Employability Skills
in
Human Services

<table>
<thead>
<tr>
<th>Effective from</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Date published</td>
<td>9 September 2010</td>
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Employability Skills\(^1\) in the Human Services Curriculum Framework

The Employability Skills build on and replace the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002.

The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework provided and recommended the following eight Employability Skills:
- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of ‘facets’ or important work skills.

The following table contains the Employability Skills and facets identified in the report:

**Table 1** Employability Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
</tr>
</thead>
</table>
| **Communication** that contributes to productive and harmonious relations across employees and customers | • listening and understanding  
• speaking clearly and directly  
• writing to the needs of the audience  
• negotiating responsively  
• reading independently  
• empathising  
• using numeracy effectively  
• understanding the needs of internal and external customers  
• persuading effectively  
• establishing and using networks  
• being assertive |

\(^1\) 13.2 Employability Skills is adapted from DEEWR, 2007, *Health Training Package (HLT07)*, Volume 1.
Table 1 cont/d

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
</tr>
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<tbody>
<tr>
<td><strong>Communication cont/d</strong></td>
<td>• sharing information&lt;br&gt;• speaking and writing in languages other than English</td>
</tr>
<tr>
<td><strong>Teamwork that contributes to productive working relationships and outcomes</strong></td>
<td>• working across different ages irrespective of gender, race, religion or political persuasion&lt;br&gt;• working as an individual and as a member of a team&lt;br&gt;• knowing how to define a role as part of the team&lt;br&gt;• applying teamwork to a range of situations, eg planning and problem-solving&lt;br&gt;• identifying the strengths of team members&lt;br&gt;• coaching and mentoring skills, including giving feedback</td>
</tr>
<tr>
<td><strong>Problem-solving that contributes to productive outcomes</strong></td>
<td>• developing creative, innovative and practical solutions&lt;br&gt;• showing independence and initiative in identifying and solving problems&lt;br&gt;• solving problems in teams&lt;br&gt;• applying a range of strategies to problem-solving&lt;br&gt;• using mathematics, including budgeting and financial management to solve problems&lt;br&gt;• applying problem-solving strategies across a range of areas&lt;br&gt;• testing assumptions, taking into account the context of data and circumstances&lt;br&gt;• resolving customer concerns in relation to complex project issues</td>
</tr>
<tr>
<td><strong>Initiative and enterprise that contribute to innovative outcomes</strong></td>
<td>• adapting to new situations&lt;br&gt;• developing a strategic, creative and long-term vision&lt;br&gt;• being creative&lt;br&gt;• identifying opportunities not obvious to others&lt;br&gt;• translating ideas into action&lt;br&gt;• generating a range of options&lt;br&gt;• initiating innovative solutions</td>
</tr>
<tr>
<td><strong>Planning and organising that contribute to long and short-term strategic planning</strong></td>
<td>• managing time and priorities – setting timelines, coordinating tasks for self and with others&lt;br&gt;• being resourceful&lt;br&gt;• taking initiative and making decisions&lt;br&gt;• adapting resource allocations to cope with contingencies&lt;br&gt;• establishing clear project goals and deliverables&lt;br&gt;• allocating people and other resources to tasks&lt;br&gt;• planning the use of resources, including time management&lt;br&gt;• participating in continuous improvement and planning processes&lt;br&gt;• developing a vision and a proactive plan to accompany it&lt;br&gt;• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria&lt;br&gt;• collecting, analysing and organising information&lt;br&gt;• understanding basic business systems and their relationships</td>
</tr>
<tr>
<td><strong>Self-management that contributes to employee satisfaction and growth</strong></td>
<td>• having a personal vision and goals&lt;br&gt;• evaluating and monitoring own performance&lt;br&gt;• having knowledge and confidence in own ideas and visions&lt;br&gt;• articulating own ideas and visions&lt;br&gt;• taking responsibility</td>
</tr>
</tbody>
</table>
## Table 1 cont/d

