

## **TAELLN411 Address adult language, literacy and numeracy skills**



# **Learning Guide**



*ITTA has contextualised and continuously improves these resources and acknowledges Sandy Welton for the writing of these learning materials.*

[www.trainingresourcesrto.com.au](http://www.trainingresourcesrto.com.au)

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**TEACHER TRAINING**  
ACADEMY AUSTRALIA

## TAELLN411 Address adult language, literacy and numeracy skills

This unit 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.

### *Elements of competency*

There are 4 “elements of competency” in this unit. Elements describe the essential outcomes of a unit of competency.

They are:

1. Analyse LLN requirements
2. Select and use resources and strategies to address LLN skill requirements
3. Use specialist LLN support where required
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements

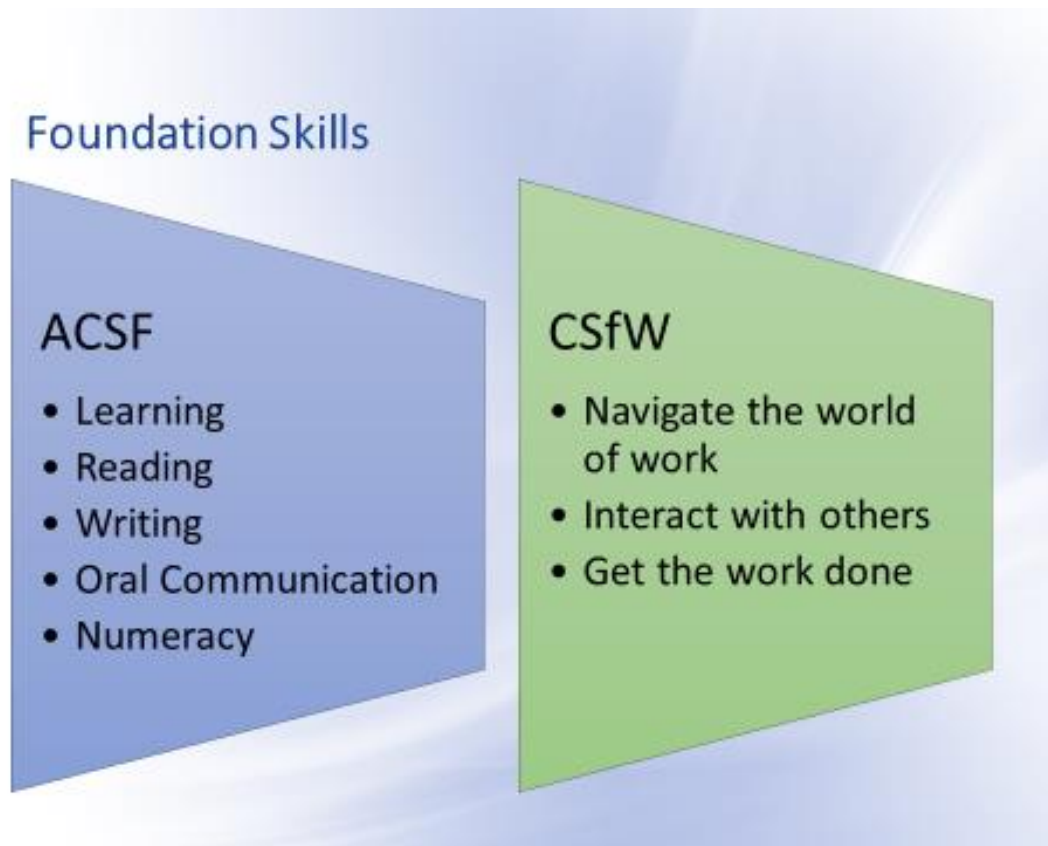
### *Evidence of Competency*

In order to demonstrate your competency, you will need to provide evidence. This is the Performance Evidence for the unit:

Evidence of the ability to:

- 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.

## Foundation Skills



Every unit of competency includes foundation skills. These are underpinning skills for performance. In other words, you can “map” them to the performance criteria in the unit of competency.

When designing a learning program, learning resources, assessment plan or assessment tools, you need to embed foundation skills into learning and assessment activities.

The foundation skills are generic skills that everybody needs in most walks of life, including work. They are derived from two frameworks:

- The Australian Core Skills Framework (ACSF)
- The Core Skills for Work Framework (CSfW)

### **ACSF Foundation Skills**

Units of competency refer to “foundation skills”. The ACSF calls them “core skills”. There are five core skills in the ACSF:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

## CSfW Foundation Skills

The Core Skills for Work Developmental Framework (the CSfW) describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. They are in 3 categories with sub-categories:

- Navigate the world of work
  - Manage career and work life
  - Work with roles, rights and protocols
- Interact with others
  - Communicate for work
  - Connect and work with others
  - Recognise and utilise diverse perspectives
- Get the work done
  - Plan and organise
  - Make decisions
  - Identify and solve problems
  - Create and innovate
  - Work in a digital world

## Mapping Foundation Skills in Units of Competency

### Example: TAELLN411 Address adult language, literacy and numeracy skills

Some units of competency list and describe the relevant foundation skills in a table, which is mapped back to the performance criteria. The units in the TAE and BSB training packages contain this type of mapping.

This table is in the unit of competency TAELLN411:

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                | Performance Criteria         | Description                                                                                                                                                                                                                                                             |
|----------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading              | 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 | Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF)<br>Interprets information from enrolment records and pre-training assessments                                     |
| Oral Communication   | 2.3, 3.2, 3.3, 4.1           | Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues<br>Uses language that demonstrates cultural sensitivity and builds and maintains understanding and rapport |
| Interact with others | 3.2, 4.1                     | Collaborates with colleagues and support specialists to design and implement effective learning strategies<br>Considers how others should be involved, often using consultative or collaborative processes when evaluating practice                                     |
| Get the work done    | 2.1, 3.2, 3.3, 4.1, 4.2, 4.3 | Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes                                                                                                                                                                       |

Notice that there are 4 main foundation skills embedded in the performance criteria for this unit of competency.

Thinking about how you would analyse the unit information – notice that the table maps Reading skill to PC 1.1 which is:

### PC 1.1: Determine LLN skill requirements of the training specification

Clearly, this PC requires the ability to read and interpret training specifications.

The foundation skills table in the unit clarifies what this means in context with a description:

*“Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF)”*

### Example: RIISRM301D Blend stockpile materials

This unit is in a different format. It doesn't have a table listing and describing the relevant foundation skills. It just has the following statement:

*Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.*

So you would need to go to the companion volume to find out more.

RII\_Companion Volume\_Foundation\_Skills\_V5.pdf has a table on page 22. It gives the ACSF levels (more later) for the unit RIISRM301D as follows:

| Learning |     | Reading |     | Writing |     | Oral Comm. |     | Numeracy |     |     |
|----------|-----|---------|-----|---------|-----|------------|-----|----------|-----|-----|
| .01      | .02 | .03     | .04 | .05     | .06 | .07        | .08 | .09      | .10 | .11 |
| 3        | 3   | 3       | 3   | 2       | 2   | 2          | 2   | 3        | 3   | -   |

On the other hand, it doesn't tell you how these skills relate to each of the performance criteria. This is a situation where you need to work it out for yourself so that you can design the learning and assessment to incorporate these skills into activities.

