Three Steps

to Core Skill Support

A Resource for Vocational Trainers

tlisc.org.au

Australian Government

Department of Industry

Funding Acknowledgement

Contents

About the resource

Why the resource has been developed

This resource has been developed by the Transport and Logistics Industry Skills Council (TLISC) through funding from the Australian government Department of Industry to provide information and advice about integrating support for core skill development into your planning and delivery.

Who the resource is for

The resource will help you – vocational education and training (VET) trainers in the transport and logistics industry – build support into your planning and practice for those learners who struggle with the language, literacy and numeracy (LLN) – or core skill[1] – demands of your course.

Language, literacy and numeracy skills can make the difference between whether or not someone succeeds in training and at work. These important skills are now called 'core skills' or 'foundation skills'[2], because they are at the core of – or the foundation to – other more specific technical skills.

All units of competency in TLISC Training Packages clearly describe the foundation skills that are essential to performance in the elements and performance criteria of the unit.

Three Steps to Core Skill Support is relevant to those of you delivering TLI10 qualifications at AQF levels 1 and 2, particularly if you are delivering pre-employment or VET in Schools programs.

While the resource uses units from TLI21610 Certificate II in Warehousing Operations to illustrate a suggested LLN support process, you do not need to be delivering TLI10 units to find this resource useful. The resource models a process that any VET trainer can use.

So whether you are delivering TLI21610 or not, if you would like to find out more about building successful course outcomes by providing LLN support where needed, and how units from FSK Foundation Skills Training Package can support your TLI10 delivery, read on!

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[1] Core skills are those described in the Australian Core Skills Framework: Learning, numeracy, oral communication (speaking and listening), reading and writing.

[2] Foundation skills is the term that the government uses in a number of different contexts, including vocational units of competency, to capture both language, literacy and numeracy skills and employment skills. This resource focuses on supporting language, literacy and numeracy skills rather than employment skills, and so throughout this resource we shall call language, literacy and numeracy skills 'core skills'.

Trainers who will benefit from the 3-step process

We know that developing core skills in combination with vocational skills reaps personal and professional rewards for learners. Vocational trainers are becoming increasingly aware of the role they can play in supporting that combined skill development.

This resource will help you identify what you can do to provide reasonable support for those learners who, with the right amount and type of LLN support, can succeed in your vocational course. The resource will refer you to tools that you can use in planning and delivering your training.

One such tool, the Australian Core Skills Framework (ACSF), is referred to throughout the resource. The FSK Foundation Skills Training Package is another tool explored in Section 2 of this resource.

Learners who will benefit from the 3-step process

In the past, many people assumed that only learners from non-English speaking backgrounds needed core skill support in VET courses. We now know that the profile of learners who may struggle with the language, literacy and numeracy demands of VET courses is varied and may include learners who are Australian born.

This resource will help you deliver training to a range of learners who may:

- not have completed formal secondary education in Australia to Year 10
- have a history of interrupted secondary education or negative experiences of school
- not have English as their first language
- have been in an English speaking environment for a relatively short period of time (which can include immigrants and Indigenous learners)
- not have completed other training since leaving school
- have a disability that could have impacted on their ability in the past to learn
- have had long periods of unemployment
- be older and have been out of the education and training system for a long time.

About FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows registered training organisations to choose and deliver foundation skill units, qualifications and skill sets that will enable learners to build the specific core skills they need to achieve vocational competency.

Foundation skill units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of the vocational units. They can be co-delivered with vocational units of competency.

This resource has matched particular foundation skill units to TLI10 vocational units. But you can put any combination of foundation skill and vocational units together to suit your delivery context and the needs of your learners. The titles of the FSK units of competency in the FSK unit matrix in Appendix 1 can help you decide which FSK unit to use.

You can see how the FSK Foundation Skills Training Package can support your delivery and assessment by working through Section 3 of this resource.

Find out more about FSK Foundation Skills Training Package

You can find out more about FSK by going to the IBSA website (www.ibsa.org.au) or downloading the Training Package from training.gov.au.

You can also visit the purpose-built online resource, *Building Strong Foundations*, which supports the implementation of the Training Package with information and advice, video segments, and templates and links to other relevant resources (https://ibsa.org.au/landingpage/building-strong-foundations).

Appendix 1 comprises a matrix showing the full range of FSK units. Note that the five levels of the FSK are based on the five levels of the ACSF.

Vocational units referred to in the resource

Vocational units

The following three TLI10 units of competency are used throughout the resource to provide a context for the discussion about core skill demands and delivery support tools.

- TLIA2013A Receive goods
- TLIA2011A Pick and process orders
- TLIA2021A Despatch stock

The three units are part of an elective field in TLI21610 Certificate II in Warehousing Operations that relates to handling cargo or stock in a warehouse.

As mentioned, you do not need to be delivering these specific TLI10 units to learn about the 3-step process of integrating vocational units with FSK units. The process can be used with any vocational units of competency from any Training Package.

FSK units

The FSK Foundation Skills Training Package units of competency that you may choose as support units in your course will vary, depending on the demands of the unit and the skill support needs of your learner group.

As you read through the resource, the 3-step process will show how you can integrate FSK units into your delivery of vocational units.

What is in the resource

This resource will take you through three steps to help you support your learners' core skill development needs (see Figure 1 below).
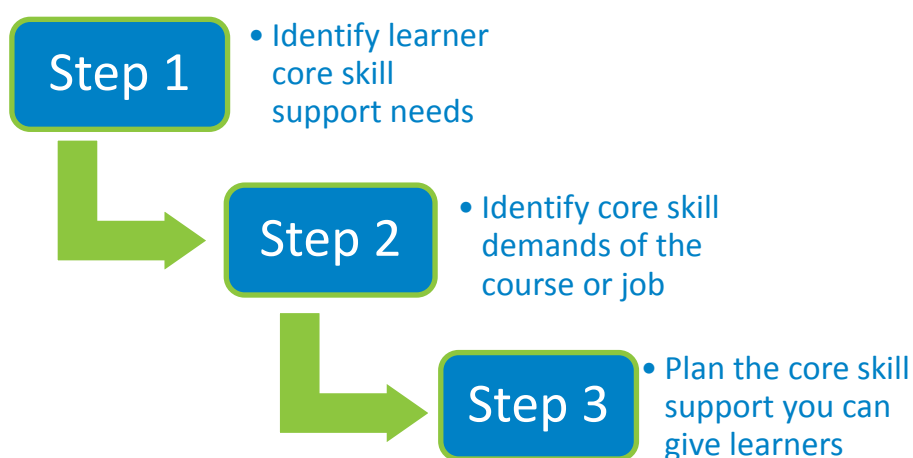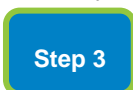
Figure 1: The 3-step process for core skill support

The resource has six sections, followed by information in two appendices.

Section	Content	
This introductory section	Background information	Provides a context for the resource, and outlines its purpose, audience and structure.
1	Learner skills **Step 1**	Provides simple ways of identifying learners who may struggle with the core skill demands of the job or the course you are delivering. Helps you describe learners' core skills.
2	Course demands **Step 2**	Explores in detail the core skill demands of some TLI job roles and units of competency.
3	Delivery support **Step 3**	Shows you the core skill support you can provide when delivering training in one or more vocational units, by integrating units of competency from the FSK Foundation Skills Training Package. Provides some example session plans and tools that model an approach for integrating core skill support into vocational delivery.
4	Support tools	Provides sample checklists and tools to support your planning and delivery, along with answers to those tools where appropriate.
5	Further resources	Lists further useful resources.

When you see this icon in the coming pages, it indicates a tip or tool that may help you in your delivery.

Navigating the resource

The resource follows the story of one learner, Steve, and the support he is given to meet the demands of the TLI10 training he undertakes as he progresses through different roles in his job as a storeperson in a medium-sized warehouse.

Steve's story begins below. Each extract from his story will explore different challenges he faces with his core skills in his role as a storeperson. The extracts will help you consider what support and training can be given to help Steve with those challenges.

Your learners may not necessarily work in a warehouse and may not be learning anything similar to Steve, but you can still use the 3-step approach to integrate support for learners into your training process – and use FSK Foundation Skills Training Package units to help you do that.

Steve's story starts here.

When Steve and his girlfriend found out they were going to have a baby, they were both shocked but happy. Steve left school to find a job so that they could move into their own home and he could support Zoe and the baby when it arrived.

But work is hard to find at 16 if you have no formal skills and have not finished secondary school. When the baby was born, Steve was still unemployed and so he and Zoe decided they should move to Perth, where they had heard that work in the mining industry paid well.

Steve's mum and dad lent them the money for the trip, and a little extra to keep them going until Steve found a job.

When they arrived in Perth, work in the mining industry was not as easy to find as Steve had thought. Zoe found part-time work as a housekeeper cleaning rooms in a hotel, but the job was not reliable and did not pay well.

As you will see in the next section, Steve eventually found his way into warehousing training.

Figure 2: Introducing Steve

1 Identify learners with core skill support needs

Step 1
You are here
- Identify learners with core skill support needs

Step 2
- Identify core skill demands of the course or job

Step 3
- Plan the core skill support you can give learners
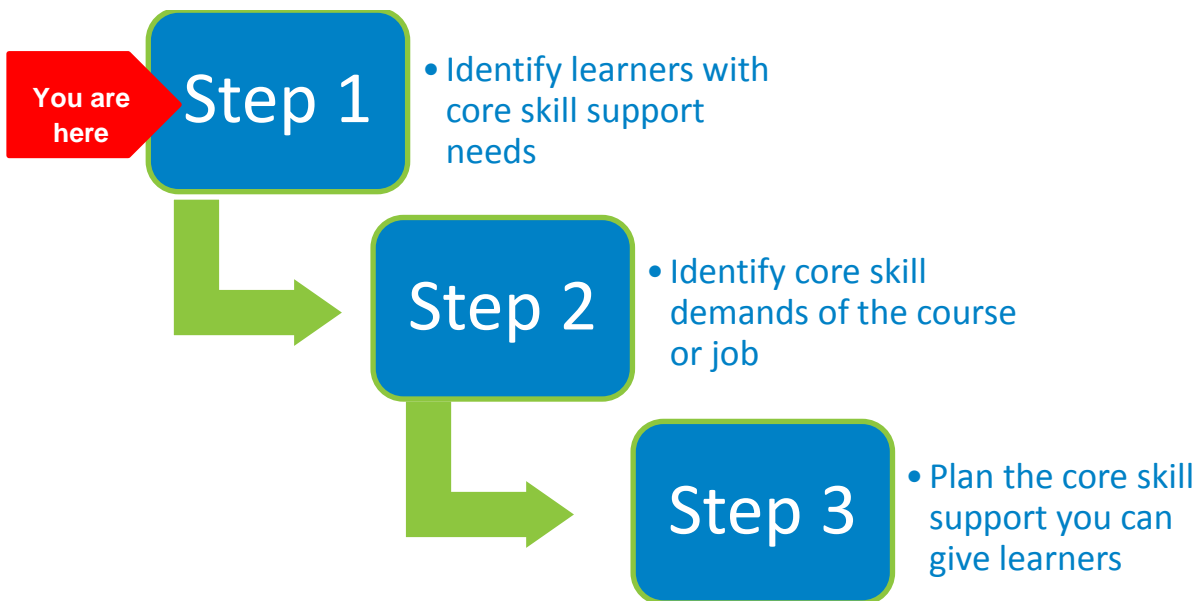
1.1 About this section

Employment skills and language, literacy and numeracy skills – now called 'foundation skills' – underpin all technical and specialist skills. A person who needs to solve a problem in their work is unlikely to succeed if they cannot read or write well enough to source information that could help them resolve the matter, or communicate well enough with their colleagues to troubleshoot.

Obviously, the more information you have about a learner before they begin your course, the more likely you are to be able to identify the core skills the learner already has, whether they may need support with them, and the most appropriate support you might provide. If the support needed can be identified before a course starts, or as soon as practicable afterwards, it can be built into your planning and delivery.

As may be seen in Figure 3 below, training organisations and trainers use different methods, both before and during training, to gather information on learners enrolling into courses.

This section will provide an overview of some suggested methods to identify learner core skill levels, and how the information obtained can be used.

Before training	• General indicators • Learner pre-enrolment profiles • Learner pre-enrolment interviews • Pre-training assessments (e.g. skills checks)
During training	• Draw on past experience of indicators • Observe learners • Use an assessment tool (e.g. ACSF)
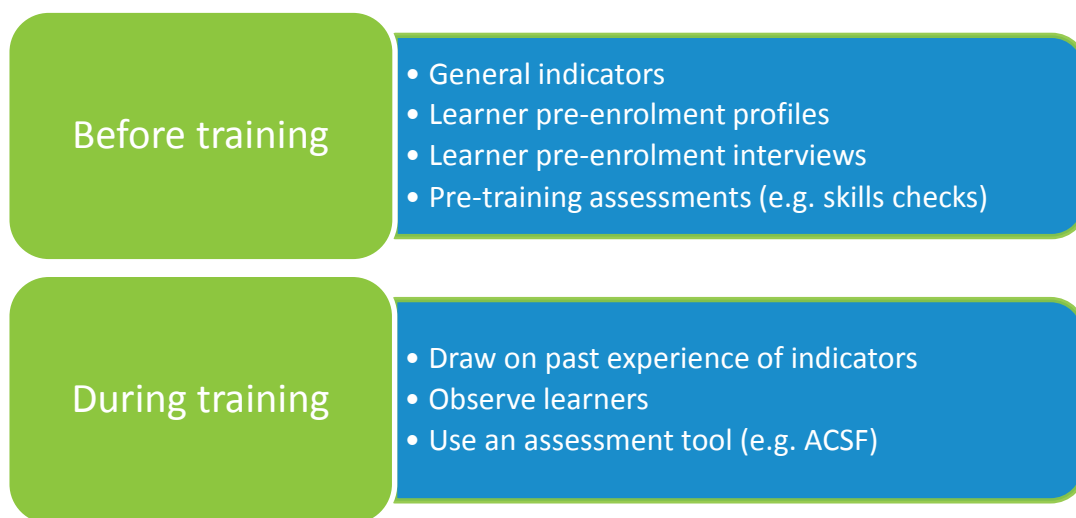
Figure 3: Suggested methods to gather information on learner core skill levels

You first met Steve on page 10 of this resource. Now read on.

