A Skills Framework for the Food and Fibre Sector

FOOD & FIBRE CoVE
Learner-Focused, Industry-Led, Government-Enabled

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Outline

The issues

- An inflexible and complex food and fibre qualification structure
- Dwindling numbers of people in training – yet skill and labour shortages
- Current system is not responsive to diverse needs.

The strategic goal

- To create a framework, and a suite of products, that maximises flexibility and transferability, while remaining meaningful to industry and allowing opportunities for specialisms.

This presentation

- Outlines the skills-first approach
- Outlines how a skills framework will support the goal
- Presents the Food and Fibre Skills Framework.

A skills framework - 'Skills-first'…why?

A skills-first approach focuses on whether a person has the right skills and competencies for a particular role, rather than having the right degree, job history or previous job titles.

It means that businesses get the skills they actually need for a particular job, but more than that, it democratizes access to good jobs for those people who have the competencies but not the right formal qualifications for a role. **Benefits include:**

- Unlocking hidden talent pools

- Increasing productivity

- Supporting talent mobility and redeployment

- Promoting diversity, equity and inclusion.

Putting Skills First: A Framework for Action, May 2023, World Economic Forum

A food and fibre skills framework

What is it?

- It is a visual representation of the skills required for the food and fibre sector
- It is infused with Te Ao Māori, explicitly using and prioritising Māori understanding of areas such as sustainability and wellbeing
- It is centred on skills, knowledge and attributes – not qualifications or tasks
- It is high-level, not curriculum-focused
- It is iterative; the high-level focus allows future skill needs to be captured as they bubble up.

What is it for?

- It will provoke conversation, develop a common language, and help sectors see the commonalities they share.
- It will help employers to recognise the skills employees bring and support them with areas that need development
- It will help learners understand what skills they already have as they move along their pathway
- It will help inform qualification development
- It will help focus training providers on the core skills required by our sectors.

The Food and Fibre Skills Framework
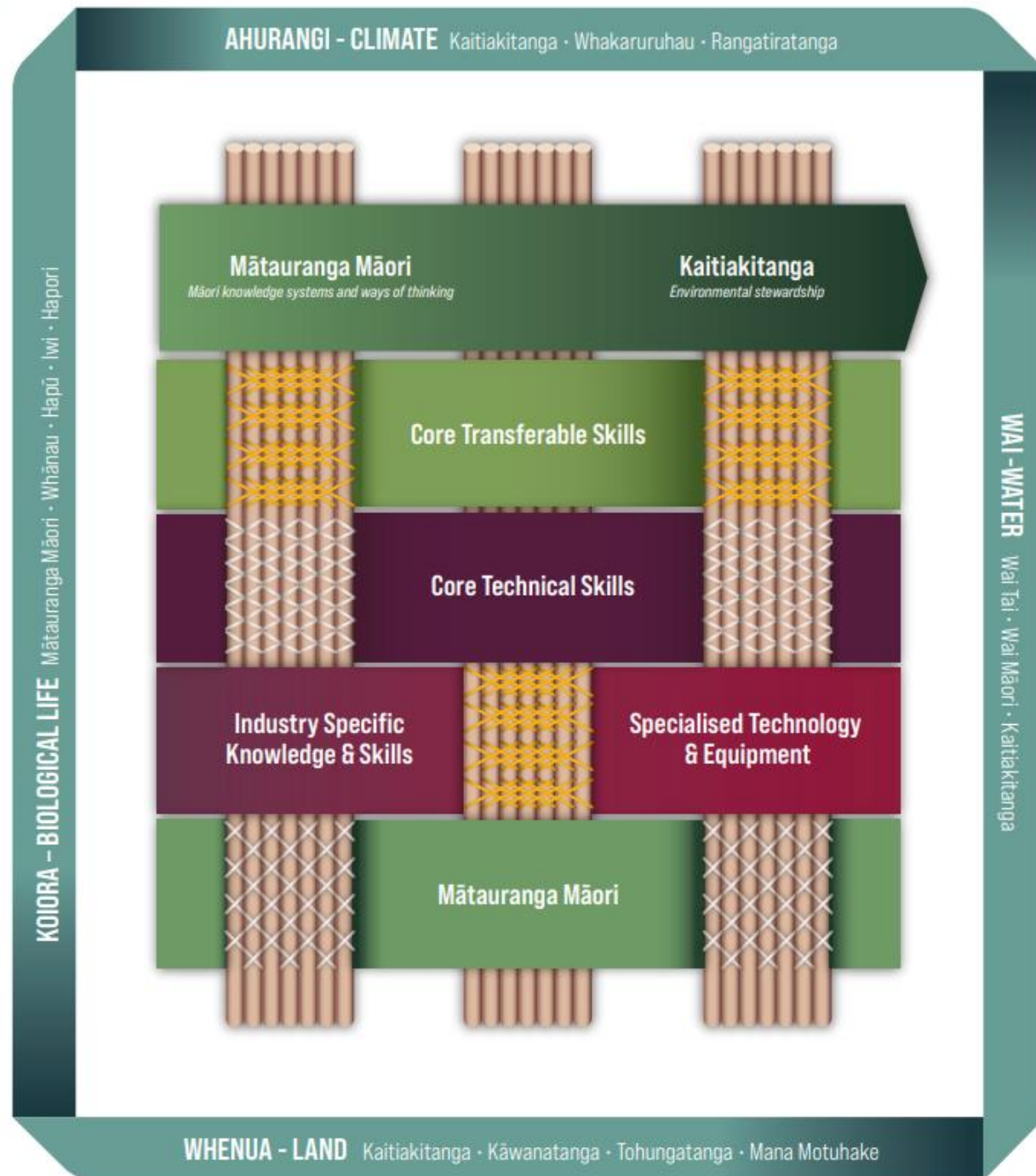
Framework definitions

