

User Guide

TAESS00009 Address Foundation Skills in Vocational Practice Skill Set



Australian Government

Department of Industry, Innovation,
Climate Change, Science, Research
and Tertiary Education



User Guide: TAESS00009 Address
Foundation Skills in Vocational
Practice Skill Set

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Introduction

This User Guide is designed to assist facilitators, assessors, Registered Training Organisations (RTOs) and enterprises in delivering the *Address Foundation Skills in Vocational Practice Skill Set*.

It provides:

- an overview of the Skill Set and its purpose
- advice on implementation and resources for facilitators
- information on key terms, knowledge concepts and practical skills.

Appendix A provides information on how knowledge concepts and practical skills included in this User Guide relate to the performance and knowledge evidence requirements of the three Skill Set units.

Overview

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.

The *Address Foundation Skills in Vocational Practice Skill Set* is made up of three units of competency and is designed to build the capacity of vocational trainers and assessors to address the foundation skills development needs of learners within their vocational practice.

Achievement of the Skill Set requires completion of all three units:

- *TAELLN411 Address adult language, literacy and numeracy skills*
- *TAELLN412 Access resources and support to address foundation skills in vocational practice*
- *TAELLN413 Integrate foundation skills into vocational training delivery.*

Unit code	Unit title	Unit content
TAELLN411	Address adult language, literacy and numeracy skills	Skills and knowledge a vocational trainer or assessor needs to: • identify the language, literacy and numeracy skill requirements of training and the work environment • use resources and strategies that meet the needs of the learner group.
TAELLN412	Access resources and support to address foundation skills in vocational practice	Skills and knowledge a vocational trainer or assessor needs to: • access resources, including collaboration with foundation skills specialists • integrate foundation skills into a vocational training program.
TAELLN413	Integrate foundation skills into vocational training delivery	Skills and knowledge a vocational trainer or assessor needs to: • identify the foundation skills requirements within a vocational training specification that are critical to vocational competence • plan, design and address identified foundation skills using integrated approaches.

NOTE: it is recommended that *TAELLN411 Address adult language, literacy and numeracy skills* is undertaken first as it introduces participants to key concepts that underpin the other two units.

The units of competency in the Skill Set have been developed to conform to the Standards for Training Packages (NSSC November 2012).

Purpose

The *Address Foundation Skills in Vocational Practice Skill Set* builds on the skills and knowledge provided by the *TAE40110 Certificate IV in Training and Assessment* for vocational trainers and assessors. Its purpose is to build the capacity of vocational trainers to explicitly address the development of the foundation skills integrated into training package units and qualifications in their delivery and assessment practice, within their vocational context.

The Skill Set will give vocational practitioners a better understanding of the relevance of foundation skills to their specific vocational area. The Skill Set will also provide them with strategies for more effectively addressing foundation skills within their program planning, implementation and assessment. With the Skill Set, vocational practitioners will be more able to contribute to the planning and implementation of integrated programs that build learners' vocational and foundation skills.

Rationale

Everyone uses foundation skills every day for a variety of purposes – personal, social and work. Skills like planning and organising, working in a team and, increasingly, the use of technology, underpin most vocational activities. Different tasks and contexts call for different types of reading, writing, listening, speaking and numeracy skills, so people need to continually develop and adapt these skills to suit new situations. These are not skills that are just learned once at school and then forgotten.

Every learner in vocational education and training (VET) is presented with new foundation skills challenges that are particular to the industry they are training for. A vocational practitioner's role is to help learners to develop and demonstrate their vocational skills and knowledge. Foundation skills are essential to that, and so vocational practitioners also need to help learners to adapt and use their foundation skills to meet the demands of vocational training and the workplace.

Many VET learners have not completed any post-compulsory education or training and may not have participated in competency-based assessment. Some learners may have limited experience or low confidence in their ability to use communication or numeracy skills in a workplace. Without help to apply their foundation skills in a vocational context many learners will struggle to demonstrate competency in their chosen vocational field.

Policy drivers

VET policy requires that all VET trainers and assessors address foundation skills as part of their routine practice. 'Building the capacity of the education and training workforces to deliver foundation skills' is included in the National Foundation Skills Strategy for Adults (SCOTese, 2012) as a national priority area.

Many other recent reports have highlighted the importance of building VET workforce capacity in this area, including:

- *Future Focus: 2013 National Workforce Development Strategy*, released by the Australian Workforce and Productivity Agency, asserts that 'more needs to be done to ensure that all of the VET workforce has a baseline awareness and understanding of LLN issues, so they have the ability to identify students experiencing problems with LLN and adjust their practice, as appropriate'.
- Innovation and Business Skills Australia's 2011 *Environmental Scan* recognised the need to develop VET practitioners who can 'meet changing client needs and expectations such as language, literacy and numeracy support and skill development and specialist support for disadvantaged learners'.
- *No More Excuses*, produced by Industry Skills Councils in 2011, called for 'an increased capacity in the VET system, and all practitioners, to support the LLN skill development needs of learners and workers'.
- *Australian Workforce Futures* report, released in 2010 by Skills Australia, highlighted the need to ensure that 'education and training providers have the skills and networks to identify and address core skill needs'.

VET workforce capacity building

The *Address Foundation Skills in Vocational Practice Skill Set* will build the capacity of the VET workforce by increasing practitioners' understanding of the balance between the foundation skills demands of vocational training programs and the foundation skills of learners. Through the Skill Set, practitioners will develop the skills and knowledge to:

- identify the foundation skills demands of training and assessment in vocational programs
- analyse the complexity of foundation skills required for workplace competence
- interpret profiles of the learner group using validated tools and other resources
- understand the Australian Core Skills Framework (ACSF), and its implications for designing and delivering vocational training and assessment
- identify when they need to involve an expert in their program
- communicate with foundation skills experts about the vocational and foundation skills learning needs of their learners
- access suitable resources for use within their program
- use instructional strategies that support a wide range of learners
- continue to develop their professional practice in addressing foundation skills in vocational contexts.

The skills and knowledge described by the Skill Set may also be relevant to others who work with clients with foundation skills needs, such as youth workers, ACE providers, employment services personnel and community services workers.

This Skill Set is *not* designed to develop specialist knowledge or skills in the delivery and assessment of foundation skills. Refer to *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* for the development of specialist skills in foundation skills delivery and assessment.

Implementation advice

In planning to implement the *Address Foundation Skills in Vocational Practice Skill Set* facilitators will need to refer to the following sources of information:

- TAE Training Package and Implementation Guide
- State/Territory Purchasing Guide
- Standards for NVR Registered Training Organisations.

Target learners

It is strongly recommended that participants undertake the Skill Set concurrently with, or after having completed, TAE40110 Certificate IV in Training and Assessment. It is expected that participants undertaking the Skill Set have a technical or vocational specialisation as the focus of their training and assessment practice.

Participants in your delivery program will possibly come from a variety of backgrounds with mixed experience. It is critical that you know your participants' backgrounds and what they want to achieve from completing the *Address Foundation Skills in Vocational Practice Skill Set*.