Notice this RII unit doesn't mention skills from the CSfW. It is only concerned with skills from the ACSF. There is a reason for this. Foundation skills are relatively new. The old training package format referred instead to Employability Skills.

The new Standards for Training Packages changed the format, and all training packages were required to be revised to comply with the new format by 30 December 2015. Various training package developers have taken slightly different approaches to applying foundation skills.

## Defining Foundation Skills

Service Skills Australia (which is now responsible for the TAE and BSB training packages – amongst others) defines foundation skills as follows:

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Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

Every learner in vocational education and training has to face LLN skills challenges that are particular to the industry they are training for. We know that without adequate skills in these areas, individuals often struggle to demonstrate their competence either during the learning program or once in employment

‘Foundation skills’ is the term that Australian Government agencies have started to use to cover the Australian Core Skills Framework (ACSF)’s five core skills (learning, reading, writing, oral communication and numeracy), plus the employability skills, or the Core Skills for Work framework. However this is not a definitive definition and it’s worth noting that the Foundation Skills Training Package covers core skills plus digital literacy.

Source: <https://serviceskills.com.au/foundation-skills> July 2016

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The RII Training Package Companion Volume gives a definition which varies only slightly from the one above.

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Foundation Skills are the communication skills that underpin almost everything people do at work, at home, and in the community. There are several terms that have been used to refer to these skills in recent years.

Language, literacy and numeracy (or LLN), was used for many years and refers to the ability to speak, listen, read and write in English, as well as to use mathematical concepts.

Core skills is the term used in the Australian Core Skills Framework (ACSF), which specifies levels for the five skills of learning, reading, writing, oral communication and numeracy.

Foundation Skills is the term that Australian Government agencies have begun to use to include the five core skills (defined by the ACSF), plus employability skills or the skills outlined in the Core Skills for Work framework, although the definition tends to vary slightly across different documentation. It is also worth noting that the Foundation Skills Training Package includes the five core skills, plus digital literacy.

source: *RII\_Companion Volume\_Foundation\_Skills\_V5.pdf* page 4

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## FSK Foundation Skills Training Package

Notice that both of the above definitions refer to the Foundation Skills Training Package. This can be downloaded from [www.training.gov.au](http://www.training.gov.au). It contains:

- Two Certificate I qualifications
- One Certificate II qualification
- 91 units of competency

There are also companion volumes, including an implementation guide, which states:

The FSK Foundation Skills Training Package differs from all other training packages in that it is designed to work in combination with them to support the achievement of vocational pathways.

Units and qualifications within the FSK Foundation Skills Training Package describe the skills and knowledge that underpin vocational performance. While these skills and knowledge are already described or implied within vocational competencies in other training packages, many learners fail to develop the required foundation skills through their vocational training programs. The FSK Foundation Skills Training Package provides an opportunity for RTOs to select and deliver foundation skills units and qualifications that will enable learners to build the specific foundation skills required to achieve vocational competency.

Foundation skills encompass the core skills defined by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy – and Employability Skills. They exist on a continuum from very basic skills to highly developed and specialised skills and underpin the successful achievement of vocational competencies at all levels.

The National Foundation Skills Strategy for Adults reports that 40 per cent of employed Australians do not have the foundation skills needed to meet the complex demands of work and life in a modern economy. These individuals may have difficulty participating in workforce development opportunities and may be limited in their ability to build new vocational skills and knowledge. Foundation skills levels in the workforce have serious implications for Australia's future productivity and ability to meet projected skill demands.

The FSK Foundation Skills Training Package is designed to support a greater emphasis on building foundation skills within VET programs, enabling individuals to:

- acquire the foundation skills that will enable them to participate successfully in education and training
- build the foundation skills that underpin vocational competence.

source: FSKv1.1 Foundation Skills Implementation Guide.pdf pages 4 & 5



*For the purpose of this unit, you will focus on mapping performance criteria to Learning, Reading, Writing, Oral Communication and Numeracy – using the ACSF.*

## Overview of the ACSF



You can download the complete ACSF document from the Australian Department of Education and Training website.



*This is the link as at July 2016*

<https://www.education.gov.au/download-acsf>

*However, government departments and links change. If you can't find it, try a Google search for Australian Core Skills Framework.*

The following information was copied from the ACSF document.

### What is the ACSF?

The Australian Core Skills Framework (ACSF) provides a rich, detailed picture of real life performance in the five core skills of:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

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

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

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

source: ACSF page 1

The ACSF says that it can be used in a number of ways:

1. Benchmarking an individual's core skills performance
2. Mapping core skills requirements in education and training
3. Tailoring approaches to teaching and learning
4. Describing core skills relevant to the workplace and employment
5. Informing decisions regarding funding and referrals

As a trainer/assessor, you need to use the ACSF in the first 4 ways listed above.

### ACSF Performance Indicators

The ACSF uses an unusual numbering sequence. Each of the 5 core skills has a performance indicator (number). The numbers of performance indicators are after the decimal point.

### Learning

The ability to learn is the core skill that underpins the ability to adapt and change. Because of the rapid rate of change in society and work, this skill is essential. It involves:

- being internally motivated to achieve personal goals
- drawing on and building upon existing knowledge and experience
- shaping meaning from information and experience
- taking on new challenges

| ACSF PERFORMANCE INDICATORS |                  |                                                                              |
|-----------------------------|------------------|------------------------------------------------------------------------------|
| Core Skill                  | Indicator Number | Description                                                                  |
| Learning                    | .01              | Active awareness of self as a learner, planning and management of learning   |
|                             | .02              | Acquisition and application of practical strategies that facilitate learning |

The first Learning Indicator (.01) relates to an internal process – how the individual thinks and feels – their awareness.

The second Learning Indicator (.02) relates to an external process – applying strategies for learning.

## Reading

The ACSF core skill of reading is not just being able to read texts. It involves:

- internal motivation (a purpose) to read
- the ability to interpret and gather meaning from texts
- the ability to learn through reading

| ACSF PERFORMANCE INDICATORS |                  |                                      |
|-----------------------------|------------------|--------------------------------------|
| Core Skill                  | Indicator Number | Description                          |
| Reading                     | .03              | Audience, purpose and meaning-making |
|                             | .04              | Reading strategies                   |

The first Reading Indicator (.03) relates to an internal process – how the individual thinks and makes meaning.

The second Reading Indicator (.04) relates to an external process – applying strategies for reading.

## Writing

Writing can be more than just writing using a pen and paper. It may also involve using a computer or other technology (e.g. word processing, emails, SMS). It involves:

- communicating meaning and purpose
- using language, terminology etc. appropriate to the context and the audience
- the mechanical aspects of writing – sequencing words and putting them on paper (or other medium)

| ACSF PERFORMANCE INDICATORS |                  |                                      |
|-----------------------------|------------------|--------------------------------------|
| Core Skill                  | Indicator Number | Description                          |
| Writing                     | .05              | Audience, purpose and meaning-making |
|                             | .06              | The mechanics of writing             |

The first Writing Indicator (.05) relates to an internal process – how the individual thinks and makes meaning.

