

## **Enhancing LLN Capability: Rising to the challenge**

---



This resource has been produced by the Australian Council for Private Education and Training (ACPET) with the assistance of funding provided by the Commonwealth Government through the Department of Industry.

Australian Council for Private Education and Training  
126 Wellington Parade, East Melbourne VIC 3002

Telephone: +61 3 9412 5900  
Website: [www.acpet.edu.au](http://www.acpet.edu.au)

© Commonwealth of Australia 2015



This work is copyright. Except where otherwise indicated, and save for the Commonwealth Coat of Arms, the Department has applied the Creative Commons Attribution-Noncommercial-Share Alike 3.0 Australia Licence to this work.

The Department of Industry must be attributed as the author of the Department's copyright material.

As far as practicable, material for which the copyright is owned by a third party has been clearly labelled. The Department has made all reasonable efforts to ensure that this material has been reproduced on this website with the full consent of the copyright owners.

Requests and enquiries concerning the Department's copyright material should be addressed to [media@industry.gov.au](mailto:media@industry.gov.au).

Prepared by a funding recipient not related to the Commonwealth who has been funded under the Workplace English Language and Literacy (WELL) Programme by the Australian Government Department of Industry.

The views expressed in this publication do not necessarily represent the view of the Minister for Industry or indicate a commitment to a particular course of action. The purpose of this publication is to provide a source of reference only. The Australian Government does not give any warranty about the accuracy or currency of this publication nor accept any liability in relation to any reliance upon or use of the contents of this work.

ISBN 978-0-646-94828-7

## **Acknowledgements**

ACPET wishes to thank the WELL Programme for the opportunity its funding provided, by way of this *Enhancement of RTO LLN Capable* project, to work with a range of registered training organisations in building their capacity to identify and address language, literacy and numeracy (LLN) in a variety of ways.

ACPET would also like to thank Jana Scmazzone of Language and Training Group (LTG) for the significant expertise she brought with her when providing LLN advice and information to participating registered training organisations, and for having developed this useful resource capturing the key challenges reported to her during her brief involvement in the project.

Thanks also to those registered training organisations who provided feedback on this draft evolving resource; and to the project quality assurer, Louise Wignall of Wignall Consulting Services, for her resourceful guidance, professionalism and goodwill.

## Table of Contents

<b>About this resource .....</b>	<b>1</b>
<b>Introduction.....</b>	<b>3</b>
<i>Figure 1: Focus areas for providing learners with LLN support .....</i>	3
<i>Figure 2: Resource overview.....</i>	4
<b>Challenge 1: Identifying learner core skill levels before training .....</b>	<b>5</b>
<i>Figure 3: Example of a completed 'general indicator' checklist .....</i>	6
1.1 Learner pre-enrolment profiles .....	7
<i>Figure 4: Excerpt from a completed pre-enrolment form .....</i>	7
1.2 Learner pre-enrolment interviews.....	8
<i>Figure 5: Educational background gathered during a pre-enrolment interview .....</i>	8
1.3 Pre-training skills checks and benchmarks .....	9
<i>Figure 6: Extract from a completed Incident Report form .....</i>	10
<i>Figure 7: Example of a writing skill check .....</i>	10
1.4 'ACSF-ing' your course.....	11
<b>Challenge 2: Making the best use of pre-training LLN information.....</b>	<b>12</b>
2.1 Organisational responses to pre-training LLN information.....	12
2.2 Trainer responses to pre-training LLN information.....	13
<b>Challenge 3: Embedding LLN into vocational delivery .....</b>	<b>14</b>
3.1 Integrate support strategies into vocational training delivery .....	14
3.2 Consider using the FSK Foundation Skills Training Package.....	15
3.3 Build capacity within the RTO .....	16
<b>Appendix .....</b>	<b>18</b>
<i>Checklist 1 General indicators of core skill support needs.....</i>	18
<i>Checklist 2 Learner observations against the ACSF.....</i>	19
<i>Checklist 3 Skill check pro forma .....</i>	21

## About this resource

This was an inspiring project for those team members lucky enough to be involved.

Through funding from the now closed Workplace English Language and Literacy (WELL) Programme, the Australian Council for Private Education and Training (ACPET) had the opportunity to work alongside a number of registered training organisations (RTOs) dedicated to enhancing the language, literacy and numeracy (LLN) capability of their organisations.

Approaches to this were many and varied, and were shared with participating RTOs by way of the project's 'showcase' webinars.

What became apparent throughout the project was how similar the challenges were that project participants met along the way.

This resource captures a few of those common challenges, as well as information and support available that can help training organisations rise to each challenge. It has been developed as a resource for those RTOs that participated in the *LLN2 Capable* project, but may be used by any RTO or vocational trainer considering learner LLN support needs.



