Introduction to the Core Skills for Work Framework

Provided by ACPET on behalf of the Australian Government
Facilitated by Jana Scomazzon

Important note: To participate in this webinar you will need to:
• use a headset with microphone
• have access during the webinar ideally to a hard copy of the Core Skills for Work Framework, available at: https://www.education.gov.au/core-skills-work-developmental-framework
• join the webinar 10 minutes before scheduled start time to allow system checks.
About this PD program

• Government funded foundation skills frameworks PD:
  o workshops
  o webinars
  pd@acpet.edu.au

• Objectives for this webinar:
  o Introduction to Core Skills for Work (CSfW) developmental framework
  o Guidance on its use
About today’s webinar

Presentation
(12 to 1.15 AEST)
• Relationship between employability skills and core skills for work
• Overview of CSfW as useful tool
  o its purpose
  o structure and components

Self-directed offline activities
(1.15 to 2.15)
• Using the CSfW in your practice
  o identifying nature of core skill for work demand in units

Q&A
(2.15 to 3)
• Your questions arising from activity
• Statement of Attendance

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What are foundation skills?

LLN skills (or ‘core skills’) + employment skills
Effective performance

- Technical or discipline-specific skills
- Employment skills (‘core skills for work’)
- LLN skills (‘core skills’)

Work performance
Training that meets industry needs

Employer drivers

- Productivity
- Compliance
- Safety
- Innovation
- Growth

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(12 to 1.15 AEST)

• Relationship between employability skills and core skills for work

• Overview of CSfW as useful tool
  o its purpose
  o structure and components
Workforce needs and employability skills

Employer drivers

- Productivity
- Compliance
- Safety
- Innovation
- Growth

8 employability skills

- Communication
- Initiative and enterprise
- Learning
- Planning and organising
- Problem solving
- Self-management
- Teamwork
- Technology

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## Workforce needs and employability skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• speaking clearly and directly&lt;br&gt;• being assertive</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• identifying opportunities not obvious to others</td>
</tr>
<tr>
<td>Learning</td>
<td>• being open to new ideas and techniques</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• developing a vision and proactive plan to accompany it</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• applying range of strategies to problem solving</td>
</tr>
<tr>
<td>Self-management</td>
<td>• articulating own ideas and vision</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• working with people of different ages, gender, race, religion or political persuasion</td>
</tr>
<tr>
<td>Technology</td>
<td>• having the OHS knowledge to apply technology</td>
</tr>
<tr>
<td>Employability skill</td>
<td>Industry/enterprise requirements for this qualification:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication</td>
<td>• Communicates with clients, colleagues and others using effective and appropriate communication techniques</td>
</tr>
</tbody>
</table>
| Initiative and enterprise| • Responds to change and workplace challenges  
                           • Puts ideas into action                                                                                             |
| Learning                 | • Is open to learning new ideas and techniques                                                                          |
| Planning and organising  | • Prioritises and sequences tasks  
                           • Ensures work is completed to time requirements                                                                            |
<p>| Problem solving          | • Identifies typical faults and problems and takes remedial action                                                      |
| Self-management          | • Manages own performance to meet workplace standards                                                                     |
| Teamwork                 | • Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities   |
| Technology               | • Uses calculators                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• research, prepare and present a range of routine documents relating to the servicing, maintenance and repair of equipment, including contracts, reports and action plans.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• apply sustainability principles to work to ensure efficient use of resources and minimise the environmental impact of work</td>
</tr>
<tr>
<td>Learning</td>
<td>• maintain knowledge of current codes of practice, standards, regulations, and industry updates relevant to work role</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• prepare and administer documentation and implement organisational policies and procedures</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• identify faults beyond available maintenance data for key equipment systems</td>
</tr>
<tr>
<td>Self-management</td>
<td>• identify limitations of own role, responsibilities and abilities</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• provide specialist advice and feedback where required</td>
</tr>
<tr>
<td>Technology</td>
<td>• use global positioning systems to locate and plan routes between work sites</td>
</tr>
</tbody>
</table>
The government response