The second Writing Indicator (.06) relates to an external process – applying strategies for writing.

## Oral Communication

This ACSF core skill relates to speaking and listening.

The ACSF states that oral communication reflects:

- fluency and sustained interaction
- use of generic structures (vocabulary, grammatical forms and relationships between utterances as they occur in specific types of spoken and other aural texts)
- use of appropriate paralinguistics (non-verbal communication) to support the communicative process
- aural information processing demands (reflective response to aural spoken texts, which may be spoken or, for example, music).

| ACSF PERFORMANCE INDICATORS |                  |             |
|-----------------------------|------------------|-------------|
| Core Skill                  | Indicator Number | Description |
| Oral Communication          | .07              | Speaking    |
|                             | .08              | Listening   |

## Numeracy

Numeracy in the ACSF is about using and applying mathematics. It also involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context, choosing the appropriate mathematics to use and communicating mathematical information.

This doesn't just include calculation. It may relate to measuring or comparing numerical information – depending upon the context.

| ACSF PERFORMANCE INDICATORS |                  |                                                                          |
|-----------------------------|------------------|--------------------------------------------------------------------------|
| Core Skill                  | Indicator Number | Description                                                              |
| Numeracy                    | .09              | Identifying mathematical information and meaning in activities and texts |
|                             | .10              | Using and applying mathematical knowledge and problem solving processes  |
|                             | .11              | Communicating and representing mathematics                               |

The first Numeracy Indicator (.09) relates to an internal process – making meaning.

The second Numeracy Indicator (.10) relates to an external process – solving problems.

The third Numeracy Indicator (.11) relates to an external process – communicating mathematical information.

## ACSF Levels

| LEARNING INDICATORS BY LEVEL |           |                                                                                                                                                |
|------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Level                        | Indicator |                                                                                                                                                |
| 1                            | 1.01      | Demonstrates some awareness of self as a learner                                                                                               |
|                              | 1.02      | Takes first steps towards developing explicit learning strategies                                                                              |
| 2                            | 2.01      | Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process                        |
|                              | 2.02      | Applies a limited range of learning strategies in structured and familiar contexts                                                             |
| 3                            | 3.01      | Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges                             |
|                              | 3.02      | Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts                            |
| 4                            | 4.01      | Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process |
|                              | 4.02      | Adapts a range of familiar strategies to new contexts and experiments with new approaches                                                      |
| 5                            | 5.01      | Self directs learning, actively designing and managing learning processes appropriate to the context                                           |
|                              | 5.02      | Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning                                       |

source: ACSF page 18

There are 5 levels of performance for each of the performance indicators. Tables giving an overview of the levels are located in the ACSF document as follows:

- Learning .01 and .02 – page 18
- Reading .03 and .04 – page 42
- Writing .05 and .06 – page 66
- Oral communication .07 and .08 – page 91
- Numeracy .09, .10 and .11 – page 115

The ACSF numbering sequence places the level number before the decimal point. For example, Reading level 4 may be 4.03 and/or 4.04.

## Spiky Profiles

A spiky profile is one where skill levels are unevenly distributed. The ACSF recognises that performance for a particular task may involve different levels across the core skills. For instance, carpentry work needs higher level numeracy skills than reading or writing.

As a trainer/assessor, you need to use the ACSF in two key ways:

- Analyse the core skills and levels required to demonstrate competence. (In other words, analyse the performance criteria of the unit of competency and identify the core skills and levels for each PC). This will enable you to plan and conduct assessment, but will also help in planning the learning activities.
- Analyse the current core skills and levels of prospective trainees. This is to determine whether they already have the necessary core skills or whether you will need to take action to build core skills. Action may involve preliminary LLN training – prior to the

vocational course. Alternatively, LLN support and development can be built into the learning program.

The ACSF gives examples of several scenarios relating to spiky profiles – starting on page 13. The charts below are copied from these pages.

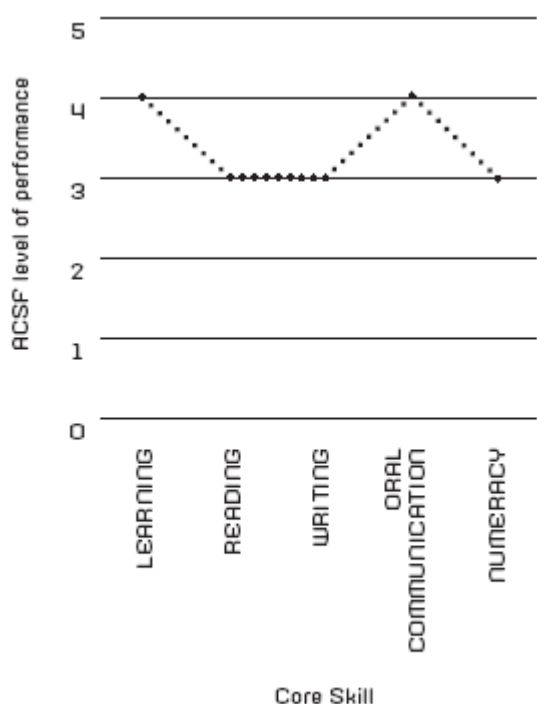
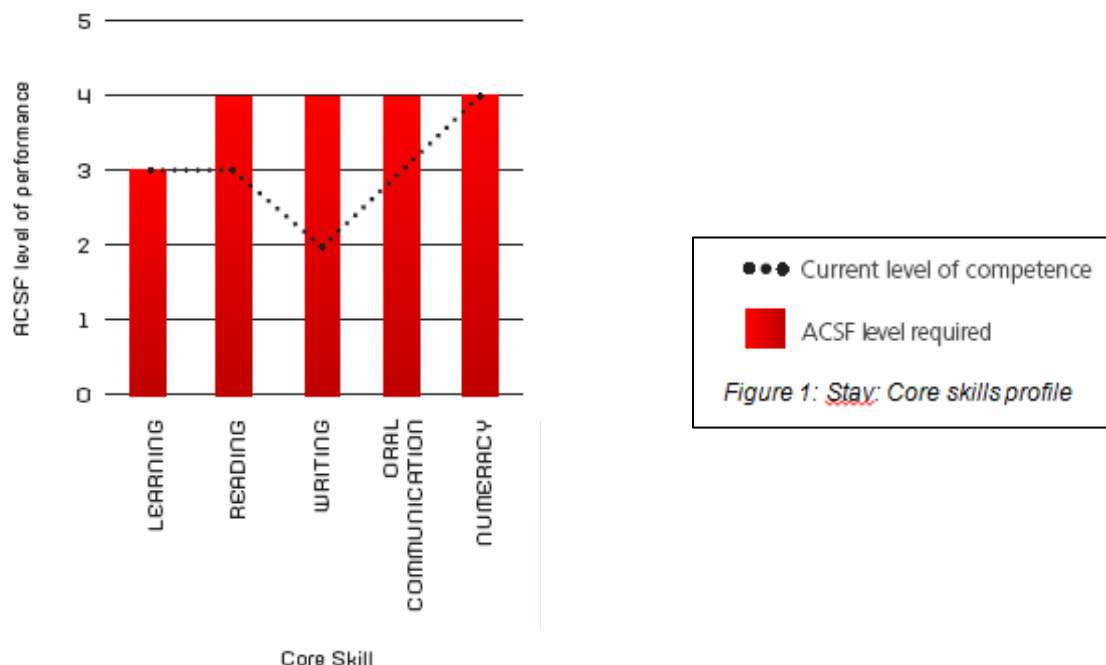


