

# Work-like integrated learning

A guide for trainers  
and assessors

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**Developed by:**

Agri-food Industry Skills Council  
Level 1, John McEwen House  
7 National Circuit  
Barton ACT 2600  
T: 02 6163 7200

Manufacturing Skills Australia  
Level 7, 80 Arthur Street  
North Sydney NSW 2060  
T: 02 9955 5500

Transport & Logistics Industry Skills Council  
Level 3, 33 Walsh Street  
West Melbourne VIC 3003  
T: 03 9320 4242

Ratio Pty Ltd  
Suite 507, 410 Elizabeth Street  
Surry Hills NSW 2010  
T: 02 9281 8023

**Project team:**

Arthur Blewitt  
Bob Paton  
Geoff Gwilym  
Tess Julian  
Gail Fiteny  
Trish Gamper

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## Introduction

Work-like integrated learning is not new. Practitioners have been using the principles in a range of situations for many years.

Virtual enterprises, project-based learning, problem-based learning and simulations are all approaches which aim to cater to different learning styles, different skills and different expectations from learning and formal training.

In recent years the demand for such approaches has increased. Employers are demanding more highly developed employability skills, typical work is becoming more complex and governments are raising the school leaving age.

Therefore, there is a need to provide training that caters to a wider range of participants for a wider range of skills in a wider range of jobs.

Work-like integrated learning draws on various methodologies to provide a framework which can more easily address these needs in a formal training situation.

## Background

During 2004-2007 a new Certificate I Pathways qualification<sup>1</sup> was developed to provide participants with an appropriate mix of skills and knowledge developed in a meaningful context to prepare them for work or ongoing learning. This qualification was specifically developed to:

- provide pathways for those who have had difficulty accessing the formal vocational education and training (VET) system
- provide for cross-industry flexibility
- explicitly address employability skills.

Due to the success of the Pathways qualification there has been a demand to further develop the approach taken and to make it accessible for trainers and assessors wanting to deliver suitable qualifications using this approach. The trials of the Pathways qualification demonstrated that the structure and approach to the learning is a valuable approach that successfully develops the skills and knowledge participants need to move on to further learning and/or into employment.

This guide has been developed to further define the approach used for the Pathways qualification and determine the ways in which it can be applied to other qualifications.

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<sup>1</sup> More information on the Certificate I Pathways qualification can be found in Section Nine.

Because Certificate I qualifications are often used for entry-level participants and for those who have had difficulty accessing the formal VET system it is particularly suited to the work-like integrated learning approach. However, other qualifications can benefit from this approach as a delivery strategy to assist participants develop the skills and knowledge they need to enter employment or go on to further learning pathways.

## Target audience

This guide has been developed for trainers and assessors who are looking for alternative ways to implement qualifications using a holistic, integrated approach. It will take you through the steps needed to understand work-like integrated learning, design an industry relevant integrating activity, set up the learning environment and how to structure the learning. It will also assist in explicitly addressing employability skills and supporting participants and assessing whether outcomes have been achieved.

The guide provides information, case studies, templates and tools to assist you in designing and delivering high-quality learning and assessment strategies for a range of target groups.

## Using the guide

This guide will take you through a number of key sections dealing with different aspects of work-like integrated learning.

- Section One: Work-like integrated learning, who it is suitable for and its characteristics.
- Section Two: Participant needs, designing an integrating activity and selecting units of competency.
- Section Three: The learning context, how to set up the learning environment and making the learning work-like.
- Section Four: Structuring the learning, balancing the learning and supporting participants.
- Section Five: Employability skills and how to make them explicit throughout the learning.
- Section Six: Team-based learning and how to manage effective learning in teams.

Section Seven: Assessing work-like integrated learning.

Section Eight: Risk management and quality issues.

Section Nine: Templates and tools.

Section Ten: Additional resources and links.

# Understanding work-like integrated learning

Work-like integrated learning is a methodology for delivering qualifications in a holistic, integrated way. It provides participants with the opportunity to develop both technical and employability skills needed to enter employment or go on to further learning pathways. It brings together a number of units of competency into a meaningful work activity and provides a work-like context where participants develop and apply real industry and employability skills.

Real work is about individuals working together to achieve common goals and outcomes. Work-like integrated learning reflects real work by ensuring that participants work together to achieve a common purpose and at the same time develop the skills and knowledge they need to work effectively. Rather than working on individual projects, participants must work together to achieve common work-like outcomes.

For those who cannot access real workplaces, work-like integrated learning requires that the learning takes place in a work-like environment. While some learning will take place in a classroom, the majority of learning is achieved in a context that closely resembles that of real work. Work-like integrated learning provides the experience of work in a safe environment where participants can develop, practice and apply real industry skills.

Therefore, the characteristics of work-like integrated learning include:

- a meaningful integrating activity
- a team-based delivery approach
- explicitly addressed employability skills
- a work-like context.

## The target group

While work-like integrated learning can be applied in a range of situations in which individuals need to learn the skills for work, it is ideal in a work preparation context and is potentially applicable for all individuals learning the skills for work. It has been used successfully with the following target groups:

- school students undertaking VET in Schools programs
- youth at risk of leaving school
- long-term unemployed

- mature age workers returning to work after a long absence
- Indigenous groups
- those with special needs such as physical or intellectual disabilities.

For these target groups, work-like integrated learning provides an engaging, practical and flexible approach to the delivery of the skills and knowledge they need. Rather than preparing participants for a particular job, work-like integrated learning prepares participants for entry into employment by providing them with the generic skills and knowledge they can apply immediately to a work environment. It provides participants with a better understanding of the skills and knowledge all employees need to work effectively and fosters the transfer of those skills to new situations and learning experiences.

## Benefits

Work-like integrated learning integrates units of competency so that participants complete an integrating activity as a way of learning skills and knowledge in a meaningful way. The advantages of using work-like integrated learning include:

- providing participants with real industry relevant skills they can apply to work
- providing relevant pathways into employment and further learning
- developing employability skills in a work-like context
- learning is directly linked to the application of work-based issues and tasks
- improving participants understanding of work contexts
- increasing motivation and participant confidence in learning.

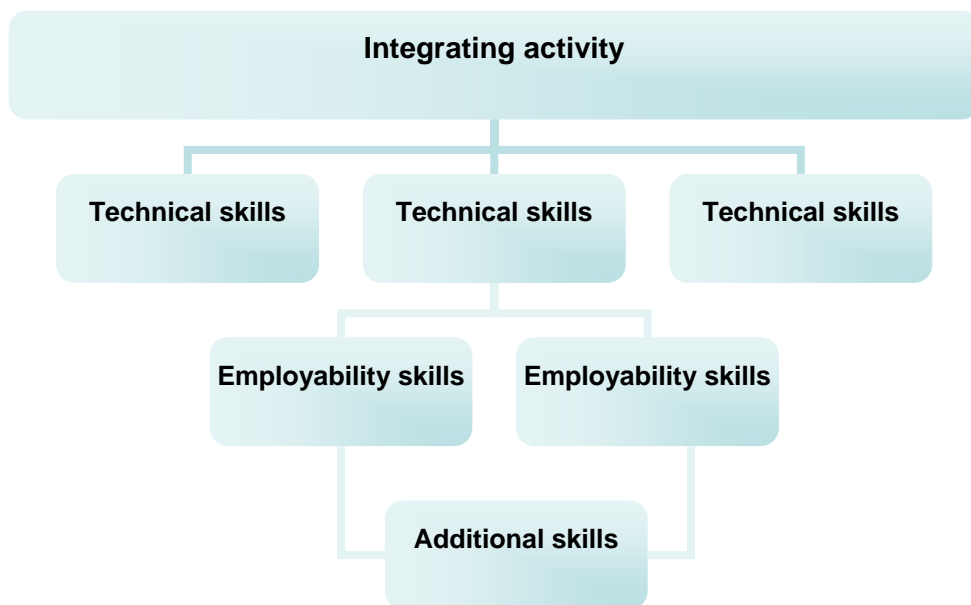
*The students have the benefit of being able to experience a very different kind of learning to their usual school program. We are able to assist the students with a range of further opportunities, experience and advice.*

Pathways Trial Coordinator

## Suitable qualifications

There are many qualifications, or parts of qualifications, which lend themselves to work-like integrated learning. The key component is to have units of competency which reflect a real work outcome, plus employability skills. The ideal structure to deliver work-like integrated learning includes:

- the scope to combine a number of units of competency into a meaningful integrating activity
- employability skills, either as separate units of competency or explicitly embedded within units of competency
- technical units of competency that will provide pathways into further learning and/or employment
- the option for additional elective units to provide flexibility and cater to any special needs of participants.



