



MEETING THE FOUNDATION SKILLS DEMANDS OF TRAINING & WORK

A PROFESSIONAL
DEVELOPMENT RESOURCE

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Introduction

This facilitator guide has been developed to raise awareness of Foundation Skills and the impact of their under development on the Australian workforce. Australians can no longer afford to ignore these essential skills and need to make a significant investment in a range of development strategies. This guide aims to support the key messages outlined in the National Foundation Skills Strategy (NFSS) and has been developed by Government Skills Australia to support the newly endorsed Foundation Skills Training Package.

The accompanying short videos aim to build awareness of the language,

literacy and numeracy or ‘core’ skills demands of tasks within work roles across the government and community safety industries.

These foundation skills demands are also embedded in the industry standards or units of competency which are the building blocks of nationally recognised qualifications within the following training packages:

Correctional Services

Local Government

Public Safety

Defence

Public Sector

Water

This guide aims to provide employers, vocational course developers, trainers and assessors with information about how to identify the foundation skills embedded in both the work and training contexts. They are easily disguised in a variety of tasks and roles so often go unnoticed. This guide offers some strategies to develop an understanding of what foundation skills are, where they can be found and how they can be addressed in work and training contexts.

This guide will assist you to:

- » gain a better understanding of foundation skills issues in the Vocation Education and Training (VET) context
- » identify the underlying foundation skills demands of a task in a work or training context
- » use a range of strategies to assess the foundation skills performance levels of individuals or groups and compare these with the requirements of the work or training context
- » learn how to support the development of foundation skills in workers and learners
- » unpack units of competency to help identify the foundation skills demands
- » utilise the accompanying videos which provide generic and industry-specific support for the development of foundation skills.

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The benefits of improving foundation skills in workers and learners are threefold.



1 For the individual

- » personal growth through skills development and improved confidence
- » better social engagement
- » enhanced career and advancement opportunities.

2 For the employer

- » improved productivity
- » better compliance
- » higher quality output.

3 For Australia

- » more productive workforce
- » improved prospects of meeting the emerging skills demands
- » improved economy.



1 WHAT ARE FOUNDATION SKILLS?

Section contents

**Foundation Skills in the
Australian context**

**Foundation Skill initiatives in
Australian training policy**

1 WHAT ARE FOUNDATION SKILLS?

There are a range of ‘foundation’ or ‘core’ skills that people need in order to engage successfully in work and life. These include:

- » An ability to work and communicate effectively with others
- » A capacity to successfully resolve problems across a range of different and sometimes challenging situations
- » An ability to apply numeracy skills according to tasks, occupations or performance requirements
- » An aptitude and ability to apply skills in the use of digital technology across a variety of environments.

These skills involve various levels of proficiency in reading, writing, oral communication, numeracy and learning and a range of what are sometimes called ‘employability skills’.

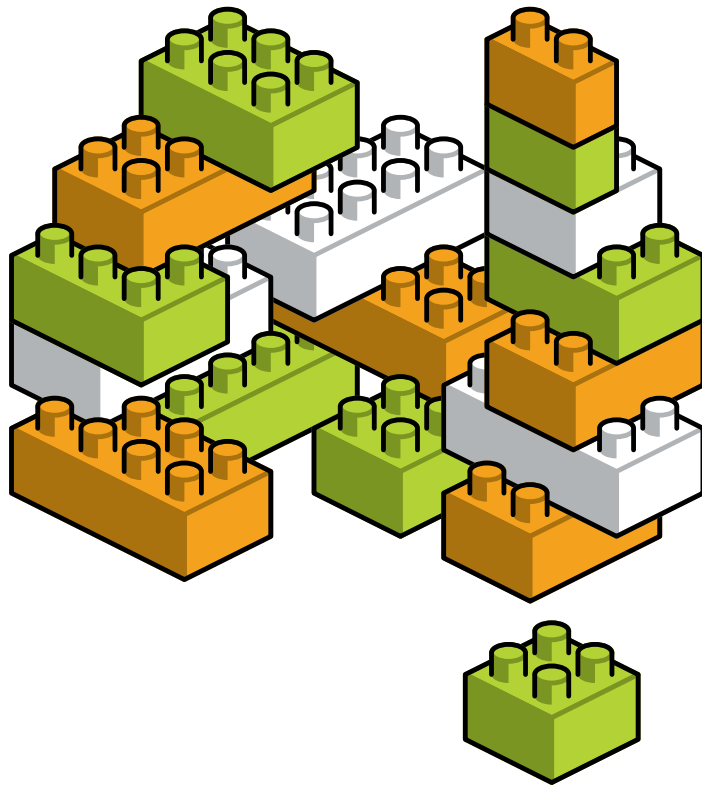
Terminology describing these core skills has changed over the past decade, primarily as a response to ongoing research and government initiatives. Some of the other common terms used to refer to foundation skills are:

- » Language, Literacy and Numeracy Skills (LLN)
- » Core or Basic Skills
- » Communication Skills
- » Employability Skills
- » Essential or Key Skills

Foundation skills is the new term widely used in the education and training contexts to describe the core skills we need to engage successfully in work and life. The name ‘Foundation Skills’ is currently used in the Australian policy context to include the core skills defined in the **Australian Core Skills Framework (ACSF)** as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning. ‘Employability Skills’ are now included in a new framework called the **Core Skills for Work Developmental Framework (CSfW)** which incorporates skills such as decision making, interacting with others and digital literacy.

Although foundation skills (FS) are often viewed as those that underpin vocational learning and skills development, they should not be interpreted as only low-level or single-level skills. There is a growing recognition that FS range from quite basic, entry-level skills to very specialised or high-level skills. People are repeatedly challenged when trying to understand new forms of communication and information as they take on different roles throughout their personal and working life and often extra support is needed to acquire these skills.

1 WHAT ARE FOUNDATION SKILLS?



Foundation Skills in the Australian context

In recent years the term 'Foundation Skills' has appeared in a number of policy contexts as a response to Australia's poor language literacy and numeracy performance levels exposed by the results of the 2006 Economic Co-operations and Development (OECD) Adult Literacy and Life skills Survey (ALLS, 2006). The survey revealed that approximately 40% of employed and 60% of unemployed Australians have poor or very poor literacy and numeracy skills. In other words, 7.5 million Australian adults do not have the literacy and numeracy skills needed to participate fully in today's workforce.

For government, these results along with other indicators highlighted the need for a national focus on improving the FS of working age Australians so they could acquire the skills needed to meet the demands of everyday life, work and participation in the community. Consequently, foundation skills have become the focus of a range of national initiatives, reform agendas and funding opportunities.

For the Australian workforce across all industries, an increasing level of proficiency in communication or language, literacy and numeracy skills is required. Demand for these higher level foundation skills combined with the impact of emerging vocations and technologies, is intensifying Australia's labour shortfalls.

International studies have corroborated that investment in increasing the literacy and numeracy skills of adults has a direct and positive impact on productivity and Gross Domestic Product (GDP) per capita. One study has suggested that **"raising a country's adult literacy by just 1% leads to a rise in productivity of 2.5%"¹**

The Australian government has integrated this premise into its workforce development and training agendas in recent years and has instigated a range of specialised projects, pre-vocational and workplace programs and funding initiatives to improve the foundation skills levels of all Australians.

1. Literacy scores, human capital and growth across fourteen OECD countries, Statistics Canada, 2004

Foundation Skill initiatives in Australian training policy

There are a number of government initiatives that are currently in place to support the development of foundation skills in both training and work contexts.

National Foundation Skills Strategy For Adults

The National Foundation Skills Strategy (NFSS) was developed and published in September 2012 as a response to the 2006 ALLS Survey findings. These results highlight the need for a national focus on improving the FS of working-age Australians so that they can acquire the skills they need to meet the demands of everyday life, work and participation in the community.

For more information:

<http://www.scotese.natese.gov.au/publications>

Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) provides benchmarks against which performance can be described and assessed in 5 core skills areas - learning, reading, writing, oral communication and numeracy. This tool can be applied in a range of study and work contexts and has become a preferred framework for training providers across Australia. This framework is outlined in more detail later in this guide.

For more information:

<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>

Core Skills for Work Developmental Framework

The Australian Government has funded the development of the Core Skills for Work Framework (CSfW) which describes the non-technical skills, knowledge and understandings (often referred to as employability or generic skills) that underpin successful participation in work.

The CSfW groups employability or generic skills into three skill clusters and ten skill areas while using a developmental approach to describe these skills at five different levels from novice to expert. The Skill Clusters and Skill Areas described in the Framework are:

Cluster 1 - Navigate the world of work

- » Manage career and work life
- » Work with roles, rights and protocols

Cluster 2 - Interact with others

- » Communicate for work
- » Connect and work with others
- » Recognise and utilise diverse perspectives

Cluster 3 - Get the work done

- » Plan and organise
- » Make decisions
- » Identify and solve problems
- » Create and innovate
- » Work in a digital world

The framework focuses on describing those skills that are teachable, learnable, and can be demonstrated. It is a tool to improve the knowledge and understanding of employability skills for trainers and educators to design, target and deliver training; and to assist those who work with job seekers to prepare people for entering employment or career change.

The CSfW also describes employability skills in a way that is applicable across industries and levels of employment and it provides a foundation from which relevant learning products can be developed to address these skills across educational settings and sectors in a systematic way.

For more information:

www.innovation.gov.au/csfcw

1 WHAT ARE FOUNDATION SKILLS?

Foundation Skills Training Package

The Foundation Skills Training Package (FSK) was endorsed by the National Skills Standards Council (NSSC) at their meeting on 28 February 2013 and is now available on training.gov.au.

This package intends to provide national standards for FS training and more pathways into vocational qualifications. It also provides a selection of units at a range of ACSF levels to support FS in other vocational qualifications. These stand-alone units can be imported as elective units according to packaging rules into any nationally endorsed training package qualification.

The training package includes 3 qualifications at AQF levels 1 and 2 and 91 stand-alone units of competency organised into six skill groups: learning, reading, writing, oral communication, numeracy and digital literacy.

Further information on the FSK endorsed units of competency is included in Section 2 of this document.

For more information:
www.training.gov.au

"raising a country's
adult literacy
by just 1%
leads to a rise in
productivity of 2.5%"

WELL – Workplace English Language and Literacy

The aim of the Workplace English Language and Literacy program is to assist organisations to train workers in LLN skills. This funding is available on a competitive grants basis for language and literacy training linked to job-related workplace training. It is designed to help workers meet their current and future employment and training needs.

Funding is available for three types of projects – training projects, resource projects and strategic projects. Funding is available for organisations that have demonstrated a need for language, literacy and numeracy in the workplace. Projects should target workers who need to improve their language, literacy and numeracy skills in order to remain or progress in employment (including avoiding displacement) and address participants' employment and training needs.

The WELL training program funding delivers vocational training combined with LLN training in the workplace. The program is designed to help workers who possess low level language, literacy and numeracy skills to access the training that will help them meet the expectations and requirements of their current and future employers.

The training is flexible, tailored to the needs of the workplace and based on industry specific, nationally endorsed training packages. It supports increased workplace productivity, communication and work health and safety whilst also improving the job security and career prospects for workers.

For more information:
<http://www.innovation.gov.au/skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy/Pages/default.aspx>



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2

**ADDRESSING
FOUNDATION
SKILLS IN TRAINING**

Section contents

**Nationally endorsed
industry training packages**

What is the ACSF?

Key Features of the ACSF

Overview of the ACSF

How can the ACSF be used?

ACSF Spiky Profile

Scenario: Ally's Story

2 ADDRESSING FOUNDATION SKILLS IN TRAINING



Nationally endorsed industry training packages

With the introduction of the 'New Standards for Training Package Development' (2012) the endorsed training package materials will be segmented, shortened and simplified. Implementing the new standards will see units of competency move to a simpler, more accessible format.

Training package developers are required to make FS more explicit in the unit of competency through the use of precise language in the Performance Criteria (PCs) and the utilisation of relevant FS information in a dedicated field. The FS field in the new template provides guidance on the FS demands of

the unit using the ACSF and may refer to the CSfW, previously referred to as 'employability skills'. This 'foundation skills' information may be embedded in the FS field in the unit template or accessed via a link to a companion volume. It is anticipated that all nationally accredited Training Packages will be presented in this new format by December 2015.

An understanding of the ACSF is vital to interpreting the foundation skills demands of units, skills sets and qualifications. Therefore, those involved in the development and delivery of training must acquire a sound knowledge of this framework.

What is the ACSF?

The ACSF provides a rich, detailed picture of real life performance in the following five core skills:

- » **Learning**, the process of gaining understanding and developing skills by drawing on prior knowledge and experience.
- » **Reading**, the process of making meaning from different types of documents - being aware of an author's purpose and intended audiences, of own purposes for reading, and of the role learners play in the construction of meaning.
- » **Writing**, the process of employing prior knowledge and strategies to convey a message, taking into account the purpose of writing, audience and context.

» **Oral Communication**, the process of speaking and listening, which is shaped by the purpose and context of communication. It involves transactional and interpersonal exchanges.

» **Numeracy**, the process of using and applying mathematics to make sense of the world.

These skills are essential for individuals to participate effectively in our society. They are interwoven into all parts of our lives, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing. The ACSF reflects contemporary use of English in Australia.

Key Features of the ACSF

The ACSF describes the levels of each of the five core skills and the variables that influence these levels.

Five core skills – learning, reading, writing, oral communication and numeracy

Five levels of performance ranging from 1 (low level performance) to 5 (high level performance)

Four performance variables that may influence a person's performance at any time:

- 1 support
- 2 context
- 3 text complexity
- 4 task complexity.

The table on the following page describes these variables at each level.

The ACSF has been developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts and offers:

- » shared concepts and language for identifying, describing and discussing core skills
- » a systematic approach to benchmarking, monitoring and reporting on core skills performance.

Note: The levels of the AQF do not match the performance levels of the ACSF.

The Australian Qualifications Framework (AQF) is the framework for qualifications in Australia and consists of 10 levels. (Certificate 1 up to Doctoral Degree)

Effective performance in different industries requires different core skills. Two qualifications at the same AQF level can have different core skill requirements. For example, Certificate III- Mechanical trade (MEM3025) has higher Numeracy requirements than Certificate III- Correctional Practice (CSC30112)

Overview of the ACSF

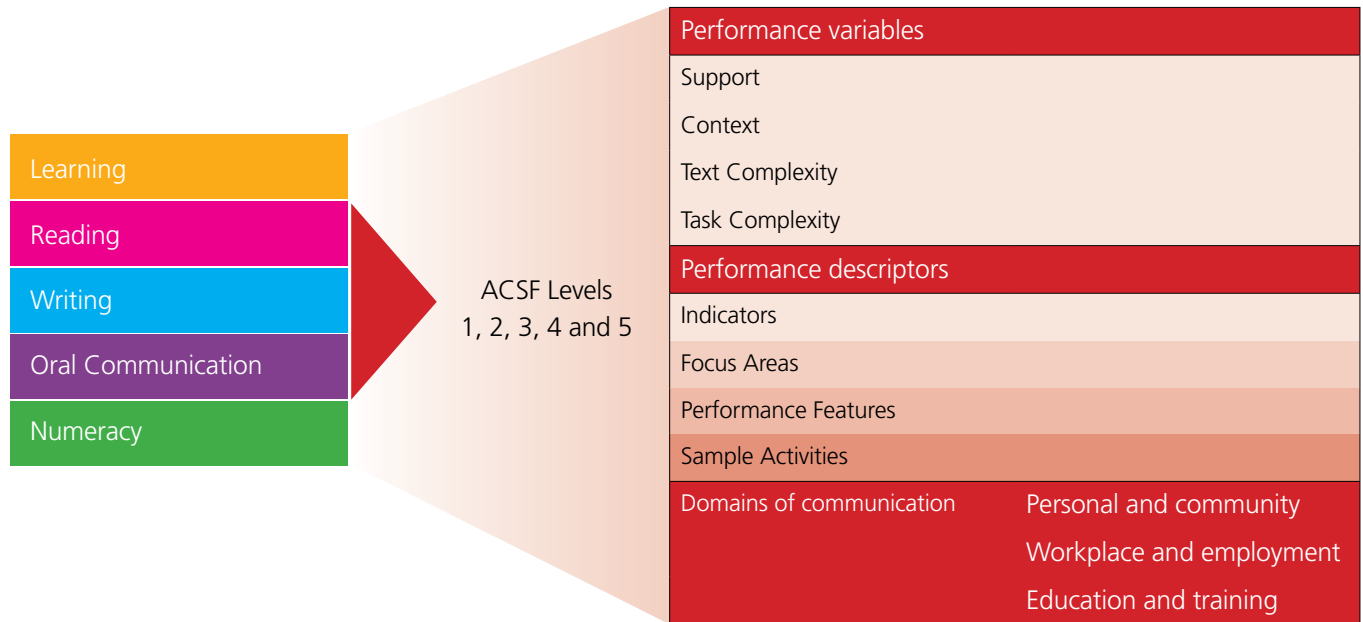


Diagram 1 illustrates the structure and components of each of the five core skills in the ACSF.

"A move away from low-skilled work to greater knowledge-based work has increased the need for workers with good FS skills."

2 ADDRESSING FOUNDATION SKILLS IN TRAINING

ACSF Performance Variables Grid					
		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Source: ACSF Document 2011

How can the ACSF be used?

Benchmarking an individual's core skills performance

The ACSF can be used to identify and describe an individual's performance in any of the core skills at a point in time. The framework's specificity makes it possible to identify a person's areas of strength and need with some precision, so that training can be targeted to areas of need and an individual's progress monitored over time. The ACSF can also be used to develop core skills profiles of learner cohorts.

Mapping core skills requirements in education and training

The ACSF can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps. This facilitates the identification of similarities and differences between core skills requirements and expectations of performance within and across courses, disciplines and sectors.

A broad range of adult English LLN curricula have been mapped to the ACSF and it is also being used to identify, clarify and describe core skills requirements in national training package qualifications.

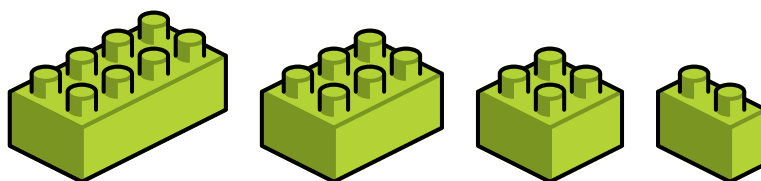
Tailoring approaches to teaching and learning

Following mapping of course requirements and materials, and identification of learner strengths and weaknesses, the ACSF can be used to:

- » tailor curriculum, materials and methodologies to learner needs
- » design and rate core skills assessment instruments
- » evaluate the potential usefulness of assessment tasks by identifying the ACSF levels and performance features being assessed
- » develop self-evaluation tools which increase learner engagement and ownership
- » assist teachers/trainers to provide specific feedback on performance.

Informing decisions regarding funding and referrals

Where government funding is provided for core skills training, the ACSF levels of performance can be used to support applications to government agencies, report on learner progress and evaluate program effectiveness. The use of the ACSF for these purposes facilitates national equity and accountability, and provides valid statistical feedback on the impact of government-funded programs that focus on core skills development.



2 ADDRESSING FOUNDATION SKILLS IN TRAINING

ACSF Spiky Profile

Each new role and responsibility we take on at work requires new or enhanced core skills.

The ACSF recognises that someone may be operating at different levels across the 5 core skill areas. Visually, this can be reproduced as a “spiky profile”. This identifies an individual’s areas of strength and areas where further training could be beneficial.