Someone at Centrelink knew that Steve had been unable to find mining work and told him about and unemployed. After more than a year of applying for jobs and being told he was not qualified, Steve was pleased to hear that for once he fitted the bill!

Apparently a couple of warehouses were looking for casual staff to unload trucks, and so the training was a short course in receiving goods. They told him that he would learn about how to work safely around a truck and how to not injure himself when unloading.

Steve liked the sound of this course. He thought that it would help him get the skills he needed. More importantly, he knew that it would get him a foot in the door at a warehouse. He got on well with people and was prepared to work hard, and so all he needed was a chance. That was enough for him. He signed up!

Figure 4: Steve's pre-employment course

As you work through this section, you will see how and when you can identify learners like Steve who may struggle with the core skill demands of a course they have enrolled in.

1.2 Identify learner core skill levels before training

There are several different ways to identify core skill support needs before training begins.

1.2.1 General indicators of core skill support needs

TLI learners are no different from many learners in VET. They may have experienced barriers to learning and may struggle with the demands of the training program you are delivering. They may have found their way into the VET sector because they are 'good with their hands' rather than with formal education. They may have had negative school experiences or, like Steve who we first met on page 10, may not have completed their formal secondary education. They may not speak English as their first language. They may have had periods of unemployment or not completed other training they started when they left school. They may be older learners who, while undoubtedly bringing their own life experiences to their VET learning experience, may not adapt easily to a learning environment.

These factors, either individually or collectively, can indicate that a learner may struggle with the core skill demands of your course. None of this means that these learners cannot be successful in their training and at work, but it could mean that they may need extra support – or different training – to be successful.

You can use or customise a blank checklist (Checklist 1) in Section 4.2 to help you consider the indicators mentioned above for your learner group and which of your learners would benefit from you building core skill support into your planning and delivery. If you finish completing the checklist and have checked several items on the list, continue working through Steps 2 and 3 of this resource so that your planning and delivery take core skill support into account.

But first, and thinking about Steve, you can see from the worked example of the checklist below that there are several indicators that would point to Steve needing support with his core skills.

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

1.2.2 Learner pre-enrolment profiles

Most training organisations have learners complete an information form before they enrol in a course, like the one that Steve completed in Figure 5 below.

These forms gather information about learners' educational and other training experiences and often include a self-assessment by the learner of their own core skills.

Figure 5: Excerpt from Steve's pre-enrolment form

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

1.2.3 Learner pre-enrolment interviews

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

Figure 6 below outlines information about Steve's educational background – typical of many VET learners – that Steve discussed at his pre-enrolment interview. From the picture he paints of his school experience, you can see that reading, writing and numeracy are three areas in training where Steve may benefit from support.

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

Once he got to Grade 5 though, Steve found that each school seemed harder than the last. He had never been a good writer, but as he got older he became embarrassed to write because he knew his spelling and punctuation were not good.
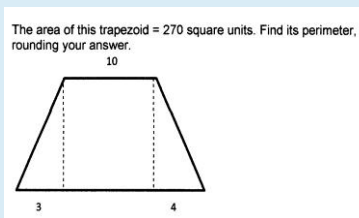
Starting school as a five-year old he had been good with numbers, but he began to find maths classes confusing. They talked about things he did not understand or think he would ever need to know – like volume and area, trapezoids and perimeters.

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

Figure 6: Steve's education

1.2.4 Pre-training assessments: Skills checks and benchmarks

To obtain additional information about a learner's core skills, and so inform support considerations, training organisations also conduct pre-training assessments using skills checks.

As may be seen in Figure 7 below these skill checks, along with benchmark measures, will provide you with an understanding of your learners' support needs.
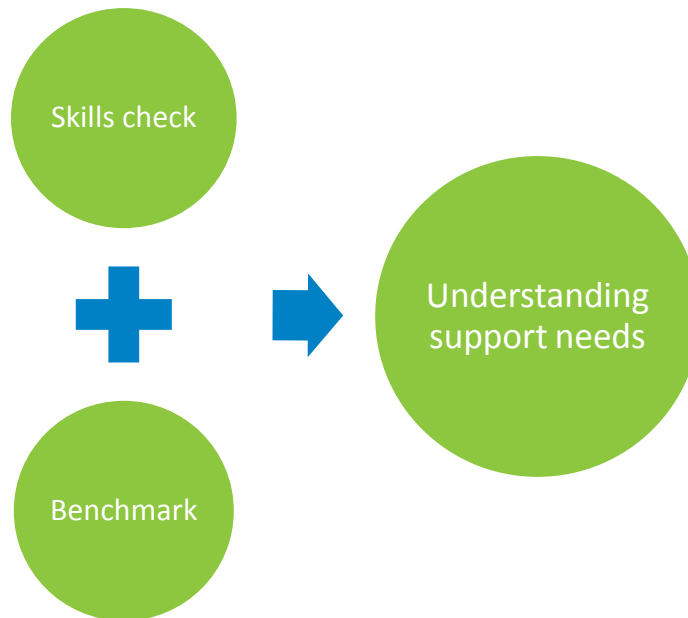
Figure 7: Outcome of pre-training assessment

Skills checks

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

> **Skills checks**
>
> Find out more about skills checks relating to foundation skills (employment and core skills) by going to *Foundation Skills - ACSF Skills Check* (http://www.cshisc.com.au/learn/resources/training-resources/foundation-skills-acsf-skills-check/).
>
> Developed by the Community Services and Health Industry Skills Council under funding from the Workplace English Language and Literacy (WELL) Program, these skills checks relate to community services and health workplaces but can be used as models for other industries.

Benchmarks

Core skills checks, while relevant to the vocational content of your course, are usually benchmarked to the ACSF. An example of what this would look like is provided in Checklist 2 provided on page 73. Again, you can work with other VET colleagues, including LLN specialists, to customise this checklist so that it suits your needs.

> **Using the ACSF to benchmark core skills**
>
> You can find out more about using the ACSF to benchmark LLN skills in Section 1.4 of this resource.

Example of a writing skill check used with Steve

Completing an Incident Report form is essential to the course Steve is undertaking and so the writing skill check developed by Steve's trainer required him to complete a sample form.

An extract from Steve's written response is in Figure 8 below.

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

Figure 8: Extract from the Incident Report form that Steve completed

Steve's written responses in the Incident Report form were then plotted against the ACSF indicators, as shown in the example below, to provide a snapshot of his writing skills in relation to the ACSF.

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

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

Consider whether such an approach may be useful for you with your learners, and what expertise you may need to access or develop in order to build an approach such as this into your training. A checklist pro forma has been provided on page 75 (Checklist 3) so that you could develop skill checks benchmarked to the ACSF, similar to the one above.

1.3 Identify learner core skill levels during training

Not all training organisations have a thorough process for collecting information about the core skill levels of prospective learners; and not all vocational trainers receive the information even when it is collected!

Regardless, as you will see below, there are still a number of ways you can assess whether learners would benefit from support with their core skills, even after your training program has commenced.

1.3.1 Draw on past experience

If you are planning for a new group, and do not have background information about your new learners, it is possible to use information that you have from previous training groups (assuming the learner cohort is from a similar demographic) to identify indicators of the need for core skill support.

If you have had learners with similar experiences and skills to Steve, or learners with backgrounds described in Checklist 1, then you should think about providing the additional support they will need with core skills.

1.3.2 Observe learners

Observing how learners respond to core skill tasks as part of training or in the workplace– or during an information or enrolment session – can also be an important source of information.

If, based on your observations, you suspect that a learner is going to struggle with the demands of your course, you may need to arrange for them to have a more formal skill assessment, possibly a diagnostic assessment conducted by an LLN specialist.

Ways to observe learners' foundation skills

For other ideas about informal ways to observe learners' foundation skills, view
Video 7 *Identifying learners' foundation skills gaps*
https://ibsa.org.au/fsk-video-series.

To help you consider which learners would benefit from you building core skill support into your planning and delivery, the table below lists some observations you could make of your learners during your training and the conclusions you might draw from them.

Table 1: Indicators during training of core skill support needs	
Indicator	**What this may indicate**
1 The learner is reluctant to complete paperwork or take notes on the spot. (S/he finds ways to avoid the task, such as not having pen or paper, or delegating to someone else).	This may indicate that the learner does not have the writing skills to meet course demands, or is not confident in that skill area.
2 The learner is reluctant to read on the spot and may say that s/he will read materials later – or finds excuses to avoid the task (such as not having reading glasses).	This may indicate that the learner may struggle with the reading demands of the course, or is not confident in that skill area.
3 The learner is reluctant to complete tasks online.	This may indicate that the learner has not had the opportunity to learn how to use a computer.
4 The learner relies on a fellow learner to interpret or translate information or complete paperwork.	This may indicate that the learner does not have English language skills at the level required to meet course demands.
5 The learner has difficulty with English language skills. (For example, s/he may be able to understand key words and facts, ask simple questions in order to clarify, give and respond to simple instructions, and use non-verbal cues to work out meaning; but may struggle to follow a series of instructions or ideas in English).	This may indicate that the learner's English language speaking and listening skills are at a level where s/he may struggle with course demands.
6 The learner prefers to receive information face-to-face or in written form, rather than use the telephone or any other media.	This may indicate that the learner has low level English language skills and prefers a face-to-face situation and visual cues to pick up meaning.
7 The learner is unfamiliar with the training context – for example, interrupts inappropriately, does not attend to key pieces of information, or asks questions which are largely irrelevant or unconnected to the points being made.	This may indicate that the learner may not have been in a training context for some time.

Table 1: Indicators during training of core skill support needs[3]

A pro forma of the above table has been provided on page 77 (Checklist 4).

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[3] This table is based on a table in Service Skills Australia's Model for Integrated Foundation Skill Support (Commonwealth of Australia, 2013), freely available to download at http://www.takingthelead.com.au/resources.

1.3.3 Use an assessment tool

Assessment tools, such as the skills checks discussed in Section 1.2.4, could also be administered to learners in your first few training sessions. Information provided by these skills checks could inform decisions about support needs for individual learners or the whole group.

When developing core skill assessment tools, consider what expertise might be needed to support the process. Table 2 below will help you do that. It lists some of the issues you may encounter when identifying learners' core skill levels and the sort of expertise you could seek to help you.

Table 2: Support in building core skill assessment tools	
Issue	**Expertise that could help**
1 You have a group of learners from diverse backgrounds and are not sure how best to develop a skills check that reliably indicates their LLN skill level. You also suspect that even with support, some learners are unlikely to succeed in your course demands and so you would like them to have a more formal skill assessment, possibly a diagnostic assessment.	LLN specialist expertise
2 You understand the concepts behind the ACSF, but are not sure how to build vocationally relevant assessment tools to identify learner levels and the level of demand of your course.	ACSF expertise
3 On reviewing the units of competency that you are delivering, you need information on the particular core skill demands underpinning certain performance criteria. For example, you know that the learner will have to report on something related to the unit, but you are not sure if that reporting in the workplace tends to be in writing or verbal.	Workplace expertise

Table 2: Support in building core skill assessment tools

1.4 Use the ACSF to benchmark LLN skills

The Australian Core Skills Framework is used throughout the Australian VET system to describe skills in learning, numeracy, oral communication (speaking and listening), reading and writing. This multi-purpose tool refers to these skills as 'core skills', and uses five levels to describe and benchmark someone's performance in each of the five core skills, ranging from low level skills at level 1 to high level performance at level 5[4].

1.4.1 How vocational trainers can use the ACSF

You can use the ACSF to:

- develop and use tools or processes benchmarked to the ACSF, such as the enrolment process discussed earlier

- rate the complexity of learners' language, literacy and numeracy skills

- analyse the core skill demands of the course and the workplace

- compare the demands of your course to learners' skills, both benchmarked to the ACSF so that any gap pinpoints a need for support

- collaborate with others to arrange core skill support for learners, using the language of ACSF levels to communicate with your colleagues.

Where to get information about the ACSF

For an overview of the structure of the ACSF and how it can be used to identify foundation skills support needs, view *Video 6: What is the Australian Core Skills Framework?* https://ibsa.org.au/fsk-video-series

For a further overview of the structure of the ACSF as well as case studies of the ACSF in practice, visit http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx

To find out how to use the ACSF in your practice, visit the online PD program on Taking the Lead: www.takingthelead.com.au. Other VET colleagues already familiar with the ACSF, including LLN specialists, can help you build your confidence and skills in interpreting and using the tool.

You can download the Australian Core Skills Framework tool by going to: http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx

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[4] The ACSF also has a Pre Level 1 supplement and a set of descriptors for performance below level 1 in all five core skills.