Figure 2: Amil: Core skills profile

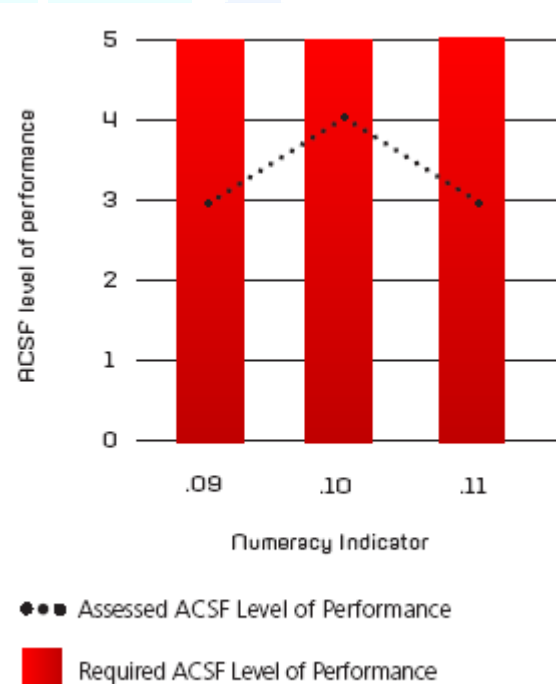


Figure 3: Amil: Numeracy skills profile

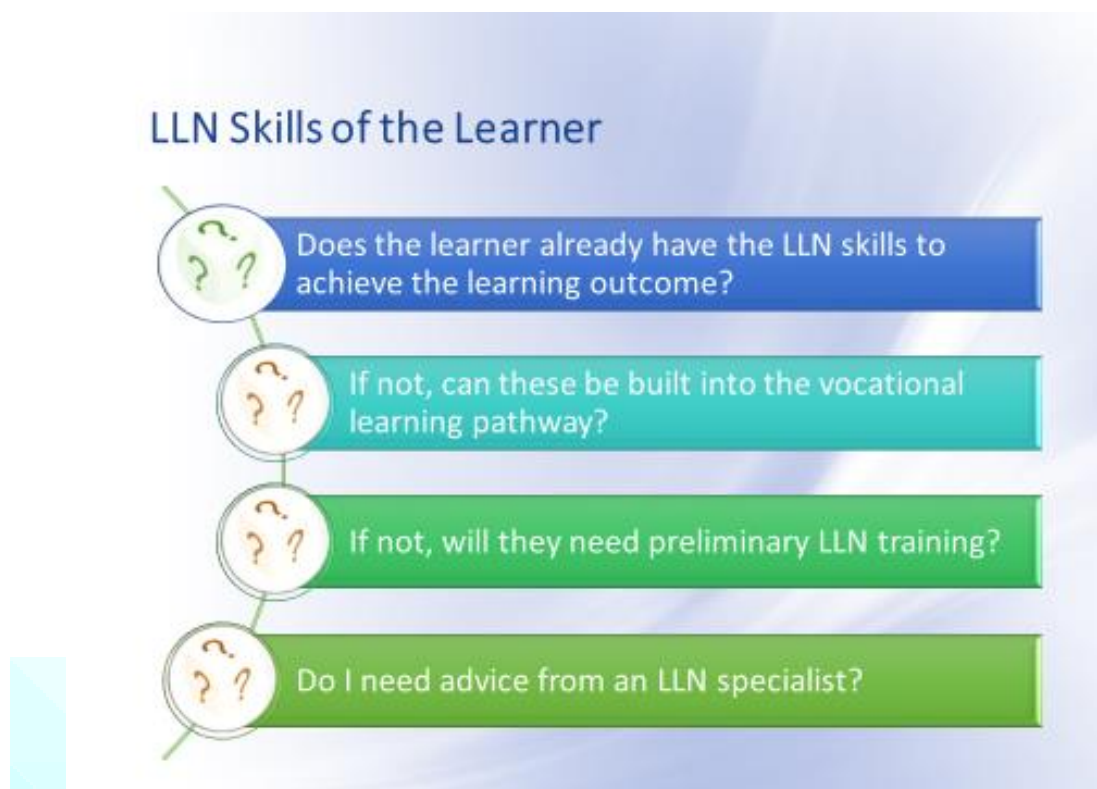
## ➡ Assessment Tasks 1 and 2

Now refer to your assessment task workbook and complete the tasks



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## Determining LLN skills of the learner



It is important for you to confirm that a prospective learner has the core skills at the required level to manage the learning and achieve competency. If you fail to do so, you are undermining one of the most important principles of the VET system – that it should be client focused and flexible. If a learner is accepted for a learning pathway that they cannot achieve, this is not focusing on the needs of the client. Instead, you are setting them up to fail.

In some situations you may need to give the prospective learner an LLN test. This is not always necessary – although some RTOs have a policy of always conducting an LLN test prior to enrolment. If you can be sure that the learner has the required core skills, the test is not mandatory under the VET system. For instance, if the learner is in a management or technical work role which requires a high LLN level, there is no need to test them.

If you discover that a prospective learner has lower core skills than those required to achieve competency, then you need to consider options which may be:

- building the learning to incorporate development of the required LLN skills
- recommending a preliminary learning pathway to develop the required LLN skills before undertaking the vocational learning program.

As a trainer/assessor, you are not expected to be an LLN expert. You are required to identify situations when you need the advice and support of an LLN expert. Your RTO should have access to an LLN expert. For larger RTOs (such as TAFE) there is usually an LLN expert within the organisation. Smaller RTOs need to outsource this support as required.

An LLN expert may be needed to:

- assist with LLN testing of individuals
- provide preliminary training prior to undertaking vocational training
- recommend strategies for building LLN development into the vocational learning program

## ***LLN Assessment Tools***

### **Precision Consultancy**

Precision Consultancy contributed to the development of the ACSF and their website contains validated tools for evaluating LLN levels.

The Precision Consultancy website page explains the purpose of the validated tools  
[http://www.precisionconsultancy.com.au/acs\\_framework/](http://www.precisionconsultancy.com.au/acs_framework/)

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These validated ACSF assessment tasks are designed to be used by assessors who are experienced LLN practitioners with a sound working knowledge of the ACSF. Workplace trainers who are not experienced LLN practitioners may use the tasks, but should seek advice about their judgements from an experienced practitioner.

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Notice that the tools are really intended for experienced LLN practitioners, but you may be able to use them for assessment of LLN levels.

