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Meta-skills for a meta-world.

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5-6th September 2023

v) Meta-skills for a Meta-world

Erica Cargill

Robert Gordon University
E.Cargill@rgu.ac.uk

Abstract

Graduate apprenticeships (GAs) in Scotland were designed with a specific intention to meet the future skill needs of the Scottish economy. Working with Scottish employers, the funding body (Skills Development Scotland) produced a meta-skills framework which aimed to underpin both course content and pedagogy. The ultimate aim of the framework was that graduates of GA courses would be sufficiently prepared to tackle the 'grand challenges' inherent in Scotland's future economic landscape as well as being sufficiently skilled to take their own careers forward into an ever more complex future beyond graduation. This research showcase presentation will explore how Aberdeen Business School (Robert Gordon University) has embedded both the delivery and assessment of the meta-skills framework within its Graduate Apprenticeship degrees in both Business Management and Accounting. The presentation will focus on how effective pedagogy can help prepare graduates for a volatile, unknown, and increasingly global future. We will focus on the theory of evaluative judgement, in considering how students can be developed not only to deliver quality work-based evidence but to assess the quality of their work and the work of others into a future long beyond graduation.

Presentation



Meta Skills for a Meta -World: Erica Cargill, Robert Gordon University



The Graduate Apprenticeship Context

- GAs designed to meet the future skills needs of the Scottish Economy
- Preparation for a VUCA future
- Meta-skills framework developed
- Underpins pedagogy and assessment practice across GA provision.

Self-management	Social Intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Sense-making
Adapting	Collaborating	Creativity
Initiative	Leading	Critical thinking

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Theoretical Underpinning

Signature pedagogies of Work Integrated Learning
Lillis and Bravenboer(2020).

1. The workplace environment as a legitimate and the primary site of learning;
2. Negotiated learning objectives - a YriadicX learning endeavour;
3. Recognition of prior learning as a platform for professional development;
4. Programme planning using learning agreements or contracts;
5. ReHective practice as a core professional capability
6. Flexibility as to Ypace, place and modeXof learning, favouring blended approaches;
7. Valid and appropriate methods of assessment that reHect working practices.

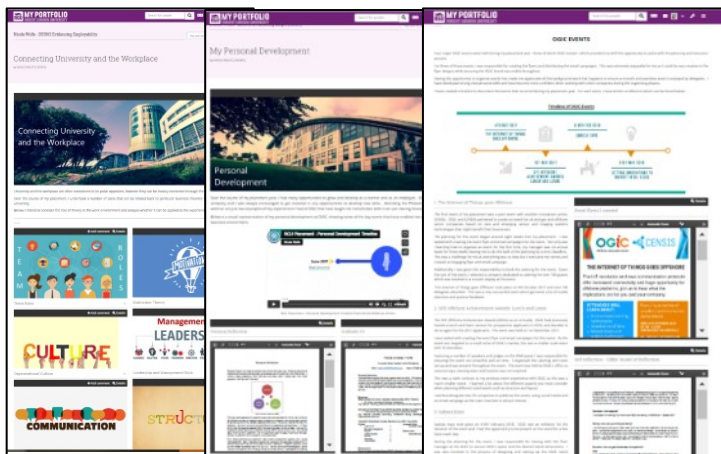
Authentic Assessment, Sustainable Assessment and Evaluative Judgement
Fischer, Bearman, Boud, and Tai, (2023)

- Sustainable Assessment - assessment that meets the needs of the present and [also] prepares students to meet their own future learning needs (Boud, 2000, 151).
- Authentic assessment (Ashford Rowe et al., 2014). 4 dimensions:
 - Activities that reHect actual performance
 - Cognitively challenging
 - ReHective
 - Recognise quality of work
- Evaluative Judgement is the capability to make decisions about the quality of work of self and others (Tai et al., 2018)

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Using e-portfolio for application of theory



Learning at Work

Personal Development

Making Connections

*When I started this degree, I had never heard of meta-skills. I remember being introduced to them and not paying much attention. How naive I was as meta-skills are the bloodline going through this degree. Paying attention and developing my meta-skills has changed me as a person, how I am at work and how I approach problems X
(GA Business Management student)*

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ASET
The Work-Based and Placement Learning Association
The Burton Street Foundation
57 Burton Street
Sheffield S6 2HH

Tel: +44 (0)114 234 5197

Email: aset@asetonline.org
Website: www.asetonline.org