Scenario: Ally’s Story

Helping meet the core skill requirements of a new job

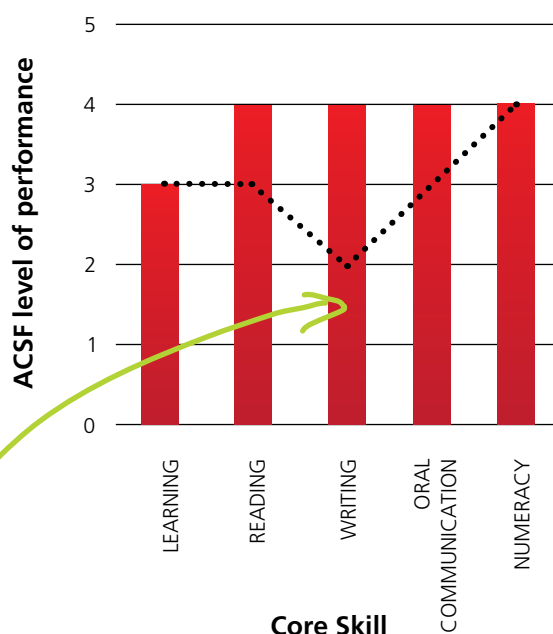
Ally works in a Local Council and has been offered the opportunity to undertake training to prepare for a supervisory position. She has enrolled in Certificate IV in Local Government Administration. An LLN specialist used the ACSF to compare the core skills required for this certificate with Ally’s current skills.

In the assessment, the teacher/trainer chose texts and tasks from the Local Council workplace context. However, when Ally was assessed on some of the texts that she would be required to use in her Local Government Administration training it was clear that she found it hard to read and interpret formal documents, write cohesive information texts and she lacked confidence in oral presentation skills. It was clear that Ally could not fully engage in the assessment tasks and frequently had to ask for assistance from the assessor. This was particularly an issue in the writing assessment.

Ally’s results were placed on the graph and her spiky profile indicates that she would benefit from developing her reading, writing and oral communication skills. This information has helped Ally and her supervisor understand which skills she needs to develop in order to perform well in her training and her job. The LLN specialist will need to work with the workplace trainer to integrate some targeted core skill development with the Certificate IV training.



Ally’s Core Skills needs



Ally’s writing needs to be developed

●●● Current level of competence

■ ACSF level required



3

IDENTIFYING THE ISSUES

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Understanding the needs
of learners and workers
with Foundation Skills issues

Warning signs

How can you be sure extra
support is needed?

3

3 IDENTIFYING THE ISSUES



Understanding the needs of learners and workers with Foundation Skills issues

Regardless of whether a person is in a work or training context, a disconnect between the performance demands of the task and the performance level of the individual will significantly impact on how well they engage with that context.

Trainers, managers and work supervisors must be mindful of the fact that when fs issues are identified, they must be addressed with sensitivity and respect for the individual, taking into account

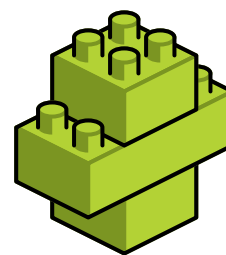
any social, economic, cultural or linguistic factors that may impact on their skill development.

When fs shortfalls are addressed by implementing a range of positive strategies there are benefits not only for the personal and professional development of the individual, but also for the training organisation in the form of improved participation and completion rates and for employers in relation to improved productivity, quality and compliance.

3 IDENTIFYING THE ISSUES

Warning signs

There is a range of factors that impacts on an individual's ability to participate fully in any specific task. There are warning signs that might be explored further to identify any FS development needs.



Is a worker...?

- » Avoiding specific routine work tasks
- » Needing constant support, mentoring or resisting help when it's offered
- » Not participating in meetings
- » Taking too long to complete tasks or finds it difficult to follow work plans or schedules
- » Having difficulty with:
 - › Following oral instructions
 - › Following written procedures such as SOPs
 - › Conveying a clear message in oral or written language
 - › Communicating via email
 - › Using training material or manuals
 - › Interpreting simple charts and graphs
 - › Completing time sheets and workplace forms
 - › Recording accurate measurements
 - › Performing calculations and estimating
 - › Finding workable solutions for new challenges.

Is a learner...?

- » Avoiding tasks and assignments that require reading, writing or numeracy
- » Presenting work that may not be their own. e.g. tasks completed at home or by another class member; assignments with too much 'copying and pasting' from source documents
- » Displaying behaviour that is confrontational or defensive
- » Presenting written work below the required level
- » Demonstrating poor speaking and listening skills e.g. difficulty in conveying or following a message without extensive clarification
- » Demonstrating poor pronunciation leading to miscommunication
- » Displaying a lack of confidence or reluctance to participate in group or team activities
- » Reluctant to use digital technology including tools and devices requiring digital literacy
- » Lacking the calculating, estimating and measurement skills required for the training
- » Not completing tasks on time.

How can we be sure?

Confirming that a worker or learner requires core skill development to engage in work or training

If you identify some of the warning signs mentioned here, you can still only make assumptions about the individual's actual levels of performance and why they

are not engaging effectively in their work or training. The only way to confirm whether a worker or learner needs significant support to develop particular core skills is to:

1 Develop a clear understanding of the foundation or 'core' skills required in the context

- » Identify the specific core skills demands of the work or training context
- » Clarify the level of complexity of the oral and written texts used in the workplace
- » Confirm the performance levels required by workers and learners in each core skill



2 Build a profile of the worker/learner

Take account of:

- » Previous learning experience
- » Current knowledge and skills in the content area
- » Personal profile e.g. CALD, age, gender, learning style

AND

Assess the worker against the Australian Core Skills Framework integrating authentic texts from the workplace



These actions must be implemented in order to:

3 Identify training and support required

- » Compare the performance levels of the individual against the core skills levels required to engage in work or training
- » Identify the gaps
- » Develop training/support to address the skills gaps

Notes

A series of horizontal dotted lines for taking notes.



4 STRATEGIES FOR SUCCESS

Section contents

**Strategies for employers, managers
and vocational trainers**

CASE STUDY: James' Story

Customising a training plan

**Matrix of Foundation Skills Training
Package units of competency**

Suggested Delivery Plan

Example Plan

Support resources

4 STRATEGIES FOR SUCCESS



There are a range of strategies that can be implemented to support the FS needs of individuals and groups in both work and training contexts.

Employers, managers or supervisors can:

- » Simplify or scaffold workplace oral interaction and written documents to provide support for the workers engagement with the task until their core skills improve
- » Appoint a workplace mentor to support a worker with core skills development on the job
- » Provide professional development support or short courses which support FS development
- » Encourage formal qualification (or Skills Set) acquisition to address both vocational and foundation skill development.

Vocational trainers can:

- » Gather, modify and create training resources that support the learner's needs while addressing the FS demands of the training at the unit of competency level
- » Be aware of warning signs of core skills issues in learners and be prepared to use a range of alternative and scaffolded delivery methods
- » Modify current, or develop new assessments to align with the levels of performance identified for each of the core skills and ensure they replicate the application of these skills in the workplace
- » Closely monitor each learner's progress in the first weeks of any training period and be ready to implement a FS support or intervention strategy (e.g. concurrent support program)
- » Recommend formal and/or informal FS adjunct training where core skill issues will impede progress on current training pathway.

CASE STUDY: James' Story



James recently commenced employment as a Correctional Officer with Sun State Correctional Services Department. On appointment, he agreed to complete his Certificate III in Correctional Practice with a custodial specialisation concurrently with his probationary workplace activities. Completion of this qualification would provide James with an entry-level qualification and permit him to assume full custodial duties.

As an integral part of the induction process, James underwent an internal assessment of his current

levels of competence in the core skills of reading, writing, oral communication learning and numeracy using the ACSF. The results of this assessment were mapped against the specified performance levels for each of the core units in the Certificate III in Correctional Practice qualification. James' spiky profile compared his current level of competence with the required skills and identified some shortfalls in certain skills. The assessment results identified a need for support and further training in the areas of learning, reading, writing and numeracy.

Plan of Action:

After seeing his spiky profile and identifying a number of skills weaknesses, James' supervisor met with the learning and development coordinator to discuss approaches to delivery and assessment for James. They used the ACSF summary of core skills and the specified performance levels contained in the Correctional Services Training Package materials to clarify the precise FS demands of his Certificate III training and checked to see it matched his actual work tasks. This information helped them decide on the most appropriate course of action.

The planned course of action for James was to:

- 1 Appoint a workplace mentor to work closely with James and assist with understanding and completing of everyday tasks.
- 2 Utilise the services of an LL&N practitioner to give James additional support in writing and numeracy, using the relevant units of competency from the Foundation Skills Training Package. This was placed as a high priority, and it was agreed to be completed concurrently with his Certificate III in Correctional Practice.
- 3 Develop a workplace 'Task Sheet' template for James to list and prioritise daily and weekly responsibilities/activities supported by simple step-by-step procedures on how to approach tasks.
- 4 Provide information on relevant workplace health and safety requirements in a simple, easy to read format, as well as a list of key people who could provide assistance to James on any matters if required.
- 5 Prepare a specialised Learning and Assessment Plan (LAP) in collaboration with the Registered Training Organisation (RTO) appointed to deliver the Certificate III in Correctional Practice. Ensure the required ACSF core skills and levels of performance of the qualification are reflected in the LAP plan and all learning events and activities are contextualised and customised.
- 6 Clarify with James his learning objectives and the required levels of performance required in the workplace environment.

Outcomes:

Twelve months after James commenced his study, he had successfully completed his Certificate III in Correctional Practice qualification. He acknowledged that this was only possible due to the additional training support he received to help him develop his reading, writing and oral communication skills. He felt this was managed well as the relevant units from the Foundation Skills Training Package were added to his Cert III training and contextualised with authentic texts from his work in corrections. The additional support added another 1.5hrs each week to his training allocation for the first six months and a further 1:1 support session was made available with his trainer approximately every fortnight.

The additional LLN training together with his mentoring in the workplace provided James with the support he required to engage both at work and during training. His confidence improved dramatically in the first six months, which kept him motivated and wanting to achieve. James still has occasional problems with his written reports but has ongoing support from his mentor and supervisor, both of whom feel that James has real potential and a willingness to learn and take on new responsibilities.

James' supervisor, mentor and learning development coordinator continue to maintain an active role in monitoring the progress of his learning, and communicate and provide feedback to him on a regular basis.

Five Steps to Customising a Training Plan

Ensuring training addresses the FS needs of the individual and the organisation

Here is a simple 5 step process you can follow in order to implement effective FS training support.

1

Establish current core skills/level of performance of the individual or group

2

Clarify the core skills required in the work or training context and confirm the performance levels required

3

Map results against ACSF levels (as specified in the unit of competency) and identify the training needs

4

Link each of the five core skills to the relevant support resources

5

Determine and implement an appropriate learning and development plan

Each of these steps are essential to ensuring the training is tailored to both the individual's learning needs and the core skill requirements of the training or work context.

Here is how each step has been utilised to address James' situation.

1

Establish current core skills/level of performance of the individual or group

There is a range of ACSF pre-assessment or indicator tools utilising the ACSF performance levels available for public access. Where there are significant core skill development needs identified in workers or learners it is advisable to utilise the services of an experienced LLN practitioner. A specialist in this type of assessment will be able to customise and conduct a thorough assessment and provide a clear profile of the resulting performance levels.

Language, literacy and numeracy practitioners can be located through public TAFE colleges and institutes, private training providers, community learning centres, libraries and workplaces.

You can find LLN training providers near you at www.readingwritinghotline.edu.au/suburb-search.php

For organisations with internal capacity to conduct pre-assessments the following websites may be helpful:

www.acer.edu.au/tests/cspa

www.precisionconsultancy.com.au/acs_framework

www.aapathways.com.au/Career-Resources/Practice-Aptitude-Quizzes/About-Language,-Literacy-and-Numeracy

*All copyright and acknowledgement information must be adhered to when accessing or using any assessment tools

Applying Step 1 to James' case

An external LLN practitioner conducted an assessment of James' core skills using authentic texts from his workplace. The texts used to assess James' core skills were:

Oral Communication:

An oral interview with open questions that required James to provide:

- › a recount some previous work experiences
- › a description of what type of work he enjoys most
- › an overview of his future work aspirations
- › ideas or strategies of how he might work towards his perfect job

Reading, Writing and Digital Literacy:

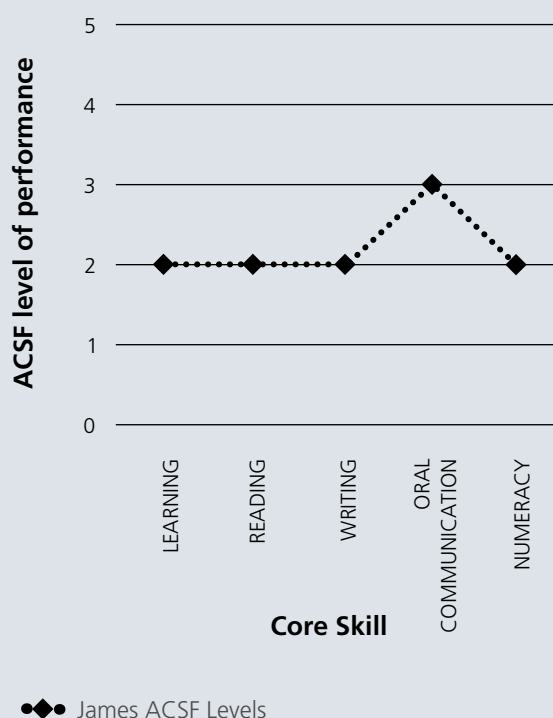
An email response where James was asked to read a mock email from a work colleague requesting information about a new security procedure being implemented in the correctional facility. The task required James to skim the formal procedure for the key information, read it more closely for understanding and then paraphrase it in writing appropriate for an email response

Numeracy, Reading and Writing:

Complete a weekly work plan using information provided on meetings to be scheduled, core duties and other tasks requiring attention.

To interpret James' performance levels in each of the tasks a sound knowledge of the ACSF was required. On completion of the assessments a numerical representation of the ACSF levels of performance was provided. This is how James' initial levels of performance appear.

James' initial levels of performance



4 STRATEGIES FOR SUCCESS

2

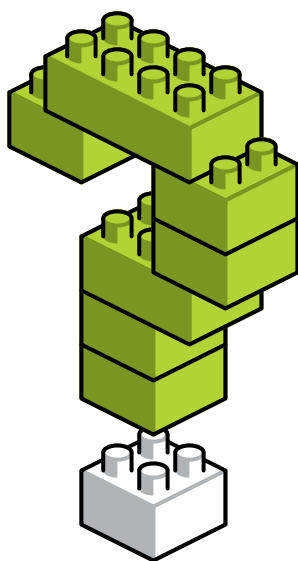
Clarify the core skills required in the work or training context and confirm the performance levels required

Any training to develop the foundation or LLN skills of an individual or group must be customised to address the specific 'core skills' required in the work or training context. It is also essential that the required performance levels have been determined so that expectations are realistic and achievable.

To gain a clear understanding of the core skills and the performance levels required to effectively engage in work tasks or successfully complete a qualification, it is advisable to identify:

- 1 The highest performance level required for each of the core skills in the required competencies.
- 2 The actual performance variables that will impact a worker in the workplace. These variables include how much support or autonomy is provided, the familiarity of the context, the task complexity and how difficult specific texts might be.

The endorsed units of competency will have ACSF performance levels for both core skills and the performance variables included during the process of streamlining.



Applying Step 2 to James' case

As James is expected to achieve a full qualification, analysis of the 10 core units from the Certificate III in Correctional Practice provides an overview of the FS demands of the qualification in general. It is advisable to identify the highest performance level required by each of the core skills to ensure that any FS support training addresses the level required. For example, if the performance levels for Reading range from ACSF Level 2 – Level 4 across the analysed units, the highest level must be recorded as the requirement.

(See highlighted level in tables right.)


Once the ACSF level requirements are identified for the core units of the qualification, it is possible to clarify the variation between the learner's current levels and what is required for successful completion of the qualification. The gap between these two levels is the focus of any support training.

CSC30112 Certificate III in Correctional Practice (Custodial)

Core units	Unit Title	ACSF Levels (1-5)				
		L	R	W	OC	N
CSCORG201A	Contribute to achieving the goals of the organisation	2	3	3	4	2
CSCORG202A	Communicate effectively	3	3	3	3	2
CSCORG301A	Prepare reports	3	4	4	3	2
CSCSAS201A	Maintain security	2	3	2	3	2
PSPOHS301A	Contribute to workplace safety	NA	4	4	3	NA
Core Custodial units	Unit Title	L	R	W	OC	N
CSCSAS206A	Respond to medical emergencies	NA	3	4	3	NA
CSCOFM305A	Supervise offenders	3	4	3	4	2
CSCSAS301A	Maintain security system	NA	4	3	3	NA
CSCSAS302A	Control incidents using defensive tactics	NA	3	3	4	NA
CSCSAS303A	Conduct searches	3	4	4	3	NA

Note: It is the intention of Government Skills Australia to provide the ACSF mapping advice while implementing the new standards for Training Package development by December

2015. Where the mapping hasn't been completed for specific units prior to this date, advice will be given later in this guide on ways to identify specific units of competency.

 highest score in each core skills column

4 STRATEGIES FOR SUCCESS

3

Map results against ACSF levels (as specified in the unit of competency) and identify the training needs

After completing Steps 1 and 2, we now have a clear idea of the core skills levels of the individual and the core skills demands of the qualification. These skills and levels must replicate those used in the actual role in the workplace.

Applying Step 3 to James' case

For example, James' core skill performance levels were identified during his pre-assessment but when mapped over the ACSF levels required for the qualification he is required to complete, it is clear that James does not have the necessary skill levels to meet the demands of his Certificate III training. The graph "James' Core Skills needs" on page 37 identifies

where James needs to develop his core skills in order to successfully complete his qualification as well as to engage effectively in his workplace.

There is further analysis that can be conducted to further clarify the FS demands on James. The ACSF Performance Variables that impact a worker in James position within his corrections role are also extremely

ACSF Performance Variables Grid

	SUPPORT - AUTONOMY	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
2	Moderate support required May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Mostly independent with occasional support required Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting

4

Link each of the five core skills to the relevant support resources

Each individual is different and will typically have strengths in some core skills and weaknesses in others (Spiky Profile). For this reason, it is essential that any training or support in core skill development is tailored to the actual needs of the individual. There is no 'one size fits all' approach. In saying this, it is possible to customise training to address the needs a group of workers or learners with the same vocational expectations as long as the differences in an individual's progress is also dealt with through flexible delivery approaches.

Once the core skills training needs are clarified all training resources must be contextualised to the vocational field or work context. There are many core skills training resources available for public access but it is important to ensure these resources reflect the core skills demands of the actual training and work tasks. Some useful websites to assist you in locating suitable resources are:

www.readingwritinghotline.edu.au

www.takingthelead.com.au

www.innovation.gov.au/Skills/LiteracyAndNumeracy

Nationally recognised training package materials that support the development of foundation skills

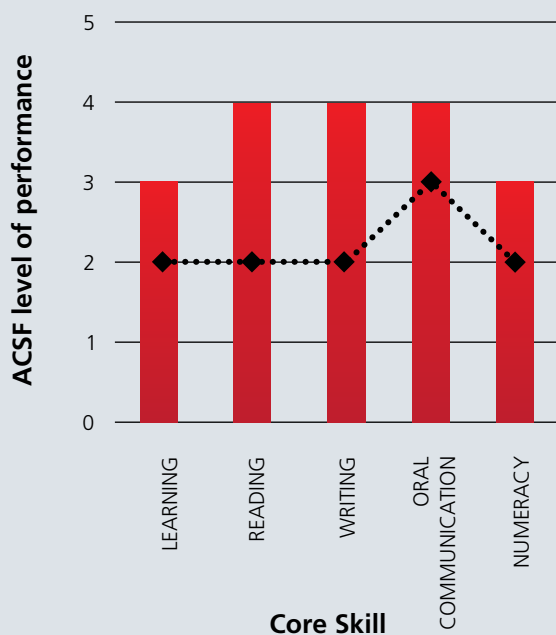
The newly endorsed Foundation Skills Training Package provides a range of units which address the specific core skills needs at a range of ACSF levels

The FSK Foundation Skills Training Package includes 3 qualifications at AQF levels 1 and 2 and 91 FS units of competency that can be packaged into vocational qualifications across all AQF levels to support the achievement of vocational competency. These units might also be grouped in skills sets which can be tailored to an individual's or group's specific needs.