In addition, you can use the ACSF to:

- assess whether particular resources or planned assessment tasks are at an appropriate level for your learners

- include the FSK Foundation Skills Training Package in your planning – the FSK is based on the ACSF and so if you understand the ACSF you will find it easier to select relevant FSK units

- understand any ACSF reports or profiles of their LLN skills that learners might have from other programs, e.g. from LLN classes.

1.4.2 Describe learners' ACSF levels and spiky profiles

It is worth noting that, as individuals, we all have different skills and weaknesses. Learners may not be at the same ACSF level across each of their five core skill areas. Someone may be quite skilled at oral communication if they have been born into an English-speaking environment, but may not have such good skills in reading and writing if they have had interrupted schooling. To have an accurate picture of a person's profile using the ACSF, you need to have levels described in each of the core skill areas. This is what is meant as a 'spiky profile'.

> **ACSF 'spiky profiles**
>
> For information about 'spiky profiles', visit http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx

The ACSF includes sample activities for each core skill at each of the five levels. For those of you who are just beginning to use the ACSF tool, the activities are a useful guide to the levels of the ACSF. They are benchmarked examples of tasks that a person can do at each level.

For example, if you look at the ACSF 'Reading Sample Activities' table at Level 1, you will see that a person operating at ACSF level 1 in reading should be able to:

Level 1 Reading – Sample Activities
• read workplace safety signs • follow short simple instructions

A learner operating at ACSF level 2 for reading should be able to:

Level 2 Reading – Sample Activities
• read a longer list of instructions • locate specific information in a pay slip or shift report

With numeracy skills, a person operating at ACSF level 1 should be able to

Level 1 Numeracy – Sample Activities
• recognise and know safe handling weights of familiar objects • use a calculator to add whole numbers of stock of familiar items in a workplace store • understand time-to-task allocations in a work instruction

A learner operating at ACSF level 2 for numeracy should be able to:

Level 2 Numeracy – Sample Activities
• measure familiar quantities using simple and routine measuring instruments and units • record numbers or quantities of distributed materials onto a spreadsheet, a familiar workplace computer or a hand-held device

1.5 The next step

We saw from the writing skill check earlier that Steve's writing skills covered all the skills at ACSF level 1 and that he had some writing skills at level 2. This fits with the information that Steve provided in his pre-enrolment interview, which indicated that he might struggle with the writing, reading and numeracy demands of a course.

Before a final decision can be made about where to integrate core skill support for Steve into course planning and delivery, his vocational trainer will need to work out the core skill demands of the course about to be delivered.

Once that has been done, the trainer will be able to consider whether Steve has the skills needed to succeed in the course, or whether alternative options should be considered.

Figure 9: Steve and the next step

You can see from Figure 9 above that Steve's vocational trainer will need to work through Step 2 in this resource: Identify the core skill demands of the course or job.

If, like Steve's trainer, you have learners operating at ACSF levels 1 and 2 in skill areas that are important in the context of warehousing, you should start to consider building core skill support for your learners into your planning and delivery.

Move through the next section (Step 2) to work out the specific core skill demands of the course or work task before you make a final decision. That way you will be able to see if there is a gap between what the learner can do and what they will need to be able to do. You will also see if, when that gap is too large, it would be fairer to the learner if they were offered an alternative training option to your course.

2 Identify core skill demands of the course or job

Step 1
- Identify learners with core skill support needs

You are here

Step 2
- Identify core skill demands of the course or job

Step 3
- Plan the core skill support you can give learners
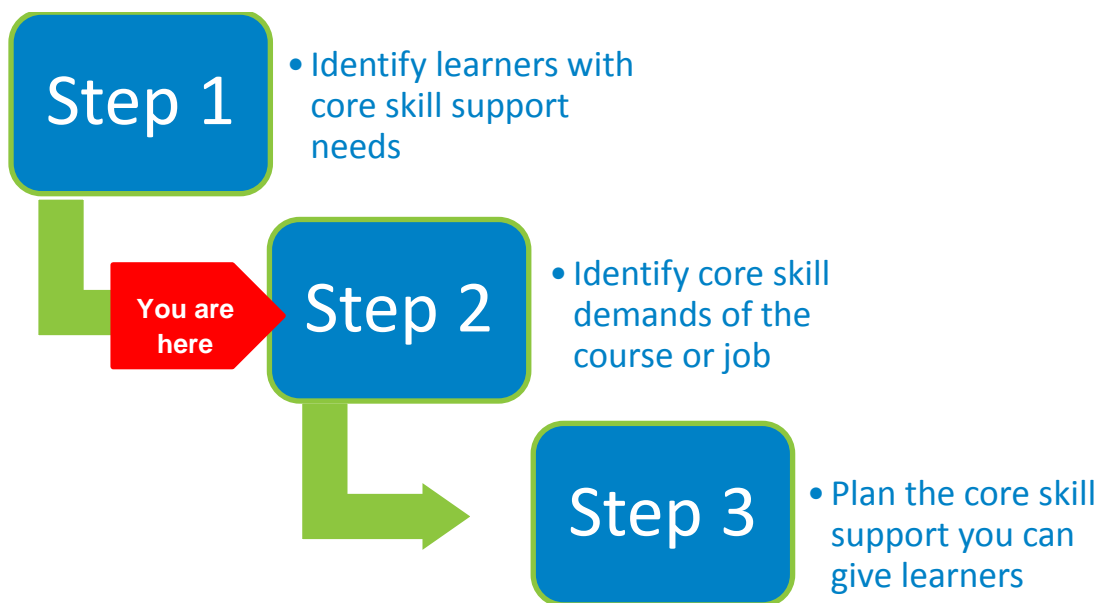
2.1 About this section

Before you can identify the core skill support needs of learners, you need to know the learners' core skill levels and the core skill demands of your training so that you can identify and address any skills gaps.

In Section 1.4 we explored, among other things, how the ACSF can be used to identify the core skill levels of learners.

This section will show you how to identify and describe the demands of training or work. It will use the language of the Australian Core Skills Framework to talk about the level of those demands.

It will work through different aspects of Steve's training as a storeperson – receiving goods, picking and processing them, and then despatching them – to give you worked examples of how to identify and describe core skill demands.

Remember, it does not matter if the course you are delivering is related to a storeperson's job. It is the process and the approach outlined in this resource that we would like you to consider.

2.2 Identifying and describing core skill demands

There are three stages in identifying the type and level of core skill demands of your training specification.

Stage 1: Recognise where the core skill demands are by using core skill 'triggers'

Units of competency represent the entire range of skills to be assessed, but often the core skill demands of the units are not immediately obvious.

Core skill demands are often described in a unit using other 'trigger' words, such as interpret, identify, report, estimate, etc.[5]

Trigger words in units

For more information about how to identify and use 'trigger words' in units, visit *Taking the Lead.*

http://www.takingthelead.com.au/lln-tips-trainers-and-assessors/7-how-can-i-unpack-unit-competency-find-lln-demands

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[5] A glossary with further 'trigger words' may be found in Appendix 2.

Stage 2: Connect the unit's core skill demands to workplace tasks

Once you identify where the core skill demands in training (or a job role) are, you then need to identify the level of those demands – which means identifying what they mean for your learners on the job.

Stage 3: Refer to the ACSF to identify the level of core skill demands

Just as you used the ACSF to identify the learners' core skill levels, so too can the tool provide useful indicators of the level of demand of your course.

2.3 Core skill demands of TLIA2013A Receive goods

Stage 1: Recognise where the core skill demands are by using core skill 'triggers'

The key elements of Steve's job as a receiver are identified in the relevant unit of competency (TLIA2013A Receive goods) as:

1	Identify workplace procedures and documentation requirements for receipt of goods
2	Check and inspect goods on arrival and complete workplace documentation
3	Unload, unpack and store stock

Looking at those elements in the unit and their corresponding performance criteria, you will find a number of 'trigger' words that indicate a core skill demand. Table 3 below lists the corresponding core skill demand.

ELEMENT	PERFORMANCE CRITERIA		
1 Identify workplace procedures and documentation requirements for the receipt of goods	1.1	Workplace procedures for receipt of goods are identified	
	1.2	Purpose of documents associated with the receipt of goods is interpreted	
	1.3	Workplace documentation requirements for the receipt of goods and reporting of damage are identified	
2 Check and inspect goods on arrival and complete workplace documentation	2.1	Procedures for checking of goods in comparison orders or manifests are identified and followed	
	2.2	Discrepancies and/or damaged goods are reported	
	2.3	Non-conforming goods are appropriately documented and despatched/stored in accordance with company procedures	
3 Unload, unpack and store stock	3.1	Appropriate manual handling techniques and equipment are identified	
	3.2	Safe work procedures are used when unloading, unpacking and storing stock	
	3.3	Advice on appropriate storage locations and requirements for particular products is sought	
	3.4	Goods are unloaded and unpacked in accordance with workplace procedures	
	3.5	Assistance from others is sought when required to maintain safe and effective work	
	3.6	Directions are followed to store stock in appropriate areas	

Table 3: Core skill 'trigger' words in TLIA2013A Receive goods	
Trigger word	**Core skill demand**
1: Identified	Reading
	Oral communication
2: Interpreted	Reading
	Numeracy
3: Report	Writing
	Oral communication
4: Follow procedures	Reading
5: Documented	Writing
6: Assist	Learning
7: Follow directions	Learning
	Oral communication
	Reading

Table 3: Core skill 'trigger' words in TLIA2013A Receive goods

Stage 2: Connect the unit's core skill demands to workplace tasks

As you can see in Table 4, there are a range of workplace tasks that a storeperson does when receiving goods, which draw on the core skills identified in the unit of competency.

Table 4: Core skills needed to receive goods	
Core skill	**What that means on the job**
Reading	• Read labels on goods for information • Read order forms and other receival information • Read workplace safety procedures, like manual handling techniques
Oral communication	• Respond appropriately to requests for routine information • Follow instructions • Identify workplace procedures to follow • Listen to colleagues • Report hazards and damaged goods • Use and respond to language and terminology appropriate to workplace
Writing	• Complete checklists and delivery documents • Fill in incident reports • Report damaged goods and discrepancies in received goods • Report hazards
Numeracy	• Calculate discrepancies between order forms and goods received • Determine weight and quantities of goods received in whole numbers and fractions • Interpret and apply load limit information for equipment

Table 4: Core skills needed to receive goods

Stage 3: Refer to the ACSF to identify the level of core skill demands

By comparing the unit demands and associated workplace tasks to the indicators in the ACSF, you can decide the level of demand of your training specification.

Some ACSF levels will vary depending on the complexity of the task or text required in the particular workplace. If, for example, the safety procedure information required by a receiver is very complex then the reading level may be ACSF level 4. If the workplace has simplified those procedures then the level could be ACSF level 2 or 3.

As you can see in Table 5 below, the work Steve will do when he receives goods draws on a range of core skills at a range of ACSF levels.

Table 5: Level of core skills needed to receive goods		
Core skill	**What that means on the job**	**ACSF level**
Reading	• Read labels on goods for information • Read order forms and other receival information • Read workplace safety procedures, like manual handling techniques	**3–4**
Oral communication	• Communicate clearly and concisely • Follow instructions • Identify workplace procedures to follow • Listen to colleagues • Report hazards and damaged goods • Respond appropriately to requests for routine information • Use and respond to language and terminology appropriate to the workplace	**3**
Writing	• Complete checklists and delivery documents • Fill in incident reports • Report damaged goods and discrepancies in received goods • Report hazards	**2–3**
Numeracy	• Calculate discrepancies between order forms and goods received • Determine weight and quantities of goods received in whole numbers and fractions • Interpret and apply load limit information for equipment	**3–4**

Table 5: Level of core skills needed to receive goods

2.4 Core skill demands of TLIA2012A Pick and process orders

Stage 1: Recognise where the core skill demands are by using core skill 'triggers'

The key elements of Steve's job picking and processing orders are identified in the relevant unit of competency (TLIA2012A Pick and process orders) as:

1	Identify workplace order picking processes, policies and procedures
2	Pick and despatch an order
3	Record stock levels

Just as we did in the previous section, by looking at those elements in the unit and their corresponding performance criteria, you will find a number of 'trigger' words that indicate a core skill demand. Table 6 below lists the corresponding core skill demand.

ELEMENT	PERFORMANCE CRITERIA
1 Identify workplace order picking processes, policies and procedures	1.1 Workplace procedures for order picking and related workplace documentation are interpreted
	1.2 Stock allocation and location systems are identified and located
	1.3 Appropriate manual handling equipment is selected in accordance with OHS regulations and workplace procedures
2 Pick and despatch an order	2.1 Work requirements are planned with appropriate equipment and documentation assembled
	2.2 Zones of the warehouse which store required products are identified and located
	2.3 Pick path is established
	2.4 Where required, appropriate pallet(s) for orders are selected and stacked to minimise stock damage and maximise stability
	2.5 Products are selected and consolidated
	2.6 Products/orders are located in despatch areas
	2.7 Products are assembled to meet workplace schedules
	2.8 Orders are consolidated, sorted, arranged and located in storage zones in accordance with the schedule
3 Record stock levels	3.1 Storage areas are checked and stocks are noted for replenishment in accordance with workplace procedures
	3.2 Workplace records are completed in accordance with workplace requirements

Table 6: Core skill 'trigger' words in TLIA2012A Pick and process orders	
Trigger word	**Core skill demand**
1: Interpreted	Reading
	Numeracy
2: Identified, selected	Reading
	Oral communication
3: Located (accessed)	Reading
	Oral communication
4: Assembled (consolidated)	Reading
	Writing
	Oral communication
5: Checked	Reading
	Numeracy
	Oral communication
6: Noted	Writing
7: Completed	Writing

Table 6: Core skill 'trigger' words in TLIA2012A Pick and process orders

Stage 2: Connect the unit's core skill demands to workplace tasks

As with Table 4 in the previous section, picking and processing orders draws on a range of core skills. Someone in this role needs to know the procedures and requirements of the warehouse. He or she needs to count and compare quantities, speak and listen to colleagues, read a range of workplace procedures and forms, and write in order to complete checklists and other workplace documents.