Some of the tools are generic. Others are contextualised for different industry/enterprise environments.

### ***NCVER Foundation Skills Pod***

The NCVER is the Australian National Centre for Vocational Education Research. It is currently in the process of developing a Foundation Skills Pod page which provides links to research on LLN issues. The page is not fully developed as at July 2016. However, once fully developed it should provide links to LLN assessments.

### ***FSK Foundation Skills Training Package***

You may also be able to develop specific LLN assessment tools based upon units of competency in the Foundation Skills Training Package.



## **Assessment Tasks 3, 4 and 5**

**Now refer to your assessment task workbook and complete the tasks**

## Factors Influencing LLN Performance

### ACSF: Performance Variables



The ACSF calls these influencing factors “performance variables” and explains them under 4 headings. The information under the next 3 headings is copied from the ACSF explanations of performance variables.

### *Support*

#### **The nature and degree of support available:**

Support can take many forms and come from diverse sources, e.g. through a demonstration, advice from an expert, teacher/trainer or colleague, a technical manual or a help desk.

As an individual develops the skills and confidence associated with being an independent learner, the nature and degree of the support required is likely to change.

Those operating at the lower levels of the ACSF are likely to need a higher level of support throughout the learning process.

However, an individual operating at a higher ACSF level may also need support when learning something new and challenging. The nature and duration of that assistance may be very different, reflecting the fact that higher level learners have the capacity to initiate and manage their own support processes.

## Context

### Familiarity with context:

The prior knowledge or experience a person brings to a situation, including familiarity with text, task and topic, can make a significant difference to performance.

This is reflected across the five ACSF levels of performance as an individual applies knowledge and skills with increasing confidence and competence within familiar contexts, and learns how to transfer and adapt existing skills to new contexts.

## Complexity

### Complexity of text and complexity of task

In the ACSF, the term 'text' is used broadly to include written, diagrammatic, visual and oral texts and real life objects and materials, recognising that we now encounter, use and interpret multimodal texts in work, study and everyday life.

Task difficulty increases as:

- the length and complexity of the text increases
- the type of process required to respond to a question about a text increases in complexity, e.g. straight location of information compared with integration of several pieces of information
- the kind of information required to respond to a question about a text increases in complexity, e.g. concrete compared with abstract
- the lack of correspondence between the information in the text and in a question about that text increases
- the degree of inference the reader is required to make increases.



*There is a table on page 6 of the ACSF which illustrates how the performance variables influence the level of performance.*

### Relevance for trainer/assessors

As we saw in the last assessment task, learners will often need their LLN skills developed as part of their vocational training. In the last task, the learners would have level 3 numeracy and would need this built to level 4 (or even 5) during the course of their apprenticeship.

The nature and degree of initial support will be high – on the part of both the trainer and the workplace supervisor. As the learners practice over time, they will need less supervision and support.

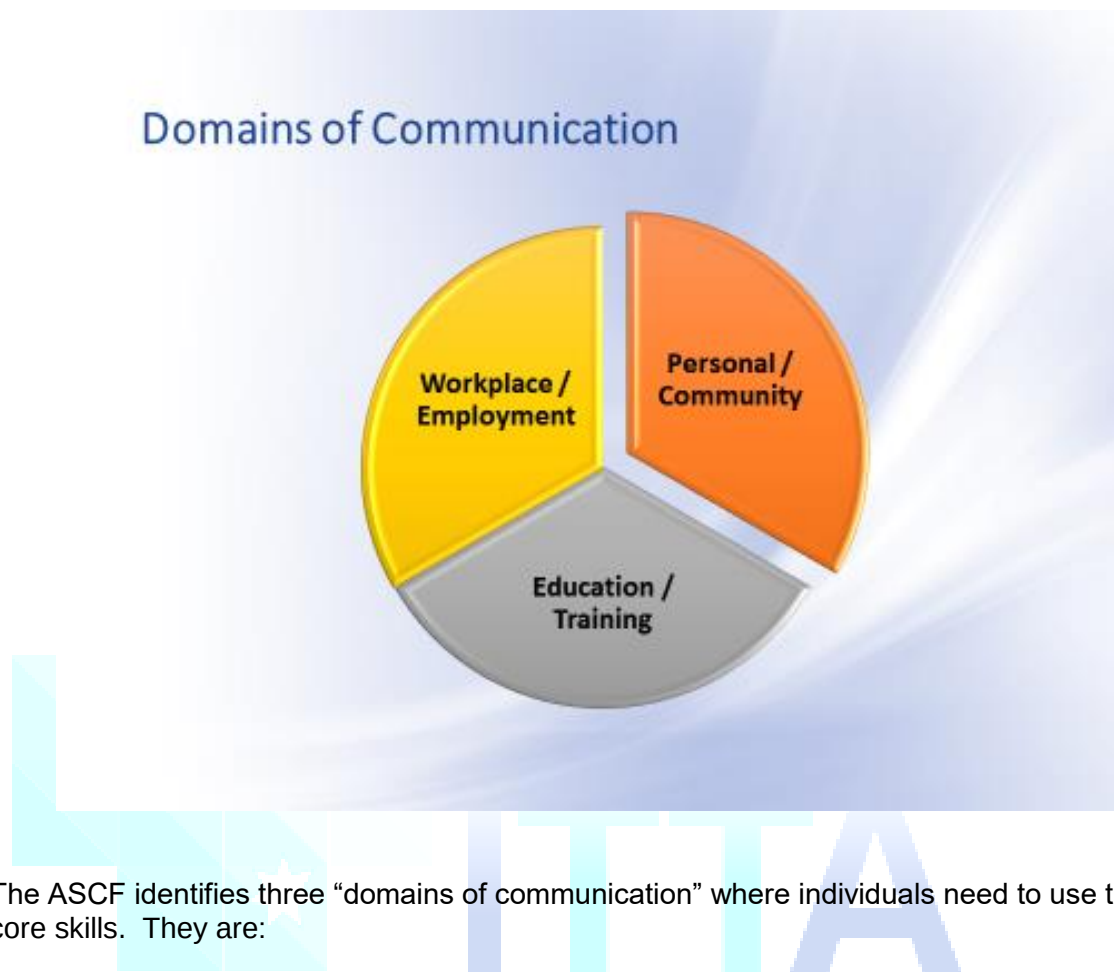
The tasks should be contextualised for the learner group. That is, they should apply to the familiar workplace tasks they will need to perform. In the case of our apprentice carpenters who need to calculate volumes, weights and loads, these should relate to measurements and calculations they would need to perform in their work role.

The texts in the case of our apprentices will often be drawings or plans. The tasks to develop the core skill level need to begin with simple and straightforward drawings. As the learners become more proficient, the drawings and plans should become more complex.

Text complexity and task complexity go hand in hand. A carpenter may start with a simple item (such as a box) to build and gradually be given more complex building tasks.



## Domains of Communication



The ASCF identifies three “domains of communication” where individuals need to use the core skills. They are:

### ***Personal and community***

An individual uses the core skills to interact within the community and achieve their personal goals. To be effective they need to:

- learn
- read and write
- communicate verbally (listen and speak)
- understand and use numeric information

### ***Workplace and employment***

This domain is relevant to vocational training because we are preparing individuals for the workplace and for specific employment roles. As assessors, we make decisions that include assessment of core skill levels for workplace performance.