<table>
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<tr>
<th>Skill</th>
<th>Facets</th>
</tr>
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</table>
| **Learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes | • managing own learning  
• contributing to the learning community at the workplace  
• using a range of mediums to learn – mentoring, peer support and networking, IT and courses  
• applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work)  
• having enthusiasm for ongoing learning  
• being willing to learn in any setting – on and off the job  
• being open to new ideas and techniques  
• being prepared to invest time and effort in learning new skills  
• acknowledging the need to learn in order to accommodate change |
| **Technology** that contributes to the effective carrying out of tasks | • having a range of basic IT skills  
• applying IT as a management tool  
• using IT to organise data  
• being willing to learn new IT skills  
• having the OHS knowledge to apply technology  
• having the appropriate physical capacity |

There is an *Employability Skills Summary* for each AQF VET qualification level available in the *Community Services Training Package (CHC08)* and *Health Training Package (HLT07)*. These summaries capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The Employability Skills Summaries for the qualifications available in the Framework are included in this document on pp 5–10.

**Employability Skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.**

It is important for trainers and assessors to know that Employability Skills Summaries:  
• provide examples of how each skill is applicable to the job roles covered by the qualification.  
• contain general information which is further explained as measurable outcomes of performance in the units of competency in each qualification.  
• have varying detail depending on the range of job roles covered by the qualification in question.  
• are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).  
• contain information that may also assist in building learners’ understanding of industry and workplace expectations.
Delivery and assessment of Employability Skills

Employability Skills are integral to workplace competency, and, as such, must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

Training providers must analyse the Employability Skills information contained in units of competency in order to design valid and reliable training and assessment strategies. This analysis includes:

• reviewing unit(s) of competency to determine how each relevant Employability Skill is found and applied within the unit
• analysing the Employability Skills Summary for the qualification in which the unit(s) is/are packaged to help clarify relevant industry/workplace contexts with regard to the application of Employability Skills at that qualification level
• designing learning and assessment activities that address Employability Skills requirements.

For more information on Employability Skills in HLT07 Health Training Package and CHC08 Community Services Training Package visit the Community Services and Health Industry Skills Council website at www.cshisc.com.au.

The Department of Education, Employment and Workplace Relations (DEEWR) has further information regarding Employability Skills including a resource which was developed by the Department of Education, Science and Training (DEST) to assist trainers and assessors ‘unpack’ the Employability Skills requirements contained in units of competency and turn them into learning and assessment strategies that lead to the attainment of Training Package qualifications.

This information and the resource, Employability Skills: From Framework to Practice – An Introductory Guide for Trainers and Assessors, is available for download at www.training.com.au (select training organisations > teaching resources > teaching and learning).

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Employability Skills summaries
CHC30208 Certificate III in Aged Care

The Employability Skills Qualification Summary includes all facets listed in the Employability Skills Framework, but has been customised to reflect specific qualification requirements:
- any facets not required for work to which that qualification may apply have been crossed out (text appears with a line through it)
- where facets contain inappropriate words they have been crossed out
- additional or replacement words are added (in **bold italics**) to existing facets:
  - where they are more appropriate
  - in order to clarify how that facet applies for that qualification.

<table>
<thead>
<tr>
<th>EMPLOYABILITY SKILLS</th>
<th>FACETS ADDRESSED</th>
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</thead>
<tbody>
<tr>
<td>Industry/enterprise requirements for this qualification include the following facets:</td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

1. Listening to and understanding **work instructions, directions and feedback**
2. Speaking clearly/directly **to relay information**
3. Reading and interpreting workplace related documentation, **such as prescribed programs**
4. Writing to address audience needs, **such as forms, case notes and reports**
5. Interpreting the needs of internal/external clients **from clear information and feedback**
6. Applying **basic numeracy skills to workplace requirements involving measuring and counting**
7. Establishing and using networks
8. Sharing information **(eg with other staff, working as part of an allied health team)**
9. Negotiating responsively **(eg re own work role and/or conditions, possibly with clients)**
10. Persuading effectively
11. Being appropriately assertive **(eg in relation to safe or ethical work practices and own work role)**
12. Empathising **(eg in relation to others)**

