

Credit Transfer and Articulation

Assessors/Trainers have a conceptual responsibility to ensure their clients gain the knowledge and skills they require to become effective learners and ultimately effective and responsible tradespersons that understand and appreciate the values and protocols within the trade the client is training for.

These values and protocols are based on skills that are adaptable to work studies oriented to career education and general education.

This paper expounds the practice and principles of Bruce Smith an Industry trainer and assessor employed by the NSW Dept of Corrective Services. Bruce Smith is also the Program Manager for Ahvenbloem Academy of Vocational Education and Training an RTO (Registered Training Organisation for nationally accredited programs) specialising in vocational training for the disadvantaged.

To enable articulation from work studies to general education the examples (annexures 1 to 5) highlight principles of credit transfer for skills in the individual learner in a group learning zone and also in a flexible learning setting. The examples also illustrate how learning and developing key competencies in a trade training mode can enhance literacy and numeracy as in general education.

The tools of training and assessment include the provision of learning guides and associated handout resources for the client to refer to and complete as evidence for assessment. An assessment record is maintained by the assessor of all demonstrated assessment tasks (ref:annexures). The programs presented have flexible exit and entry provisions to assist all students including those with Special Needs. This individual and flexible approach gives clients the opportunity to continue their training when transient. The program is effective because delivery aims to achieve positive quality outcomes in the friendliest and safest manner.

The program is structured to meet the standards of the Australian Qualifications Framework and the formal Learning Outcomes of the Certificate in General Education for Adults (CGEA).

Each client's program is negotiated and structured to meet their individual needs. The structure deals with in-class requirements of institutions but takes into consideration the individual's 'comfort zone' within the learning environment. The content of the program is also structured to be adaptable to one or more actual workplaces.

To facilitate CT the clients' work studies include:

- a comprehensive overview of the Australian labour market culture, conditions and forces**

- guidelines on how individuals function in groups
- problem solving strategies for the workplace and other social environments
- identification and development of individual special and generic skills
- career mapping, employment decisions and transition to work
- clear links to the client's life and work experiences
- directed experience and activities

The following annexures of tasks and assessments are selected from a number of current case studies of clients within correctional centres. The aim of their inclusion is to demonstrate how trade training of specific competencies can deliver CT for competencies in general education:.

Annexure 1

Preparatory Lesson – ‘Living a full life involved in activities that are

Suitable as an introductory lesson for workplace and social communications skilling.

OUTCOMES As a result of participating in the following discussion, students will:

- Gain a knowledge of the key issues and messages that will be presented throughout the program
- Develop a positive attitude and be willing to critically analyse the issues presented
- Begin to reflect upon the messages emanating from the presentation

PART A Discussion and associated activity

- Use dictionaries to define word meanings relevant to discussion:

‘community’

‘workplace’

'society'

'communications'

'acceptable'

'teamwork'

'confidence'

'responsibility'

'family'

'environment'

• Define 'life' - anything that is alive, breathes and is active in some way. What activities full our lives?

**• By way of discussion and chalkboard summary, apply definitions to the following:
local area**

workplace

community

friends

team mates

personal environment

• By way of a deductive summary of the discussion:

Conclude with the understanding: 'our lives are tightly bound together within our communal environment (i.e. the community in which we live and carry out our daily activities)

PART B Active viewing and teamwork (group dynamics)

The main messages within the presentation are:

overcoming fear to take up a challenge

teamwork has the potential to achieve much more than a solo effort

qualities such as courage, determination and commitment can help us achieve our goals

alcohol and other substance abuse can limit our potential

- choices we make effect the paths our lives will take

- being involved in the community is about building secular and personal relationships

• Divide the class into groups (3) and give each group an issue from the above 'main messages'

• From newspaper clippings, the video presentation, collection of clips, music, client interviews and stories or role-plays ask the students to convey the messages presented

• Feedback required at the start of the next lesson

- Bruce Smith July 2001 ahvenedcorelesson1

Annexure 2

Ahvenedastasko01Woolshed t

Integrated Assessment Task - Wool Industry

Setting - The Workplace

Theme - Culture in the Woolshed

Task - Read and comprehend the song:

"Click Go the Shears"

Outcomes - Student to demonstrate:

i) An understanding of woolshed/workplace culture;

ii) the ability to analyse and comprehend the message in the prose;

iii) the ability to write a report or appraisal of the songs content and the message within the prose &

iv) the ability to discuss issues with reference to workplace culture;

ACTIVITY

1. Read the prose
2. Write an appraisal of the content
3. Discuss the workplace culture (in the woolshed)
4. Develop a series of interview questions based on the culture expressed within the framework of the song
5. Interview shearers
6. Present and discuss information on woolshed workplace culture within a group (class?)

