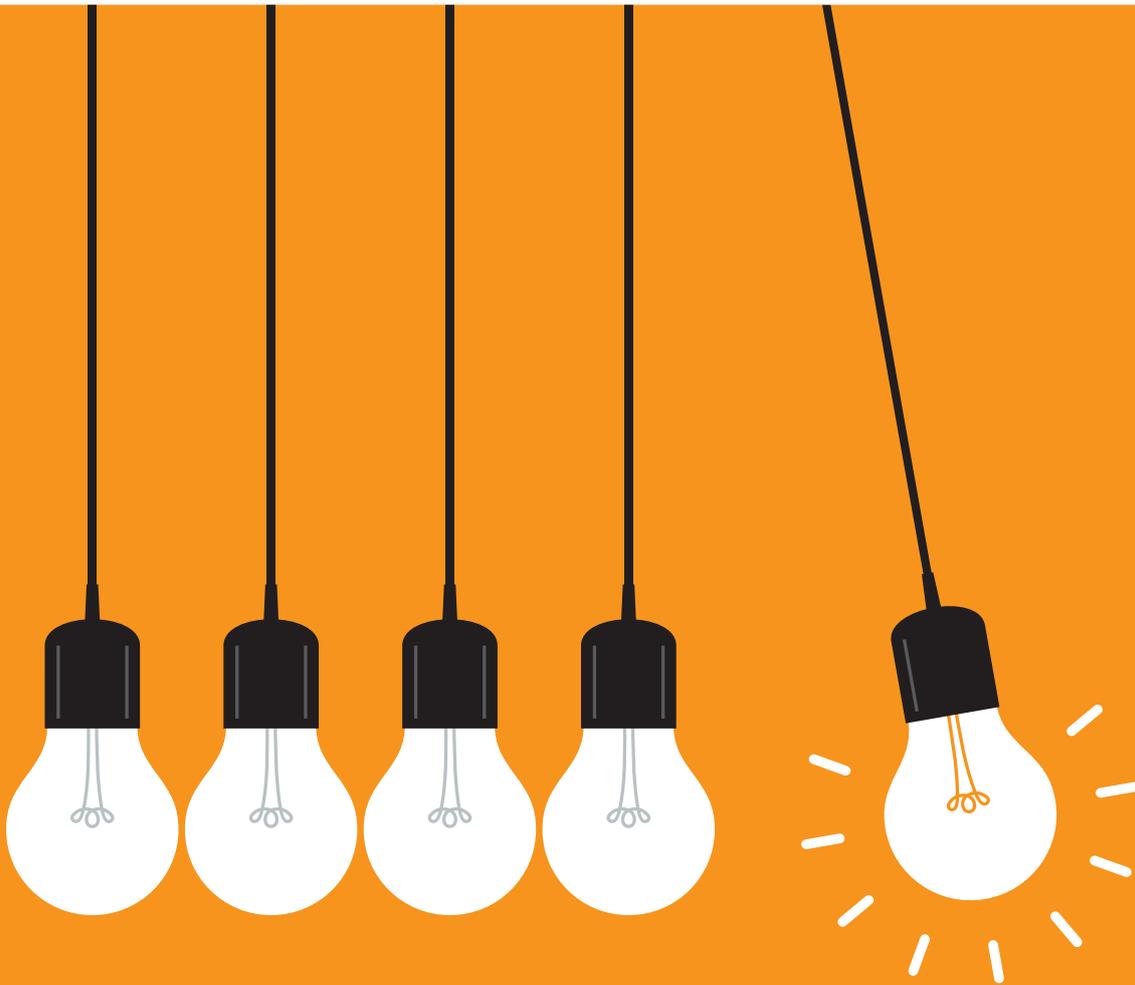


TAE411

Address adult language, literacy and numeracy skills

Release 2



Learner guide

TAELLN411

Address adult language, literacy and numeracy skills

Release 2

Learner guide

Aspire Version 1.1



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Before you begin

This learner guide is based on the unit of competency *TAELLN411 Address adult language, literacy and numeracy skills*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the Trainer's and assessor's guide for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Reading	<ul style="list-style-type: none"> ▶ Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF) ▶ Interprets information from enrolment records and pre-training assessments
Oral Communication	<ul style="list-style-type: none"> ▶ Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues ▶ Uses language that demonstrates cultural sensitivity and builds and maintains understanding and rapport
Interact with others	<ul style="list-style-type: none"> ▶ Collaborates with colleagues and support specialists to design and implement effective learning strategies ▶ Considers how others should be involved, often using consultative or collaborative processes when evaluating practice
Get the work done	<ul style="list-style-type: none"> ▶ Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcomes	Rate your confidence in each section
Topic 1: Analyse LLN requirements	1.1 Determine LLN skill requirements of the training specification	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.2 Identify and analyse the LLN skill requirements essential to workplace performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.3 Determine the LLN skills of the learner group from validated tools and other sources	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Select and use resources and strategies to address LLN skill requirements	2.1 Identify resources to support LLN skill development	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.4 Determine assessment strategies appropriate to LLN requirements and learner group	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3: Use specialist LLN support where required	3.1 Review course demands and learner profile to determine if specialist LLN support is required	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3.2 Access specialist LLN support where available	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3.3 Integrate specialist LLN support into training or assessment practice where required	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 4: Evaluate the effectiveness of learning support and assessment strategies for LLN	4.1 Seek feedback on learning support provided and assessment strategies used	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4.2 Evaluate learning support and assessment strategies used	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4.3 Determine areas for improvement based on evaluation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Assessment

When you have completed your learning, you will be asked to complete an assessment. You need to understand what will be required of you regarding assessment as you work your way through this learner guide: your trainer/assessor will provide you with the relevant details. This learner guide does not include a final assessment. Your training organisation may be using Aspire’s Assessment and RPL resource for this unit.

For this unit you will need to demonstrate that you can identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

You will need to provide the following:

- ▶ use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery
- ▶ use various sources to gather information on the current LLN skills of a learner group
- ▶ identify available sources of support to address at least two of the identified LLN skill needs of the learner group
- ▶ customise and use at least two learning resources to address LLN requirements
- ▶ select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group
- ▶ use advice from specialist LLN practitioners to inform practice
- ▶ select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group
- ▶ determine areas for improvement of own practice.

You will also need to demonstrate knowledge of:

- ▶ specify the critical LLN skills essential to workplace performance in an identified industry or sector
- ▶ identify cultural and social sensitivities relevant to communicating with individuals who are identified as requiring LLN support

- ▶ identify sources of resources, strategies and LLN support available in own training organisation and procedures for accessing them
- ▶ explain techniques for evaluating own training and assessment practice.

Always refer to your assessor for information about the number, type and detail required in the assessment materials you will be required to complete.

Developing an evidence portfolio

An evidence portfolio is a useful way to demonstrate to your assessor how you have developed the skills, knowledge, attitudes and abilities that contribute to competence. Samples of your work that are developed as a part of the activities can be used as evidence for assessment.

Your trainer/assessor may also ask you to provide samples of documents or completed templates to demonstrate your progress in this unit. Some of these could be submitted as part of an evidence portfolio. Always follow the specific directions and guidance of your trainer/assessor to determine what documents your portfolio should include and how they should be presented.

Here are some examples of what your portfolio might contain:

- ▶ Your responses to specific activities as indicated in each section of the learner guide
- ▶ Personal reflections on your progress via an ongoing learning journal
- ▶ Recorded comments from your supervisor, peers or clients about how you have applied skills and knowledge
- ▶ Documents or completed templates* you have developed such as assessment plans, assessment tools, training session plans or checklists
- ▶ Samples and an analysis of relevant forms, documents and other material used in a training and assessment environment

*Throughout this learner guide, reference is made to specific templates that you can use for activities or for your portfolio. Ask your trainer for template samples; Aspire has included relevant templates in its Trainer's and assessor's guide for this unit.

Overview

Understand vocational education and training

There is a great deal more to the VET system and the delivery of training and assessment than the information provided in this Overview. Each learner guide for the units offered in the Certificate IV in Training and Assessment provides activities and examples to demonstrate the application of your VET knowledge.

To work effectively in the vocational education and training (VET) system, you need to understand its essential components, particularly training packages and how to use them in a training delivery and assessment role.

VET develops skills and knowledge for work through a national training system that seeks to provide consistent training across Australia. The primary purpose of VET is to equip people with the skills, knowledge and attributes they require to be 'work ready' and to operate effectively in employment. The Australian VET system comprises two fundamental elements that help ensure quality and consistency in training: training packages and the VET Quality Framework (VQF), which includes the Australian Qualifications Framework (AQF).

Training packages

Training packages are the foundation of Australia's VET system. A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. Copies of individual training packages can be viewed at: <http://training.gov.au>.

Training packages also provide the structure for competency-based training. A competency-based approach judges outcomes against specific standards established in the endorsed components of a training package. Endorsed components are the various units of competency, the qualifications within which they sit and assessment guidelines that describe the industry's desired approach to assessment and qualifications.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now dissolved National Skills Standards Council (NSSC)).

Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. In other words, a unit of competency is a set of skills and knowledge that form part of a person's job role, and represents a discrete workplace outcome.

Units of competency are packaged as groups into qualifications and qualification levels in each training package. Each qualification has a descriptor that provides guidelines on how the unit is practically applied, who would use it and the unit's relationship to any applicable licensing, legislative or certification requirements.

Training packages do not prescribe how training is to be delivered. They provide guidance on assessment and the methods of assessment that may be appropriate for each unit of competency. Registered training organisations (RTOs) are responsible for how training and assessment occur.

An RTO can also issue qualifications derived from training packages or accredited courses, or statements of attainment to recognise the completion of a unit of competency from a qualification or accredited course.

The VET Quality Framework

The VET Quality Framework (VQF) is a set of standards and conditions used by the Australian Skills Quality Authority to assess whether an RTO meets the requirements for registration. The *National Vocational Education and Training Regulator Act 2011* (Cth) established the National VET Regulator (NVR) and underpins the VQF.

The VQF comprises:

- ▶ the Standards for Registered Training Organisations (RTOs) 2015
- ▶ the Australian Qualifications Framework
- ▶ the Fit and Proper Person Requirements
- ▶ the Financial Viability Risk Assessment Requirements
- ▶ the Data Provision Requirements.

Training that leads to the award of an accredited qualification must be delivered and assessed by an RTO that satisfies the Standards for Registered Training Organisations (RTOs) 2015. The Standards include the Essential Standards for Initial Registration and the Essential Standards for Continuing Registration. There are eight standards to which RTOs must comply.

You should familiarise yourself with the VQF and the compliance requirements it places on RTOs; this compliance directly affects the work you do as a trainer and an assessor.

Australian Skills Quality Authority

Course accreditation agencies such as the Australian Skills Quality Authority (ASQA) set regulations and standards for the VET sector to ensure course quality is maintained through the effective regulation of training providers and accredited courses. It does this mainly through the VQF. (Note: Victoria and Western Australia have not referred their powers of regulation to ASQA and continue to be subject to their respective state regulators if they operate solely within their state.)

ASQA works with other regulatory, funding and policy bodies to ensure the training provided is of high quality and meets the requirements of industry-developed training packages, so VET graduates have the required skills and competencies for employment.

Any RTO operating solely in Victoria and/or Western Australia is regulated by those states' regulators (not ASQA), and must comply with the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration. The VQF Standards for NVR Registered Training Organisations derive from the AQTF standards.

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.



Reproduced with permission of the AQF council, from AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

- ▶ How to identify and 'unpack' the key features of a unit of competency
- ▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

Component feature	What it relates to
Unit of competency	
Title	The title describes the unit outcome.
Unit application	This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units	This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit.
Unit Sector	This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency	Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.
Performance criteria	Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills	This field describes the language, literacy, numeracy and employment skills that are essential to performance.
Range of conditions	This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement.
Unit mapping information	This field specifies the code and title of any equivalent unit of competency.
Links	This field provides a link to the Companion Volume Implementation Guide.
Assessment requirements	
Performance evidence	Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Component feature	What it relates to
Knowledge evidence	Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.
Assessment conditions	This field describes mandatory conditions for assessment; for example, details of equipment and materials; contingencies; physical conditions; relationships with other people; and time frames. It also specifies assessor requirements.
Links	This field provides a link to the Companion Volume Implementation Guide.

Explore dimensions of competency

Reviewing the dimensions of competency is an important part of unpacking a unit of competency. The dimensions of competency relate to all aspects of work performance in both routine and non-routine work situations. A competent person can successfully apply their skills and knowledge to work activities in a range of contexts.

The following table explores the four dimensions of competency in more detail.

Dimensions of competency	Meaning
Task skills	The candidate must perform the individual skills required to complete a work activity to the required standard.
Task management skills	The candidate must manage a number of different tasks to complete a whole work activity, such as working to meet deadlines.
Contingency management skills	The candidate must use problem-solving skills to resolve issues that arise when performing a work activity.
Job/role environment skills	The candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures.

Incorporate foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, the community and in education and training. In training packages, the foundation skills can incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSfW).

Foundation skills underpin competent performance and are identified in each unit of competency in a foundation skills table. The foundation skills should be considered an integrated part of the unit for delivery and assessment purposes.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package was developed to work in combination with other training packages to support the development of learners' core skills, so they can achieve their vocational training goals. Trainers have an opportunity to use material developed, such as those developed by Aspire Learning Resources, to deliver foundation skills to learners. RTOs have an opportunity to deliver training and qualifications in foundation skills units to support their students.

IBSA's Building Strong Foundations resource provides information about using the Foundation Skills Training Package. You can access Building Strong Foundations at this website:

- ▶ www.ibsa.org.au

The Foundation Skills Training Package Implementation Guide also contains an explanation of the use of this training package. You can access it at this website:

- ▶ <https://vetnet.education.gov.au>

Assessment methods

The competency-based assessment system relies on an assessor making a judgment about a person's competence against performance benchmarks in a unit of competency, using methods such as criterion-referenced assessment, standards-based assessment or evidence-based assessment. An assessment candidate should be judged as either competent or not yet competent according to whether they demonstrate that they can meet the specified standards.

The recognition process

The recognition process allows candidates to provide evidence that their previous training, work or life experience aligns to the skills and knowledge described in a qualification or unit of competency.

Recognition of prior learning (RPL) is one form of this process. Recognition can also include recognition of current competency and credit transfer.

Evidence of competency may include work samples, journals, certificates of achievement and third-party testimonials. In addition, candidates may be asked questions, observed undertaking set tasks or asked to demonstrate the authenticity of their work.

RTO staff must be able to provide clear, accurate information on assessment and recognition processes to candidates. Your obligations could therefore include:

- ▶ advising and assisting a candidate/learner to apply for recognition
- ▶ determining the type of recognition for which the candidate/learner should apply
- ▶ assisting the candidate/learner to complete relevant documents
- ▶ processing recognition applications in a timely manner.

Candidates may apply for recognition before the learning program commences. In other cases it may become apparent as a learner progresses through training delivery that they have the skills, knowledge and competence to satisfy the assessment requirements for a unit of competency or a cluster of units.

Introduction

Address adult language, literacy and numeracy skills

Language, literacy and numeracy (LLN) skills are some of the underpinning and less tangible skills that have an impact on the outcomes of training and assessment.

It is estimated that around half of the adult Australian population do not have the level of LLN core skills for them to adequately do their work or to participate in training. Nearly all workers are faced with continuous retraining to keep up to date with technological developments. In response to various government initiatives, developing the LLN skills of learners at all qualification levels is a fundamental role of all trainers and assessors.

Therefore, for trainers and assessors, LLN is an essential consideration when developing or customising learning programs or when selecting learning materials. Under the LLN umbrella, the Australian Core Skills Framework (ACSF) is a tool for defining LLN issues; for unpacking LLN in the design and delivery of training and assessment; for collaborating with specialists; and for monitoring and reporting program outcomes and processes.

Communication is recognised as a core skill for employment. The underpinning communication skills are referred to as language, literacy and numeracy core skills.

Language, literacy and numeracy skills are embedded in training package units of competency and may be referred to explicitly in the components of each unit. Registered training organisations (RTOs) need to address LLN to comply with the VET Quality Framework (VQF)/Australian Quality Training Framework (AQTF) and to provide equity in delivering training and assessment services.

Trainers and assessors therefore need an understanding of LLN in the training system. They need the skills and knowledge to respond to an RTO's training and assessment strategies; to access specialist LLN support; and to customise learning programs to meet the needs of their client group.

What this learner guide covers

This learner guide *TAELLN411 Address adult language, literacy and numeracy skills* describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

Your job role

This learner guide introduces you to the core LLN issues in training and assessment practice.

You may be employed as a trainer and/or assessor in an RTO that provides training and assessment to learners who wish to gain nationally recognised qualifications. Part of your role may be to identify the LLN requirements of training/assessment; to identify instances where specialist support is required and to collaborate with specialist practitioners; or develop and evaluate learning and assessment materials appropriate to core LLN skill requirements.

Training and assessment strategy

This unit of competency is suitable for those working for an organisation (for example, an RTO) that already has a training and assessment strategy in place. This strategy should provide details of how training and assessment should be created, conducted and reported.

If you are working for an RTO you need to understand and follow the training and assessment strategy and the RTO's scope of registration. To comply with AQTF requirements, RTOs must develop a training and assessment strategy for the learning programs they deliver that:

- ▶ reflects RTO Standard 1
- ▶ addresses the requirements of the training package, including LLN requirements
- ▶ meets the needs of particular target groups
- ▶ provides learning pathways
- ▶ reflects input from industry and other relevant stakeholders to ensure the strategy meets current industry requirements
- ▶ documents information according to AQTF audit requirements.

What you will learn

In this learner guide you will learn how to:

- ▶ analyse LLN requirements
- ▶ select and use resources and strategies to address LLN skill requirements
- ▶ use specialist LLN support where required
- ▶ evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements.

Essential learning points

The information in this learner guide requires an understanding of the following concepts and issues.

Core LLN skills within a training specification/context

You should have an awareness of the fundamental LLN skills required to participate effectively in the workforce and the community generally, and an understanding of how to access, analyse and apply the Australian Core Skills Framework (ACSF) to different training specifications and contexts.

Perhaps the most common training specifications you will deal with in an RTO are units of competency, though the training/learning context may include workplaces outside the RTO.

Validated tools

To accurately and effectively determine the core LLN requirement of the training context, you may use validated tools based on the ACSF or rely on information, feedback or reports from LLN specialists. These tools should help you make judgments about the LLN requirements of the learners' skill levels.

Specialist core LLN assistance can come from different sources, including in-house LLN support staff, specialist consultants, government or community services or funded support programs. You should know how to access this support; how to communicate with specialists; and how to apply an appropriate/approved strategy when accessing and collaborating with these support services.

Learning support strategies

When developing or customising a learning program or learning and assessment materials, you need to apply, monitor and evaluate suitable learning support strategies that assist learners to develop core LLN skills.

Strategies can take a variety of forms, including:

- ▶ using plain English, especially to provide explanations at a level appropriate to learners
- ▶ supporting training with audiovisual material
- ▶ sharing decision-making with learners.