Contextualisation

Units of competency in the *Address Foundation Skills in Vocational Practice Skill Set* are designed to build the skills and knowledge of trainers and assessors working in a wide range of vocational areas and workplace environments. In delivering the Skill Set you should contextualise it to the specific industry or workplace context of your learners by using relevant training specifications and materials from vocational programs.

Participants need to build their understanding of the foundation skills requirements that apply in their own area of vocational practice. Basing learning or assessment activities on the examination and use of generic cross-industry training specifications or vocational programs is not recommended.

Practice environment

As a facilitator you need to ensure that all participants have the opportunity to develop and apply the skills and knowledge of the Skill Set. Participants will need a suitable practice environment where they have access to a learner cohort, and the time to develop their practice with learners. Participants may be outside the sector but seeking employment in a VET setting, or already employed in a VET context. You may find that participants are employed in a range of training organisations, with subsequent impact on their roles in delivering foundation skills. For example, some participants may come from organisations with established supports available such as the capacity for team teaching with foundation skills experts, while other organisations may not have that capacity and the VET practitioner will be assisting learners with less immediately available support.

You will need to ensure that participants have access to a suitable practice environment with a group of learners from their vocational area. They will need opportunities for planning their training and assessment and opportunities to collaborate with other practitioners.

Facilitator resources

This Skill Set draws on an extensive body of knowledge about language, literacy and numeracy skills development. It is important that facilitators are familiar with this underpinning knowledge. Some useful resources that provide underpinning knowledge for facilitators are detailed in the tables below.

Resource	Knowledge Bank
Access	Free download from IBSA website: < http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/477/Knowledge-Bank-for-TAE70110-TAE80110.aspx >
Description	IBSA resource originally developed for the TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
Content	Includes coverage of core concepts underpinning the Skill Set. Topics include: • The national VET system • Learner characteristics • Adult language, literacy and numeracy teaching theories • The English language system and the ACSF • Monitoring and evaluation It is recommended that all facilitators are familiar with these topics as they relate to the knowledge required for the Skill Set.

Resource	LLN Readings
Access	Free access on IBSA website: < http://www.ibsa.org.au/training-packages/by-industry/education/lln-readings-folder.aspx >
Description	Collection of resources reproduced to support delivery of the TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.
Content	Includes a variety of academic papers, research reports and resources. Topics include: • Vocational Education and Training (VET) System • Learner Characteristics • Theories • ACSF and English Language Systems • Monitoring and Evaluation The readings support the content of the Knowledge Bank by exploring topic areas in greater detail.

Resource	Australian Core Skills Framework (ACSF)
Access	Free download from: < http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx > or a printed copy can be requested through the contact points on the Department of Innovation website.
Description	National framework for describing the core skills of learning, reading, writing, oral communication and numeracy.
Content	As a facilitator of this Skill Set you need to be familiar with the key components of the ACSF, and how it might be used for a range of purposes. You will need a copy of the current version of the ACSF. Although the focus of the Skill Set is not about use of the ACSF for individual diagnostic assessments (as might be performed in a pre-training assessment within a government funded programme such as the LLNP) it is intended that participants undertaking this Skill Set are familiar with how to interpret the ACSF to make judgements about the complexity of texts and tasks both within training and assessment and those required within the workplace and how appropriate or challenging these might be for their learners.

Resource	Building Strong Foundations
Access	Free access at: < http://buildingstrongfoundations.ibsa.org.au/ >
Description	IBSA support resource for implementing the FSK Foundation Skills Training Package
Content	The FSK Foundation Skills Training Package is designed to work in combination with other Training Packages to support the integrated delivery of foundation skills in vocational programs. This resource includes video segments and written advice aimed specifically at vocational trainers and assessors to help them address foundation skills in their practice. It has potential for use as a learner resource to support delivery of the Skill Set.

Resource	Core Skills for Work
Access	Draft framework available at: < http://www.ithacagroup.com.au/wp-content/uploads/2012/08/draft-core-skills-for-work-framework-for-working-sessions.pdf >
Description	Framework that describes employment skills across a range of development stages.
Content	The Core Skills for Work Framework complements the ACSF and together the two frameworks describe foundation skills. Some Industry Skills Councils have chosen to use this framework to describe employment related skills in their training packages. IBSA has used descriptors consistent with Core Skills for Work to describe the foundation skills requirements of units of competency in the Skill Set.

Resource	Making the connections and Putting the Jigsaw together
Access	Free downloads from: < www.mskills.com.au/online-products/product/Making-the-Connections > < www.mskills.com.au/online-products/product/Putting-the-Jigsaw-Together >
Description	Professional development resources developed by Manufacturing Skills Australia to build the capacity of vocational practitioners to address foundation skills.
Content	Making the Connections has been developed to build the capability of vocational trainers to effectively address the language, literacy and numeracy embedded in vocational training. Putting the Jigsaw Together is a series of tool kits to support VET trainers with practical strategies to assist apprentices to develop their numeracy skills.

Resource	Taking the Lead
Access	Access at: < http://www.takingthelead.com.au/lln-tips-trainers-and-assessors >
Description	Online resource developed by Service Skills Australia.
Content	One-stop shop for information and advice on developing core language, literacy and numeracy (LLN) skills in the service industries. This site is also suitable as a resource for participants undertaking the Skill Set.

Resource	The crux of the matter: Language, literacy and numeracy and vocational education and training
Access	Available for download from: < http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html >
Description	Guide to addressing language, literacy and numeracy within VET developed by the Queensland VET Development Centre.
Content	Tip sheets and other templates included in the document may be useful resources for participants undertaking the Skill Set.

Key terms used in the units

A number of terms are used in the Skill Set to describe the foundation skills needed for work, vocational training and participation in the community.

The unit *TAELLN411A Address adult language, literacy and numeracy skills* has a focus on the *language, literacy and numeracy* skills to be addressed in training. These skills underpin all vocational and foundation skills and are central to all communication and learning.

The units *TAELLN412* and *TAELLN413* use two additional terms reflecting policy changes in VET over the last five years – *foundation skills* and *core skills*. VET practitioners need to understand the differences and connections between these two terms.

Key terms that are used in the Skill Set units are:

- foundation skills
- language, literacy and numeracy (LLN)
- validated tools.

Foundation skills

The National Foundation Skills Strategy for Adults defines foundation skills as the combination of:

‘English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life.

Foundation skills development includes both skills acquisition and the critical application of these skills in multiple environments for multiple purposes. Foundation skills are fundamental to participation in the workplace, the community and in adult education and training.’

SCOTese, 2012 National Foundation Skills Strategy for Adults, p2

Foundation skills is a relatively new term – you may see these skills represented within training products in varying ways.

In the TAE Training and Education Training Package foundation skills encompass:

- skills described by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy, including in a digital environment, and
- skills required for employment, such as those described in the *Core Skills for Work developmental* framework

In a number of other industry training packages, foundation skills encompass:

- skills described by the Australian Core Skills Framework, and
- Employability Skills – communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, technology.

Foundation skills exist on a continuum from very basic skills to highly developed and specialised skills and underpin the successful achievement of vocational competencies at all levels.

The foundation skills that are required are dependent on context, job-role, level of support, familiarity with task, previous experience, and the level of autonomy required. An individual's capacity to develop and demonstrate these skills in combination are heavily dependent on their past educational experiences and confidence in their ability to learn.

