How this book works

This Book of Readings has three sections: Intention, Extension and Retention

INTENTION
This is the content that we “intend” to cover as part of the training. This content forms part of the requisite information needed to complete this unit. This section includes key concepts, definitions and examples to support the learners through the material and is arranged in the order of the delivery.

EXTENSION
This section provides more in-depth explanations of the key course content. It includes additional readings, references and examples to extend and elaborate upon the initial learning. It provides an enduring resource for future referral and use.

RETENTION
This section is designed for you to reflect upon your own learning and add any action items that will help you transfer the concepts and techniques learned in the course to your own settings. This may include tips, tricks, templates or websites to review.

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ABN 87270642119
On-the-Job Trainer Cluster

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>TAELLN411</td>
<td>Address adult language, literacy and numeracy skills</td>
</tr>
<tr>
<td>TAEDEL402A</td>
<td>Plan, organise and facilitate learning in the workplace</td>
</tr>
</tbody>
</table>

The units in the On-the-Job Trainer cluster will assist practitioners involved in facilitating learning in the workplace. The cluster also builds the skills and knowledge needed to identify the language, literacy and numeracy (LLN) requirements of training and the work environment.
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INTENTION
Why focus on LLN in vocational training?
LLN skills are now recognised as fundamental to improved workforce participation, productivity and social inclusion. The 2006 Adult Literacy and Life Skills Survey indicates that 40 per cent of employed Australians and 60 per cent of unemployed Australians have a level of literacy below the accepted standard needed to work in the emerging knowledge-based economy (Australian Bureau of Statistics 2008)


LLN in vocational training and assessment
Every workplace task involves speaking, listening, reading or writing and some mathematical skills. The level of the LLN skills required varies from task to task. For example the pizza delivery driver, a mine truck driver and tow truck driver.

Employees who may have limitations in one or more of these areas will have difficulty participating in training programs and in achieving the necessary workplace skills.

To gain new vocational skills learners will draw on current LLN skills and build on them within the context of their training, work and industry. In many cases vocational learning will involve taking on new LLN skills.
What is language, literacy and numeracy (LLN)?

Language, literacy and numeracy are terms often used together. **Language** is the words and actions we use when we communicate with each other. It includes:

- speaking and listening
- written words, reading and symbols
- non-verbal communication such as gestures, posture, personal space and eye contact
- visual communication for example sign language (Auslan)
- the use of specific languages such as Mandarin or Spanish.

**Literacy** is the ability to read and use written information and to write appropriately in differing situations such as home, work or in training. It also includes recognising and using numbers and basic mathematical signs and symbols within texts. The level of literacy an individual needs depends on the demands of the specific task.

**Numeracy** is about working with numbers in real situations related to a person’s life, work, learning and participation in their community. The person uses and evaluates information from numerical or graphical forms. Numeracy includes:

- basic number skills
- spatial and graphical concepts
- use of measurement, including ability to estimate
- problem solving
- extracting information from written text.
What is the role of the trainer in LLN?

The development of relevant LLN skills at the appropriate level is part of vocational training and is an integral part of the training and assessment practices of every vocational trainer. The trainer needs to ensure this LLN skill development occurs to maximise all learners’ chances of a successful outcome against the training specification requirements.

To do this, all vocational trainers should:
- understand the LLN skills that need to be part of vocational training for all learners
- model the appropriate LLN skills as part of training for all learners
- evaluate training and assessment methods and materials for appropriate LLN levels
- allow learners to practise the appropriate LLN skills included in training
- develop LLN materials that are relevant to learners’ needs within vocational training
- identify learners experiencing significant LLN difficulties who may need specialist assistance
- collaborate and communicate with LLN specialists who can undertake LLN assessments (and integrate any additional recommended LLN support mechanisms).
Addressing LLN skills in training and assessment

Step 1. Determine the LLN requirements of the training specification together with the LLN requirements for workplace performance

Step 2. Determine the LLN skills of your learners

Step 3. Customise learning and assessment resources

Step 4. Provide learning support strategies

Step 5. Access specialist support

Step 6. Evaluate the effectiveness of the strategies and support
The Australian Core Skills Framework (ACSF)

The ACSF is a document, which describes the five core skills considered essential to participate effectively in society. It provides a common reference point for describing and discussing performance in the five core skills.

The framework was developed initially to enable consistent reporting of results in government funded English language, literacy and numeracy courses and training.

The ACSF can also be used to:

- describe the LLN skills in the workplace or training;
- identify individual’s LLN skills;
- tailor LLN skills and resources in delivering training and assessment; and
- monitor /measure improvements in LLN skills.

Five core skills

Learning – a person’s awareness of themselves as a learner and their skills to direct their learning

Reading - a person’s ability to make meaning of different types of writing

Writing – a person’s knowledge and skill to write according to the purpose, audience and situation

Oral Communication (speaking and listening) – a person’s ability to use different styles of language appropriate for the purpose, participants, subject matter and channels of communication

Numeracy – a person’s skill to use mathematics to make sense of the world
Five levels of performance across four variables

A key feature of the ACSF is the recognition of four factors that may influence an individual’s performance at any point in time across any of the core skills. The framework also describes the performance as they occur in three life settings of:

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

Understanding the ACSF levels

As a guide, ACSF Level 3 is considered as normally consistent with being able to perform many day-to-day workplace tasks satisfactorily. Individuals with ACSF levels lower than this may experience difficulty performing workplace tasks without assistance.

<table>
<thead>
<tr>
<th>FIVE LEVELS OF PERFORMANCE</th>
<th>ACSF Performance Variable Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUPPORT</td>
</tr>
<tr>
<td>1</td>
<td>Works alongside an expert/mentor where prompting and advice can be provided</td>
</tr>
<tr>
<td></td>
<td>CONTEXT</td>
</tr>
<tr>
<td>2</td>
<td>May work with an expert/mentor where support is available if requested</td>
</tr>
<tr>
<td></td>
<td>TEXT COMPLEXITY</td>
</tr>
<tr>
<td>3</td>
<td>Works independently and uses own familiar support resources</td>
</tr>
<tr>
<td></td>
<td>TASK COMPLEXITY</td>
</tr>
<tr>
<td>4</td>
<td>Works independently and initiates and uses support from a range of established resources</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Autonomous learner who accessed and evaluates support from a broad range of sources</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The core skills are always contextualised. This means that the core skills an individual requires are determined by the specific situation, each with its own expectations and rules that need to be learned at home, work or in training.

<table>
<thead>
<tr>
<th>Level</th>
<th>Support</th>
<th>Context</th>
<th>Text complexity</th>
<th>Task complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Full support (does not work independently)</td>
<td>Highly familiar</td>
<td>Short &amp; simple</td>
<td>Concrete few</td>
</tr>
<tr>
<td>2</td>
<td>How much help does the learner need to complete the task?</td>
<td>How familiar is the task to the learner?</td>
<td>How obvious is the idea or message?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Independent</td>
<td>Broad range</td>
<td>Highly complex</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nature and degree of support: The amount of external support and assistance a person needs to complete a task lessens from the lower to higher levels.

Familiarity with context: A person moves from performing in very familiar predictable settings to having the skills to function in new, varied and unknown settings across the five levels.

Complexity of text: Text includes writing, diagrams, visual and spoken words. An example of increasing text complexity is the when the length of the reading material or message increases and the vocabulary becomes more specialised.

Complexity of task: As the number of steps required in a task increase and as the task moves from concrete to abstract the higher level of LLN skills required.

Remember vocational trainers who are not LLN specialists are making imprecise judgments of LLN level using the ACSF. At best they may be able to identify the difference between the learners’ current LLN skills and the expectations for what LLN is expected for effective workplace performance. Refer Appendix A: Australian Core Skills Performance Variables Grid, on page 78 for what makes tasks easy or complex.
### Sample of activities for each core skill at each of the five levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
<th>Numeracy</th>
</tr>
</thead>
</table>
| 1     | • Asks a friend for assistance  
      • Begins to use email with support  
      • Uses access codes  
      • Expresses desire to improve skills  
      • Expresses desire to improve skills  
      • Expresses desire to improve skills  | • Reads brief personal message  
      • Reads simple form  
      • Follows familiar work timetable  | • Completes simple enrolment form  
      • Completes workplace checklist  
      • Writes routine, everyday workplace vocabulary  | • Exchanges personal details in casual conversation  
      • Tells a supervisor about a hazard  
      • Gives short straightforward instructions  | • Estimates height of person, length of room  
      • Recognises safe handling weights  
      • Reads time from digital clock  |
| 2     | • Makes a checklist of tasks to do  
      • Accepts guidance from a mentor  
      • Searches for courses  | • Reads simple factual texts for enjoyment  
      • Identifies main points in job advert  
      • Reads entries in a training log book  | • Completes a training log book  
      • Writes message for a fellow worker  
      • Writes brief dot points about information in training  | • Listens to brief recorded telephone instructions and follows prompts  
      • Receives and passes on phone messages  
      • Asks questions to clarify  | • Measures contents to make a product  
      • Keeps a record of casual hours  
      • Uses directory to give directions to familiar place  |
| 3     | • Bounces ideas of others  
      • Learns how to use new software  
      • Reviews on skills to clarify further study  | • Identifies key messages in longer text (newspaper)  
      • Reads and interprets diagrams  | • Writes a routine report  
      • Records comments from a customer regarding quality  
      • Completes workplace records  | • Delivers a short prepared talk  
      • Communicates using radio equipment  
      • Presents information to small group  | • Compares costs of buying in different sizes  
      • Prepare a bill of materials or parts list for a job  
      • Collects and collates data from a survey  |
| 4     | • Actively seeks view of others in relation to a problem  
      • Organises own workplace training plan  
      • Accesses and scans internet sites to evaluate for research  | • Reads various reports on one event and analyses opinions  
      • Compares and contrasts texts on a contentious issues  | • Write a book review  
      • Documents a detailed action plan  
      • Writes complex work instruction  | • Provides feedback to trainee  
      • Facilitates team discussions  
      • Determines client requirements for a brief  
      • Negotiates a process to complete a group activity  | • Uses calculator to compare repayments on an item  
      • Prepares detailed budget  
      • Uses ratios to make up a mixture  |
| 5     | • Mentors others  
      • Uses academic databases  
      • Leads change management  
      • Leadership role in planning  | • Reads aloud with confidence  
      • Evaluates validity of recommendations  | • Write a lengthy essay  
      • Writes a position paper  
      • Writes a risk management plan  | • Participates in a formal debate  
      • Negotiates win-win outcome with colleague  | • Investigates financial options for business  
      • Designs an item using geometry  |

Source: DIISRTE, 2011 *Australian Core Skills Framework*, Commonwealth of Australia
Pre Level 1 Supplement

Although it is extremely limited in its application, the ACSF has identified performance skills at Pre Level 1 as a supplement to the five levels across four variables.

The ACSF Pre Level 1 supplement document states, there a number of people who are unable to demonstrate performance at Level 1 of the ACSF, which includes:

- Some Indigenous people from remote cultures who have strong oral traditions and may have little or no formal education.
- People from cultures who have strong oral traditions and may have little or no formal education.
- People from cultures with literate traditions but have not been able to access education.
- People with a disability, which may interfere with the development of LLN skills.

The Pre Level 1 framework describes the performance as they occur in the same three life settings of:

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

<table>
<thead>
<tr>
<th>SUPPORT</th>
<th>CONTEXT</th>
<th>TEXT COMPLEXITY</th>
<th>TASK COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant support</td>
<td>Highly familiar contexts only</td>
<td>Short and simple</td>
<td>Single step, concrete tasks</td>
</tr>
<tr>
<td>Works alongside an expert/mentor</td>
<td>Concrete and immediate</td>
<td>Highly explicit purpose</td>
<td>Processes include copying, naming, matching, ordering</td>
</tr>
<tr>
<td>Prompting, advice and modelling provided</td>
<td>Extremely restricted range of contexts</td>
<td>Limited, highly familiar vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

For further information, the supplement can be found at;  
Determining the LLN requirements of the training

Training may take place in a work setting, community setting or within a training organisation. LLN skill requirements of the training standards are sometimes obvious and at other times not easily identified. Analyse the source documents for the training to determine the LLN requirements.

Triggers or signal words to identify LLN requirements

Certain words in the unit of competency may indicate an LLN skill is required. However these words and phrases must be interpreted and understood in the context of the workplace performance to confirm the decision.

Trigger words

See Appendix B: Glossary of trigger terms on page 79.
**Locating trigger words in a unit of competency**

Information on the LLN requirements can be identified at many places within the unit of competency.

| Section within the unit of competency | BSBSLS408A **Present**, secure and support sales solutions  
CPCCCM2003B **Calculate and cost** construction work  
ICASAS204A **Record** client support requirements |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A discrete activity described by the title of the unit of competency itself</td>
<td></td>
</tr>
</tbody>
</table>
| Any of the **elements** of a unit of competency | FNSORG506A Prepare financial forecasts and projections  
**Element 4**: **Document** results and obtain approval  
RIICCM203A Read and interpret plans and specifications  
**Element 5**: **Read** and interpret job specifications |
| Specific activities detailed in the **performance criteria** | **1.4.** **Communicate** emergency response and occupational health and safety requirements, including the possibility of wellbore influx and well control, to crew members  
**3.4.** **Instruct** crew on safe core recovery procedures  
**5.4** **Explain** possible adverse effects to client.  
**2.2.** **Calculate** liabilities for tax in accordance with current legislation and revenue gathering practices |
| Information listed in the allowable variables in the range statement | Feedback may be:  
- Formal and informal discussion with learner and others  
- Interview  
- Written questionnaire |
| Details in the evidence guide | - Produce a portfolio that shows that all performance criteria have been met. This should include procedures, information distributed to workers, records of monitoring and checking procedures and equipment |
The table below maps the LLN specifications from the unit of competency BSBWHS201A Contribute to health and safety of self and others from the Business Services Training Package. This unit is offered in up to 70 Australian VET qualifications ranging from Accounting to Visual Arts.

### UOC Title: BSBWHS201A Contribute to health and safety of self and others

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work safely</td>
<td>1.1 Follow provided <em>safety procedures and instructions</em> when conducting work</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Carry out pre-start systems and equipment checks according to workplace procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Follow workplace procedures for responding to <em>emergency incidents</em></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implement work safety requirements</td>
<td>2.1 Identify <em>designated persons</em> for reporting queries and concerns about safety in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify existing and potential <em>hazards</em> in the workplace, report them to designated persons, and record them according to workplace procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and implement WHS procedures and work instructions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5 Identify WHS <em>duty holders</em> in own work area and their duties</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Participate in WHS consultative processes</td>
<td>3.1 Contribute to workplace meetings, inspections and other WHS consultative activities</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Raise WHS issues with designated persons according to organisational procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Take actions to eliminate workplace hazards or to reduce <em>risks</em></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note the possible multiple LLN skills for a single criteria reflecting nature of the task and the specifics of the workplace …
### Required skills and knowledge

<table>
<thead>
<tr>
<th>Required skills and knowledge</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret safety signs, symbols, notices and other WHS documents</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>record and report hazards, risks, emergency incidents and injuries</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emergency procedures including procedures for fires and accidents</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>commonly used hazard signs and safety symbols</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence Guide

<table>
<thead>
<tr>
<th>Evidence Guide</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurately following all relevant safety procedures</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identifying and reporting hazards to designated personnel</td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>knowledge of relevant health and safety legislation</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge of relevant materials, equipment and work processes</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Range Statement

<table>
<thead>
<tr>
<th>Range Statement</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety procedures may include completing required documentation</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>following WH&amp;S guidelines relevant to workplace</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintaining stocks of cleaning equipment (eg. disposable gloves, liquid repellent aprons, disinfectant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Identifying LLN skills required for workplace performance

You can identify any LLN skills required for workplace performance by observing workers at their jobs, looking at a job description or work procedures.

Questions to ask are:

- What do people have to listen to and understand?
- What do they have to say?
- What do they have to read?
- What do they have to write?
- What diagrams, pictures or symbols do they need to recognise?
- What mathematic calculations do they need to do?

Example of duties and responsibilities of bar staff

- **Deliver** excellent *customer service* at all times.
- **Serve** and **present** beverages quickly and efficiently *meeting* our standards.
- **Assist** in keeping the bar, front-of-house and toilets clean and tidy at all times.
- **Keep up to date** with current promotions and new products.
- **Make customers aware** of offers on our great food and drink range.
- **Speak to customers** to ensure that they are satisfied with their meals.
- **Maintain** personal knowledge by **completing in-house training and workbooks**.
- Always **adhere** to all company policies and procedures and licensing laws.
- **Be involved** and **contribute** at team meetings.
- **Carry out instructions** given by the management team and head office.

