

Implementing CGEA at Victoria University



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National Priorities

- In *Shaping Our Future* (National Strategy for VET 2004-2010) - **community strengthening** through learning and employment is an objective
- Introduction of **Employability Skills** in all Training Packages and curriculum documents



State Priorities

- *Growing Victoria Together* (2002-2010), state government initiative - prioritises **community building**
- ACFE objectives in the ministerial statement, *Future Directions for ACE in Victoria* (June 2004) - highlight **community engagement** as a priority



Victoria University Priorities

- VU Objective: for all courses at VU to have 25% Learning in the Workplace or Community
- VU Strategic Objective 4: relates to increasing levels of community engagement.

Project - at VU

- Implement new CGEA
- Incorporate Employability Skills
- Incorporate Learning in the Community
- Develop templates for:
 - teaching and learning plan
 - reporting Community/ Service Learning activity

Employability Skills:

came from employer organisations-BCA and ACCI

- Communication
- Teamwork
- Problem solving
- Initiative & enterprise
- Planning & organisation
- Self-management
- Learning
- Technology

** Attributes eg. Loyalty, commitment, honesty, sense of humour...*

Employability Skills-Key Competencies

- initiative and enterprise
- learning
- self-management
- communication → □ communicate ideas and info
- teamwork → □ work ..in teams
- problem solving → □ solve problems
- planning & organising → □ plan and organise activities
- technology → □ use technology
- collect, analyse, organise info

(Rob Denton, TAFE S.A.)

NQC direction on Employability Skills

In 2005 the NQC passed a resolution to...

- "...ratify the advice on incorporation of employability skills in training packages"
- "...meet the implementation **timeframe** for employability skills commencing from **early 2006**"
- "... complete **embedding** of employability skills in training packages in **2006**"

Employability Skills: General Information

- Specific ES to be customised and contextualised for each TP and curriculum document – facets
- ES embedded within units

*Handout - Employability Skills Summary for Cert 1
General Education for Adults

Employability Skills: General Information

- No nominal hours attached to ES
- ES will be required for the qualification
- "...integrated assessment with descriptive reporting supplemented by *student portfolios* of evidence"

(Allen Consulting Group March 2006)

Employability Skills - Reporting

RTOs required to add the following mandatory, single, standard sentence to all qualification testamurs for T/Ps:

"A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/index.php>"

(NQC)

Employability Skills: Resources

- ❑ *Employability Skills: From Framework to Practice. An Introductory Guide for Trainers and Assessors. (DEST, 2006)*
- ❑ *Assessment and Reporting of Employability Skills in Training Packages. (Allen Consulting Group, 2006)*
- ❑ Employability Skills Community of Practice
- ❑ NQC - PD Program for Employability Skills Workshops
 - Level 1 - VET practitioners
 - Level 2 – PD managers/supervisors
for specific industry context(John Mitchell)

*Handout ES Student Info Sheet & RTO Info Sheet

Employability Skills: Online Resources

- Resources for implementing, assessing and reporting employability skills

<http://employabilityskillsresources.com/>

- VUC Language/literacy website

<http://www.staff.vu.edu.au/languageandliteracy/>

- National Quality Council website:

http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/es/

- Making the Link: Employability Skills and FE (Nadia Casarotto)
Teacher Resource:

http://tls.vu.edu.au/employability_skills/index.html

Learner Guide:

http://tls.vu.edu.au/employability_skills/l_guide/index.htm



So much for the theory –
now put it into practice!

*Handout Employability Skills Framework (ACCI. BCA)



Unpacking the Employability Skills Framework

(ACCI/BCA)

- Communication eg.
- Planning and Organisation
- Learning
- Technology
- Teamwork
- Initiative and Enterprise
- Problem Solving
- Self Management

*Activity Self Assessment of Employability Skills



Overall Goals


- ❑ To address the **national** requirements for teaching, assessing and reporting
- ❑ To build on the **good practices** already existing within our courses
- ❑ To maximise the benefit for **students**
- ❑ To minimise the complexity and additional work for **teachers**



Implications for Teaching

- Course Planning?
- How to teach ES?
- Who is teaching what?
- How to assess a ES?
- Record-keeping?

Possible Model for Teaching: Planning Phase

- Teachers become **familiar** with the units they are teaching and prepare general Teaching Plan
- Course teachers meet together and:
 - investigate **possibilities** for integration across and within units and elements
 - identify **opportunities** for teaching and assessing ES
 - determine **responsibility** for the specific teaching and assessing of specific ES
 - template to assist and document process
 detailed **teaching plan**

Sample from Mapping Document

Employability Skill	Facets from the curriculum	Most relevant units from curriculum	
			CGEA 1A
Communication	Locate relevant information in familiar, electronic, printed, handwritten and visual texts.	Engage with texts	Teacher A
	Read and interpret routine documents, complete routine forms, write texts of limited complexity relevant to own purposes.	Engage with texts	Teacher A
	Interpret data presented in simple visual form (including graphs, diagrams and charts).	Numeracy	Teacher B
	Discuss and share information / ideas / opinions with other class / group members.	Oral Communication Elective	Teacher A
	Use questioning and active listening to ascertain and clarify information / ideas / opinions.	Oral Communication Elective	Teacher A
	Follow / give verbal instructions of limited complexity.	Oral Communication Elective	Teacher A
	Select mathematical information embedded in a task. Use formal and informal mathematical language and representation.	Numeracy	Teacher A
	Practise inclusive behaviour.	Plan and undertake a project	Teacher C
	Give and receive feedback in a supported context.	Plan and undertake a project	Teacher C

Possible Model for Teaching: Implementation Phase (1)

- Course **info** for students including ES
- Initial explicit **teaching** of ES –
- Adoption of strategies to promote awareness and develop skills eg.

self directed learning

mentoring –across levels

team work activities

negotiation of tasks

Recording ES by students

- log book/ self reflection
- Individual Learning Plans
- student template for recording
- portfolio of samples of work

Possible Model for Teaching: Implementation Phase (2)

□ Assessment

- Emphasis on student reflection and self evaluation
- Inclusion of checklist in the I
- Ongoing notes recording teacher observation of ES
- ES record on weekly/daily plan documents
- ES records on assessment cover sheets
- Ongoing provision of feedback to students on ES

*Resource - **Fostering Generic Skills**, 2003, Aspire Training & Consulting.*

Integrating the CGEA Units