Foundation skills, including language, literacy and numeracy skills are contextual. Often they are inseparable from vocational skills – such as in the development of communication skills for customer service – and their development at the same time as vocational skills is essential for meaningful learning. In most cases, foundation skills development occurs as part of the development of a particular vocational skill, but sometimes learners do not have a strong enough set of foundation skills to develop the required vocational skill. For example, fractions (parts of a whole) underpin the mixing of materials – whether that is concrete, hair dye or weed killers. If learners do not have an understanding of fractions they may struggle to demonstrate competency in the vocational unit.

- The focus of the Skillset is that practitioners examine and settle upon a practical definition that suits their own industry sector and delivery context.

The FSK Foundation Skills Training Package has been developed to facilitate the inclusion of foundation skills into vocational delivery. This package provides opportunities for foundation skills development to occur concurrently with vocational training.

Core Skills

The core skills that form part of the definition of foundation skills are comprehensively defined within the Australian Core Skills Framework (ACSF). The ACSF describes the skills of learning, reading, writing, oral communication and numeracy across five levels of complexity and provides a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts. (See ACSF p. 15)

Language, literacy and numeracy

These are terms that convey broad definitions of the ability to speak, listen, read and write in English, and to use mathematical concepts. These skills are critical to vocational competence in any field.

It used to be the case when people thought of literacy and numeracy that they were thinking of the simplest, most basic of those skills, and mainly thought of them as 'pen and paper' related. Now we think of language, literacy and numeracy skills in a broader way, as a continuum, from very basic skills such as reading and writing basic personal details, to quite complex skills such as reading a number of reports on a particular topic, evaluating the contents and writing a response. Included are also the skills required to work with and use new technologies.

Adult language and literacy can no longer be considered as a simple set of skills based in reading and writing printed texts. Rather, it may be viewed as a 'tool for making meaning', the use of which is determined by context.

Foster, S., and Beddie, F., 2005, Adult literacy and numeracy, NCVER

LLN as an acronym is often used in quite an offhand way to describe what is actually a complex set of skills. The L, L and N each describe a sophisticated set of concepts:

Language includes the way we communicate including the modes and skills involved in speaking, listening, reading and writing. It can involve micro-elements of meaning at word, phrases and sentence level; grammatical structures of spoken or written texts and includes the use of idioms, slang or jargon. Non-verbal components of language include facial expressions, physical gestures and other forms of body language.

- Language can include Languages other than English and dialects of English such as Aboriginal English or an Australian Creole and forms other than the verbal or spoken word including the visual language of AUSLAN for the deaf community and the tactile language of Braille for the blind community.

There can be a complex set of languages in play at any one time.

Literacy is the ability to read and use written information as well as to write appropriately, at home, at work and in the community.

Literacy is more than basic reading and writing (sometimes called functional literacy) – following instructions, filling in forms, reading bus timetables or writing a note to a household member. It is also a process of using higher order reading and thinking skills to question what we see in written texts (sometimes called critical literacy). Literacy is purposeful and changes constantly along with changing social and cultural contexts. Our literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Numeracy is not just limited to mathematics:

... numeracy is seen as the bridge between mathematics and the real world.

Numeracy is an umbrella term that both expands the breadth of the mathematics that is considered and the contexts in which adults use that mathematics. Numeracy is about making meaning of mathematics, at whatever level of mathematical skill, and mathematics is a tool to be used in a variety of applications in both education and life.

Tout, D. and Schmitt, M.J. 2002, Introductory Thoughts on Numeracy

Individuals need LLN skills to participate in any vocational training program – to do the reading required, to participate in discussions and to write notes or assignments and participate in assessment. They also need to develop the LLN skills required in their industry, such as effective speaking and listening for customer service, accurate measurement for materials manufacture, logical processing of information read from a Standard Operating Procedure, clear written records in administration. The exact type of skills required will differ from industry to industry.

RESOURCES

- *The crux of the matter*, Queensland VET Development Centre, Department of Education and Training, 2011 <<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>> (Page 10)
- *What's language, literacy and numeracy?* section on *Taking the Lead*, an online resource developed by Service Skills Australia <<http://www.takingthelead.com.au/lln-tips-industry/1-what's-language-literacy-and-numeracy>>
- *Literacy is like Velcro*, Canadian YouTube video explaining literacy to community leaders <http://www.youtube.com/watch?v=VGbsA_y5cgM&feature=related>
- *Literacy for the 21st century* US YouTube video exploring the meaning of 21st century literacy <<http://www.youtube.com/watch?v=d9ZRDRPqoXo&feature=related>>

Validated tools

The use of validated tools to interpret language, literacy and numeracy skill levels is required in all three units. Candidate undertaking the Skill Set are required to interpret the LLN requirements of the workplace and vocational training specifications and broadly identify the LLN skills of the learner cohort, but they are not expected to conduct detailed ACSF assessments of individual learners' skills.

Validated tools may include:

- key concepts of the Australian Core Skills Framework (ACSF), such as core skill levels, complexity of tasks and texts in the workplace
- key concepts of the Core Skills for Work framework
- information provided by individual Industry Skills Councils (ISCs) on foundation skills in vocational training packages
- training package companion volume information
- information gained from an LLN specialist
- tools or assessments used by an RTO in the pre-enrolment process
- tools or assessments used by a trainer as part of a pre-training assessment
- Note: Dependence on a generic test for pre-enrolment or pre-training assessment will only give a partial picture of an individual's skills and capacity to apply them in a vocational context. An accurate picture of capability will only be gained if assessments are contextualised to the needs of the learner and the vocational program.

RESOURCES

- The ACSF can be downloaded from <http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx> or a printed copy can be requested through the contact points on the Department of Innovation website.
- Tools based on the ACSF, for example:
 - A number of assessment tasks validated by both ACSF and industry experts can be accessed at www.precisionconsultancy.com.au/acs_framework. Each task includes:
- a summary of the ACSF skills covered and notes about content coverage and contextualisation
- instructions for the assessor
- a mapping of the ACSF skill indicator and domains of communication covered in the task.
 - Information Sheet 1: *Complexity in LLN*, and Checklist 3: *LLN observation checklist* that have been validated through moderation activities with LLN practitioners. Available from *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, Brisbane, 2011 <http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>
- Online tests such as the Australian Council for Educational Research's Core Skills Profile for Adults. <http://www.acer.edu.au/tests/cspa>
This tool is aligned to ACSF levels and vocational contexts but, as a generic tool, it may not effectively test for the core skill required in a particular training specification.
- Tools developed by Industry Skills Councils, for example
 - *LLN Tip 4: How do I identify LLN skills in learners?* in *Taking the Lead*, developed by the Service Skills Australia <http://www.takingthelead.com.au/lln-tips-trainers-and-assessors>
 - *Q2.1 LLN tools and information* in *Taking the Lead*, developed by Service Skills Australia <http://www.takingthelead.com.au/online-pdquestion-2-lln-characteristics-learner/q-21-lln-tools-and-information>

Knowledge concepts

A number of knowledge concepts underpin the *Address Foundation Skills in Vocational Practice Skill Set*. This knowledge is relevant to each of the three units in the Skill Set, but it is applied in different ways. The table in Appendix A provides information on how these knowledge concepts relate to the performance and knowledge evidence requirements of the units.