Access and equity issues

Access and equity issues are important in a learning situation. Learners must have access to an environment that does not discriminate on any basis or cause offence through cultural or language misunderstandings. You require the skills and knowledge necessary to ensure that the learning process accommodates the needs of particular target groups, such as people with disabilities, Aboriginal and Torres Strait Islander people, women and people with a language background other than English.

There are a number of considerations when responding to diversity; for example:

- ▶ developing a profile for each candidate and identifying where they may require support
- ▶ making reasonable adjustments to assessment; for example, allowing for an oral assessment, rather than a written assessment if there are language or cultural issues (as long as the integrity of the assessment is maintained)
- ▶ taking into account a candidate's cultural background; for example:
 - not using colloquial Australian words or phrases that may cause confusion
 - contextualising learning to show there is cultural understanding
 - understanding cultural dress, but explaining exceptions such as the requirement for a learner to wear personal protective clothing or equipment when operating machinery rather than a traditional scarf or skirt the person may usually wear
- ▶ recognising disability issues and making adjustments such as providing extra time for a demonstration or using an interpreter.

LLN Requirements

Topic 1

In this topic you will learn how to:

- 1A Determine LLN skill requirements of the training specification**
- 1B Identify and analyse the LLN skill requirements essential to workplace performance**
- 1C Use validated tools and other sources to determine learners' LLN skills**

Analyse LLN requirements

Having comprehensive language, literacy and numeracy (LLN) skills is recognised as a key factor in workplace performance, yet that almost half of all Australians aged 15–74 years have literacy and numeracy skills below level 3. Experts believe that skill level 3 is the minimum level for coping with the increasing demands of the emerging knowledge society and information economy.

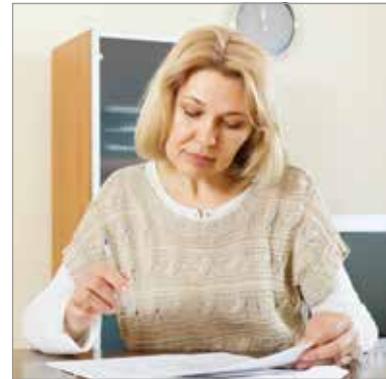
Streamlined training packages contain a Foundation skills section, which describes the LLN skills and core employment skills required for a worker to be competent in their relevant work role. Most, if not all, work roles, require the use of some level (ACSF level 1 to 5) of each of these macro skills: oral communication (speaking and listening), reading, writing, learning and numeracy skills.

Workers and people who are training for a workplace role, however, bring different skill levels and uneven skill development to their training and assessment for a unit of competency. The ACSF has been developed to provide a nationally applicable, consistent way of describing the LLN and core skills required in work roles, to analyse and describe the LLN skills of individuals and to plan skill development.

When providing training and assessment, trainers must first identify the LLN skill levels embedded in the particular training specification they are using by matching them to the levels in the Australian Core Skills Framework (ACSF). Trainers then need to understand the specific LLN requirements of the workplace they are training learners for. Finally, they need to identify the LLN skills that learners bring to training, and identify any gaps between learner skills and what is needed to achieve competence. This learner guide sets out sequentially, the skills and knowledge you need to apply to in order to do this. Topic 1 provides a starting point.

1A Determine LLN skill requirements of the training specification

As a trainer or assessor, you need to understand and consistently apply LLN requirements and considerations in your role. Before beginning a program, you must establish the LLN skill requirements of the training specification you are using. 'Training specification' here means training package or accredited course.



These skills feature in some form in every training package and unit of competency, as well as in accredited and non-accredited industry-based courses. Core skills are also fundamental to other training specifications, whether industry-based or from the national training system.

The Australian Core Skills Framework (ACSF) assists trainers and assessors to determine the core LLN skill requirements of a training specification.

You can access information about the ACSF online at:

- ▶ www.education.gov.au/download-acsf

LLN skills and job function

Differing job roles in an industry have differing skill requirements. In the case of the aged care sector, for example, the manager of a facility; the Division 1 and 2 registered nurses; personal care workers; doctors; visiting specialist staff such as physiotherapists, cleaners and kitchen staff, all have different specialised vocabularies, functions in relation to residents, reading and writing responsibilities and overall responsibilities in relation to resident care. It is important for residents that the personal care workers they are in daily contact with, are skilled at reading nonverbal language, and use active listening and respectful language. Cleaners are not required to respond to residents' care needs, but must be able to read and understand information sheets about the chemicals they use (including the manufacturers' safety data sheets) and be able to fill out order forms. Lifestyle Coordinators must be able to communicate well enough for residents to understand the purpose and procedures involved in participating in recreational activities and to feel positive about taking part. Lifestyle Coordinators also need to write reports on the activities and residents' participation in them.

Staff in personal care roles in aged care facilities are often people who were born overseas and come from cultures where older people are respected. A personal care worker may have exemplary care skills and oral communication skills, but struggle with using the facility's computerised documentation system to write objective and accurate progress notes in the third person. An older worker may have good emotional intelligence skills, while a recent tertiary graduate may have up-to-date clinical knowledge.

A manager has a good oversight of all roles in a facility, and can provide information about overall skill levels of employees, LLN requirements of roles and where there are skill gaps between employee performance and the performance required in the role. Job roles will also align with requirements of qualifications of the role, and one or more ACSF levels. A trainer should use all three sources of information to determine the LLN skill requirements of a job role and training specification.

Resources to support trainers and assessors

It has long been recognised that foundation, communication and numeracy skills are involved in performing a work role. The Workplace English Language and Literacy program (now closed to new applicants) was established in 1991. Many resources were produced with funding for that program, and other initiatives, which can assist you to understand the part Foundation skills play in training, assessment and working. Many can assist you in learning steps and strategies for identifying LLN skill requirements and acting on what you have learnt for the benefit of learners and assessment candidates and to suit the requirements of employers and training qualifications.



The Australian Workplace Practitioners' Network website has links to a useful series of videos produced by the former Community Services and Health Industries Skills Council 'LLN Awareness and Foundation Skills Implementation Videos'. You can find the videos at:

- ▶ <http://awpn.com.au/wpcproduct/lln-awareness-foundation-skills-implementation-videos>

Apply the ACSF to learning and assessment

The ACSF has many uses. It is the curriculum and assessment guide for the work of LLN specialist practitioners. However, all trainers and assessors need to be aware of the key concepts of this framework; they need to be able to use aspects of it to support learners' LLN development and to interpret assessment reports of enrolled learners. The ACSF is used to describe an individual's performance in the five core skills at any point in time and then monitor progress over time. Practitioners can identify a person's areas of strength and need with some precision, then target training to these areas of need.

Applications for the ACSF

- ▶ HR managers and workplace trainers can use the ACSF when designing communication strategies and developing training for employees at all levels of an organisation.
- ▶ Training package developers use the ACSF to ensure that core LLN skills are adequately addressed as part of units of competency within training packages.
- ▶ The ACSF provides a standard approach for describing the five core skills as part of workplace competence within training programs.
- ▶ The ACSF is used by specialist practitioners to describe core skills performance in a range of settings; map core skills to curricula; and describe learner outcomes from accredited programs.
- ▶ The ACSF provides a common language to describe adult English LLN performance across Australia.
- ▶ Assessments using the ACSF can be used to refer learners to specialist programs or for additional learning support.
- ▶ Data derived from ACSF assessment can be used as a basis for funding applications and accountability processes.

Components of the ACSF

The ACSF is full of technical terms understood by LLN specialists. Trainers and assessors who need to use the ACSF, but who are not LLN specialists, will find the best way to access it is through the 'sample activities' that are described in the framework under each core skill.

Make sure you understand the key components of the ACSF, as set out in the following table.

Five core skill areas

- ▶ Learning
- ▶ Reading
- ▶ Writing
- ▶ Oral communication
- ▶ Numeracy

Five levels of performance

These provide a way of communicating about the complexity of LLN in training specifications and learners' skills, and are referred to as Performance Features. Note that these are NOT the same levels as the Australian Qualifications Framework (AQF).

Four performance variables

These help you identify the factors that make texts and tasks in the workplace and training context more (or less) complex, and help you determine the performance level.

Three domains of communication

- ▶ Personal and community
- ▶ Workplace and employment
- ▶ Education and training

Sample activities

Sample activities provide examples of tasks in a range of contexts, and are grouped according to the Domains of Communication. Sample activities are the easiest way to understand the ACSF for those new to it.

Core skill indicators of performance

The ACSF core skills are further divided into five performance levels: level 1 being the lowest and level 5 the highest. The ACSF provides a description of the performance indicator for the core skills at each of the five levels. They are numbered according to the core skill using a decimal system where the whole number refers to the level, and the decimal component to the core skill (learning is 1 and 2; reading is 3 and 4; writing is 5 and 6 and so on). For example, someone who has demonstrated level 1 in Reading will have achieved both 1.03 and 1.04, as shown below.

For an overview of the five core skills, visit the ACSF website at:

- ▶ www.education.gov.au/download-acsf

Reading indicator by level		
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts

Performance variables

A range of factors may influence a person’s performance at each of the five levels. These include the type of support needed, the context, the text to be interpreted and understood, and the complexity of the text. The term used for this collection of factors is performance variables. The following table illustrates performance at levels 1 and level 5.

Level	Support	Context	Text	Task complexity
1	Works alongside an expert/mentor where advice can be provided	<ul style="list-style-type: none"> ▶ Highly familiar contexts ▶ Concrete and immediate ▶ Very restricted range of contexts 	<ul style="list-style-type: none"> ▶ Short and simple ▶ Highly explicit purpose ▶ Limited, highly familiar vocabulary 	<ul style="list-style-type: none"> ▶ Concrete tasks of 1 or 2 steps ▶ Processes include locating and recognising
5	Autonomous learner who accesses and evaluates support from a broad range of sources	<ul style="list-style-type: none"> ▶ Broad range of contexts ▶ Adaptability within and across contexts ▶ Specialisation in one or more contexts 	<ul style="list-style-type: none"> ▶ Highly complex texts ▶ Highly embedded information ▶ Includes highly specialised language and symbolism 	<ul style="list-style-type: none"> ▶ Sophisticated task conceptualisation, organisation and analysis ▶ Processes include synthesising, critically reflecting, evaluating and recommending

Domains of communication and sample activities

The three domains of communication used in the ACSF are:

- ▶ personal and community
- ▶ workplace and employment
- ▶ education and training.

As a VET trainer you will work more with the latter two domains; although the first domain is not irrelevant as it provides you with examples to draw on, of the types of reading, writing and oral communication that learners need to do in their personal lives.

Sample activities are organised into these three areas, and provided after the description of the core skill at each level in the ACSF. The sample activities help confirm the level and show the additional knowledge needed to operate across a social context. If you compare sample activities at different ACSF levels, you can see how the complexity has changed. For example, the sample activities for Reading at ACSF level 2 and level 4 in the 'Workplace and employment' domain are shown here.

Level 1

- ▶ Interprets instructions that combine pictorial and written information; for example, directions on how to operate a piece of machinery safely or routine step-by-step instructions for logging on to an organisation's computer network.
- ▶ Locates specific information from a short text; for example, a table of employee benefits, a pay slip, own job description or a work update from a staff memo.

Level 4

- ▶ Analyses, compares and contrasts information gained from tables and charts; for example, information on products and materials to determine the suitability of cleaning chemicals for use in a laboratory.
- ▶ Identifies critical information from the organisational plan, work programs and team members' individual training needs assessments to design a program for team skills development.

Understand the 'training specification'

Training specifications can be derived from training packages or accredited courses, or from industry or organisational standards. State and territory authorities accredit courses where there is no training package or applicable units of competency, or where skills need to be addressed directly and in ways not specific to industry. After endorsement, these specifications are lodged with the National Register in the form of training packages or accredited courses. You are more likely to be using a training package than an accredited course.



Addressing adult LLN skills involves unpacking the training specification and using the ACSF to identify core skill requirements.

Training specifications outline the overall content of the training and the outcomes to be achieved. RTOs use training specifications to design and deliver training. Training programs based on a specification vary depending on the specification itself, the training context and the learner profile.

You can access training package information at the National Register website here:

- ▶ <https://training.gov.au>

Training specifications

Here is more information about the different kinds of training specifications.

Training packages

- ▶ Training packages provide specifications for training in specific industry areas. Qualifications are packaged through the selection of units of competency at levels determined by the Australian Qualification Framework (AQF). Foundation skills, including LLN, are explicitly embedded in components of units of competency.
- ▶ Trainers and assessors can use the ACSF to map the LLN of the training package using their knowledge of the industry and the training context.

Accredited courses

- ▶ The training specifications of accredited courses follow a similar template for competency-based training and assessment as training packages.
- ▶ There are a number of accredited courses for adult literacy and numeracy and adult English as a second language (ESL) that are approved for use in Australian government-funded programs.
- ▶ Trainers and assessors who have recognised LLN qualifications deliver these courses, which are mapped to the ACSF or report directly using the ACSF indicators as outcome statements. Learners who have completed these qualifications have a validated ACSF report detailing their LLN profile.

Non-accredited, industry-specific learning programs

- ▶ Many organisations offer their own in-house training programs. Trainers and assessors can use the ACSF to map LLN embedded in these training courses.
- ▶ The structure of the training specifications in non-accredited courses is not regulated like training packages and accredited courses, and LLN may be neither embedded nor recognisable. However, courses with significant safety, quality or productivity outcomes place considerable importance on LLN because of its impact on learner interaction with the training and the job.

Accreditation

Training packages are developed by Skills Service Organisations (SSOs) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's (NSSC) Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now NSSC).



Unpack LLN in training packages

If you can identify the LLN core skills in each component of a unit of competency and their ACSF level, you are well-placed to ensure that trainees are competent in using the skills. The ACSF levels may vary for each core skill in the unit. For example, a unit of competency may require a higher level of oral communication skill than writing skill, and may not address any numeracy skills. The components of a unit of competency hold different levels of information about LLN. Go through each of the following components to gain a picture of the ACSF level of each of the core skills.

Unit of competency

- ▶ Unit title
- ▶ Elements and performance criteria
- ▶ Summary of foundation skills for the unit

Assessment requirements

- ▶ Performance evidence
- ▶ Knowledge evidence
- ▶ Assessment conditions

Analyse a unit of competency

In some instances, LLN features clearly in a unit title, such as ‘Communicate effectively in the workplace’, ‘Prepare workplace documents’ and ‘Maintain financial records’. These units emphasise the importance of, and give important delivery time to, LLN. Other titles provide clues as to the LLN required; for example, an AQF level 5 unit: ‘Analyse impacts of sociological factors on clients in community work and services’ contains the key word ‘analyse’, which requires a learner to use communication skills to examine, compare, contrast, distinguish and explain aspects of the work.

LLN is embedded in elements and performance criteria and is generally referred to actively; that is, using a verb. Here are examples of words that indicate that a learner is required to use a core skill.

Area	Key words	Example
Reading	Interpret, check, understand, recognise, review, comprehend	Review the diversity policy.
Writing	Record, report, advise	Prepare reports of marketing activities.
Oral communication	Report, negotiate, advise, present	Consult and involve team members in the project review.
Numeracy	Calculate, measure, analyse, maintain, estimate	Materials’ quantity requirements are calculated in accordance with specifications.
Learning	Plan, set goals, evaluate	Review project outcomes and processes against project scope and plan.

Foundation skills summary

The foundation skills summary reflects the importance that is now being placed on building underpinning skills, and provides an analysis of the Foundation skills required in the unit. All foundation skills exist on a continuum from very basic skills to highly developed and specialist skills.

In the Training and Education Training Package, foundation skills include the five core skills of the ACSF: learning, reading, writing, oral communication and numeracy. These are represented in three categories as outlined below.

1. Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocol

2. Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

3. Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

Training package approach to foundation skills

Training package developers approach foundation skills in different ways. Make sure you read the unit of competency and any supporting documentation to identify the foundation skills and how they are presented. For example, some training packages (such as all those developed by Innovation and Business Skills Australia) provide a detailed explanation of the foundation skills covered in each unit of competency and in which performance criteria they are found; while other training packages list the foundation skills that are covered implicitly and do not mention those that are explicitly described within the performance criteria. Note that training packages that have not been recently revised refer to 'employability skills' rather than 'foundation skills'.



Access the corresponding Assessment Requirements document for a unit of competency, which lists the performance and knowledge evidence required and provides further information about specific LLN skills.

Performance evidence

Study the list of skills required to demonstrate competency for a unit of competency. Identify where LLN components are embedded or stated implicitly. For example, in the Diploma of Children's Services unit *HLTWHS003 Maintain work health and safety*, the performance evidence can be analysed to identify the core skills required as follows.

Conduct a workplace assessment and record results

- ▶ ACSF core skill: Reading, writing

Provide WHS information to at least two workers

- ▶ ACSF core skill: Oral communication

Monitor safety procedures

- ▶ ACSF core skill: Reading, oral communication, learning

Complete a workplace incident report

- ▶ ACSF core skill: Writing, numeracy

Follow workplace procedures for a simulated emergency situation

- ▶ ACSF core skill: Oral communication

Knowledge evidence

Study the knowledge evidence that details what an assessment candidate must know, as accessing and demonstrating knowledge of information also use core skills. The following table describes the knowledge evidence for the Diploma of Children's Services unit *HLTWHS003 Maintain work health and safety*.

Reading

- ▶ State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards
- ▶ Hazards common to the work environment and how they cause harm
- ▶ Principles of hazards and risk assessment
- ▶ Workplace emergency procedures
- ▶ Workplace policies and procedures for WHS

Numeracy

- ▶ Principles of hazards and risk assessment

Learning

- ▶ State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards

Assessment conditions

LLN in units of competency should reflect, but not exceed, the skills required for the work task a unit represents. Check the assessment conditions to see what material is required for the candidate to read and whether they have to consult with others.



Unpack LLN in a qualification

If a qualification is being delivered, you also need to analyse all the core units in the qualification to get a picture of the minimum LLN core skill levels embedded in the training specification.

Steps to determine the LLN levels of a qualification:

- 1 Cue words**

Using all the information from the unit components, together with your knowledge of the industry and workplace, gather all the cue words and types of communication for each of the core skills. Attach an ACSF level to this list of words you have created.
- 2 Sample activities in the ACSF**

Check your mapping by reading through the sample activities sections in the ACSF (within the Domains of Communication). These are organised by core skills, and then by level. Look at the level you think best matches each core skill; then at levels on either side to confirm your estimate.
- 3 Core units of competency**

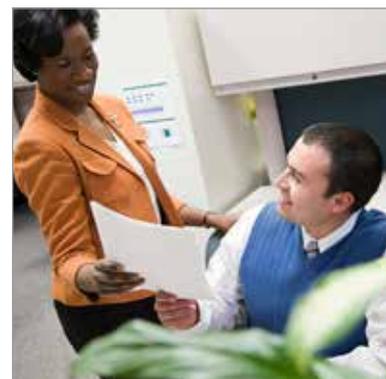
Go through each core unit of competency in the training specification and note ACSF levels for each unit.
- 4 Highest level**

Take the highest level for each core skill; this determines the minimum LLN core skills in the training specification.
- 5 Confirm if necessary**

Until you become accustomed to determining LLN levels, or if you are uncertain of which level to apply, you can have an LLN specialist confirm your analysis.