## Introduction

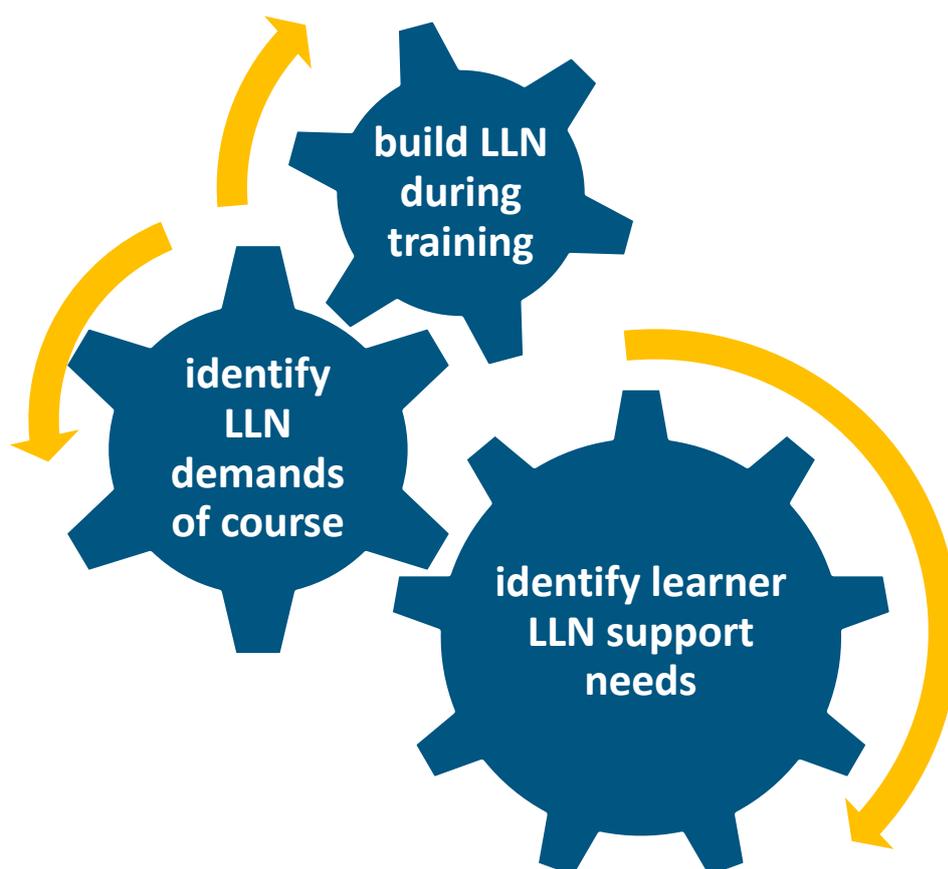
Providing learners with support to help them succeed in a course is fundamental to the standards that vocational education and training (VET) providers stand by. This support includes helping a learner build those language, literacy and numeracy (or 'core') skills needed for the particular VET course in which they are enrolled.

This resource has been purpose-built for registered training providers and vocational trainers.

It sets out the key challenges that RTOs have told us they face in providing learners with language, literacy and numeracy (LLN) support:

- 1: Identifying learner core skill levels before training
- 2: Making the best use of pre-training LLN information
- 3: Embedding LLN support into delivery

The resource explores the critical focus areas represented in Figure 1 to help you meet those challenges, and provides simple information and tips to help you along the way.



*Figure 1: Focus areas for providing learners with LLN support*

## Overview of the resource

Figure 2 below provides an overview of the information and tips you will find in this resource on how you as a training organisation or vocational trainer can identify and then factor in a learner's LLN support needs in planning, training and assessment.

