Food and Fibre Skills Framework
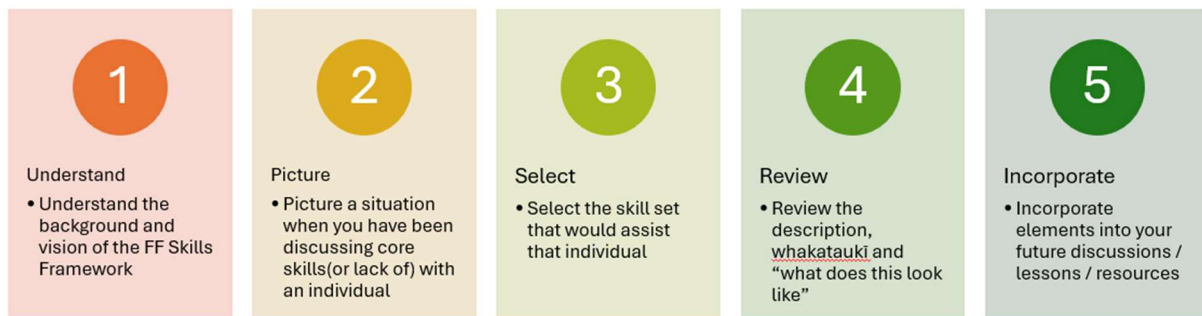# User Guide for Workplace Trainers and Employers

Purpose: This document is a User Guide for workplace trainers and employers 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 workplace trainers and employers to explore and extend skill development for their learners and employees. This resource is a tool to support good learning and development practice and is designed so that the trainer or employer can 'dip in' and select information that is relevant for a specific topic, or to help upskill the learner or employee in a specific area. 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 learning and development activities, or to support recruitment and retention.

1 Understand
- Understand the background and vision of the FF Skills Framework

2 Picture
- Picture a situation when you have been discussing core skills(or lack of) with an individual

3 Select
- Select the skill set that would assist that individual

4 Review
- Review the description, whakataukī and "what does this look like"

5 Incorporate
- Incorporate elements into your future discussions / lessons / resources

Link to other Skills Framework User Guides

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

- User Guide for Programme and Delivery Design
- User Guide for Educators.

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 a workplace trainer or employer, 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 learners, employees, and employers.

What's in it for me – as a workplace trainer or employer?

There are many motivators for workplace trainers and employers to integrate the Skills Framework into their learning and development activities. These are a few examples:
- This is an industry endorsed approach to talking about and developing skills – you don't need to base the way you do things 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 organisations and industry bodies to save duplication (and this means less work for all involved).
- Your effort in developing these skills will be reduced, as there are many learner / employee orientated reflections and resources available.
- Your learners or employees 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 others in your sector, education providers, and whanau / community. 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 workplace trainers and employers. Think about what you already know about your learner or employee and what the barriers and enablers might be to help resolve the situation.

You have a capable employer who you'd like to promote but they are reluctant to apply	Your employee is constantly late for work	Your learner is not progressing through their qualification
• 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?	• 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?	• 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 work on with your learners or employee. 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 employees, and not others. There may be company or 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 or employee.

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 work-based training or day-to-day on job training. 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 in each activity

- Explain how these skills apply to future opportunities in the workplace or ongoing career development.

Provide time and space for transferable skills to be developed
- Be aware of 'teachable moments' in the working day, and highlight when a learner or employees has exhibited that skill
- Provide opportunities to practice skills in context, without fear of failure.

Encourage reflection
- Have learners / employees reflect on their skill development and set improvement goals
- Offer self-assessment and support the development of continuous learning mindsets.

Partner with education providers
- Build a relationship with your local education provider so that you understand how core skills are being developed
- Contribute to industry-linked projects.

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
Your learner is not progressing through their qualification	*Learning to learn*	• What is learner agency? Ako Aotearoa
	Interacting with others	• Questioning techniques • Types of questions
Your employee is constantly late for work	*Thinking critically*	• 12 Best Problem-Solving Activities for Employees, Adults and Team Building
	Learning to learn	• Pathways Awarua – Numeracy Pathway
You have a capable employer who you'd like to promote but they are reluctant to apply	*Interacting with others*	• Business.GOVT – self assessment and learning resources for Management and Leadership • Ako Whakaruruhau Being A Great Leader and Supervisor
	Participating and contributing	• Dairy NZ – Building a great team