**Teamwork**

1. Working as an individual and a team member
2. Working with diverse individuals and groups
3. Applying knowledge of own role as part of a team
4. Applying teamwork skills to a **limited** range of situations
5. Identifying and utilising the strengths of other team members
6. Giving feedback, coaching and mentoring

**Problem solving**

1. Developing practical and creative solutions to workplace problems **(ie within scope of own role)**
2. Showing independence and initiative in identifying problems **(ie within scope of own role)**
3. Solving problems individually or in teams **(ie within scope of own role)**
4. Applying a range of strategies in problem solving
5. Using numeracy skills to solve problems **(eg time management, simple calculations, shift handover)**
6. Testing assumptions and taking context into account **(ie with an awareness of assumptions made and work context)**
7. Listening to and resolving concerns in relation to workplace issues
8. Resolving client concerns relative to workplace responsibilities **(ie if role has direct client contact)**
### Employability Skills in Human Services

#### Industry/enterprise requirements for this qualification include the following facets:

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<tr>
<th>EMPLOYABILITY SKILLS</th>
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</table>
| Initiative and enterprise | 1. Adapting to new situations *(ie within scope of own role)*  
2. Being creative in response to workplace challenges *(ie within relevant guidelines and protocols)*  
3. Identifying opportunities that might not be obvious to others *(ie within a team or supervised work context)*  
4. Generating a range of options in response to workplace matters  
5. Translating ideas into action *(ie within own work role)*  
6. Developing innovative solutions *(ie within a team or supervised work context and within established guidelines)*  
7. Developing a strategic, creative, long-term vision |
| Planning and organising | 1. Collecting, analysing and organising information *(ie within scope of own role)*  
2. Using basic business systems for planning and organising *(ie if applicable to own role)*  
3. Being appropriately resourceful  
4. Taking *limited* initiative and making decisions within workplace role *(ie within authorised limits)*  
5. Participating in continuous improvement and planning processes *(ie within scope of own role)*  
6. Working within or establishing clear work goals and deliverables  
7. Determining or applying required resources *(ie within scope of own role)*  
8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*  
9. Managing time and priorities *(ie in relation to tasks required for own role)*  
10. Adapting resource allocations to cope with contingencies *(ie if relevant to own role)* |
| Self-management | 1. Being self-motivated *(ie in relation to requirements of own work role)*  
2. Articulating own ideas and vision *(ie within a team or supervised work context)*  
3. Balancing own ideas and values and vision with workplace values and requirements  
4. Monitoring and evaluating own performance *(ie within a team or supervised work context)*  
5. Taking responsibility at the appropriate level |
| Learning | 1. Being open to learning new ideas and techniques  
2. Learning in a range of settings including informal learning  
3. Participating in ongoing learning  
4. Learning in order to accommodate change  
5. Learning new skills and techniques  
6. Taking responsibility for own learning *(ie within scope of own work role)*  
7. Contributing to the learning of others *(eg by sharing information)*  
8. Applying a range of learning approaches *(ie as provided)*  
9. Developing own learning pathways  
10. Participating in developing own learning plans *(eg as part of performance management)* |
| Technology | 1. Using technology and related workplace equipment *(ie if within scope of own role)*  
2. Using basic technology skills to organise data  
3. Adapting to new technology skill requirements *(ie within scope of own role)*  
4. Applying OHS knowledge when using technology  
5. Applying technology as a management tool |
**HLT32407 Certificate III in Allied Health Assistance**

The Employability Skills Qualification Summary includes all facets listed in the Employability Skills Framework, but has been customised to reflect specific qualification requirements:
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### Employability Skills