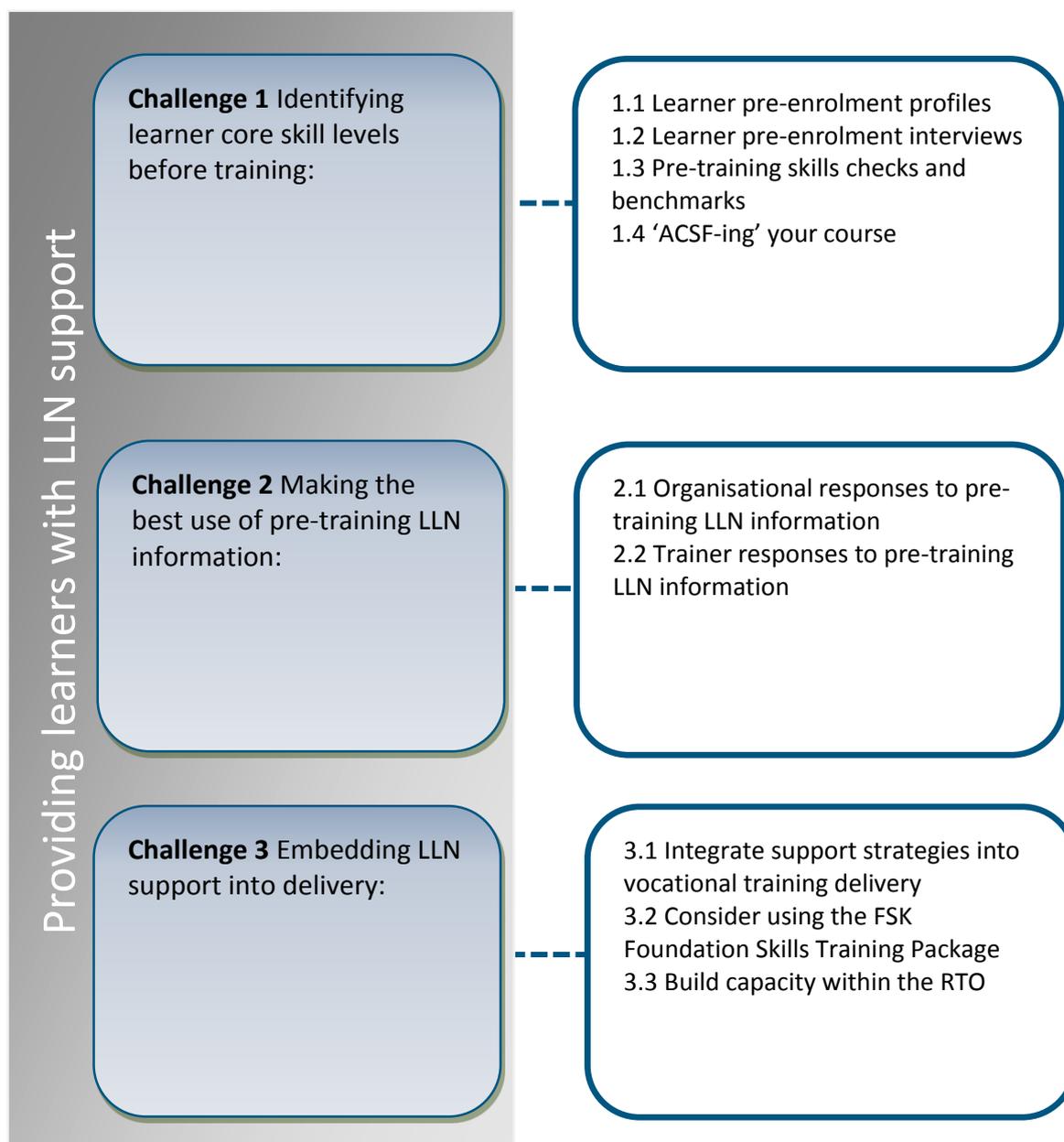


Figure 2: Resource overview

## Challenge 1: Identifying learner core skill levels before training<sup>1</sup>

There are many reasons to want to identify the language, literacy and numeracy (LLN) – or ‘core’ – skill levels of learners before they begin training. Apart from being part of a registered training organisation’s strategy for complying with Standard 1.7 of the *Standards for RTOs 2015*<sup>2</sup>, it helps trainers build focused and useful learner support into their course planning and delivery processes in a timely and sufficient manner.

### **The challenge:**

What can a training organisation build into its pre-training processes to identify a learner’s core skill levels?

There are several ways to identify core skill support needs before training begins – either formally through the use of LLN assessment tools, or informally through the ‘general indicators’ we talk about below which suggest a person may need core skill support during the course.

### **LLN assessment tools**

Many organisations use some type of LLN pre-commencement assessment, either their own developed in-house or a commissioned or purchased product. Such tools can be administered online or face to face and can provide a useful indicator of the level of some, although often not all, of a learner’s core skills.

Over the past few years the Australian government has developed an LLN assessment tool: the Foundation Skills Assessment Tool (FSAT)<sup>3</sup>. The FSAT identifies and assesses an individual’s core and employment – or ‘foundation’ – skill levels. Available free to help learners, job seekers, trainers, educators and employment services practitioners to assess their own or a client’s foundation skill levels, the FSAT will also help identify any gaps in skills and knowledge.

### **General indicators of core skill support needs**

Many learners in vocational education and training (VET) have experienced barriers to learning and may struggle with the demands of the training program you are delivering. They may have found their way into the VET sector because they are ‘good with their hands’ rather than with formal education. They may have had negative school experiences or may not have completed their formal secondary education. They may not speak English as their first language or may have had periods of unemployment or not completed other training they started when they left school. They may be older learners who, while undoubtedly bringing their own life experiences to their VET learning experience, may not adapt easily to a learning environment.

All these factors, either individually or collectively, can indicate that a learner may struggle with the core skill demands of your course. The factors do not mean that these learners cannot be successful in their training or at work, but they could mean that the learner may need extra support – or different training – to be successful.

## Rising to this challenge

Most training organisations are already collecting a range of information from learners as part of the enrolment process. The collected formal and informal information can be a rich source of data that can help you build LLN profiles of your learners.

A checklist, such as the completed worked example in Figure 3, can help you analyse the indicators mentioned above for your learner group, and decide which of your learners would benefit from you building core skill support into course planning and delivery.

You can see from the worked example below that there are several indicators that would point to these learners needing support with their core skills.

