

Addressing Foundation Skills in Assessment Tools

Facilitators Guide



ADDRESSING FOUNDATION SKILLS IN ASSESSMENT TOOLS – FACILITATORS GUIDE

CONTENTS

How to use this guide.....	4
Background information	4
Current focus on foundation skills	4
Foundation Skills – a working definition	5
Australian Core Skills Framework (ACSF)	5
An Introduction to the FSK Foundation Skills Training Package.....	6
How the FSK Foundation Skills Training Package is used within this workshop..	6
Unpacking vocational units to identify foundation skill requirements	7
About this workshop	8
How will this help learners?.....	8
Workshop Preparation	8
The workshop learning methodology	9
Demonstration	9
Guided Practice	11
Independent Performance	13
Additional reading and references	14
Session Plan – Addressing Foundation Skills in (Vocational) Assessment Tools....	16
Guided Practice –Identify trigger words – BSBCMM201A Communicate in the workplace	31
Guided Practice - Assessment Activity	33
Guided Practice – Completed Workplace Activities Grid	37
Guided Practice - Evaluation questions applied to <i>BSBCMM201A Communicate in the Workplace</i>	38
Demonstration - Evaluation - BSBWHS508 Manage WHS Hazards for plant.....	39

How to use this guide

This guide provides information for facilitators planning to deliver this workshop on 'Addressing Foundation Skills in Vocational Assessment Tools'. The background information is recommended as pre-reading before delivering the session to provide context and background on the focus on foundation skills and current initiatives to address the challenge.

This guide is not intended to be prescriptive but rather supportive for experienced facilitators with skill, knowledge and an interest in improving student outcomes by enhancing assessment tools through the use of the Foundation Skills Training Package as a resource.

The guide is laid out as follows:

- Background Information
- Additional Readings and Resources
- Workshop Session Plan
- Handouts

The guide is accompanied by a Participant Workbook and power point slides to make up a full toolkit for facilitators planning to deliver this workshop.

BACKGROUND INFORMATION

Current focus on foundation skills

For a number of years, Australian employers, educators and policy-makers have been conscious of the need to build the language, literacy and numeracy skills of the adult population. Results from the 2006 Adult Literacy and Life Skills (ALLS) Survey drew significant attention to this issue. Statistics from the ALLS have been referenced regularly by a wide range of stakeholders and interest groups.

Influential papers and reports on the issue have included:

- *Future Focus: 2013 National Workforce Development Strategy (2013)* – the Australian Workforce and Productivity Agency (AWPA) emphasised the need to step up to the challenge of raising language, literacy and numeracy levels as a critical national priority.
- *National Foundation Skills Strategy for Adults (2012)* – Australian governments agreed on targets and priority actions to build the literacy and numeracy skills of working age Australians.
- *When Words Fail (2012)* – the Australian Industry Group's final report on their National Workforce Literacy Project emphasised the relationship between literacy and numeracy and workplace productivity.
- *No More Excuses (2011)* – Industry Skills Councils 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 (2010)* – 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 Products for the 21st Century* (2009) – the final report of the Joint Steering Committee of the NQC and the COAG Skills and Workforce Development Subgroup identified the need for ‘a stronger focus in VET products on preparatory and enabling qualifications, and LLN requirements’.

FOUNDATION SKILLS – A WORKING DEFINITION

The term ‘*foundation skills*’ has been adopted at a national level to describe the generic skills that underpin the development and application of more specific skills.

The *National Foundation Skills Strategy for Adults* defines foundation skills as a 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.

This definition encompasses the five skills described by the *Australian Core Skills Framework (ACSF)*– learning, reading, writing, oral communication and numeracy – and employability skills which have been described in the Employability Skills Framework and more recently in the *Core Skills for Work Developmental Framework (CSfW)*.

Foundation skills exist across a continuum of levels and affect an individual’s career choices, ability to progress through a career, change career paths, participate in education and training and engage with their community.

AUSTRALIAN CORE SKILLS FRAMEWORK (ACSF)

The development of core skills is a life long journey for adults as it is likely that new or enhanced core skills will be required for new roles and responsibilities, new situations, or as a result of changes in the environment, including new technologies. Thus, any focus on improving core skills should not be confined to those with limited skills, but extend to anyone facing different roles in life and work in a constantly changing environment.

To capture this, the ACSF describes performance in each of the core skills at five levels of performance along a continuum; see pages 30-33 of the Participant Workbook.

The ACSF can be used to identify and describe an individual’s performance in any of the core skills at a point in time. It can also be used to map the core skills requirements of an education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps.

Within this workshop the ACSF is used to:

- determine core skill requirements of vocational and foundation skill units of competency;
- assign a level of performance required for specific workplace activities; and
- provide examples of workplace activities that demonstrate each core skill.

For further information on the ACSF refer to the references at the back of this guide.

AN INTRODUCTION TO THE FSK FOUNDATION SKILLS TRAINING PACKAGE

The FSK Foundation Skills Training Package is a training package that provides foundation skills units of competency and qualifications for use in vocational education and training (VET) programs to provide vocational pathways. Units and qualifications in the FSK Foundation Skills Training Package (FSKTP) are generic and designed to be contextualised to suit the vocational needs of the learner or the vocational focus of the learning program.

The aim of the FSKTP is to create flexible, new solutions that will make foundation skills development possible for more learners in more training contexts. Use of the FSKTP in VET is not compulsory and the training package does not replace existing accredited courses or other mechanisms for supporting foundation skills development.

The FSKTP contains 91 foundation skills units of competency and 3 qualifications see pages 17-19 of the Participant Workbook. They are specifically designed to support the development of foundation skills in a vocational context, not to provide evidence of foundation skill levels. All endorsed training package content can be accessed on: www.training.gov.au.

Units of competency in the FSKTP have been organised into six skill groups: learning, reading, writing, oral communication, numeracy and digital technology. While these groups primarily reflect the core skills described by the Australian Core Skills Framework (ACSF) they also encompass employability skills of communication, planning and organising, problem solving, learning, team work and technology and have been informed by the Core Skills for Work Developmental Framework, see pages 20 and 21 of the Participant Workbook.

Training Package units of competency are not aligned to levels within the Australian Qualifications Framework (AQF). This principle is particularly important for FSKTP units because they can be used to support the foundation skills development of learners undertaking vocational qualifications at any AQF level. For example, the unit *FSKNUM12 Identify and interpret information in familiar tables, graphs and charts for work* may be used to support the delivery of qualifications in a variety of industries across a number of AQF levels depending on the learning needs of the individual learner.

The National Skills Standards Council (NSSC) has provided advice that the removal of AQF unit identifiers from units will prevent ongoing confusion regarding packaging rules and assessment of units across multiple AQF levels. However, the decision to recode and remove unit identifiers is not mandatory and will be at the discretion of Industry Skill Councils.

HOW THE FSK FOUNDATION SKILLS TRAINING PACKAGE IS USED WITHIN THIS WORKSHOP

Vocational units of competency are ‘unpacked’ and assigned a level of foundation skill requirement. An appropriate FSKTP unit is identified to guide the development of an appropriate workplace activity for assessment purposes that will demonstrate both vocational and foundation skills. In this way the FSKTP units of competency work hand in hand with the vocational unit not in addition to.

UNPACKING VOCATIONAL UNITS TO IDENTIFY FOUNDATION SKILL REQUIREMENTS

A number of Industry Skills Councils (ISCs) have produced advice on unpacking vocational units of competency to identify foundation skill requirements. The format and content of units of competency can vary slightly between industries and on how recently the unit was developed. Newer units of competency include more explicit information on foundation skills requirements. This information can be used to guide the selection of FSKTP units to support a vocational program.

The approach taken for this workshop is to locate 'trigger' words, being words that indicate a foundation skill is required for performance of a specific competency. These 'trigger' words are then mapped to examples of workplace activities as provided by the ACSF.

About this workshop

This workshop aims to build capacity within the VET workforce to address foundation skills in vocational assessments and develop an understanding of how the Foundation Skills Training Package can support development of assessment tools.

All activities require participants to focus on the question, **'What does competency look like in the workplace?'** Consideration is given to appropriate workplace context of foundation skills underpinning assessment activities

The workshop demonstrates a **6 step model** to identify and integrate foundation skills and vocational skills when developing assessment activities. The model can be applied to a range of industries and job roles across different levels of performance demands.