The Song (handout)

Out on the board the old shearer stands,
Grasping his shears in his thin bony hand,
Fixed is his gaze on a bare-bellied yeo-
Glory if he gets her won't he make the ringer go,

CHORUS

*Click go the shears, boys, click, click, click,
Wide is his blow and his hands move quick,
The ringer looks around and is beaten by a blow,
And curses the old snagger with the bare-bellied yeo.
In the middle of the floor with his cane bottomed chair,
Sits the boss of the board with his eyes everywhere;
Notes well each fleece as it comes to the screen,
Paying strict attention that it's taken off clean.
The tarboy is there and is awaiting in demand,
With his blackened tarpot in his tarry hand,
Sees one old sheep with a cut upon it's back;
Here is what he's waiting for - it's 'Tar here Jack!'
The 'Colonial Experience' man, he is there of course,
With his shiny leggings on, just off his horse,
He gazes all around like a real connoisseur,
Scented soap and brilliantine, smelling like a whore.
Shearing is all over and we've all got our cheques,
Roll up your swags, boys, we're off on the tracks,
The first pub we come to it's there we'll have a spree,
And everyone that comes along, it's 'Come drink with me!'
Down by the bar the old shearer stands,
Grasping his glass in his thin bony hand,
Fixed is his gaze on a green painted keg,
Glory he'll get down on it ere he stirs a leg.
There we leave him standing, shouting for all hands,
While all around him every shouter stands,
His eyes are on the keg which now is lowering fast,
He works hard, he drinks hard, and goes to hell at last.*

(a version of a traditional Australian Ballad, origin unknown)

Annexure 3

Integrated Assessment Task

Theme - The History of Wool

Setting - Global Origins of the Use of Wool as a Fibre & the History of Wool in Australia

Task - research and document the use and origin of wool fibre from the first fleece (Iran 5000 BC ?) and the arrival of sheep in Australia including the national history of wool since then.

Outcomes -

Demonstrate knowledge/skills in the following:

- i) researching;
- ii) document information with formal referencing;
- iii) familiarity with the history of wool as a fibre and
- iv) familiarity with the history of wool in Australia.

Requirements - (100 marks, 50% pass)

Introduction (20 marks)

written evidence of planned research, acknowledging sources i.e. Govt. Depts., Libraries, internet, etc...

Essay (60 marks)

- i) content to demonstrate knowledge of task
- ii) contents to demonstrate details of events referred to in appendix
- iii) minimum 1000 words, maximum 2500

Referencing

- Bibliography, formal layout as per attached model (10 marks)
- Appendix, construct a timeline highlighting important events in the history of wool. (10 marks)

Annexure 4

Ahvenedastasko01Rainforest

Integrated Assessment Task

Activity: Plan, Design, Construct a Temperate Rainforest Garden

Purpose: Bird Sanctuary

Setting: Site available to Education for development (K.C.C.)

Outcomes

The client upon completion of this activity should be able to demonstrate skills and knowledge of:

- i) Researching and planning an assessment task;
- ii) Documenting the information with formal referencing;
- iii) Familiarity with the components of a temperate rainforest garden and bird sanctuary;
- iv) Basic construction and planting skills

Requirements for written submission prior to physical task of construction

Introduction

Production of written evidence of planned research, acknowledging sources i.e. Government Departments, Libraries, Internet, etc...

Essay

Content to demonstrate knowledge of task
Minimum 1000 words, maximum 2500 words

Bibliography

Layout according to attached model

Annexure 5

Integrated Assessment Task - Floral Basket

Task - Create a Spring Basket of Flowers

Inspiration - A gathered bunch of flowers from a cottage garden or field of flowers

FLORISTRY PROGRAM - Floral Art Stage 1

Elements of competency including artistry to be evaluated within the following outcomes:

Outcomes - At the conclusion of Floral Art Stage 1 the Student/Client is able to demonstrate:

- the knowledge and ability to identify components of design and their use;
- the knowledge and ability to parafilm and wirebuds, flowers and greenery (foliage);
- the knowledge and ability to prepare and place cutflowers in a creative way (professional technique and artistry);
- the knowledge and ability to prepare and use hardgoods i.e. basket, bowl, oasis, raffia and ribbon;
- the knowledge and production of an informal piece following the lines of asymmetry, horizontal line within a pyramid template &
- the knowledge and ability to present a final work for assessment and evaluation within the setting of a retail display.

(handout) FLORISTRY PROGRAM - Floral Art Stage 1

Integrated Assessment Task - Floral Basket

Task - Create a Spring Basket of Flowers

Inspiration - A gathered bunch of flowers from a cottage garden or field of flowers

Student/Client: Date:

Assessor:

Steps Have assessor evaluate each step:

1 to 10

1. Select and prepare floral components
2. Select and prepare hardgood components
3. Wire flower-heads and stems
4. Parafilm flower calyx and stems
5. Shorten primary flower stems in a sequence with a length difference twice the diameter of the flower head
6. Bunch and raffia tie Lavender or similar secondary material
7. Commence assembly of hardgoods to the stage of masking bowl with greenery
8. Use primary flowers in horizontal line asymmetry, working from the longest stem at the centre, to left, to right in descending order of stem length, finishing with the shortest stem to complete one half of the basket
9. Use secondary flowers following the same formula spacing them between the primary flowers, add intermediate flowers to them until the same half of the basket is complete
10. Wire two large 'fleur-de-lis' formed bows from a wide floral ribbon or rolled paper coil (twirl and curl)
11. Complete the second half of the basket under instruction.

-submission Bruce Smith IFESCSA Conference Nov 2001