	Evaluating own performance when solving problems	Evaluating own ability to taken initiative	Evaluating own ability to plan and organise		Evaluating own learning needs	Evaluating effectiveness of own use of technology
Learning	Adapting communications techniques to current context	Learning to work in changing situations within teams	Adapting and learning when solving problems	Innovation occurring in learning from/ adapting to changes	Learning from/ adapting to changes in planning and organising	Learning techniques for self-management		Adapting to the introduction of new technologies
Technology	Using applicable communications technologies	Collaboratively using applicable communications technologies	Using applicable technologies when solving problems	Using applicable technologies to assist in innovation	Using applicable technologies to assist in planning and organising	Using available technologies to assist in self-evaluation	Using available technologies to assist learning	

Reflective Activity – Unpacking Employability Skills

1 Select a single unit of competency with which you are familiar.

2 Read through the unit and highlight (using different colours for each Employability Skill, if possible), each occurrence of an Employability Skill.

3 If any of the Employability Skills were not identified in the unit, consider:

a. The inter-relationships between the identified and absent Employability Skills. Do any of the skills not identified share a strong relationship with the others?

b. Whether you can think of any context in which the missing skill(s) could be required?

4 Do the activities you use to support this unit adequately cover the Employability Skills you have identified?

Use the worksheets on the following pages.

1. Employability Skills in Action. Use the 'Description of Skills' column to list how the qualification or unit includes each Employability Skill. In the column 'Learning Activities', list your current and proposed learning activities that foster skill development in this area.

2. Employability Skills Stock Take is a simpler, quicker review that allows you to check whether or not an Employability Skill is relevant to the learning activities you commonly use.

Reflective Activity – Employability Skills in Action

This worksheet can be used to list activities (pre-existing or yet to be designed) that can be used to demonstrate or apply relevant Employability Skills*.

Qualification/Unit		
Employability Skill	**Description of Skills**	**Learning Activities**
Communication		
Teamwork		
Problem Solving		
Initiative and Enterprise		
Planning and Organising		
Self-management		
Learning		
Technology		

*Adapted from *Real Skills, Real Success: a guide for Victorian RTOs in addressing generic skills in VET programs*

Reflective Activity – Employability Skills Stock Take

This activity will assist you to perform a simple stocktake of which Employability Skills are covered in your delivery or assessment activities.

1. Select a unit with which you are familiar and which you already have training and assessment activities/tasks designed to support assessment or delivery.

2. Enter the name or description of each activity in the top row, labeled Activities/Tasks (for example: 'Discussion on management styles', or 'forklift practical').

3. In the column under each Activity/Task place a check mark if that activity includes an opportunity to demonstrate or apply that particular Employability Skill.

UNIT:

Activities/Tasks:								
Communication	☐	☐	☐	☐	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐	☐	☐	☐	☐
Problem Solving	☐	☐	☐	☐	☐	☐	☐	☐
Initiative and Enterprise	☐	☐	☐	☐	☐	☐	☐	☐
Planning and Organising	☐	☐	☐	☐	☐	☐	☐	☐
Self- Management	☐	☐	☐	☐	☐	☐	☐	☐
Learning	☐	☐	☐	☐	☐	☐	☐	☐
Technology	☐	☐	☐	☐	☐	☐	☐	☐

5

Employability Skills in Delivery and Assessment

Employability Skills in Delivery

Employability Skills are most appropriately worked with in relation to the criteria, knowledge and skills described in units of competency. However, at some point in the learning process, time must be devoted to openly discussing the concept of Employability Skills with learners. This should include reviewing how these skills are specifically applied to the unit(s) being studied (as contained in the Employability Skills Summaries). Learners' understanding of Employability Skills can be further enhanced by their participation in learning that adheres to adult learning principles. The process through which individuals learn can, in itself, emphasise particular Employability Skills.

Adult Learning Principles

Adult learning principles state that adults learn best when learning is seen as immediately relevant. They can also be used to provide learners with a set of concepts to emphasise an ongoing commitment to developing Employability Skills. These principles are described below with additional emphasis on how each of the principles share a particular relationship to Employability Skills.

Responsible Learning

Responsible learning encourages learners to take ownership of the learning process through more direct and active participation in the learning process and includes the following: making meaning out of new knowledge, distilling principles which will aid transference to new contexts and practicing skills and mastering processes.