See Appendix C on page 81 for a sample list of workplace tasks with LLN demands taken from Workplace English Language and Literacy (WELL) training reporting guide.
Determining the LLN skills of learners

The purpose of determining the LLN skills of the learners in the VET sector is to be able to provide the appropriate level of support and not as a selection tool to limit entry into a vocational training program. Determining the learner LLN skills is particularly important for online learning.

These assessments may be done:

- prior to a learner enrolling in a course of training
- on commencement of the training
- during the training
- on completion of training.

The LLN skill levels of a learner can be determined by using formal, semi-formal or informal methods

Formal assessments

Validated assessment tools

The tasks, activities and tools used for assessing the LLN level of an individual need to go through a transparent and rigorous development and review process. This will ensure they are valid, reliable, flexible, fair, unbiased, culturally appropriate and relevant to the context and specific purpose.

A range of LLN skills assessment tasks have been developed and are available for use by LLN specialists. These validated tools require specialised skill to administer and interpret the results.

A bank of these assessments together with a user guide is available from: http://www.precisionconsultancy.com.au/acs_framework
Semi-formal and informal
Structured activities

- Completing a general pre enrolment or registration.
- A telephone conversation as part of the enrolment or registration process with some scripted questions and recording of responses.
- Customised course related tasks/questions as part of the enrolment or registration process.
- Self-assessment checklist to address skills in a general context.
- Self-assessment checklist to address skills in the training context.
- Self-assessment checklist based on tasks that are workplace specific.
- Complete a task that is required in the workplace such as filling in a form.

Example of a self-assessment checklist to address skills in a general context

<table>
<thead>
<tr>
<th>I can....</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand signs at work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a supermarket shopping list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check change when shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a SMS message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the internet to get a telephone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a TV guide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the prompts at an ATM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read an account or bill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send an email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a calculator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand a timetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a dictionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a job application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a novel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculate fractions, decimals and percentages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep a diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a work report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Appendix D on page 82 for a self-assessment checklist to address skills in a general context developed by Precision Consulting.
Observation
Watching the person during normal work activities or during training sessions for behaviours and their use of LLN skills is most useful because it occurs in context. It is essential that you know what to look for. The focus of observation can be on how the student handles LLN tasks or what they produce for the tasks.

Behaviours that may indicate a learner needs support in LLN

General
- Constantly checking instructions with peers or repeatedly checking instructions with you.
- Rarely finishing work.
- Acting confused and asking unrelated questions.
- Not answering the question asked.
- Having difficulty following instructions.
- Acting compliantly, nodding agreement but not doing what is expected.
- Copying material without ‘processing’ it.

See Appendix F on page 84 for an LLN observation checklist.

Discussion with learner
The aim of discussion is to encourage the learner to identify their LLN needs through conversation. It is most effective when based on evidence from observation. Some people will be prepared to tell you what help they need, at least in general terms. For example: “I didn’t do very well with reading at school” or “I get stuck when I have to fill out the new work ticket”.

Many people are embarrassed by having low communication skills, and are reluctant to self-disclose. People are generally not good at judging their own communication skills – they usually over-estimate their ability.

Spiky Profile
The ACSF recognises that an individual may be operating across different levels within a core skill, demonstrating some Performance Features across two or more levels, or performing more strongly in one Domain of Communication than in another. This can be captured visually in what is called a 'spiky profile' (Bateson 2001).
Example of a spiky profile

Behaviours which may indicate LLN issues

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>READING</th>
<th>WRITING</th>
<th>ORAL COMMUNICATION</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not view themselves as a learner</td>
<td>• Showing signs of hesitation, confusion, fear or anger while reading</td>
<td>• Poor handwriting; e.g. shaky letters not shaped properly</td>
<td>• Getting words out of order</td>
<td>• Getting confused and easily distracted when counting</td>
</tr>
<tr>
<td>• Has difficulty understanding new concepts</td>
<td>• Reading very slowly, frequently pausing to re-read work</td>
<td>• Mis-copying information from one place to another</td>
<td>• Carrying out an instruction incorrectly</td>
<td>• Unable to read large numbers</td>
</tr>
<tr>
<td>• Lack of involvement in activities &amp; skills practice</td>
<td>• Asking what a simple sentence or paragraph means</td>
<td>• Not filling in answers to essential questions on forms</td>
<td>• Having difficulty answering questions, needing prompts</td>
<td>• Avoiding tasks involving mathematical calculations and processes</td>
</tr>
<tr>
<td>• Lacks awareness of different ways of learning</td>
<td>• Not wanting to take or use printed material</td>
<td>• Very slow writing; pausing to re-check work</td>
<td>• Asking the speaker to repeat what they’ve said or to talk slower</td>
<td>• Refusing to calculate without a calculator</td>
</tr>
<tr>
<td>• Difficulty breaking down learning steps</td>
<td>• Getting someone</td>
<td>• Needing to copy letters or words from another</td>
<td>• Avoiding speaking up; staying quiet; staying in the background</td>
<td>• Not contributing to problem solving</td>
</tr>
<tr>
<td>for own learning</td>
<td>else to read a form</td>
<td>document to avoid errors</td>
<td>• Being unable to concentrate for long when someone is talking to them.</td>
<td>• Not writing answers until the answers worked out for everyone.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Difficulty transferring prior knowledge and skills</td>
<td>• Avoiding activities where reading may be required.</td>
<td>• Wanting to take forms home to fill out, &quot;when I can think about it&quot;.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Factors influencing LLN**

The need for attention to LLN is widespread and not limited to groups or individuals with specific characteristics or background. Each individual will have different requirements. Research shows that some learners may be more likely to need LLN support than others.

They may include learners:

- whose first language is not English
- who have been educationally disadvantaged for example, low-level, interrupted or gaps in formal education
- who have had a poor previous learning experience
- in older age groups
- with learning or intellectual disability
- from an oral communication tradition
- who have good English speaking and listening skills but low literacy
- who have good skills in a language background other than English but who need to use English language in an Australian context
- who have not worked for extended periods
- with chronic health conditions including mental illness
- who are geographically or personally isolated.

Consider your learner’s characteristics and background to get a general indication of the LLN support that may be needed. Remember that there are no hard and fast rules about who will need support and stereotyping can itself create an unhealthy learning environment.
Addressing learner LLN needs

Identified LLN needs can be addressed by:

- customising learning resources, activities and assessments
- providing learning support within the training environment
- accessing specialist LLN practitioner support
- developing individual learning plans
- attending LLN bridging courses.

Legal and regulatory requirements

All Registered Training Organisations must adhere to principles of access and equity and maximise the outcomes for its clients. This includes:

- identify learners needs and deliver services to meet these needs
- before students enrol advise them of support strategies available
- learners receive support that meets their individual needs

Specifically, according to the Standards for Registered Training Organisations 2015, Standard 1:

Clause 1.7

The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.
Customising training and assessment resources for LLN

The most important consideration is that LLN demands of any aspect of the training or assessment should not be greater than that required by the training specification or that required for effective workplace performance.

**Learning resources**

Examples of general learning tasks and resources that require LLN skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>- slides, handouts, instructions, questions, white board work, flip chart, manuals, book of readings, research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>- lecture, share with others, discuss in groups, listen or watch a video, answer a question or brainstorming</td>
</tr>
<tr>
<td>Writing</td>
<td>- take notes, write answers, attendance sheet, evaluation form or record observations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>- breaks, time management for activities, ranking, numerical, ordering or calculations</td>
</tr>
</tbody>
</table>

**Australian and workplace idioms, slang and expressions**

Be considered in your use of expressions and slang. These may lead to miscommunication and misunderstanding.
Apply this checklist to learning resources to evaluate whether they are LLN friendly:

CONTENT

☐ There is a clear messages about the purpose, value and relevance of the learning.

☐ Plain English is used throughout. Short sentences and simple words.

☐ The text (written or oral) is broken down into small chunks - paragraphs are short.

☐ Headings are informative.

☐ The active voice is used to personalise the text (you, we, our).

☐ All instructions start with a verb (write, wear, place).

☐ Technical terms are introduced and explained appropriately.

☐ New or important key terms and language is highlighted.

☐ Workplace or life examples are given for general concepts.

☐ Workplace or life examples are given for skills.

☐ Worked samples of forms, reports and documents are provided.

☐ The learning material does not exceed the LLN requirements of the unit/workplace.

LAYOUT

☐ The resource is easy to navigate with clear, logical and consistent layout.

☐ The text is summarised into key areas using lots of headings.

☐ Diagrams and graphics are included and easily interpreted.

☐ The page is uncluttered with plenty of white space.

☐ Uses left justification.

☐ The font size is no smaller than 12 point.
Principles of design

1. LLN is best learnt in context with a specific purpose.
   - Translate generic concepts and skills into the workplace specific applications and tasks. e.g. hazard control and reasonable adjustment.

2. Language and literacy can be learned by providing examples and models
   - Include examples of forms, reports and other models of documents trainees need to read and write. e.g. incident form, customer order form, screen shot and pre start checklists.

3. Use LLN skills appropriate to the purpose for which your learners will use it.
   - For example, if the work task involves spoken language include speaking/ listening activities in the training tasks. e.g. watch a safety video or listen to an audio of a dispatch call.

4. Break up a text into smaller chunks though make sure learners have the opportunity to work with the whole text.
   - For example, a site report can be broken up into its parts, but needs to be presented as a whole so that trainees can see how the parts fit together.

5. Any single identified mode of communicating e.g. speaking, in most circumstances involves combination of core LLN skills
   - An example is writing a memo. To write a memo, the writer may discuss the content of the memo with others and read other documents.

6. The language to use depends on the listener’s familiarity of the situation.
   - When introducing new and unfamiliar content include definitions and explanations that create the context.
Assessment task and resources

Assessment tasks are to be designed so that they accurately assess competence. To be valid, reliable, flexible and fair they must allow the candidate to demonstrate all the skills.

The assessment task should only require the same level of LLN skills as the unit of competency. The LLN skills required by the assessment method should not become a barrier to the candidate being able to demonstrate competence. However the LLN demands must not be at a lower level of LLN as required by the training specification or workplace performance. Providing additional learning support to candidates during training and prior to undertaking their assessment will ensure LLN readiness for the assessment.

Reasonable adjustment

This refers to the adjusting of assessment tasks and resources when assessing a candidate who has any limitations arising from a recognised disability.

Any adjustments to assessment tasks or resources are limited to those that;

- do not cause the provider (assessor) unjustifiable hardship
- do not harm other candidates
- do not invalidate the standards
- are reasonable to expect within a workplace
- can be reasonably transferred to the workplace.

Adjustments in audiovisual equipment, communication aids, reading aids, telecommunications and writing aids enable a person to fairly demonstrate the required LLN skills they have.
Learning support strategies

Customising resources alone may not be sufficient to enable learners to achieve the level of LLN required for the training outcomes. Customising may enable them to more effectively participate in the training but not necessarily acquire the LLN skills required for the training outcome or workplace performance. Additional LLN support may be required. The type of support provided depends on the time available, resources and the particular situation of the learner.

The focus is on using a variety of training and learning strategies to assist in the development of the LLN skills of learners.

Support for general LLN

- Demonstrate LLN practices to be learned in a workplace context using the same language and formats that students need in their jobs.
- Provide clear models or examples of tasks which have been completed well.
- Give lots of opportunities for practice.
- Scaffolding: providing a skeleton onto which students add detail. Gradually reduce the amount of information included in the framework as their LLN skills increase.
- Use games (face-to-face, online, electronic or paper-based) to introduce and reinforce key terms and concepts for example, hangman, crosswords and word searches.
- Use video and/or audio material to support the training.
- Provide simplified explanations of underpinning principles and concepts.
- Ensure that decision-making responsibilities are shared with learners.
- Encourage use of learners' personal word lists and dictionaries and encouraging students to add to it while they are completing their course.
- Mentor in a learning situation.
- Team training with support trainer to assist students as needed.
- Acknowledge and build on the strengths of learners.
Specialist learning support

Effective vocational training requires LLN needs of learners to be addressed. However vocational trainers are not expected to single-handedly achieve this. There are occasions when specialist LLN support may be required.

A LLN specialist may assist in the following ways:

a) Support in planning, design and evaluation
   - analysing the LLN requirements in Training Packages, competency standards, workplace practices and in-house training programs
   - identifying any specialist LLN training if necessary
   - collaborating in the development of customised training materials, activities and assessment tools
   - checking assessment tasks for appropriateness of language, literacy and numeracy demands.

b) Support in delivery
   - co-delivering training so that the LLN expert works with a technical specialist in delivering and facilitating face to face training
   - providing specialist support to trainers before, during and between training
   - team teaching with the LLN expert ‘hover’ to assist needy students in the vocational class, while the vocational teacher delivers in the regular way
   - one-to-one LLN tuition delivered by a specialist where learners have very specific and intensive needs.
c) Specialist LLN programs

WELL training aims to assist organisations to train workers in English LLN skills.

Funding for WELL Resources is available for the development and trialing of:

- training materials designed to enhance LLN skills that are aligned with endorsed Training Packages
- industry relevant LLN assessment and reporting methods
- professional development resources for industry trainers/assessors aligned with Training Packages.

Skills for Education and Employment (SEE)

Formerly known as the Language, Literacy and Numeracy Program (LLNP) the SEE provides up to 800 hours of free accredited LLN training for eligible job seekers whose LLN skills are below the level considered necessary to secure sustainable employment or pursue further education and training.

Reading Writing Hotline – 1300 6555 06

This is a free national telephone literacy referral service for adults. This service operates 24 hours 7 days a week. Ring this number:

- for information on adult literacy courses in your local area;
- if you are a LLN provider for adults and want to be included on the database; or
- if you want to become a volunteer literacy tutor.
d) Individual learning plans

An individual learning plan is a method for customising training and learning at the individual level. It recognises that each learner is different and that the learner has an important role in planning and managing what, how and when their learning occurs. This method also recognises that learning happens outside the training environment in the home, through social interactions and in the workplace and can extend over a longer period.

Key features of a learning plan are:

- It is developed in collaboration with the learner
- The goals are broken into manageable chunks to be more achievable
- Specific actions are identified for reaching the goals
- It details the resources required or provided for doing the action
- It describes the evidence for successfully completing the action
- It allocates realistic timeframes.
## Template for an individual learning plan

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
</table>

### LLN skills profile:

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Activities/Strategies</th>
<th>Resources</th>
<th>Who is responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>During training/off the job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the job or in the workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLN Specialist support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At home/community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strategies for monitoring progress
Improving practice in addressing LLN

Monitoring and evaluating the specific strategies to address LLN skills is essential. This can achieve a variety of purposes such as:

- quality assurance
- compliance with regulatory requirements
- continuous improvement
- monitoring effectiveness of practice.

Specifically,

- seek feedback on the benefit of customising learning resources and learning activities – which was the easiest, simplest, clearest
- evaluate the usefulness of the learning support strategies
- evaluate the appropriateness and effectiveness of any specialist support provided
- seek feedback on the process of working together with a LLN specialist
- evaluate the appropriateness of assessment methods.

The usefulness of these evaluations is in identifying what works well and in identifying opportunities for improvement. This feedback may be supplemented with reflective practice by the trainer to identify professional development opportunities.

Share good resources with colleagues and develop a pool of shared resources.

Organisations and Associations for professional development

See resources and references section on page 58.

For access to additional LLN tools and templates visit:

http://www.mrwed.edu.au/LLN-workshop-resources
What is work-based learning?

There are many terms referred to in the context of work-based learning:

- work-based training;
- workplace learning;
- workplace training;
- on-the-job training; or
- on-the-job learning.

How does learning happen through work?

An effective work environment for learning is one which enables learning to occur in a lot of different ways over a period of time.

Sometimes learning will happen as a result of normal work routines. Alternatively, it could occur through having someone supervise or guide the worker quite specifically. Either way, a structured approach to this learning would facilitate a more timely acquisition for the learner.

Learning can also be generated indirectly, by watching, listening or talking to others. Therefore, the facilitator should consider how they can integrate these activities into their work-based learning structure. (e.g. ask the learner to discuss a topic with their colleagues)

What is a work-based learning pathway?

A work-based learning pathway is a plan developed and implemented to enable learners to learn what they need or want to learn, on-the-job.
What is individual learning facilitation?

Facilitating individual learning involves the application of techniques that centre on the development of interpersonal relationships between the facilitator and the learner, focusing on the learner’s goals, their learning style and the learning content.

