

Table of Contents

Relevant Terms of Reference.....	2
Re Report Ch 8.2: Workforce Capability Gaps	2
Improving Workforce Capability.....	2
Moving from Competence to Capability.....	3
Figure 2a: Focus on Z – Personal Capability – four factor model	3
Figure 2b: Focus on Z – Personal Capability – eight factor model.....	4
ACE the forgotten sector	4
References	6

Paul Wildman
Director KALGROVE Pty Ltd.
paul@kalgrove.com
<http://www.kal.net.au/portal/>
V4: 24-12-2010: 1200 words

From Competence to Capability

Relevant Terms of Reference

1. Factors affecting the current and future demand for the VET workforce, and the required mix of skills and knowledge:

a. change in participation in VET as a result of increasing labour market emphasis on formal training and lifelong learning;

b. change in volume and type of training delivered to each VET participant as a result of the trend towards higher level qualifications, and as a result of the impact of the Recognition of Prior Learning (RPL) and the Recognition of Current Competencies (RCC);

c. likely future patterns of training demand by industry and sector, including as a consequence of responses to emerging economic and environmental issues and to gap training and skills assessment;

d. requirement for broader skills in VET professionals as a result of increasing system focus on client needs, including flexible delivery, greater focus on employability skills, catering for a more diverse student base, and partnering with enterprises and communities;

e. demand for managerial and entrepreneurial skills as a result of growing commercial dimensions of the VET sector and strategic market positioning and branding;

f. the impact of delivery of higher level VET qualifications (eg Associate and Bachelor Degrees); and

g. training pathways and the provision of 'second chance' education

Re Report Ch 8.2: Workforce Capability Gaps

Improving Workforce Capability.

This submission envisages a fundamental change in the way competence is understood. An urgent move is needed from the conventional understanding of skills to a deeper set of inter-related capabilities called herein Capability. This submission seeks in brief to outline key aspects of this transformation. Given the terms of reference of the Commission and the way the draft Ch 8 is already written it is doubted that such underlying, though crucial, issues will

be easily engaged by the Commission. Nevertheless the Commission is encouraged to look more deeply than logistical and technical issues of trainer qualifications etc.

This submission therefore seeks to be short and sharp so to speak by outlining the basic parameters of my research – all available in the public domain.

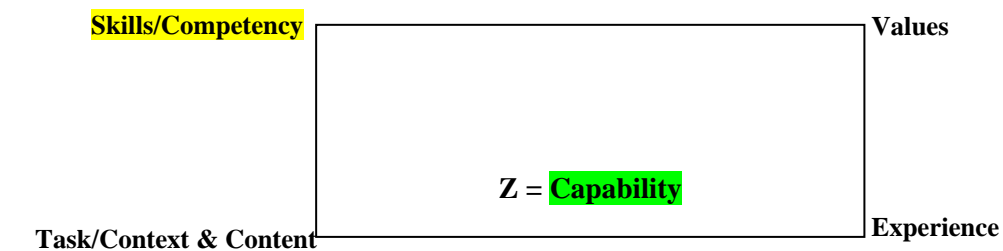
Capability has been found to be most appropos to learning's with disadvantage esp. indigenous learners viz. the Bush mechanics approach as detailed in great length on our website.

Possibly the CAE's could have been a site to trial such a transformative approach to Voc Ed. It is considered that little of value can be done to transform the existing TAFE system rather the vibrant innovative flexible futures oriented sections there of need to be extracted and set into a completely separate third path pedagogical system drawing from some of the suggestions herein.

