

Food and Fibre Skills Framework

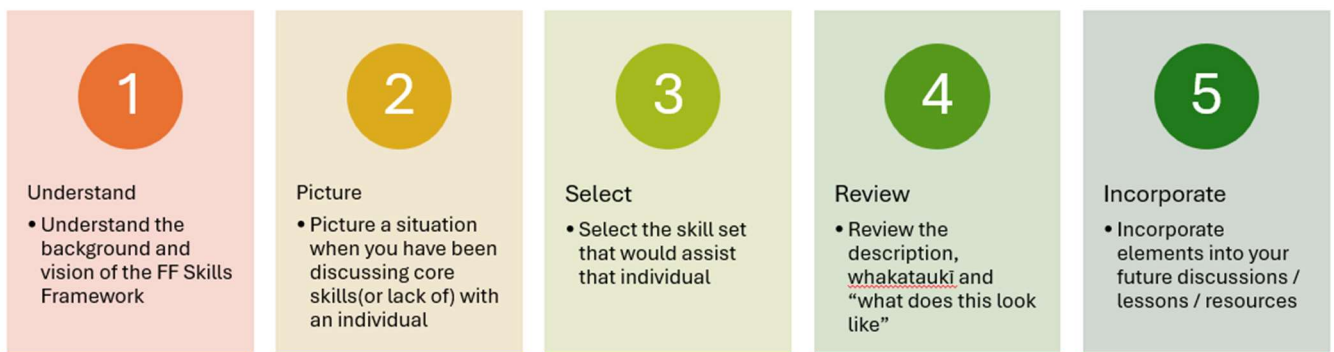
User Guide for Programme Developers and Learning Designers

Purpose: This document is a User Guide for programme developers and learning designers in the Vocational Education and Training (VET) ecosystem.

Overview: This work aims to integrate the Skills First philosophy and the Skills Framework into all levels and types of education and training in the New Zealand Food and Fibre Sector VET ecosystem – from informal sharing of experience in the workplace, through to formal vocational qualifications, and on to the delivery of postgraduate programmes and professional qualifications.

Suggested Approach:

The Expanded Core Transferable Skills resource contains a wealth of information that will be useful for programme developers and learning designers to explore and extend skill development for their learners. This resource is a tool to support good educational practice and is designed so that programme developers and learning designers can ‘dip in’ and select information that is relevant for a specific topic or learner cohort. We suggest that you familiarise yourself with the broad skill categories and then ‘drill down’ to areas of interest that can then be incorporated into current or future thinking about programme development, learning design or modes of delivery.



Link to other Skills Framework User Guides

This User Guide is one of three and can be used in conjunction with:

- User Guide for Educators
- User Guide for Workplace Trainers and Employers.

1. Understand

Background

[A New Approach to Learner Pathways](#) (Muka Tangata, January 2023) put forward concepts and design principles to simplify and streamline qualifications in the Food and Fibre sector, and to support increased flexibility and transferability of skills. From there, a research project co-funded by Muka Tangata and the Food and Fibre Centre of Vocational Excellence (FF CoVE) investigated what type of framework would provide the desired outcomes for the sector (See research report [here](#)). This document aims to breathe life into the Food and Fibre Skills Framework, by expanding it to include skill descriptions and attributes for the Core Transferable Skills.

Vision for the Food and Fibre Skills Framework

The vision for the Food and Fibre Skills Framework is that it be:

- A living skills framework, with accompanying resources, which are used (and contributed to) by all food and fibre sector vocational education stakeholders, to develop engaged, effective and empowered employees.
- A mechanism to support the skills-first approach across all sectors, enabled by aligned policy, funding and qualifications approval settings.

Aim

The Food and Fibre Skills Framework has been developed to:

- Develop a common language to describe skills and knowledge, which will support flexible qualifications and transferable skills
- Help understand which skills are relevant across many food and fibre sectors and workplaces, and which are more specialised
- Help recognise skills that are gained outside of the formal qualification system
- Enable the future proofing of food and fibre sector skills and capabilities, addressing new and emerging skills as well as current skills.
- Enable the simplification of qualifications.

Why should we change?

As programme developers and learning designers, the Skills Framework provides common language and skill descriptions for skills that you are familiar with. By encouraging a consistent approach across the vocational education and training system, these skills can be amplified to make workforce development more flexible and skills more transferable, which will benefit our learners and employers.

What's in it for me – as a programme developer or learning designer?

There are many motivators for educators to integrate the Skills Framework into their teaching practise. These are a few examples:

- This is an industry endorsed approach to talking about and teaching skills – you don't need to base programme or learning design solely on your own experience.