Candidates undertaking the Skill Set need to develop and demonstrate the knowledge described in the knowledge evidence section of the Assessment Requirements for each of the three units of competency. Topics in this User Guide provide only a broad introduction to these areas of knowledge and some suggested resources to guide facilitators. They are not designed as comprehensive learning and assessment material for the Skill Set.

Knowledge concepts that underpin the Address Foundation Skills in Vocational Practice Skill Set are:

- Australian Core Skills Framework (ACSF)
- barriers to learning
- cultural and social considerations
- instructional strategies that address foundation skills in vocational training
- language, literacy and numeracy and foundation skills in a workplace context.

Australian Core Skills Framework (ACSF)

Evidence of knowledge of the ACSF is required in all three units of the Skill Set. Competence in each unit requires an understanding of the construct of the ACSF, notably the components, levels of performance, principles and the variables that influence performance.

As VET practitioners, candidates undertaking the Skill Set need to determine which foundation skills their learners need for competence in a specific vocational area, and also have an idea of the level of complexity of these skills, so that they can understand the skills essential for workplace competence.

Example

In order to cut a series of lengths of wood in a workshop against a set of plans a worker needs to be able to understand the notions of scale and measurement. To get the cuts accurate they have to be clear about how to read the plan and how to use their knowledge of 'parts of a metre' to make accurate measurements. A training sequence may require explicit attention to reading the scale on the plans, revising metres, centimetres and millimetres and the types of measuring devices that are to be used to do the job. Learners may require time to do 'in their head' calculations or make notes to ensure they are on the right track. Having an understanding of how complex these requirements are will provide the practitioner with some guidance about how to structure a training sequence, what supports might need to be provided, what teaching approaches are best used.

Where vocational practitioners identify that the particular core skills are beyond their own capacity to deliver and assess, vocational practitioners will need to talk to a foundation skills specialist about what support is required. By using the language of the ACSF to describe the complexity of core skills vocational practitioners can communicate more easily with foundation skills specialists. This is a key focus of the unit *TAELLN412 Access resources and support to address foundation skills in vocational practice*.

VET practitioners also need to interpret information about the learner group. In some instances, this will include information based on the ACSF. Again, it is important that VET practitioners have the shared language required to understand the information provided by foundation skills specialists. This enables them to tailor instructional activities, and discuss learner support needs.

Vocational practitioners and foundation skills practitioners will increasingly need to collaborate as delivery of the FSK Foundation Skills Training Package is implemented. Planning will need to be a joint activity. If all VET practitioners share an understanding around the complexity of foundation skills, this collaboration will be enhanced.

VET practitioners need to understand that the methods and activities they use to deliver the vocational content of a training program can also make demands on participants' LLN skills and at times these may be above the level of LLN skill actually required for vocational competence.

VET practitioners also need to select and customise resources that are at a level of complexity appropriate to the learners' LLN skills. Understanding the factors that influence performance and underpin level of complexity is important in being able to select and customise suitable learning materials.

RESOURCES

- Information Sheet 1, Complexity in LLN, and Tipsheet 5 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- The ACSF can be downloaded from
<<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>> or a printed copy can be requested through the contact points on the Department of Innovation website.
- Videos introducing the ACSF, available on, *Building Strong Foundations*, the online resource developed by Innovation and Business Skills Australia to support the implementation of the FSK Foundation Skills Training Package
<<http://buildingstrongfoundations.ibsa.org.au/>>

Barriers to learning

Candidates undertaking the Skill Set need to know how to identify barriers to learning by analysing the learner profiles and the foundation skills requirements of training and the workplace. This knowledge is relevant to the units *TAELLN411 Address adult language, literacy and numeracy skills* and *TAELLN412 Access resources and support to address foundation skills in vocational practice*.

Barriers to learning may arise if:

- foundation skills in the training specification are significantly higher than the learners' current skills – strategies to develop learners' underpinning foundation skills may be needed
- reading and writing requirements of course materials are at a higher level than the learners' current skills – instructional techniques, for example, independent study/workbooks, may be inappropriate and need revision
- training delivery is largely oral instruction, and learners include those with poor oral communication skills in English – oral communication may need to be supplemented with written materials
- assessment methods require higher level LLN skills than are required or are mismatched to assessment of competence – assessment tools, e.g. the use of multiple choice questions to assess a practical skill, should be replaced with practical demonstration
- assessments are not culturally appropriate. If learner's language, educational history and understanding of the context of assessment are not considered the result of an assessment can be flawed.
- delivery methods don't support practical skill development – delivery plan may need to include access to simulated or real workplace environments.

RESOURCES

- See Tips 10 and 11 from *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- *Promoting Emerging Practice*, resources for Indigenous learners available through links on the TAFE NSW website
<http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13289/resources/indigenous_vet_delivery.htm>
- *Building Strong Foundations* an online resource to support the implementation of the FSK Foundation Skills Training Package developed by Innovation and Business Skills Australia <<http://buildingstrongfoundations.ibsa.org.au/>>

Cultural and social considerations

VET programs include learners from a wide range of cultural, social and educational backgrounds whose learning needs must be addressed when designing and implementing training and assessment. This includes but is not limited to learners:

- with disrupted education or limited formal education for a range of reasons
- from Australian Aboriginal and Torres Strait Islander backgrounds who speak Indigenous language(s) as their first, second, third or more language
- whose first language is not English, but who have been resident in Australia for long periods and have developed differing levels of spoken and written skills
- with disabilities who require specific learning supports.

Communication is not just about language. It is also about the unspoken conventions and rules about how people communicate, so that people know what to do in a particular situation. This is called the 'cultural context'. Apologising, asking questions, interrupting and joking are all forms of communication that depend on an understanding of cultural context.

In a multicultural workplace, there will be a wide range of cultures and so a wide range of in-built customs and rules about communicating. Unless people are aware of, and respect, these differences, misunderstandings and offence can occur.

Cross cultural and social sensitivity does not only apply to communication between people from different language backgrounds. They may apply to any communication between people from different social or educational backgrounds.

It is important that trainers and assessors find out as much as they can about the culture of the learners so they are aware of social or cultural factors when planning and preparing the training and assessment processes.

RESOURCES

- Tipsheets 2, 3 and 9, Checklist 3, and Information Sheet 2 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Resources and tools for equity and diversity, for example
 - *Reasonable Adjustment in teaching, learning and assessment for learners with a disability, A guide for VET practitioners*, developed by the Queensland VET Development Centre, Department of Education and Training
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
 - *Promoting Emerging Practice*, resources for Indigenous learners available through links on the TAFE NSW website
<http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13289/resources/indigenous_vet_delivery.htm>

Instructional strategies that address foundation skills in vocational training

Instructional strategies are introduced in TAELLN411 Address adult language, literacy and numeracy skills and further developed in TAELLN413 Integrate foundation skills into vocational training delivery.