### ***Education and Training***

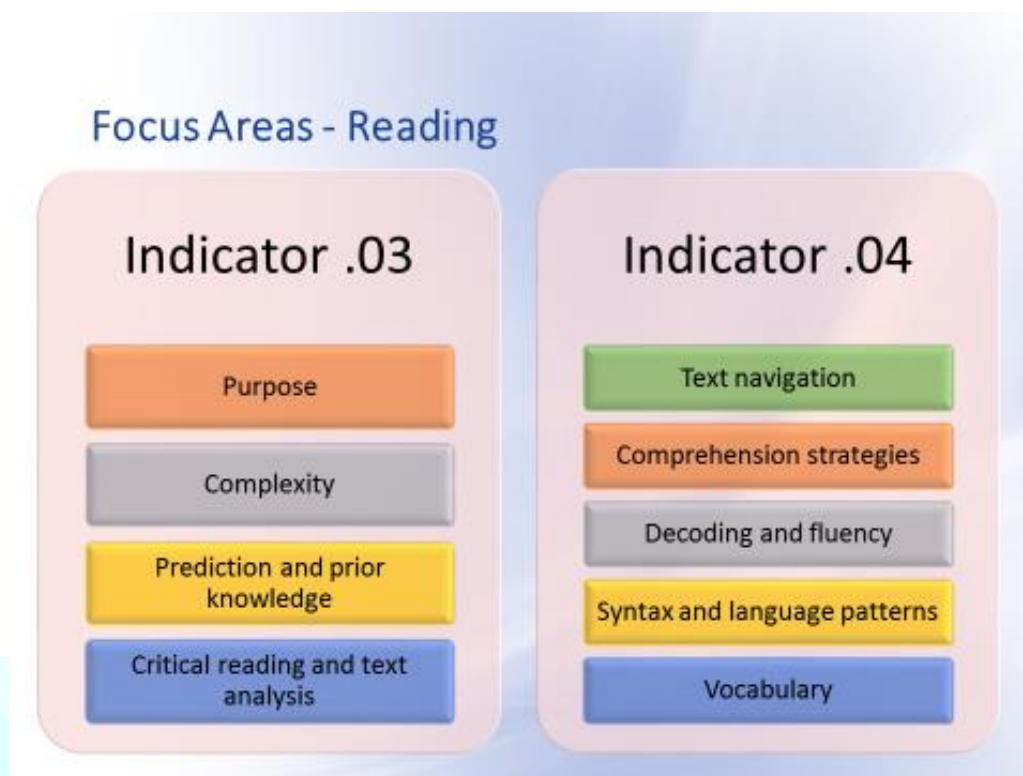
Individuals need core skills to participate effectively in education and training. Our role as trainers is to provide the necessary support to build core skills to the required level to achieve the required learning outcome.

Thus, when we are using the ACSF as trainer/assessors, we focus on two domains:

- workplace and employment
- education and training



## Performance Features and Focus Areas



This table from page 19 shows the descriptions for learning (performance indicators .01 and .02). Underneath each are the focus areas.

| INDICATOR .01                                                                                                                         | INDICATOR .02                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Awareness of self as a learner, planning and management of learning</b>                                                            | <b>The acquisition and application of practical strategies that facilitate learning</b>                                                                                                       |
| <ul style="list-style-type: none"> <li>– Learner identity</li> <li>– Goals and pathways</li> <li>– Planning and organising</li> </ul> | <ul style="list-style-type: none"> <li>– Locating, evaluating and organising information</li> <li>– Using prior knowledge and scaffolding</li> <li>– Learning with and from others</li> </ul> |

The ACSF then provides detailed tables for each level and for each of the performance indicators. These tables are what you need in order to fully understand what competent performance at each level means.

The tables identify:

- The performance indicator and level
- The 4 performance variables and how they apply to the skill at the level:
  - support
  - context
  - text complexity
  - task complexity
- The focus areas and a description of how they apply (performance features)

This is the first of the tables: Learning level 1, performance indicator 1.01:

| LEARNING LEVEL 1                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |                                                                           |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1.01                                                                        | <b>Demonstrates some awareness of self as a learner</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                   |                                                                           |
| SUPPORT                                                                     | CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TEXT COMPLEXITY                                                                   | TASK COMPLEXITY                                                           |
| Works alongside an expert/mentor where prompting and advice can be provided | Highly familiar contexts<br>Concrete and immediate<br>Very restricted range of contexts                                                                                                                                                                                                                                                                                                                                                                                                              | Short and simple<br>Highly explicit purpose<br>Limited highly familiar vocabulary | Concrete tasks of 1 or 2 steps<br>Processes include locating, recognising |
| FOCUS AREA:                                                                 | PERFORMANCE FEATURES INCLUDE:                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |                                                                           |
| <b>Learner identity</b>                                                     | <ul style="list-style-type: none"> <li>Identifies some past experiences of successful learning and some areas of need</li> <li>Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer</li> <li>Engages in learning activities where scaffolding reduces the need for risk taking</li> <li>Follows instructions provided by a supervisor, teacher/trainer or mentor</li> </ul>                                                                                   |                                                                                   |                                                                           |
| <b>Goals and pathways</b>                                                   | <ul style="list-style-type: none"> <li>Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge</li> <li>Identifies one or two short term learning objectives with assistance</li> <li>Identifies some potential barriers to learning, e.g. child care issues</li> <li>Develops a simple short term learning plan with assistance</li> </ul>                                                                                                           |                                                                                   |                                                                           |
| <b>Planning and organising</b>                                              | <ul style="list-style-type: none"> <li>Attempts new concrete tasks/activities of one or two steps with a highly explicit purpose</li> <li>Identifies the first step of a new task with familiar features</li> <li>Identifies a limited range of support resources, e.g. supervisor, shop assistant or DVD</li> <li>Identifies some appropriate tools from the immediate environment (e.g. simple measuring instruments or a dictionary) and uses them for a limited range of applications</li> </ul> |                                                                                   |                                                                           |

source: ACSF page 22

Notice that the performance features often use Action Verbs. (Remember Blooms Taxonomy?).

Therefore, the performance features may help with identifying what you can observe the individual actually doing. They are only suggestions but give you a great deal of guidance on how to apply the ACSF in the context of assessing LLN levels and in developing learning activities to build LLN skills.



*Blooms Taxonomy is explained in the learning guide for TAEDES401 Design and develop learning programs.*

## ACSF Sample Activities

### ACSF Sample Activities

Research on adult learning suggests that adults learn most effectively when they learn skills that are personally relevant and authentic.

Sample Activities have been chosen to provide examples of tasks and text types from a range of contexts that reflect the real life experiences of adults. Samples are included for each level and are organised against each of the three Domains of Communication to illustrate how the core skill varies according to purpose, audience and context.

As the Sample Activities provided are only a small selection of those possible, they would not be expected to be relevant to all learners or all contexts.