One thing that differentiates work-like integrated learning from other project-based delivery strategies is the defined purpose and outcome of the integrating activity. Rather than individuals completing individual projects, they work collaboratively to achieve common work goals and real work outcomes.

The integrating activity combined with the work-like context provides the experience of work in a safe environment where participants can develop, practice and apply real industry skills they need in order to prepare them for work.

# The integrating activity

This section will take you through the steps needed to design an appropriate integrating activity for a range of qualifications. It will take you through the following steps:

- identifying participant needs
- designing the integrating activity
- selecting units of competency.

## Identifying participant needs

To successfully implement work-like integrated learning it is important to understand the target group and their needs and interests so that an appropriate integrating activity can be designed to meet these needs. In particular, you will need to think about:

- who the participants are
- why they are participating in the program
- previous learning experiences
- what their goals are
- individual special needs
- what level of experience they have
- any skills gaps they might have.

One of the strengths of work-like integrated learning is its flexibility to cater to a range of participant needs. For example, if the target group is a group with language and literacy difficulties, additional units of competency can be incorporated to address these. If delivering to a group of mature age workers, you might select higher level technical competencies that address their specific learning needs.

### Designing the integrating activity

The integrating activity brings together a number of units of competency that reflect real industry outcomes and processes. It is a defined activity that a team of participants achieve in a work-like context providing the framework for industry relevant learning. It is the main course of learning and is delivered over the entire course of the program in a simulated or work-like context. It is delivered through integration with other units of competency, rather than a stand-alone learning program.

Some qualifications such as the Pathways qualification have a unit of competency that mandates the integration of units of competency and provides the framework for the integrating activity. For example, the AGF10107 Certificate I in Agri-food (Pathways) has a core technical task unit AGFCMN202A Contribute to work activities to produce food.

The rationale for this is that the process of integrating skills to perform an industry relevant task at an appropriate level for participants should be assessed. However, where there is not a specific technical task unit an integrating activity can be developed as a methodology and a way to assess the technical skills.

### Characteristics of integrating activities

To design an appropriate integrating activity it must have:

- A defined beginning, middle and end  
The integrating activity must be structured so that there is a clear progression for participants. They should start at one point and progress through the activity in a logical sequence. For example, preparing a garden bed, planting seeds, caring for plants, harvesting produce and finally preparing produce for sale.
- A specific unifying purpose or goal  
The integrating activity must have a real purpose or goal that participants work toward. Participants must be able to achieve something that is meaningful. For example, building a garden wall for the local community garden. This can be achieved by ensuring there is a customer, client or end user.

- A team-based approach  
As with real work, participants need to work together to achieve the outcomes required. While individuals will have their own roles and responsibilities they must work together as a team to achieve the outcomes of the activity.
- Realistic work outcomes  
The integrating activity must reflect current industry activities and practices. For example, if delivering a Certificate I in Horticulture, the integrating activity must use current industry practices and technologies.

In addition to the above requirements, it is also important to ensure that the integrating activity is at an appropriate level for the qualification and for the participants. For example, at Certificate I level building a garden wall may be more appropriate than designing and building a garden shed with doorframes, windows and all the trimmings.

### Examples of integrating activities

There are many different integrating activities you can design for a wide range of qualifications. Below are some examples of qualifications and possible integrating activities.

#### *AGF10107 Certificate I in Agri-food (Pathways)*

- *establish, plant and grow vegetables to be sold at an end of year community fundraising event*
- *design and prepare a garden area at the local community garden*

#### *MSA10107 Certificate I in Manufacturing (Pathways)*

- *make and complete an order of bookshelves for the library*
- *design and make an order of picture frames for a market stall*

#### *CUS20101 Certificate II in Music Industry (Foundation)*

- *set up and organise an end of year school performance*

Use the integrating activity checklist in Section Nine to help you design a realistic and appropriate integrating activity.

## Selecting the units of competency

Having identified the target group, qualification and the integrating activity you need to ensure the appropriate mix of units of competency are available. Do you have:

- **Technical skills**  
Units of competency that reflect the technical skills and knowledge participants need to complete the integrating activity
- **Employability skills**  
Skills participants need to complete the integrating activity and contribute effectively to the relevant industry and workplace environment
- **Additional elective units**  
Additional units of competency to support the integrating activity and/or specific participant needs.

Below is an example from the Music Industry Training Package.

<b>Qualification</b>	CUS20101 Certificate II in Music Industry (Foundation)
<b>Integrating activity</b>	Organise and set up an end of year concert
<b>Technical units of competency</b>	CUSMGE11A Develop music knowledge and listening skills CUSMCP01A Develop technical skills for playing or singing CUSSOU1A Move and set up instruments and equipment CUETGE1A undertake simple lighting/sound/audiovisual activities
<b>Units of competency addressing employability skills</b>	CUSSAF02A Follow health, safety and security procedures in the music industry CUSOR2A Work with others CULMS413A Use information technology CUSMCP01 Contribute creative music ideas to a project
<b>Additional elective units of competency</b>	CUETGE2A Assist with staging CUECLE1A Undertake general administrative procedures

## The learning context

Often, learning occurs in situations far removed from the world of work and participants find it difficult to transfer these skills effectively. For participants to develop the skills and knowledge they need to continue to other qualifications or enter employment it is essential that they learn these in a real or work-like context.

Because it is not always possible to deliver qualifications in real workplaces, work-like integrated learning requires learning skills and knowledge in a work environment or a context that closely resembles that of work. This may involve:

- simulating a work environment
- setting up a work-like environment
- participating in community projects.

This context is critical in ensuring that participants develop and apply real work skills. This approach fosters the development of both technical and employability skills through identifying, practicing and reflecting on the skills and knowledge participants need in a safe and structured work-like context.

## Setting up the learning environment

How you set up the learning environment will depend on the integrating activity you have designed, the industry area and the resources available.

There are a number of ways in which you can set up a work-like learning context. The following table identifies a number of integrating activities and possible learning environments.

<b>Integrating activity</b>	<b>Learning environment</b>
Design, develop and present a proposal for a new business	A school classroom is reorganised to resemble a working office
Complete an order of picture frames for sale at the market stall	A workshop is set up at the RTO
Grow and sell produce at a school fundraising event	Establish a garden at the school
Set up and organise a local event	Use the local community hall

## Section Three

To get a true picture of what is required in the learning program it is important that you are able to put the qualification and units of competency into a workplace context. Think about the following considerations in the table below.

<b>Workplace considerations</b>	<b>Response</b>
What would a typical workplace look like?	
What tasks would participants do in real work?	
Who might they work with?	
What hazards and risks might they face in the workplace?	
What might the typical culture of the workplace be like?	
Who are the typical clients or customers?	
What is the core business of the particular workplace?	

