Transferable Skills as Integrated Part of Professional Profile of TVET Outcome

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What is Transferable Skills (TS)?

- It is a well known concept of skill, which is represented in different terms and labeling; depending on different context of cultural and political setting of education.
- It is a set of skills that go beyond skills-specific skills (UNESCO, 2014)
- The skills encompass:
  - Aptitude for a multitude of occupational positions and functions
  - Aptitude for the changes and/or transfer of position/working fields
  - Aptitude for changing challenges and requirement in occupational and private sphere (Translated from Martens, 1974).
- Aspects of TS: communication, planning, organizing, managing, analyzing, problem-solving, Collaboration and Teamwork, Adaptability and Flexibility, Project Management, etc.
Some Common Terms Used to Refer to Transferable Skills

(Unesco, 2014)
Importance of TS Acquisition (1)

- Rapid changing of technology and work organization, which rely more on team work, rapid information and data gathering and processing.

- Global Competition in labor market as a consequence of regional and global economy system (represented in GATT, AFTA, ACFTA, etc.). Employer need to equip themselves with a set of skills to lift their leverage and employability.

- Employer surveys indicate that occupation-specific skills are no longer sufficient for workers to meet the needs of national labour markets (OECD, 2013)
“Each year Rolls-Royce plc receive more than 11,000 applications from well qualified, bright graduates wishing to join the company, as well as many applications for its modern apprentice and undergraduate schemes. What makes the difference is an applicant’s ability to demonstrate what are now widely referred to as key skills, such as working as a member of a team, communication and interpersonal skills, problem solving and planning and taking responsibility for one’s own learning and development. These are the skills that differentiate the great from the good. They enable new recruits to settle quickly into the world of work, to make an early contribution to our company, and to ensure that they remain equipped to meet the ever-changing challenges and opportunities of a career with a successful business like Rolls-Royce plc.”

John Cook, Head of Early Career Development
Rolls-Royce plc
“Key skills are at the heart of what we do in business – we all have to work in teams, strive to improve performance and we are regularly faced with problems that call for a systematic approach if they are to be solved efficiently and effectively. As an employer, we look for key skills when we recruit and promote people. We also recognize their importance in personal life as they support skills in self-organization, money management, information handling and the essential skill of getting on with other people”

Operation and training manager, Coca Cola Enterprises
Importance of TS Acquisition (4)

Fact found in labor market:

- The lack of TS of VET outcome (especially in developing countries) often lead to the failure in the world of work:
  
  **For Instance:** the competitiveness of vocational-school graduates are often not significantly better than their peer competitors from general schools when entering the job market.

- In many cases employers tend not to grant priority to vocational school graduates regardless of their acquisition of occupational-specific skills.

- The important role of TS in today's working environment make it’s acquisition indispensable. It is need to overcome various and complex working tasks and challenges in different contexts.
Various concepts related to TS concept have been developed and integrated in curriculum and implemented in teaching and learning process: Soft-skills, life-skills education, character building education, etc.

The ‘old’ concept of transferable skills in Indonesia was largely based on an unstructured form of ‘life skills’, which are comparable with ‘transferable skills’.

**Chart of Life-Skills-Education**

- **Mengenal diri**
- **Berpikir rasional**
- **Generic life skill**
- **Specific life skill**
- **Personal skill**
- **Social skill**
- **Academic skill**
- **Vocational skill**

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Recent State:
Recent strategy for integrating the development of transferable skills is embedded in the new curriculum of 2013, which divides learning subjects into the category of (1) **attitude** (2) **knowledge** and (3) **skills**.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Abilities</th>
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<tbody>
<tr>
<td>Attitudes</td>
<td>Behave in faithful, noble, confident, responsible and educated manner in social and natural environments. Behave as a respected national in a globalised world.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Have factual, conceptual, procedural and meta-cognitive knowledge in science, technology, art and culture. Show insights into humanity, the nation, the state and civilisation and with respect to causes and impact of different phenomena.</td>
</tr>
<tr>
<td>Skills</td>
<td>Have the ability to think and act effectively and show creativity in abstract and concrete ways.</td>
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</tbody>
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Source: Permendikbud 54/2013, own, non-official translation
The curriculum is structured according to the categorization of **core competences** (Kompetensi Inti), **basic competences** (Kompetensi Dasar), and **learning subjects** (Mata Pelajaran).

Core competences, which is comparable to the TS concept, are divided into following notation:

1. *Kompetensi Inti-1 (KI-1)* → spiritual attitude/skills;
2. *Kompetensi Inti-2 (KI-2)* → social attitude/skills;
3. *Kompetensi (KI-3)* → knowledge; and
By implementing the new **scientific approaches**, learning process is so organized, that the acquisition of transferrable skills gain **more emphasis**.

Learning process should follow the above scheme:
New setting of learning evaluation emphasizes the assessment of TS acquisition.

The so-called authentic assessment is used to evaluate learning process.

Example of evaluation rubric format used for learning evaluation:

<table>
<thead>
<tr>
<th>No</th>
<th>Core Competences</th>
<th>Basic Competences</th>
<th>Indicators</th>
<th>Assessment Objects</th>
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</thead>
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<tr>
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<td>Skills</td>
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</table>
### Challenges
- To change the Mind-set of teacher and society
- Measures for the development of Professionalism of TVET teacher and educator
- Lack of supporting learning facilities vs. quality standardization
- ...

### Opportunity
- (More) dynamic organization of learning
- Holistic interdisciplinary and multidisciplinary learning and holistic evaluation
- Better accommodation of individual aptitude
- ...

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Thank You for your attention!