

Training plan validation tool

You can use this tool to document how your training program has been designed to take account of the foundation skills needs of the target learners. Text in italics provides an example of information that may be recorded.

Vocational competency/training program: <i>BSBWHS406A Assist with responding to incidents</i>						
Foundation Skills						
	Learning	Reading	Writing	Oral communication	Numeracy	Digital technology
Foundation skills demands of the vocational program	<i>Learning skills required to participate effectively in training program (ACSF 3)</i>	<i>Reading skills to source information and data from WHS reports and documents (ACSF 4)</i>	<i>Writing skills to report and document incidents (ACSF 3)</i>	<i>Presentation and consultation skills to communicate with people from a wide range of backgrounds and in a range of forums (ACSF 4)</i>	<i>Numeracy skills to source information and data from WHS reports and documents (ACSF 3)</i>	<i>Information management skills to store and retrieve relevant documents</i>
Pre-training assessment of learners	<i>4 of 25 learners will need support with learning skills</i>	<i>17 of 25 learners will need to develop reading skills</i>	<i>10 of 25 learners will need to develop writing skills</i>	<i>7 of 25 learners will need support to strengthen their oral communication skills</i>	<i>4 of 25 learners will need support to strengthen their numeracy skills</i>	<i>4 of 25 learners will need support to build their digital technology skills</i>
Talking to learners about foundation skills	<i>4 learners will be approached individually and encouraged to participate in a 'learning preparation' program to build their learning, numeracy and digital technology skills prior to participation in the vocational program. The emphasis of the communication will be on the opportunity to improve/update their study skills. All learners will be advised that foundation skills support is available and that they will have the opportunity to develop the reading, writing and oral communication skills that they will need to achieve the vocational competency. Use of the unit FSKRDG10 will be explained as a means of providing them with specialist support to build the underpinning skills they will need to achieve the vocational competency.</i>					

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Course design	<i>'Learning preparation' program will develop independent learning skills.</i>	<i>FSKRDG10 Read and respond to routine workplace information - will be conducted concurrently with the vocational unit for all learners.</i>	<i>Team-teaching approaches will allow additional support for some learners.</i>	<i>Team-teaching approaches will allow additional support for some learners.</i>	<i>'Learning preparation' program will build numeracy skills.</i>	<i>'Learning preparation' program will build digital technology skills.</i>
Adapting existing materials	<i>Clarity of instructions will be improved for all learning and assessment materials.</i>	<i>Texts will be reformatted to improve readability. Reading tasks will be conducted as guided group activities.</i>	<i>Writing tasks will be revised to use real workplace forms and documents. Model templates and texts will be provided for learners to copy.</i>	<i>Role plays will be used for learners to practice speaking in workplace contexts. Demonstrations of activities will be included.</i>	<i>Additional explanation and sample answers will be provided for numeracy tasks.</i>	
Delivery approaches	<i>Session overviews will be provided.</i>	<i>The foundation skills specialist will lead a number of training sessions, and be available to support reading activities in other sessions.</i>	<i>The foundation skills specialist will be available to support writing activities.</i>	<i>The foundation skills specialist will be available to support oral communication activities.</i>		<i>Opportunities for using relevant workplace technology will be provided.</i>
Training spaces	<i>An agenda will be listed on the whiteboard and</i>	<i>Learners will work in small groups so that learners with different strengths can support each other. The foundation skills specialist will have a table that can be used to work with learners one-on-one when necessary.</i>				<i>Some sessions will be conducted in the ICT lab for learners</i>

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	<i>checked off as the session progresses.</i>	<i>Round table, group discussion will be used to involve all learners in the session content.</i>				<i>to access relevant software.</i>
Delivery responsibilities	<i>The 'learning preparation' program will be conducted by a foundation skills specialist with contextualisation advice from the vocational specialist.</i>	<i>The vocational specialist and foundation skills specialist will use a team-teaching approach to deliver the BSB and FSK units.</i>	<i>The vocational specialist will modify learning and assessment materials to accommodate learners' foundation skills needs, with advice from the foundation skills specialist. The foundation skills specialist will be available to provide support for learners during the sessions where they are team-teaching the FSK unit.</i>		<i>The 'learning preparation' program will be conducted by a foundation skills specialist with contextualisation advice from the vocational specialist.</i>	<i>The 'learning preparation' program will be conducted by a foundation skills specialist with contextualisation advice from the vocational specialist.</i>