An overview of identifying LLN core skills

You now have a process for identifying LLN core skills using the ACSF in training specifications taken from training packages, accredited courses or other specifications. In other words, you know the minimum level of reading, writing, oral communication and numeracy skills a learner needs to participate and to be able to demonstrate competence. As you use the ACSF more frequently this process becomes easier. Until you become experienced, in-house or external consultant LLN specialists can provide assistance.



Example

Determine LLN skill requirements of the training specification

Peggy works for Best Care Aged Care, which is a residential facility, and is planning for the delivery of Certificate III in Individual Support (Ageing).

Peggy selects the unit on personal care and analyses the components of the competency. She has worked as a trainer in the industry for some time; from her collection of samples of typical workplace documentation, she identifies the cue words and records the communication required. Peggy then looks at the sample activities in the ACSF and locates similar activities. She notes the level for each of the core skills. It isn't always easy or clear but she uses her workplace knowledge to help make the judgment.

She uses the same process to analyse all the core units of the certificate. Having completed the analysis, Peggy then collects the information and compares it with the ACSF. Peggy uses her notes on the units and her industry knowledge to determine the LLN core skills levels using the ACSF for this particular qualification.

Communication required in CHCCCS011 Meet personal support needs

Reading	Writing	Oral communication	Numeracy
Individualised plan	Make notations in the person's plan	Discuss and confirm the person's own preferences for personal support in a positive way	Basic math functions – addition, subtraction multiplication and division
Organisational policies, protocols and procedures	Complete workplace forms and records according to organisation policy and procedures	Provide the person with information to assist them in meeting their own personal support needs	Solve problems of limited difficulty
Charts		Report more-complex problems to a supervisor	
		Clarify information with the older person and supervisor	
		Follow instructions	
		Seek support	
ACSF 3.03, 3.04	ACSF 3.05, 3.06	ACSF 3.07, 3.08	ACSF 2.09, 2.10, 2.11

Activity 1

Unpack the LLN in a qualification.

1. Download a core unit from your choice of qualification from <https://training.gov.au>. Choose a unit that has relevance for you in your training and assessment role. Analyse the foundation skills of core units.

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2. Read each component of the unit for the core units and list the key words that indicate communication and numeracy. Ask your trainer for the ‘Communication and numeracy key words’ template. Aspire has included relevant templates in its *Trainer’s and assessor’s guide* for this unit. Find the section with sample activities for each core skill at each level (Domains of Communication).

Qualification:				
Unit:				
Reading	Writing	Oral communication	Reading	Writing

1B Identify and analyse the LLN skill requirements essential to workplace performance

Training packages not only describe the skills and knowledge needed to perform effectively in the workplace, but also provide flexibility in how the skills and knowledge are learnt. RTO learning plans should balance the level of LLN practices outlined in the training package with the LLN skills required by the learner to perform in a typical workplace.



The LLN skills a learner needs to use on the job are highly dependent on their job role and particular workplace. Learners in a work setting are exposed to the full range of oral and written texts, online systems and industry-standard equipment used in their routine work. They hear, see and practise communicating within work teams, are part of organisational structures and follow organisational protocols and procedures.

Workplace performance requirements

Unpacking the training specification tells you what LLN skills are required to perform competently, but you also need to understand the workplace performance required. Your training and assessment materials should, as much as possible, be based on current workplace documentation and procedures. This means being familiar with the trainees' workplace context and identifying the speaking, listening, reading, writing and numeracy skills routinely used in the organisation. This includes common texts used in the workplace, procedures, documents that need to be completed and specialist terminology used. The advice of a workplace manager or supervisor about common misunderstandings and errors due to LLN issues can be invaluable. Workplace activities are then mapped to the ACSF to help design teaching and learning strategies that address LLN demands in the unit of competency and assess them at the appropriate level required for workplace performance.



Be mindful that the LLN used in training delivery is not at a higher level than what is required by the training specification. For example, you need to select the appropriate level of language to explain the theory behind a process and not expect learners to listen to long technical lectures, or require them to write lengthy reports to demonstrate their knowledge if this is not the LLN level in the training specification and required by their workplace.

Identify and analyse requirements for specific work roles

First, identify the industry sector relevant to your training and assessment context. Then, follow these steps to match the LLN levels of the training specification with what is required for workplace performance. This way, you can identify gaps in LLN that need to be covered in the learning program.

Steps in analysing LLN requirements of workplace performance

- ▶ Step 1: Identify the worksite.
- ▶ Step 2: Gather information about LLN requirements.
- ▶ Step 3: Analyse the documentation.
- ▶ Step 4: Group the required LLN skills by core skill.
- ▶ Step 5: Analyse the level of complexity of each of the required core skills.
- ▶ Step 6: Identify discrepancies.

Identify the worksite

Develop a picture of what is typical across the industry and what is specific to the particular workplace to determine that the training covers all the contingencies covered in the training package or relevant specification. For example, a small enterprise with a small number of employees is likely to communicate less formally and use fewer written documents. Large organisations tend to have sophisticated communication systems and place greater reliance on technology.

Gather information about LLN requirements

Gather information about LLN requirements from the worksite using a checklist based on the core skills. Locate examples of relevant documents and typical oral communication to supplement your analysis. For example, an analysis of LLN required by a learner completing MSA20107 Certificate II in Process Manufacturing and working in a medium-sized manufacturing enterprise may look like the following table.

Type of communication	Examples of paperwork or oral communication
Completing tasks	
Who does the person in the specific work role communicate with?	<ul style="list-style-type: none"> ▶ Supervisor ▶ Team members
Is there specialist terminology or slang used in the workplace to describe work practices?	Some are just picked up, not taught explicitly; for example, ASAP, 'just-in-time', SOP, 5S
How does the person in the specific work role know what to do and how to do it?	Follows short, simple verbal instructions in English from supervisor (one or two steps)
Are there specific procedures that must be followed?	Shadowing others

Type of communication	Examples of paperwork or oral communication
Completing tasks	
Are there any texts commonly used in the workplace that are required reading?	<p>Texts:</p> <ul style="list-style-type: none"> ▶ Written SOPs including some 2- or 3-step instructions with pictorial support ▶ Manufacturers' instructions on equipment items ▶ Signage, colour and key words ▶ Notices/posters
By what means does the person in the specific work role communicate with management/ supervisor?	<ul style="list-style-type: none"> ▶ Reports incidents to supervisor verbally ▶ Negotiates shifts and rosters ▶ Listens to feedback on performance from supervisor and asks questions to clarify
What does the person in the specific work role communicate about?	<ul style="list-style-type: none"> ▶ Immediate work issues as they arise ▶ Entitlements ▶ Shared interests (football, family)
Any numeracy skills required?	<ul style="list-style-type: none"> ▶ Times and dates, numbers, money, quantity, measurements ▶ In relation to tasks/quantities
By what means does the person in the specific work role communicate with those external to the organisation?	<ul style="list-style-type: none"> ▶ Does not work with customers/external clients ▶ Takes phone messages for team members with phone number/key words ▶ Completes message pad

LLN in WHS and digital technology requirements of a work role

Communication about WHS should be considered when you are analysing LLN requirements of a work role and the reading and input tasks that a worker needs to complete to be competent in their role. Here are examples of the paperwork and oral communication involved in these areas for one workplace.

Using technology

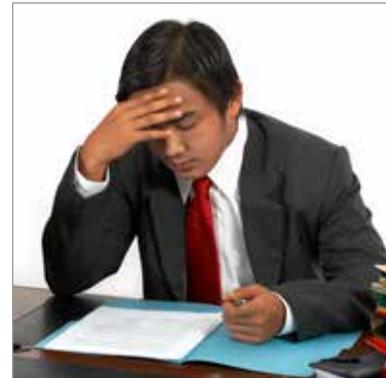
- ▶ Type of technology and tasks performed with it; for example, read a computer screen display and enter data
- ▶ Purpose of task: monitoring targets
- ▶ Reading/writing/numeracy skills required in the use of technology: reading two-column tables, entering numbers, times

WHS

- ▶ Notification about WHS procedures: verbal instruction from supervisors, walk around, show and tell, materials included as part of induction processes, team meetings, online information
- ▶ Signage: posters, signs, colour-coded tags, safety tape
- ▶ Reporting: verbal reporting of hazards to a supervisor, written incident report on occasion/online
- ▶ Emergency procedures information: pictorial and written information, diagrams require some visual interpretation

Analyse the documentation

Once you have collected the documents currently used in the workplace, you need to analyse what is being asked of workers. Identify vocabulary and the level of LLN required. An incident report form, for example, can require different levels of skills from employees, depending on how it has been formatted. The format could support the employee's writing, by listing possible parts of the body injured in an incident, which the person then needs to tick. A workplace, in which a supervisor provides support to workers to fill out forms, reduces the complexity of the task also.



When a form such as the one described is compared with sample writing activities, it may match the following, found at level 2 systems:

'Completes a range of forms requiring routine, factual data; for example, WHS records, job application, reimbursement form for expenses such as use of vehicle, pick-up and delivery dockets'

Check level 2 writing indicators for confirmation.

- ▶ 2.05 – Conveys intended meaning on familiar topics for a limited range of purposes and audiences
- ▶ 2.06 – Produces familiar text types using simple vocabulary, grammatical structures and conventions

Group the required LLN skills by core skill

Establish which LLN core skills are required. Building lists similar to the following example helps establish which LLN core skills are required.

Reading

- | | |
|---------------------|---------------|
| ▶ Email | ▶ Report |
| ▶ Letter | ▶ Message |
| ▶ Procedures | ▶ File/record |
| ▶ Signs | ▶ Plan |
| ▶ Technical reports | ▶ SMS |
| ▶ Minutes | |

Writing

- ▶ Checklist
- ▶ Letter
- ▶ Applications
- ▶ Specifications
- ▶ Procedures
- ▶ Minutes
- ▶ Electronic presentation
- ▶ Report
- ▶ File/record
- ▶ Plan
- ▶ SMS

Oral communication

- ▶ Telephone
- ▶ Face-to-face
- ▶ Two-way radio
- ▶ Meetings
- ▶ Interview
- ▶ Brief/debrief
- ▶ Handover
- ▶ Presentation

Numeracy

- ▶ Graph
- ▶ Thermometer
- ▶ Scale
- ▶ Tape measure
- ▶ Map
- ▶ Spreadsheet
- ▶ Database
- ▶ Chart
- ▶ Mobile phone

Analyse the level of complexity of each of the required core skills

Use the sample activities in the ACSF as a guide to identify the level of complexity required for each of the core skills. For example, at Level 2, an employee may be required to locate specific information from a short text; write a brief message for a fellow worker such as a shift changeover note; enter familiar information into a database using familiar software; report a hazard or problem to a supervisor; keep a record of casual hours of work; and enter sales figures.



Identify and address discrepancies

Look at the level for the LLN core skills indicators you have plotted for the core units in the training specification. Compare these to your analysis of requirements for workplace performance. Identify any discrepancies. For example, are the SOPs in the workplace written at a higher level than is required in the unit? Could they be simplified so the level required is more consistent with other reading tasks for this job role?

Here is an example of instructions for cleaners that have been simplified. The first example consists of a sentence in passive form with multiple clauses.

Passive instructions

Contract cleaners are required to empty all bins in the office daily, and place segregated waste into specially marked bins in the loading dock for contractor collection.

Active instructions

1. Cleaners must empty bins every day.
2. Do not mix rubbish from the yellow 'Recycle' bin with rubbish from the red 'General waste' bin.
3. Put rubbish into the correct bins in the loading dock. Contractors will collect these bins.

Activity 2

1. Describe the industry you are working in or hope to work in. Identify specific LLN skill requirements that are essential to workplace performance in a particular role in that industry.

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2. A task required in a workplace role matches an ACSF sample task at level 3. A worker in that role is enrolled in a Certificate that requires a competent worker to use oral communication skills at indicator 2.08 level. Comment on a possible reason for this or what this discrepancy may mean for a trainer.

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Click to complete Activity 2

1C Use validated tools and other sources to determine learners' LLN skills

No group of learners is the same. They come with different language, education, cultural and life experiences that shape what they know and how they learn. In preparing to deliver training, you are required to offer learners recognition of prior learning (RPL) or recognition of current competency (RCC). You may also use other tools and methods to determine learners' particular characteristics and needs, and their existing LLN skills.



Training is more effective when trainers are aware of their learners' specific needs. You can learn much about a learner's LLN from a person's education and training history. Many learners have completed other training or may have qualifications. Businesses often undertake skills audits or training needs analyses to identify their employees' skills and to plan and deliver appropriate training.

Application of ACSF

The ACSF has been endorsed to provide a national approach to assessing and reporting on LLN. One of its applications is to support trainers and assessors to develop customised and validated tools for assessing and reporting on learners' LLN core skills. Assessment processes can be designed using authentic social activities referenced to the key components of the ACSF.

Learners may come with test results from other generic assessment tools used internationally that are accepted by Australian businesses and education institutions as measures of English proficiency. You can gauge learner language proficiency from these test scores.

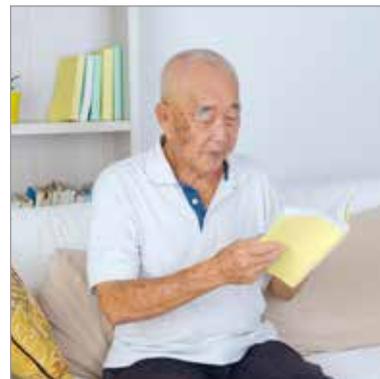
Trainers and assessors need to be able to understand the LLN core skills of their learners and know whether there are gaps between the LLN core skills of learners and the LLN core skill levels in the training specification and those required for workplace performance.

This knowledge assists with decision-making about:

- ▶ training and assessment strategies
- ▶ the need for additional support and reasonable adjustment
- ▶ working with LLN specialists.

Implications of national literacy skills data for training the workforce

The ACSF provides the endorsed foundation for determining LLN core skills in Australia. An international survey, the Programme for the International Assessment of Adult Competencies (PIAAC), administered in Australia by the Australian Bureau of Statistics, also provides a valuable LLN perspective. This survey, conducted in 2011 and 2012, generated data about the literacy, numeracy and problem-solving skills of the Australian population. The PIAAC levels roughly equate to the five levels of the ACSF.



This and other earlier surveys have found that almost half of all Australians aged 15–74 years have literacy and numeracy skills below level 3. Experts perceive that skill level 3 is the minimum level for coping with the increasing demands of the emerging knowledge society and information economy.

You should expect to find learners with levels 1–3 of literacy within your training groups. If there are learners in the training profile whose LLN skills are significantly below the level required in the training specifications, you need to make some decisions about advising learners of their suitability for the program or arranging for additional support to be provided.

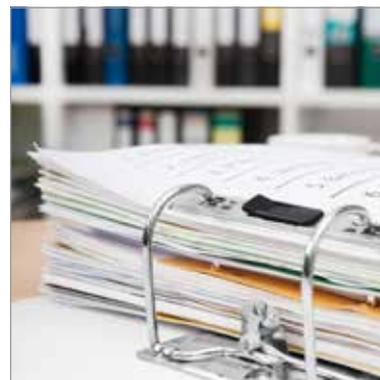
This also reinforces the need to ensure learners are made aware of what is expected of them before making a commitment to enrol.

You can find out more information about the PIAAC at:

- ▶ www.abs.gov.au/ausstats/abs@.nsf/mf/4228.0

Validated tools

Many training organisations use validated tools to identify candidates' LLN skills as part of their enrolment or placement processes. These are assessment instruments based on the ACSF, customised to reflect the particular industry, often with input from LLN specialists. They are referred to as validated tools, because they are based on frameworks that have been moderated by LLN industry specialists.



Validated LLN assessment tasks have been developed to meet industry needs. The Australian Government has commissioned development of a task bank for the ACSF. You should be able to locate validated tasks in industry sectors relevant to your work by searching Skills Service Organisations websites. Literacy Net resources, developed for the former Workplace English Language and Literacy Programme, are still available online. In addition, RTOs can develop sets of validated assessment tasks relevant to their workplaces or training expertise.

You can access validated assessment tasks at:

- ▶ www.precisionconsultancy.com.au/acs_framework

The basis of validated tools

Validation protects the integrity of the ACSF framework. All users of the ACSF need to have confidence in the integrity of the reports they generate or use by agreeing on the interpretation and levels tested through moderation.

Validated tools include assessments based on the:

- ▶ key concepts of the ACSF, such as core skill levels, complexity of tasks and texts in the workplace
- ▶ information provided by individual SSOs on Foundation skills in vocational training packages
- ▶ training package companion volume information
- ▶ information gained from LLN specialists.

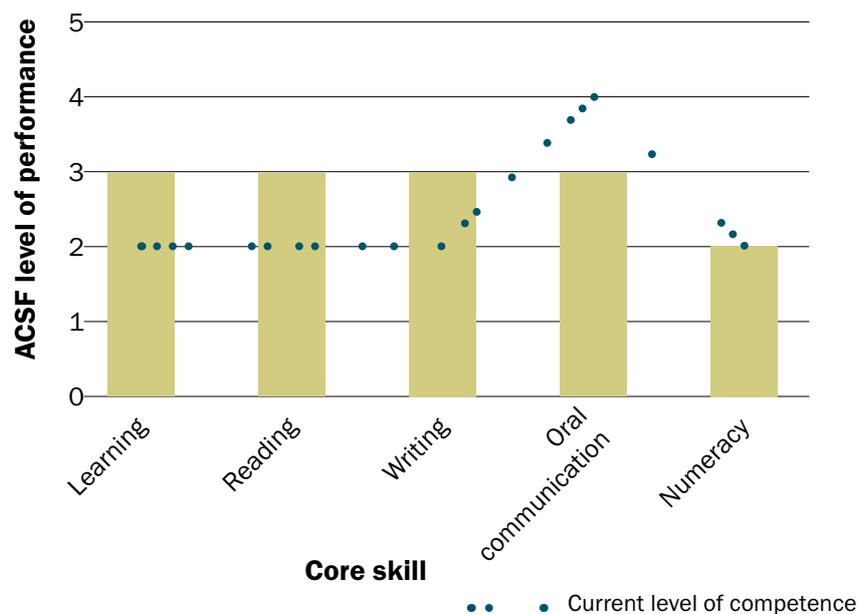
Responsibilities of a trainer and assessor

As a trainer and assessor, you are not required to conduct ACSF-based pre-training assessments, but you need to be able to do the following.

LLN responsibilities of a trainer

- ▶ Locate validated LLN tasks.
- ▶ Read and use results from LLN validated assessments.
- ▶ Develop training and assessment tasks, understanding the levels of LLN.
- ▶ Work with LLN specialists to develop customised LLN validated tools and ensure moderation of tasks.

Sources of information about LLN skills



People often have uneven skill development. An individual's LLN skills in each of the core LLN skills may be higher or lower than what is required in performing competently in their job role. A person could have ACSF level 3 oral communication skills, and level 2 numeracy skills, but want to work in an area that requires level 4 oral communication skills and level 3 in numeracy.