Moving from Competence to Capability

From our perspective crucial aspect of this is to shift from **competence as in skills** in the following figure **to capability as per the following figure.**

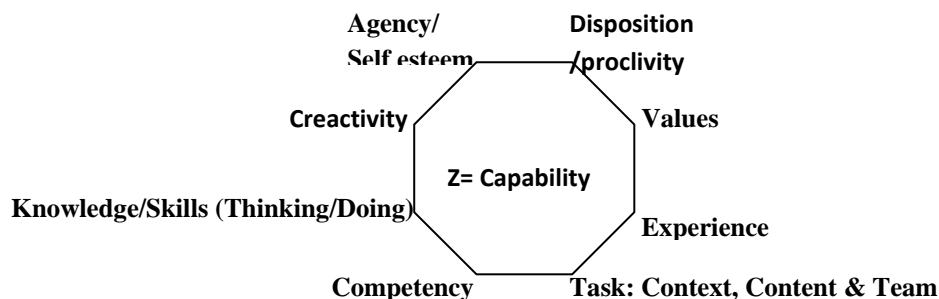
*Figure 2a: Focus on Z – Personal **Capability** – four factor model*



Source: P Wildman 24-12-2010

I then extend CBL to include the following:

Figure 2b: Focus on Z – Personal Capability – eight factor model



Source: J. Stephenson, 1994-9, Leeds University, Adapted P Wildman 04-2010

Capability, which is more specific yet linked to, Life Based Learning, MUST engage the lived life of the student and I submit be experiential. An alternative to CBT can be found in the traditional Apprenticeship system/Workers Education Association and Mechanics Institute which in terms of my research generated a form of Artificer focused Capability Based Learning. So we need to transition from CBT to CBL. Furthermore such CBL in the context of Skill Ecosystem can become the basis for regional productivity growth as per the following publication.

NB: Artificer Learning is a step beyond Artisan which is a step beyond Master Tradesman which is a step beyond Tradesperson which is a step beyond Apprentice which is a step beyond Trades Assistant. Artificers to Artisans are different to Artisans in that the former possess in depth several associated trade skill sets versus the conventional Western understanding of expertise which is very focused unitary high level skills a little like the difference between a general physician and a surgeon. Note: a general physician and general practitioner should not be confused.

If this were to be accepted I would propose CBL as a separate system of Vocational Education built around the now moribund Mechanics Institutes called Bush Mechanics Institutes. In this regard please see Kids and Adults Learning www.kal.net.au/portal and click on Adult Learning on the top right or go straight to <http://www.kalgrove.com/adultlearning/>. This action learning project has taken 10 years and may well have generated outcomes worthy of consideration by the commission.

ACE the forgotten sector

Last year the then Prime Minister Kevin Rudd issued a second apology to the thousands of Australians who had been forgotten in and by Care Institutions. This group is called the *Forgotten Australians* to compliment the *Stolen Generation*. This submission maintains there needs to be some consideration of the hundreds of thousands of Australians, esp. indigenous

and migrant Australians, forgotten by our pedagogical system. Adult Learning is enormously important in Europe yet in Australia hardly rates a mention. Furthermore Adult Learning is deeply experientially based. For years TAFE used to run hundreds indeed thousands of such c courses around the country now there are none. Sadly such ACE has little or no reflection in the euphemism of Life Long Learning.

Again there is much more than only productivity in Adult Education, which covers many of the aspects, outlined here however for this whole sector to be abandoned and literally starved into insignificance is a profound failure on the part of the pedagogical institutions of Australian. This submission condemns this travesty and recommends a resurrection of same in the context of CBL.

References

Stephenson, J. (1994). *Developing Capability*. Keynote presentation at the Byron Bay Think-Tank on Industry/Education Co-operation for Capability sponsored by Southern Cross University Faculty of Education Work and Training- 08to09/08/1994. (Based on his work on capabilities at the University of Leeds UK in the HEC unit - Higher Education for Capability). 10pgs.

Stephenson, J. (1999). *Corporate capability: implications for the style and direction of work-based learning*. Working Papers, University of Technology Sydney - UTS Research Centre for Vocational Education and Training. 14: 16pgs. This draws from his 1994 work.

Wildman, P. (1996). From Student Competencies to Regional Capability. *Capability* 2(1): 85-91. I can provide the full document if required/relevant.

Kids and Adults Learning <http://www.kal.net.au/portal/>

Artificer/Bush Mechanic/Adult Learning <http://www.kalgrove.com/adultlearning/>