Core transferable skills are 'skills to build skills': learning to learn (learner agency), learning for work, and learning for life. We have deliberately chosen the term 'core transferable skills' as these skill sets underpin the ability of ākonga to gain, value, extend and transfer any skills or knowledge to different contexts.

Core technical skills are the generic or underpinning technical or work-related skills that are common to all (or most) of the food and fibre sectors. By their nature, these skills are transferable across different contexts

Specialised technical skills are industry specific knowledge and skills, and specialised technology and equipment skills, which are unique to the relevant industry.

Bodies of knowledge allow learners to explore and develop mastery of areas of knowledge that are significant to them as they progress through their careers. These include both content areas, like biodiversity, and specialised business or technical skills.

Vision for the Food and Fibre Skills Framework

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.
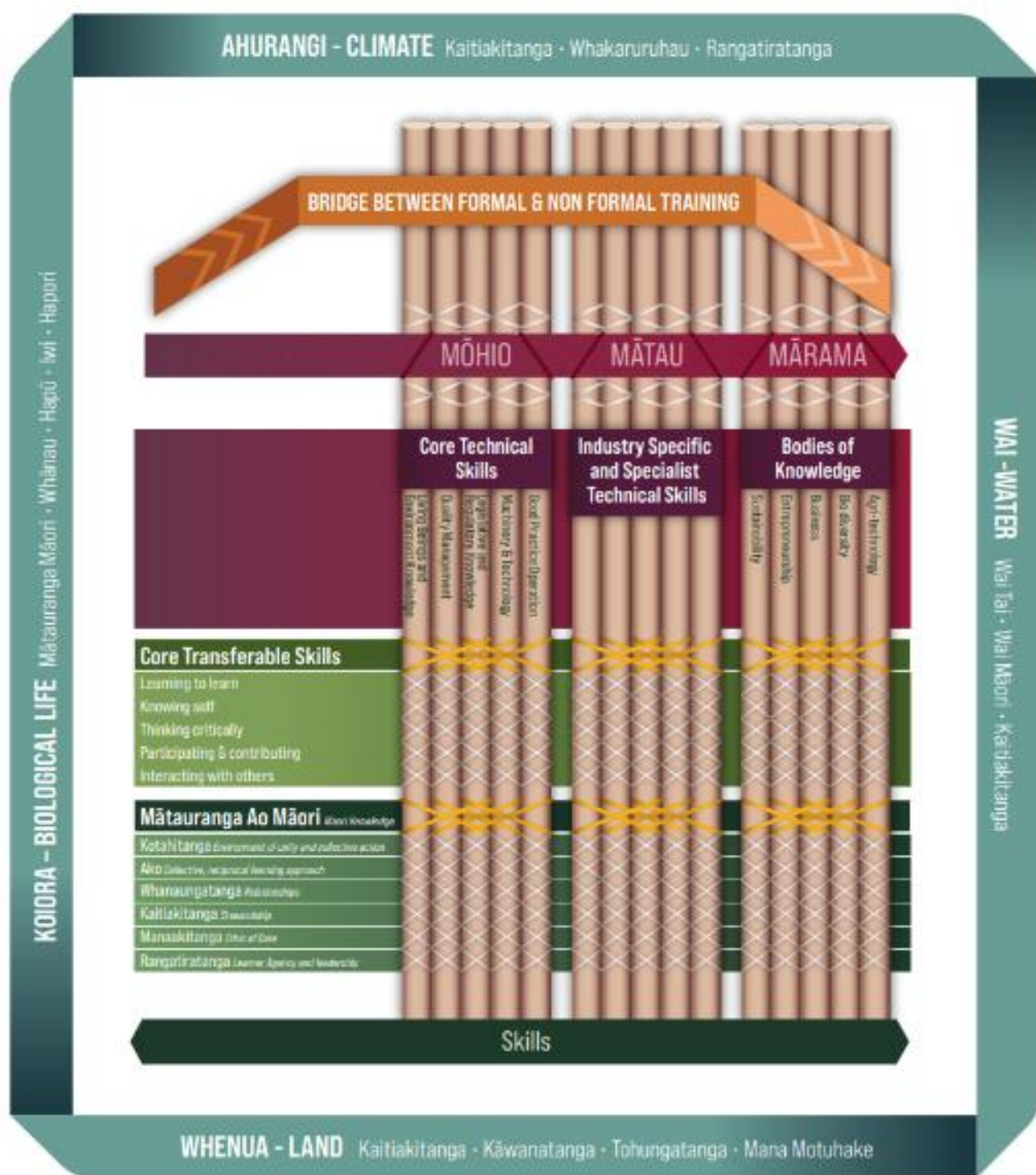
Core transferable skills – examples

