



This resource provides an example of how the Core Skills for Work Developmental Framework (CSfW) can be used as a theoretical underpinning from which resources and tools can be developed. This resource should be read in conjunction with the CSfW.

CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK: MAPPING THE FRAMEWORK TO A UNIT OF COMPETENCY

BACKGROUND

The Vocational Education and Training (VET) sector has been formally using the 2002 *Employability Skills Framework* (developed by the Australian Chamber of Commerce and Industry and Business Council of Australia) in Training Packages since 2006. Its introduction into Training Packages sought to focus attention on a set of skills that were highly valued by employers and seen as critical to overall work performance. Consultations conducted with employers and a diverse range of stakeholders during the development phase of the Core Skills for Work Developmental Framework (CSfW), found that the *Employability Skills Framework* had raised awareness of the importance of these skills, but that teachers and trainers were unsure of how to translate this into practical strategies that would assist learners in developing their employability skills.

While the types of skills contained in the *Employability Skills Framework* are still valued, these consultations identified a need for more effective ways to:

- recognise the developmental nature of these skills
- identify an individual's strengths and areas of need, in order to target appropriate support for on-going skills development
- determine stakeholder expectations and requirements about performance in different skills in different contexts
- facilitate discussions across sectors that use different language to describe employability skills and their development (e.g. between education and training sectors, between employers and education and training providers).

The CSfW has been designed to address these needs, bringing a new dimension to the focus on non-technical skills in work contexts. It updates the list of skills themselves, incorporating several new areas identified during the consultations, and revisiting and reframing others (such as teamwork) in order to highlight the essential underpinning components. It also draws upon an extensive evidence base to describe in detail, likely performance across five developmental stages, in each of the resulting ten Skill Areas.

RELATIONSHIP BETWEEN THE CSFW AND THE EMPLOYABILITY SKILLS FRAMEWORK

Although the CSfW Skill Areas are somewhat different to the *Employability Skills Framework* skills and facets, there is a high degree of correlation between the two (see the resource *Mapping of Core Skills for Work Developmental Framework to the Employability Skills Framework* for details).

Early trials have shown that the CSfW can help to make the identification of ‘employability skills’ in Training Package units of competency more precise, as well as providing greater guidance for those responsible for assisting learners to develop these important skills.

MAPPING A TRAINING PACKAGE UNIT TO THE CSFW

This resource outlines a possible approach to using the CSfW to identify the relevant core skills for work that underpin performance in a unit of competency, either through explicit reference in Performance Criteria, or as underpinning skills. The aim of the mapping exercise is to assist teachers and trainers to more explicitly address core skills for work by:

- making clear the expectations or assumptions about skills requirements that are sometimes implicit in existing units of competency
- providing a basis for decisions about teaching and learning methodology, and for the design of resources
- identifying any core skills for work that may need to become a focus for explicit training and practical work based learning.

The exercise was conducted using a new unit of competency being developed for inclusion in the Automotive Training Package. An outline of the draft unit of competency *AURAEA2002 - Identify and apply environmental regulations and sustainability best practice in an automotive workplace*, can be found in Attachment A.

USING THE RESULTS OF THE MAPPING PROCESS

As this was a draft unit of competency still in the development phase, it was possible to make immediate changes as a result of the mapping exercise. For units of competency that are already endorsed, the mapping process could be used to augment the existing information on employability skills. This could include highlighting critical Skill Areas and detailing specific requirements related to the CSfW, to provide a strong focus for trainers and assessors. Where the mapping process identifies areas that could be clarified or enhanced, this information can be recorded and incorporated into the review and development of competencies under an Industry Skills Council’s Continuous Improvement Plans.

THE MAPPING PROCESS

The process involves three steps:

1. An initial scan of the unit to identify explicit references to the CSfW Skill Areas
2. Review of the unit in relation to all Skill Areas to identify any additional implied requirements and likely Stage of Performance requirements
3. Identification of Skill Areas critical to demonstrating competency and decisions about how these should be represented.

STEP 1. INITIAL SCAN FOR SPECIFIC REFERENCES

Each section of the unit of competency was examined in order to identify explicit references relevant to the CSfW Skill Areas. As can be seen from the results in Table 1 below, the unit contained such references for seven of the ten Skill Areas.