As a facilitator of these units you may focus on the instructional strategies that are of particular relevance to the candidates undertaking the Skill Set, given the vocational context, and the profile of learners with whom they are working. There is no one set of 'correct' strategies, rather practitioners are invited to select and experiment with new ways of conveying information that suit their vocational context, learner group and delivery mode. Candidates undertaking the Skill Set need to develop knowledge of instructional strategies that will allow them to choose an appropriate strategy for specific contexts. Candidates need to be able to explain how the selected strategy assists in strengthening foundation skill concepts and why that strategy is effective. They should not be randomly applying strategies without a rationale.

Examples of suitable instructional strategies include:

- using questions to establish prior knowledge of words and concepts
- introducing key industry and technical terminology, and encouraging use of learners' personal word lists and dictionaries
- breaking down activities and giving specific instructions in small chunks (both oral and written communication)
- providing oral support, such as practitioner reading texts aloud and paraphrasing into key points, introducing new terminology, questioning to review and check comprehension
- providing hand-outs written at a suitable LLN level to supplement information provided orally
- modelling text types common in the industry and workplace
- using audio, video, pictures and other forms of communication
- teaching note-taking skills, from oral presentations or written materials if this is a relevant delivery method
- using structured small group activities or role plays to practice oral communication skills suitable for a workplace context
- demonstrating active listening and questioning
- providing opportunities for practising relevant foundation skills in a learning environment
- providing opportunities to discuss requirements of job tasks, or required knowledge
- providing resources to help the learner to evaluate the appropriateness of their own foundation skills practices in the workplace.

Example

If the participants were training in industry areas where oral skills are central, such as Aged Care, practitioners might develop a training sequence to develop the listening and speaking skills of learners who will be Aged Care workers. This can be done through: discussion of issues in Aged Care that the attendant needs to be aware of when working with clients and supervisors; introduction of relevant industry and workplace terminology; modelling exchanges with clients and supervisors; analysis of videoed exchanges from actual workplaces to evaluate skills displayed; and role playing so learners have opportunities to practise these skills.

Examples of suitable instructional strategies for developing numeracy skills include:

- making connections with other subject areas and other mathematical ideas
- problem solving activities, such as project work, investigations
- opportunities to practise routine procedures
- opportunities for learners to collaborate to problem solve and share discoveries
- sequencing activities to reflect increasing level of skill development
- small group work and whole-of-class discussion to model numeracy operations
- verbal-based approaches, such as discussions and 'questions and answers' to explore, plan, generalise, hypothesise, test ideas and form conclusions
- verbalising processes to establish links between the language of mathematics and operations, symbols and key words
- monitoring level of difficulty of information:
 - too much?
 - too concentrated?
 - too much unfamiliar maths language?
- using a variety of learning modalities, including visual, kinaesthetic and sensory.

RESOURCES

- Tipsheet 12 Promoting effective training content and delivery in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Canadian Construction Sector workbook on developing trade maths worksheets, models how to design effective training sequences to teach a selected foundation skill
<http://www.nald.ca/library/learning/csc/developing_trades_math_worksheets/developing_trades_math_worksheets.pdf>
- Tools developed by Industry Skills Councils, for example:
 - LLN Tip 5: What simple things can I do to support learners in developing LLN skills? in *Taking the Lead*, developed by the Service Skills Australia
<<http://www.takingthelead.com.au/lln-tips-trainers-and-assessors>>

Language, literacy and numeracy and foundation skills in a workplace context

The ability to identify the foundation skills that are essential to workplace competence in a particular vocational context is part of the knowledge evidence in all of the Skill Set units.

Candidates undertaking the Skill Set need to be able to interpret the real workplace requirements of the vocational training specifications that they work with. When a training specification includes a statement such as 'reading workplace documentation' training programs should be designed to take account of the actual documents that a worker might need to read as part of their job. For example a reference to 'OHS legislation' may not require the reading of a legal document, but rather safety information available in the immediate work context, such as signage and work protocols.

Trainers and assessors need to make informed decisions about the realistic types of texts and tasks typically found in the modern workplace and incorporate these into training and assessment. To do this they need be fully aware of the demands of units from within their industry and the application of these skills within contemporary work practices.

RESOURCES

- For a general sense of how critical these skills are to industry and the Australian economy access *No More Excuses*, developed by the Industry Skills Councils
<http://www.isc.org.au/pdf/NoMoreExcuses_FINAL%20single%20page.pdf>
- Tipsheet 6 and Templates 3 and 4 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, Brisbane, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Video segments and advice in *Building Strong Foundations*, an online resource development Innovation and Business Skills Australia to support the implementation of the FSK Foundation Skills Training Package
<<http://buildingstrongfoundations.ibsa.org.au/>>
- Resources developed with Commonwealth Workplace English Language and Literacy and other funding, available on LiteracyNet:
<<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>>
- Section: LLN tips for industry, in Service Skills Australia *Taking the Lead* website
<<http://www.takingthelead.com.au/>>

Practical skills

To achieve the Skill Set candidates need to acquire and demonstrate a number of practical skills for identifying and addressing foundation skills in vocational practice. Some of these skills are relevant to more than one of the Skill Set units and may be assessed holistically. The table in Appendix A provides information on how these practical skills relate to the performance and knowledge evidence requirements of the units.

Candidates undertaking the Skill Set need to develop and demonstrate the skills described in the performance evidence section of the Assessment Requirements for each of the three units of competency. Topics in this User Guide provide only a broad introduction to these practical skills and some suggested resources to guide facilitators. They are not designed as comprehensive learning and assessment material for the Skill Set.

Practical skills that are required for the Address Foundation Skills in Vocational Practice Skill Set include:

- access professional development
- access resources and support
- analyse vocational practice
- collaborate with foundation skills specialists
- customise resources and learning materials
- develop learner profiles
- develop training sequences
- identify foundation skills in training specifications
- monitor and evaluate practice
- select, use and review assessment strategies.

Access professional development

Candidates undertaking the Skill Set need to provide evidence of their ability to access professional development for the units *TAELLN412 Access resources and support to address foundation skills in vocational practice* and *TAELLN413 Integrate foundation skills into vocational training delivery*.

There are many opportunities for accessing professional development about integrating foundation skills into vocational training and assessment. A key plank of the *National Foundation Skills Strategy for Adults* is building the capacity of the education and training workforces to deliver foundation skills. Resources will be directed to both new entrants and existing VET practitioners and may provide opportunities for participation by candidates undertaking the Skill Set.

Professional development can include formal options, such as undertaking training and assessment based on relevant qualifications or units of competency, or more informal options. Informal professional development options may include:

- participating in workshops to introduce the FSK Foundation Skills Training Package and supporting materials
- accessing information on foundation skills from Industry Skills Council websites
- participating in LLN and WELL networks
- using moderation meetings to discuss issues, strategies and resources for integrating foundation skills into vocational programs
- inviting guest speakers with LLN expertise to workshop issues with other VET practitioners.