The Sample Activities are not, in themselves, assessment tasks. Rather, they provide ideas to guide the development of assessment tasks that are appropriate to the context and to the level.

*source: ACSF page 11*

The ACSF also contains sample activities that relate to each of the three Domains of Communication:

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

This is a copy of the sample activities table for Learning Level 2.

| DOMAINS OF COMMUNICATION      | LEARNING LEVEL 2 - SAMPLE ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal and community</b> | <ul style="list-style-type: none"> <li>– Arranges child care so they can attend another activity</li> <li>– Arranges transport to an event</li> <li>– Uses key words and a search engine to find information, e.g. the oldest/biggest building in world</li> <li>– Finds out when the next school council planning meeting is scheduled and identifies questions to ask</li> <li>– Approaches local council to clarify rules on water use</li> <li>– Engages with others to carry out group activities</li> <li>– Makes a checklist of tasks to be completed</li> <li>– Begins to evaluate the relevance of information, e.g. from the internet</li> </ul> |

| DOMAINS OF COMMUNICATION        | LEARNING LEVEL 2 - SAMPLE ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Workplace and employment</b> | <ul style="list-style-type: none"> <li>– Locates key information for work, e.g. work instruction</li> <li>– Discusses work goals with the supervisor and identifies possible strategies to achieve them</li> <li>– Attempts to take the supervisor's feedback into account when practising new skills</li> <li>– Works with another employee to check the accuracy of data entries</li> <li>– Makes a checklist of tasks to be completed</li> <li>– Accepts guidance from a mentor</li> <li>– Establishes a positive role as a group member by listening to the ideas of others and considering their needs</li> <li>– Uses a computer to search for possible jobs</li> <li>– Negotiates work rosters in order to attend training</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Education and training</b>   | <ul style="list-style-type: none"> <li>– Identifies possible areas for further training</li> <li>– Engages with others to carry out group activities</li> <li>– Attempts to take the teacher/trainer's feedback into account when practising new skills</li> <li>– Arranges for another learner to collect work if they are unable to attend class</li> <li>– Follows a template to develop a simple learning plan</li> <li>– Develops a simple grid to collate information from a class survey</li> <li>– Self corrects own text on the computer using a spellchecker, word lists or bilingual dictionary</li> <li>– Uses a format facility on the computer to find out how to change fonts or bullets</li> <li>– Uses a small range of e-learning resources, e.g. DVDs or software programs</li> <li>– Creates a folder on a computer to save work or relevant information</li> <li>– Uses a computer to search for possible courses</li> <li>– Independently updates own personal dictionary/word list</li> </ul> |

source: ACSF page 28

Sample activities are also useful guides for developing learning activities or assessment tasks.

For VET training and assessment, the workplace and employment domain is likely to be most relevant, although you may find appropriate activities in one or more of the other two domains.

Remember that the performance variables are also relevant.

- Support
- Context
- Text and task complexity

When developing learning and/or assessment activities using the sample activities from the ACSF, look for those that have a familiar context. In the case of Learning Level 2 above, the sample activities are:

- Locates key information for work, e.g. work instruction
- Discusses work goals with the supervisor and identifies possible strategies to achieve them
- Attempts to take the supervisor's feedback into account when practising new skills
- Works with another employee to check the accuracy of data entries
- Makes a checklist of tasks to be completed
- Accepts guidance from a mentor
- Establishes a positive role as a group member by listening to the ideas of others and considering their needs
- Uses a computer to search for possible jobs
- Negotiates work rosters in order to attend training

Therefore, you could develop and assess Learning level 2 by, for instance, encouraging the learner to document a plan (or schedule) to prioritise their work goals.



## Cultural considerations in VET



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.

A low LLN level should not be equated with low intelligence. It may be the result of English as a second language, a disadvantaged socio-economic background, disrupted education or upbringing. It may also be a case of dyslexia, which is a specific learning disability that is neurological in origin, characterised by difficulties with accurate and/or fluent word recognition, and by poor spelling and decoding abilities.

Communication is not just about language. It is also about the unspoken conventions and rules about how people communicate, so that people know what to do in a particular situation. This is called the 'cultural context'. Apologising, asking questions, interrupting and joking are all forms of communication that depend on an understanding of cultural context.

In a multicultural workplace, there will be a wide range of cultures and so a wide range of in-built customs and rules about communicating. Unless trainer/assessors are aware of, and respect, these differences, misunderstandings and offence can occur.

Cross cultural and social sensitivity does not only apply to communication between people from different language backgrounds. They may apply to any communication between people from different social or educational backgrounds.

It is important that trainers and assessors find out as much as they can about the culture of their learners so they are aware of social or cultural factors when planning and preparing the training and assessment processes.

Australians tend to be outgoing, use slang terminology and make jokes. In cross-cultural communication you should avoid making jokes until you have built a strong relationship with your learners. They can be misunderstood and cause offence.

## Verbal communication

Verbal communication includes the words spoken and the tone of voice used. Tone of voice can affect the way that a message is received. For instance, think about the different ways the following sentence could be delivered:

*“I recommend you research cultural differences in more detail before submitting your next assignment”.*

If this is delivered with a friendly tone of voice, the receiver will see this statement as a positive suggestion.

On the other hand, if the same sentence is delivered with a raised, angry voice, the statement will be seen as highly critical and negative.

## Written communication

Written communication needs to be appropriate to the audience. The words, sentences and language that you use will vary depending upon the context. You would not use the same language structure in an email as you would in a report.

Remember that anything you write (even an email) is a legal document. If your words could be considered prejudiced or discriminatory, this is in breach of legislation. This is particularly important when giving feedback to learners who have different cultural backgrounds and communication protocols.

## Body language

This is the main area of difference between cultures. For instance:

- direct eye contact may be considered disrespectful
- some cultures have different “private space” (physical distance)
- pointing can be considered abusive
- beckoning by crooking the index finger can be considered offensive
- smiling is usually seen as positive but can also be a sign of nervousness or even sarcasm

## Refugees

Australia is experiencing the same problems as the rest of the world (although to a lesser degree) in giving asylum to those who are escaping abuse and violation of their human rights. These people are likely to feel sensitive to perceived threats. In group training they will be unwilling to speak up and take risks. They have learned to keep a low profile. This needs to be respected and, if you are facilitating group training you will need to build an atmosphere of trust and security.

## *Reasonable adjustment*

The requirement for reasonable adjustment to the assessment process (and by extension the learning program) is a cornerstone of VET. This requirement relates to individuals with a disability. However, it can be extended to people with LLN issues.

Reasonable adjustment can involve modifying the assessment process by, for instance, oral questioning rather than written questions. However, reasonable adjustment modifications must never compromise the requirements of the unit of competency.