TABLE 1. INITIAL SCAN OF UNIT

Section of the unit of competency	Explicit references	Relevant Core Skills for Work
Elements	Element 1. Identify and apply environment regulations	1b. Work with roles, rights and protocols
Required Skills and Knowledge	Self-management Communication skills Teamwork Initiative and enterprise Planning and organising Problem-solving Technology	1b. Work with roles, rights and protocols 2a. Communicate for work 2b. Connect and work with others 3a. Plan and organise 3c. Identify and solve problems 3e. Work in a digital world
Range statement	Discretion, judgement and problem-solving skills in undertaking environmentally sound work practices	1b. Work with roles, rights and protocols 3b. Make decisions 3c. Identify and solve problems
Evidence guide	Report environmental damage and breaches of environmental regulations	1b. Work with roles, rights and protocols 2a. Communicate for work 3c. Identify and solve problems

The initial scan helped clarify the required skills and knowledge in relation to ‘teamwork’, which had been listed in the draft under ‘Required Skills and Knowledge’. A focus on specific Performance Criteria for this Skill Area showed that there was no requirement for team work in this unit. However, there was a potential need for communication skills to gain permission to conduct an environmental review and build rapport with other workers in order to influence adherence to sustainable practices. This in turn might also involve an understanding of one’s own values and beliefs regarding sustainability issues, and a recognition that others may have different ideas. These skills are specifically addressed in the CSfW in Skill Areas *2a. Communicate for work* and *2b. Connect and work with others*.

STEP 2. REVIEW THE UNIT IN RELATION TO THE CSFW

Each of the ten CSfW Skill Areas was examined to identify:

- which were directly relevant to this unit, either through the explicit references identified in Step 1, or by implication
- the Stage of Performance a learner would need to demonstrate in the relevant Skill Areas in order to be deemed competent.

Table 2 shows the Skill and Focus Areas that were identified as being relevant to this unit of competency and the expected Stage of Performance to be achieved in each.

The discussions that took place amongst participants in the mapping exercise highlighted the need for further clarification when considering what was directly relevant to the unit. For example:

2A. COMMUNICATE FOR WORK

Participants felt that a learner only needed to be at a Stage 2 (Advanced Beginner). However, this did not align with the stage of performance that a learner in some contexts might need when reporting an environmental breach, particularly if the learner was in an unfamiliar workplace as a visitor.

3C. IDENTIFY AND SOLVE PROBLEMS

Participants had somewhat different expectations about the stage of performance for identifying and solving problems. Was it Stage 2 or Stage 3 (Capable Performer)? Further analysis of the CSfW Performance Features and unit Performance Criteria led to an agreement that the focus should be on Stage 2 performance 'within scope of responsibility.' In practice, this would mean that a learner undertaking this unit of competency should only be required to identify environmental /sustainability issues, and not be expected to apply recommendations or implement solutions.

3A. PLAN AND ORGANISE

Consideration of this Skill Area suggested that, to be deemed competent, a learner would need to demonstrate the skills and knowledge to gain permission to conduct a review, coordinate with work colleagues, negotiate with the supervisor and conduct a risk assessment. This raised questions about the level of these expectations and participants decided to revisit this area of the unit to clarify what should be involved.

STEP 3. IDENTIFY PRIORITY SKILL AREAS

Although all ten Skill Areas were considered in the mapping process, not all were considered critical to effective outcomes. It was decided that only priority areas should be referred to explicitly in the unit of competency.

The critical Skill Areas were identified as:

- 1b.** Work with roles, rights and protocols (Stage 3)
- 2a.** Communicate for work (Stage 2)
- 3a.** Plan and organise (Stage 2)
- 3c.** Identify and solve problems (Stage 3)

There are a number of ways in which these priority Skill Areas might be referenced in the unit of competency. One way might be to revise the Performance Criteria to make specific reference to these skills. For example:

Performance Criteria 5.3 – Environmental damage and breaches of environmental regulations are reported using the accepted communication practices and protocols of the workplace

A second way might be to include information about the Skill Areas in the Companion Volume. This might involve customising the Performance Features for the Skill Area to describe what a learner should know, understand and be able to do in this regard. For example:

WORK WITH ROLES, RIGHTS AND RESPONSIBILITIES

By the end of the unit of competency, a learner should be performing at Stage 3 in working with roles, rights and protocols in relation to environmental and sustainability issues. The learner should demonstrate that he/ she:

- Understands the nature and purpose of own role and associated responsibilities in regard to environmental and sustainability best practice, and how it contributes to the work of others in the immediate work context
- Takes responsibility for decisions about when and how to complete tasks and coordinate with others, taking environmental regulations and sustainability best practice into account
- Understands own work rights and raises issues if these are not respected
- Appreciates the implications of the legal and regulatory responsibilities related to own work, and is beginning to recognise some general legal principles associated with environmental regulations applicable across work contexts
- Takes personal responsibility for adherence to legal/regulatory responsibilities relevant to environmental management and sustainability own work context, and draws attention to any issues that may affect self or others.