People of all levels of work carry out individual learning facilitation; it does not necessarily have to be exclusively for supervisory positions or senior roles within an organisation. The process may be used to help an individual:

- meet personal job goals
- learn new skills and knowledge, or
- develop new behaviours

The role of the facilitator using these techniques is to advise, guide, support and respond to the needs of the learner.

What types of facilitation techniques can be used?

<table>
<thead>
<tr>
<th>Facilitation Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Mentors, in either a formal or informal relationship, focus on the person and their career, and provide support for individual growth and maturity. Mentoring Australia defines mentoring as a “mutually beneficial relationship which involves a more experienced person helping a less experienced person to achieve their goal”.</td>
</tr>
<tr>
<td>Coaching</td>
<td>A coach is job-focused and performance oriented, attempting to direct a person to some end result. The term ‘coaching’ is often heard in the context of sports. However, it is a concept that is very relevant to the work situation. A coach usually has a set agenda to reinforce or change skills and behaviours in order to achieve a set outcome.</td>
</tr>
<tr>
<td>Tutoring</td>
<td>A tutor is usually subject-centred and focuses quite clearly on helping to improve specific knowledge or skills. A tutor will often work with the learner to solve a particular problem and seeks to reduce gaps between the required skills and knowledge and the learner’s actual skills and knowledge.</td>
</tr>
</tbody>
</table>
Advantages and Disadvantages of Mentoring, Coaching and Tutoring

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Mentoring** | • Emotional rewards for the mentor.  
• Facilitating a ‘passage of knowledge’ through the organisation.  
• Complements other learning activities.  
• Provides guidance and advice to support learner transition into new roles.  
• Improves career mobility as a result of mentor-mentee relationship. | • External obstacles or interference.  
• Unrealistic expectations from all stakeholders.  
• Dependence on mentor.  
• Mismatch between mentor and mentee.  
• Frustrations that mentee is not progressing fast enough. |
| **Coaching** | • Reduces specific gaps in skills and knowledge.  
• Overcome performance problems.  
• Can keep focused on organisational aims.  
• Champion coaching within the organisation.  
• Increases participant confidence and self-esteem. | • Difficulties in balancing the agenda of the organisation and agenda of the coachee.  
• Establishing coach’s credibility.  
• Ensuring trust and confidentiality.  
• Conflicts of interest.  
• 'Blind spots' that prevent issues being raised. |
| **Tutoring** | • One-to-one attention.  
• Focuses specifically on the needs of participant.  
• Convenience.  
• Flexibility of time.  
• Good for knowledge-based content. | • Cost.  
• Could become boring and monotonous.  
• Lack of relationship-building  
• Personality conflicts.  
• Less effective for skills-based content. |

How to get the most out of Mentoring in the workplace

- Mentoring is about sharing experience. As such, the mentor can act as a role model and can be used to motivate and inspire others.
- A mentor can help clarify the career plans of participants and build appropriate development strategies for them over time.
- Participants may be able to work shadow a mentor to build confidence in how to perform certain tasks.
- Confidence will also be built, as the mentor can support participants in understanding what is needed for them to succeed.
How to get the most out of Coaching in the workplace

- Coaching is about getting people to understand what they already know and having them take ownership of their decisions.
- The best sport coaches work on attitude and the mental state and allow the experts to focus on fitness and strategy.
- Coaches focus on asking questions to allow the participants to use their cognitive ability to reach their own solution.
- The most important thing a coach can do is “ASK” questions and lead the participant to a conclusion or way forward.

How to get the most out of Tutoring in the workplace

- Tutoring is narrow its focus and is centred on performance or knowledge gaps. Therefore, it is important to have systems in place to efficiently diagnose these gaps.
- A list of subject-matter experts and ‘super-users’ should be identified so the best tutors can be deployed at the right time.

How does an individual learning/facilitation relationship occur?

An individual learning/facilitation relationship occurs though:

- A need
- The learning area
- Sound interpersonal skills.

How can a facilitation relationship be maintained?

The key to maintaining the learning/facilitation relationship is preparation. For each of the sessions undertaken with the learner, it is important that the facilitator is prepared. Being prepared means:

- planning for each meeting or session
- being organised for each meeting or session
- reflecting on the outcomes of the previous meeting or session
- being punctual
- identifying “where we are” at the start
- appearing relaxed and confident
- providing a relaxing and non-threatening environment.
G.R.O.W. Model

<table>
<thead>
<tr>
<th>G</th>
<th>GOAL - This is the end point where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>REALITY - This is how far the client is away from their goal. If the client was to look at all the steps they need to take in order to achieve the goal</td>
</tr>
<tr>
<td>O</td>
<td>OPTIONS - There will be obstacles stopping the client getting from where they are now to where they want to go. If there were no obstacles the client would already have reached their goal. Once obstacles have been identified the client needs to find ways of dealing with them if they are to make progress. These are the Options.</td>
</tr>
<tr>
<td>W</td>
<td>WAY FORWARD - The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.</td>
</tr>
</tbody>
</table>

Conducting Facilitations – Some points to consider...

- *Hold boundaries* - set out time boundaries, the number of questions you will take, etc. and stick to them to create a safe and consistent space for participants.

- *Be transparent* – be open about where the content is leading and why you’re doing particular activities. This will build a participant’s confidence in you and the process.

- *Have clear goals* – know what you want out of a particular session.

- *Ensure the objectives are participant-centred* – what do the participants have to achieve by the end.

- *Be considerate of emotions* – pay closer attention to participants’ reactions and listen out for what is not being said.
- **Allow the participants to take risks** – but in a controlled and safe environment. This is where learning happens. Allow them to have “Miss takes” rather than a “mistake”.

- **Reflect and summarise** - your job as facilitator is often to take, generalise, and summarise what participants are saying about a particular topic to help the discussion arrive at a good conclusion.

- **Ask good questions** - some examples to get more clarification or go deeper could include:
  
  o Where do you see this applying? Can you give me an example of that?
  o What do you think a solution to that could be?
  o How do you see that relating to [whatever topic you’re covering]?
  o Have you experienced something like that before? What was it?
  o Why do you think we use this equipment/technique strategy?
Planning the Facilitation

There are 7 steps to developing a successful session plan:

1. Determine the outcome/objective
2. Select the content that will support this objective
3. Create the sequence of content (e.g. Intro, body, conclusion)
4. Decide on how you will deliver this content (e.g. lecture, role play, video, case study, demonstration etc.)
5. Allocate time
6. Allocate Resources
7. Determine Assessment.

Additional details on these steps can be found in the Extension section on pages 71-74 of this Book of Readings.
**Session Plan (One-to-One) - Example**

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Lisa Ng</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of competency</td>
<td>BSBCMM101A Apply basic communication skills</td>
</tr>
<tr>
<td>Objective</td>
<td>Use effective questioning to gather and convey information.</td>
</tr>
<tr>
<td>Assessment Overview</td>
<td>Participation in creating questions in response to a case study. Role play questioning techniques</td>
</tr>
<tr>
<td>Aids/Resources</td>
<td>Communication Diagram, 20 Questions Sheet, Question Starter Sheet, Pens and Paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Topics/Content</th>
<th>Methods of delivery</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro, body, conclusion</td>
<td>What you are going to cover?</td>
<td>How you are going to cover it?</td>
<td>Timeframe</td>
</tr>
<tr>
<td><strong>INTRO</strong></td>
<td>Introduce self and the topic and link back to previous activities.</td>
<td>Lecture/Discussion</td>
<td>2 min</td>
</tr>
<tr>
<td></td>
<td>Quick Opener: 20 Questions (Give the participant the 20 questions sheet and explain that they have to highlight the ones they think are most effective and explain why. In the debrief, the trainer should examine the least effective and explore why these would be less useful.</td>
<td>Question Sheet Discussion</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>BODY</strong></td>
<td>Communication Revisit – using the communication challenges diagram (sender and receiver etc.)</td>
<td>Diagram Lecture</td>
<td>2 min</td>
</tr>
<tr>
<td></td>
<td>Identify why effective questioning is important in communication and link to the “feedback” concept from diagram.</td>
<td>Discussion</td>
<td>2 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion/Examples</td>
<td>5 min</td>
</tr>
</tbody>
</table>
Explore Open v’s Closed questions asking the participant to identify the difference with examples. Extend by asking when each type of question would be most appropriate.

Student to create some questions of their own in response to a case study, using the Question Starter Sheet. Encourage questions to be developed around the “Who, What, Where, When, Where and How” model.

Student to role play the use of the questions with the facilitator.

Provide feedback and link to how questions enable us to collect and convey information.

<table>
<thead>
<tr>
<th>CONCLUSION</th>
<th>Revisit: Quick Quiz on Effective Questioning</th>
<th>Quiz</th>
<th>2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wrap up key points and link the next session on “Active Listening”.</td>
<td>Lecture</td>
<td>2 min</td>
</tr>
</tbody>
</table>

**Tips for Success**

- It should be flexible
- It should be developed in consultation with the learner where possible
- It should draw from the learner’s own existing knowledge and experience (Moving from the known to the unknown).
### Topic ideas

<table>
<thead>
<tr>
<th>Work-based tasks</th>
<th>Sports and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communication with others</td>
<td>- How to play a particular sport (e.g. rules of golf)</td>
</tr>
<tr>
<td>- Delegation techniques</td>
<td>- How to play a particular card game (e.g. poker)</td>
</tr>
<tr>
<td>- PPE for work</td>
<td>- Yoga techniques</td>
</tr>
<tr>
<td>- Manual handling techniques</td>
<td>- Fitness techniques</td>
</tr>
<tr>
<td>- Telephone etiquette</td>
<td>- Planning for a hike</td>
</tr>
<tr>
<td>- Report writing</td>
<td>- Meditation</td>
</tr>
<tr>
<td>- Complaints handling</td>
<td>- Stress Management</td>
</tr>
<tr>
<td>- Completing forms</td>
<td></td>
</tr>
<tr>
<td>- Budgeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hospitality</th>
<th>Health and Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Meet and greet techniques</td>
<td>- Caring for an aged client</td>
</tr>
<tr>
<td>- Silver service</td>
<td>- Information about a particular community group</td>
</tr>
<tr>
<td>- Using chopsticks</td>
<td>- First Aid techniques</td>
</tr>
<tr>
<td>- Creating a menu</td>
<td>- How to take blood pressure</td>
</tr>
<tr>
<td>- Planning a dinner party</td>
<td>- Community programs</td>
</tr>
<tr>
<td>- How to prepare/cook a particular meal</td>
<td>- Volunteering</td>
</tr>
<tr>
<td>- Preparing and serving a beverage</td>
<td>- Child safety</td>
</tr>
<tr>
<td></td>
<td>- Confidentiality with clients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel and Tourism</th>
<th>Art and Crafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Information on a particular destination</td>
<td>- Origami</td>
</tr>
<tr>
<td>- Travel tips</td>
<td>- Napkin folding</td>
</tr>
<tr>
<td>- Learning a foreign language</td>
<td>- How to sketch</td>
</tr>
<tr>
<td>- Planning a trip</td>
<td>- Scrapbooking</td>
</tr>
<tr>
<td>- Bag packing techniques</td>
<td>- Brush techniques (painting)</td>
</tr>
<tr>
<td>- World travel facts</td>
<td>- How to draw a cartoon</td>
</tr>
<tr>
<td>- Travel safety</td>
<td>- Making recycled art</td>
</tr>
<tr>
<td></td>
<td>- How to wrap a present</td>
</tr>
</tbody>
</table>
EXTENSION
**TAELLN411 Address Adult Language, Literacy and Numeracy**

**Why the focus on LLN in vocational training?**

LLN skills are now recognised as fundamental to improved workforce participation, productivity and social inclusion. The 2006 Adult Literacy and Life Skills Survey indicates that 40 per cent of employed Australians and 60 per cent of unemployed Australians have a level of literacy below the accepted standard needed to work in the emerging knowledge-based economy (Australian Bureau of Statistics (2008), 2006 *Adult literacy and life skills survey*, Australia, cited in *Australian Workforce Futures* Skills Australia 2010)

The 2006 Australian Survey of Adult Literacy and Life Skills revealed some alarming statistics:

- **46%** of Australian adults don’t have the reading skills necessary for everyday life
- **47%** don’t have the writing skills necessary for everyday life
- **53%** don’t have the numeracy skills necessary for everyday life
- **70%** have difficulty solving everyday problems

These adults would have difficulty:

- reading and understanding written instructions
- communicating via email
- using training material or manuals
- filling in forms
- reading a bus/train timetable
- interpreting simple charts and graphs
- completing time sheets
- recording accurate measurements
- calculating correct change
- working independently
- following non-routine tasks
- finding workable solutions for new challenge.

Every workplace demands language, literacy and numeracy skills. These have become increasingly important because of:

- changes in work practices which have led to increased participation and team work and therefore a greater emphasis on speaking, listening and writing skills
- new technology which has led to more reliance on computers and therefore a stronger emphasis on associated reading and writing skills within electronic communications
- the importance of WHS, which has highlighted the need for reading skills required to interpret safety instructions and regulations
- greater emphasis on quality, which has led to a need for the writing skills necessary to complete required documentation and oral skills for contributing to improvements.
National strategies to address LLN in VET

The Industry Skills Councils believe that building the LLN skills of Australians should be a shared responsibility and propose that the Council of Australian Governments should establish an overarching blueprint for action on LLN in Australia 2012-2022.

In addition, within the Vocational Education and Training system, ISCs propose:
- better identification of the LLN skills of learners before training
- clear advice on LLN skill requirements to users of Training Packages
- greater national awareness of LLN issues
- increased capacity in the VET system, and all practitioners
- better-targeted solutions for building the LLN skills of workers/learners.

What is language, literacy and numeracy (LLN)?

Definitions of LLN

Language

Language is essentially a system of symbols that have meaning. Language is a means of human communication, whether it be expressed verbally, in writing or through sign language. All languages have a system of rules and meanings and can express an infinite number of ideas or meanings within that system.

“An essential property of language is that it provides the means for expressing indefinitely many thoughts and for reacting appropriately in an indefinite range of new situations.”
(Chomsky 1965:6)

Literacy

The Australian Council for Adult Literacy’s definition of adult literacy in No Single Measure, Wickerty, R (1990) states that:

“Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. For an advanced technological society such as Australia, the goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, in order to participate effectively in society”.

Another definition, from a survey of young adults, states that literacy involves:

“Using printed and written information to function in society, to achieve one’s goals and to develop one’s knowledge and potential.”

Numeracy

Numeracy is often referred to within definitions of language and literacy but here is a definition of numeracy on its own from J. Thiering and R. Barbaro, Numeracy and How We Learn, 1992:

“Numeracy is the confident use of whatever mathematics a person needs for daily life.”
Determining LLN skills in the training specifications
The LLN required within a workplace task is ‘built-in’ to the industry competency standards. There are several places within a competency standard that give an indication of the specific LLN requirements. LLN skill requirements of a unit of competency may be explicit when key words clearly relate to literacy, language and numeracy skills. (‘Built in not bolted on’ (2008)

LLN skill requirements are sometimes explicit and other times embedded in competency standard. They can be found in any part of the competency standard. The LLN requirements are best determined together with the workplace requirements. Standards are usually very generic while workplace practices and procedures are much more specific.

Identifying LLN skills required for workplace performance
The key to this task is in accessing up to date and comprehensive workplace documents for analysis. These include but are not limited to,

- job descriptions
- duty statements
- position statements.

The organisations policies, procedures and operating procedures all have a significant impact on the LLN demands.

Determining the LLN skills of the learner
Determining LLN skills of the learner can be done as part of the enrolment or registration process whether this is done online or paper based. Telephone conversations with some pre-scripted questions can also be a useful process.

Validated LLN skills assessment tools
These are standardised assessment tests that are administered and interpreted by LLN specialists. The tests or tasks are mapped to the ACSF skill indicator and domains of communication covered in the task and have comprehensive assessor instructions. Some tasks are industry and workplace specific while others are of a more generic nature. Sample from [http://www.precisionconsultancy.com.au/acs_framework](http://www.precisionconsultancy.com.au/acs_framework).
Semi-formal and Informal methods for determining LLN skills of learners

Use a self-assessment checklist based on the aspects of the workplace. You can change the content of the list to match the requirements of the workplace. (Extract from Tips for Trainers and Assessors at http://serviceskills.com.au/foundation-skills)

Self-assessments and structured activities should be related to the training but not require prior knowledge.