- Foundation Skills in 21C VET Products (2010)
- Foundation Skills Strategy (2012)
- Foundation skills in unit template (2012)
- FSK Foundation Skills Training Package (2013)
- Australian Core Skills Framework (2008 and 2012)
- Core Skills for Work developmental framework (2013)
The frameworks describing performance

- Technical or discipline-specific skills
- Employment skills (‘core skills for work’)
- LLN skills (‘core skills’)

Training Packages

Core Skills for Work developmental framework

Australian Core Skills Framework

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Creating futures
The frameworks describing performance

- Technical or discipline-specific skills
- Employment skills (‘core skills for work’)

Work performance

Core Skills for Work developmental framework

Training Packages

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Framework for describing employability skills

Workforce needs

- Productivity
- Compliance
- Safety
- Innovation
- Growth

Core Skills for Work developmental framework
Units and foundation skills

The government response

- Foundation Skills in 21C VET Products (2010)
- Foundation Skills Strategy (2012)
- Foundation skills in unit template (2012)

- FSK Foundation Skills Training Package (2013)
- Australian Core Skills Framework (2008, revised 2012)
- Core Skills for Work developmental framework (2013)
# Foundation skill demands in units

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit specifies the outcomes required to .....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Prerequisite unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

### FOUNDATION SKILLS

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.
FOUNDATION SKILLS
This section describes those language, literacy, numeracy and employment skills that are essential to performance and not explicit in the performance criteria.

• Problem-solving skills to select risk control measures

PC1.3 Measures for controlling hazards are identified.

Performance evidence:
• identify and report two hazards
• determine how risk could be reduced or removed in relation to those two hazards
Foundation skill demands in units

RIIBEF603D Manage the decision making process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.
### Foundation skill demands in units

**BSBADM407 Administer projects**

#### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the world of work</td>
<td>1.5, 2.3, 2.4, 3.1, 3.2</td>
<td>• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.2, 2.1, 2.3</td>
<td>• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</td>
</tr>
</tbody>
</table>
| Get the work done      | 1.1-1.5, 2.1, 2.3, 2.4, 3.2 | • Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints  
                        |                       | • Utilises a range of features within digital applications to improve personal productivity, optimising software functions for specific purposes |
Foundation skill demands in units

<table>
<thead>
<tr>
<th>Foundation Skills</th>
<th>Description</th>
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<tbody>
<tr>
<td>This section describes those language, literacy, numeracy and <strong>employment skills</strong> that are essential to performance and are not explicit in the performance criteria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
</table>
| Planning and organising skills to: | • use available space within transporter efficiently  
|                                | • interpret loading and unloading sequence and avoid backtracking or workflow interruptions. |
| Problem solving skills to:    | • determine methods of loading and unloading disabled or damaged vehicles. |
| Teamwork skills to:           | • work as part of a team to ensure materials are available as needed and time wastage is minimised. |
• Relationship between employability skills and core skills for work

• Overview of CSfW as useful tool
  o its purpose
  o structure and components
A ‘developmental approach’

Stages of performance

1. Novice
2. Advanced beginner
3. Capable
4. Proficient
5. Expert

Employment skills (‘core skills for work’)

Effective work performance
Influencing factors

<table>
<thead>
<tr>
<th>Familiarity with context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity of tasks</td>
</tr>
<tr>
<td>Nature and degree of support</td>
</tr>
<tr>
<td>Level of autonomy</td>
</tr>
<tr>
<td>Degree of motivation</td>
</tr>
<tr>
<td>Self-belief and resilience</td>
</tr>
<tr>
<td>Cultural and value-based factors</td>
</tr>
<tr>
<td>External factors</td>
</tr>
</tbody>
</table>

See CSfW Table 4 (pp 11-12)
Framework for describing employability skills

<table>
<thead>
<tr>
<th>Workforce needs</th>
<th>Core Skills for Work</th>
</tr>
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<tbody>
<tr>
<td>Productivity</td>
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<td>Compliance</td>
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<td>Safety</td>
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<td>Growth</td>
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</table>

Focus area | Performance feature
--- | ---
Build rapport | Establishes connections with a number of people in immediate work context

2: Advanced beginner
Cluster 1 Navigate the world of work

Skill areas
a. Manage career and work role
b. Work with roles, rights and protocols