Other options might be to:

- Specify the priority Skill Areas in the Required Skills and Knowledge section of the unit of competency
- Include the relevant Skill Areas in the Foundation Skills section of the unit of competency.

TABLE 2. IDENTIFIED SKILL AND FOCUS AREAS AND STAGES OF PERFORMANCE

(N.B. those items in bold are priority areas)

Skill Cluster	Skill Area	Focus Areas	Stage 1: Novice	Stage 2: Adv Beginner	Stage 3: Capable	Stage 4: Proficient	Stage 5: Expert
1. Navigate the world of work	1a. Manage career and work life	Identify work options Gain work Develop relevant skills and knowledge	Not applicable				
	1b. Work with roles, rights and protocols	Work with roles and responsibilities Operate within legal rights and responsibilities Recognise and respond to protocols			X X X		
2. Interact with others	2a. Communicate for work	Respond to communication systems, practices and protocols Speak and listen Understand, interpret and act Get the message across		X X X			
	2b. Connect and work with others	Understand self Build rapport Cooperate and collaborate		X X X			
	2c. Recognise and utilise diverse perspectives	Recognise different perspectives Respond to and utilise diverse perspectives Manage conflict		X			

Skill Cluster	Skill Area	Focus Areas	Stage 1: Novice	Stage 2: Adv Beginner	Stage 3: Capable	Stage 4: Proficient	Stage 5: Expert
3. Get the work done	3a. Plan and organise	Plan and organise workload and commitments Plan and implement tasks		X X			
	3b. Make decisions	Establish decision making scope Apply decision-making processes Review impact		X X			
	3c. Identify and solve problems	Identify problems Apply problem-solving processes Review outcomes			X X		
	3d. Create and innovate	Recognise opportunities to develop and apply new ideas Generate ideas Select ideas for implementation		X			
	3e. Work in a digital world	Use digitally based technologies and systems Connect with others Access, organise, and present information Manage risk		X X	X X		

ATTACHMENT A – DRAFT UNIT OF COMPETENCY

The following unit is a draft only and has since undergone further changes, some of which were informed by the CSfW mapping process

AURAEA2002	Identify and apply environmental regulations and sustainability best practice in an automotive workplace
Unit descriptor	This unit describes the performance outcomes required to identify and apply environmental regulations and sustainability best practice to work safely and avoid potential environmental hazards in an automotive workplace.
Employability skills	This unit contains employability skills.
Application of the unit	Work involves the theory, knowledge and application of skills related to environmental regulations and sustainability best practice in a general automotive workplace.
Competency field	Common
Unit sector	Environment

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Identify and apply environment regulations	Reasons for <i>ethical environmental practice</i> in an automotive workplace are identified Environmental responsibilities are identified Penalties for individual breaches of legislation are identified <i>Documents and procedures</i> relevant to environmental safety and <i>hazards</i> are applied <i>Safety equipment and other material</i> necessary to support environmentally sound practices are identified and sourced
Identify and avoid contamination to water systems and land	Wastewater and <i>contaminants</i> are identified and prevented from entering water systems or contaminating land Parts and components containing hazardous materials are drained and stored in a sealed container Liquid wastes are put into storage or recycling containers and placed in an undercover bunded area Spill kit is located and used to prevent water or land contamination Spills are cleaned immediately and workplace is kept clean to prevent unintentional water or land contamination
Identify and avoid hazards to air quality	Hazardous airborne particles are identified, prevented, reduced and contained Hazardous gases and fumes are identified, prevented, reduced and contained
Identify and avoid noise hazards	Hazardous noise activities are identified, prevented, reduced and contained Hazardous noise activities are carried out within approved operating hours and regulations
Identify and apply sustainability best practice	<i>Sustainability best practice</i> is identified and applied to minimise waste and potential damage to the environment Methods to reduce resource consumption (water, electricity, fossil fuels, chemicals) are identified and applied Environmental damage and breaches of environmental regulations are reported