<table>
<thead>
<tr>
<th>I can</th>
<th>Yes - I can do this myself</th>
<th>No - I need help with this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the time on a clock (analogue or digital)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add up the prices of things in my head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know roughly how tall I am in centimetres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a guess how much things weigh in kilograms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a map to find a place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a phone message and write it down accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak at meetings or in a group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyse the responses to the self-assessment tool and see if there are deficits in the learner's skills and the LLN skills that they will need in the workplace.

Spiky Profile

An individual may not perform at the same level across each LLN skill. These levels themselves may vary across the different domains of communication, personal and community, workplace and employment and education and training. This can be captured visually in what is called a 'spiky profile' (Bateson 2001).

Using the ACSF, an individual's performance across the five core skills can be benchmarked and a spiky profile constructed. This provides valuable information about an individual's areas of strength and specifically identifies any areas where further training could be beneficial. The following scenarios illustrate three different spiky profiles.
Legal and Regulatory obligations

According to the *Standards for Registered Training Organisations 2015*,

**Standard 1**: The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

According to standard 1, clause 1.7 in the *Standards for Registered Training Organisations (2015)* Registered Training Organisations must comply as follows:

**Clause 1.7**: The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses. This may include providing:

- Language, Literacy and Numeracy (LLN) support
- assistive technology
- additional tutorials
- other mechanisms, such as assistance in using technology for online delivery components.

If support attracts an additional cost to the learner, you must make this clear in pre-enrolment information.

If there are limitations to the support your RTO is able to provide, these limitations need to be made clear in information provided to potential learners.

RTOs must to be able to demonstrate they identify, for each learner, any additional support required and that this support is made available, either directly or via arrangements with a third party.

At minimum, support should include:

- identifying particular requirements such as literacy, numeracy, English language or physical capabilities learners would need to complete each course
- developing strategies to make support available where gaps are identified.

While a formal assessment process is not required, you must be able to demonstrate how your RTO identifies support needs (for example, by requiring learners to complete a self-assessment as part of the enrolment process).

Where additional support requirements have been established, you must be able to demonstrate that this support has been made available.

**Customising training and assessment resources for LLN**

**Principles of design**

- Translate general concepts and skills into the workplace specific functions and tasks
  Example - hazards, safety, quality and customer service
- The language to use depends on the listener’s familiarity of the situation.
  Example - introduce new and unfamiliar content together with definitions and explanations that create the context.
- Include examples of forms, reports and other models of documents trainees need to read and write including completed ones. Example - incident form, customer order form and screen shot.

- Break up a text into smaller chunks making sure learners have the opportunity to work with the whole text. Example - a report can be broken up into its parts, but presented as a whole, so that learners can see how the parts fit together.

- Develop activities that use several methods of communicating as would occur in the workplace. Examples - read and discuss, read and write, listen and record.

**Learning support strategies**

The type of support provided depends on the time available, resources and the particular situation of the learner. The focus is on using a variety of training and learning strategies to assist in the development of the LLN skills of learners.

**Reading**

- Use plain English appropriate for the learner.
- Use audio recording of texts with the transcript at hand.
- Introduce industry-specific vocabulary, technical terminology and mathematical concepts before presenting reading material.
- Divide reading assignments into ‘chunks’ so that individual students read only one section, and then report back to the whole group.
- Discuss with students strategies for dealing with complex reading tasks e.g. by discussing which sections to read first, scanning headings, highlighting key sections.
- Rewrite complex material to a level that matches the students’ capabilities e.g. by using plain English, breaking up long paragraphs of text, simplifying layout.
- While students are learning how to operate equipment to manufacturers’ specifications, show them where to find and how to read those specifications.
- Replace or supplement reading material with visual resources such as diagrams, photographs, videos.

**Writing**

- Provide explanations and examples of text types.
- Teach ‘ahead of time’ the concepts and terminology that students are required to use in a piece of writing.
- Introduce written assignments gradually, with shorter, less demanding tasks early in the course.
- Give students opportunities to practise using authentic workplace forms and documents in a low-risk environment.

**Oral communication**

- Provide opportunities to discuss, attach importance to, and build on different culturally based behaviours and values.
- Link learners with co-workers in order to learn required communication skills.
- Ask students to orally paraphrase what they have read.
• Use structured small group and pair activities to provide opportunities for learners to develop oral communication skills such as asking questions, paraphrasing, reporting back.

Numeracy
• Through questioning of the learner’s experience, or by showing examples, link mathematical concepts to applications drawn from everyday life.

Accessing specialist support
Effective vocational training requires LLN needs of learners to be addressed. However vocational trainers are not expected to single-handedly achieve this. There are occasions when specialist LLN support may be required. An LLN specialist is a person who holds appropriate qualifications to deliver language, literacy and numeracy training. They include but not limited to teachers of English as a Second Language (ESL), teachers of English to Speakers of Other Languages (ESOL), Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership, Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. The knowledge and skills demonstrated by a specialist include:

• knowledge of adult learning
• knowledge of language and literacy development as a first and/or additional language
• knowledge of the structure and use of Standard Australian English in the Australian community
• knowledge and application of mathematical concepts and numeracy
• knowledge of the VET sector
• the capacity to use the ACSF.

a) Support in planning, design and evaluation
• Analysing the LLN requirements in Training Packages, competency standards, workplace practices and in-house training programs.
• Developing or modifying assessment tasks and materials.
• Identifying implications of LLN issues for assessment tasks.
• Identifying any specialist LLN training if necessary.
• Consulting and advising on the development of assessment tools.
• Collaborating in the development of customised training materials and assessment tools.
• Checking assessment tasks for appropriateness of language, literacy and numeracy demands.
• Modifying learning materials and activities.
• Finding appropriate authentic resources within the workplace for use by trainers and assessors.

b) Support in delivery
• Co delivering training so that the LLN expert works with a technical specialist in delivering and facilitating face to face training.
• Providing specialist support to trainers before, during and between training.
• Team teaching with the LLN expert ‘hover’ to assist needy students in the vocational class, while the vocational teacher delivers in the regular way.
• Small group LLN support training delivered by a specialist where the LLN needs of learners are more intensive, some separate LLN training may be required concurrently with the vocational training.
• One-to-one LLN tuition delivered by a specialist where learners have very specific and intensive needs, one-to-one tuition may be necessary to support them in learning. Integration of the separate and mainstream training is essential for effectiveness.

Workplace English Language and Literacy (WELL) program
Funding is available on a competitive grants basis to organisations for English language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs. Enterprises can partner with a registered training organisation offering specialist LLN services in order to develop custom-made training.

The WELL budget developed by the LLN specialist practitioner together with the employer and a WELL Broker must be approved by DIISRTE. Most Industry Skills Councils have a WELL broker. Funding is provided on a co-contribution basis. The funding can be used for participants who are employed on a full-time, part-time, casual or temporary basis and have LLN proficiency at ACSF level 3 or below.

Skills for Education and Employment (SEE)
As of 1 July 2013 the Language, Literacy and Numeracy Program (LLNP) will be termed the SEE. The program provides 800 hours of free language, literacy and numeracy assistance to those job seekers who are experiencing significant disadvantage in the labour market due to low levels of language, literacy and/or numeracy. It targets job seekers from culturally and linguistically diverse (CALD) backgrounds needing language-only training at three different levels, Initial, Basic and Advanced. Also, those seeking International English Language Testing System (IELTS) and Occupational English Test (OET) training. Training is also available to those job seekers needing specific Advanced Vocationally-Oriented Course (AVOC) training.

It caters for disadvantaged job seeker groups including Indigenous people, young males, people with disabilities, isolated female job seekers and/or cases of aged based workforce exclusion. All participants in SEE must be of working age (generally 15 to 64 years) and be registered with Centrelink and not a full time student. Participants must also satisfy eligibility criteria relating to benefit and visa status.
Reading Writing Hotline 1300 6555 06
This is a free national telephone adult literacy and numeracy referral service. TAFE NSW Social Inclusion and Vocational Access Skills Unit (SIVA) manage it.
The Reading Writing Hotline provides information on:
- reading and writing classes for adults in your local area
- distance learning if you are unable to attend classes
- how to become a literacy volunteer
- commonwealth-funded English as a second language (ESL) programs for migrants
- commonwealth-funded programs for Centrelink clients
- literacy in the workplace programs.

Individual learning plans
An individual learning plan is a method for customising training and learning at the individual level. It recognises that each learner is different and that the learner has an important role in planning and managing what, how and when their learning occurs. This method also recognises that learning happens outside the training environment in the home, through social interactions and in the workplace and can extend over a longer period.

Key features of a learning plan are:
- it is developed in collaboration with the learner
- the goals are broken in to manageable chunks to be more achievable
- specific actions are identified for reaching the goals
- it details the resources required or provided for doing the action
- it describes the evidence for successfully completing the action
- it allocates realistic timeframes.

Continuous improvement
Monitoring and evaluating the specific strategies to address LLN skills is essential. This can achieve a variety of purposes such as:
- quality assurance
- compliance with regulatory requirements
- continuous improvement
- monitoring effectiveness of practice.

Specifically,
- seek feedback on the benefit of customising of learning resources and learning activities – which was the easiest, simplest, clearest
- evaluate the usefulness of the learning support strategies
- evaluate the appropriateness and effectiveness of any specialist support provided
- seek feedback on the process of working together with a LLN specialist
- evaluate the appropriateness of assessment methods.
Course in Applied Vocational Study Skills (CAVSS)

CAVSS is a team teaching delivery strategy for integrating literacy and numeracy support with vocational training.

Team-teaching has a number of benefits:

- no student is singled out as being in need of extra support, since all students in the group have access to the support as they need it
- the literacy and numeracy support is always relevant to the industry skills the students really want to learn
- the collaborative model of teaching provides a model for students whose behaviour becomes more collaborative as a result
- a collaborative learning environment, access to an extra teacher and the opportunity to revise maths or literacy skills all help students to focus on learning and the student success rate improves as a result.
References and Resources

Publications
IBSA 2012 TAELLN401A Address adult language, literacy and numeracy skills. Participant Workbook 1st edition Commonwealth of Australia

ISCs  No more excuses. An industry response to the language, literacy and numeracy challenge

ANTA 2000 An information kit for language, literacy & numeracy practitioners training managers industry trainers about language, literacy & numeracy issues in the delivery of Training Packages revised edition Commonwealth of Australia

DIISRTE 2012 Australian Core Skills Framework Commonwealth of Australia

ISCs 2010 Five good reasons Making the case for core skill development and improving workforce quality and productivity. Commonwealth of Australia

Queensland Department of Employment and Training 2002 Understanding and applying vocational language, literacy and numeracy within the Australian Quality Training Framework

Queensland VET Development Centre 2011 The Crux of the Matter: Language, Literacy and Numeracy and Vocational Education and Training

Skills Australia 2011 Australian Workforce Futures A National Workforce Development Strategy Commonwealth of Australia


TAFENSW Hunter Institute/ Workforce Development Unit 2010 The Identification and Support of Students with Language, Literacy and Numeracy Issues in Vocational Education

IBSA 2012 Changes ahead for VET trainers and assessors Commonwealth of Australia

Resources for trainers


ACSF DVD (2011)- includes pre training LLN assessments followed by analysis by an LLN specialist on candidates LLN skills profile using the ACSF. Produced by the Department of Education, Employment and Workplace relations, Canberra. To obtain a copy please email adultliteracy@innovation.gov.au

Associations and networks

**Australia Council for Adult literacy (ACAL)**
A national body providing information and professional development support for members, including newsletter, annual conference, portal for national publications in adult literacy.

**Victorian Adult Literacy and Basic Education Council (VALBEC)**
Provides information and professional development support for members, including newsletter, annual conference.

**The NSW Adult Literacy & Numeracy Council (NSWALNC)**
This is the peak professional body representing teachers, workers and others interested in the field of adult literacy and numeracy specifically within NSW.

**Western Australian Adult Literacy Council (WAALC)**
WAALC is an independent professional association for people interested in adult literacy and numeracy. It hosts seminars, an annual workshop, networking events and a blog page.

**Queensland Council for Adult Literacy (QCAL)**
QCAL promotes literacy as the key to effective life-long learning for all. It publishes a newsletter Write on, hosts seminars and workshops and hosts a useful tutor tips section on its website.

**South Australian Council for Adult Literacy (SACAL)**
SACAL convenes a number of events including 'Literacy Dialogues', workshops, seminars and an annual state conference. These events provide information and networking opportunities for adult literacy and numeracy educators in South Australia.
http://www.sacal.sa.edu.au/

**Specialist LLN programs**

**Skills for Education and Employment (SEE)**
The program provides 800 hours of free language, literacy and numeracy assistance to those job seekers who are experiencing significant disadvantage in the labour market due to low levels of language, literacy and/or numeracy.
http://www.industry.gov.au/skills/ProgrammesandAssistance/SEE/Pages/default.aspx
Reading and Writing Hotline
This is a free 24/7 national service locates local services and support for learners. The website has an extensive link to games and activities to assist learners in managing their own learning. All written content is also provided with an audio option.
http://www.readingwritinghotline.edu.au/

Workplace English Language and literacy
This site provides documents and details on the WELL training guidelines and application forms.
http://www.agrifoodskills.net.au/?WELLAbout

Customising Resources
LiteracyNet
Most comprehensive listing and details of specific LLN resources for addressing LLN needs within specific industries and vocational courses.

Professional development
Ideas that Work
Nine short free videos are available for download for Language, Literacy and Numeracy (LLN) Training and Professional Development. These are useful for your own professional development as a VET practitioner or workplace trainer as it supports the “TAELLN401A Address adult language, literacy and numeracy skills”.

Taking the lead
Described as the one-stop shop for information and advice on developing core language, literacy and numeracy (LLN) skills in the service industries. Provides LLN tips for industry, trainers and case studies with good links to other sites.

Course in Applied Vocational Study Skills (CAVSS)
CAVSS is a team-teaching method for teaching literacy and numeracy skills in VET training activities. The vocational trainer and literacy specialist teach the same group of students in the same place at the same time.
http://vetinfonet.dtwd.wa.gov.au/VETpolicyandguidelines/Pages/CAVSS.aspx

Courses and qualifications
Language, Literacy and Numeracy (LLN) Practitioner Scholarships Program
This program funded by Department of Industry and Science seeks to assist in addressing skill shortages in the adult LLN field in Australia by increasing the number of qualified LLN practitioners, particularly in regional areas. Funding availability varies year to year. Check this website for the latest details.
http://www.industry.gov.au/skills/ProgrammesandAssistance/LanguageLiteracyAndNumeracyPractitionerScholarshipsProgram/Pages/default.aspx
TAE40110 - Certificate IV in Training and Assessment (On-the-Job Trainer)  

**TAEDEL402A – Plan, organise and facilitate learning in the workplace**

**Establish effective work environment for learning**

**How does learning happen through work?**

When commencing a new job, it is common for employees to learn how to use a piece of equipment or technology. It is likely that they will also need to become familiar with organisational policies and procedures. Essentially, the new employee has to learn these skills and knowledge through the function of work.

An effective work environment for learning is one which enables learning to occur in a lot of different ways over a period of time.

**What is a work-based learning pathway?**

A work-based learning pathway is a plan developed and implemented to enable learners to learn what they need or want to learn, on-the-job. How extensive and complex the learning pathway is will depend on the goals the learner needs or wants to achieve.

The purpose of an effective work-based learning pathway is to ensure that the learner learns all they need to know to do the job efficiently and safely. The facilitator works with the learner, and anyone else who may be affected, to develop the pathway that allows the learner to get to that point.
Develop work-based learning pathway

How is a work-based pathway developed?

In developing an effective work-based pathway, there are many things to consider. A work-based learning pathway has details of:

- what will be done (job tasks or activities to be included in the learning process, details of actions or interventions)
- when these will be done (the sequence of the job tasks or activities to reflect the learner’s incremental development)
- who will be involved (facilitator, expert workers, co-workers, others)
- what they will be doing to enable the learning goals to be achieved (direct guidance, modelling and coaching)

The pathway should also allow some flexibility to cater for unanticipated opportunities for learning activities or interactions. To be effective, the pathway should be developed in consultation with the learner as much as possible. If the learner knows why the learning is to take place, and has been involved in developing the sequence of learning, it is likely that they will be more prepared to be involved during the implementation.

The choice of activities and actions in the work-based learning pathway should draw on the wealth of experience already possessed by the learner. Moreover, the facilitator should take into account where support is needed and when it is not. Good facilitators don’t just provide the information to the learner. Instead, they work out ways to effectively draw out the experience of the learner and encourage them to think for themselves.

What is the difference between work-based learning and training?

The two terms imply some difference in style and approach. When delivering ‘training’, the emphasis is on the trainer, rather than the learners. Whereas, the primary focus of ‘facilitation’, is on the learners.