### Collaborating with others

Collaborating with industry, worksites and community organisations can help to identify appropriate and relevant work-like contexts as well as identifying partnerships and opportunities for their involvement. Examples may include:

- identifying and accessing relevant equipment and tools that are used in the workplace
- identifying workplace procedures and policies that need to be addressed through the learning program
- working with community organisations to put on events
- encouraging businesses to provide opportunities for work-site visits
- identifying current industry practices and expectations
- engaging employers and workers from the industry to come and talk to participants
- gaining support and input into the design of the program.

Section Nine contains a consultation record template that you can use to assist in identifying and collaborating with industry and other organisations.

### Making the learning work-like

To ensure the success of work-like integrated learning the integrating activity and the context must be like real work. There are a number of ways that you can make the learning work-like. Here are some examples:

- having clear and realistic outcomes to achieve  
provide clear timelines and outcomes that participants need to work to and incorporate work plans
- being inducted  
engage participants in an industry standard induction program
- having customers/clients  
identify who they are providing the service or product for
- ensuring appropriate dress/safety equipment  
get participants to dress as they would at work and ensure they comply with the relevant safety requirements such as shoes, gloves, and so on

- having work starting and finishing times  
try and set starting and finishing times that reflect the work or industry area they are involved in
- establishing clear work rules and procedures  
set rules and procedures such as breaks, deadlines, mobile phone use, who to report problems to
- allocating roles that reflect the sorts of functions and roles needed at work  
identify team roles as they might be at work, provide job descriptions
- using the language of work and the workplace  
use not only the technical language but generic work language such as work contracts, performance management, work terms, and so on
- using real work procedures and processes  
use safety signs and other documentation from a typical workplace, put in place feedback mechanisms, conduct performance appraisals.

When designing and setting up the learning environment it is important to establish what you will need in the program design and what you will need in the program implementation. For example:

<b>Integrating activity</b>	<b>Design of program</b>	<b>Implementing the program</b>
Plant and grow vegetables for a community fundraising event	Provide a budget Provide work documentation Provide job roles	Use appropriate personal protective equipment Have work starting and finishing times

A blank template is provided in Section Nine to assist you identify what is needed to design and implement the learning in a work-like environment.

## Identifying resources needed

Implementing work-like integrated learning can be a challenge for RTOs as it can require additional resources. By thinking through what resources you need early in the design stage you can anticipate what will be required. What resources will you need to set up the work-like environment? For example:

## Section Three

- an appropriate space
- tools and equipment
- trainers and assessors with appropriate industry experience
- trainer/RTO support
- workplace signs and documentation.

Use the table below to help think through the resources you will need.

<b>Considerations</b>	<b>Response</b>
What space or area will you need?	
What alterations/adjustments need to be made?	
What classrooms or other venues will you need to access?	
What staff and other support personnel will you need?	
What tools and equipment will you need?	
What activities and support materials will you need?	
Other?	

## The role of the facilitator

As a facilitator of work-like integrated learning it is important to realise that the learning program you are delivering may not be as structured as other approaches you have used. Participants undertaking work-like integrated learning are active participants in the program and the process and outcomes are dependent on their active involvement. Whilst you have created the framework and structured the learning it is their participation and engagement that determines the success of the program.

You will need to be flexible, experiment with different learning activities and have confidence to react and adjust to changing circumstances.

Reflect on some of the characteristics in the following table.

<b>Facilitator characteristics</b>	<b>Yes</b>	<b>No</b>
Appropriate skills and industry experience		
Ability to create an environment of trust and respect		
Ability to perceive and respond to group dynamics		
Excellent interpersonal skills		
Capacity to relate to and engage with a wide range of target groups		
Experience in working in different learning environments and contexts		
Values ideas and suggestions		
Values collaboration		
Ability to stand back and be flexible		
Ability to seek assistance and/or feedback from colleagues		
Ability to recognise learning difficulties and deliver just-in-time skills training as required and/or refer to appropriate personnel		
Ability to ask probing questions and listen effectively		
Creative and resourceful		
Good sense of humour		

## Structuring the learning

While the integrating activity provides the central component of work-like integrated learning you will need to design and structure the program so that the learning is explicit and rigorous. The integrating activity is not a nice add-on component to other delivery approaches, but rather provides a comprehensive framework for the learning.

You will need to identify the core tasks and activities of the integrating activity and determine logical and interesting ways of sequencing, facilitating, assessing and supporting the learning so that participants develop, apply and reinforce the skills and knowledge they need.

You will need to identify the skills and knowledge needed and how they will be developed and applied within the work-like context. You will need to organise the learning based on:

- the underpinning skills and knowledge needed up front, for example, safety
- activities and tasks that are likely to motivate participants and apply the learning
- activities and information participants will need to undertake to complete the integrating activity
- practice opportunities to apply the skills and knowledge required
- the best way to balance theory and practice, technical and employability skills and reflecting and doing
- additional support needed
- assessment opportunities.

## Balancing the learning

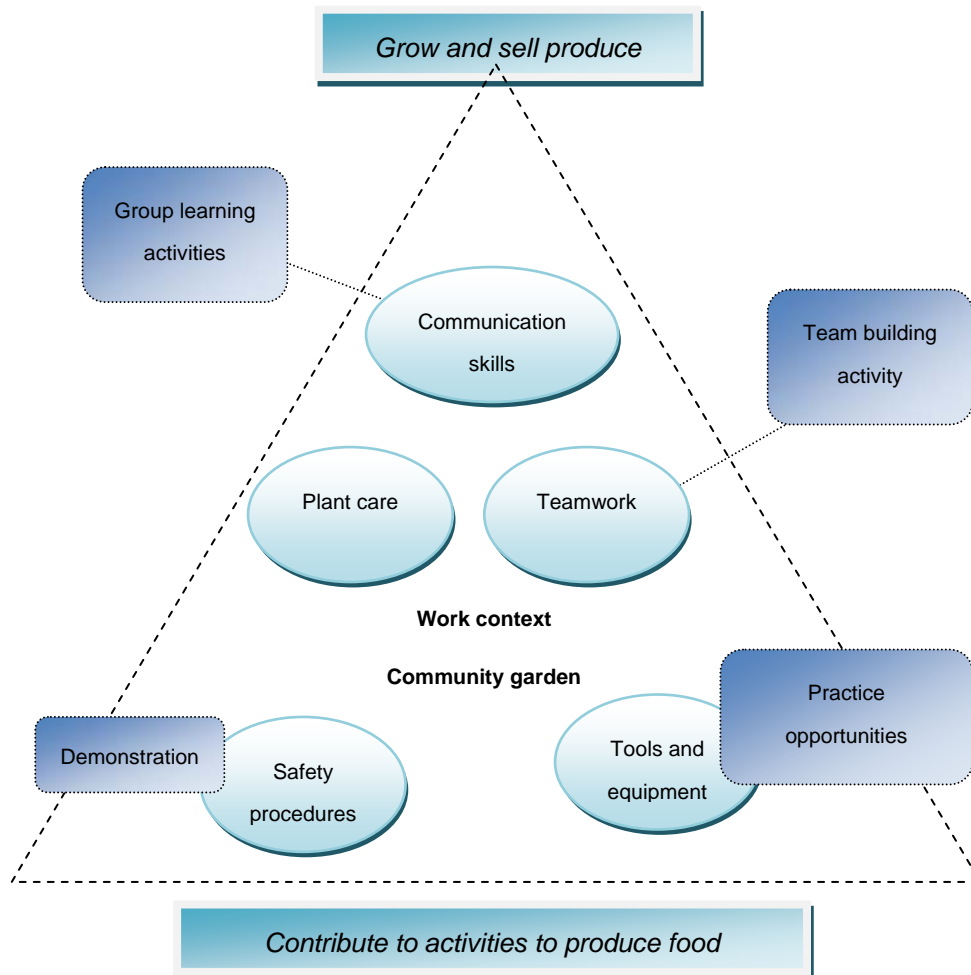
It is unlikely that the integrating activity will naturally provide the opportunity to learn all the skills and knowledge in all the units of competency. You will find that you need to pre-deliver some parts such as safety. You will need to provide reflection activities for the employability skills and you may need to provide some additional computer training so that participants develop their technology skills.