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
 - collect, organise and interpret technical information related to recognising workplace situations that are potentially harmful to the environment
 - use spill kits
- communication skills to:
 - follow oral instructions
 - communicate ideas and information (verbal and written) as they relate to environmental regulations and sustainability best practice for an automotive workplace
- initiative and enterprise to:
 - identify sources of information, assistance and expert knowledge to expand knowledge, skills and understanding
- literacy skills to:
 - understand workplace environmental procedures
 - read and apply environmental regulations for an automotive workplace
- planning and organising skills to:
 - identify risk factors and actions to minimise risk
 - identify planning, checking and inspection techniques to avoid environmental contamination and wastage
- problem-solving skills to:
 - recognise a workplace problem or a potential problem
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
 - identify processes which contribute to improvements for sustainability best practice
- self-management skills to:
 - identify appropriate safety and environmental response equipment, materials, processes and procedures
 - recognise limitations and seek timely advice
- teamwork skills to:
 - work with others and in a team by cooperating with team members
- technology skills to:
 - use workplace environmental safety-related technology to assist with clean and safe work practices

Required knowledge

- aspects of environmental regulations and its implications for work being undertaken in an automotive workplace
- characteristics and potential environmental impact of products, equipment and machinery used in the automotive workplace
- philosophy of prevention, reuse, reduce, recycle
- procedures for use of spill kit
- effects of pollution and methods to minimise it
- reporting procedures for environmental damage and breaches of environmental regulations

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Ethical environmental practice may include:	<ul style="list-style-type: none"> • legislative obligations • environmental legislation • health regulations • hazardous materials handling procedures • organisation insurance requirements • discretion, judgement and problem-solving skills in undertaking environmentally sound work practices
Documents and procedures may include:	<ul style="list-style-type: none"> • material safety data sheets (MSDS) • hazardous substances register • workplace environmental procedures and safety instructions • dangerous goods code safe operating procedures
Hazards may include:	<ul style="list-style-type: none"> • toxic fumes and substances • flammable materials and fire hazards • spillages • waste and debris especially on floors, ladders, trolleys • electricity and water • toxic substances • damaged packing material or containers • broken or damaged equipment • unsafe lifting practices
Safety equipment and other material may include:	<ul style="list-style-type: none"> • personal protective equipment (PPE) including: <ul style="list-style-type: none"> ◦ eye protection ◦ hearing protection ◦ gloves ◦ other suitable protective clothing ◦ safety footwear • spill kit • absorbent materials • drip and catchment trays • waste bags • waste segregation systems
Contaminants may include:	<ul style="list-style-type: none"> • solid or liquid wastes • oil, fuel and grease • hydrocarbon based degreasing agents and solvents • acids • alkaline wastes • paint, lacquer, varnish • glues and adhesive compounds • household chemicals and pesticides
Sustainability best practice may include:	<ul style="list-style-type: none"> • recycling waste • energy conservation practices • natural resources (water, etc.) conservation practices • reusing • environmental (green) purchasing practices • noise minimisation

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge.</p> <p>A person who demonstrates competency in this unit must be able to:</p> <ul style="list-style-type: none"> • Apply environmental regulations and sustainability best practice as they apply in an automotive workplace • Identify materials used in an automotive workplace and assess their potential environmental impact • Use a spill kit • Report environmental damage and breaches to environmental regulations.
Context of and specific resources for assessment	<p>Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.</p> <p>Assessment is to occur:</p> <ul style="list-style-type: none"> • using standard workplace practices and procedures • following safety requirements • applying environmental constraints. <p>Assessment is to comply with relevant:</p> <ul style="list-style-type: none"> • regulatory requirements • Australian standards • industry codes of practice. <p>The following resources must be made available for the assessment of this unit:</p> <ul style="list-style-type: none"> • access to environmental legislation, regulations and best practice models • access to an automotive workplace or simulated environment that accurately reflects automotive workshop working conditions • access to workplace documents and reference images • access to personal protective equipment of the type intended to be used in response to an environmental incident or accident.
Method of assessment	<p>Assessment must satisfy the endorsed Assessment Guidelines of this Training Package.</p> <p>Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.</p> <p>Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.</p> <p>Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.</p> <p>Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.</p>