An ACSF profile indicates where the person needs to further develop their skills to perform competently in a work role. Trainers can use other sources of information to judge learners' levels of LLN, including test results, looking at the learners' educational backgrounds and asking learners to undertake self-assessments at enrolment.

A trainer may need to seek the advice of an LLN specialist to interpret or develop validated tools for these processes.

Other language tests

Learners may have studied English in Australia and achieved a Certificate 1, 2, 3 or 4 in Spoken and Written English or EAL (English as an Additional Language). These courses of study are becoming more commonly called EAL than ESL (English as a Second Language) in recognition that learners may be able to speak several languages before they learn English, and are not deficient in language skills.



English language training is a big international market catering for a mobile, global labour market. Many learners have test scores from other assessment systems. The following are common tests of English proficiency accepted for visa and student enrolment purposes; these tests are for learners whose first language is not English:

- ▶ International English Language Testing System (IELTS)
- ▶ Australian Second Language Proficiency Rating (ASLPR)
- ▶ Test of English as a Foreign Language (TOEFL)

Some professions such as health have their own English test – the Occupational English Test (OET), which is required for professional registration.

Test scores may indicate high levels of general and academic English, but learners may still need support with learning about the culture and communicative practices of Australian workplaces and the discourses of particular industries.

Build a learner profile from research data

Many RTOs collect information from learners about their educational background as part of their enrolment procedures. Information that can be useful from an LLN perspective includes finding out whether the learner has the following factors in their background. None of these factors necessarily mean that the learner has poor LLN skills.

Indicators that may need to be followed up:

- ▶ A first language background other than English
- ▶ Previously been in an English speaking environment for a relatively short period of time and has not previously attended English instruction
- ▶ Experienced interrupted schooling

- ▶ Started other training but did not complete it
- ▶ Has had long periods of unemployment
- ▶ Has been out of the education and training system for a long time and is older than other learners
- ▶ Has not completed formal secondary education to Year 11
- ▶ Has a disability that may have impacted their ability to learn in the past

Research data informing workforce development

You can use information about the learners' educational backgrounds to inform your training plan. Be aware of other research data, too, as this type of information can be valuable when planning and designing training. It can provide an indication of likely areas of LLN focus. For example, Australian Bureau of Statistics research indicates that the following factors may be significant.

Highest level of education

- ▶ Learners whose first language is English but who have not completed compulsory education may not have good literacy or numeracy skills, although their oral communication skills may appear to be good.

Time in and out of the workforce

- ▶ The skills of people who have been out of the workforce for long periods of time can atrophy through lack of use.

When enrolled in formal education

- ▶ Older people are more likely to have poor LLN core skills than young people if they left school at a younger age than current regulations specify.

The importance of communication in a learning environment

Trainers should use their interpersonal skills to create an atmosphere in the learning environment that helps learners to believe they are safe to try new ways of doing things; ask questions that may expose gaps in their knowledge; and share their experience, ideas and concerns. The training environment should be an inclusive one where the trainer conveys a positive regard for diversity.

Effective instruction and demonstration can only occur when the person delivering training is able to use appropriate communication skills. When delivering training, you are sharing information, so you need to be able to explain procedures clearly and at a level learners understand. Effective questioning techniques and active listening are essential to identify information that requires clarification or further explanation and to confirm learner understanding. Nonverbal communication skills, particularly body language and eye contact, can also play a role in how effectively you are able to convey information to learners.



Body language, particularly eye contact, and questioning are key essential parts of communication in many western cultures; be aware, however, that the same does not apply to all other cultures. People of some cultures may regard direct eye contact as rude or intimidating and some people may not respond well to direct questioning.

Cultural and social sensitivities

Cultural and social sensitivities need to be considered in all interactions with learners. Within any group of learners, there may be sensitivities regarding any of the following characteristics.

Individual and group characteristics include the following:

- ▶ Age
- ▶ Gender
- ▶ Family status and structure
- ▶ Marital status and status as a parent or carer
- ▶ Race
- ▶ Physical features
- ▶ Customs, traditions, religion, beliefs and values
- ▶ Cultural interpretation of nonverbal behaviour, and levels of formality
- ▶ Political beliefs
- ▶ Criminal conviction
- ▶ Personal grooming
- ▶ Language spoken and English language ability
- ▶ Physical or mental ability or illness
- ▶ Socioeconomic and education level

Cultural sensitivities and training

As you find out about the backgrounds of learners in your group, you can start to identify any cultural and social sensitivities that may impact their learning, and that you need to take into account when designing LLN support.

For example, some learners find mixed gender groups to be uncomfortable learning spaces. In some Indigenous cultures, certain groups of people are traditionally not allowed to interact, so being in the same room creates issues. For example, members may feel shamed if their mistakes are exposed to others. This has particular implications for assessments, which need to be conducted with this in mind.



In some communities, it is not considered appropriate for men and women who are unmarried to sit next to each other. This can cause difficulties in a training situation, and must be dealt with in a sensitive way. Some learners may need to be away from class for religious or community observations and rituals. Learners from cultures where teachers are revered and maintain formal relations with people that they teach, may not be comfortable with the more-relaxed, informal style of teaching in Australian adult environments. These sensitivities can impact people's learning, so you need to devise strategies to deal with such issues practically.

Use the learner profile to identify the support required

Once you have drawn up individual learner profiles, compare these to the required core skills in the training specification, and workplace performance, to determine whether there is a need for support. Identifying the LLN levels may also mean that some applicants are not enrolled in a particular qualification because the skills gap is too great. Eligibility requirements are very important as RTO standards now specify that:



- ▶ 'The RTO's training and assessment strategies and practices ... enable each learner to meet the requirements for each unit of competency or module in which they are enrolled' (Clause 1.1).

In order to do this:

- ▶ 'the RTO determines the amount of training they provide to each learner with regard to ... the existing skills, knowledge and the experience of the learner' (Clause 1.2).

You need to do this for each member of the group. If this process indicates that the majority of the group needs support, you need to think about what the support may be, and how to access it. It may be the case that individuals within the group need specialised support; for example, their oral communication skills may be significantly lower than what is required. It may be helpful to discuss the learner profile of your group with an LLN specialist to determine whether support is required, and how it can best be arranged.

Privacy and confidentiality

Information about a learner's LLN skills is a private and often sensitive matter between the individual concerned and relevant trainers and assessors, and must be treated as such. Assessment information is confidential information. All workplaces, training providers, RTOs and their employees must follow legal and ethical principles relating to privacy and confidentiality. In addition, the VET Quality Framework places privacy and confidentiality requirements on RTOs and their staff.

Privacy

Privacy refers to a person's ability to control access of others to themselves, their space and their possessions, including information about themselves. Privacy also means taking steps to avoid embarrassment and humiliation.

Confidentiality

Confidentiality concerns managing access to private information. Confidentiality provisions restrict an individual or organisation from using or disclosing information about a person that is outside of the scope for which the information was collected. Confidentiality includes how information is:

- ▶ collected and stored
- ▶ destroyed when it is no longer needed
- ▶ accessed and released to other parties.

Legislation

Each state and territory has different laws that govern privacy and confidentiality, though the guiding principles are similar. You should be familiar with the main points of legislation applying to your state or territory. The *Privacy Act 1988* (Cth) protects all personal information handled by businesses.

Example

Use validated tools and other sources to determine learners' LLN skills

Marlena works at Best Care Aged Care Facility located close to her home. Marlena, who is in her mid-20s, came to Australia with her parents when she was 16, escaping the political situation in North Africa. As she spent much of her childhood in refugee camps, Marlena's education has been quite disrupted. Attending intensive English classes in a school on her arrival in Australia helped with her education, but it was not enough to enable her to gain a high school certificate.

A period of unemployment followed Marlena leaving school, resulting in referral to an LLN provider to improve her English to gain employment. As part of her courses, she did a work placement at Best Care after which she was offered training and a position as a personal carer.

Peggy, the workplace trainer and assessor, is putting together a profile of learners at Best Care for training in Certificate III in Aged Care. Marlena is typical of workers in this industry. Peggy uses this information, and information about sample activities needed at the required level, to design her learning program; to liaise with LLN specialists to design validated assessment tasks; and to decide on any additional support learners may need to bridge the gap in their LLN skills.

The following table shows what is known about Marlena's LLN skills.

ACSF core skill	Marlena's indicators	Required indicators	Sample activities at required indicator level
Learning	1.10, 1.02	3	Discuss learning goals with trainer
Reading	1.03, 1.04	3	Locate information in a resident's chart
Writing	1.05, 1.06	2	Write progress notes
Oral communication	2.07, 2.08	3	Listen with empathy to older people in care
Numeracy	1.09, 1.10, Not yet at 1.11	2	Measure height, weight and temperature and record them accurately

Activity 3

Create a profile of the learner group you are working with, using information/tools gathered from the following sources:

- ▶ Enrolment data
- ▶ Pre-training assessment
- ▶ Reports from LLN programs based on the ACSF
- ▶ Comments/feedback from others

Ask your trainer for the 'Learner profiles' template. Record the information in this template or one similar, being careful to respect and maintain the privacy of each learner.

[Click to complete Activity 3](#)

Name	Gender/ age	Background/ nationality	First language/ length of time in English speaking environment	Formal education/ training completed	Cultural/ social sensitivities	Comments from training colleagues	ACSF ratings required in training and workplace performance					Support indicated Y/N?	Comments
							L	R	W	OC	N		
							2	3	2	3	2		

Summary

1. LLN skills are a fundamental part of social interaction. They are also integral to training packages and other training specifications. All trainers and assessors should be able to:
 - ▶ identify the LLN of the units of competency or specification they use
 - ▶ identify and understand the employability and core skills required of workers in workplaces.
2. The Australian Core Skills Framework (ACSF) is the framework for describing the five core LLN skills: language, reading, writing, oral communication and numeracy. It can be used to identify the LLN demands of a unit of competency, qualification or other training specification.
3. The training context also makes demands of learner LLN skills. Trainers need to be able to identify the LLN skills required in a job role in a typical workplace in an identified industry sector.
4. Trainers need to ensure the LLN used in training delivery is not at a higher level than what is required by the training specification.
5. Trainers may use different tools and methods to interpret the existing LLN skills of learners. Validated LLN tools reference assessment tasks to ACSF levels and indicators.
6. It is important to understand the cultural and social sensitivities that may have an impact on learning.



Topic 2

In this topic you will learn how to:

- 2A Identify, customise and use learning and assessment materials to support LLN skill development**

- 2B Apply appropriate learning support strategies in training delivery**

- 2C Determine assessment strategies appropriate to learners and LLN requirements**

Select and use resources and strategies to address LLN skill requirements

A well-designed learning program includes identifying LLN core skills and integrating these into the choice of instruction methods, learning materials and assessment. Consistent with adult learning theory, the strategies used need to be customised to the learner's experience and interests, while inducting the learner into the communicative practices of the industry and organisations they are working in.

The ACSF and your analysis of the training specification can be used to develop or customise a learning plan to meet the needs of a particular group of learners. To effectively achieve this, you need to know about strategies to use in your training to assist the development of speaking, listening, reading, writing, numeracy and learning in your learners' underpinning competency; and how to select, develop or modify resources to suit the program. Selecting appropriate assessment strategies is a crucial part of this process.

2A Identify, customise and use learning and assessment materials to support LLN skill development

International research, including that published in relation to the Programme for the International Assessment of Adult Competencies (PIAAC) has established that, for adults to be successful in the workforce, they need to have core skills that include:

- ▶ a capacity to speak, listen, read and write in Standard Australian English
- ▶ numeracy skills
- ▶ an ability to engage in problem-solving.



Learning and assessment activities must be designed to cater for people with different language, education and work experience, ensuring that the training is accessible to all learners; that is, selecting training materials and strategies that learners can participate in and learn from.

To identify appropriate learning and assessment resources and customise the training for a group of learners, you need to use your knowledge of the ACSF and your analysis of the qualification and learner profiles to help you shape the organisation's learning strategy.

Each training situation and learning group is unique, requiring you to adapt or customise training resources and strategies to each new group of learners and each delivery context.

Remember that the level of LLN in training and resources should not exceed the level of LLN in the training specification.

Determine LLN learning goals

Drawing together the information about LLN in the training specification, training context and the learner group allows you to plan your delivery. Having clear learning objectives for LLN within a training plan helps you select materials and strategies to support learners.

RTO trainers develop learning plans based either on a single unit of competency or by analysing the underpinning skills and knowledge of a cluster of units. Among clustered units, there is usually some duplication in the foundation skills required for competence. It is useful at this point to review the information about the level of reading, writing, oral communication and numeracy determined using the ACSF for the units of competency being delivered. In addition, considering factors related to workplace performance helps determine resources and strategies that can be used to develop these skills.

With the following information, you can identify gaps between the current LLN skills of the learner group and what is required, and establish LLN learning goals for your plan.

Information that enables you to establish the LLN parameters of training:

- ▶ The ACSF levels of LLN in the training specification
- ▶ Analysis of LLN skills required for workplace performance
- ▶ An LLN profile of learners developed using the ACSF

Establish learning goals for LLN core skills

Learning goals should establish the level of LLN proficiency that learners need to achieve to demonstrate competency. These learning goals can be integrated into the learning plan for the program. For example, if you have identified that a learner will need Reading skills at ACSF level 3 to read workplace documentation and they presently have Reading skills at ACSF level 1 or 2, then developing Reading skills becomes a goal to be built into the learning program.

Once you have an idea of your LLN goals and the LLN benchmarks, you can then select and customise resources. This includes using and adjusting available resources or developing your own to fit learner needs and your training context.

Establish LLN goals from ACSF information

1. Learner group and training specification

- ▶ Look at the sets of ACSF levels and see whether there is a gap between what most learners can do and what is needed for competency.

2. Sample activities

- ▶ Look at the sample activities you noted when you analysed the training specifications to identify the main reading, writing, oral communication and numeracy skills required for competency.

Access resources

A wide range of resources is available to support trainers and assessors.

Resources include:

- ▶ learning and assessment materials
- ▶ professional development
- ▶ specialist advice/input
- ▶ access to materials and funding to support integrated practice such as the FSK Foundation Skills Training Package.

Access in-house resources

Many resources to address LLN skills delivery are available within the training organisation; however, you need to be aware of the organisational operating procedures and processes for securing suitable resources and specialist input.

Always ask your supervisor or senior personnel if you have difficulty accessing resources within the workplace. In some training organisations, there may be no dedicated LLN support available. In this case, you need to research and access support available externally, and be able to explain the organisational operating procedures and processes for securing suitable resources and specialist input from external sources. A training organisation may be able to provide access to the following resources.

Materials addressing vocational language

- ▶ Learning materials developed to address LLN skills in different vocational contexts; for example, automotive numeracy or report writing for health care; bear in mind these are predominately text-based and pitched at ACSF 3 or higher.

LLN specialist support for practitioner

- ▶ LLN specialist support for the practitioner, such as mentoring, team-teaching approaches and professional development.

Specialist LLN support services for learners

- ▶ Specialist LLN support services for learners; for example, individual LLN support within the vocational setting or referral to external LLN community support.

Access to funding models

- ▶ Access to funding models to support the integrated delivery of foundation skills, perhaps through use of the FSK Foundation Skills Training Package.

Foundation Skills Training Package

The FSK Foundation Skills Training Package has been developed to facilitate the inclusion of Foundation skills into vocational delivery. This package provides opportunities for Foundation skills development to occur concurrently with vocational training. It is based on the ACSF and includes units of competency that build skills across the five core skill areas. There are also supporting materials that provide useful professional development for trainers and assessors. Aspire Learning Resources has developed print and online resources to support the FSK units specified in all three qualifications in this training package. Additionally, information can be found at the Australian Council for Educational Research (ACER) website at:

- ▶ www.acer.edu.au



Training package support materials

Training packages include a number of components. In addition to endorsed components – units of competency, qualifications and assessment guidelines – there are also training package support materials to support the delivery and assessment of training and assessment. The responsibilities of Industry Skills Councils (ISCs) were passed to Skills Service Organisations in 2016. Training support package materials remain on some ISC sites but you will need to conduct research independently as the sector is going through a period of change.



Foundation skills guides exist for some training packages, such as the one at:

- ▶ www.cshisc.com.au/media/241341/HLT_Foundation_Skills_Guide_R1.2.pdf

LLN-specific resources

At the time of publication, LLN-specific resources could be located through the following organisations:

Literacy Net

The Commonwealth Government Literacy Net webpage contains LLN resources developed for the former WELL program, including industry contextualised resources.

- ▶ www.education.gov.au/literacy-net

Service Skills Australia

The Service Skills Australia website is devoted to the development of LLN in service industry training.

- ▶ www.takingthelead.com.au

NCVER

The National Centre for Vocational Education Research (NCVER) maintains VOCEDplus, a database covering vocational education and training research, policy and practices, training systems and published statistics.

- ▶ www.voced.edu.au

ACAL

The Australian Council for Adult Literacy (ACAL) is the peak body for LLN practitioners in Australia and has affiliated bodies in each state and territory. It provides professional development conferences and support.

- ▶ www.acal.edu.au

Select, customise and use resources

The most effective training resources are those that build on what learners already know and that are situated in a context the learner is familiar with.

It may sound obvious, but the resources you use in a training and assessment environment must be able to be used by the learners who require them. If they are necessarily more complex, you need to use delivery strategies to support their use. This means you need to determine the complexity of the resources you wish to use in LLN terms. Consider how they are written; for example, do they use jargon, long and complicated sentences, technical terms with no explanations or complex drawings? The ACSF Sample activities can provide guidance here.



Resources used in a training and assessment context should also be appropriate for the industry and workplace context. This means that activities and tasks should not require more-complex LLN skills than would be required in the typical workplace. Research into typical LLN requirements in a workplace will be useful in ensuring the resources you use are at an appropriate level.

In some instances, you may need to customise commercial resources to meet the learners' needs.

Select and use existing resources

Commercial text-based and audiovisual resources are available and can be used in different ways. They may require customisation to adapt them to a particular industry or learner context and to meet individual needs. Not all existing resources can be customised or modified, but they can be used successfully by learners by using some specific strategies. These strategies can be incorporated into session plans for group-based course delivery or workplace-based projects supported by supervisors and mentors. For example, you may incorporate some pictures, include relevant examples or rewrite sections at the appropriate level.

Excellent materials are available that have been customised to meet the needs of learners who have LLN skills gaps. An example is the WELL-funded resources created by the William Angliss Institute. You can find these resources at:

- ▶ www.angliss.edu.au/industry/well-resources

When using commercial resources, you need to choose carefully, being mindful of the LLN skill levels and requirements of learners, and whether you need a licence or permission to customise them.

When making decisions about selecting existing resources, consider the:

- ▶ LLN skills of the users
- ▶ LLN skills required for the training specification and workplace performance
- ▶ cultural backgrounds of the users
- ▶ users' preferred ways of learning and receiving information
- ▶ relevance to the identified industry sector
- ▶ needs of users with disabilities, including the use of adaptive technology
- ▶ costs and resources available.