Responsible Learning emphasises **self-management** and **initiative and enterprise** as learners work independently to develop new knowledge and activities in the interest of furthering their skills.

> **DANIEL** works as a trainer and assessor for a large enterprise, which provides learners with a Training and Assessment Planner. This is a tool which provides learners with advice for the kinds of learning and assessment evidence and tasks required to complete relevant units of competency, and records interactions between learners and their trainers/ assessors.
>
> Daniel says 'This approach works really well for us due to the size of the organisation. It places the greater emphasis on learners taking the initiative in managing themselves towards achieving competencies in their areas. Because our RTO team is proportionally smaller than the rest of the organisation, it helps us manage a larger percentage of staff in a more efficient manner.'

Experiential Learning

Experiential learning emphasises 'learning to do' and 'learning from doing'. Authentic learning occurs when learners have an opportunity to apply their skills and knowledge in authentic work environments or in contexts which attempt to simulate the real.

With its emphasis on real-time demonstration of skills, experiential learning can provide a strong basis for the demonstration and development of all Employability Skills. It can be particularly useful to create opportunities in which **problem solving** and **planning and organising** skills are applied in realtime.

SUSAN is in charge of the hospitality program at a large regional TAFE. Susan and her team of instructors and assessors describe the opening of their student run café as the greatest learning opportunity available to their learners.

'This simulated environment also provides an opportunity for our assessors to observe people responding to others as they would in the workplace. This produces valid evidence of the person's ability to apply Employability Skills in a work setting.'

Cooperative Learning

Cooperative learning encourages learners to learn from each other, share learning tasks and learn from a range of people including colleagues, mentors, coaches, supervisors, trainers, and others.

Cooperative learning-based activities can be particularly useful in a classroom environment to provide opportunities to work with **teamwork** and **communication** skills.

KYLE works for a small furniture company that employs four people and produces highly valued custom furniture. Kyle strongly identifies with his experiences at TAFE as the main source of not only preparing him for the job, but also developing the skills and vocabulary to get the job.

'My last project at TAFE was working with three other learners to design and produce customised furniture based on a project brief provided by our instructor. This experience, of working with the other learners to negotiate our understanding of the project and create a final product, gave me something that I could really use to demonstrate to my new employers, and my ability to work in small and creative team'.

Reflective Learning

Reflective learning is about consciously and systematically appraising experience to turn it into lessons for the future. This can be introspective, where learners are encouraged to examine changes in their own perceptions, goals, confidences and motivations. It addresses: developing critical thinking skills, learning to learn and developing attitudes that promote lifelong learning.

While reflective learning can be useful in directly addressing **problem solving**, **initiative and enterpris**e and **self-management** skills, it is an irreplaceable component of the overall instruction of Employability Skills. Learners must be provided with an opportunity to reflect on the ways the skills contribute to job effectiveness as well as their own abilities in relation to each of the skill areas.

RACHEL owns her own business, a private RTO that specialises in the delivery of units from the Business Services Front Line Management qualifications to new managers. She explains the role which reflective practices have always played in her delivery of these units.

'One of the particular challenges is that clients are frequently staff who have graduated from operation roles into managerial roles. We have to devote significant time to getting them to reflect on the ways in which their roles and responsibilities have changed. Following on from this, I always stress the importance of incorporating reflection into their every day roles.'

Approaches to delivery

The decisions you make in determining which activities to use in delivering a unit of competency have a direct influence on the Employability Skills which get covered. Particular types of activities, by implication, cover particular Employability Skills. For example, getting learners to work in groups or syndicates means that they are having to demonstrate at least some degree of teamwork and communication to complete the tasks, and probably several others. In this example the context for *teamwork* and *communication* comes from the way in which the activity is shaped to reflect a true industry scenario.

Table 7, presented at the end of this chapter, provides examples of activities which can support the development or assessment of Employability Skills. While activities are matched to specific Employability Skills, it is possible that a single activity may in fact apply to more than one.

→ Employability Skills in Assessment

When developing assessment approaches it is important to remember that assessment, like delivery, can occur in the workplace, classroom or via flexible arrangements. Unlike delivery, assessment can also occur through recognition of prior learning (RPL). RPL acknowledges that candidates can attain competence through any combination of formal or informal training and education, work experience or general life experience. In RPL, candidates are assessed for current competency based on their previous learning and experiences.