According to the Macquarie dictionary, to facilitate is “to make something easier or less difficult; also, to move forward”. Facilitation may therefore help someone to move forward with an action or process or make the relevant action or process easier.

How can the work-based learning pathway be evaluated?

Much like other forms of delivery and facilitation, work-based learning can be evaluated through:

- direct observation
- questionnaires
- verbal questioning
- third-party reports
- customer feedback
- review of performance records
What is individual learning facilitation?

Facilitating individual learning involves the application of techniques that centre on the development of interpersonal relationships between the facilitator and the learner, focusing on the learner’s goals, their learning style and the learning content.

People of all levels of work carry out individual learning facilitation; it does not necessarily have to be exclusively for supervisory positions or senior roles within an organisation. The process may be used to help an individual:

- meet personal job goals
- learn new skills and knowledge, or
- develop new behaviours

The role of the facilitator using these techniques is to advise, guide, support and respond to the needs of the learner.

What types of facilitation techniques can be used?

Two of the major techniques used to facilitate individual learning are derived from mentoring and coaching methodologies. A third technique, tutoring, is also used. Many people confuse the roles of mentor, coach and tutor. While these roles are interrelated, they are not the same thing.
Establish the learning/facilitation relationship

How does an individual learning/facilitation relationship occur?

For an individual learning/facilitation relationship to occur, the need must first be identified. The need may be:

- proposed by the learner, a manager or a department in the organisation
- proposed by the facilitator
- a requirement of management
- a requirement of a course or learning program
- a request for additional support to enhance learning
- based on observation

The learning area also needs to be established. The learning area may relate to:

- organisational or individual needs
- a new or changed job role
- new or changed work procedures, for example, record keeping to comply with VET Quality Framework technical skills, for example, how to use a data projector
- life skills, such as managing a career
- generic skills, such as teamwork
- management skills, for example planning and organising
- units of competency in Training Packages
- curricula

Once the learning area is established, the learning goals can be identified. These may include; career advancement or redirection, increasing productivity, learning a new skill, setting personal directions or developing relationships.

How is the individual learning relationship established?

Regardless of whether the relationship involves a mentor, a coach or a tutor, the basic principles of facilitating adult learning will be the same. At the core of any effective learning relationship is mutual respect and trust. This is established through effective communication and interpersonal skills.

Communication Skills

Good communication skills involves building rapport with the learner, using effective verbal and non-verbal language, using critical listening skills, providing constructive and supportive feedback and providing clear and concrete options and advice.
Interpersonal Skills

Sound interpersonal skills will include:

• showing respect for the expertise and background of the learner
• demonstrating sensitivity to diversity, disability, culture, gender, age and ethnicity
• modelling positive facilitation and learning behaviours
• engaging in two-way interaction
• encouraging the expression of diverse views and opinions
• negotiating complex discussions by establishing a supportive environment
• using language and concepts appropriate to cultural differences
• accurately interpreting non-verbal messages
• using humour where appropriate

The relationship that is developed with an individual learner will have many different aspects. Investing time in exploring all these will ultimately contribute to its success. This will include consideration of the individual’s preferred learning style, learning characteristics, cross-difference learning implications, the context for learning as well as barriers to achieving outcomes.

Learning styles

It is well-established that there are several different learning styles and an understanding of how the learner prefers to learn will affect the program and the activities chosen. According to learning style theory, there are three main ways that people learn – visual, auditory or kinaesthetic.

Learner characteristics

In addition to identifying the learner’s learning style, it is also necessary to identify any of their characteristics that may impact on their learning. Learner characteristics include things like:

• employment status
• past learning experiences
• level of maturity
• confidence
• cultural background and needs
• level of formal schooling in Australia or overseas

Cross-difference learning implications

While learning facilitators and learners always differ in some ways, when the differences seem particularly large to one or both parties, it is known as ‘cross-difference learning’.

Cross-difference learning or mentoring is an exciting opportunity for both the learner and facilitator to experience and learn new things. It is important to see it as an opportunity for professional development.
When involved in a cross-difference learning relationship, it may be necessary to consider whether additional support is needed for the learner. For example, the learner may have needs that call for:

- language, literacy or numeracy support
- disability support
- Aboriginal and Torres Strait Islander support
- ethnic support service
- interpreting services
- employment support services
- counselling services
- community support

The context for learning

Different contexts for learning may be:

- determined by the area of learning
- determined by the facilitator and the learner
- defined by the work or learning activities
- in a classroom, tutorial room, meeting room, office, any agreed meeting place
- in a workplace, training/assessment organisation, college, community, university or school
- defined by the time requirements for individual facilitation

The learning context may also have implications for the health, safety or welfare of the learner.

Barriers to success

During the process of working out how the individual learning facilitation relationship will occur, it is critical to consider the boundaries and expectations that both parties bring to the relationship. Facilitators and learners typically enter their relationships with assumed expectations of each other. If expectations are not met, people can become irritated and disappointed, not only with each other, but with the whole learning process.

To prevent this, and to help with planning, expectations should be established in consultation with the learner. Discuss these expectations early in the learning partnership and include agreed additions or modifications to the expectation list as the relationship progresses.
What might be the scope of the expectations and boundaries in the learning/facilitation relationship? They might be about:

- The roles and responsibilities of the learner
- The extent or limits of the relationship
- The techniques or processes used
- Confidentiality
- The range of expertise of the learning facilitator
- The involvement of others
- Organisational expectations
- Reporting requirements.

The G.R.O.W. Model

One suggested facilitation model that could be used is G.R.O.W. (Goal, Reality, Options, and Way forward.) This model provides a structure with which you can conduct a facilitation (coaching) session. Each area can be focused on to enable the student to clarify and achieve their desired outcomes.

The GROW model is a technique for problem solving or goal setting first developed in the United Kingdom in the late 80’s by Graham Alexander, Alan Fine and Sir John Whitmore. The three are well known because of their significant contributions in the world of executive coaching.

GROW is also well known in the business arena but it also has many applications in everyday life. The particular value of GROW is that it provides an effective, structured methodology which both helps set goals effectively and is a problem solving process.

<table>
<thead>
<tr>
<th>G</th>
<th>GOAL - This is the end point where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>REALITY - This is how far the client is away from their goal. If the client was to look at all the steps they need to take in order to achieve the goal</td>
</tr>
<tr>
<td>O</td>
<td>OPTIONS - There will be obstacles stopping the client getting from where they are now to where they want to go. If there were no obstacles the client would already have reached their goal. Once obstacles have been identified the client needs to find ways of dealing with them if they are to make progress. These are the Options.</td>
</tr>
<tr>
<td>W</td>
<td>WAY FORWARD - The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.</td>
</tr>
</tbody>
</table>
Implement the work based learning pathway

How can the work based learning pathway be implemented?

Planning and preparation is essential to any learning program, whether it is in a classroom, via distance, or work-based learning activities. By finding out about the workplace and the learners through research and discussions with stakeholders, the facilitator will have a better chance of implementing a successful work-based learning pathway.

The following diagram illustrates the process of implementing a work based pathway:

What do the learners need to achieve?

The learners may need to focus on knowledge, skill, a new attribute or a combination of these.

Knowledge

Will the learner need to learn a new knowledge, such as the facts, concepts or principles required to competently perform an activity? Do they need to learn the policies and procedures of the workplace and/or job role?

For example, a newly employed truck driver on an interstate trucking route needs to know the way to travel to ensure that the goods are delivered on time and without breaking any road rules, such as speed limits and height and weight restrictions.
Skills

Does the learner need to learn a new skill? A new skill is defined as the mental or physical ability to competently perform an activity.

For example, someone who conducts assessments would need skills to apply various assessment methods and tools relevant to the workplace. Similarly, someone mixing chemicals for a gardening job would need the appropriate literacy and numeracy skills for the job.

Attributes

Does the learner need to learn a new attribute? Attributes are defined as a predisposition to behave in a certain way to competently perform a work activity. This could include standards of behaviour, values or beliefs.

For example, being punctual, respecting confidentiality, working to a schedule and respecting others are examples of attributes that may be desirable in a workplace.

What are the benchmarks required by the learner?

Depending on why the learning is necessary, the benchmark or standard could be:

- a unit of competency
- a module from an accredited course
- criteria for performance
- industry standard or expectation
- compliance requirement
- safety obligation
- regulatory requirement

What learning strategies could be employed in a work-based learning context?

- demonstrating/modelling
- coaching
- supervision
- time to observe others at work
- time to talk to others at work
- practice
- job rotation
What are the implications for work practices, routines and the work environment?

There are a range of important workplace implications to consider when implementing the work-based learning pathway. These will include:

**Schedules and timetables**

Regardless of the strategy used, one thing to think about is the learner may be slow in their job in the first instance. It may be necessary to give the learner extra time to do their work, so they can learn on the job. The facilitator will need to be prepared to find out if it is possible to fit the learning in with normal work schedules, timelines, routines or performance expectations or, can these be changed to accommodate the learning?

**Work procedures, routines and practices**

It may be necessary to change how work is done to allow for learning to occur on the job. For example, to allow someone to start a new role that involves writing reports for a client, it may be more practical to change the work process to include the step of having a supervisor or more experienced worker check what the learner has produced before it is sent to the client.

**Licensing and accreditation**

In many industries, there are requirements to have a licence. Licences may be required for an individual to legally operate equipment, for instance. Licences are also given to organisations to provide a service; for example providers of accredited childcare or aged care services. Such licences require the organisation to operate in a certain way and to certain standards. Therefore, arranging for a trainee to work on a shift as one of the rostered staff may not be possible under the licensing requirements.

**Workplace Health and Safety (WHS)**

There may be workplace health and safety factors to consider if learning occurs on the job. Before it is safe to do the job or use a piece of equipment, does the whole process of a particular role need to be known? Would allowing a learner to do a job, even with supervision, put themselves or others at risk?
Maintain and develop the learning/facilitation relationship

How can the learning/facilitation relationship be maintained?

The key to maintaining the learning/facilitation relationship is preparation. For each of the sessions undertaken with the learner, it is important that the facilitator is prepared. Being prepared means:

- planning for each meeting or session
- being organised for each meeting or session
- reflecting on the outcomes of the previous meeting or session
- being punctual
- identifying “where we are” at the start
- appearing relaxed and confident
- providing a relaxing and non-threatening environment

How does the learning program get started?

Successful facilitation and individual learning includes ensuring the goals or objectives are met. Having already established the goals for the learning – it would be good to start off the program with a review of the goals and expectations of the learner and the organisation. For example, the learner may have key performance indicators that have to be set in conjunction with their employer.

The facilitator will need to measure where the learner is against these goals. The difference in the targets and the learner’s current status is known as the ‘gap’. The objective for each party will be to mutually determine ways to decrease this gap.

How can the facilitator plan for a learning session?

The key to success in any learning session is preparation. In preparing for a learning session, the facilitator will need to take into account previous meetings and/or sessions and reflect on their outcomes. There may be a change in direction necessary, or some reinforcement of learning that has already taken place.

The following section outlines how to prepare an effective session plan.

Setting learning outcomes for the session

Preparing learning outcomes will ensure that the sessions have some direction. An outcome is a very clear description of the skills, knowledge and attitudes that the learner should be able to demonstrate as a result of facilitation. The session outcome should describe in measurable terms what the candidate is required to know or do in order to achieve success. A hint about learning outcomes is that they will generally begin with a verb. A verb is an action word and demonstrates that change is expected after the learning has taken place.
Below are some common verbs used in learning outcomes:

<table>
<thead>
<tr>
<th>Knowledge and Understanding (Cognitive)</th>
<th>Skills (Psychomotor)</th>
<th>Attitudes and Feelings (Affective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compare</td>
<td>• Adjust</td>
<td>• Accept</td>
</tr>
<tr>
<td>• Contrast</td>
<td>• Assemble</td>
<td>• Associate</td>
</tr>
<tr>
<td>• Define</td>
<td>• Create</td>
<td>• Communicate</td>
</tr>
<tr>
<td>• Describe</td>
<td>• Construct</td>
<td>• Choose</td>
</tr>
<tr>
<td>• Discuss</td>
<td>• Demonstrate</td>
<td>• Discuss</td>
</tr>
<tr>
<td>• Explain</td>
<td>• Develop</td>
<td>• Derive</td>
</tr>
<tr>
<td>• Identify</td>
<td>• Load</td>
<td>• Express</td>
</tr>
<tr>
<td>• List</td>
<td>• Open</td>
<td>• Listen</td>
</tr>
<tr>
<td>• Name</td>
<td>• Operate</td>
<td>• Share</td>
</tr>
</tbody>
</table>

Outcomes must meet three criteria:

1. They must be **observable**. Can you actually see or observe the progress of the learner?
2. They must be **measurable**. Can you measure the output or progress of the learner?
3. They must be written using language that is **clear** and cannot be subject to ambiguity or misinterpretation.

In competency based training, outcomes must be clearly specified in terms of:

- Performance – what the learner will be able to do as a result of what has been learned.
- Standards – the minimal acceptable performance level the participant must demonstrate to be considered competent.
- Conditions under which the learning will take place.

To write a clear and concise training outcome ask, “what does the learner have to be able to do at the end of the period of training?”

**For example:** *Make 6 photocopies of a 10 page report without crooked edges, within 10 minutes.*

This training outcome specifies **what** the learner has to do (make 6 photocopies of a 10 page report), under certain conditions (within 10 minutes) and the standard of performance expected (without crooked edges).
Planning the introduction to the learning session

The introduction to the learning session is where facilitator builds rapport and establishes a friendly environment. Facilitators often have a short statement about themselves and the experience they have with the specified topic.

The introduction is vital because it is the opportunity to grasp and focus the participant’s attention by:

- describing the topic and its main points in an interesting way
- finding out what they already know
- outlining what they will be learning
- outlining what they will be required to do
- showing how the information and skills are relevant to their job

The following example may help when planning the introduction of a session:

<table>
<thead>
<tr>
<th>Interest</th>
<th>• How will interest be created?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td>• Why do they need to know the information?</td>
</tr>
<tr>
<td>Topic</td>
<td>• What will the session be broadly about?</td>
</tr>
<tr>
<td>Range</td>
<td>• What will the session be specifically covering?</td>
</tr>
<tr>
<td>Outcomes</td>
<td>• What will participants achieve?</td>
</tr>
<tr>
<td>Assessment</td>
<td>• How will participants be assessed?</td>
</tr>
</tbody>
</table>

Planning the body of the session

Most of the ‘work’ happens in the body of a session. When planning the facilitation methods and activities for this section, the following steps could be used to guide what is written:

1. The facilitator presents or demonstrates the new skills or information.
2. Participants apply or use the new skills and information in an appropriate activity.
3. The facilitator summarises the main points.
4. The facilitator asks questions to check that the learner understands the new skills and information.
5. The facilitator observes the learner to check that they can use the new skills and information.

These steps can be repeated as often as necessary depending on the learner’s need and the rate of progress.
Planning the conclusion to the session

Just as the introduction leads the participants comfortably into the body of your session, the conclusion should bring the whole session to a satisfactory close for both the facilitator and the learner.

The following memory jogger could be used - At the end of a session we sign **OFF**.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Feedback</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly review the outcomes and determine whether they have been achieved</td>
<td>• This is a two way process and acts as both reinforcement and evaluation.</td>
<td>• Suggest how the sessions's learning links into the next sessions/activities.</td>
</tr>
</tbody>
</table>

**What sort of learning activities could be used?**

The type of learning activities developed with the learner will depend on the learner’s preferred learning style and the context of the learning (i.e. where, what, how and when?). The activities may include:

- workplace activities, such as work shadowing, job rotation or trialling of ideas
- on-the-job activities, such as project work, coaching or experiential learning
- off-the-job activities, such as off-site visits, research, training, or consulting with experts in their area of interest
- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities
- readings
Close and evaluate the learning/facilitation relationship

How should the learning/facilitation relationship be closed?

Separation and closure is the final stage of the learning environment. Rather than letting the relationship dwindle, it is important to formally separate from the learner.

One step in separating from the learner is evaluating the learning program. This provides a natural point of closure and will be important for the self-development of the facilitator and the learner. It will also support the on-going improvement of the organisation’s learning system.

When is it time to separate?

At some stage in the learning relationship, a decision needs to be made regarding the learner’s ability to progress without further assistance from the facilitator. An effective way of determining readiness for the closure of the learning facilitation is to use assessment tools. As well as this, learners will often give visual clues as to their self-reliance and development.

If the learner is achieving all their goals, becoming more in control of their own development, relying less on the input of the facilitator and is establishing new relationships with others who can support their development, it could be time to close the relationship.