Example: General indicators of core skill support needs		
Tick	Indicator	Learner name
	Has a disability that could have impacted on ability in the past to learn	
✓	Has not completed formal secondary education in Australia to Year 10	<i>Qian</i>
✓	Has had interrupted schooling	<i>Madison, Steve</i>
	Has started other training but not completed it	
✓	Has had long periods of unemployment	<i>Steve, Qian</i>
	Is older and has been out of the education and training system for a long time	
	Does not have English as a first language	
	Has been in an English speaking environment for a relatively short period of time	

*Figure 3: Example of a completed 'general indicator' checklist*

A template of this checklist has been provided on page 18 (Checklist 1), which you can use or customise for your own needs.

If you finish completing a checklist such as this for a learner and have checked several items on the list, then he or she is likely to need support with their core skills.

## 1.1 Learner pre-enrolment profiles

Most training organisations have learners complete an information form before they enrol in a course, like the one completed in Figure 4 below. These forms gather information about learners' educational and other training experiences and often include a self-assessment by the learner of their own core skills.

By reviewing the responses in a pre-enrolment form you can see whether a learner may need support with core skills, particularly reading and writing. Looking at the responses of a learner ('Steve') in Figure 4 below, when asked if he understands written instructions on his own, Steve disagreed. When asked to provide the name and year he obtained his highest qualification, he wrote 'Steve Year 10'. Steve also indicated that he does not like writing.

**Pre-enrolment with ABC Training College**

Please complete this pre-enrolment assessment questionnaire so that we can make sure the course you are interested in is right for you, and you are right for the course.

---

Do you live with the effects of significant injury, long-term illness, or disability that you would like us to know about?  Yes  No

If yes, how would you describe your impairment, disability or long-term medical condition?

**ACADEMIC INFORMATION ABOUT YOU**

Will this be the first year you have enrolled in a program of study since leaving school?  Yes  No

What is the highest qualification you currently hold? Please provide name and year obtained.

**YOUR LEARNING STYLE**

I understand written instructions very well on my own.

I like learning new things, like how to use new technology.

I am a good reader.

I like doing things that involve written communication.

**YOUR EDUCATIONAL LEVEL**

I have my Year 12 School Certificate or equivalent.

I have other educational qualifications (please list).

English is my first language.

Figure 4: Excerpt from a completed pre-enrolment form

Responses such as those in the form above can be used by those staff in your organisation involved in the pre-enrolment process as an 'early indicator alert' of LLN support needs.

**Ask yourself:**

What changes could you make to your pre-commencement tools to build indicators of LLN support needs?

What training would pre-commencement staff in your organisation need to identify learners who may need LLN support in training?

How do you make sure that information from pre-enrolment profiles and interviews reaches trainers in a timely and sufficient manner to allow them to factor that information into their planning processes?

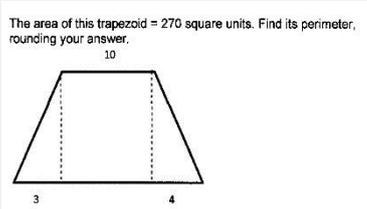
**1.2 Learner pre-enrolment interviews**

Many training organisations follow a form like the one above with a short interview to obtain additional information. An interview can be a key part of the enrolment process. From informal questioning and conversation you can gather additional information, such as a learner's educational background, as well as his or her goals and current situation.

Figure 5 below provides an example of the educational background obtained in one such pre-enrolment interview. From the picture this learner paints of her school experience, you can see that reading, writing and numeracy are three areas in training where she may benefit from support.

Madison's mum and dad had moved around a lot for work when she was young. At first she and her brother had been happy to move. It was an adventure, plus it often meant they had longer holidays while they found a new house and a new school.

Once she got to Grade 5 though, Madison found that each school seemed harder than the last. She had never been a good writer, but as she got older she became embarrassed to write because she knew her spelling and punctuation were not good.



Starting school as a five-year old she had been good with numbers, but she began to find maths classes confusing. They talked about things she did not understand or think she would ever need to know - like volume and area, trapezoids and perimeters.

So she would often just switch off. She liked reading though; it is just that she did not do much of it.

Figure 5: Educational background gathered during a pre-enrolment interview

**Ask yourself:**

What might be the implications for someone like the above learner (Madison) taking on a VET course where she is expected to complete a lot of her course work online?

### 1.3 Pre-training skills checks and benchmarks

**Skills checks**

To obtain additional information about a learner's core skills, and so inform support considerations, training organisations also conduct pre-training assessments using skills checks. These skill checks, along with benchmark measures, will provide you with an indicator of your learners' LLN support needs.

Skills checks are usually contextualised to a particular industry or workplace. You can work with other VET colleagues, including language, literacy and numeracy (LLN) specialists, to develop a skills check relevant to the training course you are delivering.

**Skills checks**

Find out more about skills checks relating to foundation skills (employment and core skills) by going to *Foundation Skills - ACSF Skills Check* (<http://www.cshisc.com.au/learn/resources/training-resources/foundation-skills-acsf-skills-check/>).