#### Industry/enterprise requirements for this qualification include the following facets:

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<tr>
<th>EMPLOYABILITY SKILLS</th>
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</table>
| **Communication**    | 1. Listening to and understanding *work instructions, directions and feedback*  
 2. Speaking clearly/directly *to relay information*  
 3. Reading and interpreting workplace related documentation, *such as prescribed programs*  
 4. Writing to address audience needs, *such as case notes and reports*  
 5. Interpreting the needs of internal/external clients *from clear information and feedback*  
 6. Applying **basic** numeracy skills to workplace requirements *involving measuring and counting*  
 7. Establishing and using networks  
 8. Sharing information (*eg with other staff, working as part of an allied health team*)  
 9. Negotiating responsively (*eg re own work role and/or conditions, possibly with clients*)  
10. Persuading effectively  
11. Being appropriately assertive (*eg in relation to safe or ethical work practices and own work role*)  
12. Empathising (*eg in relation to others*) |
| **Teamwork**         | 1. Working as an individual and a team member  
 2. Working with diverse individuals and groups  
 3. Applying knowledge of own role as part of a team  
 4. Applying teamwork skills to a **limited** range of situations  
 5. Identifying and utilising the strengths of other team members  
 6. Giving feedback, coaching and mentoring |
| **Problem solving**   | 1. Developing practical and **creative** solutions to workplace problems (*ie within scope of own role*)  
 2. Showing independence and initiative in identifying problems (*ie within scope of own role*)  
 3. Solving problems individually or in teams (*ie within scope of own role*)  
 4. Applying a range of strategies in problem solving  
 5. Using numeracy skills to solve problems (*eg time management, stock rotation, shift handover*)  
 6. Testing assumptions and taking context into account (*ie with an awareness of assumptions made and work context*)  
 7. Listening to and resolving concerns in relation to workplace issues  
 8. Resolving customer concerns relative to workplace responsibilities (*ie if role has direct customer contact*) |
### Employability Skills in Human Services

**EMPLOYABILITY SKILLS**

**FACETS ADDRESSED**

Industry/enterprise requirements for this qualification include the following facets:

| Initiative and enterprise | 1. Adapting to new situations *(ie within scope of own role)*  
|                          | 2. Being creative in response to workplace challenges *(ie within relevant guidelines and protocols)*  
|                          | 3. Identifying opportunities that might not be obvious to others *(ie within a team or supervised work context)*  
|                          | 4. Generating a range of options in response to workplace matters  
|                          | 5. Translating ideas into action *(ie within own work role)*  
|                          | 6. Developing innovative solutions *(ie within a team or supervised work context and within established guidelines)*  
|                          | 7. Developing a strategic, creative, long-term vision  
| Planning and organising  | 1. Collecting, analysing and organising information *(ie within scope of own role)*  
|                          | 2. Using basic business systems for planning and organising *(ie if applicable to own role)*  
|                          | 3. Being appropriately resourceful  
|                          | 4. Taking limited initiative and making decisions within workplace role *(ie within authorised limits)*  
|                          | 5. Participating in continuous improvement and planning processes *(ie within scope of own role)*  
|                          | 6. Working within or establishing clear work goals and deliverables  
|                          | 7. Determining or applying required resources *(ie within scope of own role)*  
|                          | 8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*  
|                          | 9. Managing time and priorities *(ie in relation to tasks required for own role)*  
|                          | 10. Adapting resource allocations to cope with contingencies *(ie if relevant to own role)*  
| Self-management          | 1. Being self-motivated *(ie in relation to requirements of own work role)*  
|                          | 2. Articulating own ideas and vision *(ie within a team or supervised work context)*  
|                          | 3. Balancing own ideas and values and vision with workplace values and requirements  
|                          | 4. Monitoring and evaluating own performance *(ie within a team or supervised work context)*  
|                          | 5. Taking responsibility at the appropriate level  
| Learning                | 1. Being open to learning new ideas and techniques  
|                          | 2. Learning in a range of settings including informal learning  
|                          | 3. Participating in ongoing learning  
|                          | 4. Learning in order to accommodate change  
|                          | 5. Learning new skills and techniques  
|                          | 6. Taking responsibility for own learning *(ie within scope of own work role)*  
|                          | 7. Contributing to the learning of others *(eg by sharing information)*  
|                          | 8. Applying a range of learning approaches *(ie as provided)*  
|                          | 9. Developing own learning pathways  
|                          | 10. Participating in developing own learning plans *(eg as part of performance management)*  
| Technology              | 1. Using technology and related workplace equipment *(ie if within scope of own role)*  
|                          | 2. Using basic technology skills to organise data  
|                          | 3. Adapting to new technology skill requirements *(ie within scope of own role)*  
|                          | 4. Applying OHS knowledge when using technology  
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### EMPLOYABILITY SKILLS

