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Using the Work Skill Development Framework to Build Rigour into WIL  
Programs

# Into the Smelter 1 - Workshop

## Using the Work Skill Development Framework to Build Rigour into WIL Programs

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# Workshop Structure

## Aim:

This workshop aims to guide participants through the process of helping students work towards higher levels of autonomy in the WSD Framework

Participants will use the MELT Pentagon, applied to a Work Skills issue and the “Facets of Work Skill sheet” to produce an outline that can be taken away and used in their own teaching context.

# 1. Embark and Clarify

How do you go about finding out what Employability Skills employers want?

(e.g. BHP-Billiton Referees template)

## 2. Find and Generate

How will students obtain these Employability Skills

- A. Within your program?
- B. External to your program?

# 3. Organise and Manage

- What judgement is needed to determine the most important skills on which to concentrate?
- How can assessments and observations be used for students to demonstrate that they have these skills?

## 4. Analyse and Synthesise

How does the educator facilitate a student's movement from a low level to a high level of autonomy in each of the 6 Work Skill facets?

How does the educator decide on the type of tasks which assess these skills and the movement from low levels to high levels of autonomy?

## 5. Communicate and Apply

How can the achievement of these skills be demonstrated or presented to employers?

What forms of communication can be used by students to demonstrate these skills to potential employers?



## 6. Evaluate and Reflect

How do you evaluate the effectiveness of developing the Employability Skills that employers want?

What feedback do you seek from graduates, employers, HR units, mentors, the profession and other available data?