Various tools and signals will indicate that it is time to end the learning relationship. These may include:
• a self-assessment taken by the learner
• a measure of improvement in a particular area
• readiness for formal assessment
• a level of independence in learning
• readiness to maintain learning through other means or modes
• the agreed time period has come to an end

Why evaluate the learning relationship?

In order to make the learning efforts as successful as possible, measures of formal evaluation should be put into place. It is important not to leave the evaluation to chance, but rather to incorporate it into the learning plan.

The impact of the individual learning relationship is a key area for evaluation. The impact may be:
• success in achieving identified goals
• rate of achieving identified goals
• development of new goals
• increased motivation to learn
• increase the self-confidence of the learner
Monitor and review the effectiveness of the work based learning pathway

Why review?

Here are some reasons to undertake a review of the work-based learning pathway:

- to decide whether to continue following the learning pathway
- to improve planning, content, resources, delivery and assessment
- to gain information on how to improve future planning pathways
- for learners to have an opportunity to reflect on their own learning and contribute to improvements
- to undertake self-assessment and reflection, and to identify opportunities for improvement as a facilitator
- for accountability, legitimacy and promotion of the learning pathway
- to meet the needs to the external organisations involved in the learning pathway
- to comply with any legislative or regulatory requirements

When should a program be reviewed?

Formative evaluation

Formative evaluation collects data while learning is in progress. It can take place on a formal or informal basis or when it becomes apparent that an improvement is necessary.

Formative evaluation could be about checking progress, budgets, schedules, and completion rates.

Summative evaluation

Summative evaluation occurs at the end of the learning program and allows the facilitator to formally examine the entire learning pathway. The final evaluation could be about the effectiveness or appropriateness of the outcomes, budgets, schedules and completion rates.

How could a program be reviewed?

Data could be collected by:

- distributing questionnaires
- asking learners to keep diaries
- keeping a facilitator diary or daily reflection sheet
- conducting direct interviews
- organising a discussion group
- observing performance
- looking at results
Kirkpatrick’s four levels

One well known and often used model of evaluation was developed by Donald Kirkpatrick. He is an academic who has done a great deal of work developing models for evaluating and reviewing training programs.

Kirkpatrick’s four levels of evaluation are:

- **Level 1 – Reaction**: did they enjoy the learning?
- **Level 2 – Learning**: did the learner learn anything?
- **Level 3 – Behaviour (performance)**: did they use it?
- **Level 4 – Results (impact)**: did the learning produce benefits to the organisation?

What types of questions could be used to elicit responses from learners?

Questions can be:

- *How* questions – how did you feel? How does that fit in? How would you apply that?
- *What* questions – what happened? What was important about what happened? What makes you think that?
- *When* questions – when will that happen? When do you have to have that completed?
- *Where* questions – where did it start to go wrong? Where does it happen?
- *Why* questions – why did you do that? Why do you think it happened?

Further to this, the following types of questions could be asked:

- *Clarifying* questions – ‘did I understand what you mean...?’
- *Elaborating* questions – ‘could you say a little more about that?’
- *Challenging* questions – ‘what makes you think that?’
- *Confronting* questions – ‘you claim you... but you...’
## Appendix A: Australian Core Skills Performance Variables Grid

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

(IBSA – Example trigger words glossary ©2013 Commonwealth of Australia)

<table>
<thead>
<tr>
<th>Trigger Words</th>
<th>Foundation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access relevant information</td>
<td>Reading, Oral communication</td>
</tr>
<tr>
<td>According to signs</td>
<td>Reading, Numeracy</td>
</tr>
<tr>
<td>Adjust</td>
<td>Numeracy, Problem solving</td>
</tr>
<tr>
<td>Allocate</td>
<td>Numeracy, Oral communication</td>
</tr>
<tr>
<td>Apply</td>
<td>Numeracy, Oral communication</td>
</tr>
<tr>
<td>Appropriate documentation</td>
<td>Reading, Writing</td>
</tr>
<tr>
<td>Articulate</td>
<td>Writing, Oral communication</td>
</tr>
<tr>
<td>Assist</td>
<td>Learning, Teamwork</td>
</tr>
<tr>
<td>Build on (prior knowledge and experience)</td>
<td>Learning, Self-management</td>
</tr>
<tr>
<td>Calculate</td>
<td>Numeracy, Problem solving</td>
</tr>
<tr>
<td>Chart</td>
<td>Writing, Numeracy</td>
</tr>
<tr>
<td>Check</td>
<td>Reading, Numeracy, Oral communication</td>
</tr>
<tr>
<td>Clarify meaning or advice</td>
<td>Oral communication, Self-management</td>
</tr>
<tr>
<td>Codes and labels</td>
<td>Reading, Numeracy</td>
</tr>
<tr>
<td>Collect</td>
<td>Reading, Writing, Oral communication</td>
</tr>
<tr>
<td>Collect data</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Learning, Problem solving</td>
</tr>
<tr>
<td>Complete reports</td>
<td>Writing, Planning and organising</td>
</tr>
<tr>
<td>Comply with directions</td>
<td>Reading, Oral communication, Self-management</td>
</tr>
<tr>
<td>Computations</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Contact</td>
<td>Oral communication</td>
</tr>
<tr>
<td>Contribute</td>
<td>Oral communication, Initiative and enterprise</td>
</tr>
<tr>
<td>Convert</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Critically evaluate</td>
<td>Learning, Problem solving</td>
</tr>
<tr>
<td>Delegate</td>
<td>Oral communication, Planning and organising,</td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
</tr>
<tr>
<td>Determine value</td>
<td>Numeracy, Problem solving</td>
</tr>
<tr>
<td>Document</td>
<td>Writing</td>
</tr>
<tr>
<td>Estimate</td>
<td>Numeracy, Problem solving</td>
</tr>
<tr>
<td>Explain</td>
<td>Oral communication, Writing</td>
</tr>
<tr>
<td>Feedback</td>
<td>Oral communication, Writing</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Learning, Oral communication</td>
</tr>
<tr>
<td></td>
<td>Reading, Self-management</td>
</tr>
<tr>
<td>Follow procedures</td>
<td>Reading, Self-management</td>
</tr>
<tr>
<td></td>
<td>Planning and organising</td>
</tr>
<tr>
<td>Formula</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Learning, Planning and organising</td>
</tr>
<tr>
<td>Graph</td>
<td>Numeracy, Reading</td>
</tr>
<tr>
<td>Identify</td>
<td>Reading, Oral communication, Problem solving</td>
</tr>
<tr>
<td><strong>Trigger Words</strong></td>
<td><strong>Foundation Skills</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Information sources</td>
<td>Learning, Oral communication, Reading</td>
</tr>
<tr>
<td>Interpret</td>
<td>Reading, Numeracy</td>
</tr>
<tr>
<td>Inform</td>
<td>Oral communication</td>
</tr>
<tr>
<td>Inventory</td>
<td>Writing, Numeracy</td>
</tr>
<tr>
<td>Label</td>
<td>Writing</td>
</tr>
<tr>
<td>Legislative requirements</td>
<td>Reading</td>
</tr>
<tr>
<td>Level</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Liaise</td>
<td>Oral communication, Teamwork Initiative and enterprise</td>
</tr>
<tr>
<td>Maintain</td>
<td>Writing, Planning and organising</td>
</tr>
<tr>
<td>Marked out</td>
<td>Reading</td>
</tr>
<tr>
<td>Measure</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Monitor</td>
<td>Oral communication, Planning and organising</td>
</tr>
<tr>
<td>Note</td>
<td>Writing</td>
</tr>
<tr>
<td>Obtain information</td>
<td>Reading</td>
</tr>
<tr>
<td>Organise</td>
<td>Planning and organising, Teamwork</td>
</tr>
<tr>
<td>Outline</td>
<td>Writing, Oral communication</td>
</tr>
<tr>
<td>Own role</td>
<td>Learning, Self-management</td>
</tr>
<tr>
<td>Participate</td>
<td>Learning, Teamwork, Self-management</td>
</tr>
<tr>
<td>Prioritise</td>
<td>Planning and organising, Self-management</td>
</tr>
<tr>
<td>Punctual</td>
<td>Planning and organising, Self-management</td>
</tr>
<tr>
<td>Question</td>
<td>Oral communication, Problem solving Initiative and enterprise</td>
</tr>
<tr>
<td>Record</td>
<td>Writing, Numeracy</td>
</tr>
<tr>
<td>Refer to</td>
<td>Reading, Writing, Oral communication</td>
</tr>
<tr>
<td>Report</td>
<td>Writing, Oral communication, Planning and organising</td>
</tr>
<tr>
<td>Select</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Learning</td>
</tr>
<tr>
<td>Size and proportion</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Sources</td>
<td>Reading</td>
</tr>
<tr>
<td>Supervise</td>
<td>Oral communication, Teamwork</td>
</tr>
<tr>
<td>Tagged</td>
<td>Writing, Reading</td>
</tr>
<tr>
<td>Team discussions</td>
<td>Oral communication, Teamwork</td>
</tr>
<tr>
<td>Time management</td>
<td>Numeracy, Planning and organising Self-management</td>
</tr>
<tr>
<td>Time</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Transfer skills and knowledge</td>
<td>Learning</td>
</tr>
<tr>
<td>Understand</td>
<td>Learning, Reading, Oral communication</td>
</tr>
</tbody>
</table>
Appendix C: Workplace tasks with LLN demands

The following lists were taken from the Workplace English Language and Literacy (WELL) training reporting guide. Use them to identify skills development needs and to inform training and assessment activities:

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicating clearly with others in the workplace</td>
<td>• Requesting assistance or advice</td>
</tr>
<tr>
<td>• Speaking at general workplace meetings</td>
<td>• Dealing appropriately with complaints</td>
</tr>
<tr>
<td>• Speaking at team meetings</td>
<td>• Reporting to members of management</td>
</tr>
<tr>
<td>• Expressing opinions</td>
<td>• Reporting problems verbally to team leader or supervisor</td>
</tr>
<tr>
<td>• Making suggestions</td>
<td>• Orally presenting information to a group of people</td>
</tr>
<tr>
<td>• Asking questions</td>
<td>• Using a telephone / intercom system / 2 way radio</td>
</tr>
<tr>
<td>• Giving instructions to others</td>
<td>• Understanding and responding appropriately to verbal instructions</td>
</tr>
<tr>
<td>• Seeking clarification</td>
<td>• Appropriately dealing with customers’ needs</td>
</tr>
<tr>
<td>• Listening and reacting appropriately to others’ opinions</td>
<td></td>
</tr>
</tbody>
</table>

| Reading Workplace documentation:                             |
|--------------------------------------------------------------|----------------------------------|
| • Standard Operating Procedures (SOP)                        | Responding appropriately to:     |
| • Job sheets / orders                                       | • General workplace signage      |
| • Policies (e.g. safety; sexual harassment)                  | • Written work instructions      |
| • Memos                                                      | • Directions on products (e.g. chemicals) |
| • Dockets                                                   | • Workplace induction information|
| • Newsletters                                               |                                  |
| • Noticeboards                                              | Comprehending:                   |
| • Plans, charts, tables                                     | • Pay-slip details               |
| • Manuals                                                   | • Computer screen data and print-outs|
| • Material Safety Data Sheets (MSDS)                        | • Reports                       |
|                                                            | • Enterprise Agreement           |
|                                                            | • Handwritten messages           |
|                                                            | • Training opportunities information|
|                                                            | • Training program materials     |
|                                                            | • General workplace literature   |

<table>
<thead>
<tr>
<th>Writing</th>
<th>Mathematical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completion of workplace documentation:</td>
<td>• Using a calculator effectively</td>
</tr>
<tr>
<td>• Leave and other general forms</td>
<td>• Measuring length and height</td>
</tr>
<tr>
<td>• Accident report forms</td>
<td>• Calculating area</td>
</tr>
<tr>
<td></td>
<td>• Calculating volume of materials required for a task</td>
</tr>
<tr>
<td></td>
<td>• Calculating / counting / checking quantities</td>
</tr>
<tr>
<td></td>
<td>• Interpreting graphs and charts</td>
</tr>
</tbody>
</table>

| Mathematical                                                 |                                  |
|                                                            | • Non-conformance reports        |
|                                                            | • Run sheets / job sheets         |
|                                                            | • Daily worksheets               |
|                                                            | • Dockets                        |
|                                                            | • Stock transfer forms           |
Appendix D: Self-Assessment Checklist to address skills in a general context

<table>
<thead>
<tr>
<th>I can …</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill in a time sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>count and check change when shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send a text message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use the internet to get information like telephone numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill in a leave form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a staff memo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a computer to email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a calculator for $+ - \times \div$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a work roster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow instructions for mixing a solution or to follow a recipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a Google map or street directory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read and understand an MSDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use an equipment manual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete a log book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write an incident report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________________   Date: ___________________________

Downloaded from http://www.precisionconsultancy.com.au/acs_framework
Appendix E: Sample enrolment form

<table>
<thead>
<tr>
<th><strong>Surname</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Preferred Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Address details:**

<table>
<thead>
<tr>
<th><strong>Current address</strong></th>
<th><strong>State</strong></th>
<th><strong>Postal code</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Telephone number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Occupation</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What is your main reason for doing this training**

- [ ] Get a job
- [ ] To try for a different career
- [ ] To get a better job or promotion
- [ ] It was a requirement of my job
- [ ] For personal interest or self-development
- [ ] Other reasons

**How well do you speak English?**

- [ ] Very well
- [ ] Well
- [ ] Not well
- [ ] Not at all
## Appendix F: LLN observation checklist

(Extract from the Crux of the Matter Queensland VET Development Centre 2011)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level</th>
<th>Task</th>
<th>Example from workplace or training standards</th>
<th>Can do always</th>
<th>Can do with support</th>
<th>Need to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>Recognises signs, letters and single words in immediate work environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Read short simple texts that are relevant to the person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Read and interpret texts with several ideas which are non-routine, but simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Read and understand texts with some complex ideas and non-routine vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Read texts which contain several complex and/or ambiguous ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>Write a sentence or a group of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Write a paragraph about a simple subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Produce and sequence several paragraphs to make meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Write texts conveying ideas beyond everyday concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Write to convey complex ideas, exercising control with various styles and stylistic devices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Level</td>
<td>Task</td>
<td>Example from workplace or training standards</td>
<td>Can do always</td>
<td>Can do with support</td>
<td>Need to learn</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1</td>
<td>Participate in very short oral exchanges in familiar circumstances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Take part in short oral exchanges which are relevant to routine tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Participate in oral exchanges where the listener/speaker is required to vary and/or understand concepts which are non-routine but simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Participate in oral exchanges that require control of non-routine language and structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Take part in complex oral assessments demonstrating flexible and effective use of language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>Interpret and communicate everyday numerical concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Select and use mathematical actions in straightforward circumstances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Use operations and fractions to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Use a range of algebraic formulae and calculating tools to solve work based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Use a wide range of mathematical tools in a work context to interpret data, solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix G: Facilitation Plan Template (One-to-One)

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Unit of competency</th>
<th>Objective</th>
<th>Assessment Overview</th>
<th>Aids/Resources</th>
</tr>
</thead>
</table>

### Sequence | Topics/Content | Methods of delivery | Time
---|---|---|---
**Intro, body, conclusion** | What you are going to cover? | How you are going to cover it? | Timeframe

**INTRO**

**BODY**

**CONCLUSION**
## Appendix H: Sample Programs

*(Please remember that this information changes regularly. Please go to [www.training.gov.au](http://www.training.gov.au) for the most up to date information)*

<table>
<thead>
<tr>
<th>UNIT OF COMPETENCY</th>
<th>PAGE No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and serve non-alcoholic beverages (make tea/coffee)</td>
<td></td>
</tr>
<tr>
<td>Unit of Competency: SITHFAB203</td>
<td>89</td>
</tr>
<tr>
<td>Learning Program</td>
<td>90</td>
</tr>
<tr>
<td><strong>Deal Blackjack games</strong></td>
<td></td>
</tr>
<tr>
<td>Unit of Competency: SITHGAM305</td>
<td>91</td>
</tr>
<tr>
<td>Learning Program</td>
<td>92</td>
</tr>
<tr>
<td><strong>Conduct Keno games</strong></td>
<td></td>
</tr>
<tr>
<td>Unit of Competency: SITHGAM204</td>
<td>93</td>
</tr>
<tr>
<td>Learning Program</td>
<td>95</td>
</tr>
<tr>
<td><strong>Maintain Business Records</strong></td>
<td></td>
</tr>
<tr>
<td>Unit of Competency: BSBRKG304B</td>
<td>96</td>
</tr>
<tr>
<td>Learning Program</td>
<td>97</td>
</tr>
<tr>
<td><strong>Capture Photographic Images</strong></td>
<td></td>
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<td>Unit of Competency: CUPHI302A</td>
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<td>Learning Program</td>
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<td><strong>Provide Multimedia Support</strong></td>
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<tr>
<td>Unit of Competency: CULDMT301A</td>
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<td>Learning Program</td>
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<td><strong>Compose simple songs or musical pieces</strong></td>
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<td>Unit of Competency: CUSMCP301A</td>
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<td>Learning Program</td>
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<td><strong>Safely move loads and dangerous goods</strong></td>
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<td>Unit of Competency: CPPFES2003A</td>
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<td>Learning Program</td>
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<td>UNIT OF COMPETENCY</td>
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<tr>
<td><strong>Perform basic stain removal</strong></td>
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<td>Unit of Competency: CPPCCL2007A</td>
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<td><strong>Operate presentation packages</strong></td>
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<td>Unit of Competency: ICAICT106A</td>
<td>111</td>
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<tr>
<td>Learning Program</td>
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<tr>
<td><strong>Apply basic aircraft design characteristics (design and create paper airplane)</strong></td>
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<td>Unit of Competency: MEA341A</td>
<td>114</td>
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<td>Learning Program</td>
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<tr>
<td><strong>Conduct basic warm-up and cool-down programs</strong></td>
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<td>Unit of Competency: SISSSPT303A</td>
<td>117</td>
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<td>Learning Program</td>
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</tr>
<tr>
<td><strong>Instruct fishing skills</strong></td>
<td></td>
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<tr>
<td>Unit of Competency: SISOFSH308A</td>
<td>120</td>
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<tr>
<td>Learning Program</td>
<td>122</td>
</tr>
<tr>
<td><strong>Perform basic rigging (tie knots)</strong></td>
<td></td>
</tr>
<tr>
<td>Unit of Competency: CPCCRI3012A</td>
<td>123</td>
</tr>
<tr>
<td>Learning Program</td>
<td>125</td>
</tr>
</tbody>
</table>
Unit of Competency: SITHFAB203 Prepare and serve non-alcoholic beverages

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks.