The FS matrix of units of competency can be seen on the following pages.

important and must be taken into consideration. The ACSF mapping conducted on the core units in the Certificate III in Correctional Practice indicate that the performance variables primarily align with levels 2 and 3. Descriptors for the four performance variables alignment with levels 2 and 3 can be seen in the table "ACSF Performance Variables Grid" on page 36.

James' Core Skills needs



◆◆ James Current ACSF Levels

■ ACSF level required

4 STRATEGIES FOR SUCCESS

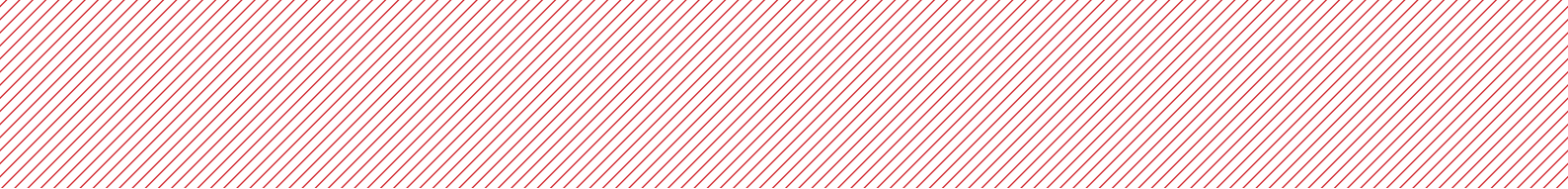
Matrix of Foundation Skills TP units of competency

ACSF LEVEL	LEARNING				READING	WRITING
	Planning/organising	Problem solving	Career planning	Learning to learn		
5					FSKRDG12 Read and respond to highly complex workplace information	FSKWTG11 Write highly complex workplace texts
4	FSKLRG12 Apply strategies to plan and manage complex workplace tasks	FSKLRG13 Apply strategies to respond to complex workplace problems	FSKLRG14 Manage strategies for career progression	FSKLRG15 Manage own work-related learning	FSKRDG11 Read and respond to complex workplace information	FSKWTG10 Write complex workplace texts
3		FSKLRG09 Use strategies to respond to routine workplace problems 3	FSKLRG10 Use routine strategies for career planning	FSKLRG11 Use routine strategies for work-related learning 3	FSKRDG10 Read and respond to routine workplace information 3 FSKRDG09 Read and respond to routine standard operating procedures FSKRDG08 Read and respond to routine visual and graphic texts	FSKWTG09 Write routine workplace texts 3 FSKWTG08 Complete routine workplace formatted texts FSKWTG07 Write routine formal workplace texts
2	FSKLRG05 Use strategies to plan simple workplace tasks		FSKLRG07 Use strategies to identify job opportunities FSKLRG06 Participate in work placement	FSKLRG08 Use simple strategies for work-related learning 2	FSKRDG07 Read and respond to simple workplace information 2 FSKRDG06 Read and respond to simple informal workplace texts FSKRDG05 Read and respond to simple workplace procedures	FSKWTG06 Write simple workplace information 2 FSKWTG05 Complete simple workplace formatted texts FSKWTG04 Write simple informal workplace texts
1		FSKLRG02 Identify strategies to respond to basic workplace problems	FSKLRG03 Use basic strategies for career planning	FSKLRG04 Use basic strategies for work-related learning 1	FSKRDG04 Read and respond to basic workplace information 1 FSKRDG03 Read and respond to basic workplace instructions FSKRDG02 Read and respond to basic workplace signs and symbols	FSKWTG03 Write basic workplace information 1 FSKWTG02 Write basic workplace formatted texts
Pre Level 1				FSKLRG01 Prepare to participate in a learning environment	FSKRDG01 Recognise highly familiar workplace signs and symbols	FSKWTG01 Write personal details on basic workplace forms

1 FSK10113 Certificate I in Access to Vocational Pathways core units

2 FSK10213 Certificate I in Skills for Vocational Pathways core units

3 FSK20113 Certificate II in Skills for Work and Vocational Pathways core units



ORAL COMMUNICATION					DIGITAL TECHNOLOGY	ACSF LEVEL
Negotiation	Meetings	Presenting	Team work			
						5
FSKOCM08 Use oral communication skills to facilitate workplace negotiations	FSKOCM09 Use oral communication skills to facilitate workplace meetings	FSKOCM10 Use oral communication skills for complex workplace presentations	FSKOCM11 Use oral communication skills to facilitate workplace teams			4
	FSKOCM04 Use oral communication skills to participate in workplace meetings	FSKOCM05 Use oral communication skills for effective workplace presentations	FSKOCM07 Interact effectively with others at work ③ FSKOCM06 Use oral communication skills to participate in workplace teams	FSKDIG03 Use digital technology for routine workplace tasks ③		3
			FSKOCM03 Participate in simple spoken interactions at work ②	FSKDIG02 Use digital technology for simple workplace tasks ②		2
			FSKOCM02 Engage in basic spoken exchanges at work ①	FSKDIG01 Use digital technology for basic workplace tasks ①		1
			FSKOCM01 Participate in highly familiar spoken exchanges			Pre Level 1

4 STRATEGIES FOR SUCCESS

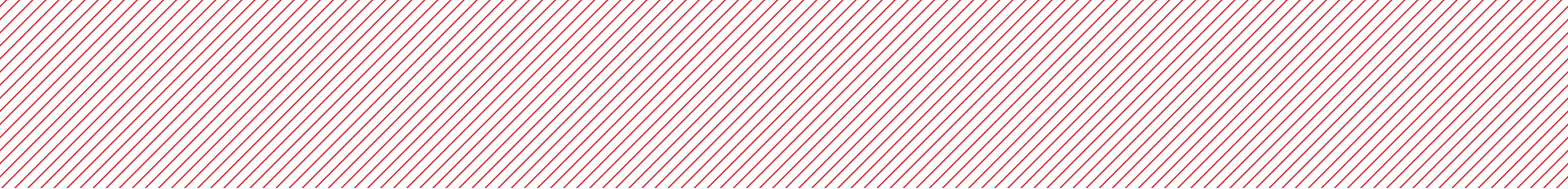
Matrix of Foundation Skills units of competency

ACSF LEVEL	NUMERACY					
	The Numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF					
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra
5	FSKNUM31 Apply a wide range of mathematical calculations for work	FSKNUM32 Use and calculate with complex measurements for work		FSKNUM33 Collect, organise and analyse statistical data for work	FSKNUM34 Use and apply concepts of probability for work	FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work
4	FSKNUM22 Use and apply ratios, rates and proportions for work FSKNUM21 Apply an expanding range of mathematical calculations for work	FSKNUM23 Estimate, measure and calculate measurements for work	FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work FSKNUM25 Use detailed maps to plan travel routes for work FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work	FSKNUM27 Collect, organise and interpret statistical data for work		FSKNUM28 Use routine formulas and algebraic expressions for work
3	FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work ③	FSKNUM15 Estimate, measure and calculate with routine metric measurements for work ③	FSKNUM17 Use routine maps and plans for work FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work	FSKNUM19 Interpret routine tables, graphs and charts for work FSKNUM18 Collect data and construct routine tables and graphs for work		
2	FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work ②	FSKNUM09 Identify, measure and estimate familiar quantities for work ②	FSKNUM11 Read and use familiar maps, plans and diagrams for work FSKNUM10 Identify and describe common 2D and some 3D shapes for work	FSKNUM13 Construct simple tables and graphs for work using familiar data FSKNUM12 Identify and interpret information in familiar tables,		
1	FSKNUM03 Use whole numbers and money up to one thousand for work ①	FSKNUM04 Locate, compare and use highly familiar measurements for work ①	FSKNUM06 Use highly familiar maps and diagrams for work FSKNUM05 Identify and use some common 2D shapes for work	FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work		
Pre Level 1	FSKNUM01 Use beginning whole number skills and money up to one hundred for work	FSKNUM02 Use beginning skills related to time and 2D shapes for work				

① FSK10113 Certificate I in Access to Vocational Pathways core units

② FSK10213 Certificate I in Skills for Vocational Pathways core units

③ FSK20113 Certificate II in Skills for Work and Vocational Pathways core units



NUMERACY							ACSF LEVEL
The Numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF							
	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus	
		FSKNUM36 Use trigonometry for work		FSKNUM37 Use introductory matrices for work	FSKNUM38 Use introductory vectors for work	FSKNUM39 Use introductory calculus for work	5
	FSKNUM29 Use introductory graphical techniques for work		FSKNUM30 Use common functions of a scientific calculator for work				4
			FSKNUM20 Use basic functions of a calculator				3
							2
							1
							Pre Level 1

4 STRATEGIES FOR SUCCESS

Applying Step 4 to James' case

Selecting training resources that address James' needs

There are a number of units of competency available in the Foundation Skills Training Package that could be integrated into James's training plan and would offer support for someone with James' ACSF performance levels. The units below were chosen to specifically address James core skills development needs. Each unit should be contextualised using authentic tasks and texts from his workplace to ensure their relevance.

these levels fit with James' training needs

CSC30112 Certificate III in Correctional Practice (Custodial)

Unit Code	Title	ACSF Level
Learning		
FSKLRG05	Use strategies to plan routine workplace tasks	2
Reading		
FSKRDG09	Read routine standard operating procedures	3
FSKRDG10	Read routine workplace information	3
Writing		
FSKWTG07	Complete routine formal workplace texts	3
FSKWTG09	Write routine workplace texts	3
Oral Communication		
FSKOCM07	Interact effectively with others at work	3
FSKOCM08	Use oral communication skills to facilitate workplace negotiations	4
Numeracy		
	N/A	
Digital Literacy		
FSKDIG04	Use digital technology for routine workplace tasks	3

5

Determine and implement appropriate learning and assessment plan (LAP)

The final step of the process is to develop a Learning and Assessment Plan (LAP). This might alternatively be called an ‘Intervention Plan’ or a ‘Learning Support Program’.

This plan should outline the current work context or any current or planned study. It should also identify clearly the areas of concern and the strategies and learning resources that will be utilised to support the learner in achieving the objectives.

As identified in James’ plan of action, it was important to develop a LAP. Here is a sample format for this document.

Sample template

Learning and Assessment Plan

Name:

Position:

Current Training:

Planned Training:

Training Details:

Core / Elective Units / Support:

Unit Code	Title	Start date
Core Units		
Elective Units		
Training Support		

4 STRATEGIES FOR SUCCESS

Sample template continued

Specific workplace requirements:

Area	Requirement
Work Health and Safety	
Compliance	
General	
Other	

Specific learning and assessment approaches:

Area/s of need			Approach
Core Skills	Current Level	Required Level	
Learning			
Reading			
Writing			
Oral Communication			
Numeracy			

James' template

Learning and Assessment Plan

Name: James

Position:

Current Training: Nil

Planned Training: Certificate III in Correctional Practice (Custodial)

Training Details

Core / Elective Units / Support: 10 Core Units, 6 Elective units

Unit Code	Title	Start date
Core Units		
CSCORG201A	Contribute to achieving the goals of the organisation	
CSCORG202A	Communicate effectively	
CSCORG301A	Prepare reports	
CSCSAS201A	Maintain security	
PSPOHS301A	Contribute to workplace safety	
CSCSAS206A	Respond to medical emergencies	
CSCOFM305A	Supervise offenders	
CSCSAS301A	Maintain security system	
CSCSAS302A	Control incidents using defensive tactics	
CSCAS303A	Conduct searches	
Elective Units		
CSCTRA201A	Maintain security during escort	
CSCOFM203A	Maintain the health, safety and welfare of offenders	
CSCOFM301A	Protect the safety and welfare of vulnerable offenders	
CSCOFM309A	Process offender induction	
CSCOFM303A	Respond to offenders influenced by drugs or alcohol	
CSCOFM308A	Promote cooperative behaviour	

4 STRATEGIES FOR SUCCESS

James' template continued

Specific workplace requirements:

Area	Requirement
Work Health and Safety	Critical for the protection and safety of James, his workplace colleagues & all offenders. All relevant units must be completed as a priority
Security	As above: All relevant units must be completed as a priority
General	All units within the qualification must be contextualised to the workplace environment

Specific learning and assessment approaches:

Area/s of need	Approach																			
James needs further support in the areas of: <ul style="list-style-type: none"> • Learning • Reading • Writing • Oral Communication 	<ol style="list-style-type: none"> 1. Appoint workplace mentor/coach 2. Integrate LL&N training (with external facilitator) in identified areas, using relevant Foundation Skills units of competency. 3. Develop a workplace task sheet listing daily and weekly responsibilities 4. Provide information on relevant Workplace Health and Safety requirements in a simple, easy to read format 5. Provide list of key people to speak with for clarification 6. Clarify learning objectives with James, and maintain communication throughout to ensure understanding 7. Ensure all learning activities are contextualised and developed with James's needs in mind 																			
<table border="1"> <thead> <tr> <th>Core Skills</th> <th>Current Level</th> <th>Required Level</th> </tr> </thead> <tbody> <tr> <td>Learning</td> <td>2</td> <td>3</td> </tr> <tr> <td>Reading</td> <td>2</td> <td>4</td> </tr> <tr> <td>Writing</td> <td>2</td> <td>4</td> </tr> <tr> <td>Oral Communication</td> <td>3</td> <td>4</td> </tr> <tr> <td>Numeracy</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Core Skills	Current Level	Required Level	Learning	2	3	Reading	2	4	Writing	2	4	Oral Communication	3	4	Numeracy	2	2		
Core Skills	Current Level	Required Level																		
Learning	2	3																		
Reading	2	4																		
Writing	2	4																		
Oral Communication	3	4																		
Numeracy	2	2																		

James has appropriate numeracy skills

Suggested Delivery Plan

Learning and assessment activities are clustered into groupings of units/tasks that can be contextualised and tailored to the custodial workplace environment. The cluster descriptors have been chosen based on the specific workplace priorities.

A sample mapping document has been completed for the first cluster only. This process must be completed for the remaining clusters, with all elements and performance criteria mapped and checked to ensure that they have been covered, and that sufficient evidence has been collected to determine successful achievement of competencies for the entire qualification. Each cluster is intricately linked, therefore many of the learning or assessment activities for subsequent clusters will overlap.

Unit clustering suggestions

Cluster 1	Cluster 2	Cluster 3	Cluster 4
Ensure the safety of self, workplace colleagues and offenders	Observe security policies and procedures when dealing with offenders	Interact with offenders using appropriate communication and interpersonal skills	Complete all written and verbal tasks according to workplace requirements
Relevant units	Relevant units	Relevant units	Relevant units
CSCSAS303A, CSCOFM303A, CSCOFM308A, CSCORG201A, PSPOHS301A, CSCOFM203A, CSCOFM301A, CSCSAS302A	CSCSAS201A, CSCSAS301A, CSCSAS303A, CSCSAS303A, CSCTRA201A, CSCOFM305A, CSCOFM309A	CSCOFM303A, CSCOFM309A, CSCOFM308A, CSCSAS302A, CSCSAS303A, CSCOFM305A, CSCSAS206A, CSCOFM309A, CSCOFM303A	CSCORG202A, CSCORG301A, CSCORG201A, CSCSAS301A, CSCOFM309A, PSPOHS301A

4 STRATEGIES FOR SUCCESS

Delivery Plan

Cluster 1: Ensure the safety of self, workplace colleagues and offenders

Deliver

Methodology

Off job delivery
On job application
Mentor/workplace coach
Structured workplace learning – guided activities
Case Studies/examples/scenarios

Delivery activities

Off Job

Facilitator sessions:

- » Understanding the WHS legislation
- » WHS in the Corrections environment

Scenarios, role plays, observation*

- » Conducting search operation
- » Responding to offenders under influence
- » Protecting the welfare of vulnerable offenders

Group/individual activities
(i.e. situation, task, response, action, result)*

- » Contributing to workplace safety
- » Maintaining the health and safety of others
- » Promoting cooperative behaviour

Personal reflection/journal*

- » How can I contribute to WHS in my own workplace environment
- » Record of personal observations/actions

Structured workplace activities, demonstration, practical application - guided and observed by workplace mentor/coach

Assess

Methodology

Peer reports/reviews
Observation/demonstration
Supervised workplace application
Verbal and written questions
Reports, journal

Assessment evidence

Completed off and on job activities

Completed reports from:

- » Mentor/Workplace Coach
- » Supervisors/Managers

Demonstration

Verbal and written responses*

* The assessment of FS or 'core skills' is not conducted separately but is integrated into planned unit assessment activities

Support resources

Required Foundation Skills units

FSKLRG05

Use strategies to plan routine workplace tasks

FSKRDG09

Read routine standard operating procedures

FSKRDG10

Read routine workplace information

FSKWTG07

Complete routine formal workplace texts 3

FSKWTG09

Write routine workplace texts

FSKOCM07

Interact effectively with others at work

FSKOCM08

Use oral communication skills to facilitate workplace negotiations

FSKDIG04

Use digital technology for routine workplace tasks

Resource materials

Mentor/workplace coach, task guidance information and structured workplace activities, ie:

- » Breakdown of tasks & guidance on facilitation
- » Observation checklists
- » Prompt questions

Workplace/task WHS information checklist

List of key contacts for additional support

Companion Volume (FS)

Companion Volume (CSC)

Mapping

CSCSAS303A:

1.1, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4

CSCOFM303A:

1.2, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5

CSCOFM308A:

1.2, 1.5, 1.6, 2.4, 3.3, 3.4, 3.5, 3.7

CSCORG201A:

1.1, 1.2, 1.5, 2.1, 4.4

PSPOHS301A:

1.1, 1.2, 2.1, 2.2, 2.3, 2.4

CSCOFM203A:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

CSCOFM301A:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

CSCSAS302A:

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

Notes

A series of horizontal dotted lines for taking notes.



5

FOUNDATION SKILLS IN UNITS OF COMPETENCY

5

Section contents

**New Standards for
Training Packages**

**New Template for a
Unit of Competency**

**Unpacking a unit of
competency to identify
the foundation skills demands**

Unpacking Activity

New Standards for Training Packages

In 2010 the Coalition of Australian Governments (COAG) decided on reforms for the VET sector. Part of those reforms include ‘streamlining’ the VET industry training packages in order to make them simpler to use and reduce the duplication of material within and between training packages.

In late 2012 the final Training Package Standards and Policies were endorsed by the National Skills Standards Council (NSSC). Industry Skills Councils (ISCs) have until December 2015 to implement the new standards by streamlining all training packages.

This means that all units of competency will be presented in a new format to comply with the new Standards for Training Packages by December 2015. A unit of competency template can be seen here. One clear change is the inclusion of the mandatory FS field which describes those language, literacy, numeracy and employment skills that are essential to performance using the ACSF performance levels and may provide a link to further information in a companion volume.

Standards for Training Packages Transition Timeline

16 November 2012

31 December 2013

31 December 2015

Training Packages submitted by ISCs to NSSC under the TPDH

Training Packages submitted by ISCs to NSSC under the new Standards for Training Packages

No more Training Packages submitted for endorsement under the TPDH

All Training Packages comply with the new Standards

New Template for a Unit of Competency

UNIT CODE

MANDATORY FIELD

The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters.

UNIT TITLE

MANDATORY FIELD

The title concisely describes the unit outcome.