A session plan, slides and Participant Workbook are provided to facilitate workshop delivery in a group setting, however the resources can also be used for independent learning.

How will this help learners?

- Learners will be provided with clear instructions for assessment activities that encompass both vocational and foundation skill requirements.
- Assessment tools and activities will be contextualised for workplace settings to support preparation for employment outcomes.
- Learners will strengthen their foundation skills consistent with workplace expectations.

Workshop Preparation

The intended workshop audience will include new and existing VET practitioners who are experienced in vocational delivery and have industry specific knowledge and expertise. Completion of TAELLN401 Address adult language, literacy and numeracy skills or the more recent version TAELLN411 is a recommended pre-requisite to ensure an understanding of the principles of addressing language, literacy and numeracy needs of learners which will include knowledge of the ACSF and its use in vocational training and resource development.

As part of workshop preparation, all participants are to be asked to bring with them at least one unit of competency they are familiar with for their particular area of vocational expertise plus one assessment activity that directly relates to the same unit of competency. These will be used as materials for Independent Performance. It is recommended that the facilitator have additional units of competency and associated assessment activity in the event participants forget to bring their own.

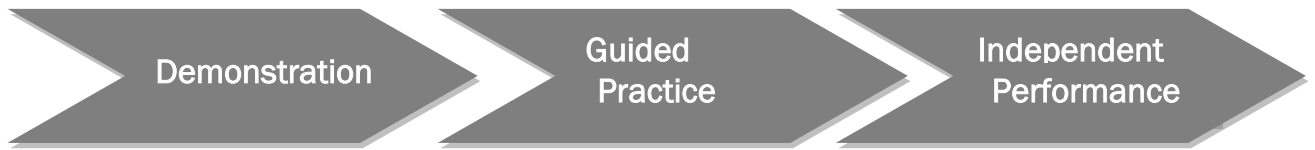
The facilitator may find it useful to have full copies of units of competency used, namely BSBCMM201A Communicate in the workplace and BSBWHS508 Manage workplace hazards associated with plant and the Foundation Skills Training Package. Participant copies will be required of the following:

- Participant Workbook
- Handouts

Access to the full suite of FSTKP units, in written form or by mobile device / computer is needed for some activities. Refer to the section on Independent Performance.

The workshop learning methodology

The workshop seeks to embed learning through three stages:



Demonstration	The facilitator will work through a ‘completed’ activity to breakdown each step and introduce supporting knowledge.
Guided Practice	Working in pairs or small groups, participants will work through a second example in a supported environment. Completed materials are available to assist the facilitator but emphasis is on practice by the participants.
Independent Performance	Participants will work through materials they bring to the workshop applying new skills and knowledge to improve existing assessment tools.

These stages are described in further detail in the following sections and provide background to and support the session plan.

DEMONSTRATION

Using a ‘before and after’ example, participants will be guided through **6** steps that form the basis of a ‘model’ to develop/modify assessment activities.

Address foundation skills in assessment tools	<ol style="list-style-type: none"> 1. Identify foundation skills 2. Define the workplace activity 3. Assign the level of performance 4. Select appropriate support (FSKTP) 5. Develop/modify assessment tool 6. Evaluate the assessment tool
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A key aspect of the model is to ensure that performance of the vocational and foundation skills are consistent with workplace expectations.

The focus of this stage is to introduce the six steps and develop an understanding of how to build on existing knowledge regarding foundation skills, ACSF & levels of performance and expectations of a workplace to ensure assessment activities encompass both foundation and vocational skills.

The unit of competency used as a worked example at this stage is BSBWHS508A Identify WHS hazards associated with plant.

The foundation skill that is primarily being addressed through this activity is writing at a fairly high level based on the requirements of the unit.

The associated foundation skill unit of competence is FSKWTG10 Write complex workplace texts.

The 'before and after' examples are sourced from the IBSA resource, Building Strong Foundations.

Within this stage there will be a review of the presentation of FSKTP units of competency to develop understanding of how they can be used as a resource to support vocational delivery rather than adding additional requirements for learning and assessments.

GUIDED PRACTICE

This stage is arranged so that the knowledge gained through the demonstration stage can be applied by participants under structured supervision. Outcomes and actions may vary subject to the range of industry fields and context of participants.

The unit of competency used in this stage is BSBCMM201A Communicate in the workplace. The unit has potential for application in a range of workplace contexts and job roles. The steps of the model are applied through the guided practice stage.

Trigger words are identified and grouped according to foundation skills.

A workplace activity grid generates ideas on what the competency will look like in the workplace. Examples are to be generated by the group with some recommendations included in the session plan.

Levels of required performance are determined using the workplace examples from the ACSF table.

The associated workplace activity is nominated as ‘Present information to colleagues at a team meeting regarding new workplace information’.

For this activity, the foundation skill focus is on oral communication. The selected foundation skill unit of competence is FSKOCM06 Use oral communication skills to participate in workplace teams. A discussion is held to agree on why this is the appropriate unit for this purpose.

An assessment activity is developed by guiding the conversation as to what that assessment activity will include and what it will ‘look like’ for the learner who is using it.

Ideally the participants will construct their own assessment activity however an example is provided to keep the session and conversation focussed.

The following table is prepared to indicate how the assessment activity can be developed to include both foundation and vocational performance. This could be provided as a handout for participants as an example of how an assessment activity can be developed that includes both foundation and vocation performance.

FSKOCM06 Use oral communication skills to participate in workplace teams	Workplace Activity <i>Present information to colleagues regarding new workplace information</i>	BSBCMM201A Communicate in the workplace
1. Plan to interact in workplace teams 1.1 Identify purpose of the interaction 1.2 Identify oral communication strategies to communicate effectively in a team 2. Interact effectively in workplace teams 2.1 Use oral communication strategies 2.2 Use appropriate grammar,	Scope of assessment activity: <ul style="list-style-type: none"> • Collect the information needed to adequately prepare for the presentation. • Conduct a role play in which the learner is the team member making a short presentation at a team meeting. Conduct to reflect consideration of team diversity. • Use of a template that will guide the presentation handout. 	1. Gather, convey and receive information and ideas. 1.1 Collect information to achieve work responsibilities from appropriate sources 1.2 Use method/s and/or <i>equipment</i> to communicate appropriate ideas and information to the audience 1.3 Use effective listening and speaking skills in <i>verbal communication</i> 1.4 Seek input from internal and external sources to develop and refine

<p>vocabulary and pronunciation</p> <p>2.3 Use appropriate non-verbal communication strategies</p> <p>3. Review own performance</p> <p>3.1 Seek feedback on effectiveness of communication for team participation</p> <p>3.2 Evaluate own performance to identify areas for improvement</p>	<p>Steps to prepare the assessment tool:</p> <ul style="list-style-type: none"> • Develop a scenario for use as role play • Develop templates – based on workplace standards / existing samples • Develop instructions that will guide performance of learner to achieve demonstrate competence • Develop observer checklist resource <p>Performance of learner will include:</p> <ul style="list-style-type: none"> • Preparing for the presentation (role play) • Demonstrating understanding through role play participation • Completing documents • Evaluating own performance 	<p>new ideas and approaches</p> <p>1.5 Respond to instructions or enquiries promptly and in accordance with <i>organisational requirements</i></p> <p>2. Complete workplace documentation and correspondence</p> <p>2.1 Present <i>written information</i> and ideas in clear and concise language to ensure the intended meaning of <i>correspondence</i> is understood by recipient</p> <p>2.2 Draft and present correspondence within designated time lines</p> <p>2.3 Ensure presentation of written information meets organisational <i>standards</i> of style, format and accuracy</p> <p>2.4 Complete workplace forms and documentation in a clear, concise and easy to read format</p> <p>3. Communicate in a way that responds positively to individual differences</p> <p>3.1 Value all individuals and treat them with respect, courtesy and sensitivity</p> <p>3.2 Take into consideration cultural differences in all verbal and non-verbal communication</p> <p>3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence</p> <p>3.4 Make efforts to use basic strategies to overcome language barriers</p> <p>3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols</p>
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The attention is on verbal communication, although tasks of written communication are also included to encompass performance criteria of BSBCMM201A in a seamless manner.