Table 7 below provides an overview of the core skill demands needed on the job when picking and processing orders.

Table 7: Core skills needed to pick and process orders	
Core skill	**What that means on the job**
Reading	• Identify storage locations • Interpret product descriptions • Read picking and packing slips • Read workplace procedures
Oral communication	• Communicate clearly and concisely • Listen to colleagues • Report hazards • Respond appropriately to requests for routine information • Use and respond to language and terminology appropriate to the workplace
Writing	• Complete checklists • Record stock levels • Report discrepancies between expected and actual stock levels • Report hazards
Numeracy	• Calculate discrepancies between expected and actual stock levels • Determine quantities of goods received in whole numbers and fractions • Identify and interpret product codes

Table 7: Core skills needed to pick and process orders

Stage 3: Refer to the ACSF to identify the level of core skill demands

By comparing the unit demands and associated workplace tasks to the indicators in the ACSF, you can decide the level of demand of your training specification.

Some ACSF levels will vary depending on the complexity of the task or text required in the particular workplace. If, for example, the procedures information required in this role is very complex, the ACSF level may be 4. If the workplace has simplified those procedures then the level could be ACSF level 2 or 3.

As you can see in Table 8 below, the work Steve will do when he picks and processes orders draws on a range of core skills at a range of ACSF levels.

Table 8: Level of core skills needed to pick and process orders		
Core skill	**What that means on the job**	**ACSF level**
Reading	• Identify storage locations • Interpret product descriptions • Read picking and packing slips • Read workplace procedures	**2–4**
Oral communication	• Communicate clearly and concisely • Listen to colleagues • Report hazards • Respond appropriately to requests for routine information • Use and respond to language and terminology appropriate to the workplace	**2–3**
Writing	• Complete checklists • Record stock levels • Report discrepancies between expected and actual stock levels • Report hazards	**2–3**
Numeracy	• Calculate discrepancies between expected and actual stock levels • Determine quantities of goods received in whole numbers and fractions • Identify and interpret product codes	**2–3**

Table 8: Level of core skills needed to pick and process orders

2.5 Core skill demands of TLIA2021A Despatch stock

Stage 1: Recognise where the core skill demands are by using core skill 'triggers'

The key elements of Steve's job despatching stock are identified in the relevant unit of competency (TLIA2021A Despatch stock) as:

1	Analyse order to identify work requirements
2	Follow workplace order picking processes to prepare goods for despatch
3	Complete despatch following workplace procedures and schedules

Again, by looking at those elements in the unit and their corresponding performance criteria, you will find a number of 'trigger' words that indicate a core skill demand. Table 9 below lists the corresponding core skill demand.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse order to identify work requirements	1.1 Order request and consignment note documents is interpreted 1.2 Required schedules for despatch are identified 1.3 Product(s) in order are identified 1.4 Workplace and product knowledge is used to plan sequence of work 1.5 Appropriate materials handling equipment selected within required OHS regulations and timeframe for the despatch
2 Follow workplace order picking processes to prepare goods for despatch	2.1 Goods for despatch are selected, checking against product knowledge, labels and other identification systems 2.2 Products are sorted, assembled and consolidated 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule 2.4 Order is checked against despatch schedule and order form
3 Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation attached 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and ADG Code (where applicable) 3.3 Final check of load labels and documentation is completed in accordance with requirements 3.4 Transportation requirements are described to driver where appropriate

Table 9: Core skill 'trigger' words in TLIA2021A Despatch stock	
Trigger word	**Core skill demand**
1: Interpreted	Reading
	Numeracy
2: Identified, selected	Reading
	Oral communication
	Numeracy
3: Checked	Reading
	Numeracy
	Oral communication
4: Sorted (assembled, (consolidated)	Reading
	Writing
	Oral communication
5: Completed	Writing
6: Described	Oral communication

Table 9: Core skill 'trigger' words in TLIA2021A Despatch stock

Stage 2: Connect the unit's core skill demands to workplace tasks

As with previous storeperson's roles, despatching stock draws on a range of core skills. Someone in this role needs to know the procedures and requirements of the warehouse. He or she needs to count and check product descriptions and quantities, speak and listen to colleagues and possibly suppliers, read a range of workplace procedures and forms, and write in order to complete inventory checklists and other workplace documents.

Table 10 below provides an overview of the core skill demands needed on the job when despatching stock.

Table 10: Core skills needed to despatch stock	
Core skill	**What that means on the job**
Reading	• Consult city directories to verify if certain addresses exist • Interpret information on graphs or charts • Read a variety of completed forms containing check boxes, numerical entries, addresses • Read special instructions about transporting goods (e.g. manuals outlining requirements for them) • Read tables and schedules • Read workplace procedures
Oral communication	• Attend staff meetings to exchange information and to discuss problems and ways of improving service • Exchange information about the volume of business with co-workers and coordinate tasks with other despatchers • Listen to drivers to keep track of their locations and speak with them via a two-way radio to send them to various destinations • Take direction from supervisors about changes in procedures or schedules • Talk to customers or suppliers over the phone or in the office regarding transportation needs
Writing	• Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more • Enter information on tables, schedules or other table-like text • Record information about special circumstances that drivers need to know • Report hazards • Take notes while talking by phone or radio to maintain records • Write daily logs with pertinent notes for the next shift • Write inter-office memos and emails • Write reports to inform supervisors of stock information or irregularities
Numeracy	• Adjust delivery schedules to accommodate special needs, such as high priority stock • Calculate how many trucks are needed to handle freight of a given weight and dimension, possibly taking into account the weight of packaging and how much will fit in a load • Compile daily operational inventories • Perform quick addition and subtraction to determine required and remaining stock • Schedule deliveries, assessing road and weather conditions, routes and distances

Table 10: Core skills needed to despatch stock

Stage 3: Refer to the ACSF to identify the level of core skill demands

By comparing the unit demands and associated workplace tasks to the indicators in the ACSF, you can decide the level of demand of your training specification.

Some ACSF levels will vary depending on the complexity of the task or text required in the particular workplace. If, for example, the procedures information required in this role is very complex, the ACSF level may be 4. If the workplace has simplified those procedures then the level could be ACSF level 2 or 3.

As you can see in Table 11 below, the work Steve will do when he despatches stock draws on a range of core skills at a range of ACSF levels.

Table 11: Level of core skills needed to despatch stock		
Core skill	**What that means on the job**	**ACSF level**
Reading	• Consult city directories to verify if certain addresses exist • Interpret information on graphs or charts • Read a variety of completed forms containing check boxes, numerical entries, addresses • Read special instructions about transporting goods (e.g. manuals outlining requirements for transporting dangerous goods) • Read tables and schedules • Read workplace procedures	**3–4**
Oral communication	• Attend staff meetings to exchange information and to discuss problems and ways of improving service • Exchange information about the volume of business with co-workers and coordinate tasks with other despatchers • Listen to drivers to keep track of their locations and speak with them via a two-way radio to send them to various destinations • Take direction from supervisors about changes in procedures or schedules • Talk to customers or suppliers over the phone or in the office regarding transportation needs	**3–4**
Writing	• Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more • Enter information on tables, schedules or other table-like text • Record information about special circumstances that drivers need to know • Report hazards • Take notes while talking by phone or radio to maintain records • Write daily logs with pertinent notes for the next shift	**3–4**

Table 11: Level of core skills needed to despatch stock		
Core skill	**What that means on the job**	**ACSF level**
	• Write inter-office memos and emails • Write reports to inform supervisors of stock information or irregularities	
Numeracy	• Adjust delivery schedules to accommodate special needs, such as high priority stock • Calculate how many trucks are needed to handle freight of a given weight and dimension, possibly taking into account the weight of packaging and how much will fit in a load • Compile daily operational inventories • Perform quick addition and subtraction to determine required and remaining stock • Schedule deliveries, assessing road and weather conditions, routes and distances	3

Table 11: Level of core skills needed to despatch stock

2.6 The next step

After analysing the core skill demands of your course, the next section will show you how to work through the third step of the process to support learners like Steve who may face challenges in meeting the core skill demands in training.

3 Plan the core skill support you can give learners

Step 1 • Identify learners with core skill support needs

Step 2 • Identify core skill demands of the course or job

You are here → **Step 3** • Plan the core skill support you can give learners

3.1 About this section

Section 1 of this resource outlined Step 1 of the core skill support process and explored ways to identify and describe the core skill support needs of learners. In Step 2, detailed in the previous section, you explored how to identify and describe the core skill demands in training and work.

This section takes you through the final step of the process: Step 3. Step 3 will help you identify and plan the core skill support you can provide to learners where needed. It will demonstrate how units of competency from the FSK Foundation Skills Training Package can help you do this.

FSK units can help you build the support needed for core skills when delivering training of a vocational unit or group of units. The range of example session plans and sample tools you will find in this section model a process that will help you integrate units of competency from the FSK Foundation Skills Training Package into your planning and delivery.

Remember, this resource is for vocational trainers. It is not a resource for literacy specialists. If a learner's core skill levels are too far below those required in training, then it is fairer to both you and the learner if you speak to someone in your organisation about appropriate alternative options for that learner.

Determine if support is needed

If the learner core skill level that you identified in Step 1 is lower than the level of demand in your course that you identified in Step 2, then your learner will benefit from core skill support at different times in your course and you should complete Step 3.

Think of this as a simple equation:

Level in Step 1	<	Level in Step 2	=	Step 3
Learner's core skill levels identified in Step 1		Level of course or job demands identified in Step 2		Core skill support required in your delivery
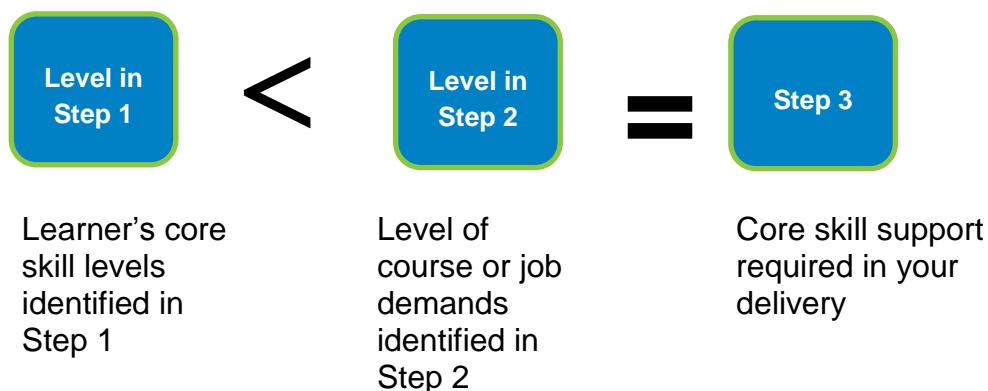
Figure 10: The core skill support equation

3.2 Suggested approach to planning reading support

Steve has shared the information in Figure 11 with his trainer.

When Steve started this course he certainly had not expected that he would have to read pages of safety information. He had struggled with all the material he had to read, taking it home so that Zoe could go through it with him.

The warehouse safety procedures looked complicated to him, with a lot of words he had never seen before. The bit about PPE was clear – it had pictures of the steel-capped boots and high viz vests – but the rest of it was so complicated it was like reading a legal document.

Figure 11: Steve and reading

3.2.1 Consider the gap

Step 1   **Identify learners with reading support needs**

Based on your Step 1 analysis, you have established that Steve and several other learners in your group would benefit from reading support during delivery of your course.

Step 2   **Identify reading demands of the course or job**

As may be seen in Table 12 below, analysis of the three TLI10 units you are delivering revealed that reading skills are required in a range of contexts, and that the type of workplace information that your learners are going to have to read – like load limits for equipment, equipment safety manuals, and procedures for manual handling and dangerous goods handling – is varied and at times dense. The format of the texts they will need to read is also varied and will include product labels, workplace forms and signs, and safety data sheets.

As may also be seen in the table below, there is one reading requirement in particular – reading workplace procedures – that is common to all three units. While some of these procedures may be routine, the language and structure can sometimes be technical.

Table 12: Reading requirements of TLI10 units	
Unit	**What that reading means on the job**
TLIA2013A Receive goods	• Read labels on goods for information • Read order forms and other receival information • **Read workplace safety procedures** like manual handling techniques
TLIA2012A Pick and process orders	• Identify storage locations • Interpret product descriptions • Read picking and packing slips • **Read workplace procedures**
TLIA2021A Despatch stock	• Consult city directories to verify if certain addresses exist • Interpret information on graphs or charts • Read a variety of completed forms containing check boxes, numerical entries, addresses • Read special instructions about transporting goods (e.g. manuals outlining requirements for transporting dangerous goods) • Read tables and schedules • **Read workplace procedures**

Table 12: Reading requirements of TLI10 units

You are now ready to move to Step 3.