APPLICATION

MANDATORY FIELD

The application section describes how the unit is practically applied in the industry and in what context(s) the unit may be applied.

PREREQUISITE UNIT

OPTIONAL FIELD

COMPETENCY FIELD

OPTIONAL FIELD

UNIT SECTOR

OPTIONAL FIELD

ELEMENTS

MANDATORY FIELD

Elements describe the essential outcomes.

1. Elements describe actions or outcomes that are demonstrable and assessable.

PERFORMANCE CRITERIA

MANDATORY FIELD

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1
- 1.2
- 1.3
- 1.4

FOUNDATION SKILLS

MANDATORY FIELD

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Where all foundation skills essential to performance in this unit are explicit in the performance criteria insert:

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

RANGE OF CONDITIONS

OPTIONAL FIELD

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

UNIT MAPPING INFORMATION

MANDATORY FIELD

Specifies code and title of any equivalent unit of competency.

If no equivalent insert:

No equivalent unit.

LINKS

MANDATORY FIELD

Link to Companion Volume Implementation Guide.

new field

Assessment information is recorded separately.

How the Foundation Skills Field might look

FOUNDATION SKILLS																								
Australian Core Skills Framework																								
ACSF Levels essential to performance.																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				
Performance variables																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Support					Context					Text complexity					Task complexity									
Further information on Foundation Skills can be found in the Government Skills Australia (GSA) Foundation Skills Companion Volume																								

GSA intends to include an ACSF mapping table that outlines the levels of performance required in each of the core skills and the variables that impact on performance. This additional information will be added to the units of competency in stages and will be aligned to the continuous improvement process until the 2015 deadline.

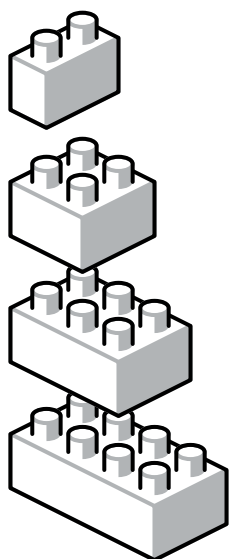
In the interim, where this information is not available, training package users may consider conducting

their own simple analysis to determine the ACSF performance levels embedded within each unit in order to identify the FS demands prior to proposed training.

Unpacking a unit of competency to identify the FS demands means reading carefully the Application, Elements, Performance Criteria and Assessment Requirements of the unit to identify words or phrases that imply FS are embedded in the task as well as some simple ACSF analysis.

Unpacking a unit of competency to identify the foundation skills demands

The following process can be followed to identify the FS demands embedded within a unit of competency. The actual level of performance in each of these skills can also be determined by the choices in language used and an understanding of the task within a real workplace context:



1

Identify trigger words in the unit which indicate underlying FS demands

2

Summarize the underlying FS in the unit aligned to each of the 'Core' skills: Learning, Reading, Writing, Oral Communication & Numeracy

3

Write key statements for each core skill in the template

4

Identify the ACSF Performance levels for each of the core skills

5

Clarify the levels of the performance variables relating to Autonomy, Context, Complexity of Texts and Complexity of Task

1

Identify trigger words in the unit which indicate underlying FS demands

Read the unit to identify and highlight trigger words in the Elements, Performance Criteria and Performance and Knowledge evidence as seen in this example:

application in the workplace

CSCINT401 Negotiate behaviour change

Application

This unit describes the skills required to establish a working relationship with individual offenders in order to facilitate the setting and review of change goals according to agreed criteria.

Offenders' change goals may be in relation to their:

- violent behaviour
- sexual attitudes
- employment skills and/or qualifications
- social and life skills
- drug/alcohol abuse or addiction
- specific court and sentencing conditions

context

This unit describes the performance outcomes expected for those working in a custodial, community or supervision environment within correctional services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to contact with offenders.

A person undertaking this role would normally work autonomously with support from a range of established sources. The role is complex, drawing upon the candidate's extracting, extrapolating and inferencing processes.

No licensing, legislative or certification requirements apply to unit at the time of publication.

how independently the person works

Competency field Intervention

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to demonstrate achievement of the element. Where both

5 FOUNDATION SKILLS IN UNITS OF COMPETENCY

Unpacking continued

Competency field	
Intervention	
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised terms used, further information is detailed in the range of conditions section.
1. Develop a working relationship with offenders	1.1 Use interaction with offenders to encourage personal reflection on behaviour and personal responsibility for behaviour and change.
	1.2 Use a range of communication strategies to gather information about the background and circumstances of offenders.
	1.3 Provide factual, clear and objective information to the offender.
	1.4 Identify issues arising from the behaviour of offenders and the behaviour change.
	1.5 Maintain professional relationships with offenders.
	1.6 Identify obstacles to establishing professional relationships with offenders.
	1.7 Record and report information relevant to intervention contact with the offender.
2. Facilitate setting of change goals	2.1 Inform offender of their responsibility for determining and achieving their own goals.
	2.2 Encourage offenders to identify and analyse the factors that have contributed to past behaviour.
	2.3 Assess options for offenders' goals and outcomes for change.

oral communication

reading

Assessment Requirements for CSCINT401 Negotiate behaviour change

Performance evidence

- **communicating verbally with people from all cultural groups**
- **negotiating** outcomes in both formal and informal contact with offenders
- negotiating outcomes with hostile and uncooperative offenders
- adapting to the values, needs and circumstances of people from different cultures
- **using formal and informal communication methods**
- **using personal, manual and electronic information to inform** development of change goals
- **assisting offender** to take responsibility for their own behaviour and change goals
- maintaining a realistic perspective on change and progress
- monitoring and responding to positive and negative progress
- **giving feedback** on expectations and progress
- maintaining offenders' focus on agreements and change plans

writing

Knowledge evidence

- **knowledge of the organisation's policies, procedures, practices, guidelines and standards** in the following areas:
 - contact with offenders
 - confidentiality

reading

2

Summarize the underlying FS in the unit aligned to each of the 'Core' skills: Learning, Reading, Writing, Oral Communication & Numeracy

Example:

Performance criteria 2.1

Inform offender of their responsibility for determining and achieving their own goals.

Could be rephrased in under Oral Communication as:

Use encouraging and informative language when interacting with offenders to discuss their own goals

4

Identify the ACSF Performance levels for each of the core skills

CSC30107 Cert III in Correctional Practice					
CSC Core Unit	Learning	Reading	Writing	Oral Communication	Numeracy
CSCORG301A Prepare reports	3	4	4	3	2

Summary of Key Foundation Skills:

Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit	Links to support resources
Learning	<ul style="list-style-type: none"> » Organises and makes connections between information/ideas using strategies such as categorising, comparing and sequencing 	FSKLRG09 FSKLRG10 FSKLRG11
Reading	<ul style="list-style-type: none"> » Reads and extrapolates relevant information related to the correctional services context from a range of sources including current legislation, policies and procedures » Interprets information in graphical form » Reads and interprets text 	FSKRDG11
Writing	<ul style="list-style-type: none"> » Adjusts writing to suit context » Writes clear, accurate and objective case management, incident and meeting reports » Integrates information and ideas from a range of sources and sequences them logically within a larger text » Records and stores information securely and safely and with an awareness of environmental and sustainable practices 	FSKWTG08 FSKWTG11
Oral communication	<ul style="list-style-type: none"> » Checks and confirms the accuracy of information in discussion with reliable sources » Interacts with colleagues and contributes to discussion on reporting activities 	FSKOCM06 FSKOCM07
Numeracy	<ul style="list-style-type: none"> » Applies routine time management skills and recognises the urgency and high risk components of specific reports 	FSKNUM09 FSKNUM11 FSKNUM12 FSKNUM13

3

Write key statements for each core skill in the template

5 FOUNDATION SKILLS IN UNITS OF COMPETENCY

ACSF Performance Variables for CSCORG301A					
		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts	Simple familiar texts with clear purpose	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

5

Clarify the levels of the performance variables relating to Autonomy, Context, Complexity of Texts and Complexity of Task

The following tables can be used to assist in identifying the ACSF core skill performance levels.

ACSF DESCRIPTORS for LEARNING

Level		Trigger Words
1	<ul style="list-style-type: none"> » Attends work ready with appropriate clothing, tools and other resources as required » Identifies and approaches a more experienced worker for assistance » Keeps a list of words frequently used in the workplace » Begins to locate information by using an index, contents page or menu » Logs on and off a computer website » Uses a diary or planner to record key dates 	<p>Follows simple... Attempts Identifies Basic Some steps Rules Begins to use</p>
2	<ul style="list-style-type: none"> » Locates key information in work instructions » Discusses work goals with the supervisor & identifies strategies to achieve them » Works with another employee to check the accuracy of data entries » Makes a checklist of tasks to be completed » Accepts guidance from a mentor » Establishes positive role as group member by listening to ideas of others and considering their needs » Uses a computer to search for jobs 	<p>Locates Recognises Applies / uses / organises / selects / identifies Fulfils Asks Demonstrates</p>
3	<ul style="list-style-type: none"> » Reviews own skills in relation to job selection criteria to clarify future study or a training plan » Schedules time for developing new skills for work, e.g. to learn to use Excel » Approaches a more experienced colleague to act as a sounding board » Contributes to problem solving processes » Plans and organises a routine job, identifying possible risks and accessing relevant resource 	<p>Schedules Volunteers Reviews Understands / contributes Plans and organises Participates Learns</p>
4	<ul style="list-style-type: none"> » Organises own professional development plan to achieve a negotiated outcome » Actively seeks feedback from others as a way of improving performance » Takes a leadership role in professional networks or project teams » Makes changes to work routine to meet deadlines » Initiates team problem solving sessions » Understands the implications of copyright in relation to the authorship of a text 	<p>Actively seeks Takes leadership Makes changes Actively encourages Initiates Draws on insights Improves Experiments</p>
5	<ul style="list-style-type: none"> » Monitors contracts to ensure deliverables are met to the appropriate standard, and takes action to address any non-compliance issues » Leads performance management activities » Identifies an organisational issue and develops a range of possible solutions » Mentors others » Leads change management processes » Plans for the future based on evidence, trends and projections 	<p>Develops Monitors Leads evaluates Critically reflects Implements Initiates Mentors Supports</p>

5 FOUNDATION SKILLS IN UNITS OF COMPETENCY

ACSF DESCRIPTORS for READING

Level		Trigger Words
1	<ul style="list-style-type: none"> » Recognises very short explicit pictorial texts, e.g. recognises safety symbols found on chemical containers » Reads and follows simple, familiar work timetable or schedule of activities specific to own job » Reads simple diagrams, e.g. hand drawn map of local area to locate public facilities such as schools, hospitals, bus stops 	<p>Recognises Locates Reads words and simple text Follows simple procedure</p>
2	<ul style="list-style-type: none"> » Follows touch screen instructions to search for information , e.g. uses ATM for withdrawal » Locates specific information from a short text, e.g. a table of employee benefits, a pay slip, own job description, staff memo » Reads dials, digital screen and scales on machinery/ equipment, e.g. automatic weigher on packaging machine, temperature dials, counters, air pressure gauge, water quality device 	<p>Extracts info Identifies Reads forms and notices Interprets simple instruction Matches words Locates specific.. Uses PC Follows calendar Reads simple email</p>
3	<ul style="list-style-type: none"> » Reads and responds to notices posted on online forums/blogs » Reads and follows information presented in technical drawings, manuals and work instructions, patterns e.g. specifications for job, construction plans and standard operating procedures. » Uses 'help' facility on software program to find out how to format a text, e.g. brief report, workplace or community newsletter, emails to colleagues or to place orders, using spreadsheets to present data 	<p>Selects / locates Reads and responds Interprets familiar texts Finds key info Reads graphs Uses contents pg to locate info in book or manual</p>
4	<ul style="list-style-type: none"> » Gathers information for research from a variety of sources and critically analyses and reviews these, e.g. newspapers, journal articles, internet sites, blogs » Reads and interprets a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown » Demonstrates understanding of text describing complex interrelationships of events, e.g. reads and reviews a report detailing a problem 	<p>Identifies and integrates Recognises & follows Reads and interprets Analyses & evaluates Applies information Summarises</p>
5	<ul style="list-style-type: none"> » Critically evaluates information on possible management courses as part of own performance appraisal review » Follows a complex flow chart in order to identify and distil relevant information, e.g. tracks source of noncompliance through workplace process » Identifies, analyses and evaluates information from a wide variety of sources, e.g. undertakes a task analysis in order to design and develop a training program 	<p>Compares and contrasts Critically evaluates Reads, reviews and applies Identifies, extracts and recommends</p>

ACSF DESCRIPTORS for WRITING

Level		Trigger Words
1	<ul style="list-style-type: none"> » Writes routine, familiar workplace-specific vocabulary and abbreviations » Types own personal details into a computer assisted learning program » Uses calendar to record information related to community or public dates, e.g. class term dates, culturally significant celebrations 	<p>Listens and responds</p> <p>Asks</p> <p>Introduces self</p> <p>Expresses a personal opinion</p> <p>Describes a routine task</p> <p>Gives basic facts</p> <p>Exchanges</p>
2	<ul style="list-style-type: none"> » Creates a short report, e.g. describes previous English classes or other training course » Writes a list of tasks to be completed by other members of the group, e.g. roster, action plan » Writes a brief message for a fellow worker e.g. shift changeover note 	<p>Records</p> <p>Enters data</p> <p>Writes list</p> <p>Writes short text</p> <p>Writes notes</p> <p>Completes forms</p> <p>Writes simple instructions</p>
3	<ul style="list-style-type: none"> » Completes performance appraisal review form and identifies personal goals » Writes clear sequenced instructions for routine/everyday context, e.g. prepares workplace timetable for start-up and shut down procedures » Uses email for day to day communication e.g. to work colleague, to teacher, to a friend » Writes a simple work report 	<p>Composes email</p> <p>Prepares an agenda</p> <p>Writes an opinion text</p> <p>Takes clear notes</p> <p>Records comments</p> <p>Completes formatted texts</p>
4	<ul style="list-style-type: none"> » Writes detailed instructions organised sequentially to complete an activity, e.g. writes Standard Operating Procedure, develops detailed flow chart » Prepares data for team using graphs e.g. comparing production output over a period of time, includes suggested recommendations for improving production targets » Uses software to prepare a presentation 	<p>Prepares long text documents</p> <p>Compiles /creates</p> <p>Writes procedures</p> <p>Writes formal report</p> <p>Applies research and embeds information</p>
5	<ul style="list-style-type: none"> » Writes an organisational plan based on task analysis, survey of participants, and financial information » Writes a position paper or report based on analysis of data and consultations conducted with a range of stakeholders e.g. external and internal customer feedback » Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses 	<p>Writes for a range of audiences</p> <p>Develops website content</p> <p>Writes a position paper</p> <p>Designs a survey</p> <p>Prepares organisational plan</p>

5 FOUNDATION SKILLS IN UNITS OF COMPETENCY

ACSF DESCRIPTORS for ORAL COMMUNICATION

Level		Trigger Words
1	<ul style="list-style-type: none"> » Makes and responds to simple enquiries relevant to personal needs, e.g. asks about an advertised training program; asks directions to toilets » Listens to suggestions and participates in a simple negotiation, e.g. comes to an agreement about a meeting place for a work function, class excursion, family picnic » Expresses opinion in a short spoken exchange, e.g. indicates possible cause for machine failure 	<p>Listens and responds</p> <p>Asks</p> <p>Introduces self</p> <p>Expresses a personal opinion</p> <p>Describes a routine task</p> <p>Gives basic facts</p> <p>Exchanges</p>
2	<ul style="list-style-type: none"> » Makes a telephone call and responds appropriately to questions which require basic personal details, e.g. makes an appointment at the community health centre » Listens to short, explicit instruction to learn new procedures needed to complete a task, e.g. to use a piece of machinery in the workplace, use a computer program » Participates in a face-to-face oral exchange, e.g. job interview, enquiries about training opportunities, time of delivery/pick up 	<p>Follows instructions</p> <p>Participates</p> <p>Receives and passes on</p> <p>Reports a problem</p> <p>Asks Qs to clarify</p> <p>Discusses</p> <p>Interacts</p>
3	<ul style="list-style-type: none"> » Gives clear sequenced instructions of several steps, e.g. how to use a photocopier/CD player/, log on/log off computer » Participates in an oral exchange requiring some negotiation, e.g. responds to specific enquiries, complaints, problems with clients or customers » Listens to and notes specific information from an announcement such as emergency evacuation procedures 	<p>Expresses</p> <p>Actively participates</p> <p>Expresses opinions</p> <p>Provides info</p> <p>Questions & Identifies implications</p> <p>Communicates</p> <p>Presents</p>
4	<ul style="list-style-type: none"> » Presents issue/agenda item in a class or workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion » Compares the procedures used to complete tasks in discussions with colleagues/group members » Actively participates in group discussion of new technology and subsequent changes to work, study, personal routines 	<p>Negotiates</p> <p>Persuades</p> <p>Discusses causes and solutions</p> <p>Provides feedback</p> <p>Articulates</p> <p>Presents/Facilitates</p> <p>Justifies reasoning</p>
5	<ul style="list-style-type: none"> » Listens and provides evaluative feedback at a training session on new procedures » Explains technological concepts or scientific phenomena to an audience or work group unfamiliar with the concepts involved, using aids such as photos and scaled models » Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, e.g. changes to work practices; formulation of mission statement 	<p>Explores ideas</p> <p>Leads discussion</p> <p>Expresses values</p> <p>Presents an explanation</p> <p>Negotiates</p> <p>Critiques</p> <p>Delivers / Explores</p>

ACSF DESCRIPTORS for NUMERACY

Level		Trigger Words
1	<ul style="list-style-type: none"> » Estimates lengths of familiar objects using metric units, e.g. a person's height, lengths of fabric or lengths of wood used in everyday work » Identifies and compares familiar items, their quantities, sizes and costs, e.g. checks weight and/or length of product against job ticket » Uses calendar to record information related to community, workplace or public dates, e.g. class term dates, RDOs, culturally significant celebrations 	<p>Estimates Gives directions Counts Identifies if change is to be given Compares size, shape, volume etc Completes simple sums Knows time/date Uses a calendar</p>
2	<ul style="list-style-type: none"> » Calculates cost of two items and estimates change due after making a payment » Records numbers or quantities of materials distributed or sales figures and data onto spreadsheet or familiar workplace computers or hand held devices » Accesses and compares information contained in two column tables, e.g. calculates postage and fees for certified mail 	<p>Makes purchases Conducts simple measurement Calculates cost Assists to create a table or graph Accesses and compares numerical data</p>
3	<ul style="list-style-type: none"> » Works in a group to undertake a simple survey and documents the results e.g. a workplace survey of workers' OHS knowledge » Uses appropriate technological devices to measure and record data and report and act on results, e.g. blood pressure machine, micrometre, temperature gauge » Identifies and explains uses and application of shape in different contexts, e.g. use of 2D and 3D shapes in house or building construction 	<p>Accurately measures Compares and contrasts costs Explains graphical information Uses a calculator Completes purchase order to budget Uses digital equipment to measure/record data</p>
4	<ul style="list-style-type: none"> » Works in a team to plan a budget for a task including income/revenue from different sources, (e.g. funding) and expenses (e.g. staffing, materials, overheads, training) » Makes up mixture, based on ratios, to any required amount (e.g. chemical spray, or industrial recipes) » Uses ratios and scales to interpret the design and dimensions on plans and drawings 	<p>Investigates/reports on cost options Interprets and uses ratios and scales Calculates, compares and interprets Measures accurately Sets timeframes and workflows</p>
5	<ul style="list-style-type: none"> » Researches and investigates statistical data, organises data into groups in a frequency table, represents data graphically, calculates and records measures of central tendency and spread and analysis and discusses the relevance and impact » Provides a materials list for a building project that requires trigonometric calculations, e.g. roof structure with bull nose veranda and 30° pitch. » Designs a product using geometry and trigonometry (or CAD) according to client specifications 	<p>Investigates and analyses numerical and statistical data Applies trigonometry Applies understanding of geometry/shape into product design Applies formulae</p>

Unpacking Activity

Use this process and the supporting documents to complete some simple analysis of the unit below:

- 1 Highlight the trigger words in the application, performance criteria and performance/knowledge evidence and identify the related core skill.
- 2 Write a simple statement outlining the demand on one of the core skill areas in the mapping template provided (e.g. writing: write emails, information requests and resource orders to arrange response equipment, appropriate security, transport of resources and personnel)
- 3 Complete the statements ensuring all trigger words are checked off to cover all cores skill demands of the unit of competency
- 4 Use the ACSF Descriptors for each core skill to identify the performance levels of each of the statement you've entered.
- 5 Identify the levels of the performance variables (support/context/complexity of task/complexity of texts) using the ACSF performance variables table

PUAOIL403 Lead a team in oiled shoreline clean up

Application

This unit describes the skills required to

- plan, organise, monitor and terminate clean-up operations (including implementation of worksites management zones)
- to manage and deploy resources (human and equipment)
- to manage waste
- to report on operations

This unit applies to those working as a shoreline supervisor or coordinator. This competency would be implemented in response to oiled shoreline incident, and describes the management of clean up activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to [insert unit specific content here].