Application of the Unit
This unit applies to any hospitality organisation which serves coffee, tea and other non-alcoholic beverages including cafes, restaurants, bars, clubs, function and event venues.

The unit applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Select ingredients.
   1.1 Check and identify specific customer preferences for beverages on order.
   1.2 Identify and obtain correct ingredients for non-alcoholic drinks.

2. Select, prepare and use equipment.
   2.1 Select equipment of correct type and size.
   2.2 Safely assemble and ensure cleanliness of equipment before use.
   2.3 Use equipment safely and hygienically according to manufacturer instructions.

3. Prepare and serve non-alcoholic drinks.
   3.1 Prepare drinks using appropriate methods and standard recipes to meet customer requests.
   3.2 Ensure correct strength, taste, temperature and appearance for each drink prepared.
   3.3 Minimise waste to maximise profitability of beverages produced.
   3.4 Present drinks attractively in appropriate crockery or glassware with accompaniments and garnishes according to organisational standards.
   3.5 Evaluate the presentation of beverages and make adjustments before serving.
<table>
<thead>
<tr>
<th>Learning Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Competencies or benchmarks</td>
</tr>
<tr>
<td>Program Outcome(s)</td>
</tr>
</tbody>
</table>
| Program Content | • Identifying preferences for tea  
• Selecting the correct resources and equipment  
• Understanding required strength, taste, temperature and appearance of tea  
• Appropriate and safe use of equipment  
• Cleaning/maintenance of equipment and tea resources |
| Resources and learning materials | • Hot water urn  
• Urn re-fill container  
• Rags and cleaner  
• Variety of tea bags  
• Milk, sugar  
• Mugs/spoons |
| Sessions and duration | **Session:1** Prepare and serve a cup of tea | **Time:** 10 min. |
| | **Session:2** Clean and maintain urn and tea cup | **Time:** 10 min. |
| Methods of Delivery: | Lecture, demonstration |
| Methods of Assessment: | Oral questioning. Direct observation with results recorded on observation checklist. |
| WHS issues to be addressed | • Urn safety  
• Scalding  
• Chemical cleansers  
• Personal hygiene | **By whom/when** Trainer to address in first session |
Unit of Competency: SITHGAM305 Deal Blackjack games

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Blackjack. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Application of the Unit
This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Shuffle and cut cards for Blackjack games.
   1.1 Check positioning of approved *equipment* on the table.
   1.2 Sort, inspect and introduce cards according to game rules.
   1.3 Shuffle cards according to game rules and *variations*.
   1.4 Cut cards according to game rules.

2. Deal Blackjack games.
   2.1 Make Blackjack announcements and hand signals.
   2.2 Deal cards according to game rules and variations.
   2.3 Deal game at appropriate pace according to organisational standards.

3. Accept wagers and pay winnings.
   3.1 Accept or refuse permitted wagers according to organisational procedures and variations.
   3.2 Determine winning and losing wagers.
   3.3 Pay and witness winnings according to organisational procedures.
   3.4 Conduct *financial transactions* according to organisational procedures.
Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIT12: Tourism, Travel and Hospitality</td>
<td>SITHGAM305 Deal Blackjack Games</td>
</tr>
</tbody>
</table>

Program Outcome(s)

To demonstrate the skills and knowledge required to deal the game of Blackjack in a licensed casino. This includes the ability to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings according to enterprise-specific procedures and approved rules of the game.

Program Content

- Shuffling and cutting cards
- Dealing game of blackjack
- Variations of the game
- Accepting wagers
- Paying winnings
- Enterprise Procedures

Resources and learning materials

- Decks of casino quality cards (at least six)
- Automatic shuffling machine
- Blackjack table (real or simulated)
- Casino chip denominations
- Student resource book
- Enterprise guidelines sheet

Sessions and duration

<table>
<thead>
<tr>
<th>Session:1</th>
<th>Shuffling, Cutting and Dealing Cards for Blackjack</th>
<th>Time: 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:2</td>
<td>Accepting Wagers and Paying Winnings in Blackjack</td>
<td>Time: 10 mins</td>
</tr>
</tbody>
</table>

Methods of Delivery:

Lecture, Video, Demonstration, Student Practice

Methods of Assessment:

Questioning (Written Test), Observation of Performance in a Simulation (Observation Checklist)

WHS issues to be addressed

Appropriate venue and seating arrangements. By whom/when Trainer, prior to training
Unit of Competency: SITHGAM204 Conduct Keno games

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to operate and maintain Keno equipment, take bets, make payouts, check security issues and provide advice on Keno to customers.

Application of the Unit
This unit applies to gaming venues that offer Keno games, and to gaming attendants who work under general supervision within established procedures.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Advise customers on features of Keno.
   1.1 Provide information to customers about Keno games.
   1.2 Advise customers on Keno promotions as required.
   1.3 Respond to customer complaints and queries courteously according to organisational procedures.

2. Process bet types.
   2.1 Identify and confirm verbal and standard entry bet types.
   2.2 Process bet types according to designated procedures.

3. Pay out prizes.
   3.1 Check tickets through card reader, scanner or by serial number.
   3.2 Process cash and cheque payouts according to pre set limits.
   3.3 Perform cash and cheque transactions according to agency and system limits.
   3.4 Refer large payouts, bets, cash ins and cash outs to the appropriate person.

4. Cancel tickets.
   4.1 Cancel tickets through card reader or scanner, by serial number, or when not available, through arranging a claim for cancellation through appropriate measures.
   4.2 Re issue tickets where required according to organisational procedures.

5. Operate General Functions.
   5.1 Consider General Functions and use when necessary according to authorised limitations to assist the operator in cash high or cash low, disputes, signing on or signing off, balancing, maintenance and game information.
   5.2 Seek authorisation from the appropriate person where required.
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6. Clean and maintain terminals.</td>
<td>6.1 Clean card readers regularly.</td>
</tr>
<tr>
<td></td>
<td>6.2 Change new paper rolls and ribbons as appropriate.</td>
</tr>
<tr>
<td></td>
<td>6.3 Identify maintenance problems promptly and take appropriate measures.</td>
</tr>
<tr>
<td>7. Monitor security of Keno operations.</td>
<td>7.1 Follow Keno rules according to legislative requirements and organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>7.2 Use the terminal disable function when appropriate.</td>
</tr>
<tr>
<td></td>
<td>7.3 Handle and balance cash and float according to organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>7.4 Where appropriate, call the Keno Hotline for assistance.</td>
</tr>
<tr>
<td></td>
<td>7.5 Observe players and onlookers and note and report unusual practices accurately and promptly.</td>
</tr>
</tbody>
</table>
## Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIT12: Tourism, Travel and Hospitality</td>
<td>SITHGAM003A: Conduct a Keno game</td>
</tr>
</tbody>
</table>

### Program Outcome(s)

Perform the skills required to conduct a Keno game. Demonstrate the knowledge required to conduct a Keno game.

### Program Content

- Features of Keno
- Providing customer advice
- General operation of Keno Terminal
- Processing bet types
- Payouts and prizes
- Cancelling tickets
- Maintenance and troubleshooting for the terminal
- Monitoring security of Keno operations

### Resources and learning materials

- “Offline Practice” Keno Terminals
- Keno tickets
- Pencils
- Keno “Payouts and Prizes” sheet (for students)
- Customer Keno brochure

### Sessions and duration

<table>
<thead>
<tr>
<th>Session:1</th>
<th>Time: 15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keno: <em>The game, the rules and the payouts</em></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session:2</th>
<th>Time: 15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the operation of the Keno Terminal</td>
<td></td>
</tr>
</tbody>
</table>

### Methods of Delivery:

- Lecture, Demonstration, Group Discussion, Student Practice

### Methods of Assessment:

- Questioning (both written and oral), Observation of performance in a simulation (Observation checklist), Production of items (Review of the ticket processing).

### WHS issues to be addressed

Discussion of responsible gaming; use of the terminal could be dangerous if not done properly. **By whom/when**

Trainer, during induction and during demonstration of terminal use.
Unit of Competency: BSBRKG304B Maintain business records

Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis.

Application of the unit
This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.

The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>

1. Collate business records
   1.1. Identify individual records or information which should be incorporated into business or records system according to organisational criteria
   1.2. Sort records in accordance with workplace requirements
   1.3. Adhere to security and access requirements in accordance with organisational procedures

2. Update business or records system
   2.1. Identify and record control information for describing new records to be incorporated into business or records system
   2.2. Update control information describing movement or use of records within business or records system
   2.3. Accurately record and update control information in business or records system
   2.4. Identify and remove records of completed business activities from current system for disposal

3. Prepare reports from the business or records system
   3.1. Interpret requests for reports and clarify the content and frequency sought, where necessary
   3.2. Prepare reports from business or records system in accordance with instructions or request
   3.3. Prepare reports in accordance with organisational security and access procedures
Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSB07 Business Services</td>
<td>BSBRKG304B Maintain business records</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Outcome(s)</th>
<th>Candidate to correctly determine, locate, retrieve online business information, and report findings</th>
</tr>
</thead>
</table>

| Program Content | • Determining the purpose and scope of the required information to be retrieved  |
|-----------------|• Identifying key search words and phrases  |
|                 |• Navigating websites and locating information  |
|                 |• Analysing information against initial requirements  |
|                 |• Further search conducted if information is not current or sufficient  |
|                 |• Organising, recording and reporting information  |

<table>
<thead>
<tr>
<th>Resources and learning materials</th>
<th>• Laptop computer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Internet connection (network cable or wireless adaptor)</td>
</tr>
<tr>
<td></td>
<td>• Browser and search applications loaded on laptop</td>
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<td></td>
<td>• Reporting application MS Word loaded on laptop</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions and duration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:1 Identifying the purpose of the search and locating information using suitable key words</td>
<td>Time: 15 min</td>
</tr>
<tr>
<td>Session:2 Analysing information against initial requirements, conduction additional searches if required and recording/reporting findings</td>
<td>Time: 15 min</td>
</tr>
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<table>
<thead>
<tr>
<th>Methods of Delivery:</th>
<th>Lecture, demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Assessment:</td>
<td>Oral questioning. Direct observation with results recorded on observation checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHS issues to be addressed</th>
<th>Correct ergonomic placement of student with laptop to prevent muscle strain</th>
<th>By whom/when</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trainer to address in session introduction</td>
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</tbody>
</table>
Unit of Competency: **CUVPHI302A Capture photographic images**

**Unit Descriptor**
This unit describes the performance outcomes, skills and knowledge required to apply a range of techniques to capture images using a standard digital stills camera.

**Application of the Unit**
This unit describes many of the foundation skills needed by those planning a career in photo imaging, but also applies in contexts where photography may not be the primary job role or main focus of work activity. For example, in the creative sectors a visual artist uses these skills to document the progress of work. In the events industry, an event coordinator might need to take photographs of potential venues or site layouts. Image styles may be technical, photojournalistic or illustrative.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes of a unit of competency.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to capture digital images</td>
<td>1. Discuss photographic project with relevant people and select appropriate camera and accessories</td>
</tr>
<tr>
<td></td>
<td>1.2. Assess digital camera features to ensure that outcomes meet project requirements</td>
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<tr>
<td></td>
<td>1.3. Plan shots for the project taking into account digital camera features, lighting, photographic design elements and photographic techniques</td>
</tr>
<tr>
<td>2. Preview and experiment with image capture</td>
<td>2.1. Operate digital camera according to manufacturer specifications</td>
</tr>
<tr>
<td></td>
<td>2.2. Set digital camera preferences and use photographic techniques to achieve desired results</td>
</tr>
<tr>
<td></td>
<td>2.3. Adjust planned shots as required and experiment with different ways of achieving desired results</td>
</tr>
<tr>
<td>3. Review images</td>
<td>3.1. Download digital images or scan developed film images using appropriate digital imaging software where appropriate</td>
</tr>
<tr>
<td></td>
<td>3.2. Rotate, cull, sort and rename images to meet requirements</td>
</tr>
<tr>
<td></td>
<td>3.3. Apply metadata and key words to images as required</td>
</tr>
<tr>
<td></td>
<td>3.4. Back up and archive as required</td>
</tr>
<tr>
<td></td>
<td>3.5. Seek feedback from others on quality of original captures and note areas for future improvement</td>
</tr>
</tbody>
</table>
4. Enhance images
   4.1. *Enhance* images using digital imaging software
   4.2. Evaluate outcome against project requirements and confirm with relevant people as required
   4.3. Seek feedback from others on quality of enhanced images and note areas for future improvement

5. Finalise image capture process
   5.1. Catalogue as required, ensuring extraction and embedding of all necessary metadata as required
   5.2. Complete workplace *documentation* as required
   5.3. Clean and store equipment and accessories according to workplace procedures
### Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUV11 Visual Arts, Crafts and Design</td>
<td>CUPHI302A Capture Photographic Images</td>
</tr>
</tbody>
</table>

| Program Outcome(s) | Demonstration of the skills and knowledge required to apply a range of techniques to capture images using a standard digital stills camera. |

| Program Content | • Preparing to capture images  
• Operating the camera  
• Reviewing the images |

| Resources and learning materials | • Mobile phone or other camera  
• Selected subjects for photographing, but these should not be people without their expressed permission |

| Sessions and duration | 
| --- | --- |
| Session:1 Operating the Camera | Time: 10 min |
| Session:2 Reviewing the Images | Time: 10 min |

| Methods of Delivery: | • Lecture  
• Discussion  
• Demonstration |

| Methods of Assessment: | • Oral questioning  
• Student demonstration (using an Observation Checklist) |

| WHS issues to be addressed | • Ensure that there is minimal opportunity for the camera to be damaged by being dropped into water  
• Adequate space | By whom/when |
<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Trainer prior to the commencement of the facilitation</td>
</tr>
</tbody>
</table>
Unit of Competency: CULDMT301A Provide multimedia support

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment and programs at a non-specialist level.