Developed by the Community Services and Health Industry Skills Council under funding from the Workplace English Language and Literacy (WELL) Programme, these skills checks relate to community services and health workplaces but can be used as models for other industries.

**Benchmarks**

Core skills checks, while relevant to the vocational content of your course, are usually benchmarked to the Australian Core Skills Framework (ACSF).

An example of what this would look like is provided in Checklist 2 provided on page 19.

You can work with other VET colleagues, including LLN specialists, to customise this checklist so that it suits your needs.

### Example of a writing skill check

Completing an Incident Report form is essential to many courses. Look at the extract from a writing skill check relating to incident reports in Figure 6 and one learner's written response.

INCIDENT REPORT FORM	
<b>Accident:</b>	
Details of accident:	He was lifting some boxes and didnt see a broome someone had left on the ground. He tript on the broome and hurt his ankle.

Figure 6: Extract from a completed Incident Report form

As shown in the example below, a trainer could plot the learner's written responses in the skill check against the ACSF indicators to provide a snapshot of writing skills in relation to the ACSF.

Example: Skill check of writing			
Task	ACSF level	Indicator	Correct
Incident report	1	Completes personal details correctly	✓
		Description of incident: simple structure	
		1-2 simple sentences	
		Attempts punctuation; may be inconsistent	
		Approximates spelling	✓
		Vocabulary limited to basic words	✓
	2	Completes entire form with reasonable accuracy	
		Description of incident: factual and relevant	✓
		Writes several sentences (1 paragraph)	✓
		Basic punctuation (full stop, capital letters)	✓
		Some spelling mistakes but overall meaning clear	
		Vocabulary sufficient to relay meaning; not extensive	
	3	Completes entire form accurately	
		Description of incident: detailed and comprehensive	
		Uses paragraphs or substantial amount of text	
		Punctuation used to assist understanding (commas, apostrophes, quotation marks, etc.)	
		Spelling is consistent and reasonably accurate	
		Vocabulary specific and relevant to task and setting	

Figure 7: Example of a writing skill check

You can see from the skill check example above that the learner’s writing skills indicate that she has covered all the writing skills at ACSF level 1 and has some writing skills at level 2. She was able to complete the personal details section of the Incident Report form and write a factual description in several sentences with some basic punctuation. If her skills were to equate to ACSF level 2 though, she would need to develop her vocabulary and work on her spelling.

Checklist 2 on page 19 can also help you plot a learner’s work against the ACSF.

The checklist pro forma provided on page 21 (Checklist 3) will help you develop skill checks similar to the one above, benchmarked to the ACSF.

**Ask yourself:**

Might such an approach be useful for you with your learners?

What expertise may you need to access or develop in order to build an approach such as this into your training?

**1.4 ‘ACSF-ing’ your course**

A skills check is only useful if you know the core skill demands of the course that the person is enrolling in. The Australian Core Skills Framework (ACSF) is a useful tool to help you map the core skill demands of a vocational course you are delivering. Selecting a sample of the units of competency in a course and then mapping the core skill requirements against the ACSF levels will give you the context against which a learner’s LLN skill profile can be considered. Remember though that the ACSF levels of a course are exit levels; not the core skill entry levels required of a learner.

**Using the ACSF to benchmark core skills**

The ACSF can be used to identify and describe an individual's performance in the core skills of learning, reading, writing, oral communication and numeracy, so that training can be targeted to areas of need and an individual's progress monitored over time.

You can download a free copy of the ACSF from:  
<https://www.education.gov.au/download-acsf>.

There are freely available tools that can help you understand how to use the ACSF. See for example:

**What works for LLN**

Government-funded online library of free video segments for use in language, literacy and numeracy training and assessment produced by Ideas that Work:

<http://www.ideasthatwork.com.au/what-works-for-lln>



## Challenge 2: Making the best use of pre-training LLN information

An important consideration for training organisations that have processes in place to identify early indicators of a person’s LLN training support needs, is how to make the best use of that information.

As well as informing course placement decisions, this information can also inform training and assessment strategies, and a trainer’s delivery plan for supporting and building the LLN skills required for a particular course.

### The challenge:

How does a training organisation make the best use of information from pre-training indicators of LLN support needs?

## Rising to this challenge

### 2.1 Organisational responses to pre-training LLN information

The specific response to a learner’s identified LLN support need depends on a number of factors, including your business model, learner support processes in place, and how big the ‘gap’ is between learner core skill levels and course LLN demands.

Some training organisations have specialist LLN staff in place who either provide integrated LLN support in a co-delivery context or assistance in the form of specialised learner support additional to course delivery.

Other organisations have sought to build the capacity of their existing vocational trainers with regard to LLN support. You can read more about how some organisations seek to embed LLN into vocational delivery in Challenge 3, starting page 14.

Others deliver qualifications or units of competency from the FSK Foundation Skills Training Package so that they can provide integrated support for core skill development.