- No need to recreate the wheel – adopt or adapt this language and resources rather than starting with a blank canvas.
- Resources using this approach can be shared across departments to save duplication (and this mean less work for all involved).
- There are many learner orientated reflections and resources available that can be incorporated into programme design and guidance for tutors.
- Your learners will have the language and confidence to talk more freely about core skills, once exposed to this framework. This will reduce effort and difficult conversations as they gain learner agency and become more self-directed.
- You will have a common language to talk with industry bodies, employers, and other stakeholders. You can point them to the Framework for their own understanding. It can add weight to the discussion about the importance of these core skills, alongside the teaching of technical skills.

2. Picture

Here’s some examples of common situations that may resonate with programme developers and learning designers. Think about what you already know about the industry, region or the learners, and what the barriers and enablers might be to help resolve the situation.

You are developing a programme for a cohort of learners who you know are likely to have LLN challenges

- What might be going on here?
- Which aspects of the core skill sets might be impacting?
- How are these related to other core skills?
- Which core skills sets might need strengthening?
- At what level do you need those core skills to be?

You are engaging with an industry advisory group that has identified retention as an issue for their industry

- What might be going on here?
- Which aspects of the core skill sets might be impacting?
- How are these related to other core skills?
- Which core skills sets might need strengthening?
- At what level do you need those core skills to be?

You are redeveloping a programme that has historically low completion rates

- What might be going on here?
- Which aspects of the core skill sets might be impacting?
- How are these related to other core skills?
- Which core skills sets might need strengthening?
- At what level do you need those core skills to be?

3. Select

You can now use your thinking and analysis to dive deeper into the core transferable skill sets. The skills sets are split into five groups. This is somewhat artificial as the core skills overlap and integrate with each other. However, in a given situation there will be some skills that stand out more than others, and this is the starting point for the review.

- Sense of Self - *You know your strengths and weaknesses. You believe in yourself.*
- Learning to Learn - *You have a growth mindset.*

- Thinking Critically - *You are known for being curious and others ask your advice.*
- Interacting with Others - *You can get things done because a wide range of people like working with you.*
- Participating and Contributing - *You act fairly for everyone.*

The ‘I can’ statements for each element will help you to pinpoint areas that you can explore with your industry advisory groups, or address and strengthen as you develop the programme. They may also suggest considerations for appropriate delivery modes. Once you have selected a skill set, you can explore the resources in your review.

4. Review

Some notes to aid the review of the Expanded Core Transferable Skills material:

- These are guidelines – not to be taken as prescriptive.
- The grouping of the Core Transferable Skills sets is based on wide range of content analysis of other frameworks and research, and align well with the NZ Curriculum. However, the individual skills can be adapted to the organisation or environment.
- The descriptions and scenarios are generic in approach so that they can be contextualised to bring them to life for the learner.
- The whakataukī add dimension and may resonate with some learners, and not others. There may be organisational values that are appropriate to add depth.
- The maturity progression levels are indicative and fluid in design. They do not align exactly with the NZ Qualification Framework. An individual may have skills in one area that are advanced, and in another area where they need to develop the base level skills. Hence, the column headings have a range of ways of looking at the levels. In the review, select the role or situation that most suits the learner.

Finding your place	Building your place	Nurturing your place
Responsibility: works with supervision	Responsibility: leading others	Responsibility: set strategy
Autonomy: becoming independent	Autonomy: independent	Autonomy: leading direction or innovation
Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)

5. Incorporate

There are many opportunities to integrate the development of core transferable skills within technical or subject specific training programmes. This list is given to help inspire and is a guide only to start your journey.

General Tips

Make skills explicit

- Clearly identify the transferable skills being developed across and between programmes.
- Use the maturity progression statements to support scaffolding of the development of core transferable skills.

Use authentic activities – ensure programme design:

- Incorporates activities that mirror real-world tasks and scenarios.
- Provides opportunities to practice skills in context.

Encourage reflection – ensure programme design:

- Supports the ability for learners to reflect on their skill development and to set improvement goals.
- Incorporates self-assessment and continuous learning mindsets.