RESOURCES

- *Building Strong Foundations* is an online resource developed by Innovation and Business Skills Australia to help assessors, trainers, registered training organisations (RTOs) and enterprises to use the FSK Foundation Skills Training Package to support effective vocational education and training. It includes implementation advice, examples and a series of videos to help VET practitioners build their ability to address foundation skills within vocational programs.
<<http://buildingstrongfoundations.ibsa.org.au/>>
- The IBSA VET Community site has been designed specifically for VET professionals to provide a space to connect and share with others. Sign up to access the site's features <<http://vetcommunity.ibsa.org.au>>
- *Taking the Lead* <www.takingthelead.com.au/> is an online resource developed by Service Skills Australia providing information and advice on language, literacy and numeracy including:
 - online professional development for trainers and assessors
 - case studies showing how employers and employees benefit from training that supports and develops LLN skills
 - LLN tips giving comprehensive advice on how to improve LLN
 - a searchable resource directory of LLN resources
 - the latest news and events on LLN training services and funding opportunities.
- *What Works*, produced by Ideas that Work, is an online library of free video segments that can be used to support all units in the Skill Set
<www.ideasthatwork.com.au>

- Australian WELL Practitioners' Network website contains information and resources relevant to the ongoing professional development of WELL practitioners. It also includes information on professional development opportunities that is relevant to the broader VET workforce <<http://wellpractitioners.com.au/>>
- LiteracyNet is maintained by the Australian government to provide information on adult literacy activities and links to a range of program, professional development, resource and research sites
<<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>>

Access resources and support

Evidence of skills in accessing resources and specialist LLN input and support is required for the units TAELLN411 Address adult language, literacy and numeracy skills and TAELLN412 Access resources and support to address foundation skills in vocational practice.

The types of resources and support that may need to be accessed include learning and assessment materials, professional development, specialist advice/input, time, access to simulated or real workplace environments and funding to support integrated practice.

Resources to address foundation skills delivery may include those available within the training organisation, including:

- specialist LLN support services for learners, such as individualised support within the vocational setting, external support, study groups, mentoring
- LLN specialist support for the practitioner such as mentoring, team-teaching approaches and professional development
- learning materials developed to address LLN skills in different vocational contexts, e.g. automotive numeracy, report writing for health care
- access to funding models to support the integrated delivery of foundation skills, perhaps through use of the FSK Foundation Skills Training Package.

Where support is available within an organisation, the candidate undertaking the Skill Set needs to be able to explain the organisational operating procedures and processes for securing suitable resources and specialist input.

In smaller training organisations there may be no dedicated LLN support available. In this case the candidate undertaking the Skill Set will need to research and access support available externally. The candidate undertaking the Skill Set needs to be able to explain the organisational operating procedures and processes for securing suitable resources and specialist input from external sources.

RESOURCES

- specific learning and assessment materials that help trainers to teach and assess the underpinning foundation skills that are relevant to the vocational program, such as those available on LiteracyNet
<<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>>
- professional development available through professional associations such as the Australian Council for Adult Literacy or Industry Skills Councils
- community based support for learners, for example literacy and numeracy programs sourced through advisory services such as the Reading Writing Hotline
- resources addressing specific topics, as identified throughout this User Guide.

Analyse vocational practice

Evidence of skills in analysing vocational practice is required in the unit TAEELN412
Access resources and support to address foundation skills in vocational practice.

Vocational training and assessment can develop a momentum of its own that means that practitioners rarely have the time to pause and reflect on their current practice. The purpose of this unit and the term 'analysis of vocational practice' is to allow individual practitioners to take a step back and examine how they are currently dealing with foundation skills within training and assessment, what support and resources are available to them and ways they can improve their approach.

Suggested ways of doing this include reviewing:

- training and assessment plans to establish the extent to which foundation skills are explicitly identified
- delivery and assessment plans to identify the extent to which explicit attention to foundation skills is required
- student and industry/employer satisfaction and other sources of feedback
- completion rates.

RESOURCES

- the ACSF can be used to identify a trainers' own core skills profile and the areas of personal skills they may seek to enhance based on any identified skill gaps
- Simple tools risk analysis tools (such as SWOT) can be used to assess any risks associated with the models of delivery of foundation skills
<www.businessballs.com>
- Getting Clever About Completions in a NSW TAFE publication examining the variety of variables that contribute to completion rates
<www.tafensw.edu.au/about/assets/pdf/getting-clever-about-completions.pdf>

Collaborate with foundation skills specialists

Evidence of collaborating with specialist colleagues is required in all three units of the Skill Set. In addition candidates undertaking the Skill Set need to know what support is available within their organisation and in the wider community, and how to access it.

In collaborating with foundation skills specialists, candidates undertaking the Skill Set are expected to build their own capacity to deal with foundation skills issues in their practice and build sustainable resources and relationships that they can use in future.

Collaboration happens in different ways depending on the size and resources of the training organisation. It should be noted that all RTOs are required to have resources available to meet the needs of learners. Examples of ways this is being done include:

- in-house LLN specialist services who provide mentoring, team-teaching, joint planning and/or individual support. This can be a continuum that ranges from providing advice on resources to a shared classroom experience where a VET practitioner and an LLN specialist are equal partners in training and assessment.
- partnerships with another RTO or specialist consultants who offers LLN specialist services
- partnerships with Workplace English Language and Literacy (WELL) experts familiar with workplace requirements
- participation in LLN and WELL networks
- moderation meetings to discuss issues, strategies and resources
- guest speakers with LLN expertise workshopping issues with VET practitioners
- regular staff meetings at which expertise and strategies are shared
- professional development options (accredited and non-accredited) are available and offered to staff
- a member of staff or faculty provides an internal resource for LLN matters.

Integrated delivery includes activities carried out in the design, planning, delivery and/or evaluation phases of training, so that foundation skills and vocational skills are developed concurrently as interrelated elements of the one process. Integrated delivery includes delivery by a single trainer who has skills and knowledge across both areas, or by a partnership between vocational practitioners and foundation skill specialists.

RESOURCES

- Collaboration advice is included in *Building Strong Foundations*, an online resource development by Innovation and Business Skills Australia to support the implementation of the FSK Foundation Skills Training Package
<<http://buildingstrongfoundations.ibsa.org.au/>>
- Tipsheets 5 and 13 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>

- Places where LLN specialist practitioners may be found include:
 - Reading Writing Hotline (1300 6555 06)
 - Commonwealth government funded programs such as Literacy and Numeracy Program (LLNP), the Adult Migrant English Program, or the Workplace English Language and Literacy (WELL) program support
 - Translating and Interpreting Service (TIS), Department of Immigration and Citizenship (DIAC)
 - TAFE English as a Second Language (ESL) and general education departments
 - Regionally based Local Learning and Employment Networks (LLENs)
 - Adult Community Education (ACE) providers
 - National and State-based professional associations, such as the Australian Council for Adult Literacy <<http://www.acal.edu.au>>

Customise learning materials

Evidence of the ability to select and customise learning materials is required in the unit *TAELLN411 Address adult language, literacy and numeracy skills*.

In many delivery situations, VET practitioners are directed towards existing learning materials developed to meet the requirements of a specific industry, tied to a particular training package or unit of competency. They need the skills to be able to assess whether the learning materials are suitable for the learners in their delivery context, and if not, how they might customise them, build some instructional strategies around them, or access alternatives.