Step 3   **Plan the reading support you can give**

3.2.2 Choose the FSK unit

You decide that given that reading workplace procedures is common to all three units, you will seek an FSK unit that relates to that requirement.

The FSK unit matrix in Appendix 1 lists an FSK unit (*FSKRDG10 Read and respond to routine workplace information*) that will help you build support for learners' reading skills into your planning and delivery.

About FSK reading unit FSKRDG10 (ACSF level 3)

FSKRDG10 Read and respond to routine workplace information helps teach learners to:

- interpret information in routine workplace texts

- respond appropriately to information in routine workplace texts.

3.2.3 Integrate the FSK unit into your vocational planning

The suggested session plan below focuses on teaching learners about relevant workplace procedures. It shows how you can integrate *FSKRDG10 Read and respond to routine workplace information* into a session that develops learners' reading skills.

1   Explore the need for workplace procedures with learners.

    You could show learners a video of a hazard and discuss some real examples of workplace safety procedures relevant to the hazard and the group you are training; noting that there are technical words associated with equipment and procedures, and writing the key technical words on the whiteboard.

2   Discuss the key technical words with learners, eliciting any prior knowledge of those words as well as possible alternative words.

    Ask learners to copy the words relevant to their workplace from the whiteboard into their personal dictionary, and before the next class to:

    • take a photograph and put it next to each word, for example:

    personal protective equipment

    • add five more new words from their workplace relating to safety procedures to their personal dictionary.

3   Introduce learners to a set of relevant safety procedures that involve identifying hazards, and assessing and controlling risks. You can choose activities from **Tool 1 Safety words** suitable to the level and needs of your learner group to help familiarise them with procedures, as well as the vocabulary associated with them.

    The activities in the tool are based on procedures for loading and unloading goods, but you could adapt them for any context.

Tool 1 Safety words on page 79.

3.3 Suggested approach to planning oral communication support

Steve is Australian born, and growing up in an English speaking family meant that his speaking and listening skills in English were pretty good. He loved to chat!

However that did not always help in the workplace when there was new terminology that Steve needed to know to get the work done and to work with others.

Sometimes instructions were given verbally using quite technical language and Steve struggled to understand what was being said. He also wasn't always sure how 'formal' he needed to be when he spoke to his supervisors and other bosses; or the difference between when it was OK to have a joke and when you needed to be serious.

Figure 12: Steve and oral communication

3.3.1 Consider the gap

Step 1 **Identify learners with oral communication support needs**
Based on your Step 1 analysis, you have established that Steve and several other learners in your group would benefit from support with their oral communication skills during delivery of your course.

Step 2 **Identify oral communication demands of the course or job**
From your knowledge of the industry and review of the unit requirements, you know that oral communication is essential to safe and productive warehousing operations. The workplace language and terminology that your learners are going to have to cover in their training is quite technical. Some terminology is related to the warehousing industry generally and some is specific to individual workplaces.

From your analysis of the oral communication demands of the TLI units you are delivering (see Table 13 below) you know that all three units will require your learners to listen to and exchange information with colleagues, using language and terminology appropriate to the workplace.

Table 13: Oral communication requirements of TLI10 units	
Unit	**What that oral communication means on the job**
TLIA2013A Receive goods	• **Communicate clearly and concisely** • Follow instructions • Identify workplace procedures to follow • **Listen to colleagues** • Report hazards and damaged goods • Respond appropriately to requests for routine information • Use and respond to language and terminology appropriate to the workplace
TLIA2012A Pick and process orders	• **Communicate clearly and concisely** • **Listen to colleagues** • Report hazards • Respond appropriately to requests for routine information • Use and respond to language and terminology appropriate to the workplace
TLIA2021A Despatch stock	• **Attend staff meetings to exchange information** and to discuss problems and ways of improving service • **Exchange information about the volume of business with co-workers** and coordinate tasks with other despatchers • Listen to drivers to keep track of their locations and speak with them via a two-way radio to send them to various destinations • Take direction from supervisors about changes in procedures or schedules • **Talk to customers or suppliers over the phone** or in the office regarding transportation needs

Table 13: Oral communication requirements of TLI10 units

You are now ready to move to Step 3.

Step 3   **Plan the oral communication support you can give**

3.3.2 Choose the FSK unit

Warehousing work instructions are often given verbally and so learners have to be familiar with the language used in the workplace to understand what they are being asked to do. It is important that learners like Steve have the terminology they need to communicate, as working as a member of a team is important in a workplace environment.

You would like to spend some time going over this and decide to choose an FSK unit of competency that will cover these skills.

You decide that because listening to and exchanging information with colleagues are common to all three units, the FSK unit you seek should relate to those requirements.

The FSK unit matrix in Appendix 1 lists an FSK unit (*FSKOCM07 Interact effectively with others at work*) that will help you build support for learners' speaking and listening skills into your planning and delivery.

About FSK oral communication unit FSKOCM07 (ACSF level 3)

FSKOCM07 Interact effectively with others at work helps teach learners to:

- participate in spoken interactions, as appropriate for the audience and the purpose

- communicate effectively in a workplace context using appropriate strategies.

3.3.3 Integrate the FSK unit into your vocational planning

The suggested session plan below shows you how you can integrate *FSKOCM07 Interact effectively with others at work* into a session that develops learners' communication skills.

1   Introduce the session in a manner appropriate to your learner group.

> **The importance of communication in a warehouse**
>
> In a warehouse, people ask others to do things and respond to requests all the time. For the warehouse to work well, everyone needs to understand what is being said and asked of them.
>
> Sometimes people are so used to using the language of their particular workplace that they do not realise those who are new to the workplace may not understand what they are saying.

2   Workplace terminology

Discuss the importance of using correct terminology with learners, using examples drawn from the workplace where confusion about workplace terminology has had poor outcomes. Invite learners to contribute further examples.

Discuss the technical words associated with equipment and procedures, as well as that required for the reporting of dangerous goods. Group similar words and elicit alternative words that learners use.

Develop a list of workplace terminology with learners, discussing the meaning, purpose and audience of each term.

Encourage learners to record the terminology and context that it is used in. The following tool can be used for that purpose.

> **Tool 2 Word record sheet** can be customised to suit your purpose and can be used by learners to help them remember appropriate terminology and its context.
>
> Ask learners to record terminology that is new to them and the particular context in which it is used, including who it is spoken by and who it is spoken to.

Have learners write the industry and workplace terms and the context in which they are used into their personal dictionary.

3   Understanding requests and instructions in the workplace

Model a mind map on the whiteboard of a workplace request relevant to your learners, exploring through the mind map the possible responses and further possible clarification a respondent might seek.[6]

Learners complete the tool below.

> **Requests and instructions in the warehouse**
>
> There are a number of activities in **Tool 3 Requests and instructions in the warehouse** that will help familiarise learners with ways of responding effectively to common requests and instructions.
>
> These activities will also help learners practise appropriate ways to respond, depending on the request and the person requesting.

Ask learners to think of a request that might be made in their workplace, and do a mind map exploring responses and clarification that might be needed.

4   Audience and purpose

Elicit examples of workplace communication that has different audiences and purposes.

Review communication strategies, such as:

- openings and closings
- politeness terms (e.g. please and thank you)
- turn taking
- active listening techniques
- ways of seeking clarification
- using language suitable for the workplace and audience.

Have learners practise their language skills by completing the tool below.

> **Tool 4 Practise asking and responding to requests** will guide learners in developing and role playing scenarios in which they make and respond appropriately to requests and interpret instructions correctly.

---

[6] There is a range of mind mapping software available – both free or commercial – that can support learners in mind mapping.

5   Evaluating the effectiveness of the communication

The learner group observes scenarios acted out by learner pairs, with observers completing a feedback sheet on each other's scenarios using the tool below.

Feedback on the scenario

After each scenario, learners complete the feedback sheet in **Tool 5 Evaluate the effectiveness of communication**.

The sheet allows them to reflect on different strategies they can use when communicating in the workplace, focusing on both language and non-verbal communication.

Review learner responses in the feedback sheets. You can guide group members in commenting on such things as:

- the verbal and non-verbal language noted in the feedback sheet
- the appropriateness of the requests and instructions for each audience and purpose
- whether the communication was clear and concise.

3.4 Suggested approach to planning writing support
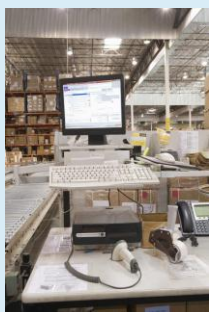
Steve had noticed a potential hazard in the receival area of the warehouse. He knew that he should tell his supervisor straight away and that he would need to complete a Hazard Report form.

He was nervous about having to complete the form. At Steve's warehouse Hazard Report forms were completed online and Steve had no idea how to do that.

He also knew that he was not a good writer and this would mean putting something quite serious in writing. Steve hoped that others would understand what he had written.

Figure 13: Steve reports a hazard

3.4.1 Consider the gap

Step 1

Identify learners with writing support needs

Based on your analysis in Step 1, you have established that Steve and several other learners in your group find writing difficult and would benefit from support during delivery of your course.

Step 2

Identify writing demands of the course or job

The writing requirements that your learners are going to have to cover in their training, while mostly routine, can require a high level of accuracy.

From your analysis of the writing demands of the units you are delivering (see Table 14 below) you know that all three units will require your learners to complete workplace forms and checklists and that this will require writing skills at ACSF level 3.

Table 14: Writing requirements of TLI10 units	
Unit	**What that writing means on the job**
TLIA2013A Receive goods	• Complete checklists and delivery documents • Fill in incident reports • Report damaged goods and discrepancies in received goods • **Report hazards**
TLIA2012A Pick and process orders	• Complete checklists • Record stock levels • Report discrepancies between expected and actual stock levels • **Report hazards**
TLIA2021A Despatch stock	• Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more • Enter information on tables, schedules or other table-like text • Record information about special circumstances that drivers need to know • **Report hazards** • Take notes while talking by phone or radio to maintain records • Write daily logs with pertinent notes for the next shift • Write inter-office memos and emails • Write reports to inform supervisors of stock information or irregularities

Table 14: Writing requirements of TLI10 units

You are now ready to move to Step 3.

Step 3   **Plan the writing support you can give**

3.4.2 Choose the FSK unit

You know from Steve's pre-enrolment form that he may not be confident in completing Hazard Report forms. You would like to spend some time going over the structure of these forms, and the language Steve and other learners may need to use when reporting a hazard. You decide to choose an FSK unit of competency that will cover these skills.

The FSK unit matrix in Appendix 1 lists an FSK unit (*FSKWTG08 Complete routine workplace formatted texts*) that will help you build support for learners' writing skills into your planning and delivery.

About FSK writing unit FSKWTG08 (ACSF level 3)

FSKWTG08 Complete routine workplace formatted texts helps teach learners to:

- complete routine workplace formatted texts appropriate to audience and purpose

- review drafts to revise and finalise routine workplace formatted texts.

3.4.3 Integrate the FSK unit into your vocational planning

The suggested session plan below shows you how you can integrate *FSKWTG08 Complete routine workplace formatted texts* into a session that develops learners' writing skills.

Note: This plan flows on from the reading session plan earlier.

1   Discuss the definition of a hazard: *Something that has the potential to cause human injury, ill health and/or damage to property (machinery and equipment) or to the environment.*

    Discuss hazards that your learners have seen or might come across in a warehouse.

2   Discuss whose responsibility it is to report hazards.

    Staff are responsible for reporting all hazards, near misses, incidents and injuries to their manager immediately as per the workplace incident / hazard reporting procedure.

    Elicit the person to whom learners would report a hazard in their workplaces, and how they would report it (may be in hard copy or online).

3   Outline the incident/hazard reporting procedures of a relevant workplace.

    You can use the suggested approach on page 51 for teaching learners how to read and interpret workplace procedures.

4   Using a Hazard Report form from a workplace in your sector, review its purpose and structure.

    Discuss the typical content of each section of the hazard report: the key facts and the supporting information.

    Note the technical terminology.

5   Provide examples of completed forms. If you wish, you could present a well completed form and a poorly completed form and ask learners to identify the positive and negative aspects of each.

6   Model the completion of a form on the whiteboard and then provide opportunities for learners to plan, draft, proofread and edit a report.

7   Comment on the effectiveness of the completed report and make constructive suggestions about how it might be improved.

Tool 6 Completing hazard reports on page 92.

3.5 Suggested approach to planning numeracy support

Steve's employer was keen to put him in despatch. They had seen that he was quick to learn and eager to work.

At first Steve had resisted the move. He knew that he had struggled with maths at school and that there would be numeracy demands associated with the job. But from his time at the warehouse he had seen that if you were willing to learn, they were willing to help you. So the next time the job offer came along, he took it. Besides, the extra cash that came with the job would help him and Zoe save for their own home.

Figure 14: Steve's promotion to despatch

3.5.1 Consider the gap

Step 1   **Identify learners with numeracy support needs**

Based on your analysis in Step 1, you have established that Steve and several other learners in your group, struggle with their numeracy skills and would benefit from support during delivery of your course.

Step 2   **Identify numeracy demands of the course or job**

Numeracy skills are very important in a warehouse. From your analysis of the numeracy demands of the units you are delivering (in Table 15 below) you know that all three units will require your learners to calculate, interpret and apply weight and quantities in whole numbers and fractions and calculate discrepancies, and that these procedures require relatively high levels of numeracy skills.