Text-based resources

When using text-based materials and resources to support learning, learners with lower levels of reading may need support to access lengthy, technical or abstract text with a complex structure. Use the ACSF to check the reading level of the text.

Do not expect learners at ACSF levels 1–3 to work independently to complete a learner guide without guidance or adaptation. Note the ACSF recommendation for the support required at this level.

Here are some tips to help learners access training materials.

Procedural text

Learner guides are procedural texts, so take learners through the learner guide to show them how it works and what the symbols mean, and provide explicit instruction on how to read a procedural text.

Adapt within copyright

Locate texts and exercises that meet learner needs and your needs as a trainer, and copy or adapt them within the rules of copyright.

Provide context and introduce material

When using industry or trade textbooks or technical texts, look for suitable chunks of text that cover the content of your training. Before introducing the text, talk about the content by drawing out existing learner knowledge of the topic and introduce new vocabulary in conversation and visually. Display text on an overhead projector or by data projector and read the text with the learners. The strategy is to talk about the content, relate it to the learners' experiences in the workplace if possible and/or illustrate it with visual information.

Vocabulary exercises

Introduce new technical terminology in manageable chunks, with word lists of no more than six words at a time. Do some exercises to match words, such as linking words with meanings, cloze exercises or fill-in-the-blanks (numeracy). Cloze texts are reading passages that have words systematically left out, requiring the learner to supply the correct missing words. It is often the same type of word that has to be supplied; for example, a reading passage for hospitality training where learners have to supply the names of pieces of equipment.

Writing can complement reading

Read some sections aloud together, discuss them and rewrite them as a group.

Model language

Model the language; talk about what you would say in answer to a question and complete written answers as a group exercise to begin with. Provide the stem for the answer or give the answer and turn it into a fill-in-the-blanks exercise.

Practice is part of learning

Provide extra exercises so learners can practise before they get to assessments.

Set specific goals

Set specific learning goals for each session and chunk reading of text into small segments; for example, if using a textbook, set reading for small parts to elicit specific information.

Use visuals

Choose resources with good diagrams, illustrations and graphics that complement the text.

Audiovisual resources

Choose audiovisual resources that show authentic workplace activities. Toolboxes provide some simulated virtual training resources for many industries and there are many technical training videos available. Always review these materials before use with learners.

Here are suggestions for choosing and using audiovisual resources effectively.

Choosing audiovisual resources for ACSF levels 1–3

- ▶ Avoid resources that have a lot of onscreen writing that is unsupported by dialogue and visuals.
- ▶ Give preference to resources with good visuals and avoid 'talking head' presentations.
- ▶ Avoid long programs or presentations.
- ▶ Prior to using the resource, talk about what learners are about to see and draw out their existing knowledge.
- ▶ Provide focus questions to listen or watch for; stop and comment when these are reached to reinforce the points being made.
- ▶ Allow replay or additional access.
- ▶ Provide access to resources online through a computer in the workplace, training centre or to take home to replay and practise.

Customise materials

As discussed, you may need to customise commercial resources to meet the needs of your learners. For example, you may need to insert workplace examples, use specific workplace terminology and reword text into simpler terms.

You can learn more about choosing, customising and developing learning and assessment material by watching the YouTube video developed by Ideas at Work, 'Choose, customise and develop learning and assessment materials'. You can access it at:

- ▶ www.youtube.com/watch?v=aTWJuYQPQ2c

Here follows an example of how a commercial text can be modified to suit a workplace. The text is a learner guide for *CHCAGE005 Provide support to people living with dementia*. It is text based, sequenced in easy chunks, includes terminology that needs to be better explained and has lots of photos and diagrams. The instructions for activities require modification.

Check

- ▶ Check the copyright information to determine whether the material can be modified for educational purposes.

Plan

- ▶ Plan how to guide learners through the learner guide by explaining symbols and practice tasks, for example. (Learners will not have sufficient skills to complete the learner guide independently.)

Identify

- ▶ Identify and explain some of the industry-specific examples. Include a cloze exercise to check that the learner understands technical terms. Learners are to develop a terminology booklet.

Source

- ▶ Source an audio version of the resource.

Modify

- ▶ Modify practice tasks to make them more relevant to the learners' experience. Ensure that additional skills practice is included for oral communication.

Principles for developing resources suitable for the learning group

In developing learning and assessment materials you need to consider using workplace-based materials and the appropriate media to aid the learner's development and improve workplace learning. Base learning and assessment on workplace texts that are routinely used. If you share workplace resources, you may need to get permission from the company and people featured in the resources. Be aware of privacy, confidentiality and commercial sensitivity issues.

Suggestions for using workplace resources include:

- ▶ creating a digital photo library from workplaces from which to develop a re-usable bank of learning materials that can be used by learners as evidence; for example, interviews and recordings of people in the workplace explaining procedures
- ▶ providing a visual record of processes in action
- ▶ using photos for making dictionaries, ordering into procedures and so on
- ▶ writing short summaries of content materials from good-quality reference books and websites

- ▶ writing or rewriting operating procedures and workplace policies (after seeking appropriate approvals for formal use in the workplace)
- ▶ providing examples of what the finished product should look like
- ▶ providing defective samples as the basis for discussing how to avoid the defect.

Make your own materials

Making your own materials can be an attractive idea, but is not as easy as it looks. The choice of media (for example, hard copy, HTML or multi-modal) and the way media are used require different core skills from learners.

The Queensland Government's Department of Education, Training and Employment has developed a Universal Design Principles Checklist as a useful tool when designing and assessing accessibility of training materials. You can read the checklist at:

- ▶ <http://universaldesignaustralia.net.au/wp-content/uploads/2015/08/teaching-universal-design-checklist.pdf>

When developing either learner guides or online materials, be mindful that learners may need guidance on strategies to access information.

Some examples of the differences in the way materials are organised, accessed and used are outlined below.

Books and printed material

Books and printed material are read left to right, and the whole page is scanned. The font chosen and the amount of text compared to graphic support are important. Information follows a pattern with heading and icon devices used to signal formatting of the text. Text size is also important.

Materials developed with HTML

Materials developed with HTML are organised differently. Text and graphics are used as links for 'clicking through' related information. Not all information is visible. Learners can easily get lost in material that is not well-organised. There are commonly agreed standards for good web design and access. Many shareware products are available through which you can use authentic and visual materials to construct learning exercises.

Multi-media presentations

In multi-media presentations, the audio and visual components need to work with text to support the meaning of the information. The integration of listening, viewing and reading needs to be well-constructed and formatted.

Example

Identify, customise and use learning and assessment materials to support LLN skill development

A trainer, Peggy, identifies the LLN goals for training a group of personal carers in CHC33015 Certificate III in Individual Support after completing the necessary preliminary work such as collecting examples of workplace documentation. She maps LLN core skills, with the exception of numeracy, at Indicator 3 level.



Peggy also looks at all the enrolment details and referral information, checking any ACSF results to see what core skills learners have and how these compare with her understanding of the characteristics of the aged care workforce.

Of the 20 learners enrolling in the qualification, over half do not have the oral communication skills at the level they need; for example, to assist the person to understand their rights and complaints mechanisms of the organisation, which, depending on circumstances, is likely to require ACSF 3.07 and 3.08 indicator levels of oral communication skills. Peggy goes back to the ACSF to work out learning goals for oral communication, the critical core skill for this work. She looks at the sample activities within the Domains of Communication.

Peggy then works out her LLN learning goals for oral communication and starts to develop support strategies to put into a learning plan. One of the goals she formulates is that learners will develop competency in 'Give a verbal report to supervisor'. She checks a resource developed to address workplace communication needs of culturally and linguistically diverse personal care workers in the aged care industry, taking care to see if it includes any exercises that can assist learners to develop skills to meet their learning goals. She finds that it does have material on handover reports. It is aimed at learners studying a lower ACSF level than her group and was first published more than 10 years ago. With the assistance of an RN at the facility, Peggy adjusts the material to suit current work practices and terminology and select relevant sections for learners to study independently as well as practise in pairs. Peggy will acknowledge the source of the material and obey copyright laws.

Peggy also plans to discuss the possibility of learners being enrolled in an appropriate oral communication skills unit from the FSK Foundation Skills Training Package alongside their primary certificate.

Activity 4

- Using the qualification and learner group from Activity 1, list five key resources needed to support LLN skill development for your group and where you might access them. Resources that can support you in your training can be found at this website:

▶ <http://awpn.com.au/resources>

Provide one resource for each of the core skills and describe the process you used to access the resources. You may wish to use this table.

Qualification:				
Core skills	Skill to be developed	Resource required	Available from	Process to access resources
Learning				
Reading				
Writing				
Oral communication				
Numeracy				

2. Provide an example of one learning and assessment resource you have customised and a commentary on how you customised the material, and why. You need to:
- ▶ provide background information; for example, the industry sector, qualification/ training specification
 - ▶ analyse the skill that the material is to develop
 - ▶ analyse the skills of the learners for whom the material was to be used
 - ▶ provide an assessment of why the material needed to be customised
 - ▶ provide a clear indication of how the material was customised.

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Click to complete Activity 4

2B Apply appropriate learning support strategies in training delivery

There are many strategies for supporting learning of LLN skills that are appropriate for the learning context and the learner group. Some of these strategies are aimed at assisting adult learners to engage in the learning process; that is, learning as a core skill. There are also support strategies designed specifically for the development of reading, writing, oral communication and numeracy skills.



In using strategies to support LLN needs it is very important to use the appropriate vocabulary, tone and pace to talk with learners and to facilitate their learning. Create a respectful, warm, responsive, collaborative and professional relationship with opportunities for two-way communication and questioning. If learners have language needs, it is particularly important to speak clearly and to adjust your language if learners appear to be having difficulty in following what you are saying. It is not necessary to speak louder than you usually do, but in order to be clear, you may need to adjust the pace at which you speak, and avoid idioms or uncommon vocabulary. (Idioms are groups of words that have come to have meaning because of the way people use them; for example, 'over the moon' is understood by native English speakers to mean that someone is very happy about an outcome; however, someone new to English could not understand this phrase by considering the words alone.) Be conscious of how you are communicating, and find ways of checking the learner's comprehension without asking 'Do you understand?' Some learners may feel that saying 'no' is impolite or embarrassing.

Cultural factors in communication

Effective oral and written communication depends on more than having the required vocabulary and knowing English spelling and grammar. Knowing how to be polite and the level of formality that is appropriate in different circumstances is also important. It can be the difference between causing offence to the listener, or having the listener considering your words favourably. The term that is used to refer to levels of politeness is register, and its importance should be attended to when providing LLN assistance. It is not that the way that English speakers express politeness is the only and right way; rather, it is that it will improve the effectiveness of the learner's communication if they are taught, for example, to use standard techniques to express politeness in English when it is appropriate, such as:

- ▶ using modal verbs such as could, would and might instead of more direct verbs in requests: 'Would you please let me know tomorrow ...'
- ▶ using language that expresses distance rather than familiarity: 'I was wondering if I could possibly ...' The use of the past tense here is to express distance. In fact the speaker is wondering now.

Consider the different ways you would ask the following people for help to carry something heavy: son/daughter, partner, work friend, stranger or your boss.

Register plays a part in written English as well. There are differences between the language you would use for a formal email expressing interest in a job vacancy, and an email that you would send to a friend. Exemplars of texts that use structure and phrases commonly used at the appropriate level of register can illustrate what is required of learners.

Cross-cultural communication

As we live in a culturally diverse society, misunderstanding can occur. Bear this in mind when addressing oral language skill development in learners who are training for workplace roles. There are general rules that can assist speakers to avoid conflict no matter what the situation or the cultural and linguistic background of the speaker and listener. These can be explicitly taught, especially if the unit of competency and role requires cross-cultural and conflict resolution skills. You can also keep them in mind when you are training and assessing learners.

Here are some general guidelines.

Don't stereotype or oversimplify

Don't stereotype or oversimplify your ideas about another person. The best use of a generalisation is to add it to your storehouse of knowledge so you are better able to understand and appreciate other interesting, multifaceted human beings. Remember that social or cultural norms do not apply to the behaviour of every individual.

Don't assume there is one right way

Don't think that there is one right way to communicate. Keep questioning your assumptions about the 'right way' to communicate. For example, think about your body language – postures that indicate receptivity in one culture may indicate aggression in another.

Don't assume the other person is on the wrong track

Don't assume that breakdowns in communication occur because the other person or people are on the wrong track. Search for ways to make the communication work, rather than searching for who is at fault for the breakdown.

Listen actively and empathetically

Listen actively and empathetically. Don't interrupt. Ask questions to make sure you have understood what the other person is really trying to say. Respect others' choices about whether to engage in communication with you.

Put yourself in the other person's shoes

Suspend judgment. Put yourself in the other person's shoes. Especially when another person's perceptions or ideas are very different from your own, you may need to operate at the edge of your own comfort zone.

Be prepared to discuss the past

Use the past as an opportunity to develop an understanding from ‘the other person’s’ point of view, rather than getting defensive or impatient. Acknowledge events that have taken place. Be open to learn more about the other person. Honest acknowledgment of mistreatment, current power imbalances and an openness to hear the other person’s perceptions are the first steps to understanding and working together.

Clarify what you heard when necessary

Clarification strategies can greatly assist in communication. You may need to model language that is useful to achieve clarification; for example:

- ▶ asking ‘When you said X, did you want me to do Y?’
- ▶ using ‘Wh’ questions (who, what, where, when, why and how)
- ▶ asking questions that can only be answered with yes or no, can assist a listener to pin down information
- ▶ asking for repetition; for example, ‘I’m sorry, I didn’t catch that, could you repeat what you said please?’.

Learning-to-learn skills

Many learners in the VET system have experienced disrupted formal education, or have not developed good skills in ‘learning how to learn’. Others may have studied at tertiary level in their country of origin and be independent learners. Learning skills are crucial and underpin all learning. They are closely aligned with Core Skills for Work.

An important skill for adult learners is the capacity to be self-aware and to organise themselves for learning. Learning-to-learn strategies are useful for developing oral communication and self-management skills.

You can read relevant sections of the ACSF at:

- ▶ www.education.gov.au/download-acsf

It has two indicators for learning with performance indicators, as shown here.

Indicator .01

Awareness of self as a learner, planning and management of learning

- ▶ Learner identity
- ▶ Goals and pathways
- ▶ Planning and organising

Indicator .02

The acquisition and application of practical strategies that facilitate learning

- ▶ Locating, evaluating and organising information
- ▶ Using prior knowledge and scaffolding
- ▶ Learning with and from others

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Strategies to develop learning skills

Trainers can actively develop these skills through some of the following strategies:

Self-assessment

Enable learners to make a self-assessment of their skills to identify their strengths and weaknesses and set short- and long-term goals within the program. This can be done verbally or by working through a checklist with the trainer or in a group. This provides learners with a language to talk about their learning (metacognition), and for learners needing additional support, it can be the basis of developing an individual learning plan.

Build on strengths

Build on the strengths of the learner – this means commencing training sessions or workplace activities by working from the known to the unknown, establishing what learners know and can do, drawing on their knowledge and experience when commencing a new topic, and using peers as mentors.

Empower learners

Share decisions about learning with the learners. This includes providing some choice of learning and assessment activities. Your aim is to promote independent and collaborative learning as well as trainer-directed learning.

Cater for learning styles

Ensure a variety of activities are available to accommodate preferred learning styles and to utilise all the senses in learning.

Learning styles refers to preferences in learning; for example, some people prefer to learn by doing; others need opportunities to speak about what they are learning and others prefer to learn independently. David Kolb's theory about learning styles has much to say about how people learn individually and in general.

Acknowledge culture

Provide opportunities to discuss, attach importance to and build on different culturally based behaviours and values.

Scaffolding

One training strategy commonly used in education and training is 'scaffolding'. This term is used to describe how they support learners with specific strategies when introducing them to a new skill or concept. As the learner masters the skill, the scaffolding supports provided are gradually taken away.

An example of using scaffolding is provided below.

Scaffolding an instruction in how to use a photocopier

- ▶ Describe the process using terms the learner understands.
- ▶ Show the learner a photocopier and discuss its parts and functions.
- ▶ Provide a simple diagram explaining relevant terms.

- ▶ Demonstrate the skill.
- ▶ Ask the learner to demonstrate using workplace tasks.
- ▶ Ask questions to verify learning.
- ▶ Provide coaching sessions.

Reading skills

Reading is about gaining meaning from written text. The text can be on a screen or paper-based. Look at the level of the ACSF that learners need and pitch your strategies at the performance criteria.

Reading performance indicators are outlined below. The two reading indicators tackle specific parts of reading.

Indicator 1 (.03)

Audience, purpose and meaning-making:

- ▶ Purpose
- ▶ Complexity
- ▶ Prediction and prior knowledge
- ▶ Critical reading and text analysis

Indicator 1 (.03) is about the content of the text. People can understand a text better when they know what it is about.

Indicator 2 (.04)

Reading strategies:

- ▶ Text navigation
- ▶ Comprehension strategies
- ▶ Decoding and fluency
- ▶ Syntax and language patterns (Syntax refers to the arrangement of words within sentences; for example, in English, the subject, or person doing an action, is usually placed before the verb.)
- ▶ Vocabulary

Indicator 2 (.04) is about using what learners know about text (for example, letter/sound symbols, meanings of words, word order, the choice of words, paragraphs and location of diagrams or visual clues) to put the whole picture together and understand what the writer is saying.

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Strategies to support reading development

The following strategies can help you develop both aspects of reading: gaining meaning from the content, and using decoding strategies.

<p>Pre-reading strategy</p>	<p>Talk about the content of a new topic before introducing written texts</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Who is the writer talking to? ▶ What is their message? ▶ What sort of text is this? What do we expect to see? ▶ Teach learners about the structure of common workplace texts identified when you analysed the training specifications.
<p>Explain and summarise</p>	<p>Provide a simplified explanation of underpinning concepts and principles</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Draw out what the learners know about a concept or principle and build the vocabulary for the content of the learning. ▶ Read the summary together and then independently. ▶ Have a discussion that lets the learner hear and use new words and gain an understanding of the topic using their own language or words. ▶ Have learners write their own notes in their own words. ▶ The trainer or a small group can engage in a jointly constructed version of content – verbal retell or written notes.
<p>Build word banks</p>	<p>Build group or learner personal word banks</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Encourage use of dictionaries ▶ Build learners' personal word lists with photos (picture dictionaries).
<p>Build learning strategies</p>	<p>Build strategies for learning (depending on the level)</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ When learners come across a word they don't know or can't pronounce they give up; teach learners 'have a go' strategies, such as: <ul style="list-style-type: none"> – look at the initial sound – make a guess – does it sound like something they know? – tell or confirm. ▶ Share an understanding that English is a difficult language and hard to learn and is: <ul style="list-style-type: none"> – made up of words from Latin and Greek and other languages – not a 'phonetic' language where there are accepted rules of sound and letter combinations; learning the background to language helps people make good guesses.