Visit **Building Strong Foundations** for implementation guidance for those interested in delivering FSK Training Package qualification or units of competency.

<https://www.ibsa.org.au/landingpage/building-strong-foundations>

### Building Strong Foundations

Welcome to *Building Strong Foundations* - online information and advice to support users of the FSK Foundation Skills Training Package

Innovation and Business Skills Australia (IBSA) developed this resource with funding from the Australian Government through the Department of Industry.

The **FSK Foundation Skills Training Package** is designed to support the development of foundation skills in vocational education and training (VET). The FSK provides qualifications and units that can be used in a wide range of ways.

Building Strong Foundations provides implementation guidance for FSK users:

- tips, templates and examples for vocational trainers and assessors
- video segments and professional development advice
- answers to frequently asked questions
- links to related resources.

The [Building Strong Foundations site structure.pdf](#) can be used to find your way around the site.

#### The FSK



#### Introduction

**What is the FSK?**  
Foundation skills to support vocational outcomes and provide vocational pathways.  
More...

**What is in the FSK?**  
91 foundation skills units of competency and 3 qualifications.



#### Getting started

**Why use the FSK?**  
Foundation skills are essential for successful participation in education and training.  
More...

**Preparing for the FSK**  
Improving your RTO's capacity to integrate foundation skills into vocational training is a long term.

## 2.2 Trainer responses to pre-training LLN information

Vocational trainers are not literacy specialists and nor should they be.

Despite the focus of this resource being on providing LLN support to learners, it is important to acknowledge that the support provided by a vocational trainer must be within the bounds of what is reasonable within VET practice.

Similarly, it is important to acknowledge the important and unique place that literacy specialists continue to hold in this process.

Having said that, vocational trainers are responsible for developing the technical and foundation skills required by the courses they deliver. To this end, having pre-training LLN information about their learners will help them factor LLN support needs into their planning and training.

## Challenge 3: Embedding LLN into vocational delivery

Any skill described in a unit of competency will require core skills. For that reason, units of competency now have a standalone 'foundation skills' section that build on the description of skills in the unit beyond those that are explicit in the performance criteria.

Trainers in vocational education and training know that some aspects of their course will present LLN challenges for their learners. They also know that the learning environment itself can be problematic for some VET learners. Successful outcomes require trainers to be aware of, and have support strategies in place, to assist learners with both.

Once a vocational trainer has a good understanding of the LLN skill demands of the course they are planning to deliver and of their various learner's LLN skills, there are several things they can do if there is a gap between the two.

If the gap is too big, then specialist learner support is needed and they will need to seek external help. If they decide that with a reasonable amount of support during training the learner could successfully meet the course LLN demands, then there are several options available.

### **The challenge:**

What strategies can a vocational trainer use to help build the LLN skills that learners need to succeed in a course?

## Rising to this challenge

### **3.1 Integrate support strategies into vocational training delivery<sup>4</sup>**

The key to integrating support strategies into vocational training delivery is to provide the right type of support at the right time.

There are a range of freely available government-funded tools that have been developed to help you do this. While some of these resources might appear to not be suited to your industry, they are still worth looking at because many of them can be easily customised.

#### **Freely available resources with strategies for LLN support**

Find out more about useful strategies and tips for building learners' LLN skills, which vocational trainers can integrate into their practice, by looking at strategies and tools in the MIFSS resources:

MIFSS 1: Model for integrated foundation skill support in sport, fitness and recreation training (<http://www.voced.edu.au/content/ngv%3A68678>)

MIFSS 2: Model for integrated foundation skill support in tourism, travel and hospitality training (<http://www.voced.edu.au/content/ngv%3A68677>)

MIFSS 3: Model for integrated foundation skill support in wholesale, retail and personal services training (<http://www.voced.edu.au/content/ngv%3A68676>)

### 3.2 Consider using the FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package provides an opportunity for registered training organisations to choose and deliver foundation skill qualifications, units of competency, and skill sets that will help learners build the specific foundation skills needed to achieve vocational competency.

The FSK units of competency provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of vocational units.

Visit **Building Strong Foundations** for implementation guidance for those interested in delivering FSK Training Package qualification or units of competency.

<https://www.ibsa.org.au/landingpage/building-strong-foundations>

#### Building Strong Foundations

Welcome to *Building Strong Foundations* - online information and advice to support users of the FSK Foundation Skills Training Package

Innovation and Business Skills Australia (IBSA) developed this resource with funding from the Australian Government through the Department of Industry.

The FSK Foundation Skills Training Package is designed to support the development of foundation skills in vocational education and training (VET). The FSK provides qualifications and units that can be used in a wide range of ways.

Building Strong Foundations provides implementation guidance for FSK users:

- tips, templates and examples for vocational trainers and assessors
- video segments and professional development advice
- answers to frequently asked questions
- links to related resources.

The  [Building Strong Foundations site structure.pdf](#) can be used to find your way around the site.

#### The FSK



##### Introduction

###### What is the FSK?

Foundation skills to support vocational outcomes and provide vocational pathways.