Where Employability Skills are explicitly embedded within a unit, they should be assessed within the context of that unit – not assessed separately. This holistic approach of combining technical and Employability Skills is more relevant and closely aligned to real job expectations and practices.

Assessing Employability Skills

Employability Skills are most appropriately assessed in direct relation to the criteria, knowledge and skills described in units of competency, and not as a separate item. As is the case with delivery the decisions you make in determining what types of assessment activities to use has a direct influence on the Employability Skills which get covered. Particular types of activities, by implication, cover particular Employability Skills. For example, observing a candidate while they perform a group related task at work provides evidence of their ability to complete tasks as well as providing opportunities to assess skills in relation to *teamwork* and *communication*.

Table 7 provides examples of activities which can support the assessment or development of Employability Skills. While activities are matched to specific Employability Skills, it is possible that a single activity may in fact apply to more than one.

Holistic assessment of Employability Skills

Each employability Skill contains facets that overlap those of other skills. The most effective assessment approaches will be ones that holistically collect evidence of the Employability Skills, working together across a range of units of competency. A holistic approach will also lead to more relevant, less repetitive assessments for learners.

A holistic approach:

- builds a picture of competency based on the Employability Skills as a whole
- identifies units of competency, which contain similar Employability Skills facets, that fit together to describe work processes
- assists the assessor to collect evidence that can be analysed and is valid against a range of performance criteria and units of competency.

Supporting the candidate

The nature of Employability Skills places a greater responsibility on the person being assessed to themselves collect and compile suitable evidence. Therefore it is important that those being assessed receive timely advice about:

- what types and the detail of evidence to be supplied
- in what format the evidence should be presented
- the amount of flexibility they have to decide on kinds of evidence they should present.

Assessing Employability Skills in higher level qualifications

The application of Employability Skills will vary across the different levels of the Australian Qualifications Framework (AQF). Therefore methods of assessment for Certificate I and II level qualifications may not produce reliable, valid outcomes for higher level qualifications. Assessment methods such as demonstrations and role-plays that may produce quality evidence for lower level qualifications are not always sufficient to confirm competency against units of competency that demand a more complex, less observable outcome. For example, it is difficult to observe analytical skills that happen over a period of time. Similarly, additional guidance may be required to assist candidates to collect evidence of how they apply higher order initiative and enterprise skills.

The added complexity of Employability Skills in higher level qualifications requires assessment tools and approaches that:

- generate a range of evidence over a period of time from a variety of applications
- empower those being assessed to take more responsibility for colleting evidence and presenting their portfolio
- collect evidence that assists assessors to infer the attainment of less tangible soft skills such as analytical skills, creative thinking and complex problem solving.

Table 7 *Activities to support the delivery and/or assessment of Employability Skills*

Employability Skill	Learning and Assessment Strategies and Activities
Communication	• Preparing and presenting written and verbal reports • Role plays • Simulations • Demonstrations • Working in groups • Communicating with and responding to internal/external clients and customers
Teamwork	• Team or group projects • Role plays • Group discussion • Workplace teams • Committees • Syndicates • Communities of practice • Interactive activities
Problem solving	• Case studies • Simulations • Investigative projects and research • Using various problem solving tools and techniques • Problem solving in teams and networks • Decision making activities
Initiative and enterprise	• Brainstorming activities • Designing innovative and creative practices and solutions • Initiating change • Simulation activities
Planning and organising	• Research and data collection • Developing action plans • Planning and organising events • Time management activities • Goal setting activities and scheduling tasks • Collecting and analysing information
Self-management	• Development of portfolios • Work plans • Using log books to record time management skills and monitor own performance • Career planning exercises
Learning	• Use of reflective journals log books, diaries • Using skills in different contexts • Mentoring and coaching activities • Self-evaluation tools
Technology	• Use of Internet, Intranets • Using ICT skills to complete activities • Industry relevant software, technology and equipment

✈ Contextualising Employability Skills

Training Packages provide standards which describe workplace competencies, as defined by industry needs. What they do not describe is the specific context or settings in which learning and assessment can take place. This responsibility rests with you, as a trainer or assessor, in the decisions you make in the design of learning and assessment activities. In addition to the ways in which Employability Skills can be successfully incorporated into training and assessment activities consideration should be given to how units of competency can be contextualised to better meet the needs of enterprises and individuals.