Discussion may include consideration of FSKTP writing units (FSKWTG09 and/or FSKWTG10) however this is not expressly demonstrated to avoid confusion. Conversation on this matter is at the discretion of the facilitator and level of knowledge of participants.

The sample assessment activity is provided to demonstrate how it might be presented for the learner.

Using the example assessment activity discuss the way in which the requirements of the foundation skill of oral communication are being addressed at the same time as vocational skill requirements.

Materials have been provided for the assessment activity including the template to guide the conversation.

For those in the group who wish to ‘stretch’ their skills and knowledge, they could build on the example to include foundation skills within FSKWTG09.

INDEPENDENT PERFORMANCE

This stage allows participants time to work on their own unit of competency and assessment activity or one supplied by the facilitator.

Just over 1 hour is provided, with the ideal allocation being around 90 minutes when completing the entire revised assessment activity. It is expected that if the model being introduced takes longer than this for any trainer/assessor to apply in their own working environment, then the likelihood it will be used is diminished.

Realistically the modifications to be made to any resource will not be made within the workshop due to lack of access to all required resources. However, the participants should use the templates provided within their workbook to complete the following steps within nominated times:

Steps	Minutes
Identify foundation skills – locate trigger words / establish foundation skills	10
Define the workplace activity – create a list of activities relevant to specific workplaces and job roles	10
Assign level of performance – using the ACSF workplace examples as a guide	5
Select appropriate (FSKTP) resource	10
Modify assessment tool	45
Evaluate the assessment tool	10
Total	90

The step to modify the assessment tool in practice would, in most cases, require access to an electronic copy of the resource. For this workshop, participants are provided with space in the workbook to note down what changes they will make. Look for details in the session plan.

If participants do not have a resource with them, an optional unit and assessment tool are available for use and can be introduced by the facilitator. Participants then work through the model and make appropriate recommendations for a revised assessment activity.

Access to the FSK TP in hard copy or electronically would provide a useful resource for this stage.

There is a risk with this stage of the workshop that participants may disengage, particularly those who are not working on their own materials. Care must be taken to monitor the group and ensure they are making progress. Ask questions to check understanding of each step and review the work being done.

Workshop Close

The facilitator should use the participants to identify and summarise key learnings and agree to next steps to encourage their continued engagement with the tool.

ADDITIONAL READING AND REFERENCES

[Australian Core Skills Framework](#)

The revised Australian Core Skills Framework (ACSF) includes a ACSF Pre Level 1 Supplement.

The Australian Core Skills Framework (ACSF) describes levels of performance in the five core skills of:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

[Core Skills for Work Developmental Framework](#)

In August 2013, the Australian Government released the Core Skills for Work Developmental Framework (CSfW). It can also be used by trainers, educators and those who work with job seekers to more explicitly address the development of these skills. The CSfW is available for access at the website.

[Industry Skills Councils](#)

Industry Skills Councils (ISC's) have developed a number of resources to support the implementation of Foundation Skills. ISC's develop, implement and continue to improve quality training and workforce development products and services including Industry Training Packages. Access to specific resources developed to support the implementation of FSK can be obtained at each ISC website.

[Foundation Skills Training Package FSK](#)

The Foundation Skills Training Package FSK was endorsed by the NSSC in February 2013 and is currently available to view and download on the training.gov.au (TGA) website.

[Building Strong Foundations \(IBSA\)](#)

IBSA have developed a number of resources to support the implementation of the FSK Training Package. Information and updates can be accessed from the website.

[National Foundation Skills Strategy For Adults](#)

Standing Council on Tertiary Education Skills & Employment (SCOTESE) 2012, National Foundation Skills Strategy for Adults can be accessed on the IBSA website.

Four key priority areas

- Raising awareness and commitment to action
- Adult learners have high quality learning opportunities and outcomes
- Strengthening foundation skills in the workplace
- Building the capacity of the education and training workforces to deliver foundation skills

[No More Excuses](#)

The Industry Skills Councils (ISCs) believe that responsibility for building the LLN skills of Australians should be shared by industry and all education sectors. Nothing less than a co-ordinated response to the LLN challenge will succeed. Within the Vocational Education and Training (VET) system, ISCs proposed a better identification of the LLN skills of learners before training, and targeted funding to address identified LLN skill gaps. An increased capacity in the VET system, and all practitioners, to support the LLN skill development needs of learners and workers and better-targeted solutions for building the LLN skills of workers/learners is critical.

[The Crux of the Matter](#)

Queensland VET Development Centre 2011, *The Crux of the Matter: Language, Literacy and Numeracy and Vocational Education and Training*

This resource assists VET professionals in assessment practices that explicitly address LLN and provides good practice, suggestions and practical assistance regarding:

- Communicating with clients
- Addressing access and equity issues
- Developing and monitoring trainer and assessor qualifications and skills
- Promoting effective assessment methodology
- Promoting effective LLN training content and delivery
- Providing LLN support services

[Designing assessment tools for quality outcomes in VET](#)

This publication designed by the Department of Training and Workforce Development, Western Australia 2012, is designed to assist trainers to design practical assessment tools to support confidence in the quality of evidence collected.

SESSION PLAN – ADDRESSING FOUNDATION SKILLS IN (VOCATIONAL) ASSESSMENT TOOLS

The workshop timing is based on a 9.00am start through to a 4.00pm completion time. Breaks are allocated as a guide and may be varied to suit progress of the session, with 15 minutes allocated for morning break, 30 minutes for lunch and 10 minutes for the afternoon break.

Room set up should allow for unobstructed line of sight to power point slides and have sufficient space for participants to interact as needed.

Time	Topic	Content / Activities	Resources
(9.00) 15 min	Welcome & Introductions	<p>Welcome and introduce self Housekeeping matters: Emergency Exits / Toilets / Smoking / Mobile Phones Purpose and overview of session Why are we here? Purpose for participants and purpose for VET learners.</p> <p>Use an icebreaker activity that will allow each person to introduce themselves and shift their focus to the workshop. <u>Allow 10 minutes only.</u></p>	<p>Slide 2</p> <p>Slide 3 & 4</p>
(9.15) 10 min	Assess level of knowledge & explore steps for this process	<p>Discuss and confirm current understanding of</p> <ul style="list-style-type: none"> • foundation skills and Foundations Skills Training Package. • ACSF / use of trigger words / • outcomes of TAELN401/411 Address adult language, literacy and numeracy skills • (and who has completed) <p><i>Assessing the level of understanding within the group allows the facilitator to use existing knowledge and adapt areas of focus to ensure that the concepts are understood whilst avoiding distracting issues/ conversations.</i></p> <p>Q – What does the term ‘foundation skills’ refer to? Discuss responses Present working definition that includes both core skills plus employability skills (and/or core skills for work).</p> <p>Q – What do you (as group) know about the Foundation Skills Training Package? Discuss responses FSK TP is a tool to assist in developing foundation skills that will enable learners to participate in vocational training and/or accessing employment pathways. The FSKTP includes:</p> <ul style="list-style-type: none"> • 3 qualifications • 91 units of competency • 6 skills areas and subgroups • designed to be contextualised for industry / vocation <p>Different approaches for use:</p> <ul style="list-style-type: none"> • Inclusion of units within vocational training plan • Delivery of defined qualifications – including importing of vocational units • <u>Resource to inform embedding of foundation skills within deliver of vocational units. (workshop focus)</u> 	<p>General questions and discussion</p> <p>Slide 5 - What are foundation skills? Slide 6 – What are foundation skills?</p> <p>Slide 7 & 8 Foundation Skills Training Package</p> <p>Workbook page 17 - FSKTP – qualifications and units – listing.</p> <p>Workbook page 20 & 21 – FSKTP matrix of units</p>

