Lyn Torres, Barbara Yazbeck, Sebastian Borutta Monash University
Sue Bandaranaike James Cook University

Finding Employability Skills in the Curriculum: Are they there?
Employability skills in the curriculum: are they there?

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Learning outcomes

- Identify and articulate work skills
- Explore how work skills can be become an explicit element of curriculum design
- Explore how work skills can be used in work orientated learning experiences
- Interpret the relationship between students work skill development and learner autonomy
- Demonstrate applications of the WSD in teaching and learning and professional practice
Activity 1: Work ready student

In a group, draw your interpretation of a work ready student.

(7 mins)

We will return to this later.
Why explore work skills?

The literature suggests that there is potential to maximise opportunities in the regular curriculum to support, “the knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce” (Kinash, Crane, Judd, Knight & Dowling, 2015, p. 2).

To this end:

- higher education employability strategies generally encompass a range of practical and formally assessed in-curricula and co-curricular programs:
  - Work Integrated Learning (WIL) programs
  - professional placements
  - industry-based experiences
  - Internships.

However, ways to make the skills and abilities that students gain beyond disciplinary content knowledge an outcome of learning is challenging (Barrie, 2004).
Institutional graduate attribute statements and the requirements of professionally accredited degrees describe what graduating students should be able to demonstrate on completion of their study, yet generally omit to guide educators as to how to incrementally and progressively develop work related skills within a curriculum.

**What are some of the graduate attributes of your university? Tell your partner?**
Monash Graduate Attributes

(1.) responsible and effective global citizens who:
- engage in an internationalised world
- exhibit cross-cultural competence
- demonstrate ethical values

(2.) critical and creative scholars who:
- produce innovative solutions to problems
- apply research skills to a range of challenges
- communicate perceptively and effectively.
Activity 2: ACME Cosmeceuticals - Job Description

In groups, discuss what skills and attributes the successful applicant would need to demonstrate?

Use the highlighters to identify various skills in the text.
Activity

Sit back, watch this video and consider:

What work skills are demonstrated by the character in this movie clip?

In your groups, write down one work skill per post-it-note.


1. Match the **YELLOW** cards with the skills you identified on your post-it notes
2. Match the **GREEN** cards (skill statements) to the yellow cards
3. Match the **BLUE** cards (questions) to the green cards
What is autonomy?

How can we measure autonomy in work skills?

How can we tell what level of autonomy is required for different skills?
Activity: Autonomy

Reflect on the Martian

What levels of autonomy did the character demonstrate for each work skill?

In your groups, write down each work skill and its level of autonomy.

1: Prescribed Direction
Highly structured directions & guidance from supervisor

2: Bounded Direction
Boundaries set by & limited direction from supervisor

3: Scaffolded Direction
Works independently and within provided guidelines

4: Self-Actuated Direction
Develops own abilities & works innovatively with limited guidance

5: Open Direction
Works within self-determined guidelines appropriate to discipline / context
Lab Assistant Position

Now what skills do you think the applicant would need to have to be successful?

Q: What skills and attributes would you need to show to get the job?

Q: How much autonomy would you need to show to get the job?

- Use the blank framework to map out the skills and the level of autonomy that the position description requires
<table>
<thead>
<tr>
<th>FACET OF WORK SKILL</th>
<th>Prescribed Direction</th>
<th>Bounded Direction</th>
<th>Scaffolded Direction</th>
<th>Self-Actuated Direction</th>
<th>Open Direction</th>
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</thead>
<tbody>
<tr>
<td>a. Initiative &amp; Enterprise</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
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<tr>
<td>Goal directed and motivated to embark &amp; clarity</td>
<td>Highly structured directions &amp; guidance from supervisor.</td>
<td>Boundaries set by &amp; limited direction from supervisor.</td>
<td>Works independently and within provided guidelines.</td>
<td>Develops own abilities &amp; works innovatively with limited guidance.</td>
<td>Works within self-determined guidelines appropriate to discipline / context</td>
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<td>b. Technology &amp; Resource Use</td>
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<tr>
<td>Finds &amp; generates data/knowledge using appropriate skills &amp; technology</td>
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<td>c. Learning &amp; Reflecting</td>
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<td>Critically evaluates role and reflects on lifelong learning skills and career management.</td>
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<td>d. Planning &amp; Management</td>
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<td>Organises &amp; manages self while being perceptive to managing the needs of others.</td>
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<td>e. Problem Solving &amp; Critical Thinking</td>
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<tr>
<td>Synthesises and analyses data to create solutions.</td>
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<td>f. Communication &amp; Teamwork</td>
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<td>Writes, presents &amp; performs with sensitivity to interpersonal communication and accounts for ethical, cultural and social/team issues.</td>
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The purpose of this framework is to integrate key employability skills into WIL and devise a measure of qualitative assessment in the workplace. This concept was developed by Sue Bandaranaike, James Cook University and John Willson, University of Adelaide. It is based on the Research Skills Development Framework of Willson & O’Ragan, 2000/2012. www.wsd.edu.au Copyright S Bandaranaike & J Willson, 2009 (revised 2014)
Examples of application

Skills for Banking and Finance

- Communication and Teamwork
- Planning and Management
- Problem Solving and Critical Thinking
- Initiative and Enterprise
- Learning and Reflecting
- Technology and Resource Use
- Ethics and Integrity
In a group, add to your drawing of a **work ready student**.

What has changed?