Contextualising Teaching and Learning (2005) defines contextualising as '… the activity undertaken by a teacher to make units of competency meaningful to the learner. This involves incorporating industry or enterprise work practices into the teaching and learning process.' While the term 'contextualising' is used to broadly describe how to customise units of competency to the needs of specific enterprises and learners, it is also a useful tool to consider how Employability Skills can be made more meaningful to learners.

Earlier sections of this resource have described each of the Employability Skills and how Employability Summaries provide context for Employability Skills at the industry level. In order for Employability Skills to become fully meaningful they need to be contextualised to the enterprise level, as well as to fit the experiences and needs of individual learners. The model for contextualising provided in *Contextualising teaching and learning: a guide for VET Teachers (2005)* can easily be adapted to provide a starting point to demonstrate how Employability Skills can be incorporated into learning and assessment.

1. Identifying Employability Skills

Earlier sections of this resource deal with this topic in more depth and are only provided here in summary as a reminder of a few key points.

■ While reviewing the unit(s) of competency to be worked with, units must also be checked to clarify where and how each relevant Employability Skill is found and applied within the unit.

■ Obtain a copy of the relevant Employability Skills Summary for the qualification. This will help clarify relevant industry/workplace contexts with regard to the application of Employability Skills at the qualification level.

■ Based on the above information, you can plan activities to be used in delivery and/or assessment of the unit to ensure that opportunities to explain and/or demonstrate the relevant Employability Skill provided.

2. Relating Employability Skills to learners

One of your key responsibilities when working with Employability Skills is to communicate with learners what Employability Skills are about. This includes explaining how Employability Skills are applicable to the competencies and qualifications they are undertaking, as well as how these skills are valued by industry.

When explaining Employability Skills to learners:

- Encourage learners to consider past work experiences and relate the skills they learned in those roles to present and future work opportunities. If you are working with learners who have not yet been employed, encourage them to think about social or sporting experiences, which can also be used to demonstrate Employability Skills.

- At the earliest opportunity discuss with learners their reasons for studying or going through assessment. This information can be used to contextualize activities and Employability Skills to the workplaces they are coming from, or hope to one day go to.

3. The setting for learning or assessment

Training and/or assessment can occur on the job or in a classroom environment. This location will, in part, determine the assessment and learning approaches.

- Workplace based approaches can be particularly useful because of the 'authentic' context in which the Employability Skills can be demonstrated and applied. In the context of a specific workplace, learners have opportunities to work with a wide variety of tasks, resources, behaviours and personnel unique to the organisation.

- Classroom based approaches do not have access to the same opportunities as workplace based approaches. Practical case studies, simulations and activities with industry representatives can all help to address the lack of a 'real' workplace context. Where activities are to take place in a classroom setting activities and exercises need to be made as relevant as possible to the workplaces and/or goals of all learners. Working closely with industry contacts to design activities or even to assist in instruction can be useful ways of ensuring a high degree of relevance to activities.

- Flexible or distance learning: approaches that combine on-and-off-the-job-activities need to be carefully designed to ensure that activities are made as relevant to learners as possible. Industry experts can be invited to join in online forums and can assist in designing activities specific to industry. Where possible, learners also need to be given opportunities to interact with each other, either online, via telephone, and where possible face to face. Because of the nature of flexible learning, it is also important to ensure that learners are encouraged to take advantage of relationships they have with colleagues, mentors and bosses at their own workplace.

On the following page is a handout you may use to introduce the concept of Employability Skills to learners or candidates for assessment.

Learners will also benefit from receiving more detailed information which describes the importance of each skill in the context of specific qualification and industry requirements.

As well as the handout, there is an activity inviting you to consider how you demonstrate Employability Skills in your actions as a trainer or assessor. A further activity provides you with a framework to think about how you can improve your practice in relation to Employability Skills.

Introducing Employability Skills to Learners

What are they?