Time	Topic	Content / Activities	Resources
	Methodology and overview:	<p>Today will focus on how to use as a supporting resource for development of assessment tools.</p> <p>FSKTP is a unique training package – intended for application across all industries / fields of work. We will look in further detail at the FKSTP as the workshop progresses and will use the matrix in more detail. <u>This is an introductory look at what is included in FSKTP. Not an evaluation of the package.</u></p> <p>Today’s workshop will involve three stages: Demonstration / Guided Practice / Independent Performance</p> <p>Aim of this workshop is to provide understanding of how to improve existing assessment tools that will contribute to improved student achievement as well as strengthening their foundation skills to meet workplace expectations. This learning/model can also be applied to development of new tools.</p> <p>Review the examples in workbook – Using BSBWHS508A Manage WHS hazards of plant. Consider the initial example and then modified version. What do you notice about these different versions? Gain feedback / comments on the final product that may include:</p> <ul style="list-style-type: none"> • Use of visual guides • Cohesive steps to follow • Provision of template to work with • Instructions more specific and user friendly language <p>The intent is not to make the assessment activity easy but easier to follow and set up for success. <i>This conversation is to establish where the workshop is headed. Not intended to be a full analysis of the end product, but to serve as a ‘signpost’.</i></p> <p>To get to this end product, will take the following steps:</p> <ul style="list-style-type: none"> • Identify foundation skill requirements • Define workplace activity • Assign level of performance (ACSF) • Select appropriate support (FSKTP) • Modify (improve) assessment tool • Evaluate the assessment tool 	<p>Slide 9 – Learning today</p> <p>Workbook page 23 & 24 Example of pre and post assessment tool for BSBWHS508A</p> <p>Slide 10 – Addressing foundation skills in assessment tools</p>
(9.25) 15 min	Demonstration: Step 1 Identify foundation skill requirements	<p>As part of training package reforms, all units of competency are being reviewed to ensure that the foundation skills are identified. This work is being done by Industry Skills Councils (ISCs). Different approaches being taken by industries and Industry Skill Councils developing training packages.</p> <p>Today’s approach – look for trigger words. Q - What does this mean? Who is familiar with this approach? Trigger words: Words that are used to indicate a foundation or core skill requirement.</p>	<p>Slide 11 – Identify foundation skill requirements</p>

Time	Topic	Content / Activities	Resources
	Review/Link	<p>Point out that examples are colour coded to correlate to ACSF.</p> <p>Example page 28 completed to locate trigger words and associated foundation/core skill.</p> <p><i>Discuss and allow group to review the worked example on page 28 of Workbook. Allow discussion on words that may be interpreted differently or allow for multiple actions eg:</i></p> <ul style="list-style-type: none"> • <i>report – verbal / written action</i> • <i>analyse & interpret – observation / reading / learning</i> • <i>communicate – verbal / written</i> <p>NOTE: Not all foundation skills are found in each unit of competency. No requirement to identify ALL foundation skills – will be subject to the content of the competence. Multiple examples of the same skill are highly likely to exist.</p> <p>This establishes WHAT foundation skills are required. Future steps will involve determining the LEVEL of performance required.</p>	<p>Workbook page 26 - Trigger words</p> <p>Workbook page 28 - BSBWHS508A foundation skills highlighted.</p> <p>Slide 12 - Identify foundation skills – BSBWHS508A</p> <p>Slide 13 - Identify foundation skills – BSBWHS508A</p>
(9.40) 15 min	Demonstration: Step 2 Define the workplace activity	<p>Having identified what foundation skills are needed, the next step is to identify a suitable workplace activity that can be used in assessment conditions (as case study/role play/workplace observation) that will allow for the competency to be demonstrated.</p> <p>Q - What does the competency look like in the workplace? <u>This is a central theme for this workshop.</u></p> <p>Q - Looking at the unit BSBWHS508A (page28), how might this competency be demonstrated in a workplace?</p> <p><i>To assist the discussion provide context of workplace setting, eg hospital/construction site/hotel/office. The unit is within the BSB package and hence may be used in a range of industries or working environments.</i></p> <p>Take note of the suggestions from the group of workplace activities and note on whiteboard. Examples might include:</p> <ul style="list-style-type: none"> • Conduct/ prepare a workplace hazard inspection checklist • Review manufacture instructions/operations manual • Prepare SOPs for particular plant/equipment • Train someone to SOPs for particular plant/equipment <p><i>This step is to focus on what does this competency look like in the workplace. Explore all ideas to achieve some workplace specifics/context. Vocational trainers should be workplace experts – having an understanding of the</i></p>	<p>Slide 14 – Define the workplace activity: What does this look like in the workplace?</p> <p>General question and discussion using whiteboard for responses</p>

Time	Topic	Content / Activities	Resources
	Review / Link	<p><i>environments they are preparing their learners for. Use the 'expert' knowledge of their industries to generate focus and discussion.</i></p> <p><i>Note: this is a 'managing' skill, so activities are likely to be complex and may involve development/implementation and/or evaluation.</i></p> <p>Review the list generated by the group.</p> <p>Q – What foundation skills would be required for these activities? <i>Purpose here is to consider the workplace activities and explore the connection to required foundation skills – use the terms of oral communication, digital technology and learning to reinforce the connection to foundation skills as clustered within FSK TP – broaden from “LLN” as a narrow focus.</i></p> <p>Review – Workplace Activities Grid – completed for BSBWHS508A</p> <p>This template is used to note down the range of workplace activities that will provide the opportunity to demonstrate competency taking into account realistic settings/tasks or responsibilities of an associated job role.</p> <p><i>Discuss the examples of workplace activities and compare to those on the whiteboard by relating to the unit of competency.</i></p> <p><i>Discuss the grouping to the foundation skill headings and relate to the trigger words activity that identified the foundation skill requirements.</i></p> <p>Having identified the foundation skills that are needed to perform (the competency) in the workplace, next step was to identify an appropriate workplace activity that can be used to design/develop a suitable assessment activity.</p> <p>Next step is to consider the level of performance that is needed for the unit of competency.</p>	<p>Slide 15 – Define the workplace activity – Workplace Activities Grid.</p> <p>Workbook page 34 – Workplace Activities Grid.</p> <p>Slide 16 – Learning Skills Summary / workplace activities</p> <p>Slide 17 – Writing Skill Summary/workplace activities</p>
(9.55) 20 min	Demonstration: Step 3 Assign level of performance / task complexity	<p><i>Revisit understanding of ACSF – recall from earlier canvassing of the group as to where the group understanding is.</i></p> <p>Vocational skills progress through AQF – Cert I to Adv Diploma and beyond. Demonstrate that vocational skills 'advance'. Expectations increase – job outcomes at each AQF level are more demanding in what is expected in a workplace. Recall - foundation skills progress through a range basic, simple, routine and complex.</p> <p>Progress of foundation skills linked to the ACSF levels of performance (Not AQF). Explain how this is applied in the FSKTP skill matrix of units. Notice the levels that are listed on the left hand side. This relates to the LEVEL of</p>	<p>Slide 18 – Assign the level of performance</p> <p>Workbook page 20 - FSKTP skill matrix.</p>

Time	Topic	Content / Activities	Resources
		<p>performance that is required to demonstrate these foundation skills. Determined by the ACSF that works with 5 levels of performance, plus a pre-level of performance.</p> <p><i>Take care to avoid lengthy discussions around the purpose and application of the ACSF. As per earlier advice, it is anticipated that participants will have completed TAELLN401/411 and have a working knowledge of the ACSF.</i></p> <p>Once foundation skill requirements are identified, the LEVEL of performance is determined. ACSF provides advice on benchmarking of performance levels by providing a guide to what the levels of performance will look like in a workplace, community, and training and education setting.</p> <p>The Workbook provides examples (as provided by ACSF) of workplace activities for the core skills. This is used to confirm where the workplace activity (of step 2) will sit on the continuum of performance.</p> <p>Discuss the examples and relate to the completed workplace activities grid for BSBWHS508.</p> <p><i>Purpose is to look at the words that are used to indicate an increased performance level and hence decide on suitable level for the workplace activity. Allow for discussion of interpretation, but accept that for this exercise the level of performance for the core skill of learning is Level 4.</i></p> <p>Q What levels of performance can be allocated to the other core skills? For this exercise, all foundation skills have been established at Level 4.</p> <p><u>No level for digital technology – not covered within ACSF.</u> Within FSKTP, digital technology assigned some ‘equivalency’ to ACSF levels of performance. Again, being used to ‘benchmark’ workplace expectations; increasing performance levels. The digital units are aligned on the intent to address skills required with progressive expectations.</p> <p>Recall all foundation skills exist across a continuum. <i>Similar treatment given to planning/organising & teamwork. More apparent with digital technology.</i></p>	<p>Slide 19 Assign the level of performance – ACSF sample activities</p> <p>Workbook page 30 - sample activities</p> <p>Slide 20 – Assign the level of performance – activities grid</p> <p>Workbook page 34 – BSBWHS508A completed activities grid</p> <p>General discussion</p> <p>Slide 21 – Assign level of performance – Digital Technology</p>
(10.15) 20 min	<p>Review / Link</p> <p>Demonstration: Step 4 Select appropriate support (FSKTP)</p>	<p>Review progress in the model: Step 1 - determined which foundation skills required Step 2 - determined a suitable workplace activity to demonstrate vocational competence Step 3 - determined level of performance. Next step – select appropriate support (from FSKTP)</p> <p>Stated initial purpose of this workshop is to use the foundation skills training package as a resource to enhance assessment tools. The workplace activity for BSBWHS508 is to “Write a purchase, installation and commissioning report to address WHS implications of plant”. On the workplace activities grid, this appears within the foundation skill of Writing.</p>	

Note: Not addressing all the foundation skills needed for the entire unit. This is demonstrating a model and the focus is on the writing skills as required for this example.