While the main component of work-like integrated learning is the integrating activity you will need to be flexible and allow for variation in individual participant needs. For example, if participants are having difficulty with language or literacy you may need to incorporate some classroom activities to address these. A group of disengaged participants who are having difficulty working together may benefit from a team building exercise.

While the integrating activity may cover 60% of the learning it will need to be supplemented by a range of other learning strategies. Whilst the majority of the learning will occur within the integrating activity other aspects will need to be developed and reinforced outside of it. You will need to identify the activities and learning materials participants will need to complete the integrating activity as well as what additional materials will be needed to support the learning. For example:

- individual coaching
- classroom-based activities
- demonstrations and practice opportunities
- site visits
- online research
- team activities
- role plays
- assignments.

The diagram on the following page provides an overview of the integrating activity, work context, tasks and activities and support strategies.



You will also need to identify the learning and support materials participants will need. For example:

- handouts
- log books
- worksheets
- workplace documentation
- role play scenarios
- instructions
- case studies
- diagrams.

### Providing real work experiences

Work-like integrated learning involves creating work-like contexts for participants, however, you can also incorporate real work experiences. These will provide participants with the opportunity to really see different workplaces, what they look like and how they operate.

If you are delivering the qualification at the RTO or school, worksite visits can be a great way to introduce participants to the real world of work. It provides the opportunity for participants to observe real workplaces and put their own learning into context.

*An RTO delivering a Certificate I in Transport and Logistics (Pathways) organised site visits to a range of different companies involved in Transport and Logistics. For example, participants visited a farming business, a warehouse, a supermarket and finally the end client, the store that bought and then sold the produce.*

A detailed example of how you might design and structure the learning program for the AGF10107 Certificate I in Agri-food (Pathways) is provided in Section Nine. A blank template is also provided that you can download, customise and use as a planning template to help you structure the learning program.

### Creating pathways for participants

A critical factor in the success of work-like integrated learning is supporting participants on their pathway to further learning and/or into employment.

Therefore it is important that time is set aside to discuss and assist participants in the next steps for them.

There are a number of ways this can be achieved. For example:

- discussing options for further study
- discussing strategies to employment
- recommending people to talk to
- assisting with job applications
- referring to agencies.

### Supporting participants

Delivering work-like integrated learning can have many more challenges than traditional learning. Participants might be young, disengaged, inexperienced, have specific disabilities and/or learning difficulties and might find the relative freedom and fluidity of the learning context more difficult to adapt to at first.

Whilst work-like integrated learning is a wonderful strategy to engage participants and prepare them for employment and/or further learning, there will be situations where participants will need additional support. The target groups you are delivering to might include:

- Indigenous participants
- physically or psychologically disabled
- young, disengaged participants
- participants with learning difficulties
- long-term unemployed.

It is not your role to deal with all learner issues and you need to be aware of what might be going on, who you need to contact and what support is available. Below are some of the areas you might be involved in.

#### **Indigenous participants**

Work-like integrated learning is a useful approach for Indigenous participants as it provides a hands-on practical approach to learning. The guide *Gettin' into it! Working with Indigenous Learners* (DEST 2004) provides a wide range of information, advice and tools for delivering and assessing VET programs for Indigenous groups. This guide identifies negotiation as a key to success for project-based learning as it involves everyone agreeing that the focus is right, outcomes are meaningful and methods are fair. Negotiating projects that have meaningful outcomes for Indigenous participants shows respect for participants and for Indigenous culture.

#### **Language, literacy and numeracy support**

All training and delivery strategies need to ensure that the language, literacy and numeracy requirements are at the appropriate level for participants. If participants are having difficulty with language, literacy or numeracy you need to be able to identify the issues and how you can support participants. For example, you may need to:

- change the level of activities and instructions
- provide additional coaching in a particular area
- engage a language, literacy and numeracy specialists
- use diagrams and other visual aids.

Section Ten contains additional references and links to language, literacy and numeracy resources.

*Challenger TAFE in Western Australia delivered the Certificate I in Transport and Logistics (Pathways) to refugee school students. As English was not the students' first language they needed additional support with language and literacy, which they received at the school through language classes.*

*However, the trainers delivering the qualification also designed some interesting activities for participants such as:*

- *using diagrams to help identify safety requirements and appropriate clothing*
- *encouraging participants to come up with terms they understood for different activities. For example, using 'catch' instead of 'harvest'*
- *brainstorming workplace rules rather than reading a list.*

### **Disability support**

If you are delivering work-like integrated learning to a group with particular disabilities you will need to modify your learning and assessment approach depending on their specific needs. You may need to:

- understand the particular support requirements
- involve the services of a particular disability support agency
- seek assistance from experienced colleagues
- design modified activities and resources.

## Addressing employability skills

During 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) developed a report that identified a number of skills that employers had identified as being crucial for all employees. The report defined employability skills as:

*... skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.*

Section Nine contains the employability skills framework developed by BCA/ACCI.

Employability skills are now being incorporated into Training Packages by embedding them in units of competency and qualifications to ensure they are 'front and centre' and clearly identifiable.

In order for participants to develop the skills and knowledge they need to enter into employment or go on to further learning pathways it is critical that employability skills are explicitly addressed as part of the training delivery.

While the integrating activity provides the context in which to develop employability skills participants need to be made conscious of their learning so that they can develop the required skills and knowledge and transfer them to other contexts.

Providing opportunities to practice the employability skills and reflect on them is an important part of work-like integrated learning.

*There are some participants who will be confident and able to greet people without a problem. Others however, may need some additional support through practicing a script or role play.*

Your learning strategies and techniques must help participants to consciously use processes and skills that underpin the employability skills. That way, participants can develop them, recognise their importance and transfer them to other situations.

While work-like integrated learning uses a team-based approach it is still important that participants understand why they are in a team, what the benefits are, and so on. You will need to set aside time to discuss each of the employability skills needed as part of the qualification and find opportunities to reinforce them through the technical tasks.

Depending on the target group you will need to address different employability skills at different times and in different contexts. For example, a group of older, long-term unemployed men may not require self-management skills to attend the program on time and participate appropriately. However, a group of young, disengaged participants may need significant learning in how to dress appropriately, why they need to show up on time, and so on.

## Making employability skills explicit

Making employability skills explicit involves understanding what they are, what skills and knowledge underpin them, providing the tools needed to apply them and identifying opportunities to practice and reflect on them.

Behaviours – what does someone with developed employability skills in the skills set look like? How do they behave?

Skills and knowledge – What skills and knowledge underpin the behaviours?

Tools – What tools can participants/facilitators use to develop them?

Opportunities – What opportunities are there to practice and reflect on them?

For example:

- What behaviours does a good team player exhibit?
- What skills and knowledge underpin good teamwork?
- What tools might you provide to encourage teamwork?
- What opportunities are there in the workplace/learning environment to practice and reflect on teamwork?

The following table provides an example for problem solving.

Behaviours	Skills/knowledge	Tools	Opportunities
<b><i>Problem solving</i></b>			
Is open	Critical thinking	A range of	Using problems which
Looks for	Observation	problem solving	come up as part of
opportunities	Research	processes to	learning to practice
Asks questions	Divergent thinking	follow	Team meetings
Seeks clarification	Collaboration	Brainstorming	Practice sessions
Accesses information		strategies	

Section Nine provides an employability skills analysis tool for you to work through and break down each of the skills areas. There is also a table which provides additional tools and strategies for making the employability skills explicit.