They are skills which support your ability to perform effectively in the workplace. They are also known as transferable skills, because the Employability Skills you learn in one workplace can be applied and further developed in other workplaces and roles as well. They are non-technical skills and competencies that you may already be familiar with as soft skills.

The Employability Skills are:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

Where are they defined?

They are defined in the Employability Skills Summary. Each nationally recognised qualification describes in more detail the ways in which each Employability Skill can be used in the relevant workplace or occupation.

The bottom line

In most cases Employability Skills are already inherently a part of the tasks and activities you do on a daily basis. Employers in Australia, and around the world, are placing greater and greater emphasis on these skills.

As a learner and/or candidate for assessment, you must ensure that you are aware of the role Employability Skills play in the qualification and occupation(s) which you are training or being assessed for. Further questions or concerns may be addressed to your trainer or assessor.

Reflective Activity – Your Employability Skills

As a trainer or assessor, your own actions serve as a model for students. This activity is an opportunity to reflect on the Employability Skills relevant to a qualification or unit(s) you work with and compare them to ways in which you apply and demonstrate Employability Skills in your role as trainer or assessor.

Qualification/Unit		
Employability Skill	**Description of Skills** (as contained in Employability Skills Summary)	**Your Skills**
Communication		
Teamwork		
Problem Solving		
Initiative and Enterprise		
Planning and Organising		
Self-management		
Learning		
Technology		

Reflective Activity – Reviewing Employability Skills

This activity is to be used to evaluate delivery or assessment activities. It helps you to reflect on what you experienced and how you can improve your future practice.

Qualification/Unit			
Employability Skill	**What worked?**	**What did not work?**	**What will you change?**
Communication			
Teamwork			
Problem Solving			
Initiative and Enterprise			
Planning and Organising			
Self-management			
Learning			
Technology			

→ Employability Skills and the AQTF

The effective incorporation of Employability Skills in learning and assessment strategies is underpinned by good practice. The Australian Quality Training Framework (AQTF) includes a set standards for Registered Training Organisations (RTOs) to support consistent, high quality learning and assessment outcomes. The standards require RTOs and their staff to:

■ **Monitor the competency held by RTO staff and provide opportunities for professional development (standard 7).** Practitioners are required to keep up to date with the skills and knowledge required by industry. This includes understanding the effects of Employability Skills required by the industry you train for.

■ **Adopt quality assurance measures for assessment to meet Training Package requirements (standard 8).** This standard refers to applying 'knowledge and skill to the standard required in the workplace'. Because Employability Skills required in the workplace are embedded in Training Pacakges RTOs must ensure that the assessment process allows for a judgement about the relevant Employability Skills.

■ **Follow specific requirements for developing, validating and implementing learning and assessment strategies (standard 9).** Strategies must be developed in consultation with enterprises/industry and include methods for identifying and meeting the training needs of a diverse range of learners. Strategies must be subject to validation to ensure the Employability Skill components of learning and assessment approaches are regularly reviewed.

NB: The above points summarise excerpts from the **AQTF standards**. RTOs and practitioners should be aware of their responsibilities as described in all of the standards.

The following questions will assist you to determine if you are meeting the above requirements:

1. What professional development activities have you undertaken to update your understanding of current industry/work practices?

2. Do your assessments produce a valid, reliable indication of learners' ability to apply Employability Skills to the standard described in units of competency?

3. What methods do you use to identify the skills and knowledge needs of learners? Do these methods cover Employability Skill requirements?

4. Do your learning strategies provide opportunities for learners to practice and develop these skills?

5. Do your assessments, when conducted off the job, determine how learners will perform in a workplace environment?

→ Integrative Example

(AUR65116A) Determine vehicle damage and recommend repair procedures

Background

This example builds on the topics covered in this section to demonstrate how Employability Skills can be and are integrated into existing practices. It uses a unit from the Automotive Training Package for panel beating to demonstrate how Employability Skills are found and can be worked with in units of competency geared towards technical skills and outcomes.

It is not a comprehensive study in how to deliver and assess this unit, or any other unit. It is provided to demonstrate where and how Employability Skills are contained at key steps in the delivery and assessment processes.

Unpacking Employability Skills

The element, performance criteria and evidence guide for this unit, with the relevant Employability Skills highlighted, is attached at the end of this case study.