Recall – FSK Training package is a tool to assist in developing foundation skills that will enable learning in a vocational context.

Different approaches for use:

- Inclusion of units within vocational training plan
- Delivery of defined qualifications – including importing of vocational units
- **Resource to inform embedding of foundation skills within deliver of vocational units. (workshop focus)**

Q - Which unit of foundation skill competency will support this assessment activity?

FSKWTG10 Write complex documents.

Q - Why this unit?

Writing and the level of performance required.

Performance at level 4 required for the activity (as determined from step 3).

Q - How are these units of competence different to vocational units?

Reinforce generic application – skills are generic skills to underpin the development and application of more specific (vocational) skills.

Review the extracts from these units and consider the variations between them and the elements of performance. Allow paired (or group) discussion on FSKWKG3,6,9,10,11 to consider:

- Basic, simple, routine, complex, highly complex
- Progressing in complexity – level of performance needed.
- Writing, draft, review and revise to finalise
- Finalise, check draft, seek advice on draft, self review, critically review, review and reflect.

Discuss the implications of each of these and review in detail the elements and performance criteria for FSKWTG10 and why it is the most appropriate resource to use as support.

Q - What does this (foundation skill) look like in workplace performance? Considerations/actions that would see the foundation skill being demonstrated in workplace context.

Element	Performance Criteria	Considerations / Actions
Prepare to write complex workplace texts	Identify audience and purpose of complex text Identify text features Plan to write	Determining who will read and why they will read. Layout of the report: intro / overview / exec summary / contents / glossary /

Slide 22 – Select the appropriate support– FSKTP

Workbook page 20 & 21– FSKTP Matrix

Slide 23 – Foundation Skill Matrix - writing

Workbook page 36 - 38 - FSKWTG Writing units

Slide 24 – Select appropriate support – FSKWTG10

Whiteboard to note considerations of what this will look like in a workplace context.

				index. Collect the materials, supporting documents / information that will be used within the report.									
		Draft complex workplace texts	Use drafting strategies to write complex text Use appropriate layout and organisation Use appropriate grammar and vocabulary and writing conventions	Prepare an initial copy. Organise and reorganise the sequence. Ensure cohesive and logical flow. Consider the language / jargon appropriate to the audience / industry and the purpose. Formal presentation or informal – what approach will suit the message and audience?									
		Review and finalise complex workplace texts	Critically review draft text Revise and finalise text.	Evaluate – proof read – reconsider the purpose and audience. Adjust / revise and prepare final version.									
(10.35) 10 min	Demonstration: Step 5 – Modify / Develop Assessment tool	<p>Return to example of improved assessment tool for BSBWHS508A Q - How is FSKWTG10 reflected in the revised assessment tool?</p> <table border="1"> <thead> <tr> <th>Element / Performance Criteria</th> <th>Demonstrated within assessment tool at item:</th> </tr> </thead> <tbody> <tr> <td>Identify audience and purpose Identify text features</td> <td>4a) Audience 4) provides details of what sections to include as content / organises the content 5) requires participant to present material in suitable chunks of information and in a logical sequence</td> </tr> <tr> <td>Use drafting strategies Use appropriate layout and organisation Use appropriate grammar, vocabulary and writing conventions</td> <td>6) Write a draft (of specified volume*) and have this checked. Use of table to represent aspects of information. Use of template – <u>this should be a real workplace example</u>. Advice on requirement to check spelling. Advice on use of headings. *within workplace, may not have a specified word count, but leads to rationalise the information available for presentation/purpose</td> </tr> <tr> <td>Critically review draft Revise and finalise</td> <td>Timeframe established for drafting, availability of feedback and final submission. Source of independent advice established – who might this be in a workplace?</td> </tr> </tbody> </table> <p>By re-designing the assessment activity/tool the performance is more aligned to workplace expectations not just of the vocational learning, but also the foundation skill – ‘write complex workplace texts’. Not making the assessment easy but easier to understand.</p>			Element / Performance Criteria	Demonstrated within assessment tool at item:	Identify audience and purpose Identify text features	4a) Audience 4) provides details of what sections to include as content / organises the content 5) requires participant to present material in suitable chunks of information and in a logical sequence	Use drafting strategies Use appropriate layout and organisation Use appropriate grammar, vocabulary and writing conventions	6) Write a draft (of specified volume*) and have this checked. Use of table to represent aspects of information. Use of template – <u>this should be a real workplace example</u> . Advice on requirement to check spelling. Advice on use of headings. *within workplace, may not have a specified word count, but leads to rationalise the information available for presentation/purpose	Critically review draft Revise and finalise	Timeframe established for drafting, availability of feedback and final submission. Source of independent advice established – who might this be in a workplace?	Workbook pages 24 & 25 – Post foundation skills consideration Slide 25 – Modify / Develop assessment activity.
Element / Performance Criteria	Demonstrated within assessment tool at item:												
Identify audience and purpose Identify text features	4a) Audience 4) provides details of what sections to include as content / organises the content 5) requires participant to present material in suitable chunks of information and in a logical sequence												
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	Review/Link	Check understanding and clarify concerns.	
(10.45) 10 min	Demonstration: Step 6 Evaluate the assessment tool	<p>To fully develop an assessment tool, it is appropriate to conduct an evaluation.</p> <p>Regular VET practice to evaluate assessment tools.</p> <p>Q - Why? To ensure relevance, sufficiency, validity, ensure continuous improvement.</p> <p>Evaluation <i>in this context</i> is to consider integration of foundation skills and overall useability of the assessment tool. Three questions to address:</p> <ul style="list-style-type: none"> • Does the task reflect real workplace activity? • Does the task reflect real workplace standards? • Is it user friendly for the learner? <p>Review the assessment tool and identify how it addresses these three questions.</p> <p><i>Responses to consider:</i></p> <ul style="list-style-type: none"> • <i>Workplace realistically will prepare report before making an investment of funds</i> • <i>Workplace reports will follow organisational styles / business conventions of sections</i> • <i>Due dates / time lines are applied to workplace reports / activities</i> • <i>Consultation and research will be completed</i> • <i>Consideration and reference to legislation included</i> • <i>Continuous improvement achieved through draft, reflection and modifications</i> <p>Use the Evaluation on page 39 of this guide (and workbook) to inform this conversation.</p>	<p>Slide 26 – Evaluate the Assessment Tool</p> <p>General responses on whiteboard</p>
(10.55) 5 min	Review / Link	<p>Through demonstration stage:</p> <p>Step 1 - Unit of competency unpacked – use of trigger words to determine foundation skill requirements</p> <p>Step 2 - Ask the question: “what does this competency look like in the workplace?” and determine an (range of) activity that will demonstrate vocational competence and underpinning foundation skill(s)</p> <p>Step 3 - Establish the level of performance needed for the unit of competence / and workplace activity</p> <p>Step 4 - Use FSK TP to locate a suitable unit that can be used to demonstrate the foundation skill and contextualise for the workplace</p> <p>Step 5 - Revise (or develop) an assessment tool to consider the foundations skills and how they are demonstrated in workplace</p> <p>Step 6 - Evaluate the assessment tool to determine useability / foundation skills applied in workplace context</p>	<p>Slide 27 – Learning today</p>
11.00 Morning Break – restrict to 15 minutes or less subject to timing.			