### Employability skills audit

Encouraging participants to use a log book or journal to identify their employability skills, reflect on them and identify opportunities to practice and develop them is a great way to engage them in learning and applying each of the employability skills.

Encourage participants to audit their skills at the beginning of the program and at the end to identify how they have progressed and what additional tools and strategies they might need to develop them further.

They can also be encouraged to reflect on which of the employability skills they used each day, how they applied the skills, what issues they might have encountered and so on. Use the employability skills audit template in Section Nine to provide participants with a starting point to identify and reflect on their employability skills.

## Team-based learning

Work-like integrated learning is a collaborative, team-based approach in which participants work together to achieve the outcomes required of the integrating activity. This approach reflects work as each person will have a different but defined role within the team.

Like work, it is important that participants understand their role and responsibilities so that they can each contribute to the overall outcome. Participants need to be made aware of why it is important to work in a team, what effective teamwork is and what the consequences and impact of not contributing might involve. How you allocate roles and responsibilities will depend on the activity, the participants and the level of the qualification.

*A group of participants are undertaking the Certificate I in Manufacturing (Pathways). The core technical task unit is Make a small furniture item from wood.*

*The integrating activity is to fulfill an order of 50 picture frames by the end of the month to sell at a local arts and craft shop.*

*The participant group is made up of 15 students who are divided into groups of three. Each team has to complete 10 frames. Each person has a different role within the group, so that one person measures and cuts, one assembles and the other varnishes and finishes. They then rotate. While each person has a specified role and responsibility it is the team effort that is required to complete the overall goal of completing 50 picture frames.*

## Creating effective teams

To develop effective teams there are some basic strategies you can use to encourage teamwork and foster a collaborative working environment.

At the beginning of the program:

- ensure everyone gets to know each other
- discuss the program, what it is about, what will be required
- discuss program days, times and locations
- determine clear goals and tasks

- establish roles for each participant
- allocate tasks.

As the group progresses:

- provide opportunities to discuss the program
- encourage peer feedback
- provide opportunities to reflect on achievements.

At the end of the program:

- discuss outcomes and achievements
- discuss issues and concerns
- focus on the positive.

## Encouraging teamwork

Work-like integrated learning is a great strategy for engaging participants and encouraging teamwork as it provides an interesting hands-on approach which is different from normal classroom-based learning. It provides participants with the opportunity to actively engage in practical activities and learn real work skills.

However, there are also challenges. For example:

- disruptive team behaviour
- one member of the team doing all the work
- individuals progressing at different speeds
- individuals within the team with specific needs
- individuals taking longer than expected to complete tasks
- individuals not interested in the activity.

There are a number of strategies you can use to engage participants and motivate them to work together and learn. For example:

- give frequent, positive feedback
- establish individual goals which clearly relate to the team goal
- encourage an open and positive learning environment
- encourage group discussions and questions
- when assigning tasks, make sure it is understood that it has a purpose and is important to the final goal

- set clear and attainable goals and milestones
- allow participants time to reflect on what they are doing
- be prepared to try different learning strategies.

### Tips and tricks

#### **Bad group dynamics**

- First, try to work out exactly what the problem is. Observe the group by keeping tally of who is speaking. This will help to see if someone is being excluded, or dominating the group.
- If it seems to be a clash of personalities, explain to the group that they do not have to like one another, just work together.
- Sometimes the problem will be different expectations – one participant might do one hours' study, another might do seven. Avoid the problem by making a list of group expectations, or a team commitment contract at the start of the semester. If there is a problem, speak to the group about time management.

#### **Lack of group motivation**

- This can be a tricky one if you are excited about the material, but the participants are bored. Because the problems are all fairly practical, try telling participants that one day they may have to solve the problem in real life.
- Try sharing your own experiences related to the problem.
- Try to be more enthusiastic yourself – it may rub off!
- If all else fails, remind them that they are being assessed on it!

#### **Participant anxiety**

- Sometimes you will get participants who are worried that they are not doing the right thing, or that they are missing out on important information.

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- If this happens, question them to find out if they are on track or not.
- If they are, reassure them that they are fulfilling the unit requirements, and they are doing well.
- If they really do have cause for concern, talk to them about why they are having problems. It may be a group problem, in which case you will need to address it. If it is family or work problems, recommend that they go to student counselling. They may have a learning difficulty, in which case, talk to the unit coordinator about the best course of action.

**How to get students to learn what they are supposed to learn, without telling them what to learn!**

- It sounds impossible, but the whole idea of project-based learning is that it is student centred. No matter how great the temptation, it is important that you do not slip into a lecturing role, where you tell the participants information.
- The best advice is to ask participants the right questions. Before the tutorial, find the learning objectives for the problem. Write down areas where participants could get confused or distracted.
- Devise some questions that will help keep participants on the right path. Write these down, and use them in the tutorial. After a while, you will become more used to the types of questions to ask.

Accessed at [https://olt.qut.edu.au/it/ITB107/gen/static/pbl\\_toolkit/pbl\\_tutor\\_guide.html](https://olt.qut.edu.au/it/ITB107/gen/static/pbl_toolkit/pbl_tutor_guide.html)

3 October 2007

## Assessing work-like integrated learning

Work-like integrated learning is a different learning style for many and therefore requires a different assessment process. Assessment will still be against the units of competency that make up the qualification but it will require the use of different strategies. Assessment of work-like integrated learning should occur throughout the program delivery.

The integrating activity provides the framework for the learning and the assessment process should reflect the way in which the activity is carried out. You will then need to work with the candidate throughout the program to determine opportunities for assessment to ensure competency has been achieved. The assessment methods you choose will depend on the integrating activity, participant needs and how you observe the outcomes.

### Assessment challenges

There are a number of challenges for assessing work-like integrated learning. These include:

- assessing individual units of competency within a cluster
- assessing individuals within a group
- assessing employability skills
- meeting industry standards.

However, by following the process described below assessors can ensure that the assessment process is valid, reliable, flexible and fair.

### Start with the integrating activity

Having clearly defined the integrating activity and the tasks involved, you can identify opportunities to gather evidence of competence throughout the program. It is important to ensure that there are structured assessment points along the way in order to assess not only the final outcome of the integrating activity but to ensure that the processes used throughout are also assessed.

By structuring the learning and identifying tasks and milestones you will be able to check that participants are working toward and achieving the final outcomes required. The integrating activity and the program design will have all the units of competency integrated within it, your role as the assessor is to confirm competency has been achieved.

Throughout the learning program participants have been developing and applying the skills and knowledge to complete these tasks. You now need to work with the candidate to determine the opportunities to confirm they are competent.

### Work with participants

It is important that you work with participants throughout the program to help identify if they are ready for assessment, how it will occur and any special needs they might have. By encouraging participants to be more actively involved, they are able to take more responsibility for the process and its outcome.

By actively involving participants in the assessment process they are able to identify their own strengths and weaknesses and confirm they are ready to be assessed.

Self-assessments and portfolios are a great strategy for those participating in work-like integrated learning. Encourage participants to identify their own skills and knowledge, any gaps they might have and evidence that they can gather.

Encourage participants to use a log book or portfolio to gather evidence. Encourage the use of photos, keeping research notes and other activities. This will help when reviewing the evidence collected and determining individual versus group efforts as well as confirming the development of employability skills.

Other strategies include:

- peer feedback
- group activities
- team and individual presentations
- observation points throughout the program.

### Interrogate the evidence

It is important that the evidence you have gathered and the evidence the participants provide is interrogated appropriately. As the assessor you need to ensure that the evidence is valid, sufficient, reliable and current.

It is important to check for the underpinning skills and knowledge not only the outcomes demonstrated. You can discuss with the participant why they demonstrated something in a particular way, what might have happened if they did it a different way and so on.