Cluster 2 Interact with others

Skill areas
a. Communicate for work
b. Connect and work with others
c. Recognise and utilise diverse perspectives

Cluster 3 Get the work done

Skill areas
a. Plan and organise
b. Make decisions
c. Identify and solve problems
d. Create and innovate
e. Work in a digital world

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Foundations Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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<th>Skill</th>
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<tbody>
<tr>
<td>Navigate the world of work</td>
<td>• Recognises and applies organisational protocols and meets expectations associated with own work</td>
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</table>

BSBCUS402 Address customer needs

Go to CSfW page 1.
Type into chat box which skill cluster you think this description relates to?
### Finding your way around the CSfW

**Foundation Skills**

_This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance._

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**BSBCUS402 Address customer needs**

1. **Go to Cluster 1 (Navigate the world of work) on CSfW page 9.**
   Type into chat box which of the two skill areas the description relates to.

2. **Go to the contents page of the CSfW booklet and locate the performance features table relating to skill area 1b.**
   Type the page number into the chat box.
Finding your way around the CSfW

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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BSBCUS402 Address customer needs

1. Look through CSfW pages 21 to 23.
Type into chat box which of the three focus areas this description relates to?

2. Looking at the table on page 23.
Type into chat box which stage of performance the description relates to?
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(1.15 to 2.15)
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(2.15 to 3)
• Your questions arising from activity
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Creating futures
Self-directed offline activity: Use the CSfW

1. Read ‘mini’ unit of competency emailed to you: Produce concept drawings (*nominal AQF level 4*).

2. Go to ‘foundation skills’ section and first employment skill identified as essential to performance (*communication skills*).

3. CSfW (pp1-2): Identify **skill cluster** that best represents that skill. Record skill cluster number and title in *red shaded column*.

4. CSfW (pp1-2): Identify **skill area** that best suits communication skill. Record it in *green shaded column*.

5. Find the Performance Feature table for that skill area (‘Contents’ page). Identify **focus area** that best represents priority aspects of the employment skill demand, as well as **one performance feature** of that focus area. Record them and their page numbers. ‘Focus area’ (*purple shading*) and ‘performance features’ (*grey shading*).

6. Repeat points 3 to 5 above for the remaining two employment skills.

7. Remember: note questions or observations you want to raise in next part of webinar.
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(2.15 to 3)

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Effective delivery and assessment

Level of foundation skill demand

Learner foundation skill levels

Effective delivery and assessment
<table>
<thead>
<tr>
<th>Foundation Skills Frameworks PD</th>
<th>Format</th>
<th>2016 date</th>
<th>Time AEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to ACSF and CSfW</td>
<td>Workshop</td>
<td>12 Feb Melbourne 15 Feb Newcastle 22 Feb Bathurst 1 Mar Alice Springs 11 Mar Morwell 18 Mar Launceston</td>
<td>10 to 5 10 to 5 10 to 5 10 to 5 10 to 5</td>
</tr>
<tr>
<td>Introduction to CSfW</td>
<td>Webinar</td>
<td>10 February</td>
<td>12 to 3</td>
</tr>
<tr>
<td>ACSF refresher</td>
<td>Webinar</td>
<td>19 February</td>
<td>12 to 3</td>
</tr>
<tr>
<td>Advancing application of ACSF and CSfW</td>
<td>Webinar</td>
<td>9 March</td>
<td>12 to 5</td>
</tr>
<tr>
<td>Advancing application of ACSF and CSfW</td>
<td>Workshop</td>
<td>5 April Brisbane 6 April Townsville 15 April Melbourne 18 April Newcastle 3 May Alice Springs 23 May Launceston</td>
<td>9 to 4 10 to 5 10 to 5 10 to 5 10 to 5</td>
</tr>
<tr>
<td>Leading my RTO’s foundation skills frameworks agenda</td>
<td>Webinar</td>
<td>16 March</td>
<td>12 to 2</td>
</tr>
<tr>
<td>Q&amp;A Foundation Skills Framework Master Class</td>
<td>Webinar</td>
<td>23 March 11 April</td>
<td>12 to 4</td>
</tr>
</tbody>
</table>
Completed evaluation form to jana@ltg.net.au