Domain	Skill sets	Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Collective	*Participating and contributing*	Participation Empathy Respect for diversity Cultural capability Kaitiakitanga (sustainability) Iwitanga	Leadership and social influence Civic responsibility Mātauranga-a-iwi Global perspective Integrity Ethics	Leadership Service Innovation Entrepreneurship
Social	*Interacting with others*	Communication Empathy and active listening Interpersonal skills Wellbeing Building inclusivity Teamwork	Customer service Co-operation Negotiation Collaboration Teaching, mentoring, and coaching Provide instruction and supervision Managing conflict	
Individual	*Knowing self*	Resilience Motivation (initiative) and self-awareness Dependability and attention to detail Flexibility and agility Adaptability Self-control	Leading self Active self-care and development	Developing people Kaitiakitanga (environmental stewardship)
Cognitive	*Thinking critically*	Problem solving Decision making Creative thinking Sense making Trouble shooting	Transdisciplinary thinking Intuition	Global perspective
Lifelong learning	*Learning to learn*	Curiosity Multiple literacies Learning agility Learning strategies Reflective practice Focusing	Digital fluency Reflexive practice Openness – growth mindset	

Core technical skills - examples

Skill sets	Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Living beings and environmental knowledge	Participate in environmentally sustainable work practices Support ecological restoration	Apply environmentally sustainable work practices	Implement and monitor environmentally sustainable work practices
Legislative and regulatory knowledge	Work safely Participate in workplace health and safety processes Follow biosecurity procedures	Contribute to workplace health and safety processes Apply biosecurity measures	Maintain workplace health and safety processes
Good practice operation	Maintain the workplace Follow Standard Operating Procedures (SoP)	Implement a plan/program Coordinate work site activities Contribute to the development of SoP	Develop a plan/program Conduct site inspections Develop new/enhanced SoP processes
Quality management	Observe workplace quality assurance procedures	Collect and record production data Measure system performance	Implement quality assurance procedures Cost a project Operate within a budget framework Report on a project
Machinery and technology skills	Follow basic chemical safety rules Apply chemicals under supervision Operate basic machinery and equipment Assist with routine maintenance of machinery and equipment Use and maintain basic hand tools	Transport and store chemicals Prepare and apply chemicals Operate machinery and equipment Undertake operational maintenance of machinery Use power tools	Plan and implement a chemical use programme Supervise maintenance of property, machinery, and equipment Prepare safe operating procedures for calibration of equipment

Example of how The Framework resources could be expanded

Interacting with Others

This skill is the ability to engage with people around us, through various forms of communication, building connections, fostering relationships, and navigating social and cultural dynamics.

Mōhio (understanding)	Mātua (expertise)	Mārama (enlightenment)
Listening * This skill is about being able to effectively receive information – whether it comes from customers, colleagues, or stakeholders		
I can listen to others and can tell others what it is about	I am aware of how a speaker is influencing me through their tone and language	I listen critically and use questioning to evaluate different perspectives
Communication # Convey and exchange thoughts, ideas, and information effectively through various mediums and approaches		
Can communicate with others to share information, respond to general inquiries and obtain specific information	Can tailor communication approaches to audience needs and determine suitable methods to convey and exchange information	Can synthesise information and inputs to communicate an overarching storyline to multiple stakeholders

Adapted from: * UK Skills Builder, # Skills Future Singapore