### Meet the standards

Once you have gathered all the evidence, you will need to make a judgement to confirm if participants have met all the requirements of the qualification. This will involve ensuring that all the requirements of the units of competency have been met and that there are no gaps in performance. If making a small furniture item from timber, did it meet the specific criteria as outlined in the unit of competency?

In reviewing the evidence assessors should ask a number of key questions:

- Did the participant provide evidence of quality work?
- Did the participant provide evidence of safe work practices?
- Did the participant show the relevant level of skill and knowledge required?
- Did the participant contribute appropriately to the outcome of the integrating activity?
- Did the participant demonstrate responsibility for own work and that of others?

# Risk management and quality issues

To ensure effective implementation of work-like integrated learning it is crucial that RTOs address any risks and legislative requirements.

Risk management involves managing to achieve an appropriate balance between realising opportunities for gains while minimising losses. It is an integral part of good management practice and an essential element of good corporate governance.

Foreword of Australian/New Zealand Standard Risk Management AS/NZS 4360:2004

Risk management is the process of:

- establishing the context
- identifying the risks
- analysing the risks
- evaluating the risks
- treating the risks
- reviewing procedures.

There are many forms of risk management and which ones relate to you will depend on the industry area, participants and the contexts in which they are learning. Some of these areas include:

- occupational health and safety
- child protection
- insurances
- privacy
- worksite visits.

Use the following table to identify any possible risks and actions to be undertaken.

Risk	Level (High, medium, low)	Impact of risk	Actions to offset risk

## Continuous improvement

As an RTO delivering qualification it is critical to monitor and evaluate the program on an ongoing basis to ensure compliance with the Australian Qualifications Training Framework (AQTF). Because you may be implementing work-like integrated learning for the first time it is important that you review the program throughout to ensure appropriate and high quality outcomes.

Prior to implementing the program consider the following points:

- Does it meet the requirements of the qualification and units of competency?
- Will it prepare participants for work?
- Is there capacity to deal with individual participant needs?
- Will it help participants to:
  - perform at an appropriate level?

- manage a number of different tasks?
- fit into workplace culture?
- transfer skills to other contexts?
- Will the program develop both technical and employability skills?
- Does it provide an appropriate work-like context?

During the program you will need to monitor and gather feedback. The following strategies can be used as a guide.

- Reflect on the development and application of skills by participants. Are they engaged? Are they working together successfully as a group?
- What improvements need to be made? Do you need to change activities, resources or instructions?
- Are participants progressing? Are they gaining confidence?
- Have you provided an appropriate balance of practical skills and underpinning knowledge?
- Do participants have the necessary support?
- What additional support do you need?

After the program has been completed it is important to review the program and identify any gaps, issues, improvements and so on. Keep the following points in mind.

- Did participants achieve competency? What were the barriers?
- Did the integrating activity succeed?
- Did the program assist participants in achieving work or move into further learning?
- Were the resources adequate? Do you need to modify them?
- What did participants think about the program?

# Templates and tools

This section provides a range of templates and tools that you can download, customise and use to help support the design and implementation of work-like integrated learning programs.

1. Overview of Certificate I Pathways
2. Integrating activity checklist
3. Consultation record template
4. Work-like learning environment – planning template
5. Model learning strategy and program outline
6. Learning strategy and program planning template
7. Employability skills framework
8. Employability skills – analysis tool
9. Employability skills strategies
10. Employability skills audit template

### 1. Certificate I Pathways qualification

The Certificate I Pathways qualification was developed to provide participants with an appropriate mix of skills and knowledge developed in a meaningful context to prepare them for work or ongoing learning.

Three Industry Skills Councils (ISCs) conditionally endorsed this qualification and it was trialed throughout Australia. Due to the success of this qualification it has been endorsed in three Training Packages. They are:

- MSA10107 Certificate I in Manufacturing (Pathways)
- AGF10107 Certificate I in Agri-food (Pathways)
- TLIPC107 Certificate I in Transport and Logistics (Pathways)

These qualifications use a unique qualification structure which mandates work-like integrated learning. It revolves around a technical task unit and explicitly delivers employability skills. It aims to develop work readiness rather than job readiness and as such is designed for those groups who are preparing to enter employment or go on to further learning pathways.

The Certificate I Pathways qualifications were structured around the achievement of:

- a core technical task unit
- pathways units
- technical units
- additional elective units.

It was the core technical task unit which defined the success of these qualifications. This unit requires that the qualification be delivered over the course of the program and integrated with other units of competency, rather than a stand-alone learning program. The technical task unit represents evidence of a set of related activities with a measurable outcome which may be a product, a service or an operation, with a beginning, middle and an end and may be achieved within a real or simulated working environment.

The pathways units were designed to specifically address the employability skills needed for participants to gain employment or move successfully into further learning. The technical units address the specific technical skills needed for the completion of the technical task unit.

Finally, additional elective units were required to provide flexibility and cater to any special needs of participants.

## 2. Integrating activity checklist

Proposed integrating activity:

Requirements	Yes	No	Comments
Does it have a defined beginning, middle and end?	<input type="checkbox"/>	<input type="checkbox"/>	
Does it have a specific purpose or goal?	<input type="checkbox"/>	<input type="checkbox"/>	
Can it be delivered using a team-based approach?	<input type="checkbox"/>	<input type="checkbox"/>	
Does it relate to realistic work outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	
Is it at the appropriate level for learners?	<input type="checkbox"/>	<input type="checkbox"/>	

### 3. Consultation record template

RTO:		QUALIFICATION:	
Sources of industry information used:	Yes	No	Comments:
Staff or contracted personnel currently employed in industry			
Industry experts			
Staff visits to industry sites			
Partnerships with enterprises/industry associations			
Response to enterprise requests for advice/service			
Industry representatives on governing bodies			
Industry representatives on course consultative committees			
Participation in other formal industry networks			
Participation in informal industry networks			
Industry views canvassed in surveys			
Complaints/appeals recorded and acted upon			
Industry informed about delivery and/or assessment strategies			
Other sources of enterprise/industry input and advice			

Adapted from *Learning and assessment strategies – Part two: Resource Guide*, ANTA 2002

4. Work-like learning environment – planning template

<b>Integrating activity</b>	<b>Program design</b>	<b>Program implementation</b>

## 5. Model learning strategy and program outline

<b>Aim of learning</b>	The learning program aims to develop work readiness in participants in the agri-food industry. Upon successful completion, participants will gain the Certificate I in Agri-food (Pathways).
<b>Learner group</b>	Participants, aged 19-24 with a mix of male, female and Indigenous form the group for this work-like integrated learning program. They are seeking to gain work skills in a rural context.
<b>RTO</b>	xxxx
<b>Integrating activity</b>	Establish, plant and grow plants, vegetables and herbs to be sold at the end of year community fundraising fair where the RTO will have a stall.
<b>Learning environment</b>	The activity will be undertaken at a local community garden over 13 weeks interspersed with RTO-based learning with additional coaching, mentoring and computer-based learning activities where appropriate.
<b>Community engagement</b>	The local council has agreed to the partnership and will provide access to and use of community garden.  The local nursery has agreed to take participants on a workplace visit during the program, and to supply some industry standard gardening equipment
<b>Units of competency</b>	The following units of competency will be assessed for this qualification. AGRCMN101A    Adapt to work in the agri-food industry AGRCMN102A    Apply effective practices at work AGRCMN103A    Demonstrate care and apply safe practices at work AGRCMN202A    Contribute to work activities to produce food RTF1004A        Support gardening work RTC2706A        Apply chemicals under supervision WRRCS3B        Interact with customers
<p><b>Delivery strategy</b></p> <p>The integrating activity is used as the basis to develop the skills and knowledge described in the units of competency. Each work task is underpinned by the development of effective work skills required for employment.</p> <p>This qualification will largely be delivered on-site at the garden area supported by learning in a classroom or through coaching. A range of strategies will be used to develop the skill areas required.</p>	
<p><b>Resources</b></p> <p>Resources required for this qualification include:</p> <ul style="list-style-type: none"> <li>• community garden</li> <li>• classroom</li> </ul>	