	<ul style="list-style-type: none"> ▶ Build word patterns from the texts you use. ▶ Locate and match exercises for key words. ▶ Use cloze exercises that get learners to fill in the blanks in sentences using words and information from workplace texts. ▶ Teach learners to read between the lines and to use inference.
<p>Read together and read alone</p>	<p>Read together and read alone</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Learners need to hear and follow the print and use some of the following learning strategies: <ul style="list-style-type: none"> – Groups can have a shared reading task following from copies of a text or on an overhead projector or data projector; the trainer needs to use their judgment about how and when this is done; some learners may feel ashamed of their skills and trust needs to be built; learners could also practise with a peer or mentor. – Encourage learners to sub-vocalise (mouth the words as they read) and track (follow with finger or ruler). – Audio recordings can be made so learners can listen again (MP3 and iPod players may be used); this is a good alternative for learners who are not confident in a group.
<p>Read independently</p>	<p>Give learners the opportunity to read independently</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Provide cue questions; for example, what information are they looking for? ▶ Provide hints about text structure, such as headings or paragraphs. ▶ Allow learners time to process what they have read before asking them questions. ▶ Check learner comprehension by written or verbal questioning, verbal retell or notes.
<p>Model reading</p>	<p>Model reading in the workplace</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ It is okay to ask people and check the facts by referring to workplace documents: <ul style="list-style-type: none"> – Check charts and procedures – locate, match and clarify. – Demonstrate the reading charts and dot-points – read stem sentence or header and then locate and match each separate part. – Show use of reading cues – guess and have a go; check with a supervisor.

Writing skills

Writing is about communicating a message using the conventions of sound/letter systems and Standard Australian English. You can write by hand or use a keyboard. There are different writing conventions for paper-based documents and using electronic media. Look at the level of the ACSF that learners need and pitch your strategies at the performance criteria.

Indicator 1 (.05)

Audience, purpose and meaning-making:

- ▶ Range
- ▶ Audience and purpose
- ▶ Structure and cohesion
- ▶ Register (how formal or informal the language is)
- ▶ Plan, draft, proof and review

Indicator 1 (.05) deals with how you send your message to the audience you have chosen and the process of organising your text.

Indicator 2 (.06)

The mechanics of writing:

- ▶ Vocabulary
- ▶ Grammar
- ▶ Punctuation
- ▶ Spelling
- ▶ Legibility

Indicator 2 (.06) is about the mechanics of the written language: words, word order, spelling and so on.

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Strategies to support writing development

The same understanding about how English works is needed for both reading and writing. It is often the case that adults can read, but have greater difficulty with writing, and may feel ashamed of their handwriting and spelling. Here are strategies you can use for learners who experience difficulty with writing.

Model common texts	Model common texts used in the industry and workplace
	<p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Collect and use authentic texts. ▶ Show learners the common features of these texts. ▶ Always provide an example before asking learners to write in the same style.

<p>Teach processes</p>	<p>Teach the plan, draft, proof and review process</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ As learners learn to write, they need to be scaffolded through the process for each new text type and level of complexity; a number of redrafts may be necessary before the writing process is completed to the satisfaction of both learner and trainer (an example of scaffolding a writing task is provided following this table).
<p>Provide spelling tips</p>	<p>Provide spelling tips</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Some people never quite master spelling and it is very important skill for communication. ▶ Build resilience in learners by giving them some strategies. ▶ Explain that English is not a 'phonetic' language; learning the background of words helps people to remember the spelling. ▶ Build glossaries and word lists with students for commonly used words, technical words in the industry or word patterns; learners can carry a pocket book at work and training for quick reference. ▶ Actively use and encourage the use of a dictionary and thesaurus. ▶ Encourage copying and asking; look for words around you in the workplace and training room for copying or checking; display environmental print, such as word lists, in the training room or around workplace desks. ▶ Employ 'look, say and write' techniques and use of mnemonics (memory games for remembering rules).
<p>Use computer programs</p>	<p>Provide access to keyboarding skills and basic computer word processing instructions</p> <p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Give tips on using spellchecking (Australian Spelling default), 'copy and paste' and moving text functions; avoid the grammar function for learners at levels 1–2. ▶ New technologies such as Google translate can provide assistance, but must be used in combination with checking strategies. Speech-to-text software such as the Dragon Dictation app, may be useful in some circumstances, though time needs to be allocated to ensure that the app's dictionary includes commonly used words and has been trained to interpret the speaker's voice.

Provide handwriting tips	Provide handwriting tips
	<p>Example/comment:</p> <ul style="list-style-type: none"> ▶ Adults can be very embarrassed about the appearance of their writing; some people may draw printed letters that look immature and messy. ▶ Learners need to learn when to use upper and lower-case print for filling in forms and about cursive writing; cursive writing where letters are formed in a routine way helps to imprint spelling in memory.

Use scaffolding for writing

Here is a sequence that can be followed when supporting learners to develop writing skills. The answers to questions should be arrived at collaboratively.

Steps in a writing process

1

Plan

Scaffolding by trainer/mentor:

- ▶ Who is going to read the text?
- ▶ What sort of text is it – personal note, memo or report?
- ▶ What is the content?
- ▶ Establish the social relationship – is it familiar, respectful or objective?

Outcomes from this stage:

- ▶ Decide the text type.
- ▶ Provide or identify a model from the workplace.
- ▶ Brainstorm content – mind maps and so on.
- ▶ Unpack the features of the text.
- ▶ Establish register.

2

Draft

Scaffolding by trainer/mentor:

- ▶ Write a draft – have a go at a rough copy. Explain expectations of a draft as opposed to a finished copy.

Outcomes from this stage:

- ▶ Learner works independently to produce a draft copy to work on.

3

Proofread

Scaffolding by trainer/mentor:

- ▶ Check the right words are in the right order.
- ▶ Check layout – sentence, paragraph and heading structure.
- ▶ Check spelling, punctuation and legibility.

Outcomes from this stage:

- ▶ Learner re-reads and self-corrects.
- ▶ Trainer/mentor input through formative feedback.

4

Review

Scaffolding by trainer/mentor:

- ▶ Check against model/text type.
- ▶ Check for meaning (indicator 1).
- ▶ Check for writing mechanics (indicator 2).

Outcomes from this stage:

- ▶ Learner and trainer/assessor formative feedback.

5

Proofread again

Outcomes from this stage:

- ▶ Check the right words are in the right order.
- ▶ Check layout – sentence, paragraph and heading structure.
- ▶ Check spelling, punctuation and legibility.

Scaffolding by trainer/mentor:

- ▶ Learner re-reads and self-corrects.
- ▶ Trainer/mentor input through formative feedback.

6

Review

Outcomes from this stage:

- ▶ Check against model/text type.
- ▶ Check for meaning (indicator 1).
- ▶ Check for writing mechanics (indicator 2).

Scaffolding by trainer/mentor:

- ▶ Learner and trainer/assessor formative feedback.

Oral communication skills

Oral communication is about the core skills of speaking and listening in English. Look at the ACSF level that learners need and pitch your strategies at the performance criteria. Be conscious of your ability to model appropriate tone and register when speaking with learners and with other VET colleagues.

Indicator .07	
<ul style="list-style-type: none"> ▶ Speaking ▶ Range and context ▶ Audience and purpose ▶ Register ▶ Cohesion and structure 	<ul style="list-style-type: none"> ▶ Grammar ▶ Vocabulary ▶ Pronunciation and fluency ▶ Nonverbal communication
Indicator .08	
<ul style="list-style-type: none"> ▶ Listening ▶ Range and context ▶ Audience and purpose ▶ Structure and grammar 	<ul style="list-style-type: none"> ▶ Comprehension ▶ Vocabulary ▶ Rhythm, stress and intonation

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Listening

Listening is like reading in that the skill is used for processing or taking in information. Speaking is more like writing in that a person is giving out or producing a message.

For those whose first language is English, listening and speaking skills are often taken for granted and training is rarely offered except for making formal presentations. You need to understand the concept of 'register': that is, how we choose what is said and how formal to be when speaking with different groups of people.



A person's social relationship also influences choices. For example, the way a person speaks to colleagues in the staffroom may be different from the way they speak in a meeting. Learners can be trained to use a number of different registers without losing their sense of identity. For example, an Aboriginal person may use Aboriginal English at home, but may need to use Standard Australian English at work and training.

Using appropriate language and vocabulary is essential for establishing and maintaining rapport with learners and ensuring everything you say is understood.

Strategies to support development of listening skills

Listening is the most fundamental and vital of communication skills. Again, here are some strategies that foster effective listening.

Model active listening

- ▶ Strategies for active listening are useful for learning in training and workplace contexts.
- ▶ Maintain eye contact with the speaker and give them your complete attention.
- ▶ Show that you are following by nodding, make affirming sounds: 'Yes', 'Mmm' and so on.
- ▶ Repeat what has been said or summarise.

Teach paralinguistic cues

- ▶ Learners can be given strategies for interpreting paralinguistics.
- ▶ Paralinguistics are all the sounds we use in addition to words – such as exclamations like 'Ah!', 'Huh?' or 'Mmm' – and body language cues we use when we talk.
- ▶ Many of these are distinct to cultures and in cross-cultural communication nonverbal communication can be very important; eye contact is a good example: while Western culture values it, other cultures find it rude; in some industries, due to noise and distance factors, elaborate hand signals are used to communicate.

Numeracy skills

In the ACSF, there are three indicators for numeracy. The indicators cover:

- ▶ how mathematical concepts are embedded in spoken and written text
- ▶ the skills of problem-solving and using mathematical processes
- ▶ the skills of using the specific symbols to communicate.

Numeracy performance indicators are outlined below.

Indicator .09

Identifying mathematical information and meaning in activities and texts:

- ▶ Explicitness of mathematical information
- ▶ Complexity of mathematical information

Indicator .10

Using and applying mathematical knowledge and problem-solving processes:

- ▶ Problem-solving processes, including estimating and reflecting
- ▶ Mathematical methods and use of tools
- ▶ Mathematical knowledge and skills: number and algebra
- ▶ Mathematical knowledge and skills: measurement and geometry
- ▶ Mathematical knowledge and skills: statistics and probability

Indicator .11

Communicating and representing mathematics:

- ▶ Written mathematical language
- ▶ Oral mathematical language
- ▶ Complexity of mathematical symbolism, representation and conventions

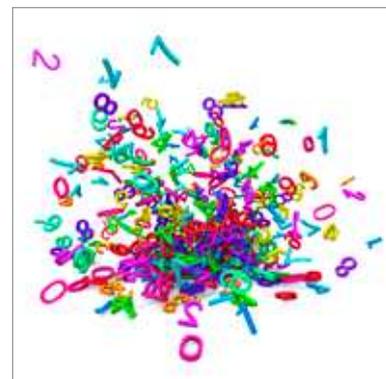
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Strategies to support numeracy

Indicators .09 and .11 are concerned with the representation of mathematical concepts embedded in text and the specific symbols and representation of mathematical concepts. You can employ similar support strategies for these Indicators as for reading and writing. For example, you could discuss and then model using numeracy in the workplace with the learner by referring to work-based texts such as progress notes or an order form containing numerical information.

Indicator .10 is specific to numeracy skills.

Trainers can support the development of these skills by grounding them in concrete resources and activities. Locate authentic workplace activities or appropriate simulations and model the process for solving the problem. Measuring, estimating and speaking and recording time are required in many roles. The weight, capacity and size of items that need to be known and measured can be guessed and measured after all



necessary vocabulary is taught. Aspire Learning Resources offers a suite of numeracy resources in its *Working with numbers* series. For more information, access the Aspire website at:

- ▶ www.aspirelr.com.au

Example**Apply appropriate learning support strategies in training delivery****Example 1: Excerpt from a learning support program**

The learner is RM, a 23-year-old Somali woman who has been in Australia for three years. To support her to reach her goal of 3.07 and 3.08 in oral communication, the trainer is mindful of sample activities such as the following:

- ▶ Model appropriate exchanges.
- ▶ Arrange role-plays in a non-threatening environment.
- ▶ Use videos of actual practice to discuss further learning needs.
- ▶ Use pictures, diagrams and demonstration to support verbal information.
- ▶ Development strategies to support RM's learning include:
 - RM practises oral communication in various registers; that is, speaking to clients, colleagues, in a training environment and clarifying instructions
 - identifying and building on her strengths.

Example 2: Learner support for a group

Peggy is training a group who are studying CHC33015 Certificate III in Individual Support. They need to be able to communicate well orally with clients.

With appropriate permissions, she arranges to record interactions between care staff and residents.

In the first session the group brainstorm how they should establish rapport with residents and how to show empathy. They also discuss differences for individuals, the influence of culture and what works with particular residents. They develop a checklist of criteria to look for in the video and use it to see what strategies are used and what can go wrong.

In later sessions learners role-play rapport building. Peggy offers feedback and arranges extra practice if necessary.

Activity 5

Building on the tasks you completed in relation to a learner group for Activity 4, identify the learning support strategies you will use to build learners' LLN skills and why they have been chosen. You may wish to use this table.

Core skill area	Learning support strategies	Rationale
Learning		
Reading		
Writing		
Oral communication		
Numeracy		

[Click to complete Activity 5](#)

2C Determine assessment strategies appropriate to learners and LLN requirements

Selecting and using appropriate assessment methods and materials are all part of a fair, valid and reliable assessment process.

In the VET system, units of competency set the benchmarks for performance, and assessment must meet these. Assessment requirements are outlined in the companion material for each unit of competency in performance evidence and knowledge evidence.

You have learnt how determine the LLN requirements of those standards and map these to the ACSF, and how to determine the current LLN skills of the learner. This information is also drawn on when designing and conducting assessment, which can be formative or summative.



Formative assessment

Formative assessment is an ongoing collection of information about a learner's progress. It enables teachers, trainers and assessors to track, support and guide each learner's continuous progress and improvement towards the expectations of the unit or course assessment. This ongoing assessment determines what the learner knows, is able to do and can apply, and points to the next steps for teaching and learning. Formative assessment includes collecting samples of the learner's work and observations by teachers, trainers, other learners, workplace supervisors or mentors. Multiple forms of evidence build a 'competence portfolio' that can be used as part of summative assessment.

Formative assessment is conducted throughout learning to:

- ▶ keep everyone focused on the purpose of the lesson, activity, unit or program
- ▶ provide information about the progress being made
- ▶ determine the effectiveness of instruction in helping the learner to achieve their purpose.

Summative assessment

Summative assessment occurs at the end of a period of learning. It is often used in combination with data from formative assessment and provides the learner with opportunities to demonstrate their achievement against the units of competency in a training package qualification or accredited course.

LLN skills within a vocational course should be assessed in context as the vocational skill is assessed.

In general, summative assessment methods include:

- ▶ observation
- ▶ questioning
- ▶ review of products
- ▶ portfolio
- ▶ third-party feedback
- ▶ structured activities.

Assessment must be fair

Select assessment methods that are appropriate to the type of LLN required in the unit. It is not fair to require higher level skills than those necessary to perform the task as part of a work role. For example, if a training specification and workplace performance does not require a high level of writing skills, it is not fair to impose a high level writing task as part of the assessments; for example, asking learners to explain the theory underpinning a task by writing an essay, rather than by oral questioning. Another example is multiple-choice questions, which can impose an additional burden on learners with low-level reading skills if they cannot distinguish points of subtlety in the suggested answers. If the training specification and workforce performance do not require high levels of reading skills, multiple-choice questions should be avoided.



If the training specification and workplace performance indicate the importance of oral communication, then the assessment should include an assessment of oral communication related to workplace performance. This can be done through observing skills in the workplace or a role-play, or by oral questioning.

Select assessment strategies

When selecting and finalising an assessment strategy use criteria to avoid assessing learners using unsuitable methods. Consider whether to specify in decision-making rules, that accuracy of meaning is required, rather than 100% standard English.

Consider the following questions:

- ▶ Is the assessment method appropriate for the type and level of skills being assessed?
- ▶ Does the assessment process require higher levels of LLN skills than those required by the competencies being assessed?
- ▶ Do the assessment tasks reflect real workplace/vocational contexts?
- ▶ Does the assessment provide sufficient evidence for the requirements of the competency, including the LLN skills?
- ▶ Is the assessment flexible and fair for all target learners?
- ▶ Are the assessment instructions and formatting clear and accessible for all learners?
- ▶ If necessary, how might the assessment be modified?

Reasonable adjustment

A learner may have low overall levels of LLN, but they may still be competent in the unit/s of competency being assessed. This may be the case where a training specification is largely performance-based or focuses on specific LLN skills the learner has. For example, the learner may have good oral communication skills, but low-level writing skills. It is crucial to respond to learner diversity by making reasonable adjustments to assessment. In this case, you may allow for an oral assessment, rather than a written assessment as long as the integrity of the assessment is maintained. Other adjustments may include the learner being allowed to spend a longer than usual time to complete the task or being able to use support material.



Select assessment materials

The ACSF core LLN skills in the training specifications and the core LLN levels of learners should be used to inform the choices of assessment resources. Assessors need to be able to judge that assessment materials are at a suitable LLN level for learners. They also need to be aware of any potential barriers that the assessment may present for learners and know how to make appropriate adjustments. To do this, they need to be familiar with the profile of the learner group and any specific issues that may arise in the assessment process.

In the case of Peggy, the trainer who is assisting learners to develop their relationship-building communication skills, there was the opportunity to collect several types of evidence over the four-week training period. She has examples of recorded interactions between care staff and residents. If she needed further evidence of the learners' ability to conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and good will, she could build an assessment task that requires third-party verification, similar to the following.

CHC33015 Certificate III in Individual Support			
Assessment related to: CHCAGE001 Facilitate the empowerment of older people			
1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill			
Criteria	Example from workplace	Date and time	Supervisor/ third-party signature
Be polite when addressing older persons.			
Use 'safe topics' for initial small talk.			
Listen to the other person, and identify key words.			
Comment on what has been said using key words.			
Provide encouragement when appropriate.			