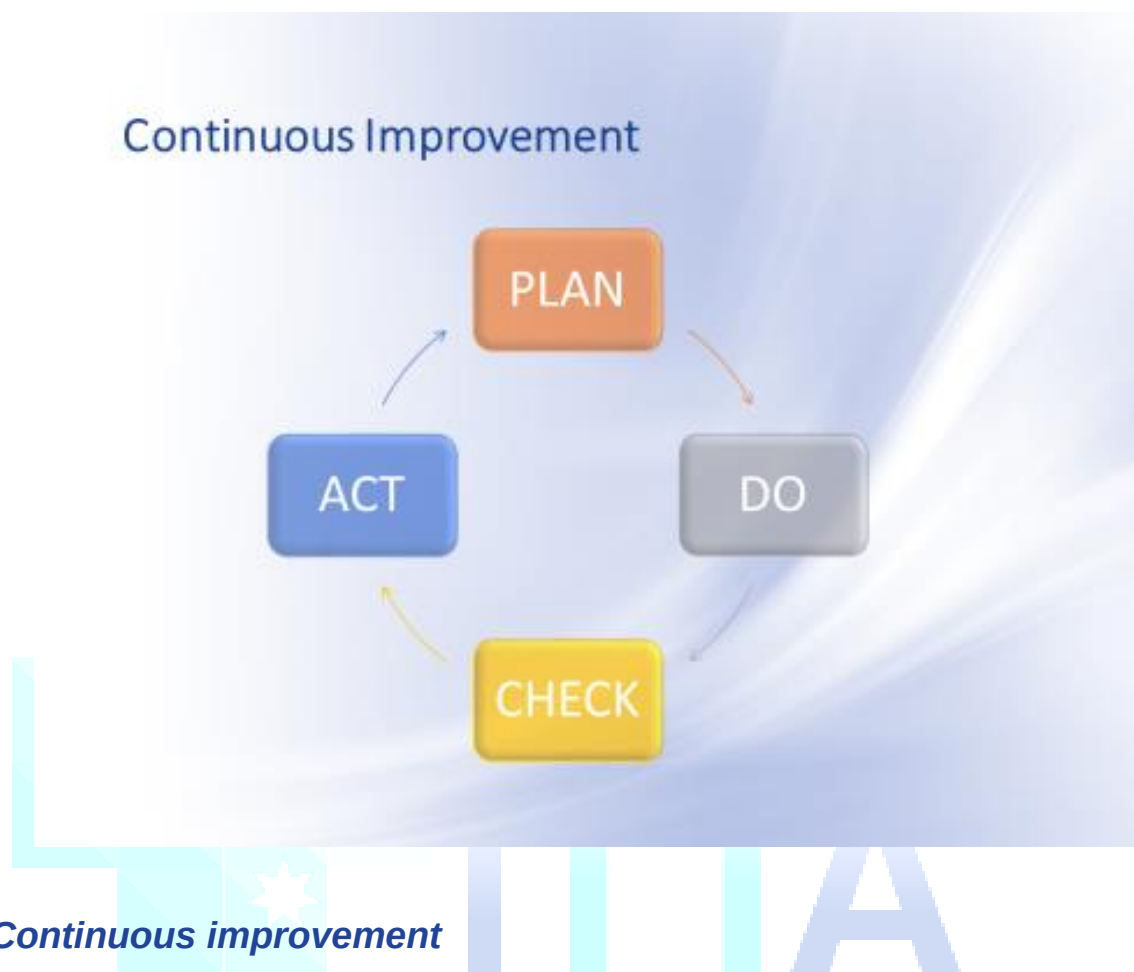
### ➔ **Assessment Tasks 6 and 7**

Now refer to your assessment task workbook and complete the tasks



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## Evaluation and Review



### *Continuous improvement*

The concept of continuous improvement stems from the original Japanese concept of kaizen. Kaizen was an initiative of Japanese businesses which came to the attention of the western world in the 1970s. The objective was to mobilise the entire workforce to contribute ideas for incremental improvement, and it was very successful in improving business performance and product quality. Continuous improvement has now been accepted as essential for any business or organisation including the training sector.

As a trainer/assessor, you need to be monitoring and reviewing your own performance constantly. You will find that you learn something new every time you deliver training.

### *Feedback*

The VET Quality System requires RTOs to have a process in place to seek feedback from their clients (trainees and enterprises) and put in place a system of reviewing the feedback for continuous improvement. This is why, when you attend a training course, you are asked to complete a feedback form.

Feedback forms are useful because they give a client the opportunity to make statements, suggestions and criticisms that they might not feel comfortable saying. Ideally they should be anonymous, but often this doesn't work in practice.

You will also receive informal feedback from the trainees, simply by observing their body language and listening to their comments and questions.

There are other methods that you can also use in order to evaluate your methods of training and assessment:

- The competency completion rate will tell you whether you are achieving the required objectives. (This of course depends upon the assessment being fair and accurate – not a “tick and flick” approach.)
- Your own feelings and opinions immediately after conducting a training or assessment session will be valuable. Ask yourself what went well and what could have been improved.
- Opinions of your peers – other trainer/assessors or training managers – are valuable, and you should be proactive in asking them for feedback. You may request a colleague to observe a training delivery or assessment session and ask for their impressions.
- If your trainee is currently in the workplace you should seek feedback from their manager or supervisor as to whether they consider the training was successful. If you were successful, the trainee’s performance should show a marked improvement in comparison to the time prior to training.

## Review

This unit relates to addressing Language, Literacy and Numeracy skills, and your review will therefore concentrate on the effectiveness of your strategy in this area.

Focus your review on two areas:

1. The learning support strategies
2. The assessment strategies

Questions to ask may include:

- Was the initial evaluation of the learner’s LLN skills accurate and how can this be improved?
- Were the resources used effective in building LLN skills and how can they be improved?
- Was sufficient learning support provided, how was it provided and how can learning support be improved?
- Were the assessment resources effective, did they need to be customised and how can they be improved?
- Was specialist LLN support required? How was the decision made as to whether a specialist may be needed? How effective was the specialist support? Can the process of accessing and using specialist support be improved?
- Was LLN learning integrated sufficiently and appropriately into the learning for the workplace specific learning (the unit of competency knowledge and skills)?
- What was the feedback from the learners? Was there any point when they appeared to be uncomfortable? Did they seem enthusiastic? Did the challenges stretch the learners while remaining within their ability to achieve the outcomes? Was communication

between the trainer and trainees and between the group always respectful and sensitive to cultural differences? What could be improved?

## **Recording and reporting**

Any training program is like a project. It is planned, implemented, monitored, finalised and then reviewed. The objective of the review is continuous improvement.



*You will never deliver the perfect training course or conduct a perfect assessment. If you think you have no room for improvement you have become complacent. Even after years of training you will learn something new from every course.*

It is not usually a requirement within an RTO for the trainer/assessor to write a report at the end of each training project. However, it is recommended that you make notes for yourself at the end of each workshop or training course. You will find over time that you will be able to identify patterns that will help you improve your training practice.

Where your personal review identifies a problem, idea or solution that will benefit others within your organisation, it is definitely worth communicating this. The objective is to build a “culture of learning” within your organisation, where all personnel benefit from lessons learned by others.

In some situations this may call for a formal report. In others, you may simply email your colleagues. The information may also be presented at one of the regular trainer meetings.

## **➡ Final Assessment Tasks**

**Now refer to your assessment task workbook and complete the tasks**

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