<p>(11.15) 15 min</p>	<p>Guided Practice: Step 1 Identify foundation skill requirements</p>	<p>For the next part of workshop, will work with a second unit of competency and apply the 6 steps through guided practice</p> <p><i>Unit of competency nominated is BSBCMM201. Selected as being a unit that addresses a skill that is likely to be required for any industry or working environment and required for a range of roles with varying levels of responsibility / authority. The purpose of the next stage of the workshop is to apply the learning from stage one and determine gaps in understanding and clarify as appropriate.</i></p> <p>Recommend that participants work in pairs or small groups, although can be worked independently. Facilitator required to monitor progress and provide support as appropriate.</p> <p>Now going to apply the six steps on BSBCMM201A Communicate in the workplace. Unit chosen for potential to be applied in a range of industry and job role contexts.</p> <p>Review the unit of competency for BSBCMM201A Communicate in the workplace Ask participants to locate trigger words and determine which foundation skills are required.</p> <p><i>A completed example is provided as Handout 1 in this guide, page 31 Discuss the trigger words identified. Remember to consider the context of the word eg: communicate / analyse may apply to different foundation skills.</i></p> <p>Q - Which <u>foundation skills</u> are required for this unit of competency?</p> <table data-bbox="519 868 1536 1362"> <tr> <td>Learning</td> <td>Collect information to achieve work responsibilities Ensure behaviour is consistent with legislative requirements... Take into consideration cultural differences</td> </tr> <tr> <td>Digital Technology</td> <td>Select and use equipment appropriate to the communication tasks</td> </tr> <tr> <td>Oral communication</td> <td>Use appropriate to develop and maintain positive relationships... Seek input to develop and refine new ideas and approach</td> </tr> <tr> <td>Writing</td> <td>Draft and prepare correspondence... Complete workplace forms and documentation</td> </tr> <tr> <td>Numeracy</td> <td>Within designated timelines</td> </tr> <tr> <td>Reading</td> <td>Reading of research materials, policy and procedures, legislation</td> </tr> </table>	Learning	Collect information to achieve work responsibilities Ensure behaviour is consistent with legislative requirements... Take into consideration cultural differences	Digital Technology	Select and use equipment appropriate to the communication tasks	Oral communication	Use appropriate to develop and maintain positive relationships... Seek input to develop and refine new ideas and approach	Writing	Draft and prepare correspondence... Complete workplace forms and documentation	Numeracy	Within designated timelines	Reading	Reading of research materials, policy and procedures, legislation	<p>Slide 28 – Address foundation skills in assessment tools – six steps</p> <p>Workbook page 41 – BSBCMM201A</p> <p>Slide 29 – Identify foundation skills</p> <p>Workbook Page 26 -Trigger words. Handout 1 BSBCMM201A</p>
Learning	Collect information to achieve work responsibilities Ensure behaviour is consistent with legislative requirements... Take into consideration cultural differences														
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Writing	Draft and prepare correspondence... Complete workplace forms and documentation														
Numeracy	Within designated timelines														
Reading	Reading of research materials, policy and procedures, legislation														

		<i>This is not a finite list – but provides some prompts on the foundation skills that support the unit BSBCMM201A Allow for discussion and ensure that the action of identifying trigger words and their connection to foundation skills is understood by all participants and gain some agreement on the foundation skills.</i>	
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(11.30) 15 min	Guided Practice: Step 2 Define the workplace activity	<p>Q - What does this unit of competency look like in the workplace?</p> <p><i>For the purpose of the activity – agree on the workplace context. This can be prescribed or allow participants to select from a range that can include:</i></p> <table border="0"> <tr> <td><i>Hospitality</i></td> <td><i>Receptionist, Event co-ordinator, domestic, kitchen hand</i></td> </tr> <tr> <td><i>Early Childhood Centre</i></td> <td><i>Child care worker</i></td> </tr> <tr> <td><i>Business</i></td> <td><i>Office worker</i></td> </tr> <tr> <td><i>Community Service</i></td> <td><i>Team member</i></td> </tr> <tr> <td><i>Organisation</i></td> <td></td> </tr> </table> <p><i>Each participant to have at least two specific workplace activities for each foundation skill – developed in pairs or through group discussion. Allow use of a specific workplace that is familiar to the participant to make use of their vocational expertise.</i></p> <p><i><u>Suggested</u> workplace activities that will provide opportunity to demonstrate workplace competency are available in the Workbook Activities Grid handout on page 37 in this guide.</i></p> <p><i>This is not a finite list – but provides some prompts on the foundation skills that support the unit BSBCMM201A Note the examples require specifics – not generic activities such as ‘present report’ or read report. This would be indication of a foundation skill need, not a specific workplace activity. Review examples participants have listed to ensure sufficient detail. This makes stronger connection to workplace expectations.</i></p> <p>For the purposes of the workshop, the activity to be developed into an assessment activity is Present information to team members (regarding changes to the ‘working with Children’ clearance) at a team meeting. This activity will be developed to a role play with some short answer questions and written documents prepared.</p> <p><i>Have participants add this activity to their own template if not already listed.</i></p>	<i>Hospitality</i>	<i>Receptionist, Event co-ordinator, domestic, kitchen hand</i>	<i>Early Childhood Centre</i>	<i>Child care worker</i>	<i>Business</i>	<i>Office worker</i>	<i>Community Service</i>	<i>Team member</i>	<i>Organisation</i>		Slide 30 – Define the workplace activity Workbook page 42 – Workplace Activities template
<i>Hospitality</i>	<i>Receptionist, Event co-ordinator, domestic, kitchen hand</i>												
<i>Early Childhood Centre</i>	<i>Child care worker</i>												
<i>Business</i>	<i>Office worker</i>												
<i>Community Service</i>	<i>Team member</i>												
<i>Organisation</i>													
(11.45) 5 min	Guided Practice: Step 3 Assign level of performance	<p>Use the ACSF Workplace examples to determine an appropriate level of performance for the workplace activities that have been listed.</p> <p>Participants to assign level of performance to their list of workplace activities. Discuss variations / how to use the Examples from the ACSF tool.</p> <p><i>Pre-determined level of performance for the range of workplace activities in the completed example is Level 3. Note: this should be commensurate with the level of performance required for the demonstration of the activity</i></p>	Slide 31 – Assign level of performance Workbook page 30 – ACSF Examples										

		<p><i>in the workplace.</i></p> <p><i>Questions may arise in relation to spiky profiles and 'over assessing'. Try to avoid this being a distracting conversation, but address any matters that are critical to this step of the model.</i></p> <p>Level 3 Oral communication is required level for the activity Present information to team members (regarding changes to working with children clearance) at a team meeting. Make note of the performance level on the workplace activities grid.</p>	
<p>(11.50) 10 min</p>	<p>Review/link</p> <p>Guided Practice: Step 4. Choose FSK TP support resource</p>	<p><u>Review / status check</u></p> <ul style="list-style-type: none"> • Have identified the foundation skills within the unit (Step 1) • Have identified a list of workplace activities suitable for assessment purposes (Step 2) • Have determined level of performance to demonstrate foundation skills (Step 3) <p>Next step 4:</p> <ul style="list-style-type: none"> • Choose resource (from FSKTP) <p>With the activity (Present Information to team members regarding changes to working with children clearance) the foundation skill that will support this is Oral Communication and required at level 3.</p> <p>Refer to FSKTP Matrix</p> <p>Q – Which unit from the FSKTP can be used as a resource to guide the development of the assessment tool/activity?</p> <p>Oral communication at level 3 has two choices – FSKOCM06 Use oral communication to participate in workplace teams & FSKOCM07 Interact effectively with others at work.</p> <p>Q - What is the difference? Is one more appropriate?</p> <p>Either one could be used to support the unit of competence however the selected workplace activity indicates interaction on a one to team basis. This leads to unit FSKOCM06 being <u>more appropriate</u>.</p> <p><i>Note: FSKTP 'presenting' units are more directed at presentation skills applied for meeting with external/ unknown parties rather than oral communication in a team based setting as appropriate for this workplace activity</i></p>	<p>Workbook page 20 & 21, FSKTP Matrix</p> <p>Workbook page 43 – FSKOCM Units of Competency</p>