Those undertaking this unit would be making decisions, leading a team and solving problems, within unpredictable context, performing complex tasks, taking in consideration legal requirements and environmental implications.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Prerequisites

Delete if not applicable

Competency field

Marine Pollution Response

Unit sector

Delete if not applicable

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

Provides info on performance variables

3. Organise resources	<p>3.1 Identify and organise response equipment through appropriate channels.</p> <p>3.2 Make arrangements for the transport of resources and personnel.</p> <p>3.3 Establish on-site support for personnel.</p>
4. Establish worksite management zones	<p>4.1 Implement a three-zone system to control access and activities around the Incident Control Centre.</p> <p>4.2 Organise appropriate security.</p> <p>4.3 Establish a decontamination centre.</p>
5. Manage waste from clean up	<p>5.1 Consider and implement ways to minimise waste.</p> <p>5.2 Establish temporary waste holding areas that allow for safe containment and appropriate segregation of waste.</p> <p>5.3 Arrange for the removal of waste from temporary to permanent storage.</p>
6. Deploy and monitor work teams	<p>6.1 Develop and communicate work orders to relevant personnel.</p> <p>6.2 Brief teams and allocate tasks relating to the relevant period of time and job role to be performed.</p> <p>6.3 Monitor work situation on a regular basis for effectiveness and safety of task.</p> <p>6.4 Maintain accurate logs to record actions and decisions made.</p> <p>6.5 Review and change plans as required.</p>
7. Terminate response	<p>7.1 Debrief personnel.</p> <p>7.2 Organise equipment return to designated areas as requested through work orders.</p> <p>7.3 Complete and submit post spill reports to relevant personnel.</p> <p>7.4 Collect, collate, check and forward records to appropriate personnel.</p>

5 FOUNDATION SKILLS IN UNITS OF COMPETENCY

PUA41012 Certificate IV in Public Safety (Leadership)

CSC Core Unit	Learning	Reading	Writing	Oral Communication	Numeracy
PUAOIL403 Lead a team in oiled shoreline clean up	4				

Summary of Key Foundation Skills:

Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit
-------------	---

Learning e.g. Initiates problem-solving activities

Keep the statements simple

Reading

Writing e.g. Write emails, information requests and resource orders to arrange response equipment, appropriate security, transport of resources and personnel

Oral communication

Numeracy



6

UTILISING VIDEOS

Section contents

Using the video resources

Core Skills integrated
into authentic tasks

Integrating videos
into learning plans

6 UTILISING VIDEOS



A suite of short videos have been produced to support the contextualisation of the Foundation Skills Training Package to the government and public safety workforces. Each video has been designed as a stand-alone resource to provide an orientation to the FS embedded in a range of industry contexts. Additionally, each video offers a springboard to a range of activities that reflect authentic spoken and written texts in real work roles.

The Foundation Skills video topics include the following:

- 1 Routine reading skills in the workplace
- 2 Reading skills for following workplace instructions and procedures
- 3 Advanced reading skills in the workplace
- 4 Oral communication skills in the workplace
- 5 Oral communication skills for workplace meetings
- 6 Oral communication skills for workplace presentations
- 7 Routine writing skills in the workplace
- 8 Advanced writing skills in the workplace
- 9 Routine numeracy skills in the workplace
- 10 Numeracy skills for working with tables, graphs and charts
- 11 Advanced numeracy skills in the workplace.

In summary, each video aims to:

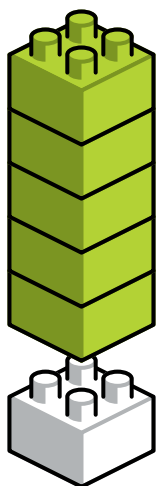
- » Build an understanding of the types of core skills that could be identified as 'foundation skills'
- » Highlight the concept that FS are essential in all work, study and life contexts
- » Provide authentic examples of the types of FS needed to engage effectively in the government and public safety industries
- » Help workers and learners make the connections between their FS development and workplace productivity and personal growth and fulfillment.

6 UTILISING VIDEOS

Using the video resources

Each video offers a short 2-3 minute orientation to the FS demands embedded in a range of work tasks. Their wide cross-industry audience might include:

- 1 Learners about to embark on their first vocational training experience
- 2 Entry level workers who do not yet know the FS demands in their new work role
- 3 Prospective employees who want to find out more about the communication skills required in particular occupations or levels of employment
- 4 High school students who are involved in work readiness studies
- 5 Individuals who are interested in core skill development but want to know the type of skills expected in specific work contexts.



Core Skills integrated into authentic tasks

Each short video focuses on a specific core skill and its application in work contexts across a range of industries. The message highlights that in an authentic work context core skills are rarely applied in isolation but naturally combine with others when embedded in a workplace task.

For example, a number of core skills are required to effectively complete this typical workplace task.

Speaking & Listening

Taking a phone call from a customer requesting information

Writing

Jotting down notes about the details of the request for later reference

Researching & Reading

Taking a phone call from a customer requesting information

Writing

Writing an email to provide the customer with the information requested

Although each video focuses on a particular skill or context it is important to observe how it is integrated with other core skills in the workplace task.

Integrating videos into learning plans

Sample Learning Plan

Orientation to the core skills embedded in workplace tasks

Context: Water industry

15 new apprentices are in their first week of training in Certificate III in Water Operations. The group includes 4 learners who are considered disadvantaged due to limited or inconsistent schooling and have been relocated from a remote area. Of the remainder most have completed Year 10, High School.

Vocational Trainer focus

- » Raise awareness of the reading and numeracy demands of the Cert III in Water Operations and highlight any concerns about required performance levels needed to engage with the tasks in both training and work contexts.
- » Stress the need for strong core skills in the training ahead and make clear connections with the essential nature of these skills in the learners current and future work roles in the Water industry.

Activity 1: Reading workplace texts

Task	Description	Methodology	Resource/s
1	<ul style="list-style-type: none">» Ask learners what tasks they have already experienced in their workplace. Rate tasks according to difficulty	Whole group activity List on whiteboard ranking them according to difficulty	Whiteboard, marker
2	<ul style="list-style-type: none">» Ask learners to list any tasks they might be expected to do in their current and future work roles.» List the tasks and identify if they involve 'core' skills (speaking/listening, reading, writing, numeracy)	Group activity Use Task Sheet with template to list and categorise tasks involving core skills	Task Sheet Handout- table to list workplace tasks under specific core skills headings
3	<ul style="list-style-type: none">» View Video1- Routine reading skills in the workplace.» Ask learners to take note of the tasks that require reading skills across a range of workplaces that may be similar to their own workplace.	Play Video 1. (00:02:05) Learners to view short video	Projector Video 1 - Reading
4	<ul style="list-style-type: none">» Ask learners to discuss the tasks in the video that require reading and add those not already included in their task sheet	Group activity Learners to complete Task Sheet	Task Sheet

6 UTILISING VIDEOS

Task	Description	Methodology	Resource/s
5	<p>Vocational trainer input:</p> <ul style="list-style-type: none"> » Give clear examples of the reading skills embedded in tasks in many entry level roles in the water industry and how they are reflected in the training materials for the Certificate III in Water Operations, » List a range of specific texts that will be involved and show examples of authentic written texts from the workplace. 	<p>Whole group – Trainer input</p> <p>Hand out examples of authentic written texts from the workplace</p> <p>Learners to rank them according to difficulty</p>	<p>Examples of authentic texts</p>
6	<ul style="list-style-type: none"> » Hand out one relevant workplace text (e.g. example of a procedure for the use of a particular water measuring instrument). Give explanation of the features of a procedure and the purpose of this type of text. Define key terminology. » Model to whole group how to read and apply each step of procedure to practical task. 	<p>Whole group</p> <p>Trainer to model task to whole group</p>	<p>Example of one specific text for modelling to group</p> <p>Measuring instruments</p>
7	<ul style="list-style-type: none"> » Hand out second workplace text (e.g. procedure for the use of field testing equipment) » Ask learners to work in pairs to define difficult terminology and the apply steps to authentic practical task 	<p>In Pairs – learners work together to clarify new terminology and apply steps to the use of field testing equipment</p>	<p>Example of a specific procedural text</p> <p>Relevant testing equipment</p>

Your turn – Activity 2: Reading and applying numerical data

Task	Description	Methodology	Resource/s
	<p>e.g. Plan similar tasks to those in Activity 1. Focus on the reading and applications of numerical data utilizing the numeracy skills videos</p>		

link to video

Video 1: Reading

Routine reading skills in the workplace (Duration: 00:02:05)

<http://www.youtube.com/watch?v=X9QixTdHF1U>

Script:

From the time you start in a new job, you'll be expected to be able to read.

The reading skills necessary will change according to your job or occupation, the task you are doing and its purpose.

This means that different types of reading skills are required in different job contexts.

For example, if you've just started work in a Local Council office, you might be expected to read documents you'd find in an office environment. However, if you're employed in the Water Industry you might be expected to read numerical data from measurement apparatus.

It will depend on your job level as to how many documents you'll be expected to read and how complex they'll be.

Across most industries, there are common reading skills required. These include, reading work signage & instructions, emails, or and information reports.

In most modern workplaces, you'll be expected to not only read, but to interpret and use the information read to function properly in your job.

Technology is important in the modern workplace with computers, in particular, providing us with a storage facility for the majority of workplace documents. You will be expected to use email, and know how to access, use and store a range of other written materials.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKRDG01	Recognise highly familiar workplace signs and symbols	Pre-level 1
FSKRDG02	Read basic workplace signs and symbols	1
FSKRDG04	Read basic workplace information	1
FSKRDG06	Read simple informal workplace texts	2
FSKRDG07	Read simple workplace information	2
FSKRDG08	Read routine visual and graphic texts	3
FSKRDG10	Read routine workplace information	3

Examples of routine reading in cross-industry contexts:

- » Skimming and scanning for information in workplace policies
- » Reading routine workplace emails, notices, signage and simple reports.
- » Reading routine incident and accident reports
- » Reading simple maps and diagrams
- » Reading promotional or marketing materials

6 UTILISING VIDEOS

Video 2: Reading

Reading Skills for following workplace instructions and procedures (Duration: 00:02:31)

<http://www.youtube.com/watch?v=02nPZxObmCs>

Script:

In nearly all Australian workplaces you'll be expected to have effective reading skills to do your job well. You'll be required to read a range of different written materials which will include workplace instructions and procedures.

Written instructions or procedures can be found in all types of work environments including offices, on external worksites, work vehicles and in the field. An instruction or procedure is really a series of steps that you follow in a specific order to get a particular result. They are used to help you carry out an action that you might not be familiar with and may save you time and prevent errors and accidents.

Some can be quite simple and straight forward while others can be long and complex.

For example, in an office, there'll be instructions on your photocopier to explain how to use it or fix it when it breaks down. You may also need to read the instructions before using a new piece of equipment or workplace tool.

In some work roles, a manager or supervisor might give you written instructions on the tasks you need to do in a particular work period. A customer's email may also contain instructions of a particular job to be done. It's important you read and interpret these correctly to do your job well.

More formal procedures may be linked to workplace policies and describe who does what and when. You will most likely need to read and understand formal procedures related to 'Workplace, Health and Safety' or perhaps 'Leave entitlements' as you require them.

So, in order to work effectively in your job you will need to develop your reading skills.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now

ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKRDG03	Read basic workplace instructions	1
FSKRDG05	Read simple workplace procedures	2
FSKRDG09	Read routine standard operating procedures	3

Examples of reading procedures in cross-industry contexts:

- » Reading and following written workplace signage and instructions
- » Reading and following standard operating procedures (SOPs)
- » Researching hazards en-route to the incident area to determine a safe route/course
- » Reading and applying the procedures that accompany workplace policies

Video 3: Reading

Advanced reading skills in the workplace (Duration: 00:02:14)

<http://www.youtube.com/watch?v=9UICllr04pU>

Script:

Reading Skills are required in all workplaces but many high level roles require more advanced reading skills for you to complete your work tasks effectively.

A range of complex texts or documents are found in most workplaces. These could include service and computer manuals, policies and procedures, design or building specifications and a range of information reports.

The tasks that require strong reading skills are quite different in various occupations and work roles. However, in many high level roles you will need the skills to read a complex text in a timely manner, understand and learn from it, evaluate or modify it or perhaps synthesize the information into another written text.

For example, HR managers may need to refer to several human resource manuals to locate and integrate information on topics such as pay scales and job descriptions.

Police frequently need to read computerized incident reports and relate them to memos and directives from other law enforcement agencies.

Water operators often need to synthesize data from a range of tables, charts and graphs to analyse control systems and diagnose and correct problems to maintain the quality of our drinking water.

Your reading skills do develop over time and with experience in a particular work role, however, there is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKRDG11	Read complex workplace information	4
FSKRDG12	Read highly complex workplace information	5

Examples of advanced reading in cross-industry contexts:

- » Reading and interpreting workplace information in emails, notifications and other formal communications
- » Reading and interpreting the law
- » Reading and analysing a range of complex and sensitive and workplace materials
- » Reading and evaluating complex information
- » from existing maps, plans and specifications
- » Accessing, reading and evaluating a broad range of digital or website resources
- » Using and analysing a range of complex data in decision making

6 UTILISING VIDEOS

Video 4: Oral communication

Oral communication skills in the workplace (Duration: 00:02:47)

<http://www.youtube.com/watch?v=eSnkuWL25HA>

Script:

When you first start a new job, you'll be expected to have good speaking and listening skills. Nearly all workplaces will require you to interact in English with your work colleagues, customers or clients.

The type of oral communication skills you need to do your work well will depend on your occupation, the task you are doing and its purpose.

Different forms of speaking and listening are required in different job situations. In most workplaces you'll be expected to interact with people face to face but you may also need to speak on the phone or use other communication technology such as two-way radios. In all situations you will need to use accurate and clear language to convey your message.

You will also need to understand, and use words or terminology that is common in your field of work. For example, if you work in a government office you will need to understand and use the language of business and administration but if you work in community safety you will need to know and use the language of rescue and survival.

You can usually develop your oral communication skills over time and with experience in a particular workplace or role. However, at all levels of work it is important to know how to adapt your oral language so that it's appropriate for the listener and the situation. For example, the language you use with your work mates may be quite different to the language you use with a customer or client.

There are some common speaking and listening skills which you need in nearly all workplaces. Some examples include discussing work with colleagues, asking and answering questions, conveying information to customers and participating in meetings.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKOCM01	Participate in highly familiar spoken exchanges	Pre-level 1
FSKOCM02	Engage in basic spoken exchanges at work	1
FSKPCM03	Participate in simple spoken interactions at work	2

Examples of oral communication in cross-industry contexts:

- » Communicating effectively via telephone or other communication devices
- » Communicating workplace information and ideas to colleagues clearly and concisely
- » Interpreting and discussing operation and task information with team members
- » Responding to difficult customer situations using constructive problem solving techniques

Video 5: Oral communication

Oral communication skills for workplace meetings (Duration: 00:02:36)

<http://www.youtube.com/watch?v=eOMpjV1j3f4>

Script:

Workplace meetings are important in nearly all job roles. They are a gathering of at least two people who come together to discuss work issues and can include other workers, customers or clients and other people who are external to your work or organisation. To participate well in a meeting you need to be prepared for the issues being discussed, listen carefully to others and speak clearly when you have the opportunity.

When you start a new job, you'll be expected to attend meetings and participate in discussions or make comments on matters that relate to your work. You'll need to develop confidence to speak out and make your point clearly. You need to understand and use terminology that is relevant in your workplace and use language that conveys a clear message and shows respect for others in the meeting. If you don't understand something that is said, you should ask for it to be repeated or to be explained further.

As you gain more experience or have certain work responsibilities you might be expected to lead or chair a meeting and therefore manage the discussions that take place. You need to encourage everyone to contribute and make sure that all viewpoints are respected by others in the meeting. You'll need strong speaking and listening skills to negotiate some successful outcomes.

Depending on your workplace, meetings can be casual or quite formal. However, they'll only have successful outcomes if everyone actively listens and contributes clear ideas or feedback to the discussion.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKOCM04	Use oral communication skills to participate in workplace meetings	3
FSKOCM06	Use oral communication skills to participate in workplace teams	3
FSKOCM07	Interact effectively with others at work	3
FSKOCM08	Use oral communication skills to facilitate workplace negotiations	4
FSKOCM09	Use oral communication skills to facilitate workplace meetings	4

Examples of oral communication for meetings in cross-industry contexts:

- » Taking part in group discussions and informal meetings
- » Coordinating or leading workplace meetings
- » Participating in consultations with clients and stakeholders
- » Facilitating meetings and professional development activities
- » Using oral communication to effectively lead and supervise a team

6 UTILISING VIDEOS

Video 6: Oral communication

Oral communication skills for workplace presentations (Duration: 00:02:20)

http://www.youtube.com/watch?v=_E330eOQIEw

Script:

Oral presentations are an effective way to communicate information when they are planned and delivered well. To deliver a successful oral presentation in a workplace you need confidence and strong speaking skills to convey your message clearly and concisely.

Many occupations and job roles require you to deliver oral presentations to work colleagues, customers or clients and a range of people outside your organization or business.

Oral presentations can be simple or complex and range in duration and formality depending on your job, the information to be shared and the audience.

In Public Safety workplaces such as Defence, Police and emergency services, an oral presentation may be similar to an extended briefing or outline to a work team, of an accident, incident, mission or operational plan.

In a Government department where the focus is on business and administration, oral presentations may provide an orientation or detailed information about a specific topic or issue and may have a more formal structure.

Most people feel nervous before giving a presentation so it's important to prepare beforehand making sure you understand the information you are delivering and what your audience will want to take away with them. You should also predict some of the questions that might be asked and prepare suitable answers.

Your oral presentation skills will develop with time and experience but if you need extra help to improve these skills, there are training solutions available to help you in your current or future work roles and provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKOCCM05	Use oral communication skills for effective workplace presentations	3
FSKOCCM10	Use oral communication skills for complex workplace presentations	4
FSKOCCM11	Use oral communication skills to facilitate workplace teams	4

Examples of oral communication for presentations in cross-industry contexts:

- » Adjusting interpersonal styles and methods to deliver oral presentations to a range of audiences
- » Using oral communication to effectively deliver information to a team
- » Facilitating meetings and delivering professional development activities
- » Delivering effective presentations to the community or affiliated organisations
- » Presenting information to promote positive relations with stakeholders

Video 7: Writing

Routine writing skills in the workplace (Duration: 00:02:35)

<http://www.youtube.com/watch?v=LR4ND22FjeA>

Script:

When you start a new job, you'll be expected to have good writing skills to communicate with your work colleagues, clients or customers and a range of other people from outside your business or organisation.