[More...](#)

###### What is in the FSK?

91 foundation skills units of competency and 3 qualifications.



##### Getting started

###### Why use the FSK?

Foundation skills are essential for successful participation in education and training.

[More...](#)

###### Preparing for the FSK

Improving your RTO's capacity to integrate foundation skills into vocational training is a long term

#### Find out more about FSK Foundation Skills Training Package

You can see how the FSK Foundation Skills Training Package might support your delivery and assessment by working through the MIFSS resources above.

You can also download the FSK Training Package from [training.gov.au](http://training.gov.au).

### 3.3 Build capacity within the RTO

There are a range of formal and informal ways that an RTO can seek to capacity build its staff with regard to LLN. Starting with those team members who are the ‘first responders’ to casual enquiries, through to those delivering courses.

#### Organisational processes

Putting processes in place to capture the pre-enrolment data that we talked about on page 5 requires organisations to put procedures and training in place to help their ‘first responders’ identify possible indicators of LLN support needs and then pass that information on to the right people.

#### Continuing professional development for trainers

While the TAELLN411 will soon be a core unit in the Certificate IV in Training and Assessment, further options an organisation can explore to deepen vocational trainers’ skills in addressing their learners’ LLN support needs include:

- **TAE skill set ‘TAESS00009 Address Foundation Skills in Vocational Practice’**

Made up of three LLN units:

TAELLN411 Address adult language, literacy and numeracy skills (TAELLN411 is the revised LLN401A, soon to be a core unit when TAE Certificate IV in Training and Assessment is endorsed [July/August])

TAELLN412 Access resources and support to address foundation skills in vocational practice

TAELLN413 Integrate foundation skills into vocational training delivery

*To download the TAELLN units:* <http://training.gov.au/>

*To access the free TAESS00009 User Guide (2013):*

[https://www.ibsa.org.au/sites/default/files/free/User%20Guide%20for%200009%20Skill%20Set%20-%20final%20\(BEN%20D'TOPPED\).pdf](https://www.ibsa.org.au/sites/default/files/free/User%20Guide%20for%200009%20Skill%20Set%20-%20final%20(BEN%20D'TOPPED).pdf)

- **TAE graduate qualifications in LLN:**

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice

TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

*To download the TAE qualifications:* <http://training.gov.au/>

## In-house professional development for trainers

There are many freely available resources that a training organisation can build on as the basis of in-house professional development sessions for their trainers and assessors:

### **4 Steps to Taking the Lead PD**

A resource for vocational trainers and assessors to build their skills in identifying and addressing LLN issues in their practice.

The resource reflects the structure of the units of competency in TAESS00009 Address Foundation Skills in Vocational Practice Skill Set.

<https://www.serviceskills.com.au/sites/default/files/files/Resources/Foundation%20Skills/4-Steps-to-Taking-the-Lead.pdf>

Further resources that can inform an approach to in-house professional development sessions include:

- **What Works** – see page 11 for the link.
- **Model for Integrated Foundation Skill Support (MIFSS)** – see page 14 for links.
- **Crux of the matter:** Training QLD guide to improve LLN practices in delivery and assessment <http://training.qld.gov.au/resources/information/pdf/crux-matter-june-2011.pdf>

## Appendix

### Checklist 1 General indicators of core skill support needs

The checklist below can be used to help you consider which learners would benefit from you building core skill support into your planning and delivery.

Checklist 1: General indicators of core skill support needs		
Tick	Indicator	Learners' names
	Has a disability that could have impacted on ability in the past to learn	
	Has not completed formal secondary education in Australia to Year 10	
	Has had interrupted schooling	
	Has started other training but not completed it	
	Has had long periods of unemployment	
	Is older and has been out of the education and training system for a long time	
	Does not have English as a first language	
	Has been in an English speaking environment for a relatively short period of time	
	Other:	
	Other:	
	Other:	

## Checklist 2 Learner observations against the ACSF

Checklist 2: Learner observations against the ACSF		
ACSF level	Indicator	Learners' names
<b>Reading</b>		
1	Reads short basic instructions of one or two steps to complete a task Reads basic words, signs and symbols from the immediate environment (e.g. workplace safety signs and symbols, danger tags) Identifies specific information in basic workplace texts	
2	Reads simple instructions and procedures to complete a task (e.g. short numbered lists) Locates and reads specific information in a longer text (e.g. finds the relevant section or piece of information in a booklet, list, chart) Reads simple informal texts (e.g. emails, notes)	
3	Reads and responds to routine standard operating procedures Reads and interprets routine texts, including charts and diagrams Reads and responds to routine workplace information	
4	Reads and responds to complex workplace information	
5	Reads and responds to highly complex workplace information	
<b>Writing</b>		
1	Writes basic personal details Writes basic workplace information (one or two short basic sentences) – uses approximate spelling, inconsistent punctuation, and vocabulary is limited to basic words	
2	Completes simple workplace forms Writes simple informal workplace texts Writes simple workplace information (several sentences, or a paragraph) – uses basic punctuation (full stop, capital letters); makes some spelling mistakes, but the meaning is clear; vocabulary is broad enough to convey meaning	
3	Completes routine workplace forms Writes routine workplace texts (plans, drafts, reviews: a series of paragraphs) – uses punctuation (commas, apostrophes, question marks); spelling is consistent and accurate; vocabulary is specific to the writing task	
4	Writes complex workplace texts (plans, drafts, reviews) – appropriate lay out and organisation	
5	Writes highly complex workplace texts (plans, drafts, reviews) – appropriate lay out and organisation; complex vocabulary	
<b>Oral communication</b>		
1	Asks, understands and responds to short basic questions or one or two step instructions	
2	Asks, understands and responds to simple questions to clarify information or to maintain a discussion	
3	Participates in workplace meetings and teams Makes a workplace presentation Interacts with others at work – listens for relevant information in a longer utterance to further a conversation, or to understand instructions or	