<p>(12.00) 30 min</p>	<p>Guided Practice Step 5 Modify / Develop assessment tool</p>	<p><i>Use the workplace activity of ‘present information to team members at a meeting’ to facilitate discussion as to what the actual assessment activity will look like, inclusive of layout, instructions and tasks that address both vocational and foundation skill requirements.</i></p> <p>Present the group with the situation that is to be addressed, (updating co-workers regarding recent changes to legislation associated with clearances for working children) using a role play and some associated tasks.</p> <p><i>The intent here is to establish scope of the assessment activity, the instructions that are needed and the materials to be provided as well as what is expected of the learner by way of demonstrating competence consistent with performance criteria of both units (FSKOCM06 and BSBCMM201A).</i></p> <p><i>Purpose of workshop is to demonstrate approach to incorporating foundation skills within assessment tools. <u>Take care to avoid distraction of development of assessment tools and associated discussions.</u></i></p> <p>Group to consider how the assessment activity will contribute to the requirements of both vocational and foundation skills. Look at the elements of FSKOCM06 and identify how they can support BSBCMM02 – in the context of delivering a brief presentation at a team meeting for specified time.</p> <p>Use the following to lead brief discussion.</p> <p>Q What is the scope of assessment activity:</p> <ul style="list-style-type: none"> • Collect the information needed to adequately prepare for the conversation. • Conduct a role play in which the learner is presenting information to team members • Use of a template that will guide the presentation (handout and /or power-point slide) • Reflect on performance <p>Q – What are the steps to prepare the assessment tool:</p> <ul style="list-style-type: none"> • Develop a scenario for use as role play • Develop templates – based on workplace standards / existing samples • Develop instructions that will guide performance of learner to achieve demonstrate competence • Develop observer checklist / resources <p>Q – What will the performance of the learner include:</p> <ul style="list-style-type: none"> • Preparing for the presentation (evidence of research and notes) • Role play participation – reflect understanding of workplace diversity, engagement of audience and subject matter • Preparation of handout and / or slide presentation • Evaluation of own performance 	<p>Slide 33 – Modify/develop the assessment activity</p> <p>Facilitator guide page 10.</p>
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		<p>Have group develop their own assessment activity to include:</p> <ul style="list-style-type: none"> • Scenario, stating the situation and the roles and what is to be conducted as part of the role play • Role play of presentation 10 minutes • Presentation notes • Questions to be asked for purpose of self reflection • Template for development of handout • Opportunity for participant to gain feedback from observation and reflect on performance <p><i>Allow participants to develop their own assessment activities. This stage of the workshop is to allow for practice – should be at least 25 minutes to work in pairs / small groups.</i></p> <p><i>Note – the requirement of this stage is that participants draft all instructions and materials for the learner to use, covering the points listed above.</i></p> <p><i>The role play should include a third party observer who would be the trainer / suitable observer. Observation checklist to include aspects of performance that are consistent with requirements of performance criteria within the units of competence.</i></p>	<p>Slide 34 – Activity instructions</p> <p>Workbook , page 44</p>
(12:30) 30 min		<u>Break/Lunch</u>	
(1:00) 15 min		<p>Review completed work from the group – discuss progress, challenges and achievements</p> <p>Review completed version – use handout to consider and discuss – from the perspective of how the foundation skills are included. Page 31 of this guide.</p> <p><i>As the participants will have taken different approaches, the use of ‘completed activity’ is for demonstration only. There is no definitive product, however looking to see that the foundation skills have been addressed in the new tool.</i></p>	Handout 2 Completed Assessment Activity for BSBCMM201A
(1:15) 10 min	Guided Practice: Step 6 Evaluate Assessment Tool	<p>Apply evaluation questions / discuss.</p> <p>Three questions to address:</p> <ul style="list-style-type: none"> • Does the task reflect real workplace activity? • Does the task reflect real workplace standards? • Is it user friendly? <p>Use the evaluation guide to review the assessment tool and identify potential improvements. To be completed</p>	<p>Slide 35 – Evaluate the assessment tool</p> <p>Workbook page 48, Evaluation</p>

		in pairs and responses shared with group. A completed version is located on page 38 of this guide.	Questions template Handout 4 - BSBCMM201A Evaluation
(1.25) 5 min	Review Guided Practice	<p>Have applied the steps to this unit of competency – review the five steps through questions to the group to check understanding.</p> <ul style="list-style-type: none"> • Identify foundation skills • Define workplace activity (to demonstrate the vocational unit of competence) and link to foundation skills • Assign level of performance • Select appropriate resource (FSKTP) • Modify / Develop assessment tool • Evaluate assessment tool <p>(note: there should be time here to allow some flexibility, but need to wrap up by 1.30pm time slot)</p>	
(1.30) (75)	Independent Performance	<p>Using the resources of the workbook and the materials participants have brought to the workshop, next stage of workshop is to apply the six steps to own / familiar materials.</p> <p>Confirm that all participants have materials to work with.</p> <p>Review the steps included in model:</p> <ul style="list-style-type: none"> • Identify foundation skills • Define workplace activity • Assign level of performance • Select appropriate support (FSKTP)** • Modify / Develop Assessment tool • Evaluate the assessment tool <p>**Copies of the foundation skills training package – complete with all units - is required to allow this to progress. Alternative is for participants to have access to the website using ipad or other device. Refer to facilitator guide for more advice on this stage of workshop and recommended timings.</p>	<p>Workbook page 50</p> <p>Slide 36 – Independent Performance</p>
(2.45) 15		Afternoon Break – allow for 10 - 15 minutes.	

(3:00) 30 min		<p><i>Review the work of participants – asking individuals to share what they have done. Allow 5 minutes per person. Not necessary to have every person presents his or her work. Purpose is to assess understanding which may be done using following questions:</i></p>	Slide 37 – Review performance
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		<ul style="list-style-type: none"> • What vocational unit of competency did you work with? What context / workplace setting do you work with (deliver to)? • Which trigger words did you locate? • Which foundation skills did you identify? • What workplace activities (look for at least 3) were identified as suitable for this competence? • What level of performance is appropriate? • What foundation skill unit(s) of competency will provide support? Why? • What changes have you identified as being suitable? • What results did you gain from the evaluation questions? • What did you find challenging? <p><i>Not all questions need to be asked for each person, but use them to determine what knowledge has been gained and how applied.</i></p>	
(3.30) 15	Review / Recap / End	<p>Review the workshop</p> <ul style="list-style-type: none"> • Intended aims / purpose • Model of six steps • Stages of Demonstration / Guided Practice / Independent Performance <p>Questions – what has been learned? What has been of most benefit? What will be done next?</p> <p>Mention references and reading materials / links included within the workbook</p> <p>Advise if any certificates of attendance are being issued – this is at discretion of workshop organiser. Thank participants for attendance and contribution.</p>	Slide 38 – Workshop Review Workbook page 55

GUIDED PRACTICE – IDENTIFY TRIGGER WORDS – BSBCMM201A COMMUNICATE IN THE WORKPLACE

Element	Performance Criteria
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or equipment to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in verbal communication 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with organisational requirements
2. Complete workplace documentation and correspondence	2.1. Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational standards of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to individual differences	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols
Required skills	
<p>communication skills to request advice, to receive feedback and to work with a team</p> <p>culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</p> <p>literacy skills to identify work requirements, and to understand and process basic workplace documentation</p> <p>organisational skills to plan work priorities and arrangements</p> <p>technology skills to select and use technology appropriate to communication tasks.</p>	

GUIDED PRACTICE – IDENTIFY TRIGGER WORDS – BSBCMM201A (CONT)

Required knowledge

key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- occupational health and safety (OHS)

organisational policies, plans and procedures, especially style guide
spelling, grammar and punctuation.

GUIDED PRACTICE - ASSESSMENT ACTIVITY

Assessment Activity – BSBCMM201A Communicate in the WorkplaceInstructions

1. This activity will require you to participate in a role play, assuming the role of a team member at a community service organisation. You will be presenting a *10-minute presentation* to team members about recent changes to the 'Working with Children Clearance'. You will be required to prepare and present a handout about this information to all team members.
2. Review all information and instructions before starting the activity.
3. A template is provided to assist you in preparing for the presentation.
4. 30 minutes will be allowed to prepare for the role play.
5. 10 minutes will be allowed for the role play.
6. An observer will watch you during the role play and provide feedback.
7. 5 minutes will be allowed to discuss the role play with the observer and the 'worker'.
8. 15 minutes will be allowed to complete the self-evaluation.