Table 15: Numeracy requirements of TLI10 units	
Unit	**What that numeracy means on the job**
TLIA2013A Receive goods	• Calculate discrepancies between order forms and goods received • **Determine weight and quantities** of goods received in whole numbers and fractions • Interpret and apply load limit information for equipment
TLIA2012A Pick and process orders	• Calculate discrepancies between expected and actual stock levels • **Determine quantities** of goods received in whole numbers and fractions • Identify and interpret product codes
TLIA2021A Despatch stock	• Adjust delivery schedules to accommodate special needs, such as high priority stock • Calculate how many trucks are needed to handle freight of a given weight and dimension, possibly taking into account the weight of packaging and how much will fit in a load • Compile daily operational inventories • Perform quick **addition and subtraction** to determine required and remaining stock • Schedule deliveries, assessing road and weather conditions, routes and distances

Table 15: Numeracy requirements of TLI10 units

You are now ready to move to Step 3.

Step 3   **Plan the numeracy support you can give**

3.5.2 Choose the FSK unit

One of the most important areas for learners is to understand load limits for equipment handling. Safely handling and storing materials are vital to the warehousing industry and to learners. Improper handling and storage can, among other things, cause costly injuries that can affect health and well-being as well as the capacity to work in the industry in the long term.

You would like to spend some time going over the essential numeracy skills around identifying and measuring quantities and decide to choose an FSK unit of competency that will cover these skills.

The FSK unit matrix in Appendix 1 lists an FSK unit (*FSKNUM09 Identify, measure and estimate familiar quantities for work*) that will help you build support for learners' numeracy skills into your planning and delivery.

About FSK numeracy unit FSKNUM09 (ACSF level 2)

FSKNUM09 Identify, measure and estimate familiar quantities for work helps teach learners to:

- identify and interpret simple measurement information in familiar workplace tasks and texts

- calculate using familiar units of measurement

- make estimations to check reasonableness of problem solving process

- record simple numerical information

- communicate using formal and informal mathematical language and symbolism.

3.5.3 Integrate the FSK unit into your vocational planning

The suggested session plan below shows you how you can integrate *FSKNUM09 Identify, measure and estimate familiar quantities for work* into a session that develops learners' numeracy skills.

1   Before you deliver this session, ask your learners to bring to the next session examples of load limit information relevant to their own work. Provide relevant examples if your learner group is not in a workplace.

2   Share the examples brought to class, noting on the whiteboard key language, units of measurement, and other relevant concepts.

3   Explore the importance of identifying and applying load limit information in the workplace when working with materials handling equipment. Discuss the consequences of not applying load limit information when undertaking warehousing tasks.

4   Show learners some real examples of materials handling equipment with rated capacities. Explain that these determine the maximum weight the equipment can safely handle and the conditions under which it can handle those weights. Point out where the equipment-rated capacities are displayed on each piece of equipment.

> If your learners are having difficulty interpreting the value of numbers written in symbols – including place value – you can give them practice at saying numbers aloud and also writing them by working through the activity at: http://www.valbec.org.au/building-strength-with-numeracy/docs/Back-to-Back-Numbers.pdf.

5   Ask learners to identify load limits on a range of equipment used in the workplace. Note that load limits may be expressed in simple fractions, in a measurement of kilos or by volume.

> For ideas and activities on teaching fractions and measurement, go to Building Strength with Numeracy, Victorian Adult Literacy and Basic Education Council (VALBEC), 2013: A collection of numeracy activities and student practice exercises (Free download: http://www.valbec.org.au/building-strength-with-numeracy/index.htm)

6   Demonstrate how to calculate the weight of a load using a simple formula. Have learners perform the calculation using a basic calculator if necessary.

> Once learners are familiar with calculating weights, they could complete **Tool 7 What a load weighs**.

7   While knowing how to calculate is essential, estimation skills are equally as critical.

Introduce the concept of estimating by describing a scenario relevant to your learners where an estimate would be appropriate. For example: 'Before you load cartons onto a pallet you need to be able to know whether there is enough available room'.

Discuss how important estimation skills are in warehouse work and when they are used. Elicit from learners when they use their estimation skills at work or in life.

Discuss the language of estimation (e.g. when we speak about 'almost', 'just under or over', 'approximately', 'about').

Procedures and activities on estimation are available for free download from: http://www.valbec.org.au/building-strength-with-numeracy/docs/Estimate-or-Accurate.pdf

4 Support tools

4.1 About this section

This section provides a range of checklists referred to in Section 1 and tools referred to later in the resource to help you prepare your delivery.

Answers to the tools may be found in Section 4.4 starting on page 97.

 Each tool has been identified in this resource using the icon on the left.

4.2 Checklists

Checklist 1 General indicators of core skill support needs

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

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

Checklist 2 Learner observations against the ACSF

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

Checklist 2: Learner observations against the ACSF		
ACSF level	**Indicator**	**Learners' names**
	information or to maintain a discussion	
3	Participates in workplace meetings and teams	
	Makes a workplace presentation	
	Interacts with others at work – listens for relevant information in a longer utterance to further a conversation, or to understand instructions or explanations; provides a response or asks a question expressing ideas and opinions	
4	Facilitates workplace negotiations and workplace meetings	
	Gives complex workplace presentations	
	Facilitates workplace teams	
5	Negotiates very complex spoken exchanges	
	Uses spoken language to make hypotheses, to plan and to influence others	
Numeracy		
1	Uses whole numbers and money up to one thousand	
	Uses highly familiar measurements	
	Use some common 2D shapes	
	Uses highly familiar maps and diagrams	
	Locates specific information in highly familiar tables, graphs, charts	
2	Uses whole numbers beyond one thousand, and simple fractions, decimals and percentages	
	Identifies, measures and estimates familiar quantities	
	Uses common 2D and some 3D shapes	
	Uses simple maps, plans and diagrams	
	Identifies and interprets information in simple tables, graphs, charts	
	Constructs simple tables and graphs	
3	Calculates with whole numbers and routine fractions, decimals and percentages	
	Estimates, measures and calculates with routine metric measurements	
	Interprets, draws and constructs 2D and 3D shapes	
	Uses routine maps and plans	
	Collects data and construct routine tables and graphs	
	Interprets routine tables, graphs and charts	
	Uses basic functions of a calculator	
4	Applies an expanding range of mathematical calculations	
	Estimates, measures and calculates measurements	
	Collects, organises and interprets statistical data for work	
5	Applies a wide range of mathematical calculations for work	
	Uses and calculates with complex measurements	

Checklist 2: Learner observations against the ACSF

Checklist 3 Skill check pro forma

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

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

Skills checks

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

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

Checklist 4 Learner core skill observations pro forma

Checklist 4: Core skill observations of learners during training		
Indicator	**Behaviour observed**	**Learner name**
1 The learner is reluctant to complete paperwork or take notes on the spot. (S/he finds ways to avoid the task, such as not having pen or paper, or delegating to someone else).		
2 The learner is reluctant to read on the spot and may say that s/he will read materials later – or finds excuses to avoid the task (such as not having reading glasses).		
3 The learner is reluctant to complete tasks online.		
4 The learner relies on a fellow learner to interpret or translate information or complete paperwork.		
5 The learner has difficulty with English language skills. (For example, s/he may be able to understand key words and facts, ask simple questions in order to clarify, give and respond to simple instructions, and use non-verbal cues to work out meaning; but may struggle to follow a series of instructions or ideas in English).		
6 The learner prefers to receive information face-to-face or in written form, rather than use the telephone or any other media.		
7 The learner is unfamiliar with the training context – for example, interrupts inappropriately, does not attend to key pieces of information, or asks questions which are largely irrelevant or unconnected to the points being made.		

4.3 Tools to support the development of core skills

4.3 Tools to support the development of core skills

Tool 1 Safety words

It is important to follow the correct procedures when working in a warehouse so that you and others near you stay safe and products are not damaged. To do this you might need to read procedures or workplace signs.

Step 1: Word match

1   This activity uses words you will find when reading procedures about safely loading and unloading goods.

Look at the word in the left column and then find its meaning in the right column. The first word has been done for you.

Word	Meaning
procedures	sprains and strains
hazard	information about the way a workplace wants things done, or the steps you need to follow to do something in the right way
collision	squashed or squeezed
manually	something that could hurt you or someone else; a safety problem
risk	when a vehicle overturns
rollover	carrying, lifting, holding, lowering, pulling or pushing something
crushing	the possibility of damage, injury or illness – risks can be low, medium or high
makeshift	something that is rough-and-ready and temporary
elevated	look carefully and work out how likely a risk is to happen and how serious the risk is
body stressing	lifted
assess risk	accident or crash

Tool 1 Safety words

2 Many workplaces use signs like the ones on this page to make sure workers understand workplace instructions and so stay healthy, safe and productive.

Write the messages that these signs communicate. The first one has been done for you.

1 *Do not use a mobile phone here*

2

3

4

5

6

Step 2: Read about identifying hazards when loading and unloading in the procedures below.

1. Circle any words you find from the word match above.

> **SAFE WORK PROCEDURES FOR LOADING AND UNLOADING**
>
> **1. Identify the hazard**
>
> > **Are any of the following possible in the workplace?**
> >
> > Collisions with pedestrians and loads falling onto pedestrians
> >
> > Rollovers and unexpected movement of forklifts crushing operators
> >
> > Persons falling from makeshift platforms elevated on forklift fork arms
> >
> > Slips, trips and falls getting on and off forklifts
> >
> > Body stressing while driving forklifts or unloading manually

2. How many circles do you have? _____

3. Add any words that were new for you to your personal dictionary.

4. Are there the same or similar hazards in your workplace? Write what those hazards are:

_____

_____

_____

Step 3: Read the procedures below about how to assess risks when loading and unloading. The procedures talk about deciding the risk of identified hazards – that is, how likely it is that an identified hazard will cause harm or damage.

As you read, circle any new words you find, but do not stop to find out what they mean.

SAFE WORK PROCEDURES FOR LOADING AND UNLOADING

2. Assess the risk

> **Decide:**
>
> 1. Likelihood
>
> What is the probability that the hazard you identified will happen?
> Choose from the following options: Certain, likely, moderate, unlikely, rare.
>
> 2. Degree of exposure
>
> How often would you be exposed to the hazard you have identified?
> Choose from the following options: Always, often, sometimes, rarely, never.
>
> 3. Consequence
>
> If the hazard occurs, what will happen?
> What will the effect of that be?
> Choose from the following options: Insignificant, minor, moderate, major, catastrophic.

Write the new words you circled in the left column below and then guess their meaning, writing your guess in the right column.

Word	Meaning

Step 4: Hierarchy of control

The pyramid below is called the 'Hierarchy of Control'. It represents ways of controlling identified hazards – that is, looking for solutions so that the hazard will be removed or not cause harm or damage.
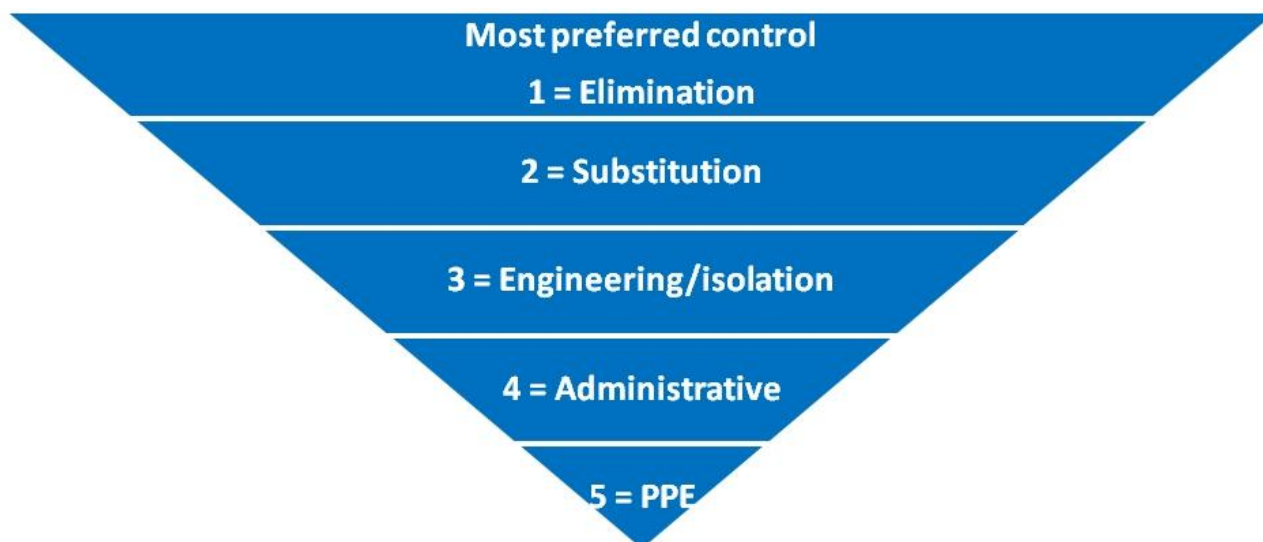
The Hierarchy of Control

A. Choose a different word from the five words in the box below to insert in each of the sentences.

| PPE | Engineering/isolation | Administrative | Elimination | Substitution |

1 _____ means to get rid of something hazardous to protect workers.

2 _____ is worn or carried to lower the potentially harmful effects of exposure to a hazard.

3 _____ means to replace one substance or process with another.