## Checklist 2: Learner observations against the ACSF

ACSF level	Indicator	Learners' names
	explanations; provides a response or asks a question expressing ideas and opinions	
4	Facilitates workplace negotiations and workplace meetings Gives complex workplace presentations Facilitates workplace teams	
5	Negotiates very complex spoken exchanges Uses spoken language to make hypotheses, to plan and to influence others	
<b>Numeracy</b>		
1	Uses whole numbers and money up to one thousand Uses highly familiar measurements Use some common 2D shapes Uses highly familiar maps and diagrams Locates specific information in highly familiar tables, graphs, charts	
2	Uses whole numbers beyond one thousand, and simple fractions, decimals and percentages Identifies, measures and estimates familiar quantities Uses common 2D and some 3D shapes Uses simple maps, plans and diagrams Identifies and interprets information in simple tables, graphs, charts Constructs simple tables and graphs	
3	Calculates with whole numbers and routine fractions, decimals and percentages Estimates, measures and calculates with routine metric measurements Interprets, draws and constructs 2D and 3D shapes Uses routine maps and plans Collects data and construct routine tables and graphs Interprets routine tables, graphs and charts Uses basic functions of a calculator	
4	Applies an expanding range of mathematical calculations Estimates, measures and calculates measurements Collects, organises and interprets statistical data for work	
5	Applies a wide range of mathematical calculations for work Uses and calculates with complex measurements	

### Checklist 3 Skill check pro forma

The pro forma below has been provided to indicate the sort of information you may wish to include in a skill check. You could develop a similar pro forma for each skill you would like to analyse.

Example: Writing skill check benchmarked to the ACSF				
Task	ACSF level	Indicator	Correct	
[Insert type of task]	[Insert ACSF level above and below the required level]	[Refer to the ACSF to include indicators relevant to the task]		

#### Skills checks

Find out more about skills checks relating to foundation skills (employment and core skills) by going to *Foundation Skills - ACSF Skills Check* (<http://www.cshisc.com.au/learn/resources/training-resources/foundation-skills-acsf-skills-check/>).

Developed by the Community Services and Health Industry Skills Council under funding from the Workplace English Language and Literacy (WELL) Programme, these skills checks relate to community services and health workplaces but can be used as models for other industries.

## Endnotes

---

<sup>1</sup> The contents of this section (Challenge 1) are adapted from a 2014 Australian government-funded resource *Three Steps to Core Skill Support*, developed by the Transport and Logistics Industry Skills Council (TLISC) to provide information and advice about integrating support for core skill development into a vocational trainer's planning and delivery. *Three Steps to Core Skill Support* was developed for vocational trainers in the transport and logistics industry but models a process that any VET trainer can use. Licensed under Creative Commons Attribution-ShareAlike 3.0 Australia License, it may be freely used, copied, adapted and distributed. Download your free copy from the VOCEDplus database: <http://www.voced.edu.au/content/ngv%3A68565>.

<sup>2</sup> Standard 1.7 of the *Standards for Registered Training Organisations (RTOs) 2015* requires an RTO to determine the support needs of individual learners and provide access to the educational and support services necessary for the individual learner to meet course requirements.

<sup>3</sup> The government contracted the Australian Council for Educational Research (ACER) to develop the Foundation Skills Assessment Tool (FSAT)<sup>3</sup> and is currently investigating options for making the FSAT available to the VET sector. For further information on this tool, visit the ACER web page: <https://www.acer.edu.au/fsat>.

<sup>4</sup> The contents of this subsection (Challenge 3) are adapted from a 2013 Australian government-funded resource *Model for Integrated Foundation Skills Support (MIFSS)*, developed by Service Skills Australia to provide a model for identifying the core skill demands of vocational units and how to use the FSK Foundation Skills Training Package as a support resource to deliver the critical underpinning core skill concepts in a unit or unit cluster. The model can be adapted for a range of contexts. Download your free copy from the VOCEDplus database by following the links provided in the Section 3.1 on page 16.