Scenario

You are a team member in a community based organisation providing services to young adults in the community. The team is made up of twelve staff from diverse cultural backgrounds.

The Government has introduced recent changes to Legislation in regard to people who have contact with children in certain areas of employment.

You have been asked by your Supervisor to prepare a 10-minute presentation to inform staff about the changes at next week's team meeting. You are also to provide team members with a handout they can keep.

GUIDED PRACTICE – ASSESSMENT ACTIVITY

Assessment Activity – BSBCMM201A Communicate in the Workplace

1.0 Prepare for the presentation.

Be clear about the purpose of the presentation and what you are attempting to achieve. Note down all the relevant details that you have determined are relevant to the presentation. Consider references to any related policy or procedure. Prior to the presentation arrange a time to meet with your supervisor to present draft material. Be prepared to clearly explain this new Legislation and impact on team members.

2.0 Research for the presentation

Research could include but not be limited to:

What research do I need to undertake to gather information about the Legislation, Organisational Policy or Procedures?

How will I prepare and present information according to organisational standards within timeframes allocated (next week and presentation time of 10 minutes)

What equipment will I need to prepare and present this information?

3.0 Prepare Handout

Use the presentation handout template provided to develop a handout that will be suitable for your team members.

4.0 Conduct the presentation

What considerations will you make in regard to your presentation to the team to ensure that your communication meets the needs of different cultural backgrounds?

Points could include but not limited to:

- How will you present the information to gain their attention*
- Consider your use of grammar, vocabulary and pronunciation, body language*
- Prepare questions you may ask to check participant understanding.*

5.0 Reflect on your performance within the role play and discuss the Observation Checklist with the observer. Answer the following questions:

What 2 things do you think went well in the presentation?

What 2 things would you do differently at any future presentation?

What 1 thing would you not do for any future presentation?

GUIDED PRACTICE – ASSESSMENT ACTIVITY

Presentation Handout Template

Eventful Community Service Organisation
Staff Bulletin 01#
<u>Subject</u>
<u>Date</u>

Purpose

Key Points to be presented

For more information refer to the following Policy / Procedure / Reference

Prepared by

GUIDED PRACTICE

Observation Checklist

Student Name		
Observer Name		
Unit of Competency	BSBCMM201A Communicate in the workplace	
Name of Workplace		
Date of Observation		
Procedure	Role play. Presentation of information about recent changes to 'Working with Children Clearance' to team members.	
During the role play did the student do the following:		
Was clear evidence on the purpose of the presentation demonstrated?	Yes /No	Comment
Was the communication style appropriate for the presentation and audience?	Yes /No	Comment
Were appropriate grammar, vocabulary, pronunciation and body language used to present information?	Yes /No	Comment
Was there evidence of knowledge and understanding of the material presented?	Yes /No	Comment
The student's performance was:	Not yet competent Competent	
Feedback to student:		
Student signature		
Observer signature		

GUIDED PRACTICE – COMPLETED WORKPLACE ACTIVITIES GRID

Workplace Activities Grid			
BSBCMM201A Communicate in the workplace			
What does this unit of competency look like in the workplace?			
Group		Workplace ACTIVITY/JOB/TASK	ACSF Level
Learning	Planning Organising Problem solving Career Planning Learning to learn	Plan the requirements for a special event booking Complete a work plan for a work event Understand considerations for work with colleagues or clients with diverse cultural background and or abilities. Share with other colleagues. Identify a short course training program that will develop skills to use digital communication equipment in the workplace Seek the assistance of an experienced colleague to demonstrate new client management system or learn new product information.	
Reading		Read about legislative requirements that affect the workplace or business operations – working with children / responsible service of alcohol / workplace health and safety Read emails from colleagues providing daily work updates Read Standard Operating Procedures(SOPs) Review existing policies and procedures for workplace eg: operational standards guides, employee handbooks	
Writing		Write up handover notes Record messages to be passed along to co-workers - phone messages or internal notes. Update a client record following meeting / phone conversation	
Oral communication	Presenting Team work Meetings	Explain routine procedures to work colleagues and volunteers Accept feedback from a colleague to vary workplace practices Respond to inquiry from customer Contribute to department meeting Present information to colleagues regarding new workplace information / procedures or promotional activities	
Numeracy		Enter financial data into spreadsheets Calendar a series of work activities to a shared calendar Complete a petty cash voucher for a number of items Process financial transactions using cash and credit card	
Digital technology		Use email for communication – internally or externally Use software programmes for tracking or researching information. Use of phone systems for communications / collecting messages	

GUIDED PRACTICE - EVALUATION QUESTIONS APPLIED TO *BSBCMM201A COMMUNICATE IN THE WORKPLACE*

Assessment Task: Present information to brief team members about changes to 'working with children clearance'.

<i>1. Does the task reflect real workplace activity?</i>
A team member could be expected to prepare and present information to team members as part of their job. A scenario provides what is a common workplace activity.
<i>2. Does the task reflect real workplace standard?</i>
The steps guide how this activity will be completed to a workplace standard. <ul style="list-style-type: none"> • Reference is made to check accuracy of material and seek feedback on a draft presentation with their Supervisor. • Consideration to be made in regard to communication to meet the cultural diversity of the work team. • Reference is made to consider organisational policy and procedures. • A realistic time frame of 10 minutes for a presentation and at a team meeting is provided.
<i>3. Is it user friendly?</i>
Are the students' instructions easy to follow? In logical order?
8 instructions inform what is to be completed and in what would be an expected order to be completed.
Are the expectations clear? (principles of assessment)
Logical sequence of steps informs the process. Easy to read and follow, not overly complex. Information is provided about what is to be undertaken, how this will be completed and a time frame for completion.
Do the instructions help the student prepare? (principles of assessment)
A handout template provides guidance on a workplace standard.
Are the questions delivered one at a time?
8 instructions inform the activity on what is to be completed.
Are the assessment task questions in logical sequence
Steps are in order and build on the proceeding point.
Is the format suitable?
Easy to read, provided instructions, titles underlined, numbering with sufficient white space for ease of reading.
Is the volume of response clear?
Clear expectations about skills and knowledge to be demonstrated.

DEMONSTRATION - EVALUATION - BSBWHS508 MANAGE WHS HAZARDS FOR PLANT

Assessment Task: Prepare a report for the purchase of plant

<i>1. Does the task reflect real workplace activity?</i>
Realistically report will be prepared ahead of purchasing plant, including consultation and consideration of impact on business – financially and operationally. Who will be impacted, what will need to be addressed. Discussion with class team and teacher simulated workplace discussion to understand the scope of what is needed / to be done. Timelines for reports are generally established.
<i>2. Does the task reflect real workplace standard?</i>
The steps guide how this activity will be completed to a workplace standard. <ul style="list-style-type: none"> • Reference is made to check accuracy of material and seek feedback on a draft presentation with their Supervisor. • Workplace reports will allow for introduction / purpose plus recommendations and conclusions • Accuracy of spelling and suitable presentation and layout is expected • Reference is made to consider organisational policy and procedures and compliance • Timeframes are met with drafting / revisions and final document • Likely expectation of a software generated document
<i>3. Is it user friendly?</i>
Are the students' instructions easy to follow? In logical order?
Instructions are presented at start of task, establish team activity and opportunity to discuss to fully understand
Are the expectations clear? (principles of assessment)
Advice provided on what to include – <ul style="list-style-type: none"> • Make sure you include introduction and conclusion • Fill in this table and insert • Check your spelling • Type on computer
Do the instructions help the student prepare? (principles of assessment)
Direction to discuss to confirm understanding to avoid error, Questions provide 'signpost' for preparation.
Are the questions delivered one at a time?
Each step has a distinct purpose
Are the assessment task questions in logical sequence
Steps are in order and build on the proceeding point.
Is the format suitable?
Easy to read, provided instructions, titles underlined, numbering with sufficient white space for ease of reading. Use of some pictograms. Bullets and bold emphasis to enhance reading strategies
Is the volume of response clear?
Clear expectations about skills and knowledge to be demonstrated and scope to be presented – hand out, role play, reflection, questions.