The type of writing skills you need to do your work well will depend on your occupation, the task you are doing and its purpose. Different forms of writing are required in different job situations. For example, some jobs require writing longer detailed documents where others expect you to fill in data or short pieces of information.

In most workplaces you will be expected to write emails, fill in forms such as leave forms and accident forms, keep a diary or work schedule and record information that are relevant to your job. In some workplaces you may be expected to use handwriting but in most jobs you are now required to use a computer. Either way your writing should make sense and carry a clear message.

To convey information clearly you will need to use words and expressions which are common in your field of work. For example, if you work in a government office you'll need to understand and use the written language of business and administration but if you work in community safety you'll need to know and write the language of rescue and survival.

Most workers develop their writing skills with time and experience however, at all levels of work you will need to write language appropriate to the reader. Who you are writing to and what you writing about will affect the type of language you choose. You need to make good choices so that people understand you and your message. Poor writing skills can sometimes cause misunderstandings and create problems for you and your workplace.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKWTG02	Write basic workplace formatted texts	1
FSKWTG06	Write simple workplace information	2
FSKWTG07	Write routine formal workplace texts	3
FSKWTG08	Complete routine workplace formatted texts	3
FSKWTG09	Write routine workplace texts	3

Examples of routine writing in cross-industry contexts:

- » Recording information clearly and accurately in workplace templates and forms
- » Communicating confidential or sensitive information in writing using appropriate generic and grammatical structures
- » Writing routine documents to suit audience needs
- » Recording and reporting work activities and using schedules to manage time effectively

6 UTILISING VIDEOS

Video 8: Writing

Advanced Writing Skills in the Workplace (Duration: 00:02:02)

<http://www.youtube.com/watch?v=09mkHZYkVus>

Script:

Writing Skills are required in all workplaces but many high level jobs require more advanced writing skills to complete a variety of texts for a range of purposes. Depending on your occupation, work role and work level you'll be expected to have advanced written communication skills to complete your work tasks.

Different types of written texts are used in different occupations and work roles but there are also many common writing tasks required in a range of workplaces.

Some of the complex writing tasks common across industries include writing standard operating procedures, information reports with graphs, charts and diagrams, formal proposals and promotional materials.

Work involving writing complex tasks requires you to collect and analyze information, identify its relevance and summarise and synthesise it into the type of document you require.

To write effectively in your workplace you will need to implement planning, drafting and reviewing strategies. Developing these important strategies will ensure you write an effective text for its purpose.

Your writing skills do develop over time and with experience in a particular work role.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKWTG10	Write complex workplace texts	4
FSKWTG11	Write highly complex workplace texts	5

Examples of advanced writing in cross-industry contexts:

- » Providing input to written strategies, policies and plans
- » Writing complex workplace reports and proposals
- » Preparing operational reports
- » Critically analysing and synthesising information from a range of sources to prepare complex written documents
- » Documenting all stages of the emergency process, decisions taken and outcomes
- » Preparing detailed operating plans & budgets
- » Preparing informational material for website applications
- » Preparing written submissions for grants or funding

Video 9: Numeracy

Routine Numeracy Skills in the workplace (Duration: 00:02:20)

<http://www.youtube.com/watch?v=sWmu07C2f74>

Script:

When starting a new job, you will be expected to have the numeracy skills required for your particular work role. Numeracy is the ability to use numbers and think mathematically, to measure and make simple calculations, to estimate and work with money.

The type of numeracy skills you need to do your job well depends on your occupation and the type and purpose of each task. For example, if you are a fire fighter or emergency services worker you might be required to have excellent numeracy skills to navigate your team to a fire or incident. You may need to calculate distances, speed and time and work out changes in environmental conditions. If you work in a customer service role, you may need to monitor stock levels and place purchase orders or handle money and payments.

Understanding and managing time is important in nearly all workplaces and requires good counting and estimating skills. You will need to use a diary or calendar to schedule your work tasks and estimate how long each task might take so that you can plan your work day accordingly.

In modern workplaces, technology such as calculators, cash registers and other digital measurement tools are used widely to assist workers with the tasks requiring mathematical information. However, all workers need to have strong estimating skills to work out when an error in data entry produces an incorrect result.

There is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKNUM02	Use beginning skills related to time and 2D shapes for work	Pre-level 1
FSKNUM03	Use whole numbers and money up to one thousand for work	1
FSKNUM04	Locate, recognise and compare highly familiar measurements for work	1
FSKNUM08	Identify, interpret and use whole numbers and simple fractions, decimals and percentages for work	2
FSKNUM09	Identify, interpret, measure and estimate familiar quantities	2
FSKNUM14	Interpret and calculate with whole numbers and familiar fractions, decimals and percentages for work	3
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	3
FSKNUM20	Use basic functions of a calculator	3

Examples of numeracy in cross-industry contexts:

- » Understanding and applying basic measurement
- » Measuring and calculating material quantities
- » Operating a GPS and navigating to incident scene
- » Performing simple mathematical and scientific calculations
- » Managing time effectively
- » Interpreting and calculating with whole numbers and familiar fractions, decimals and percentages for work
- » Using and applying ratios, rates and proportions for work

6 UTILISING VIDEOS

Video 10: Numeracy

Numeracy Skills for working with tables, graphs and charts (Duration: 00:02:34)

<http://www.youtube.com/watch?v=djrBP-iY6VM>

Script:

In any Australian workplace you'll be expected to have the numeracy skills required to do your job well. Numeracy is the ability to use numbers and think mathematically, to measure and make calculations and to estimate and work with time and money. Workers often don't realize they are using these skills because they may be hidden in particular work tasks.

A good example of this is when you use numeracy skills to interpret or create workplace tables, graphs and charts.

Numeracy skills are commonly used in a range of work situations to interpret information in timetables, salary schedules, price lists and survey results. They are also used to information that is specific to particular jobs including sales or production graphs, project timelines and budget balance sheets.

Although not easily seen, data presented in these formats still require you to use your numeracy skills to help you decode its message and understand how it might impact on you and your work.

Depending on your work role you may also be expected to create a table, graph or chart to display and compare information. Presenting numerical information or data in this form is a way to organize it so that others can use and interpret it easily.

Modern workplaces have technology such as computer programs that assist you in creating these types of documents. You will be expected to understand and use these tools appropriately in your workplace.

If you want to develop your numeracy skills in order to interpret or create information in tables, graphs or charts, there are training solutions available for your current or future work roles and provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKNUM07	Locate specific information in highly familiar tables, graphs and charts for work	1
FSKNUM11	Read, interpret and use familiar maps and plans for work	2
FSKNUM12	Identify and interpret information in familiar tables, graphs and charts	2
FSKNUM13	Construct simple tables and graphs for work using familiar data	2
FSKNUM18	Collect data and construct routine tables and graphs for work	3
FSKNUM19	Interpret routine tables, graphs and charts for work	3
FSKNUM27	Collect, organise and interpret statistical data for work	4

Examples of numeracy in cross-industry contexts:

- » Using mathematical language when interpreting data from graphs and tables
- » Constructing and interpreting routine tables and graphs for work
- » Interpreting data from charts and specifications
- » Explaining graphical data in information reports.

Video 11: Numeracy

Advanced numeracy skills in the workplace (Duration: 00:02:08)

<http://www.youtube.com/watch?v=fS3XkjmVJHQ>

Script:

Depending on your occupation, and work level you may be expected to have advanced numeracy skills to complete your work tasks. Numeracy Skills are required in all workplaces but many jobs require more advanced numeracy skills to think mathematically, analyze, calculate, estimate and apply formulae in a range of complex contexts

The application of numeracy skills differs greatly in various occupations. Working in the Water industry, for example, requires you to apply mathematical formulae to find solutions to a range of complex problems related to water catchment.

Working in emergency services requires numeracy skills for interpreting cartographic information, navigation techniques and local and environmental conditions. If you work for the government you will most likely be expected to interpret statistics and perform complex calculations to assist in solving problems.

There are many tasks common to most industries which require you to have highly developed numeracy skills. If you are in a high level position it is likely you will be expected to know how to prepare complex operating plan & budget or manage expenditure on an individual project.

You can develop your numeracy skills over time and with experience in a particular work role however, there is training support available to help you in your current or future work roles which will provide you with a valuable advantage in study, work and life. If you need further information and advice on foundation skills support, make contact with your Industry Skills Council now.

VIDEO ALIGNMENT WITH FSK UNITS

FSK Unit Code	Unit Title	ACSF Level
FSKNUM21	Apply an expanding range of mathematical calculations for work	4
FSKNUM22	Use and apply ratios, rates and proportions for work	4
FSKNUM23	Estimate, accurately measure and calculate measurements for work	4
FSKNUM27	Collect, organise and interpret statistical data for work	4
FSKNUM28	Use routine formulae and algebraic expressions	4
FSKNUM30	Use common functions of a scientific calculator	4
FSKNUM31	Apply a wide range of mathematical calculations for work	5
FSKNUM32	Use and calculate with complex measurements for work	5
FSKNUM33	Collect, organise and analyse statistical data for work	5

Sample texts in workplace contexts:

- » Performing complex calculations to assist in solving problems
- » Interpreting complex mathematical data for decision making
- » Preparing estimates and managing financial resources
- » Managing expenditure on projects by preparing detailed operational plans and budgets
- » Applying mathematical formulae to find solutions to a range of complex problems.

Notes

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7 SECTOR SPECIFIC

Section contents

Correctional Services

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CORRECTIONAL SERVICES



Industry Overview

Within Australia's justice system, the correctional services sector plays a major role in the management and supervision of offenders in both custodial and community-based corrections. Within the correctional services sector there is also the aim to reduce the risk of re-offence through services and programs focussed on successful reintegration. The correctional services sector currently employs approximately 30,000 people. There are approximately 114 custodial facilities across Australia with an additional number of privately-managed immigration detention centres under federal government direction.

Recent evidence suggests that approximately fifty per cent of correctional services sector employees encounter LLN issues within their workplace. This may be particularly prevalent in new custodial recruits.

There is a range of spoken and written texts embedded in tasks when working within the Correctional Services environment. Some are quite generic and reflect a range of core skills required across industry sectors. An example might be skills for reading and complying with organisational policies and procedures. There are also very specific texts and contexts that are distinctive to a custodial environment. An example might be the context of oral interaction with offenders which requires both sensitivity and the language of persuasion.

Typical tasks Include:

- » observing the conduct and behaviour of prisoners to prevent disturbances and escapes
- » supervising prisoners during work assignments, recreational periods, sporting activities and meals
- » patrolling and guarding properties and checking for unauthorised entry
- » providing armed escort for the transport of cash and other valuables
- » maintaining order at venues where there are large gatherings of people
- » conducting investigations for clients
- » advising clients on security requirements and recommending and designing security specifications.

Some of the foundation or 'core' skills identified in a variety of roles at a range of employment levels can be seen in the following tables. It should be noted that the specific skills or tasks are not limited to any one role or employment level but are typically grouped together to engage in a specific workplace task. Even though some tasks are typical of particular work roles, they are not solely the domain of that work role.

CORRECTIONS

Foundation Skills embedded in competencies in Corrections roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	L R	Reading workplace documents such as safety policies and procedures
	W OC N	Reporting workplace safety issues including faults and problems in equipment and procedures
	R W	Reading and writing workplace emails, notices, signage and simple reports.
	W OC N	Responding to formal and informal requests for information
	L OC	Discussing issues to identify, address and resolve problems using a group approach
	L OC	Making constructive and cooperative contributions to team activities and goals
	W OC	Communicating workplace information and ideas with colleagues
	R N	R N Understanding and applying basic measurement
	L OC	Alerting work group members and others of emergency warnings, using appropriate equipment and terminology
	L W OC	Communicating in a culturally appropriate language and style with offenders and visitors
MID LEVEL	R W	Writing in the required format, style, structure and timeframe
	W OC	Using a range of language structures to explain complex ideas to different audiences
	W OC	Providing formal and informal feedback to work team members
	L OC	Consulting regularly to review workplace outcomes for possible improvements.
	L R	Reading and interpreting workplace policies and processes
	W OC	Communicating confidential or sensitive information
	W OC	Assessing and communicating client and offender needs
	L OC N	Operating communication, security and information management technology in a correctional facility
	L R W	Using computer networks and information systems for storing and retrieving data
	L OC	Interacting confidently with clients and colleagues
HIGH LEVEL	L OC	Identifying and addressing routine workplace problems by collaborating with colleagues
	L OC	Using radio and communication equipment in a corrections environment
	W OC	Interacting professionally and respectfully with internal and external clients, colleagues and managers
	L R OC	Responding appropriately to opinions and presenting a logical argument
	R OC	Consulting colleagues and stakeholders on work-related issues
	L OC	Promoting a positive work environment by counselling inappropriate behaviour
	W OC	Giving and receiving feedback on work performance
R OC	Assisting staff in professional development activities	
W OC N	Reporting on resource usage	
R W N	Using computer applications for information generation, management, storage and security	

Correctional Services Training Package

The units of competency are not only the building blocks of nationally recognised qualifications but are also the industry standards, and when grouped together inform real work roles in authentic work contexts. By analysing the units of competency to identify the FS demands we gain an understanding of the type of core skills workers need to engage fully with their work.

To provide an overview of the FS performance levels in the Corrections Training Package qualifications, the core units of competency are being mapped to the ACSF levels to give a clearer view of the LLN demands of each unit. In many cases the FS demands (reading, writing, oral communication etc) are embedded in the unit's 'Elements' and/ or 'Performance criteria',

but they are not always explicit and are sometimes overlooked in both training and work contexts.

For example, **CSCOHS201 Use safe work practices** states that a worker '*Alerts others to high risk situations clearly ensuring the information is understood*'.

However, it does not clearly state just what methods a worker would use to implement this. To clarify, for training purposes we need to know if 'alerting others' is implemented through face to face interaction, by using a communication device such as a phone, two-way or loud speaker system, through written means such as email or mobile text or a combination of these. The mapping information with FS statements, available in the Foundation Skills Companion Volume, will provide this information.

Here are examples of the ACSF Performance Levels for units at a range of levels in the CSC Training Package:

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
CSCOHS201A	Use safe work practices	3	3	2	3	2
CSCORG201A	Contribute to achieving the goals of the organisation	2	3	3	4	2
CSCORG202A	Communicate effectively	3	3	3	3	2
CSCSAS201A	Maintain security	2	3	2	3	2
PSPOHS301A	Contribute to workplace safety	NA	4	4	3	NA
Core Custodial units	Unit Title	L	R	W	OC	N
CSCORG402A	Gather and report complex information	4	4	4	4	3
CSCINT402	Assist offenders to change behaviour	4	4	4	5	3
CSCDH404	Select dogs	N/A	4	4	4	3
CSCORG509	Manage effective workplace relationships	N/A	4	4	5	N/A
CSCSAS303A	Conduct searches	3	4	4	3	NA

note high level oral communication skills required

The following table is an example of how the ACSF can be mapped across individual units of competency from the Correction Training Package (CSC) to identify the key FS in the form of texts or contexts embedded in the unit. It also clarifies the

performance level required in each of the core skills for successful completion of the unit. This information provides guidance to ensure the training support and assessment is tailored to the same level required by this industry standard.

CSC30107 Cert III in Correctional Practice

CSC Core Unit: CSCORG301A	Learning	Reading	Writing	Oral Communication	Numeracy
Prepare reports	3	4	4	3	2

Summary of Key Foundation Skills:

Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit	Links to support resources
Learning	<ul style="list-style-type: none"> » Organises and makes connections between information/ideas using strategies such as categorising, comparing and sequencing 	FSKLRG09 FSKLRG10 FSKLRG11
Reading	<ul style="list-style-type: none"> » Reads and extrapolates relevant information related to the correctional services context from a range of sources including current legislation, policies and procedures » Interprets complex data that may be presented in graphic, diagrammatic or visual form » Reads and summarises key points from a range of written sources 	FSKRDG11
Writing	<ul style="list-style-type: none"> » Adjusts writing style and vocabulary to suit the audience and context » Writes clear, accurate and objective case management, incident and meeting reports » Integrates information and ideas from a range of sources and sequences them logically within a larger text » Records and stores information securely and safely and with an awareness of environmental and sustainable practices 	FSKWTG08 FSKWTG11
Oral communication	<ul style="list-style-type: none"> » Checks and confirms the accuracy of information in discussion with reliable sources » Interacts with colleagues and contributes to discussion on reporting activities 	FSKOCM06 FSKOCM07
Numeracy	<ul style="list-style-type: none"> » Applies routine time management skills and recognises the urgency and high risk components of specific reports 	FSKNUM09 FSKNUM11 FSKNUM12 FSKNUM13

7 SECTOR SPECIFIC

ACSF Performance Variables for CSCORG301A

		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending



LOCAL GOVERNMENT



Industry Overview

Local government is the third tier of government in Australia, responsible for providing a range of local services, including:

- » infrastructure and property services
- » provision and maintenance of recreational facilities
- » health services, including water and food inspection and immunisation services
- » community services
- » building services, planning and development
- » cultural facilities and services.

There are approximately 565 councils across Australia, the majority of which are regional or rural. The size of local councils is highly diverse; however, the average council population is 28,400. Local governments are funded through taxes (rates), user charges and federal/state government grants. The local government sector employs approximately 192,500 persons in some 400 different occupations. Due to the wide range of occupations and work roles within Local Councils, there is a vast array of foundation skill demands embedded in different tasks.

A recent study suggests that nearly 50% of council workers indicate that they had observed LLN issues within their organisation although there was a perception they are of particular concern amongst the outdoor workforce. This information is supported by data from the Local Government Association of Queensland which has indicated that there are approximately 1,000 workers (2.5% of the local government workforce in Queensland) with LLN issues. Outdoor workers comprised approximately two-thirds of this number. There are indications that these LLN gaps may have

an impact on workplace communication, capacity to understand written instructions and efficiency in the use of new technologies to complete work-related duties.

Typical tasks Include:

- » reading and interpreting a range of routine workplace documents including policies, plans, instructions, level sheet charts and specifications
- » reading and interpreting legislation and its impacts on council operations
- » writing workplace emails and reports and completing forms and templates
- » writing complex reports and proposals
- » responding effectively to phone and email enquiries
- » giving and following explanations and instructions
- » consulting with work colleagues, community and stakeholders and delivering effective presentations
- » performing simple calculations and measurements
- » performing complex calculations to assist in solving problems
- » clarifying the needs and expectations of customers using a range of communication strategies
- » sharing knowledge and information with work colleagues
- » responding to difficult customer situations and using constructive problem solving techniques
- » using a range of digital technology and software appropriate to the workplace
- » selecting appropriate technology to achieve work objectives and workplace goals.

LOCAL GOVERNMENT

Foundation Skills embedded in competencies in local government roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	R W	Completing simple workplace forms and templates
	L R W OC	Responding effectively to phone and email enquiries
	L W OC	Sharing knowledge and information with work colleagues
	R W	Writing simple workplace emails and reports
	L OC	Resolving work related problems
	L R W	Using a range of digital technology and software
	OC N	Calculating costs of services and giving change
	W OC N	Providing information on rates and special charges
	R N	Reading and locating key information in a range of routine workplace documents
MID LEVEL	W OC	Giving clear explanations to both work colleagues and customers
	L OC	Contributing to and leading workplace meetings
	R OC	Reading and interpreting a range of workplace information including policies and procedures
	R W	Writing workplace information texts to suit audience needs
	W OC	Liaising and establishing networks with relevant people in the community
	R N	Reading and interpreting, maps, diagrams and specifications
	R OC	Delivering presentations to staff, customers and community
	R N	Reading and calculating measurements on digital measuring apparatus
	R W	Adapting to the use of new technology as appropriate
	R N	Managing project budgets
	R W OC	Participating in consultations with clients and stakeholders
	R W OC	Discussing breaches in compliance with customers and colleagues
	HIGH LEVEL	R W OC
R W		Writing complex reports and marketing proposals
R W OC		Managing stakeholder relationships using a range of communication strategies
R W N		Developing written agreements to ensure consistency in interpretation
R W N		Quantifying the benefits of options and performing calculations to assist in solving problems
L R W		Using technology relevant to the purpose
	L R	Reading and interpreting legislation and its impacts on council operations

Local Government Training Package

The units of competency are not only the building blocks of nationally recognised qualifications but are also the industry standards. When they are grouped together they inform real work roles in authentic work contexts. Therefore by analysing the units of competency to identify the FS demands we gain an understanding of the type of core skills workers need to acquire to engage fully with their work.