A quick scan of the unit title will show that *problem solving*, *communication* and *technology* are all central to an ability to effectively perform the tasks described by this unit. Essentially, learners are asked to assess the damage (*problem solving*) based on their *technical* knowledge and then *communicate* their findings to supervisors and/or customers as appropriate.

Additionally, evidence of at least four of the remaining five Employability Skills is quite strong in this unit as well.

- *planning and organising* is evidenced in scheduling the tasks and determining what tools are necessary to carry out an assessment for damage.

- *learning, self-management* and *initiative and enterprise* are all closely related in this unit. Working as a panel beater one would reasonably expect to encounter a wide range of vehicle models and makes as well as any number of possible damage scenarios. This would require an ongoing need to adapt to these changing circumstances (*initiative and enterprise*) through a self-directed (*self-management*) application of lessons *learned* working with similar types of damage. *Learning* is also required to seek out information about different types of damage to models and makes of vehicles that are new to the learner.

Relating Employability Skills to learners

While learners or candidates for assessment enrolled in this unit may not have previously encountered Employability Skills as a concept in their own right, they will certainly have had opportunity to apply the skills in some settings, in many cases possibly even in the context of vehicle repair.

An early exercise could encourage learners to reflect, either in writing or in a larger group discussion, on previous experiences. These may be experiences which contribute to technical competency or Employability Skills.

Following on from this exercise, it would be useful to introduce the concept of Employability Skills, and their relevance to the job roles that learners are preparing for.

Possible prompts to aid reflection on previous experiences:

1. **What previous experiences (jobs, training, hobby, etc) do you have with vehicle repair?**

2. **What skills do you bring with you?**

3. **What skills do you want to develop?**

Suggested Activity to incorporate Employability Skills

The evidence guide for this unit makes it quite clear that underpinning knowledge can be assessed in on-or-off-job settings, while the practical skills must be assessed in the workplace.

1. A typical activity would be to aggregate a learner's understanding of collision dynamics, and other types of damage, in order to undertake an effective visual inspection of damage.

To fully develop an understanding of these dynamics, learners would be expected to visually inspect damaged vehicles (either photographs or actual damaged vehicles).

In the course of assessing the damage, learners would clearly be demonstrating ***problem solving*** skills as they determine the type of collision and identify related areas with damage. At the same time, how they ***communicate*** to the instructor about the types of damage they are observing is also beginning to create a foundation for the ways in which recommendations for repair could be communicated to supervisors/customers.

Extract of:

AUR65116A   DETERMINE VEHICLE DAMAGE AND RECOMMEND REPAIR PROCEDURES

Unit Descriptor

This unit covers the final checking and inspection of clean theatre linen to ensure customer requirements and quality standards have been met. It includes the sorting, folding and packing processes.

Element	Performance criteria
1. Inspect vehicle to determine cause and extent of damage for preferred method of repair	1.1 Inspection is carried out according to industry regulations/guidelines, OH&S legislation, statutory legislation and enterprise procedures/policies.
	1.2 If required, permission is to be obtained to partly dismantle the vehicle to permit an accurate inspection of the damage, if required.
	1.3 Written damage inspection report is prepared with sufficient information to enable preparation of the repair quote including repair option.
	1.4 Damage inspection report is appropriate to the type of damage sustained.
	1.5 Repair methods that conform to vehicle manufacturer, insurance company, enterprise and statutory guidelines are identified and recommended.
	1.6 Inspection is completed without causing damage to any workplace property or vehicle.

EVIDENCE GUIDE

Context:

- The underpinning knowledge may be assessed on or off the job.
- The assessment of practical skills must take place only after a period of supervised practice and repetitive experience on a range of system types. The assessment must take place in the workplace
- The prescribed outcome must be able to be achieved without direct supervision.

Critical aspects:

It is essential that competence is fully observed and there is the ability to transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of:

- assessing damage accurately without damage or injury to tools, equipment and personnel
- recommending the appropriate repair action

Underpinning knowledge:

- Industry records and how to maintain them
- Written communications and report writing relevant to application
- Personal & equipment safety requirements
- Vehicle inspection procedures
- Industry standards

Practical assessments:

- Access, interpret and apply technical information
- Assess damage
- Recommend appropriate repair action

6

Resources

Generic Skills

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