4 _____ means to enclose or separate a hazard.

5 _____ means to develop work practices, job procedures, policies or rules to control a hazard.

B. Read each of the hazards below and write the type of control it represents next to it (e.g. 1 = elimination, 5 = PPE, etc.). Some types of control have been used more than once. The first one has been done for you.

Type of control	Example
3 Isolation	Sound reducing enclosures are installed around noisy equipment
	Workers wear hearing protection when working in areas where noise exceeds allowable levels
	Hazardous work is scheduled during times when exposure of other workers is limited
	Storage area is rearranged so that workers do not need to lift objects above ground level
	When starting in a new section, workers are explained the safe work procedures that describe how to correctly do the job from start to finish
	Equipment with safety features replaces hazardous equipment that has caused several accidents
	Guardrails are installed around elevated work areas
	Dusty surfaces in the warehouse are cleaned using a high pressure hose, rather than dry sweeping using a broom

C. Write an example of each of the types of control in your workplace and why the control is in place. The first one has been done for you.

Level of control	Type of control	Example in your workplace	Reason for control
Higher control	1 Elimination	Material handling equipment is used to lift heavy goods, rather than having the workers lift them manually	Avoid worker injury
	2 Substitution		
	3 Engineering/isolation		
Lower control	4 Administrative		
	5 PPE		

Tool 2 Word record sheet

Word	Used by	Used to	Meaning

Tool 2 Word record sheet

Tool 3 Requests and instructions in the warehouse

> **Understanding requests and information**
>
> People working in a warehouse ask others to do things and respond to requests all the time. For the warehouse to work well, everyone needs to understand what is being said and asked of them.
>
> Sometimes people are so used to using the language of their particular workplace that they do not realise that the technical words they are using may make it difficult for those who are new to the workplace to understand.
>
> These activities help you practise responding to common requests and instructions in a warehouse.

Think about four of the most common requests and instructions you make or hear in the warehouse and write them in the first column (Column A). Next, write who might say them in Column B. When you have done that, write the response you would make in Column C.

For each request or instruction in the first column, what other information might you need to know? Write your further questions in Column D.

The first row is an example.

Common requests and instructions in warehousing			
A. Request or instruction	**B. Who**	**C. Possible response**	**D. Further possible questions**
Example question: Go to unloading area and remove the damaged goods that have been set aside.	Section supervisor	Sure. Where would you like me to take them?	Do I need to sort the goods? Will I be working alone on this? Do I need to fill out any documentation about the goods removed?
1			
2			
3			
4			

Tool 3 Requests and instructions in the warehouse

Tool 4 Practise asking and responding to requests

A scenario of a typical request and responses

In this activity you will develop a scenario about a typical request and the responses that someone might make to the request.

In the scenario, one person will be the supervisor and the other person the worker. The supervisor will make a typical request and the worker will respond, both using appropriate workplace terminology.

Remember to include the following important ingredients to effective workplace communication:

- Greet each other
- (Supervisor) Make the request in a professional manner (e.g. be polite)
- (Worker) Use active listening techniques when listening to the request (e.g. repeat the request to demonstrate understanding or ask questions to clarify what has been asked)
- (Supervisor) Close the exchange

If you are in a class situation, you will role play the scenario for the others in your group so that they can provide you with feedback on how clear the communication was.

Remember that body language is essential to professional communication, so:

- Make eye contact
- Use appropriate gestures to support meaning
- Use appropriate body language for the workplace

1 Plan the scenario and decide:

- which section of the warehouse it will be in
- what the supervisor wants the worker to do (the request), considering whether the request is a series of steps, how you are going to sequence the information in the request, and if there is a required timeframe for the response
- which technical workplace vocabulary might be in the request
- what job the worker in the warehouse does
- how the worker will respond to the request – the questions that he or she may ask.

2   Write out the scenario.

Supervisor:

_____

Worker:

_____

_____

Supervisor:

_____

_____

Worker:

_____

_____

Supervisor:

_____

_____

3   Act out the scenario to the group.

Introduce the supervisor and the worker to the group (explain what their job is and which part of the warehouse they work in), and then act out the scenario for others.

At the end of the role play, ask others in your group for feedback on how clear the communication was and any suggestions they may have to improve it.

Tool 5 Evaluate the effectiveness of communication

Observe scenarios acted out by other members of the group.

Complete the feedback sheet below after each scenario, thinking about whether the communication was clear and concise and suggesting ways it could be improved.

Feedback on communicating in the warehouse			
Names of people doing the scenario:			
	Language use	**Observed**	**Suggestions**
Person making the request	Uses openings and closings		
	Uses politeness terms like please and thank you		
	Makes clear request (series of steps, sequence, timeframe where relevant)		
	Uses warehouse terminology		
	Uses the type of language suitable for the workplace		
Person responding to the request	Demonstrates active listening techniques (e.g. repeats the request to demonstrate understanding)		
	Seeks clarification (e.g. asks questions to clarify what has been asked)		
	Uses warehouse terminology		
	Uses the type of language suitable for the workplace		
	Body language	**Observed**	**Suggestions**
Person making the request	Makes eye contact		
	Uses appropriate gestures to support meaning		
	Uses appropriate body language for the workplace		
Person responding to the request	Makes eye contact		
	Uses appropriate gestures to support meaning		
	Uses appropriate body language for the workplace		

Tool 5 Evaluate the effectiveness of communication

Tool 6 Completing hazard reports

Reporting a hazard

In the ideal workplace there would be no hazards! But imagine you have observed a hazard in your work area. You will need to make a report.

Each workplace has its own procedures for reporting hazards. Sometimes it will be enough that you tell someone about the hazard. Other times you will need to complete a form.

In order to tell your supervisor and to complete the form, you will need to remember the same information:

• What the hazard is
• Where the hazard is
• When you noticed it
• Who was involved

The activities below will help you practise reporting a hazard.

Step 1: What is the hazard?

This activity uses words you will find useful to talk about hazards.

1   Look at the hazard in the left column and then find examples of that hazard in the right column. The first hazard has been done for you.

Match the hazard	
Type of hazard	**Examples of hazard**
chemical	being left out of activities constant teasing and ridicule intimidation
electrical	spills fumes and smells powders and asbestos
noise	unclean or rusty gear broken guards dangerous movement
machine and equipment safety	unbalanced loads poor manual techniques faulty lifting equipment
manual handling	noise constantly too high or too frequent spikes or intensity in noise
workplace bullying and harassment	exposed or faulty wiring overheating and shutting down

2 What other hazards could you add to the table above?

_____

_____

_____

_____

3 Complete the following statements about hazards (the first one has been done for you). Select from the following words:

guard	spill	broken	noise level	exposed	spikes	fumes

1 I noticed that the work area is very noisy. The <u>noise level</u> is constantly too high. Sometimes there are <u>spikes</u> of noise.

2 I noticed that the sealing machine is not safe. The _____ is _____ .

3 There are chemical _____ in the warehouse area near Bay 20.

4 There is _____ wiring on the jug in the kitchen.

5 The floor of the receival area is slippery. There has been a _____ .

Step 2: Where is the hazard?

> When you are describing where a hazard is, you must try to be as exact as possible. Remember, you are describing the hazard location so that someone who may never have seen where you work can find it.

Circle the most exact location:

Behind the cupboard   On the bench in the despatch work station   Near the wall

Step 3: When was the hazard observed?

Again, when noting when the hazard was observed try to be as exact as possible.

Circle the best answer:

Just before   Day before last   Day/month/year

Step 4: Tell your supervisor about a hazard

When you are telling your supervisor about a hazard you have noticed, keep to this pattern:

On (day and time), at (where you saw the hazard), I (state the hazard).

For example: At the beginning of my shift today, I was in the receival area and I noticed that a pile of boxes was unbalanced and in danger of falling onto the work area.

Now, think of a hazard in your work area and repeat the pattern:

On (day and time):

At (where you saw the hazard):

I (state the hazard):

Step 5: Complete a Hazard Report form

Using the hazard you thought of above, complete this Hazard Report form (or one from your workplace) to report it.

HAZARD REPORT
1. PERSON MAKING THE REPORT
Given name: **Family name:**
Employee number: **Position:**
Contact details:
Have you reported this to your supervisor?   Yes   No   Date notified: **Name of supervisor (please print):**   **Contact no:**
2. DETAILS OF HAZARD
Section of the warehouse:
Date hazard observed: **Time:**
What is the hazard?
SIGNATURE OF PERSON MAKING REPORT: **DATE:**

Tool 7 What a load weighs

Look at the sign on 'Safe Working Unit Loads' in the photo above and answer these questions.

Question	Answer
1 Which rack can take the most weight?	
2 I have a pallet that weighs 1,700kg. Which rack can I not put it on?	
3 I have 9 pallets each weighing 350kg. How many pallets can I put on the top rack?	
4 If I had to store boxes together that weighed a total of 2900kg, which rack could I put them all on? Why?	Rack:
	Why:

4.4 Answers to support tools

Tool	Page	Answers
Tool 1 Safety words	79	**Step 1:** 1. Word match Procedures: information about the way a workplace wants things done, or the steps you need to follow to do something in the right way Hazard: something that could hurt you or someone else; a safety problem Collision: accident or crash Manually: carrying, lifting, holding, lowering, pulling or pushing something Risk: the possibility of damage, injury or illness – risks can be low, medium or high Rollover: when a vehicle overturns Crushing: squashed or squeezed Makeshift: something that is rough-and-ready and temporary Elevated: lifted Body stressing: sprains and strains Assess risk: look carefully and work out how likely a risk is to happen and how serious the risk is 2. Workplace signs 1 Do not use a mobile phone here 2 Be careful 3 Do not smoke 4 Danger. A container can explode if heated or punctured, and flying pieces of metal or plastic from the container can cause serious injury 5 First aid station or cabinet for a person who is hurt 6 Danger. A product or its fumes will catch fire easily if it is near heat, flames or sparks **Step 2:** 2 Nine circles (procedures, hazard, collision, manually, rollover, crushing, makeshift, elevated, body stressing) 3 Various 4 Various **Step 3:** Various **Step 4:** Hierarchy of control A. Cloze exercise 1 Elimination: to get rid of something hazardous to protect workers 2 PPE: is worn or carried to lower the potentially harmful effects of exposure to a hazard 3 Substitution: to replace one substance or process with another 4 Engineering/isolation: to enclose or separate a hazard 5 Administrative: to develop work practices, job procedures, policies or rules to control a hazard B. Types of control **5 PPE:** Workers wear hearing protection when working in areas where noise exceeds allowable levels

Tool	Page	Answers
		4 Administrative: Hazardous work is scheduled during times when exposure of other workers is limited
		1 Elimination: Storage area is rearranged so that workers do not need to lift objects above ground level
		4 Administrative: When starting in a new section, workers are explained the safe work procedures that describe how to correctly do the job from start to finish
		2 Substitution: Equipment with safety features replaces hazardous equipment that has caused several accidents
		3 Engineering/isolation: Guardrails are installed around elevated work areas
		2 Substitution: Dusty surfaces in the warehouse are cleaned using a high pressure hose, rather than dry sweeping using a broom
		C. Workplace examples: Various
Tool 3 Requests and instructions in the warehouse	87	Various
Tool 4 Practise asking and responding to requests	89	Various
Tool 5 Evaluate the effectiveness of communication	91	Various
Tool 6 Completing hazard reports	92	**Step 1: What is the hazard?**
		1 Match the hazard
		Chemical: spills, fumes and smells, powders and asbestos
		Electrical: exposed or faulty wiring, overheating and shutting down
		Noise: noise constantly too high or too frequent, spikes or intensity in noise
		Machine and equipment safety: unclean or rusty gear, broken guards, dangerous movement
		Manual handling: unbalanced loads, poor manual techniques, faulty lifting equipment
		Workplace bullying and harassment: being left out of activities, constant teasing and ridicule, intimidation
		2 Other hazards: Various
		3 Cloze exercise
		1. I noticed that the work area is very noisy. The **_noise level_** is constantly too high. Sometimes there are **_spikes_** of noise.
		2. I noticed that the sealing machine is not safe. The **_guard_** is **_broken_**.
		3. There are chemical **_fumes_** in the warehouse area near Bay 20.
		4. There is **_exposed_** wiring on the jug in the kitchen.
		5. The floor of the receival area is slippery. There has been a **_spill_**.
		Step 2: Where is the hazard?
		On the bench in the despatch work station
		Step 3: When was the hazard observed?
		Day/month/year

Tool	Page	Answers
		Step 4: Tell your supervisor about a hazard Various **Step 5: Complete a Hazard Report form** Various
Tool 7 What a load weighs	96	1 Bottom rack 2 Top rack 3 8 pallets 4 Rack: Bottom Why: Variations to the following answer are acceptable 'The other two racks take a maximum weight of 2,800kgs'.

5 Further resources

Transport and logistics industry

Safe Loading and Unloading Operations, SafeWork SA (2007),
http://www.safework.sa.gov.au/uploaded_files/2007_W20_W43_W66_W97.pdf

Transport and Logistics Industry Skills Council career website: www.tlisc.org.au/goplaces
Click on 'Industry Occupations Guide' or 'Job Overviews' tabs for job overview
information.