To provide an overview of the FS performance levels in Local Government Training Package qualifications, the core units of competency will be mapped to the ACSF levels to give a clearer view of the FS demands of each unit. As these demands (reading, writing, oral communication etc) are embedded in the unit's

'Elements' and/ or 'Performance criteria', they are not always explicit and are sometimes overlooked in both training and work contexts.

For example, in **LGACORE104B Work effectively in Local Government** the PCs state that "...additional support to improve performance is communicated clearly to the appropriate person." However, it does not clearly state just what methods a worker would use to communicate. To clarify, for training purposes we need to know if 'communicating' is implemented through face to face interaction, by using a communication device such as a phone, two-way or loud speaker system, through written means such as email or mobile text or a combination of these. The mapping information with FS statements, available in the Foundation Skills Companion Volume will provide this information.

Here are examples of the ACSF Performance Levels for sample core units in the LGA Training Package

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
LGACORE101B	Access learning and careers development opportunities	2	3	2	2	2
LGACORE102B	Follow defined WHS policies and procedures	2	3	2	2	2
LGACORE103B	Provide service to local government customers	2	3	3	3	2
LGACORE104B	Work effectively in local government	2	3	3	3	2
LGACORE105B	Work with others in local government	2	3	3	3	2

"People with higher literacy and numeracy skills are likely to be employed in more highly skilled jobs and earn more"

The following table is an example of how the ACSF can be mapped across individual units of competency from the Local Government Training Package (LGA) to identify the key FS in the form of texts or contexts embedded in the unit. It also makes clear the

performance level required in each of the core skills for successful completion of the unit. This information is essential to ensure the training support and assessment is tailored to the same level required by this workplace standard.

LGA10304 Certificate III in Local Government					
LGA Core Unit: LGACORE105B	Learning	Reading	Writing	Oral Communication	Numeracy
Work with others in local government	2	3	3	3	2
Summary of Key Foundation Skills:					
Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit			Links to support resources	
Learning	<ul style="list-style-type: none"> » Begins to identify a council's organisational structure and the relationships between roles within council » Uses organising skills to prioritise work activities » Uses basic computer applications for workplace communications 			FSKLRG05 FSKLRG08	
Reading	<ul style="list-style-type: none"> » Reads and interprets information related to equal employment opportunity and anti-discrimination requirements and relevant council workplace standards » Reads and interprets routine electronic and printed workplace documents 			FSKRDG08 FSKRDG09 FSKRDG10	
Writing	<ul style="list-style-type: none"> » Completes short routine texts using appropriate vocabulary and grammatical structures » Writes routine workplace emails and reports » Records information clearly, accurately and legibly 			FSKWTG07 FSKWTG08 FSKWTG09	
Oral communication	<ul style="list-style-type: none"> » Uses clear verbal communication with a range of appropriate vocabulary and grammatical structures » Participates in discussions with work colleagues involving the use of listening, questioning, paraphrasing and clarification strategies » Interacts with internal and external customers to confirm their needs and expectations » Identifies and liaise with relevant personnel 			FSKOCM04 FSKOCM06 FSKOCM07	
Numeracy	<ul style="list-style-type: none"> » Performs basic calculations and apply simple measurement 			FSKNUM04	

7 SECTOR SPECIFIC

ACSF Performance Variables for LGACORE105B

		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending



PUBLIC SAFETY



Industry Overview

Public safety

The public safety sector, encompassing police, defence, fire, search and rescue (aquatic and land-based), emergency services and emergency management plays a key role in the preparation, response and recovery from natural and man-made threats. The diverse nature of the public safety sector requires a highly-trained and responsive workforce capable of responding to threats, maintaining community safety and collaborating across agencies and jurisdictions.

The fire sector encompasses rural, metropolitan, land management and aviation-based fire services. Organisations within the fire services industry are responsible for protecting the community from fire and other emergencies. This not only incorporates responding to fires, but also improving community preparedness and awareness of fire risk. There were 17,854 paid and 211,898 volunteer fire fighters across Australia in 2011-12.

The emergency services sector incorporates the state emergency services (SES) and emergency management organisations. Emergency services are responsible for disaster preparedness, disaster awareness and the coordination of rescue, response and recovery. There are approximately 500 paid staff and over 25,000 volunteer staff within the SES.

Police services, including state and territory police departments and the Australian Federal Police, are responsible for the provision of a safe and secure community environment. Roles performed by the police include responding to criminal offences and life-threatening situations, provision of services to the judicial process, and the enforcement of road safety and traffic management. There were approximately 67,000 operational and non-operational police in Australia in 2011-12.

The public safety sector also includes surf lifesaving, which is responsible for protecting Australia's public swim centres, beaches and coastlines via patrols, education and training, and the promotion of health and fitness. Surf Lifesaving Australia has over 150,000 members across 310 clubs. In 2010-11, paid and volunteer lifeguards and lifesavers performed over 14,000 rescues across Australia.



Police respond to criminal offences and life-threatening situations, provide services to the judicial process, enforce road safety and provide traffic management

Typical tasks Include:

- » investigating and prosecuting offences committed in areas such as organised corporate and computer crime, environmental offences, drug trafficking, fraud, counterfeiting and terrorism
- » securing and examining scenes of crimes and accidents to locate and obtain evidence for analysis
- » protecting witnesses and investigating official corruption
- » maintaining public order and safety
- » patrolling assigned areas to minimise potential for public disturbance and crime
- » investigating accidents, crimes, minor offences and citizens' complaints, gathering evidence, and pursuing, arresting and interviewing suspected offenders
- » testing persons suspected of driving under the influence of alcohol and drugs and issuing infringement notices for traffic offences
- » directing and re-routing traffic at congested areas
- » attending community meetings and answering inquiries from the public where necessary
- » providing advice and assistance to victims of crime and their families
- » maintaining records and preparing reports.

Defence

The Australian Defence Force (ADF) consists of the Navy, Army, Air Force and members of the Australian Public Service (APS). The primary focus of the ADF is to, 'protect and advance Australia's strategic interests by providing military forces and supporting those forces in the defence of Australia and its strategic interests'. The ADF also played crucial roles in recent natural disaster responses in Australia and overseas. The ADF has approximately 58,000 military personnel, with just over 14,000 personnel in both the Navy and Air Force and approximately 30,000 in the Army. In addition, the ADF have over 20,000 reserves (with approximately 16,000 in the Army Reserves) and more than 22,000 civilian personnel. There are over 350 defined career streams within Defence, each with designated patterns of education, training and experience. Many of these careers are directly comparable to careers in other industries.

There is some discrepancy over the extent of any LLN issues within public safety organisations although there is some suggestion that it is a growing problem. Evidence suggests that there is an increase in LLN issues among new recruits and it may be more prevalent in the volunteer workforce.

7 SECTOR SPECIFIC

Fire and Emergency Workers attend emergencies to minimise risk to community safety and security and protect life and property.

Typical tasks Include:

- » attending the scene of fires and other emergencies reported to authorities
- » rescuing and evacuating people stranded or trapped in dangerous situations
- » operating pumps, spraying water, foam and chemicals from hoses, portable extinguishers and other appliances to extinguish fires and to disperse or neutralise dangerous substances
- » cutting openings in buildings and crashed vehicles to free occupants
- » maintaining site security systems
- » administering first aid
- » attending and participating in training activities, rescue classes, drills, demonstrations and courses in emergency and fire-fighting techniques
- » training recruits in emergency procedures and practices
- » visiting buildings and potential fire hazards to study access points and locations of hydrants
- » maintaining tools and equipment.

Defence Force Members provide specialised military services to the Australian and New Zealand Defence Forces.

Typical tasks Include:

- » guarding airfields and other defence force bases
- » serving as an infantry soldier
- » erecting bridges, building field defences, constructing temporary roads, clearing minefields, repairing airfields and demolishing targets using explosives
- » crewing armoured fighting vehicles
- » operating artillery, ground and surface-based defence systems, shipboard weapons and other advanced specialist military weapons and equipment
- » providing firepower and ground-based air defence
- » establishing and maintaining command, control and communications equipment and facilities
- » conducting surveillance, reconnaissance and boarding operations
- » maintaining personal arms and ammunition.

PUBLIC SAFETY – Industry Wide

Foundation Skills embedded in competencies in Industry-wide public safety

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	OC N	Interpreting and discussing operation and task information with team members
	W OC N	Following verbal and written workplace instructions
	OC N	Providing verbal reports to paramedical personnel
	L W OC	Working cooperatively with members of other emergency services
	L OC	Discussing methods for minimising hazards with team members
	R W N	Reading and writing routine workplace emails and incident reports
	R N	Researching hazards en-route to the incident area to determine a safe route/course
	L OC	Taking part in group discussions and informal meetings
	R N	Operating a GPS and navigating to incident scene
MID LEVEL	R N	Reading maps and building specifications
	R OC	Interacting with work colleagues via email, phone, two-way radio or signalling systems.
	OC N	Relaying emergency response instructions clearly, concisely and accurately and obtaining confirmation of understanding
	R W OC	Advising and involving the community and stakeholders in public safety activities
	R OC	Delivering presentations to community group gatherings etc.
	W N	Recording the details of casualties' condition, treatment and response to treatment
	W OC N	Using codes, abbreviations, prowords or specialist terminology in the transmission of information
	R W	Writing accident, incident and information reports
	L R OC	Using search equipment such as radio communications equipment
	L R W	Using databases to store and retrieve data for decision making
	R N	Reading and interpreting search operation information and task information
	L OC	Contributing to group discussions and informal meetings
	L R N	Interpreting and using basic statistical information
HIGH LEVEL	L OC	Discussing hazards and issues affecting safety of the team and other personnel
	R OC	Analysing information of emergency context to effectively communicate and consult with a range of people
	R W OC	Outlining search and rescue procedures and policies to interested and affected persons, groups and organisations
	L W OC	Documenting and communicating levels of risk
	L W	Developing strategic plans for risk management
	R N	Interpreting cartographic information, navigation techniques and local/environmental conditions
	R N	Reviewing resource needs based on intelligence
	R N	Calculating and measuring to establish intended track/area/position
L R OC N	Identifying prevention, preparedness, response and recovery strategies through research and stakeholder consultation	

7 SECTOR SPECIFIC

PUBLIC SAFETY - Policing

Foundation Skills embedded in competencies in Policing roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	L OC	Using clear, concise language in all communications with work colleagues, clients and community
	L OC	Using active listening skills and questioning techniques to clarify issues
	R W OC	Communicating effectively with a wide range of community members
	R W N	Reading and writing routine workplace emails and incident reports
	L R	Reading and interpreting the law
	OC N	Providing verbal reports to relevant emergency response personnel
	R W	Using digital technology for emailing, routine report writing and basic research
	R OC	Using and maintaining police communications equipment
	R N	Interpreting data from workplace tables, graphs and diagrams
MID LEVEL	L OC	Interacting effectively with policing team members
	L W OC	Using communication strategies that reflect an understanding of cultural, gender, religious and age issues
	R W OC	Informing and advising community members of specific laws and crime prevention strategies
	L R	Reading and interpreting legislation and legal documents
	R W OC	Liaising and assisting officers from other areas with policing matters
	R W OC	Developing information networks for collecting intelligence
	R W OC	Collating information collected and systematically reporting to relevant officers as appropriate
	R OC	Facilitating or participating in group discussions and workplace meetings
	R N	Accessing databases for the purposes of checking applicant or offenders details or history
	R W	Using digital technology for emailing, writing reports and conducting research
	R W OC	Using communication technology including telephone, teleconference, video conference, Internet (online forums).
	R W	Completing accurate accident and incident reports
	L OC	Explaining police service strategies and reporting feedback to senior officers
	L OC	Negotiating, resolving and mediating conflict to de-escalate incidents
HIGH LEVEL	R N	Reading and interpreting complex legislation, policies and procedures
	R W	Writing briefs of evidence and documenting exhibit register
	R W OC	Preparing and compiling victim, witness and offender statements
	R W OC	Using oral and written language to respond to concerns held by other agencies
	R W OC	Consulting and addressing issues raised
	R OC N	Accounting for human and material resources
	R W OC	Establishing communications systems and procedures to assist with the functions of police control
	R W	Using databases and specialist information systems to store and retrieve data

PUBLIC SAFETY - Firefighting

Foundation Skills embedded in competencies in firefighting roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	W OC	Using language that is clear, concise and appropriate in a firefighting context
	R OC N	Following oral and written procedures and work instructions
	R W OC N	Reporting identified changes in fire incident behaviour and conditions to supervisor
	L R W OC	Providing and receiving information to complete urgent and routine tasks
	R W OC N	Noting evidence of fire cause and communicating this to supervisor
	W OC	Using language which is positive, culturally appropriate and tailored to the audience
	R W	Completing work templates and forms
	R N	Reading maps and building specifications
	L OC N	Discussing methods for minimising hazards with team members
MID LEVEL	OC N	Employing alternative communication strategies when sound, sight & smell are impeded
	R W OC N	Transmitting and receiving information using communications systems and equipment
	L W OC	Consulting community members and organisations during the fire identification and/or inspection process
	L OC	Maintaining and monitoring communication throughout the firefighting operation
	W OC	Receiving and dealing with urgent requests for response
	OC N	Discussing anticipated situational and environmental hazards with rescue team members while on approach to fire scene
	W OC	Communicating any changes to the incident plan to relevant personnel and organisations
	R W	Completing and maintaining incident records of actions and decisions
	R W N	Interpreting weather information to predict local conditions
	L OC N	Reporting and acting on changes to fire condition to determine firefighting tactics
	L OC	Conducting briefings and debriefings
	R N	Performing mathematical and scientific calculations to locate and control fire
	R OC	Operating communication systems and equipment
HIGH LEVEL	R W	Completing post incident documentation
	R W	Completing accurate and legible records for work area
	W OC	Communicating openly and responding promptly to queries
	R W OC	Interpreting information on organisational WHS policies, procedures and programs and explaining to the work group
	R W OC	Liaising and collaborating with other emergency teams and organisations
	W OC N	Reporting significant changes in fire status and actions taken
	L OC	Negotiating organisational strategies and tactics
	R OC	Obtaining feedback from other organisations and governments to inform and improve service delivery
	R N	Researching and analysing information from existing plans/databases

7 SECTOR SPECIFIC

PUBLIC SAFETY – SES

Foundation Skills embedded in competencies in SES roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	R W	OC Communicating workplace information with work colleagues
	R W	Completing accident and incident forms
	L R W OC	Locating, interpreting and providing relevant information to requests
	L OC	Using active listening skills and questioning techniques to clarify issues
	L W OC	Making a positive contribution to the effectiveness and efficiency of a team
	R W OC	Taking part in group discussions and informal meetings
	W OC	Using language that is clear, concise and appropriate to provide emergency care
	R OC	Following oral instructions from supervisor/manager
	R N	Reading simple maps and diagrams
MID LEVEL	R W OC	Recording details of casualties' condition, treatment and response to treatment
	W OC	Communicating effectively with casualties, witnesses and the public
	L OC	Reporting any changes in situation and/or conditions to appropriate personnel
	L OC N	Identifying and communicating additional or specific resource requirements
	W OC	Consulting team members
	R W	Writing routine and complex reports and submissions, briefing notes, proposals, project plans etc
	R W OC	Facilitating and participating in regular meetings and forums
	L OC	Mentoring and coaching others in a team situation
	R W	Writing incident management plans
	R OC	Delivering oral presentations at community group gatherings, special events and festivals
	R W OC	Recording and reporting on hazardous situations
	L R W	Using computer-based tools and software to produce resource reports
	R N	Interpreting cartographic information, navigation techniques, local and environmental conditions
	HIGH LEVEL	R N
L OC		Briefing team members on their roles and responsibilities
R W OC		Analysing information of emergency context to effectively communicate and consult with a range of people
R W OC		Developing strategies for disseminating information effectively
R W		Preparing operational reports
L R W OC		Developing networks and relationships and liaising effectively
R W OC		Monitoring performance of individuals and teams and giving constructive feedback
R W		Documenting all stages of the emergency process, decisions taken and outcomes
R W OC	Promoting positive relations with stakeholders communicating openly and responding promptly to queries	

Public Safety Training Package

The units of competency are not only the building blocks of nationally recognised qualifications but are also the industry standards. When grouped together they inform real work roles in authentic work contexts. Therefore by analysing the units of competency to identify the FS demands we gain an understanding of the type of core skills workers need to acquire in order to engage fully with their work.

To provide an overview of the FS performance levels in Public Safety Training Package qualifications, the core units of competency will be mapped to the ACSF levels to give a clearer view of the FS demands of each unit. As these demands (learning, reading, writing, oral communication and numeracy) are embedded in the unit's 'Elements' and/ or 'Performance criteria', they are

not always explicit and are sometimes overlooked in both training and work contexts.

For example, in **PUATEA001B Work in a team**, the PCs state that *"Information relevant to work is communicated effectively with team members to enable efficient completion of tasks"*. However, it does not clearly state just what methods a worker would use to communicate. To clarify, for training purposes we need to know if 'communicating' is implemented through face to face interaction, by using a communication device such as a phone, two-way or loud speaker system, through written means such as email or mobile text or a combination of these. The mapping information with FS statements, available in the Foundation Skills Companion Volume will provide this information.

Here are the ACSF Performance Levels for sample industry-wide units from the Public Safety Training Package. These units are commonly used across a number of public safety sectors.

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
PUATEA001B	Work in a team	2	3	3	3	2
PUACOM001C	Communicate in the workplace	2	2	3	3	2
PUASAR022A	Participate in a rescue operation	N/A	3	3	3	N/A
PUAOPE013A	Operate communications systems and equipment	3	3	3	3	2

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
PUASAR011C	Search as a member of an aquatic search team	3	3	3	3	4
PUACOM003B	Manage information	3	4	4	3	3
PUAOPE014A	Navigate to an incident	3	3	3	3	4
PUAOPE015A	Conduct briefings and debriefings	N/A	3	3	4	3
PUAOIL403	Lead a team in oiled shoreline clean up	4	4	4	4	4

indicates higher FS skills levels required



7 SECTOR SPECIFIC

The following table is an example of how the ACSF can be mapped across individual units of competency from the Public Safety Training Package (PUA) to identify the key FS in the form of texts or contexts embedded in the unit. It also makes clear the

performance level required in each of the core skills for successful completion of the unit. This information is essential to ensure the training support and assessment is tailored to the same level required by this workplace standard.

PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)

CSC Core Unit: PUASAR011C	Learning	Reading	Writing	Oral Communication	Numeracy
Search as a member of an aquatic search team	3	3	3	3	4

Summary of Key Foundation Skills:

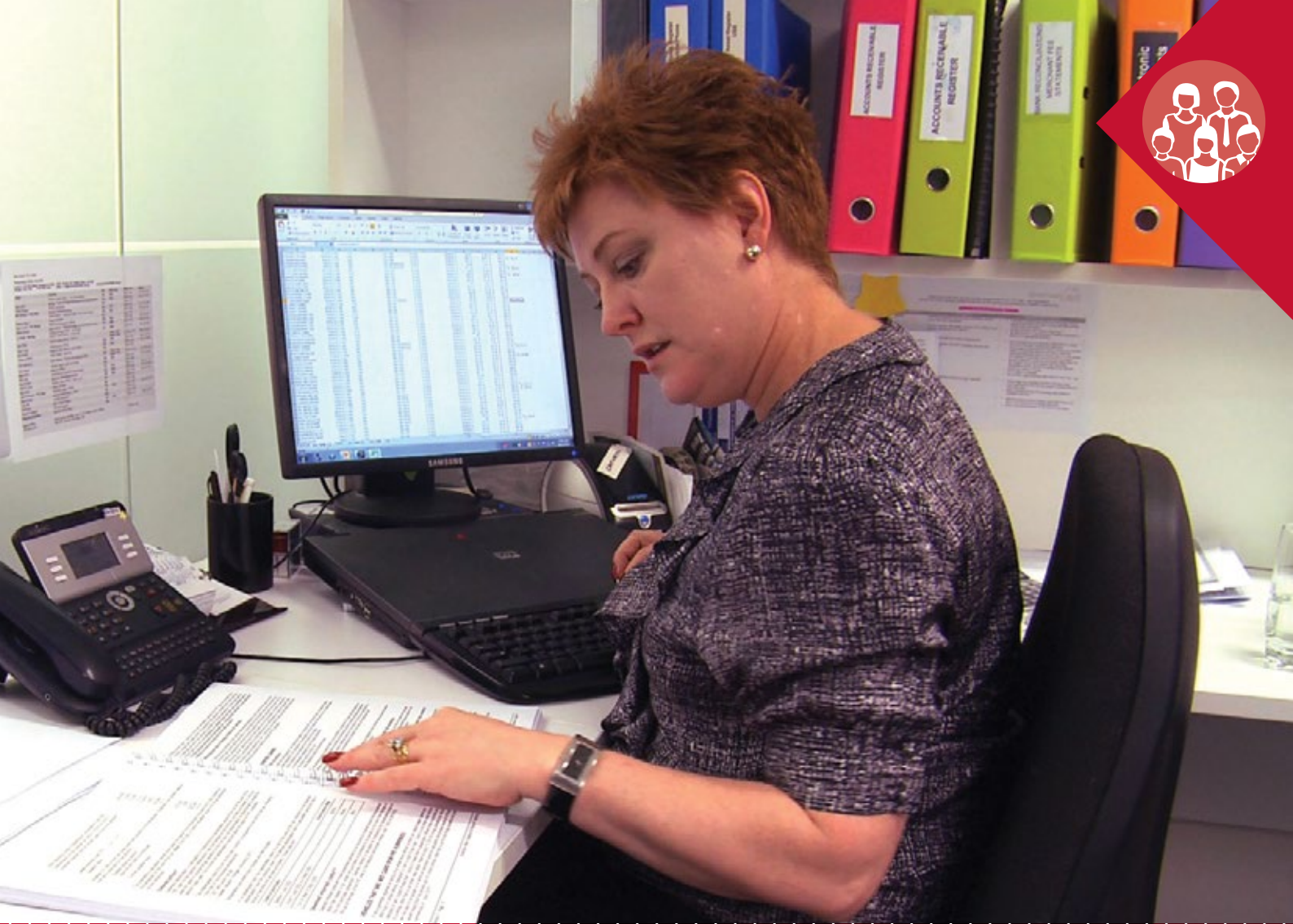
Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit	Links to support resources
Learning	<ul style="list-style-type: none"> » Plans and organises the task identifying possible risks and accessing relevant resources and equipment » Contributes to problem solving processes 	FSKLRG12 FSKLRG09
Reading	<ul style="list-style-type: none"> » Reads and interprets operation and task information » Reads and interprets maps and charts » Reads and follows relevant occupational health and safety principles and practices » Locates and extrapolates relevant information from state/territory search management documents 	FSKRDG10 FSKRDG09 FSKRDG08
Writing	<ul style="list-style-type: none"> » Makes notes or labelled sketches of search area and findings » Writes written reports on search operation and rescue operation identifying any procedural or equipment issues » Records relevant information required for potential coronial or other legal proceedings 	FSKWTG09 FSKWTG08 FSKWTG07
Oral communication	<ul style="list-style-type: none"> » Discusses rescue operation and individual/team tasks with team members » Reports any faulty equipment or procedural concerns to supervisor » Maintains accurate and concise oral communication with team members throughout the search » Uses verbal and non-verbal communication techniques including hand signals and coded language » Uses communication devices including phone, two-way, radio and signalling systems 	FSKOCM07 FSKOCM06 FSKOCM04 FSKDIG03
Numeracy	<ul style="list-style-type: none"> » Calculates distance, speed and time » Uses map coordinates and GPS systems to perform search 	FSKNUM26 FSKNUM25 FSKNUM23

ACSF Performance Variables for PUASAR011C

		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Notes

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PUBLIC SECTOR



Industry Overview

The public sector is comprised of federal and state/territory governments, statutory bodies and state-owned corporations. The public sector employs over approx. 1.6 million people. Public sector employees play a key role in the development, review and implementation of government policies and provide an array of services for the community. There is a diverse range of occupations within the public sector, spanning areas including education, health, policy, finance, police and emergency services.

Traditionally, the public sector employs a higher proportion of women compared to other sectors. Women typically comprise greater than 60% of the public sector workforce in most states and territories. The public sector also tends to employ a higher number of graduates due to the analytical nature of the work.

Recent evidence suggests that LLN issues are not as significant as they are in other sectors and yet many employees have observed issues within their workforce. Evidence suggests that issues may primarily be related to the demands of written communication within this sector and to the prevalence of employees with English as their second language.

Due to the diverse range of occupations in the Public Sector, there is a variety of tasks typically embedded in a public sector employee's work role.

Typical administrative tasks include:

- » providing customer/client services in a face to face and remote context
- » using clerical and computer skills for data entry, documentation , storing and archiving
- » utilising a range of new technologies and software to engage effectively with colleagues, clients, customers and stakeholders
- » communicating effectively by phone with a wide range of people
- » participating in or leading workplace meetings or briefings
- » contributing to decision making and solving workplace problems
- » planning, scheduling and completing high volumes of work within set timeframes
- » reading and applying legislation, policies, procedures and other regulatory frameworks
- » consulting and negotiating with a range of people to achieve work goals.
- » writing complex documents (e.g. promotional materials, reports and proposals)
- » analysing and applying mathematical data in specific context
- » contributing to joint projects.

PUBLIC SECTOR

Foundation Skills embedded in competencies in Public Sector roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	L OC	Participating in discussions with work colleagues
	R W	Completing simple workplace forms and templates
	W OC	Responding effectively to phone and email enquiries
	OC N	Following and relaying routine instructions
	R OC	Reading and interpreting a range of workplace information such as policies and procedures
	R W	Writing workplace emails and simple reports
	R W OC	Resolving work related problems
	R W OC	Responding to difficult customer situations using constructive problem solving techniques
	R W OC	Using manuals, training booklets, online/telephone assistance or help-desks
MID LEVEL	R OC N	Collecting data to evaluate client needs and services
	R W	Using a range of digital technology and software
	W OC	Giving clear explanations to both work colleagues and customers
	R W OC	Managing meetings and writing accurate minutes
	R N	Researching and analysing complex information
	R W OC	Preparing verbal and written advice and reports
	R OC	Participating in consultations with clients and stakeholders
	R OC	Providing formal and informal feedback to co-workers
	R OC	Explaining workplace issues and complex and formal documents such as legislation to staff members
	L OC	Applying negotiation techniques to defuse and resolve conflicts
	R OC	Conducting presentations for groups or individuals
	R W	Editing drafts and records to improve written materials
	R OC N	Performing calculations and interpreting financial data
	HIGH LEVEL	R OC
R W OC		Managing stakeholder relationships using a range of communication techniques
R W		Developing agreements to ensure consistency in interpretation and application of legislation
R W OC		Analysing and responding to opinions and presenting a convincing oral and written argument
R W OC		Responding to queries and requests for information
R N		Performing complex calculations to assist in solving problems
R W N		Managing financial resources
R W N		Use statistical analysis software, GIS and web mapping tools to access and manipulate a range of data

Public Sector Training Package

The units of competency are not only the building blocks of nationally recognised qualifications but are also the industry standards. When grouped together they inform real work roles in authentic work contexts. Therefore by analysing the units of competency to identify the FS demands we gain an understanding of the type of core skills workers need to acquire to engage fully with their work.

To provide an overview of the FS performance levels in Public Sector Training Package qualifications, the core units of competency will be mapped to the ACSF levels to give a clearer view of the FS demands of each unit. As these demands (learning, reading, writing, oral communication and numeracy) are embedded in the

unit's 'Elements' and/ or 'Performance criteria', they are not always explicit and are sometimes overlooked in both training and work contexts.

For example, in **PSPGOV308 Work effectively with diversity**, the PCs state that workers should “*Seek feedback from clients and the workgroup.*” However, it does not clearly state just what methods a worker would use to seek this feedback. To clarify, for training purposes we need to know if ‘seeking feedback’ is implemented through face to face interaction, by using a communication device such as a phone, two-way or loud speaker system, through written means such as email or mobile text or a combination of these. The mapping information with FS statements, available in the Foundation Skills Companion Volume will provide this information.

Here are the ACSF Performance Levels for sample units from the Public Sector Training Package.

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
PSPGOV308	Work effectively with diversity	3	4	3	3	N/A
PSPGOV208A	Write routine workplace materials	2	3	3	2	2
PSPOHS301A	Contribute to workplace safety	N/A	4	4	3	N/A
PSPLEGN301B	Comply with legislation in the public sector	3	4	3	3	N/A

The following table is an example of how the ACSF can be mapped across individual units of competency from the Public Sector Training Package (PSP) to identify the key FS in the form of texts or contexts embedded in the

unit. It also makes clear the performance level required in each of the core skills for successful completion of the unit. This information is essential to ensure the training support and assessment is tailored to the same level.

PSP30112 Certificate III in Government

PSP Core Unit: PSPGOV308

Work effectively with diversity

Learning

Reading

Writing

Oral Communication

Numeracy

3

4

3

3

NA

Summary of Key Foundation Skills:

Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit	Links to support resources
Learning	» Demonstrate awareness of different personal and cultural perspectives and make attempt to understand and accommodate these.	FSKLRG11
Reading	» Read complex and formal documents such as legislation and codes of conduct and apply them to work practices » Read and comply with organisational policies and procedures » Read in order to maintain current knowledge of principles and practices of cultural awareness and cross-cultural communication	FSKRDG09 FSKRDG10 FSKRDG11
Writing	» Use written means to seek feedback from clients and colleagues to continuously improve personal effectiveness in working with diversity » Use a range of written communication styles to show respect and reflect the diversity of the workplace » Write clear and concise emails using vocabulary and style appropriate to the recipient	FSKWTG08 FSKWTG09 FSKWTG10
Oral communication	» Interact with clients and colleagues using language that demonstrates an awareness of their diverse backgrounds » Use a range of oral communication styles to suit different audiences and purposes » Seek feedback from clients and team members to continuously improve personal effectiveness in working with diversity	FSKOCM04 FSKOCM05 FSKOCM06 FSKOCM07
Numeracy	» Not evident in PCs	

7 SECTOR SPECIFIC

ACSF Performance Variables for PSPGOV308

		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending



WATER



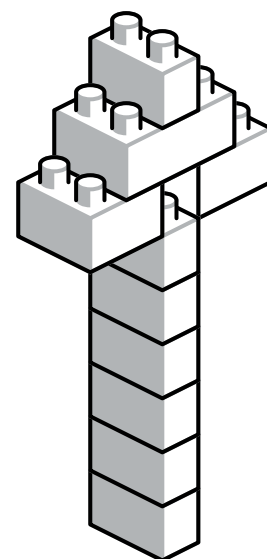
Industry Overview

The water industry in Australia provides a range of critical services including the provision of drinking water, irrigation water and wastewater management. It has been estimated that the sector employs in excess of 80,000 staff.

The water industry includes the major sectors of:

- » water sourcing, treatment, supply and distribution
- » wastewater collection and treatment, and reuse of stormwater, wastewater and bio-solids
- » water quality management, monitoring and measurement

Recent evidence has revealed that water sector employees have observed LLN issues within their organisation. Some of the main issues involve technical staff not being able to understand written instructions and older workers being unfamiliar with new technologies and having poor computer literacy. In some instances, poor literacy has been an inhibitor of further training.



WATER

Foundation Skills embedded in competencies in Water industry roles

ACSF Core Skills: **L** = Learning / **R** = Reading / **W** = Writing / **OC** = Oral Communication / **N** = Numeracy

ENTRY LEVEL	R N	Reading water meters and recording data
	R W OC	Communicating workplace information (oral and written) with work colleagues
	R OC	Reading and interpreting workplace documents
	R W OC	Communicating effectively with internal and external customers using water industry terminology and technical language
	L OC	Following oral instructions from supervisor/manager
	LR W OC N	Recording and reporting work activities and managing time effectively
	R N	Applying water testing and monitoring processes
	R W OC N	Completing oral and written reports on water-related research and projects
	R N	Performing routine mathematical and scientific calculations
MID LEVEL	R N	Using technical equipment for measuring, sampling, testing and making adjustments
	R W N	Using computer equipment for recording data
	R W OC	Inspecting water facilities (e.g. dams, distribution systems and treatment facilities) and communicating actual or potential problems
	R OC	Conducting briefings with team members
	L OC	Communicating effectively with colleagues, customers and contractors from a range of cultural backgrounds
	R W OC	Negotiating and resolving disputes and minimising water customers' concerns
	R W OC	Communicating environmental plans and procedures to work team and clients
	W OC N	Assessing and communicating environmental risks
	R N	Conducting relevant water tests and monitoring procedures
	R OC N	Performing various calculations to provide data for the analysis and development of options and solutions
	R W OC	Contributing to the development of water quality service policies and standards
	R W OC N	Applying relevant technologies used to gather, record and monitor, map and plan water industry data
	R W OC N	Reporting on capabilities and limitations of plant, equipment and tools
HIGH LEVEL	R W	Producing workplace documentation that ensures effective workforce performance
	R OC N	Interpreting a range of highly complex and technical documents
	L OC	Discussing organisational issues using a range of relevant definitions, terminology, symbols
	R W OC	Conducting community consultation
	R OC	Negotiating collaboratively with relevant stakeholders
	R W OC	Defining and explaining responsibilities and accountabilities to staff
	R W	Creating written proposals and submissions
	R OC	Delivering effective oral presentations to a range of stakeholders

Water Training Package

The units of competency are not only the building blocks of nationally recognised qualifications but are also the industry standards. When grouped together they inform real work roles in authentic work contexts. Therefore by analysing the units of competency to identify the FS demands we gain an understanding of the type of core skills workers need to acquire to engage fully with their work.

To provide an overview of the FS performance levels in Water Training Package qualifications, the core units of competency from each qualification will be mapped to the ACSF levels to give a clearer view of the FS demands of each unit. As these demands (learning, reading, writing, oral communication and numeracy)

are embedded in the unit's 'Elements' and/ or 'Performance criteria' (PC), they are not always explicit and are sometimes overlooked in both training and work contexts.

For example, in **NWP342, Establish hydrometric monitoring sites**, the PCs state that workers need to *"Compile and store reports and documentation"*. However, it does not clearly state just what these reports entail. To clarify, for training purposes we need to know if 'reports' in this work context equate to completing a template, or do they entail writing a paragraph or an extended text. The mapping information with FS statements, available in the Foundation Skills Companion Volume will provide this information.

Here are the ACSF Performance Levels for sample units from a range of qualification levels in the Water Training Package.

Core units	Unit Title	ACSF Levels (1–5)				
		L	R	W	OC	N
NWP101B	Investigate sustainable water cycle management	2	2	2	2	2
NWP202B	Apply environmental and licensing procedures	3	3	3	3	2
NWP342	Establish hydrometric monitoring sites	3	4	4	3	4
NWP420	Operate and maintain hydrometric monitoring sites, instruments and equipment	4	4	4	4	4
NWP510	Develop and maintain ratings	4	5	4	4	5

"Foundation skills underpin workforce participation, productivity & social inclusion"

The following table is an example of how the ACSF can be mapped across individual units of competency from the Water Training Package (NWP) to identify the key FS in the form of texts or contexts embedded in the unit. It also makes

clear the performance level required in each of the core skills for successful completion of the unit. This information is essential to ensure the training support and assessment is tailored to the same level required by this workplace standard.

NWP40107 Certificate IV in Water Operations					
NWP Elective Unit: NWP421	Learning	Reading	Writing	Oral Communication	Numeracy
Measure and process low, medium and high flows stream discharges using a range of advanced discharge methods and equipment.	4	4	4	3	5
Summary of Key Foundation Skills:					
Core Skills	Examples of Foundation Skills in the form of text types embedded in this unit			Links to support resources	
Learning	» Initiate team problem solving sessions			FSKLRG12 FSKLRG13	
Reading	» Position, read and plot discharge measurements on organisation's preferred scale » Gather, analyse, verify, interpret, store and archive data for a range of clients and stakeholders » Read and interpret complex documentation			FSKRDG11	
Writing	» Grade and record the gauging quality with written interpretation comments. » Gather and document any supporting information from the site » Enter gauging measurements into ratings database » Write reports using data for a range of clients and stakeholders			FSKWGT08 FSKWGT09 FSKWGT10	
Oral communication	» Use clear and appropriate language to communicate with work team and customers » Use a range of digital communication systems » Report orally on any anomalies to appropriate personnel			FSKOCM06 FSKOCM07	
Numeracy	» Take measurements during gauging and make calculations on depth and velocity » Estimate and explain the anticipated vertical distribution » Calculate the depth settings and point velocity using required mathematical techniques including area, volume, mean, formulae, and trigonometry. » Maintain the integrity of measurements			FSKNUM35 FSKNUM36 FSKNUM32 FSKNUM31	

7 SECTOR SPECIFIC

ACSF Performance Variables for NWP421

					SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising			
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing			
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting			
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting			
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending			

References

Australian Core Skills Framework and Language, Literacy and Numeracy support resources:

http://www.precisionconsultancy.com.au/acs_framework

<http://www.readingwritinghotline.edu.au/>

<http://www.readingwritinghotline.edu.au/suburb-search.php>

<http://www.takingthelead.com.au/>

<http://www.aapathways.com.au/Career-Resources/Practice-Aptitude-Quizzes/About-Language,-Literacy-and-Numeracy>

<http://www.acer.edu.au/tests/cspa>

Australian Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education Foundation Skills initiatives:

<http://www.innovation.gov.au/Skills/CoreSkillsForWorkFramework/Pages/default.aspx>

<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>

<http://www.innovation.gov.au/skills/LiteracyAndNumeracy/Pages/default.aspx>

Government Skills Australia 2013 Environmental Scan, funded by the Commonwealth Government

Nationally Recognised Training Package Information:

http://www.nssc.natese.gov.au/training_packages

<http://www.scotese.natese.gov.au/publications>

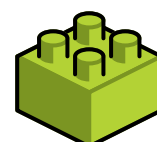
<http://training.gov.au/>

Organisation for Economic Co-operation and Development (OECD) 2006 Adult Literacy and Life Skills survey (ALLS) An international literacy study, coordinated by Statistics Canada and OECD Accessed at:

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/1136.0Main+Features1022009>

Statistics Canada, 2004 Literacy scores, human capital and growth across fourteen OECD countries. Accessed at:

<http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=89-552-M2004011>



Notes


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Video resources

<http://www.youtube.com/user/GovSkillsAus>

*missing your USB?
view the videos here*



**Please contact your
National Industry
Skills Council for
further advice on
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