Example	<p>Determine assessment strategies appropriate to learners and LLN requirements</p> <p>A learning plan draws on all the work you have done to identify each learner’s existing skills, the skills they need and the strategies you will use to support them to gain the skills they need for their workplace. Here is a learning plan. Ask your trainer for a sample ‘LLN learning plan’ template.</p>					
	<table border="1"> <tr> <td style="background-color: #0070C0; color: white;">Name of RTO</td> <td>ABC Training Organisation</td> </tr> <tr> <td style="background-color: #0070C0; color: white;">Trainer/ assessor</td> <td>BB</td> </tr> <tr> <td style="background-color: #0070C0; color: white;">Learner profile (summary)</td> <td> <p>Li Na is a recent immigrant to Australia. She has completed an intensive English training program and is now looking for work and further training at AQF level 3.</p> <p>Li Na has young children who do not yet attend school. Her occasional need to leave class early to attend to their health care needs to be accommodated.</p> <p>Her LLN assessment at the end of the intensive English program is:</p> <ul style="list-style-type: none"> ▶ ACSF core skills and indicators: <ul style="list-style-type: none"> – Learning: 4.01, 4.02 – Reading: 3.03, 3.04 – Writing: 3.05, 3.06 – Oral communication: 2.07, 2.08 – Numeracy: 4.09, 4.10, 4.11 </td> </tr> </table>	Name of RTO	ABC Training Organisation	Trainer/ assessor	BB	Learner profile (summary)
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Delivery period	01/07/2016 to 30/11/2017		
Code and title of qualification	CHC33015 Certificate III in Individual Support		
Unit/s of competency	Code	Title	Core/elective
	CHCAGE001	Facilitate the empowerment of older people	Core
Learning outcomes	Oral communication 3.07, 3.08		
Analysis of LLN requirements in the unit/s of competency	<p>ACSF core skills and indicators:</p> <ul style="list-style-type: none"> ▶ Learning: 3.01, 3.02 ▶ Reading: 3.03, 3.04 ▶ Writing: 3.05, 3.06 ▶ Oral communication: 3.07, 3.08 ▶ Numeracy: 3.09, 3.10, 3.11 ▶ Unit requires oral communication at ACSF level 4 		
Training context and implications for LLN workplace performance	<p>Oral communication is central to communication in aged care. Li Na needs assistance to develop confidence and fluency; to develop skills to maintain positive and respectful relationships; to discuss services to empower the older person; support the older person to express their own identity and preferences; report signs of abuse or neglect; discuss risks and potential risks associated with ageing.</p>		
Strategies to address core skills	<p>Oral communication:</p> <ul style="list-style-type: none"> ▶ Model appropriate exchanges; for example, making suggestions. ▶ Use videos of actual practice as models to discuss features of the communication. ▶ Arrange role-plays in a non-threatening environment where she can practise various registers. ▶ Discuss nonverbal communication styles in different cultures. ▶ Develop fluency. ▶ Discuss vocabulary related to signs of abuse and neglect and reporting it. 		
Sample activities	<ul style="list-style-type: none"> ▶ Practise different ways of asking questions; for example, closed yes/no questions versus open questions. ▶ Practise examples of different ways of conveying information and building vocabulary. ▶ Practise use of verb forms to convey subtle differences in reporting. ▶ Practise interpreting nonverbal communication; for example, gestures, eye contact, etc. 		

<p>Resources/ materials required</p>	<ul style="list-style-type: none"> ▶ Workplace communication samples, gathered via audio or video tapes ▶ Dictionary ▶ ESL exercises customised for aged care ▶ Terminology collected from the workplace ▶ <i>Working words in aged care</i> a WELL- funded booklet which that contains words, phrases and abbreviations commonly used in aged care. ▶ <i>Taking care</i> is a book and DVD, also produced with WELL funding, which addresses workplace communication needs and cross-cultural issues faced by culturally and linguistically diverse personal care assistants working in the aged care industry.
<p>Specialist LLN support required</p>	<ul style="list-style-type: none"> ▶ Yes, assistance with fluency (pronunciation, grammar) ▶ Recommend team teaching activities that practise intelligibility using workplace-related communication requirements
<p>Assessment strategies</p>	<ul style="list-style-type: none"> ▶ Workplace observation ▶ Third-party reports

Activity 6

For two core skill areas, determine at least two assessment strategies you will use and why (identify LLN requirements and learner group requirements). You need to:

- ▶ provide background information; for example, the industry sector, qualification/ training specification
- ▶ analyse the core skill the assessment applies to
- ▶ analyse the current skills of the learners who are to be assessed
- ▶ provide the assessment strategy to be used, and the assessment materials developed
- ▶ explain why this particular assessment strategy was selected.

You may wish to use a table similar to this one.

Core skill area required	Learner's current skill	Assessment strategies	Rationale

Click to complete Activity 6

Summary

1. The ACSF core LLN skills in the training specifications and the core LLN levels of learners should be used to inform the choices of learning resources. Training resources and strategies need to be developed to respond to each new group of learners and to each delivery context.
2. A wide range of commercial training resources is available; these can be used in different ways or customised to develop LLN core skills. Designing and developing specific resources is also an option for trainers.
3. The ACSF provides a framework for specific learning support strategies for learning, reading, writing, oral communication and numeracy at different levels.
4. The ACSF core LLN skills in the training specifications and the core LLN levels of learners should be used to inform the choices of assessment resources. Assessment methods and resources should not exaggerate the LLN skills required in workplace performance.



Topic 3

In this topic you will learn how to:

- 3A Determine the need for LLN support and access to specialist assistance**

- 3B Integrate specialist LLN support into training and assessment practices**

Use specialist LLN support

All trainers and assessors need to be familiar with the ACSF in order to profile learner LLN needs in training; select appropriate assessment strategies; and select or design training resources that meet the training specifications and context.

By interpreting pre-training assessment and other information, trainers can recommend which learners will benefit from training and identify learners who may either need specialist LLN intervention prior to enrolment or to be provided with specialist support in undertaking training.

To effectively access specialist learning support, you need to understand what skills the learner brings to your training, how to support the development of LLN in training and how to locate and work with LLN specialists who can provide specialist services to you.

3A Determine the need for LLN support and access to specialist assistance

Some learners may need the support of LLN specialists. To determine whether additional LLN support is needed, you need to review the LLN demands of the learning program/course against the particular learner profile.

Use the analysis of information collected about learners to determine if the group as a whole, or individuals within the group, may need additional support to manage the LLN requirements. Draw up a table comparing the LLN requirements with the individual learner profiles, then highlight any learners you suspect need additional support.

You need to know:

- ▶ the type of expertise needed
- ▶ where to locate LLN specialists
- ▶ how to use their expertise in the training program.

Review course demands and the learner profile

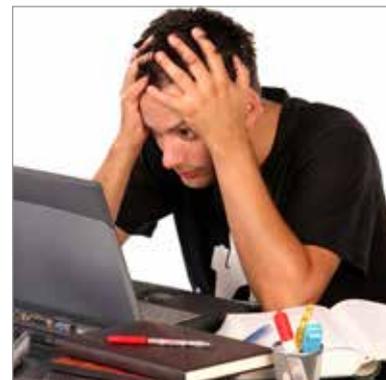
Briefly review the documents you prepared when you mapped the LLN requirements of the training specification, the workplace performance requirements and the core skills that underpin performance to the ACSF.

Now, check the ACSF learner profile that identified the current level of competence in the five core skill areas and look at any gaps between the LLN levels of the training specification for the qualification and the LLN levels of the learner.

Finally, check the learner profile you prepared using a variety of sources.

Ensure the learner profile clearly indicates:

- ▶ the learner's LLN skill level
- ▶ educational background information (formal education, training completed, any disability that may impact learning)
- ▶ information about languages additional to English, and comment on English language skills, where relevant
- ▶ any other information that may indicate a possible barrier to completion of the vocational program.



Identify the need for additional LLN support

It should now be clear which learners need specialist LLN support. In some cases, individual learners may need the support of LLN specialists. At other times, the support may be better directed towards your own development as a trainer.

Cultural issues in arranging LLN support

Make sure you highlight any cultural and social sensitivities relating to communicating with people who require additional LLN support. This should assist the goal of providing effective support for LLN skills development.

Keep the following cultural considerations in mind when providing or arranging additional LLN support.

Variation

- ▶ VET programs include learners from a wide range of cultural, social and educational backgrounds whose learning needs must be addressed when designing and implementing training and assessment.
- ▶ In a multicultural workplace, there may be a wide range of cultures and/or range of in-built customs and rules about communicating. When training people within a workplace, it is a good idea work in harmony with the workplace culture.

Communication is not just about words

Remember that communication is not just about words and language. It is also about the unspoken conventions and rules about how people communicate. There may be rules about making eye contact or touching others that may cause difficulty in delivery and assessment. If people are not aware of and do not respect these differences, misunderstandings and unintentional offence may occur. Take care also with how learners are grouped when they are put into pairs and small groups.

Sensitivity around receiving support

Care should be taken to avoid a learner being embarrassed about receiving support for their skill development. Make it a practice to provide correct models for learners, rather than correcting them in front of other people. It may be appropriate to provide support at a different time than in the main group training sessions.

Access LLN specialist support

Within any group of learners, you should expect a range of LLN core skills. Specialist support may be required if a learner's reading, writing, oral communication or numeracy skills are not at a standard that allows them to benefit from a program.

You need to identify the strategies that can be used to support the learning of those identified with additional LLN needs. For example, this may include employing a specialist LLN staff member or establishing a partnership arrangement with a specialist service provider. Specialist LLN support may be available in house.

Specialist LLN support needs to provide:

- ▶ validated LLN assessment using the ACSF as the reporting standard
- ▶ curriculum and materials development support for LLN core skills
- ▶ brokerage services to specialist LLN programs and government funding.

LLN specialists

You can seek an LLN specialist to provide or participate in a range of services. An LLN specialist is someone who has recognised qualifications and demonstrated experience in using the ACSF and the delivery of adult literacy, adult English as a second language (ESL) and/or adult numeracy. Qualifications include post-graduate courses in TESOL and adult literacy and numeracy; and VET qualifications such as the Graduate Diploma of Adult Language, Literacy and Numeracy Practice; and the Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

A relevant LLN qualification ensures that the specialist has up-to-date knowledge and application of the ACSF for measuring and assessing LLN.

An LLN specialist can be expected to understand:

- ▶ adult learning
- ▶ language and literacy development as a first and/or additional language
- ▶ the structure and use of Standard Australian English in the Australian community
- ▶ mathematical concepts and numeracy
- ▶ the VET sector.

Specialist in-house support services

Specialist in-house support services include employing a staff member with recognised LLN expertise, such as an ESL specialist.

Some RTOs, such as large TAFE Institutes, often have a range of specialist in-house services provided by staff with relevant qualifications and/or experience. These services should be clearly identified by the RTO's response to VQF/AQTF equity and access standards. Services may include the following.

LLN courses	Stand-alone English LLN courses funded through government programs such as the Adult Migrant English Program (AMEP), Language, Literacy and Numeracy Program (LLNP) or state- and territory-based initiatives
Study skills support	Study skills support for enrolled students, including assistance with locating resources for study, assistance with undertaking project work and tutorial assistance face-to-face or electronically
Service units	Educational counselling and disability service units that provide support to students with hearing, visual and physical disabilities and/or mental health issues; this likely includes access to teaching aids, equipment and information on their use
Support for trainers	Curriculum development, information and communication technology support, and library services to support trainers and learners to identify available support and adjust learning and session plans
Assessment services	Assessment services, including advice on language used in assessment, expertise in using the ACSF, validation of pre-training RPL/RCC tools, integrating LLN in assessment tasks, skills audits and gap analysis

Professional development	Professional development on awareness of LLN issues in training
Team teaching	Team-teaching delivery where an LLN specialist may assist a vocational trainer to deliver sessions or provide just-in-time support or gap training in a workplace; this partnership is particularly important if delivering the FSK Foundation Skills Training Package
Mentoring	Tutorial or mentoring assistance; this may include training workplace peers to support learners with LLN needs or set times for one-to-one assistance with peers or volunteers

Funded LLN programs

Government and community support services offer programs and other avenues for assistance. The Reading Writing Hotline is a service supported by the Australian government that provides information about LLN programs in local communities. For further information, go to:

- ▶ www.readingwritinghotline.edu.au

The Federal government has a history of funding programs to support the development of workers LLN skills. The Workplace English Language and Literacy Program (WELL Program) ran for many years before being closed to new applicants in 2014. Many resources developed through WELL funding to assist LLN development in Australian workers, are still available online.

You can access an example of these resources at:

- ▶ www.cshisc.com.au/learn/resources/training-resources/foundation-skills-well-training-kit

Funds are available from the Industry Skills Fund to assist businesses to train their workforce, if certain criteria are met. You can learn more about this at the following website:

- ▶ www.business.gov.au/assistance/industry-skills-fund

You can find information about resources and consultant services at this website:

- ▶ <http://awpn.com.au>



Specialist consultant services

RTOs lacking internal resources or people with specialist qualifications or expertise in LLN can obtain advisory and delivery services from other RTOs or from specialist consultants.

While there is no formal register of LLN specialist providers or consultants, there are some industry and regional networks where specialists can be located. Your organisation may have compiled a list of relevant specialists. When engaging specialist consultants, choose an organisation that can provide qualified staff, and has been successful in delivering training and flexible, customised services.

Useful sources of information and advice include:

- ▶ Skills Service Organisations, some of which offer resources and brokerage services
- ▶ state or territory education and training authorities
- ▶ private businesses and RTOs offering LLN specialist support
- ▶ LLN practitioner networks
- ▶ the Australian Council for Adult Literacy.

Recruit an LLN specialist

Having determined a need for LLN specialist support, you may need to persuade your organisation to recruit an LLN specialist if you do not have access internally. To do this, you need to understand the process in your organisation; for example, preparing a position description or memorandum of understanding (MOU). You may be asked to develop these documents in order to recruit an LLN specialist. Information you may need to include is outlined in the following example of an MOU.



Example

Access specialist assistance

Here is an example of a memorandum of understanding template with suggestions about the way it can be completed in when decisions have been made about the scope and details of the assistance required.

Title of the MOU	A brief description of the lead RTO and the partner organisation (specialist LLN provider).
Objectives and scope	A statement of purpose. In addition, this section may include a brief description of goals and expectations and a justification for the arrangement or identification of other compliance requirements. For example, 'The external provider has been engaged to evaluate the RTO's training and assessment strategies and learning materials for a specific qualification to ensure they address the LLN requirements of the training specification and target learners'.
Services provided	<p>Services could include:</p> <ul style="list-style-type: none"> ▶ assessment of LLN levels ▶ co-delivery ▶ small-group assistance ▶ resource development ▶ team teaching ▶ implementation of a tutoring/mentor program.

Terms of the agreement	<p>Terms of agreement may include:</p> <ul style="list-style-type: none"> ▶ the duration of the proposed life of the agreement ▶ how amendments are to be negotiated and agreed on in consultation with collaborating partners ▶ how the service is to be monitored ▶ dispute resolution ▶ termination of the agreement ▶ processes for renewal or extension of the formal arrangement. <p>For example, the RTO and external provider may agree that the MOU will extend until the expiry of the current version of the relevant training package.</p>
Organisation and management of the agreement	Allocate the various activities to each organisation in the partnership arrangement.
Resources	Identify the equipment, learning materials and facilities that will be contributed by each of the partners.
Financial arrangements	Provide details of the fees, charges and disbursements associated with the arrangement. For example, is the position sessional, on-demand or a regular time fraction?
Communication	Outline how information and data that is generated by the collaboration is to be handled by all parties to the agreement; this should include issues of confidentiality and ownership of intellectual property.
Signature and dates	The RTO and external provider's representatives will sign and date the MOU.
Draft developed by	Record the name of the person who drafted the MOU here.

Activity 7

1. Summarise the process for determining the need for LLN support in a group of learners.

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3. What should a trainer consider when accessing specialist assistance?

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4. Explain three options when accessing specialist assistance.

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Click to complete Activity 7

3B Integrate specialist LLN support into training and assessment practices

As a trainer and assessor, you may form collaborative relationships with a number of professionals to provide high-quality and customised training and assessment services. While having qualifications in training and assessment helps you address LLN core skill needs in training, you need to collaborate with a specialist LLN practitioner at times.

You need specialist LLN input to:

- ▶ provide specialist support or training for learners with LLN needs
- ▶ deliver LLN accredited courses
- ▶ validate assessment linked to the ACSF
- ▶ deliver the FSK Foundation Skills Training Package
- ▶ review and simplify training resources
- ▶ review and simplify assessment tools.

Strategies for collaboration

The role of LLN specialists varies, depending on your needs, from providing advice on your training delivery and assessment strategies, through to working alongside you or directly delivering specific LLN services to your learners. Whatever support is required, always list the intended outcome of the support in your learning plan; for example, the particular LLN skill you are developing.

You may need to seek or use LLN specialist opinion on any of the following items during the planning for training.

Determine LLN core skills

Need for support:

- ▶ Determining or confirming your assessment of the LLN core skills in training specifications for the learning plan you propose delivering, by formal mapping of the training specification to the ACSF.

Example:

- ▶ An LLN specialist will work with you to compare performance evidence requirements and the Foundation skills involved in meeting performance criteria, with levels of performance in the ACSF.

Needs analysis

Need for support:

- ▶ Interpreting assessment data and needs analysis data in order to develop a learner profile using information from the ACSF.

Example:

- ▶ An LLN specialist may provide advice on relevant learners' cultural, linguistic or educational background or social sensitivities relevant to individuals' training needs.

Assessment instruments

Need for support:

- ▶ Developing and/or validating assessment instruments and tools you have developed for assessing LLN core skills, using the ACSF for pre-training assessment and monitoring progress.

Examples:

- ▶ An LLN specialist may help you review assessment instruments in relation to the ACSF.
- ▶ They may assist with finding ways of providing reasonable adjustment that does not compromise the integrity of the unit requirements.
- ▶ They may assist with validating the instrument in terms of the LLN skills required for the work task as compared to what is required in completing the assessment task.

Locate resources

Need for support:

- ▶ Locating appropriate teaching/learning resources.

Example:

- ▶ An LLN specialist may locate and evaluate the suitability of teaching/learning resources for developing LLN skills for a specific learner group.

Review strategies

Need for support:

- ▶ Providing advice on the effectiveness of teaching and learning strategies in your learning plan.

Example:

- ▶ An LLN specialist may review session plans for opportunities to embed LLN learning activities.
- ▶ They may review assessment strategies.

Co-delivery

In some circumstances, an LLN specialist may be brought in to provide a standalone LLN course or learning sessions. A unit such as *Communicate in the workplace* can be delivered as a discrete course; in some circumstances, the unit may be taught with other industry content and co-assessed by LLN specialists. For example, active listening, which is an important skill in the health, community services and education sectors, may be taught in a discrete session and then practised and assessed in the workplace.



Workplace-based delivery may involve an LLN specialist working on individual tasks or projects with learners in their workplace and responding to individual needs. For example, constant errors in calculation on a production line may indicate a learner has a numeracy problem. An LLN specialist can identify the mathematical concepts or applications that cause the error and work with the learner to help them understand what they need to do and give them practice in making similar calculations.

Tutoring

Learners identified as needing specialist assistance or support may be provided with a tutor. A tutor works alongside a learner or small group of learners for set periods to provide additional explanation of content; practice in listening and speaking in English; assistance in reading workplace- or theory-based texts; guidance in structure for writing, or support using the computer to complete assignments, projects or workplace reports. The tutor may work to an individual learning plan developed as part of an access and equity response or work in a just-in-time way with the learner to help them catch up or stay in touch with a learning group.

Team teaching

Team teaching is a model of delivery where an LLN specialist teaches alongside a trainer and assessor. It is also common in group-based learning or in courses where LLN is integrated into the learning plan and both trainers use their collaborative expertise to support the overall learning of the group. Delivery of the FSK Foundation Skills Training Package requires team teaching where the trainer contributes the specialist industry knowledge and the LLN specialist contributes the required LLN skills knowledge.

When team teaching is used, LLN adjustments can be planned through all sessions, and the LLN expertise is readily available to all students. LLN needs can be quickly identified and addressed in the training through formative assessment.