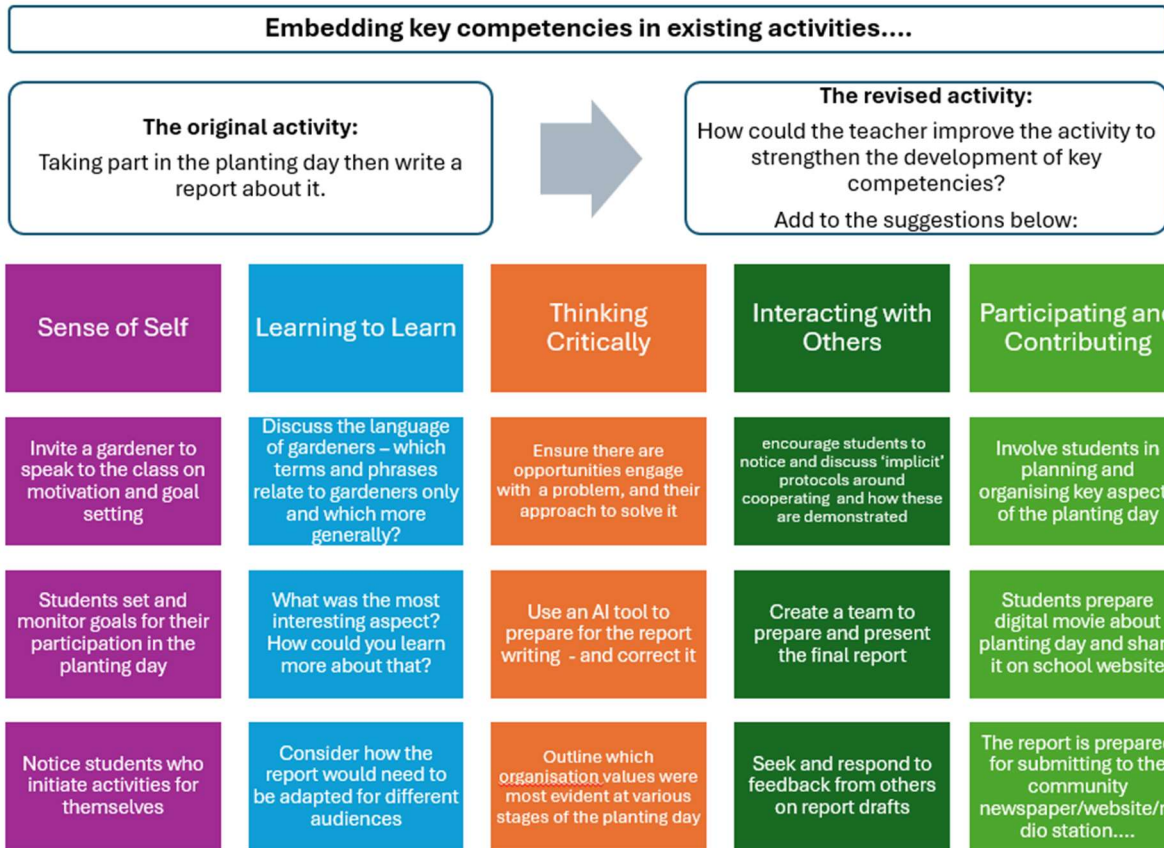
Partner with industry

- Use the common language of the Core Transferable skills in discussion with industry advisory groups and employers.

By intentionally incorporating these strategies in programme design, programme developers and learning designers can support the integration of core transferable skills into subject-specific content. This approach helps prepare students for future careers by developing both discipline knowledge and broadly applicable professional capabilities.

Embedding core skills in delivery

The table below is adapted from a NZ Curriculum example, to show how various ways to frame an activity will aid in the further understanding of the Core Transferable Skills



Resource examples

Using the scenarios from Section 2, here's a few examples of resources from the Core Transferable Skills website to start you on your journey!

Scenario	Core skill	Example resources
You are developing a programme for a cohort of learners who you know are likely to have LLN challenges	Learning to learn Interacting with others	<ul style="list-style-type: none"> • What is learner agency? Ako Aotearoa • Pathways Awarua – how to use • Best practice guide – employer: For employers of staff who have dyslexia
You are engaging with an industry advisory group that has identified retention as an issue for their industry	Participating and contributing Interacting with others	<ul style="list-style-type: none"> • Dairy NZ – Building a great team • Dairy NZ - Productive Workplaces • Ako Whakaruruhau Being A Great Leader and Supervisor
You are redeveloping a programme that has historically low completion rates	Learning to learn Thinking critically	<ul style="list-style-type: none"> • Ako Aotearoa: Dyslexia resources • How to foster a culture of critical thinking • How to encourage critical thinking in the workplace

Teaching strategy resources

There is also a wealth of research into teaching strategies which could be applied to Core Transferable Skills. Here's a few examples:

- [Teaching Employability Skills](#) – Ako Aotearoa, and related [toolkit](#).
- [Reciprocal Teaching Approach](#) – Education Counts (Secondary teaching focus, but would be adaptable).
- The [NZ Certificate in Adult and Tertiary Teaching](#) contains many teaching strategies. If you are working in an education provider organisation, you may be able to access these resources (or find it useful to complete this certificate).
- There are also resources to assist creating lesson plans or activities.
- This is an American Resource with different activities for learners to workshop to focus on core transferable skills. (www.unlv.edu/Transferable-Skills-Booklet_0.pdf).