<ul style="list-style-type: none"> <li>gardening tools, materials and equipment</li> <li>learning support materials, handouts</li> <li>trainer/assessor.</li> </ul>	
<p><b>Assessment</b></p> <p>Evidence of competence will be gathered throughout the program. Participants will collect evidence and present it at three assessment points during the program.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> <li>completed observation checklists</li> <li>photographs to demonstrate progress of garden</li> <li>photographs to provide evidence of the mastery of skills</li> <li>an employability skills development schedule</li> <li>completed learning/assessment activities</li> <li>completed diary of activities relating to planting, watering schedule, fertiliser application and so on.</li> </ul>	
<p><b>Program outline</b></p>	
<p><b>Week</b></p>	<p><b>Location/resources/strategy</b></p>
<p><u>Week One:</u> Introduction to qualification</p> <ul style="list-style-type: none"> <li>overview of the agri-food industry</li> <li>introduction to the integrating activity and the unifying purpose</li> <li>breakdown of the roles and requirements to meet the unifying purpose</li> <li>establishing roles and responsibilities within the teams</li> <li>reviewing garden design and development of a project plan</li> <li>setting deadlines and work requirements</li> <li>safety overview</li> <li>contract of employment and caring for the assessment portfolio</li> </ul>	<p>At the RTO</p> <ul style="list-style-type: none"> <li>group discussions</li> <li>handouts</li> <li>occupation health and safety basics</li> <li>team uniform</li> <li>development of a marketing identity</li> <li>assessment portfolio</li> <li>garden design</li> </ul>
<p><u>Week Two:</u> Preparation 1</p> <ul style="list-style-type: none"> <li>understanding the work environment</li> <li>safety training</li> <li>preparation and clearing of garden beds</li> <li>identification of goals for each team for stage one of the work</li> <li>working as a team – principles</li> <li>planning and organising – the basics</li> </ul>	<p>RTO and community garden</p> <ul style="list-style-type: none"> <li>discussion</li> <li>demonstration</li> <li>safety equipment/tools/gloves</li> <li>handouts/soil samples</li> </ul>

## Section Nine

Week	Location/resources/strategy
<p><u>Week Three: Preparation 2</u></p> <ul style="list-style-type: none"> <li>• introduction to soil types/seedlings</li> <li>• using the internet to find out about plants and soil</li> <li>• preparing a graphic of the garden plan</li> <li>• preparing soil</li> <li>• ordering and organising the supply of the seedlings, plants and herbs</li> <li>• checking that all the equipment is available</li> <li>• planting garden beds</li> </ul>	<p>Community garden/RTO</p> <ul style="list-style-type: none"> <li>• computer for research</li> <li>• garden plot</li> <li>• equipment and tools</li> <li>• workplace order forms</li> </ul>
<p><u>Week Four: Plant care</u></p> <ul style="list-style-type: none"> <li>• caring for plants</li> <li>• watering and fertilisers</li> <li>• working safely</li> <li>• plant theory</li> </ul>	<p>Community garden</p> <ul style="list-style-type: none"> <li>• demonstrations</li> <li>• handouts</li> <li>• practice opportunities</li> <li>• diagrams</li> </ul>
<p><u>Week Five: Plant care and employability skills</u></p> <ul style="list-style-type: none"> <li>• plant care</li> <li>• communicating in the workplace</li> <li>• problem solving</li> <li>• initiative and enterprise at work</li> </ul>	<p>RTO/community garden</p> <ul style="list-style-type: none"> <li>• group discussion/activity</li> <li>• role plays/reflection</li> <li>• handouts/diagrams</li> <li>• discussion/reflection activity</li> </ul>
<p><u>Week Six: Mid way point – assessment</u></p> <ul style="list-style-type: none"> <li>• review of integrating activity</li> <li>• achievements and issues</li> <li>• planning review</li> <li>• assessment opportunities</li> </ul>	<p>Community garden</p> <ul style="list-style-type: none"> <li>• observation activity</li> <li>• discussion</li> <li>• planning activity</li> <li>• evidence checklist</li> </ul>
<p><u>Week Seven: Plant care</u></p> <ul style="list-style-type: none"> <li>• caring for plants</li> <li>• insects and insecticides</li> <li>• pruning practices</li> <li>• plant theory</li> <li>• equipment maintenance</li> <li>• assessment opportunities</li> </ul>	<p>Community garden</p> <ul style="list-style-type: none"> <li>• coaching/practice</li> <li>• demonstration and practice</li> <li>• handouts/practice</li> <li>• research activity</li> <li>• practice</li> <li>• evidence checklists</li> </ul>
<p><u>Weeks Eight/Nine: Workplace visit for one team, the others monitor the garden</u></p> <p>Ongoing application of gardening/watering skills</p>	<p>Local nursery/community garden</p>

## Section Nine

<b>Week</b>	<b>Location/resources/strategy</b>
<u>Week Ten:</u> Event planning <ul style="list-style-type: none"> <li>• stall requirements</li> <li>• customer service skills</li> <li>• identifying resources</li> <li>• roles and responsibilities</li> <li>• numeracy skills for selling</li> </ul>	RTO/community garden <ul style="list-style-type: none"> <li>• discussion/brainstorming</li> <li>• role plays/coaching</li> <li>• discussion sheets</li> <li>• group activity</li> <li>• math sheets</li> </ul>
<u>Week Eleven:</u> Prepare for stall <ul style="list-style-type: none"> <li>• select plants</li> <li>• preparing plants for sale</li> <li>• pricing and signs</li> </ul>	RTO/community garden <ul style="list-style-type: none"> <li>• coaching</li> <li>• practice</li> <li>• practice</li> </ul>
<u>Week Twelve:</u> Market stall	RTO/school
<u>Week Thirteen:</u> Finish <ul style="list-style-type: none"> <li>• review of program</li> <li>• achievements and issues</li> <li>• final assessments</li> <li>• pathways for participants</li> <li>• award ceremony</li> </ul>	RTO/community garden <ul style="list-style-type: none"> <li>• group discussion and feedback</li> <li>• discussion and reflection</li> <li>• assessment sheets</li> <li>• discussion and planning form</li> </ul>
<b>CLASS CELEBRATION</b>	

6. Learning strategy and program planning template

<b>Aim of learning</b>	
<b>Learner group</b>	
<b>RTO</b>	
<b>Integrating activity</b>	
<b>Learning environment</b>	
<b>Community engagement</b>	
<b>Units of competency</b>	
<b>Delivery strategy</b>	
<b>Resources</b>	
<b>Assessment</b>	

## Section Nine

Program outline	
Week	Location/resources/strategy
<u>Week One:</u>	
<u>Week Two:</u>	
<u>Week Three:</u>	
<u>Week Four:</u>	
<u>Week Five:</u>	
<u>Week Six:</u>	
<u>Week Seven:</u>	
<u>Weeks Eight/Nine:</u>	

## Section Nine

<u>Week Ten:</u>	
<u>Week Eleven:</u>	
<u>Week Twelve:</u>	
<u>Week Thirteen:</u>	
<b>FINISH/CELEBRATION</b>	