Example

Bev was preparing to deliver units from the Retail Training Package to a number of Access Apprenticeship participants who were looking for a traineeship. Although she was a casual trainer she had been enticed by the offer from her employer that learning materials would be supplied. She picked up the workbooks from the office and took them home to review their suitability. The workbooks required a lot of reading about customer service and OH&S and contained a lot of space for writing short answers to questions. As an introduction to working in retail they looked pretty boring. According to the information she had, the prospective learners were a mix of early school leavers and long-term unemployed – she really felt nervous about the reading and writing requirements of the workbooks. Bev's hunch was right. On day one it was clear that the Workbooks would not be suitable and instead Bev began with some background work on listening to customer requests that she presented by showing YouTube clips and following up with role-plays.

RESOURCES

- Tipsheet 12 Promoting effective training content and delivery in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Resources developed with Commonwealth Workplace English Language and Literacy (WELL) and other funding, and available on LiteracyNet:
<<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>>
- Resources developed by the Industry Skills Councils. Follow the links to individual Industry Skills Council websites to note LLN and foundation skills resources they have developed, such as *Taking the Lead*, developed by Service Skills Australia
- Universal instructional design principles <
www.training.qld.gov.au/resources/information/doc/universal-design-checklist.doc,
<<http://training.qld.gov.au/resources/information/pdf/crux-matter-june-2011.pdf>>
- Advice on contextualisation of learning materials is included in the online resources to support the implementation of the FSK Foundation Skills Training Package
<<http://buildingstrongfoundations.ibsa.org.au/>>

Develop learner profiles

Candidates undertaking the Skill Set need to provide evidence of their ability to develop learner profiles for the units TAELLN411 Address adult language, literacy and numeracy skills and TAELLN413 Integrate foundation skills into vocational training delivery.

Depending on the training organisation environment, information about the LLN / foundation skills profile of the learner group can be gathered in a variety of ways:

- through analysis of enrolment information
- from learner self-evaluation
- through pre-training assessment processes
- from information collected by a LLN specialist, possibly including the generation of spiky profiles of core skills described by the ACSF
- observation of learner behaviour.

Learner profiles may take two forms: the profile of a group, e.g. men from a non-English speaking background (NESB) with existing vocational skills but low-level English; or the profile of an individual, e.g. young woman with year 10 education who has had a pre-enrolment assessment that indicates low level numeracy skills.

In the case of a whole group, a specific core skill that figures prominently within a vocational course may need additional training time or emphasis. In these cases unit/s from the FSK Foundation Skills Training Package may be added to the vocational program to increase the nominal hours of delivery time and allow additional time to build the necessary underpinning foundation skills.

In the case of an individual, learner support may be provided using either a stand-alone or integrated approach to assist where the learner is struggling with the foundation skills requirements of a vocational program

Learner profiles may be provided to the trainer as part of the enrolment process or they may choose to do some type of pre-training activity to generate information about learner foundation skills and identify areas that will need specific attention in the training delivery.

RESOURCES

- Topic 2: Learner Characteristics, in the *Knowledge Bank* developed for TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.
<<http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/477/Knowledge-Bank-for-TAE70110-TAE80110.aspx>>
- Tipsheets 2, 3, 9 and 10 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Tools developed by Industry Skills Councils, for example:
 - LLN Tip 4: How do I identify LLN skills in learners? in *Taking the Lead*, developed by the Service Skills Australia
<<http://www.takingthelead.com.au/lln-tips-trainers-and-assessors>>
- The Australian Council for Educational Research (ACER) has a number of tools based on the ACSF and particular vocational training requirements.
<www.acer.edu.au/tests/vocational>

NOTE: Caution should be taken with generic testing, as results may not indicate the exact types of support that learners will require once they are engaged in a specific vocational training program.

Develop training sequences

Candidates undertaking the Skill Set need to provide evidence of their ability to develop training sequences for the unit *TAELLN413 Integrate foundation skills into vocational training delivery*.

A training sequence is an identified 'chunk' of learning within a learning program, with teaching activities organised to build skills and knowledge. In the previous example of cutting lengths of wood according to a set of plans, a training sequence could be developed around reading plans.

The focus of a training sequence may range from delivery of formal training specifications, such as a specific unit from the FSK Foundation Skills Training Package, to instructional activities based around a single workplace task. The training sequence may include using, or developing a series of activities that focus on reading plans, that build increasing levels of complexity.

RESOURCES

- Tipsheet 12 Promoting effective training content and delivery in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>

Identify foundation skills in training specifications

The ability to identify foundation skills in training specifications is required in all of the Skill Set units.

Unpacking the LLN /foundation skills requirements in training specifications can be done in a number of ways. The method used will be influenced by the design of the training specification. Training packages vary in the way that LLN /foundation skills have been included:

- Training packages that comply with the Standards for Training Packages (released by the National Skills Standards Council in 2012) include specific reference to foundation skills in all units of competency. All Industry Skills Councils are using the Australian Core Skills Framework to describe the LLN requirements. Employment skills are described with reference to the Core Skills for Work framework or to Employability Skills.
- Training packages endorsed before 2013 include Employability Skills Statements for each qualification and LLN requirements that are critical to vocational competence embedded in the elements, performance criteria and/or required skills and knowledge of each unit.
- The FSK Foundation Skills Training Package includes units of competency that describe foundation skills outcomes and can be contextualised to support the achievement of vocational competency.

RESOURCES

- *Unpacking LLN from Training Packages*, in Topic 1: The National Vocational Education and Training System, in the Knowledge Bank developed for TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
- Tipsheets 7 and 8 and Template 1 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, Brisbane, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Video segments and advice in *Building Strong Foundations*, an online resource development Innovation and Business Skills Australia to support the implementation of the FSK Foundation Skills Training Package
<<http://buildingstrongfoundations.ibsa.org.au/>>

- Resources available on individual Industry Skills Council websites, such as:
 - LLN Tip 1: How does LLN relate to employability skills? in *Taking the Lead*, developed by Service Skills Australia <<http://www.takingthelead.com.au/lln-tips-trainers-and-assessors>>
- The Core Skills for Work (CSfW) framework can be found at <<http://www.ithacagroup.com.au/wp-content/uploads/2012/08/draft-core-skills-for-work-framework-for-working-sessions.pdf>>
- Canada's Literacy and Essential Skills Network have a number of practical resources dealing with trade areas. <www.nald.ca/library/learning/csc/developing_trades_math_worksheets/developing_trades_math_worksheets.pdf>
- Resources developed with Commonwealth Workplace English Language and Literacy and other funding, and available on LiteracyNet: <www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>

Monitor and evaluate practice

Monitoring and evaluating the efficacy of the foundation skills intervention is included in all three units of this Skill Set. Monitoring and feedback should focus on the impact of the explicit teaching of foundation skills on the achievement of vocational competence.

Monitoring is the process of checking progress or quality over a period of time and can involve informal observation and judgements about progress. It is important that participants develop processes to enable them to gather feedback from learners in a systematic way so they can adjust their practice in a spirit of continuous improvement. Keeping a personal record of resources and instructional strategies that were useful, or not useful, is another strategy.