Use specialist LLN services for resource development, instructional design and assessment services

LLN specialists can be called on to provide indirect assistance to learners by providing advice to trainers. They also have the skills to translate the specialist language of the ACSF so it can be understood by the learner, employer or trainers and assessors, and can use this specialist language for reporting processes for government funding.

Instructional design

When a trainer is putting together a learning plan for a program and developing specific sessions to address LLN, they may work with an LLN specialist for a sequence of training.

An LLN specialist can provide examples of resources and may customise resources. They may be aware of visual resources or be able to provide instruction on how to teach vocabulary. After analysing the training and assessment strategy, unit of competency, learner profiles, and/or session plans, they can advise on activities that make the learning content accessible to people with LLN needs, as well as strategies that promote skills development for those learners.

Assessment services

LLN assessments using the ACSF need to be validated by an LLN specialist. Specialist knowledge of the components of the ACSF is required to set an assessment task at the right level, ensure it covers the dimensions of the core skill and ensure conditions of performance of the task also relate to the level.

They can make professional judgments about LLN matters; for example, design a self-assessment interview to identify LLN needs of learners prior to training; develop valid assessment tasks; or validate the LLN levels of integrated assessment tasks already available to the RTO. An LLN specialist can also advise on how to embed tasks in authentic workplace activities, provide reasonable adjustment and check that the language level required to complete the assessment task is fair.

Example

Integrate specialist LLN support into training and practices

Here is an example of the instructional design of a training session plan that details how a trainer will work with an LLN specialist for a sequence of training.

Session plan

Learning program	<p>This program consists of one unit of competency from ICT10115 Certificate I in Information, Digital Media and Technology (Release 1); <i>ICTICT101 Operate a personal computer (Core)</i>.</p> <p>Learners who complete this unit of competency will be awarded a statement of attainment.</p>
Session name	<i>ICTICT101 Operate a personal computer – Session 1 of 2</i>
Aim/s	To enable learners to operate a personal computer, including starting the PC, using peripheral devices logging in, using and understanding desktop icons and their links to underlying programs, and accessing files.
Learning outcomes (objectives)	<ul style="list-style-type: none"> ▶ Start the computer ▶ Access basic system information ▶ Navigate and manipulate desktop environment
Target group	Long-term unemployed and recent migrants with English as a second language
Name of facilitator/s	Gus James
Support personnel	Nick Jones – LLN specialist to provide support when required
Duration of session	<p>9.00 am to 5.00 pm (6.5 hours face-to-face)</p> <p>2 x 15-min. breaks, 1-hour lunch (additional time as arranged for learners with special needs)</p>
Resources	<ul style="list-style-type: none"> ▶ Computer with Windows and Microsoft Office installed per learner ▶ Learner guide for <i>ICTICT101 Operate a personal computer</i> ▶ Whiteboard, whiteboard markers and eraser ▶ Icebreaker activity ▶ Voice recognition software ▶ Adaptive technology ▶ Terminology charts and diagrams

Time	Content	Resources and support required
9.00–9.30	<ul style="list-style-type: none"> ▶ Why we are here ▶ Overview of learning program ▶ Learning outcomes ▶ Assessment ▶ Housekeeping (WHS, breaks, how to contact facilitator, getting help, etc.) 	<ul style="list-style-type: none"> ▶ Posters that display key information visually ▶ Podcast (or similar) with details of how to contact trainer and course summary
9.30–10.15	<p>Self-assessment</p> <p>Learners to complete a self-assessment checklist to determine prior knowledge.</p> <p>Parts of a computer system</p> <p>Explain and demonstrate:</p> <ul style="list-style-type: none"> ▶ parts of a computer system (for example, mouse, keyboard, visual display unit, monitor and printer) ▶ how to check all peripheral devices are connected correctly ▶ how to switch on power at power point and computer. <p>Explain WHS considerations.</p> <p>Activity 1:</p> <p>Learners to ensure peripheral devices are connected correctly and then start up the computer.</p> <p>Explain terminology:</p> <ul style="list-style-type: none"> ▶ Hardware ▶ Peripheral ▶ Laptop ▶ Server ▶ Workstation 	<ol style="list-style-type: none"> 1. Modified quiz to determine existing knowledge – to be administered verbally where required. Identify learners who need additional LLN support. 2. Support with instructions for this learning activity. Nick to explain terminology using whiteboard. 3. Break into small groups for verbal explanation and demonstration. Observe learners verbally explaining parts of a computer system to a partner. Nick to help with terminology using diagrams, photos and a computer. 4. Additional learning activity where learners label parts of a computer using a photo library. 5. Safety information for Activity 1 to be given verbally with written instructions for support (minimal text to images). Verbal questioning to confirm understanding.
<p>Session review/follow up:</p> <ul style="list-style-type: none"> ▶ Some of the learners are more proficient using a computer than expected. This meant more time was spent with others. Next session bring some extension activities for the learners. ▶ Computers 25 and 26 were not working and I had to move the learners. 		

Activity 8

Read the following scenario, then complete the task that follows.

You have discovered that there is considerable variation in your learners' LLN skills. Some learners indicate that English is not their first language. They indicate that they have had little opportunity to learn English through formal classes. Other learners in the group are more confident with writing in English. One learner, who was born in Australia, indicates that she has great difficulty with writing, even though her spoken English is excellent. Overall, you realise that some of the LLN skills required for the training, and to do the job, are of a higher level than the existing skills of the learners. You need to provide LLN support within the training program for it to be a success.

The RTO employs a specialist LLN consultant.

Prepare a session plan, using this template, for team teaching with an LLN expert for one of the units of competency within the qualification you are delivering or are familiar with.

Session plan		
Learning program		
Session name		
Aim		
Learning outcomes		
Learners		
Name of facilitator		
Training support		
Duration of session		
Resources		
Time	Content	Resources and support required
Session review/follow up:		

[Click to complete Activity 8](#)

Summary

1. To determine whether additional LLN support is needed, trainers need to review the LLN demands of the course against the particular learner profile.
2. Trainers need to know the type of expertise needed, where to locate LLN specialists and how to use their expertise in their training program.
3. LLN specialists must understand the ACSF; adult learning; language and literacy development as a first and/or additional language; the structure and use of Standard Australian English in the Australian community; mathematical concepts and numeracy; and the VET sector.
4. Internal or external LLN specialists may provide a range of services for assessment, co-delivery, small-group assistance, team teaching or resource development. Specialist LLN services include:
 - ▶ in-house support
 - ▶ specialist consultants
 - ▶ team teaching
 - ▶ mentoring
 - ▶ referral to LLN programs.



Topic 4

In this topic you will learn how to:

4A Seek and evaluate feedback and determine areas for improvement

Evaluate the effectiveness of LLN learning support and assessment strategies

Trainers need to seek feedback on their learning plan and activities from learners, workplaces and RTO supervisors. They also need to critically evaluate their own plans, organisational and facilitation skills and their choice of resources and strategies.

This information helps improve the program in the future and can contribute to the continuous improvement of policies and procedures.

4A Seek and evaluate feedback and determine areas for improvement

Monitoring and reviewing learning programs for their effectiveness is an important part of ensuring that current and future goals and outcomes are met. Part of the overall evaluation is reviewing the outcomes from building LLN into your training and assessment of vocational competencies. The specific data you gather and how you use it to monitor and evaluate a learning program can vary according to a range of factors, including the program itself, learner group composition and needs, and organisational policies and procedures.

What is constant, however, is the need to collect and analyse meaningful information. Trainers and RTO managers should seek out best practice in training and education, which involves checking and reviewing strategies and outcomes in order to improve them. There are also regulatory and contractual reasons for doing so. RTO Standard 2.2 requires that the RTO:

- ▶ systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1
- ▶ systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices; evaluation information includes, but is not limited to, quality/performance indicator data collected under Clause 7.5, validation outcomes, client trainer and assessor feedback, and complaints and appeals.

Comply with the Standards for Registered Training Organisations (RTOs) 2015

- ▶ In order to meet the Standards, RTOs must comply with requirements to evaluate their delivery, obtain feedback from learning and document this.

Contractual obligations

- ▶ Collecting effective and reliable data may also be a contractual requirement associated with government funding for training or program development; for example, there may be instances when RTO trainers have to contribute evaluation and feedback for reporting on funding.

Organisational policies and procedures

- ▶ Program documentation and evaluation may also form an integral part of the continuous improvement and review of organisational policies and practices. For example, documentation can contribute to developing training plans for delivery of competence by an RTO and/or modifying access and equity policies and procedures.

Informal feedback from learners

Feedback from learners is vital and should be gathered informally (usually verbally) throughout a program, and formally at the end (usually through written evaluations).

To obtain feedback as part of a continuous improvement process, gather feedback from learners at different points throughout the program by asking questions related to what has been covered in the program.

Open-ended questions such as how has the program helped you may identify positive learning that has occurred, such as increases in confidence and in undertaking further study.

Questions for learners could include:

- ▶ What was the most difficult or easiest part of learning for you?
- ▶ Did working on your reading skills help with any reading you had to do for (insert vocational task)?
- ▶ Is there a time when the numeracy skills we practised were useful outside class time?
- ▶ What difference has the LLN program made to you?

Review your own practice

It is important to constantly evaluate and review your own practice based on feedback you receive. At the end of each session, note feedback about specific sessions and activities. You can do this by following the steps below.

Review process



Questioning

Seeking indications of satisfaction with LLN components following specific sessions using questioning.



Qualitative feedback

Collect qualitative feedback about the impact of LLN strategies in the overall program delivery; for example, rate different types of sessions and activities and establish why learners think they were effective, engaging or enjoyable.



Reflection on groups and sessions

Note how successful activities are with particular groups; for example, were goals met, was more time needed, were activities and resources fit for purpose, and were there any barriers to participation?

Formal feedback

Written feedback at the end of a program can focus on the specific outcomes you were hoping to achieve by including LLN support. For example, if your goal was to develop learners' skills in report writing, ask learners if they feel more or less confident in managing these tasks, and whether they have used these skills for other writing tasks.

Check the RTO's methods for gathering feedback from learners. You may find that the RTO uses a survey or questionnaire to collect information about training support and assessment strategies. Completing an RTO's standard end-of-course feedback forms may require the use of higher language skills than is appropriate for participants. If so, it should be simplified so meaningful information is obtained. Participants may be asked to comment on the areas outlined in the following table, or provide a score out of five.

Rapport with learners

Examples:

- ▶ The trainer was friendly and approachable.
- ▶ The trainer was easy to understand.

Effectiveness in facilitating learning

Example:

- ▶ The trainer provided written hand-outs as an aid when presenting material verbally.

Organisation of learning and assessment

Example:

- ▶ The trainer provided alternatives to written tests where necessary to allow learners to demonstrate what they know (and does not compromise the standard being assessed).

Quality of training resources for audience

Example:

- ▶ The trainer provided training resources that were easy to read and understand, and that were appropriate for the learners' needs.

Quality of additional support services

Example:

- ▶ The trainer arranged for the audio taping of material that some learners were finding difficult to read, allowing them to process it at their own pace.

Feedback from third parties

Third parties are other colleagues; workplace personnel such as employers, supervisors or team leaders; or anyone who has an interest in the training outcomes. Feedback can be gathered during the course of a program, allowing for adjustments within the teaching time frame, or at the end of a program.

Where training or assessment was conducted in the workplace, it may be appropriate to ask for feedback from workplace supervisors or specialist personnel such as the human resources manager. Again, open-ended questions may identify incidental effects such as greater engagement in the workplace and that workers display more confidence.

When training and assessment is classroom based, consider collecting information from other colleagues about whether they have observed improvements in the specific LLN skills you have been working on.



Collect data to evaluate LLN support in the learning program

Feedback can also come from observation, anecdotal information and formal or informal discussions. Hard-copy evidence can also be essential or useful.

During a learning program, it is useful to collect the following records.

Documentary evidence about a learning program

Program outcomes

Provide details of any changes in ACSF levels over the course of the program

Records of participation and completion of workplace activities

These may provide evidence that there are higher rates of engagement in activities that could be attributed to participation in LLN training

Learning plans

Learning plans, session plans and modifications

Minutes of meetings

Minutes of planning and coordinating meetings with other colleagues involved in co-delivery or team teaching that show LLN strategies and outcomes

Provide reports on program evaluation

You may be required to prepare a formal report on the learning program, using information similar to that recorded below. The feedback you have collected can be valuable for this.

Learner ACSF profile and ACSF in training specification

Provide a summary of the learner profile using the ACSF indicators and interpretation of the core LLN skills in a specification such as a qualification and units of competency.

Example:

- ▶ Tom's level of LLN in four of the LLN core skills (learning, reading, writing and oral communication) are lower than he needs, to access the training successfully. The ACSF LLN targets for the program are:
 - Learning 3.02
 - Reading 3.05
 - Writing 3.06
 - Oral communication 3.08
 - Numeracy 2.11

Issues that affected the project's progress

Reflect on barriers or risks to the project; for example:

- ▶ lack of resources
- ▶ inappropriate training resources and materials
- ▶ competing work priorities
- ▶ lack of workplace support
- ▶ LLN issues
- ▶ inadequate LLN assessment.

Examples:

- ▶ It was difficult for learners to find time to attend training and complete independent learning tasks during the hospital's busy winter flu season.
- ▶ Some learners complained that the supervisor was not available or willing to help with practice tasks.
- ▶ Workplace procedures are not written in plain English, which made it difficult for learners to apply the information.
- ▶ The online learning management system is not appropriate for LLN learners.
- ▶ The workplace supervisors do not have any training in supporting learners with LLN issues.

Highlights in training

Highlights should be based on the supervisor, trainer and learners' feedback. They should relate to the:

- ▶ quality of the learning resources
- ▶ support provided
- ▶ trainer's skills and knowledge
- ▶ relevance to learners' experience
- ▶ course outcomes
- ▶ learners' LLN outcomes.

Example:

- ▶ The learners' evaluations were unanimous in their praise for the amount of skills practice included in the course. The trainer demonstrated each step of the processes required, provided lively DVD examples, brought in interesting guest speakers and coached learners as they prepared for their final assessments to:
 - complete an incident report form
 - conduct a hazard identification in a client's room
 - participate in a game with a client with dementia
 - work with a client from a culture different from their own.

Challenges in training

The evaluation should be based on feedback obtained from the supervisor, trainer and learners. Challenges may be related to:

- ▶ learning material
- ▶ pace of delivery
- ▶ chunking of information
- ▶ inadequate underpinning
- ▶ skills and knowledge
- ▶ lack of specialist support
- ▶ insufficient time allowed for skills practice.

Example:

- ▶ Several learners complained that they were given tasks to complete as 'homework' in the learner guide between sessions. They did not have access to their trainer or workplace support to complete the activities. Some of the activities included detailed instructions and were not relevant to the learners' experience, style of learning and their workplace.

Recommendations to improve the program

- ▶ Recommendations must be appropriate for the barriers and challenges identified in the learning program and build on the program's strengths.

Example:

- ▶ Recommendations may include:
 - additional training for trainers on LLN issues
 - sourcing new or additional resources
 - customising resources to support LLN needs
 - building networks to promote stronger workplace support
 - reviewing reasonable adjustment.

Determine areas for improvement

After evaluating the information received from a range of sources, you need to identify where you can make improvements. Focus on determining areas of improvement for building LLN into your training and assessment of vocational competencies, and improving your personal work practices.



Determine areas for improvement of LLN aspects of the learning program

Feedback on the LLN support provided should allow you to draw conclusions about which aspects of the program need further improvement. Collate the information you receive into areas you want to focus on such as those below.

Planning

- ▶ Planning; for example, is more analysis of social and cultural sensitivities required as part of the planning process?

Delivery

- ▶ Delivery; for example, would changing the way support is integrated (such as team teaching instead of additional individual support) work better?

Resources

- ▶ Resources; for example, is there the need for more evaluation of reading manuals and texts for their level of complexity? Should you use different strategies to scaffold learners?

Assessment materials

- ▶ Assessment materials; for example, do you need to check the wording of assessment materials to ensure they are clear? Do you need to use these more flexibly to suit the needs of individual learners, such as more targeted oral questioning?

Determine areas for improvement of personal practices

Thinking about outcomes from your training and assessment often highlight areas of your own professional practice that may need improvement. For example, learning more about the ACSF, getting better at identifying LLN needs or knowing what specialists to call on.

Opportunities for developing your skills could include:

- ▶ mentoring support from an LLN specialist practitioner
- ▶ attending events and conferences conducted by professional associations; for example, VISTA Association for VET professionals, Adult Learning Australia or ACAL

- ▶ participating in workshops conducted by others working in the workplace LLN area, such as the Australian Workplace Practitioners Network
- ▶ networking with others working in the same industry area facilitated by Skills Service Organisations.

Example

Seek and evaluate feedback on LLN learning support and assessment strategies and determine areas for improvement

The following case study concerns a rural TAFE institute that ran a workplace literacy project for a number of small timber-related businesses. It demonstrates how one provider collects data for a project final report.

Example: Seek and evaluate feedback on LLN learning support and assessment strategies

Bill is the manager of campus where Patrick, a trainer, is running a project to assist workers to develop sufficient LLN skills to participate fully in the workplace's WHS system including reporting incidents. A report template he must use shapes his report.

Patrick and his team have collected the following data along the way:

- ▶ Data on the ACSF outcomes pre- and post-training results of an end-of-course survey completed by learners
- ▶ Reports from the vocational trainer and assessor documenting Patrick's involvement in designing training and assessment strategies and materials that facilitated the delivery of units of competency
- ▶ Outcomes of a survey of the key stakeholders focusing on the value of the LLN training in improving workplace participation, reduced WHS issues and improved quality data
- ▶ Minutes of the steering group meetings

Example: Determine areas for improvement

With the information collected, Bill can provide a comprehensive final report and explain the slow start, the LLN outcomes using the ACSF and the other benefits the project has brought to individuals, businesses and the RTO. It also allows Bill to identify a number of areas the project and his own work practices need to focus on in the future, including:

- ▶ involvement of both the vocational trainer and assessor and the LLN specialist from the earliest planning point, so all sessions are delivered in an integrated way
- ▶ more analysis of the social and cultural sensitivities that impact delivery and assessment to enable better use of assessment strategies.

Bill is keen to report the growing relationship between the businesses and RTO and flag some new projects that have emerged from the work.

Activity 9

1. Describe a range of techniques you would use to seek feedback about sustained learner support you had provided to a group of learners. Which people would provide relevant feedback?

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2. What criteria would you use to evaluate feedback, about your training and assessment practice, that you received from relevant stakeholders?

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Click to complete Activity 9

Summary

1. Program monitoring and evaluation are important processes to improve assessment and training delivery.
2. Evaluation processes are important to continuous improvement processes and for meeting compliance obligations.
3. There may be a range of techniques used to evaluate training and assessment practices, such as monitoring ACSF levels, informal discussions, surveys, questionnaires, observation and third-party reports.
4. Trainers need to know how well they have facilitated their program for LLN requirements, provided relevant learning support, used appropriate assessment strategies and used quality resources.
5. Trainers need to identify where improvements need to be made to the learning program and their own training and assessment practices.