Core and foundation skills

Australian Core Skills Framework:
http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFram
ework/Pages/default.aspx

Building Strong Foundations: The online information and advice that IBSA has developed
to support users of the FSK Foundation Skills Training Package.
http://buildingstrongfoundations.ibsa.org.au

FSK Foundation Skills Training Package endorsed in February 2013 to support LLN and
employment skill development: IBSA, developer of the Training Package
(www.ibsa.org.au) or to download FSK: http://training.gov.au/

Industry Skills Councils' (ISC) resources and information relating to foundation skills: An
online central repository for each ISC's foundation skills resources, including
relevant database links.
https://ibsa.org.au/industry-skills-councils-fsk-resources-and-information

Love Apptually: A resource designed to assist VET practitioners and learners to select
applications ('apps') for mobile devices that support VET teaching and learning. It
highlights a number of mobile and tablet apps focussing on those that support the
development of foundation skills and learners with a disability.
http://www.vetpd.qld.gov.au/resources/pdf/love-apptually.pdf

Taking the Lead website (www.takingthelead.com.au) for information and advice on
foundation skills.

Learning and assessment materials that support foundation skill development

ACSF assessment tools: bank of assessment tasks developed by Precision Consultancy for use in the workplace to identify an individual's level of language, literacy and numeracy skills.
http://www.precisionconsultancy.com.au/acs_framework

Building Strength with Numeracy, Victorian Adult Literacy and Basic Education Council (VALBEC), 2013: A collection of numeracy activities and student practice exercises. Free download: http://www.valbec.org.au/building-strength-with-numeracy/index.htm

Identifying learner skill levels:
http://www.youtube.com/watch?v=oDNFIRBKFtM&list=PLD1VjDGwGI3acllW7vPytl5JICDgC3C7t

Teaching writing worksheets: http://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf

Workplace health and safety: Online training resource kit, Chan-Lee, Wing-Yin; Purcell, Doug; Owen, Sheila: A collection of materials for the development of training around content relating to health and safety in the workplace. Designed as a self-access resource, incorporating workplace activities, listening tasks and writing exercises.
http://www.safework.sa.gov.au/contentPages/EducationAndTraining/TrainingKits/WHSTrainingResourceKit/whsKit/contents.htm

Pre-training assessment resources and skills checks

ACSF Skills Check is an example of a pre-training assessment process of reading, writing, oral communication and learning, and numeracy skills. Developed by the Community Services and Health Industry Skills Council and available from:
http://www.cshisc.com.au/learn/resources/training-resources/foundation-skills-acsf-skills-check/

ACSF assessment tools: Bank of assessment tasks funded by the government and so freely available to use and customise. Includes a range of tasks designed to be used in the workplace to identify an individual's level in the core skills of learning, reading, writing, oral communication and numeracy. The assessment tasks align with the ACSF. See http://www.precisionconsultancy.com.au/acs_framework for examples of assessment tasks contextualised to particular industries, including transport and logistics.

Community Services and Health ISC's LLN Skills Check: for use by volunteer LLN tutors working in Community Services.
http://www.cshisc.com.au/media/128312/LLN_Skills_Check_for_use_by_volunteer_LLN_tutors_working_in_Community_Services.pdf

Professional development in foundation skills

Crux of the matter: Training Queensland guide to improve language, literacy and numeracy practices within VET delivery and assessment. (http://training.qld.gov.au/resources/information/pdf/crux-matter-june-2011.pdf)

LLN practitioner scholarships: Australian government funding for scholarships to undertake approved study toward an adult LLN practitioner qualification. http://www.innovation.gov.au/SKILLS/LITERACYANDNUMERACY/LANGUAGELITERACYANDNUMERACYPRACTITIONERSCHOLARSHIPSPROGRAM/Pages/default.aspx

Model for Integrated Foundation Skill Support (MIFSS): A model to help vocational trainers integrate foundation skill support into their planning and delivery that includes models of how trainers can identify and address foundation skill support while using FSK Foundation Skills Training Package units in delivery. Built to be customised to a range of industry contexts, MIFSS has a range of advice and tools for vocational trainers wanting to address their learners' foundation skill needs. Free download: www.takingthelead.com.au/resources

Support material for TAE70111 and TAE80110: free IBSA learning and assessment resources for the TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership. https://www.ibsa.org.au/landingpage/resources

TAESS00009 Address Foundation Skills in Vocational Practice Skill Set. The units in this skill set are elective units in the TAE Training and Assessment Training Package. They may be used to provide credit towards TAE40110 Certificate IV in Training and Assessment. The units may also be used as elective units within the flexibility provisions of a range of other vocational qualifications. http://training.gov.au/

Taking the Lead, Service Skills Australia free online PD program: A one-stop shop for information and advice on developing core language, literacy and numeracy skills with application to a range of industries, including transport and logistics. This site provides information to help RTOs and employers, including online PD for vocational trainers and assessors; LLN tips giving comprehensive advice on how to improve LLN; a searchable resource directory of LLN resources; and the latest news and events on LLN training services and funding opportunities. http://www.takingthelead.com.au/

The 3 R's Revisited website: an online professional development program originally developed to provide evidence towards the now superseded TAA unit, *TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice*, but still relevant with a number of useful downloadable teaching and assessment strategies and support materials. http://learningedge.tafe.tas.edu.au/file/f9da0b6f-a118-40ac-f2a8-a820307eb9b2/1/3R's%20Website%20Original/HTMLPages/index_1.htm

What works for LLN: Online library of free video segments for use in language, literacy and numeracy training and assessment produced by Ideas that Work. http://ideasthatwork.com.au/what-works-for-lln

Appendices

Appendix 1 FSK units

The FSK unit matrix below shows you which units of competency from FSK Foundation Skills Training Package you can use to help support learners in developing the critical underpinning foundation – or core – skills they need to achieve vocational competency.

Further information on FSK may be found in:

- the FSK Implementation Guide (https://www.ibsa.org.au/volume/introduction)
- the online information and advice that IBSA has developed to support users of the FSK Foundation Skills Training Package: Building Strong Foundations (http://buildingstrongfoundations.ibsa.org.au).

ACSF LEVEL	LEARNING				READING	WRITING	ORAL COMMUNICATION				DIGITAL TECHNOLOGY
	Planning/ organising	Problem solving	Career planning	Learning to learn			Negotiation	Meetings	Presenting	Team work	
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	**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	
3		**FSKLRG09** Use strategies to respond to routine workplace problems	**FSKLRG10** Use routine strategies for career planning	**FSKLRG11** Use routine strategies for work-related learning	**FSKRDG10** Read and respond to routine workplace information **FSKRDG09** Read and respond to routine standard operating procedures **FSKRDG08** Read and respond to routine visual and graphic texts	**FSKWTG09** Write routine workplace texts **FSKWTG08** Complete routine workplace formatted texts **FSKWTG07** Write routine formal workplace texts		**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 **FSKOCM06** Use oral communication skills to participate in workplace teams	**FSKDIG03** Use digital technology for routine workplace tasks

The heading above the whole table reads: **FSK UNIT MATRIX**

	LEARNING				READING	WRITING	ORAL COMMUNICATION				DIGITAL TECHNOLOGY
FSK UNIT MATRIX											
ACSF LEVEL	Planning/ organising	Problem solving	Career planning	Learning to learn	READING	WRITING	Negotiation	Meetings	Presenting	Team work	DIGITAL TECHNOLOGY
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	**FSKRDG07** Read and respond to simple workplace information **FSKRDG06** Read and respond to simple informal workplace texts **FSKRDG05** Read and respond to simple workplace procedures	**FSKWTG06** Write simple workplace information **FSKWTG05** Complete simple workplace formatted texts **FSKWTG04** Write simple informal workplace texts				**FSKOCM03** Participate in simple spoken interactions at work	**FSKDIG02** Use digital technology for simple workplace tasks
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	**FSKRDG04** Read and respond to basic workplace information **FSKRDG03** Read and respond to basic workplace instructions **FSKRDG02** Read and respond to basic workplace signs and symbols	**FSKWTG03** Write basic workplace information **FSKWTG02** Write basic workplace formatted texts				**FSKOCM02** Engage in basic spoken exchanges at work	**FSKDIG01** Use digital technology for basic workplace tasks
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				**FSKOCM01** Participate in highly familiar spoken exchanges	

FSK10113 Certificate I in Access to Vocational Pathways core units   **FSK10213 Certificate I in Skills for Vocational Pathways core units**

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

FSK UNIT MATRIX

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**	**Graphs**	**Trigonometry**	**Calculator**	**Introductory matrices**	**Introductory vectors**	**Introductory calculus**
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		**FSKNUM36** Use trigonometry for work		**FSKNUM37** Use introductory matrices for work	**FSKNUM38** Use introductory vectors for work	**FSKNUM39** Use introductory calculus 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	**FSKNUM29** Use introductory graphical techniques for work		**FSKNUM30** Use common functions of a scientific calculator for work			
3	**FSKNUM14** Calculate with whole numbers and familiar fractions, decimals and percentages for work	**FSKNUM15** Estimate, measure and calculate with routine metric measurements for work	**FSKNUM17** Use routine maps and plans for work **FSKNUM16** Interpret, draw and construct 2D and 3D shapes for	**FSKNUM19** Interpret routine tables, graphs and charts for work **FSKNUM18** Collect data and construct routine tables					**FSKNUM20** Use basic functions of a calculator			

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**	**Graphs**	**Trigonometry**	**Calculator**	**Introductory matrices**	**Introductory vectors**	**Introductory calculus**
			work	and graphs for work								
2	**FSKNUM08** Identify and use whole numbers and simple fractions, decimals and percentages for work	**FSKNUM09** Identify, measure and estimate familiar quantities for work	**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, graphs and charts for work								
1	**FSKNUM03** Use whole numbers and money up to one thousand for work	**FSKNUM04** Locate, compare and use highly familiar measurements for work	**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								

FSK UNIT MATRIX

	FSK UNIT MATRIX											
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**	**Graphs**	**Trigonometr y**	**Calculator**	**Introductory matrices**	**Introductory vectors**	**Introductory calculus**
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										

FSK10113 Certificate I in Access to Vocational Pathways core units

FSK10213 Certificate I in Skills for Vocational Pathways core units

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

Appendix 2 Example Trigger Words Glossary[7]

In a unit of competency these trigger words or phrases may indicate that foundation skills are required to achieve competency. However, they will not have the same meaning in every instance and need to be considered within the vocational context being described.

The trigger words should be used to think about whether there are any implications for the level of foundation skills required.

Trigger Words	Foundation Skills
Access relevant information	Reading
	Oral communication
According to signs	Reading
	Numeracy
Adjust	Numeracy
	Problem solving
Allocate	Numeracy
	Oral communication
Apply	Numeracy
	Oral communication
Appropriate documentation	Reading
	Writing
Articulate	Writing
	Oral communication
Assist	Learning
	Teamwork
Build on (prior knowledge and experience)	Learning
	Self-management
Calculate	Numeracy
	Problem solving
Chart	Writing
	Numeracy
Check	Reading
	Numeracy
	Oral communication
	Problem solving
Clarify meaning or advice	Oral communication
	Self-management

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[7] This Example Trigger Words Glossary is reproduced from a resource developed by IBSA in 2013 under Commonwealth funding.

Trigger Words	Foundation Skills
Codes and labels	Reading
	Numeracy
Collect	Reading
	Writing
	Oral communication
Collect data	Numeracy
Compare and contrast	Learning
	Problem solving
Complete reports	Writing
	Planning and organising
Comply with directions	Reading
	Oral communication
	Self-management
Computations	Numeracy
Contact	Oral communication
Contribute	Oral communication
	Initiative and enterprise
Convert	Numeracy
Critically evaluate	Learning
	Problem solving
Delegate	Oral communication
	Planning and organising
	Teamwork
Determine value	Numeracy
	Problem solving
Document	Writing
Estimate	Numeracy
	Problem solving
Explain	Oral communication
	Writing
Feedback	Oral communication
	Writing
Follow instructions	Learning
	Oral communication
	Reading
	Self-management
Follow procedures	Reading
	Self-management
	Planning and organising
Formula	Numeracy

Trigger Words	Foundation Skills
Goal setting	Learning
	Planning and organising
Graph	Numeracy
	Reading
Identify	Reading
	Oral communication
	Problem solving
Information sources	Learning
	Oral communication
	Reading
Interpret	Reading
	Numeracy
Inform	Oral communication
Inventory	Writing
	Numeracy
Label	Writing
Legislative requirements	Reading
Level	Numeracy
Liaise	Oral communication
	Teamwork
	Initiative and enterprise
Maintain	Writing
	Planning and organising
Marked out	Reading
Measure	Numeracy
Monitor	Oral communication
	Planning and organising
Note	Writing
Obtain information	Reading
Organise	Planning and organising
	Teamwork
Outline	Writing
	Oral communication
Own role	Learning
	Self-management
Participate	Learning
	Teamwork
	Self-management
Prioritise	Planning and organising
	Self-management

Trigger Words	Foundation Skills
Punctual	Planning and organising
	Self-management
Question	Oral communication
	Problem solving
	Initiative and enterprise
Record	Writing
	Numeracy
Refer to	Reading
	Writing
	Oral communication
Report	Writing
	Oral communication
	Planning and organising
Select	Problem solving
Self-reflection	Learning
Size and proportion	Numeracy
Sources	Reading
Supervise	Oral communication
	Teamwork
Tagged	Writing
	Reading
Team discussions	Oral communication
	Teamwork
Time management	Numeracy
	Planning and organising
	Self-management
Time	Numeracy
Tolerance	Numeracy
Transfer skills and knowledge	Learning
Understand	Learning
	Reading
	Oral communication

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