## 7. Employability skills framework

Skill	Facet
Communication	<ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly/directly</li> <li>• reading independently</li> <li>• writing to audience needs</li> <li>• understanding the needs of internal/external customers</li> <li>• using numeracy effectively</li> <li>• sharing information</li> <li>• negotiating responsively</li> <li>• establishing/using networks</li> <li>• persuading effectively</li> <li>• being assertive</li> <li>• empathising</li> <li>• speaking/writing in languages other than English</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• working as an individual and a team member</li> <li>• working with different ages, genders, race, religion, political persuasion</li> <li>• knowing how to define a role as part of a team</li> <li>• applying teamwork skills to a range of situations</li> <li>• identifying the strengths of team members</li> <li>• coaching, mentoring and giving feedback</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• developing practical solutions</li> <li>• developing creative, innovative solutions</li> <li>• showing independence and initiatives in identifying problems and solving them</li> <li>• solving problems in teams</li> <li>• applying a range of strategies in problem solving</li> <li>• applying problem solving strategies across a range of areas</li> <li>• using mathematics to solve problems (including budgeting and financial management)</li> </ul>

Skill	Facet
Problem solving (cont.)	<ul style="list-style-type: none"> <li>• testing assumptions taking context of data/circumstances into account</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• generating a range of options</li> <li>• translating ideas into action</li> <li>• initiating innovative solutions</li> <li>• developing a strategic, creative, long-term vision</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• participating in continuous improvement and planning processes</li> <li>• establishing clear project goals and deliverable's</li> <li>• planning the use of resources including time management</li> <li>• allocating people and other resources to tasks</li> <li>• managing time and priorities (setting timelines, coordinating tasks for self and others)</li> <li>• adapting resources allocation to cope with contingencies</li> <li>• developing a vision and a pro-active plan to accompany it</li> <li>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• having knowledge and confidence in own ideas and vision</li> <li>• articulating own ideas and vision</li> <li>• evaluating and monitoring performance</li> <li>• taking responsibility</li> </ul>

Skill	Facet
Learning	<ul style="list-style-type: none"> <li>• being open to new ideas and techniques</li> <li>• being willing to learn in any setting – on or off the job</li> <li>• having enthusiasm for ongoing learning</li> <li>• acknowledging the need to learn in order to accommodate change</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn (mentoring, peer support, networking, courses and so on)</li> <li>• applying learning to technical issues and people issues</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• having the appropriate physical capacity</li> <li>• having a range of basic IT skills</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the occupational health and safety knowledge to apply technology</li> <li>• applying IT as a management tool</li> </ul>

8. Employability skills – analysis tool

Behaviours	Skills/knowledge	Tools	Opportunities
<i>Communication</i>			
<i>Teamwork</i>			
<i>Initiative and enterprise</i>			
<i>Planning and organising</i>			
<i>Problem solving</i>			
<i>Self-management</i>			
<i>Learning</i>			
<i>Technology</i>			

## 9. Employability skills strategies

Employability skill	Some techniques and strategies
Communication	<ul style="list-style-type: none"> <li>• base instructions on real work procedures</li> <li>• write scripts for learners to practice their conversations</li> <li>• do pair listening exercises with a checklist for good listening</li> <li>• encourage learners to view things from different perspectives</li> <li>• develop accuracy by getting learners to find their own mistakes in their work</li> <li>• use role plays to act out different communication scenarios</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• provide some guidelines on functioning teams</li> <li>• give learners tools to help them identify and work through team goals</li> <li>• encourage learners to analyse and review how the team worked</li> <li>• get learners to identify the strengths, weaknesses and preferences within the team</li> <li>• give learners a process to guide them as they work</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• compare effectiveness of solving a problem as an individual and solving problems as a team</li> <li>• encourage learners to use different problem solving strategies to solve problems</li> <li>• have learners brainstorm all of the different ways to solve problems</li> <li>• get learners to plan how they would solve a problem</li> <li>• discuss successful outcomes they may have experienced</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• practice doing whole projects from conception to implementation</li> <li>• provide opportunities for ownership of project work</li> <li>• identify ways learners contribute to college, to work, at home</li> <li>• introduce an ideas net in the training so that learners think about and have ownership about making improvements</li> </ul>

<b>Employability skill</b>	<b>Some techniques and strategies</b>
Planning and organising	<ul style="list-style-type: none"> <li>• provide templates to help planning before starting new projects/work</li> <li>• encourage learners to write to do lists</li> <li>• get learners to analyse their day to see where they can make it more efficient</li> <li>• develop work/study schedules</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• encourage learners to reflect on strengths and weaknesses at project completion</li> <li>• discuss personal and career goals with learners</li> <li>• encourage them to be resourceful when completing their work and to think of who to ask for help or information or where to go for additional help</li> <li>• discuss the use of time management tools - diaries, planners</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• use a range of different learning tools, i.e. from others, online, from trainer, from self</li> <li>• discuss different learning styles</li> <li>• deliver training in speed reading, memory techniques, note taking as appropriate</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• review all the different technologies learners might use</li> <li>• brainstorm new uses for the technology they use</li> <li>• discuss with learners the advantages and disadvantages of web-based research</li> <li>• use presentation technology and AV such as PowerPoint to present work</li> </ul>

## 10. Employability skills audit template

<b>Planning and organising</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>gather and organise information I need to do my work</li> <li>plan for things that may go wrong</li> <li>identify work goals and key tasks</li> <li>organise work so that it is completed on time</li> <li>ensure I have the resources I need</li> </ul>	
<b>Teamwork</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>work as an individual and a team member</li> <li>work with different ages, genders, race, religion, political persuasion</li> <li>know how to define my role within the team</li> <li>apply teamwork skills in a range of situations</li> <li>identify the strengths of team members</li> <li>give feedback to other team members</li> </ul>	
<b>Initiative and enterprise</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>look for new ways of doing things</li> <li>look at things from different points of view</li> <li>do more than what is required</li> <li>feel confident in the way I do things</li> <li>am willing to learn new things</li> <li>feel confident in expressing my ideas</li> <li>gather information I need</li> <li>transfer ideas from one area to another</li> <li>learn from mistakes and try to improve</li> <li>seek out feedback on my work</li> </ul>	

<b>Communication</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>• listen and understand workplace information</li> <li>• clearly communicate workplace information to others</li> <li>• read and interpret workplace documentation</li> <li>• write to audience needs</li> <li>• interpret the needs of customers and colleagues</li> <li>• establish appropriate networks and support</li> <li>• negotiate effectively</li> <li>• communicate appropriately at all levels</li> </ul>	
<b>Problem solving</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>• develop practical solutions to work related functions</li> <li>• solve problems on my own and with others</li> <li>• apply a range of strategies</li> <li>• take workplace context into account</li> <li>• deal with issues or concerns as they arise</li> </ul>	
<b>Self-management</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>• plan ahead – have personal goals</li> <li>• use time and resources effectively</li> <li>• recognise my own skills and knowledge</li> <li>• recognise my limits and seek assistance</li> <li>• take responsibility</li> <li>• manage my own time and commitments</li> </ul>	
<b>Learning</b>	
<b>Can I:</b>	<b>I have demonstrated this by:</b>
<ul style="list-style-type: none"> <li>• participate in ongoing learning, both formal and informal</li> <li>• open to learning new skills, ideas and techniques</li> </ul>	

## Section Nine

<ul style="list-style-type: none"><li>• help others learn</li><li>• seek assistance and guidance where needed</li><li>• maintain knowledge of products and services</li></ul>	
<b>Technology</b>	
<b><i>Can I:</i></b>	<b><i>I have demonstrated this by:</i></b>
<ul style="list-style-type: none"><li>• use business equipment and technology</li><li>• apply technology skills in organising information</li><li>• keep up to date with technology changes</li><li>• use technology safely</li></ul>	

## Resources and links

Agri-food Industry Skills Council 2006, *The Get Real Factor*, Department of Education, Science and Training, Commonwealth of Australia.

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Department of Education, Science and Training 2006, *Employability Skills: From Framework to Practice. An Introductory Guide for Trainers and Assessors*, Commonwealth of Australia.

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