### FACETS ADDRESSED

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| Communication        | Industry/enterprise requirements for this qualification include the following facets:  
1. Listening to and understanding *work instructions, directions and feedback*  
2. Speaking clearly/directly *to relay information*  
3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*  
4. Writing to address *identified audience needs, such as client records, work notes and reports*  
5. Interpreting the needs of internal/external clients *from clear information*  
6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting*  
| Teamwork             | 1. Working as an individual and a team member  
2. Working with diverse individuals and groups  
3. Applying knowledge of own role as part of a team  
4. Applying teamwork skills to a *limited* range of situations  
5. Identifying and utilising the strengths of other team members  
6. Giving feedback, coaching and mentoring  
| Problem solving      | 1. Developing practical *and creative* solutions to workplace problems *(ie within scope of own role)*  
2. Showing independence and initiative in identifying problems *(ie within scope of own role)*  
3. Solving problems individually or in teams *(ie within scope of own role)*  
4. Applying a range of strategies in problem solving  
5. Using numeracy skills to solve problems *(eg time management, stock rotation, shift handover)*  
6. Testing assumptions and taking context into account  
7. Listening to and resolving concerns in relation to workplace issues  
8. Resolving customer concerns relative to workplace responsibilities *(ie if role has direct customer contact)* |
### Employability Skills in Human Services

Industry/enterprise requirements for this qualification include the following facets:

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3. Identifying opportunities that might not be obvious to others *(ie within a team or supervised work context)*  
4. Generating a range of options in response to workplace matters  
5. Translating ideas into action *(ie within own work role)*  
6. Developing innovative solutions *(ie within a team or supervised work context and within established guidelines)*  
7. Developing a strategic, creative, long-term vision |
| Planning and organising | 1. Collecting, analysing and organising information *(ie within scope of own role)*  
2. Using basic business systems for planning and organising *(ie if applicable to own role)*  
3. Being appropriately resourceful  
4. Taking *limited* initiative and making decisions within workplace role *(ie within authorised limits)*  
5. Participating in continuous improvement and planning processes *(ie within scope of own role)*  
6. Working within or establishing clear work goals and deliverables  
7. Determining or applying required resources *(ie within scope of own role)*  
8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*  
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2. Learning in a range of settings including informal learning  
3. Participating in ongoing learning  
4. Learning in order to accommodate change  
5. Learning new skills and techniques  
6. Taking responsibility for own learning *(ie within scope of own work role)*  
7. Contributing to the learning of others *(eg by sharing information)*  
8. Applying a range of learning approaches *(ie as provided)*  
9. Developing own learning pathways  
10. Participating in developing own learning plans *(eg as part of performance management)* |
| Technology | 1. Using technology and related workplace equipment *(ie if within scope of own role)*  
2. Using basic technology skills to organise data  
3. Adapting to new technology skill requirements *(ie within scope of own role)*  
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