Evaluation is generally a more formal process of making judgments of merit, worth and significance based on criteria against a set of standards and evidence. A range of criteria would need to be considered.

RESOURCES

- Part 4, Are we there yet? In *From the ground up – Addressing core skills in the Agrifood industry* <http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=OCDEQFjAA&url=http%3A%2F%2Fwww.ymcdn.com%2Fsite%2Fwww.agrifoodskills.net.au%2Fresource%2Fresmgr%2Fwell%2Ffrom_the_ground_up_final.pdf&ei=dbKyUP7uIJGZiQfTxIDYAg&usg=AFQjCNHFvIGnkrLanieN_7RWyIASKFHVMA>
- Tipsheet 12 Promoting effective training content and delivery in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, Brisbane, 2011 <<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Topic 5: *Monitoring and Evaluation*, in the Knowledge Bank developed for TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, <<http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/477/Knowledge-Bank-for-TAE70110-TAE80110.aspx>>

Select, use and review assessment strategies

Candidates undertaking the Skill Set need to provide evidence of their ability to select, use and review assessment strategies for the unit *TAELLN411 Address adult language, literacy and numeracy skills*.

Selecting and using appropriate assessment materials, tasks and tools are all part of a fair, valid and reliable assessment process. The assessment of foundation skills integrated into vocational training specifications is part of the assessment of vocational competence, so it should not be seen as a separate assessment process.

Candidates undertaking the Skill Set need to be aware of the foundation skills integrated into the training specifications that they use in their practice, and the application of these in a workplace context. Any assessment must not overstate the workplace requirements, and should be appropriate for how the task is normally performed in a workplace.

Candidates undertaking the Skill Set need to be able to judge that assessment materials are at a suitable level of literacy for learners. They also need to be aware of any potential barriers that the assessment might present for learners, and know how to make appropriate adjustments. To do this they need to be familiar with the profile of the learner group, and any specific issues that might arise in the assessment process.

RESOURCES

- Tipsheets 10 and 11 and Template 4 in *The crux of the matter: Language, literacy and numeracy and vocational education and training*, Queensland VET Development Centre, Department of Education and Training, Brisbane, 2011
<<http://training.qld.gov.au/information/equity-diversity/resources-tools/index.html>>
- Examples of integrated approaches to assessment are included on *Building Strong Foundations*, Innovation and Business Skills Australia's online resource to support the implementation of the FSK Foundation Skills Training Package.
<<http://buildingstrongfoundations.ibsa.org.au/>>

Appendix A: User Guide – Topic Mapping

This table shows how Performance Evidence (PE) and Knowledge Evidence (KE) from each of the three units in the *Address Foundation Skills in Vocational Training Skill Set* relate to the topics included in this User Guide.

NOTE: Topics in the User Guide provide only a broad introduction and some suggested resources to guide facilitators on the knowledge concepts and practical skills that are relevant to the Skill Set. They are not designed as comprehensive learning and assessment material for the Skill Set.

User Guide topic	TAELLN411	TAELLN412	TAELLN413
Knowledge concepts			
Australian Core Skills Framework		explain the use of tools that analyse training specifications and learner profiles, which must include the Australian Core Skills Framework (ACSF) and Core Skills for Work (KE)	- use the Australian Core Skills Framework (ACSF) to interpret the level of LLN skills required for vocational competence in the training program (PE) - describe components of the Australian Core Skills Framework (ACSF) and Core Skills for Work relevant to analysing training and assessment materials, and explain how to use them when planning and implementing training (KE)

User Guide topic	TAELLN411	TAELLN412	TAELLN413
Barriers to learning		describe ways in which foundation skills can be a barrier to the development of specific vocational competencies (KE)	
Cultural and social considerations	identify cultural and social sensitivities relevant to communicating with individuals who are identified as requiring LLN support (KE)		
Instructional strategies that address foundation skills in vocational training	select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group (PE)	- plan and implement instructional strategies and assessments that integrate foundation skills, in collaboration with vocational and foundation skills practitioners (PE) - describe range of resources and strategies that facilitate successful integration of foundation skills into vocational practice (KE)	- identify at least two instructional strategies that are suitable for the foundation skills requirements of the learner group (covering at least two core skills from the ACSF) (PE) - describe at least two instructional strategies that address at least two foundation skills in vocational training (KE)
Language, literacy and numeracy and foundation skills in a workplace context.	specify the critical LLN skills essential to workplace performance in an identified industry or sector (KE)	- describe techniques for identifying foundation skills content that is central to vocational competence (KE) - describe the foundation skills that are essential to workplace competence in a particular vocational context, focussing on at least two of the core skills (learning, reading, writing, oral communication, numeracy) (KE)	list the foundation skills that are essential to workplace competence in a particular vocational context (KE)

User Guide topic	TAELLN411	TAELLN412	TAELLN413
Practical skills			
Access professional development	determine areas for improvement of own practice (PE)	participate in at least two professional development activities with a foundation skills focus (PE)	- participate in at least two professional development activities with a focus on improving planning and delivery of integrated foundation skills delivery (PE) - outline sources of professional development focussed on foundation skills delivery (KE)
Access resources and support	identify sources of resources, strategies and LLN support available in own training organisation and procedures for accessing them (KE)	explain the organisational operating procedures for securing suitable resources and specialist input (KE)	
Analyse vocational practice		analyse training plans to identify where foundation skills will need to be addressed in training and assessment for at least two of the core skills (learning, reading, writing, oral communication, numeracy) (PE)	
Collaborate with foundation skills specialists	- use advice from specialist LLN practitioners to inform practice (PE) - identify available sources of support to address at least two of the identified LLN skill needs of the learner group (PE)	identify and access specialist input required to support own vocational practice (PE)	

User Guide topic	TAELLN411	TAELLN412	TAELLN413
Customise learning materials	customise and use at least two learning resources to address LLN requirements (PE)	access and use appropriate resources with learners to address at least two of the core skills (learning, reading, writing, oral communication, numeracy) (PE)	
Develop learner profiles	use various sources to gather information on the current LLN skills of a learner group (PE)		analyse sources of information to create a foundation skills profile of the learner group (PE)
Develop training sequences			- collaborate with specialist LLN practitioners and other vocational education and training (VET) colleagues to plan a training sequence (covering at least two core skills from the ACSF) which integrates instructional strategies that match the requirements of the training specification, learner group and vocational delivery context (PE) - deliver the planned training sequence to a group of vocational learners (PE)
Identify foundation skills in training specifications	use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery (PE)	analyse a training specification to identify key areas where foundation skills are critical to vocational competence (PE)	- identify the foundation skills content in a training specification and its relationship to workplace competence (PE) - explain how to identify foundation skills content within a training specification in a relevant vocational area (KE)

User Guide topic	TAELLN411	TAELLN412	TAELLN413
Monitor and evaluate practice	explain techniques for evaluating own training and assessment practice (KE)	- document successful training and assessment practices and resources (PE) - outline techniques used to evaluate approaches and seek feedback (KE)	- check that the integrated strategies are addressing foundation skills requirements and make necessary adjustments to practice (PE) - explain the techniques used for evaluating own training and assessment practice (KE)
Select, use and review assessment strategies	select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group (PE)		