Application of the Unit
This unit applies to individuals working in any industry context requiring a general understanding of different multimedia equipment and software applications. The unit is general and introductory in nature and does not include detailed operational knowledge of technologies required by information technology (IT) or multimedia specialists.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| Use multimedia equipment and programs | 1.1 Select appropriate multimedia equipment and programs for a given purpose  
1.2 Identify work health and safety (WHS) issues associated with multimedia and take appropriate action to prevent injury or accident  
1.3 Set up and operate multimedia equipment and programs according to organisational procedures  
1.4 Use general features and functions of multimedia equipment  
1.5 Assist customers and colleagues to use multimedia equipment and programs safely and according to organisational procedures |
| Maintain multimedia equipment and programs | 2.1 Identify and correct minor operational faults according to organisational procedures  
2.2 Implement routine preventive maintenance, including making arrangement for repairs  
2.3 Identify situations where specialist assistance is required and take appropriate action |
| Report on use of multimedia equipment and programs | 3.1 Gather information from colleagues and customers on problems with the use of current multimedia equipment and programs  
3.2 Source and assess information on available multimedia equipment and programs, products and services based on feedback and intended use  
3.3 Make recommendations for the purchase of new or replacement items where appropriate |
## Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL11: Library, Information and Cultural Services</td>
<td>CULDRT301A - Provide multimedia support</td>
<td></td>
</tr>
</tbody>
</table>

| Program Outcome(s) | This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment/programs at a non-specialist level. |

| Program Content | • Select appropriate multimedia  
• Setup and use multimedia  
• Correct use and maintenance of multimedia equipment/programs  
• Assemble, review and evaluate multimedia options |

| Resources and learning materials | For Film: Projectors, bulbs, cords, cables, lights, power cables. |

| Sessions and duration |  
Session:1 Use multimedia  
Time: 15 mins  
Session:2 Maintain multimedia equipment/programs  
Time: 15 mins |

| Methods of Delivery: | Lecture, Demonstration, group discussion |

| Methods of Assessment: | Oral questioning. Direct observation with results recorded on observation checklist |

| WHS issues to be addressed | Electric cables, hot bulbs, correct use of equipment  
By whom/when Trainer to address in session introduction |
Unit of Competency: **CUSMCP301A - Compose simple songs or musical pieces**

**Unit Descriptor**
This unit describes the performance outcomes, skills and knowledge required to compose simple songs or musical pieces.

**Application of the Unit**
Songwriters and musicians apply the skills and knowledge described in this unit. The process of composition involves an understanding of musical styles and conventions and how and when to apply these. Alternatively, composers may wish to experiment with adapting styles to create a more original-sounding song or musical piece.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
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</thead>
</table>
| 1. Clarify composition requirements | 1.1. In consultation with relevant personnel, identify purpose of composing songs or musical pieces  
1.2. Identify musical styles, elements and forms/structures that might suit the purpose of the composition  
1.3. Discuss with relevant personnel how approaches that break away from conventional approaches might be applied  
1.4. Identify the range of instruments and playing techniques to suit the purpose of compositions  
1.5. Agree on format for final presentation of songs or musical pieces |
| 2. Compose melodies | 2.1. Apply standard melody conventions to compositions as required  
2.2. Identify climax points, harmonies and intervals to be used in the songs or musical pieces  
2.3. Align lyrics with the starting points, climaxes and cadence points of a song's melody as required  
2.4. Use appropriate harmonic/chord progressions or sequences in the melody to suit the style/mood of the song or musical piece  
2.5. Ensure melody is rhythmically coherent and rhythm patterns are appropriate to the style/mood of the song or musical piece  
2.6. Match the level of difficulty and register of the melody with available performers and characteristics of the musical style used in the song or musical piece |
| 3. Finalise compositions | 3.1. Seek feedback on work in progress from relevant personnel and refine compositions accordingly  
3.2. Apply copyright notice to the composition  
3.3. Present compositions in agreed format |
**Learning Program**

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package: CUS09: Music</th>
<th>Unit of Competency: CUSMCP301A - Compose simple songs or musical pieces</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Outcome(s)</th>
<th>This unit covers exploitation of the interface between tools and music making for their potential to enhance creative work in both performing and composing music.</th>
</tr>
</thead>
</table>

| Program Content | • Effective Use of instruments, technology and/or equipment  
|                 | • Maximise benefit from technical support systems  
|                 | • Ensure the safe use of all equipment being used Use production techniques to shape personal sound |

<table>
<thead>
<tr>
<th>Resources and learning materials</th>
<th>Trombone, woodwind flute, music books, music sheets, music stands.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sessions and duration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:1</td>
<td>Use instruments, technology and/or equipment effectively Time: 15 mins</td>
</tr>
<tr>
<td>Session:2</td>
<td>Ensure that equipment is used safely Time: 15 mins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Delivery:</th>
<th>Lecture /Demonstration, workshop, group activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Methods of Assessment:</th>
<th>Oral questioning. Direct observation with results recorded on observation checklist</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WHS issues to be addressed</th>
<th>Posture, lighting, sound, sharp instruments and correct use of instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>By whom/when</td>
<td>Trainer to address in session introduction</td>
</tr>
</tbody>
</table>
Unit of Competency: CPPFES2003A - Safely move loads and dangerous goods

Unit Descriptor
This unit of competency specifies the outcomes required for fire protection equipment technicians to safely move materials, loads and dangerous goods in the workplace in such a way as to avoid injuries to self and others, and prevent damage to product, property and the environment.

Application of the Unit
This unit of competency supports fire protection technicians who move and transport heavy loads as part of their work role, particularly those responsible for safely moving dangerous goods, such as gaseous containers, especially containers containing ODS and SGG.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Use manual-handling techniques to move loads and materials.
   1.1 Hazards are identified and risk assessment and control methods implemented prior to moving loads and materials.
   1.2 Manual-handling techniques are used, including OHS procedures appropriate for the type of load and material being moved.

2. Use mechanical-handling aids to move loads and materials.
   2.1 Mechanical-handling aids are used to assist with safe manual handling of loads and materials according to industry and legislative requirements and workplace procedures.
   2.2 Mechanical-handling aids are maintained according to organisational requirements and manufacturers’ specifications.
   2.3 Faulty mechanical-handling aids are reported to relevant persons according to organisational requirements.

3. Adhere to regulatory requirements for moving and transporting dangerous material.
   3.1 Requirements of relevant dangerous goods regulations, and ODS and SGG are followed when moving material or load that is assessed as dangerous or hazardous.
   3.2 Requirements of relevant dangerous goods regulations and ODS, SGG and OHS policies and procedures are followed when transporting by road any material or load that is assessed as dangerous or hazardous.
   3.3 Required transport documents and signage are used when transporting dangerous goods.
   3.4 General requirements for storing dangerous goods that form part of fire protection equipment or systems are followed.
### Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPP07: Property Services</td>
<td>CPPFES2003A - Safely move loads and dangerous goods</td>
</tr>
</tbody>
</table>

| Program Outcome(s) | To demonstrate the knowledge and skills required to responsibility and safely move materials and loads to avoid injuries to self and others, and to prevent damage to product and property from incorrect handling methods. |

| Program Content | • Identify hazards and implement risk assessments  
|                | • Use appropriate manual handling techniques  
|                | • Use mechanical handling aids to assist with safe manual handling  
|                | • Maintain mechanical handling aids and report faults  
|                | • Comply with relevant regulations and relevant OHS policies and procedures when moving any material or load that is assessed as dangerous or hazardous |

| Resources and learning materials | • Session plans and assessment tools  
|                                  | • Items to be moved during manual handling |

<table>
<thead>
<tr>
<th>Sessions and duration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:1 Identify hazards and assess risks prior to manual handling</td>
<td>Time: 10 min.</td>
</tr>
<tr>
<td>Session:2 Use appropriate manual handling techniques</td>
<td>Time: 10 min.</td>
</tr>
</tbody>
</table>

| Methods of Delivery: | Lecture, discussion, demonstration |
| Methods of Assessment: | Oral questioning. Direct observation with results recorded on observation checklist. |

<table>
<thead>
<tr>
<th>WHS issues to be addressed</th>
<th>By whom/when</th>
</tr>
</thead>
</table>
| • Layout and spacing in training facility  
| • Prior injuries of trainee | Trainer prior to commencing facilitation |
Unit of Competency: CPPCCL2007A - Perform basic stain removal

Unit Descriptor
This unit of competency specifies the outcomes required to remove stains and spots from carpet using basic stain removal techniques. The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and apply company policies and procedures in order to perform the task.

Removing stains and spots may occur as a single task or more likely in conjunction with other cleaning methods, such as vacuuming, extraction, patrolling and general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently. A spot is defined as foreign material on a fibre that changes the texture of the fibre. A stain is defined as foreign material in a fibre that changes the appearance of the fibre but not the texture.

Application of the Unit
This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Assess area to be spot cleaned.

   1.1 Area is assessed and work order is reviewed according to company requirements, and issues are clarified with appropriate persons.

   1.2 Hazards in work site are identified and risks controlled according to company, legislative and occupational health and safety (OHS) requirements.

   1.3 Type, condition and colour-fastness of carpet are identified by observation and/or testing according to work order and company requirements.

   1.4 Soil type causing spot or stain is identified through observation and according to work order and company requirements.

   1.5 Cleaning techniques are selected according to work order and company requirements.

   1.6 Size and usage pattern of work site are determined to ensure safety of personnel and efficient use of equipment and chemicals.

   1.7 Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2. Select equipment and chemicals.
   2.1 Personal protective equipment (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
   2.2 Equipment and chemicals are selected for work order according to OHS and company requirements.
   2.3 Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
   2.4 Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS.
   2.5 Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

3. Prepare work site.
   3.1 Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
   3.2 Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
   3.3 Signage and barriers are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
   3.4 Work restrictions affecting completion of work order are identified and appropriate persons are promptly notified.

4. Clean work site.
   4.1 Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
   4.2 Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
   4.3 Results are reported to appropriate persons according to company requirements.
   4.4 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

5. Tidy work site.
   5.1 Collected soil and waste are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company environmental requirements.
   5.2 Furniture and fittings are replaced according to client requests, work order and OHS requirements.
   5.3 Signage and barriers are removed according to work order, and OHS and company requirements.
6. Clean and safety check equipment, and store equipment and chemicals.

   6.1 Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.

   6.2 Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

   6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

   6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.
### Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPP07: Property Services</td>
<td>CPPCCL2007A - Perform basic stain removal</td>
</tr>
</tbody>
</table>

| Program Outcome(s) | To demonstrate the skills and knowledge required for the removal of stains and spots from a carpet using basic stain removal techniques. |

| Program Content | • Assess area to be spot cleaned  
• Select equipment and chemicals  
• Prepare and clean work site  
• Tidy work site and store equipment |

| Resources and learning materials | • Session plans and assessment tools  
• Area to be cleaned  
• Cleaning materials  
• Equipment for cleaning  
• Paper towels and ancillary materials  
• Access to garbage bin for waste disposal |

| Sessions and duration |  
|---|---|---|
| Session:1 Assess area and prepare for cleaning | **Time:** 10 min |
| Session:2 Clean and tidy work site and store materials | **Time:** 10 min |

| Methods of Delivery: | Lecture, discussion, demonstration |
| Methods of Assessment: | Oral questioning. Direct observation with results recorded on observation checklist. |

| WHS issues to be addressed | By whom/when  
• Layout and spacing in area to be cleaned  
• Potential allergies of trainee to cleaning materials  
• Awareness of safety risks of chemicals  
Trainer prior to commencing facilitation |
Unit of Competency: **ICAICT106A Operate Presentation Packages**

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to operate presentation applications and perform basic operations, including creating, formatting and adding effects to presentations.

Application of the Unit
This unit applies to individuals employed in a range of work environments who create electronic presentations. Presentations are an important form of communication and marketing used by organisations to convey information. They may be formal or informal.

An individual demonstrating this competency will be able to present a set range of data in a simple and direct format using a presentation package.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes of a unit of competency.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</th>
</tr>
</thead>
</table>
| 1. Create presentations | 1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements
1.2. Open a blank presentation and add text and graphics
1.3. Apply existing styles within a presentation
1.4. Use presentation template and slides to create a presentation
1.5. Use various **tools** to improve the look of the presentation
1.6. Save presentation to directory |
| 2. Customise basic settings | 2.1. Adjust display to meet **user requirements**
2.2. Open and view different **toolbars** to view options
2.3. Ensure **font settings** are appropriate for the purpose of the presentation
2.4. View multiple slides at once |
| 3. Format presentations | 3.1. Use and incorporate organisational charts and bulleted lists, and modify as required
3.2. Add **objects** and manipulate to meet presentation purposes
3.3. Import objects and modify for presentation purposes
3.4. Modify slide layout, including text and colours, to meet presentation requirements
3.5. Use **formatting tools** as required within the presentation
3.6. Duplicate slides within and across a presentation |
3.7. Reorder the sequence of slides and delete slides for presentation purposes
3.8. Save presentation in another format
3.9. Save and close presentation to storage device

4. Add slide show effects
   4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation
   4.2. Add slide transition effects to presentation to ensure smooth progression through the presentation
   4.3. Test presentation for overall effect
   4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required

5. Print presentation and notes
   5.1. Select appropriate print format for presentation
   5.2. Select preferred slide orientation
   5.3. Add notes and slide numbers
   5.4. Preview slides and run spell check before presentation
   5.5. Print the selected slides and submit presentation to appropriate person for feedback
<table>
<thead>
<tr>
<th>Learning Program</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Competencies or benchmarks</td>
<td>ICA11: Information and Communications Technology</td>
<td>ICAICT106A Operate Presentation Packages</td>
</tr>
</tbody>
</table>

| Program Outcome(s) | Student to create a simple presentation design on a computer, use formatting tools, effects and slide transitions. |

| Program Content | • Create a new presentation slide show  
• Add appropriate text and graphics or charts  
• Understand formatting requirements to meet presentation purposes  
• Add animation/multimedia effects into presentation  
• Reorder the sequence of slides  
• Add slide transition effects to presentation to ensure smooth progression  
• Test display the slide show. |

| Resources and learning materials | • Presentation tool (e.g. PowerPoint)  
• Laptop or PC |

<table>
<thead>
<tr>
<th>Sessions and duration</th>
<th>Time: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:1 Prepare a simple slide show presentation.</td>
<td>Time: 10</td>
</tr>
<tr>
<td>Session:2 Demonstrate enhancing a slide show presentation.</td>
<td>Time: 10</td>
</tr>
</tbody>
</table>

| Methods of Delivery: | Lecture, Demonstration |

| Methods of Assessment: | Oral Questioning, Observation Checklist |

| WHS issues to be addressed | By whom/when  
Electrical Cord Safety  
RSI Risk | Trainer to address in first session |
MEA07: Aeroskills Training Package

Unit of Competency: MEA341A: Apply basic aircraft design characteristics

Descriptor
This unit is part of Diploma and Advanced Diploma training pathways. It covers the aerodynamic shape and structure of aircraft. No licensing requirements apply to this unit at the time of publication.

Application Of Unit
This unit requires application of basic knowledge of aerodynamic shape and structural methods. Applications include aeroplanes and rotary wing aircraft.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</th>
</tr>
</thead>
</table>
| 1. Research and evaluate aeroplane aerodynamic shape. | 1.1 Common wing plan forms are identified and relative advantages and disadvantages are evaluated.  
1.2 Common wing configurations are identified and relative advantages and disadvantages are identified.  
1.3 Aerofoil characteristics are discussed in terms of aircraft performance.  
1.4 Aeroplane stability and control is discussed in terms of aerodynamic design.  
1.5 Types of primary and secondary flight control surfaces are identified and control balancing is discussed.  
1.6 Types of lift augmentation device are identified and compared.  
1.7 Factors that affect an aircraft in subsonic and high speed flight are identified. |
| 2. Research and evaluate rotary wing aerodynamic design. | 2.1 Identify common rotor configurations and discuss their aerodynamic characteristics  
2.2 Discuss rotary wing aircraft control and stability. |
| 3. Research and evaluate basic aircraft structural design. | 3.1 Identify the loads acting on an aircraft structure.  
3.2 Identify and compare the methods of construction of airframes and power plant support structures. |
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Identify the materials of construction commonly used in aircraft structures and discuss their relative advantages and disadvantages.</td>
</tr>
<tr>
<td>3.4</td>
<td>Fabrication methods commonly used in aircraft structure are identified and discussed.</td>
</tr>
<tr>
<td>3.5</td>
<td>Maintenance requirements for aircraft structure are identified.</td>
</tr>
<tr>
<td>4.</td>
<td>Research and evaluate basic landing gear design and construction.</td>
</tr>
<tr>
<td>4.1</td>
<td>The <em>configurations of landing gear</em> are identified and discussed in terms of relative advantages and disadvantages.</td>
</tr>
<tr>
<td>4.2</td>
<td>The relative benefits of fixed and retractable landing gear are identified and discussed.</td>
</tr>
<tr>
<td>4.3</td>
<td>Construction materials used in landing gear components are identified and discussed.</td>
</tr>
<tr>
<td>5.</td>
<td>Apply basic aircraft design characteristics.</td>
</tr>
<tr>
<td>5.1</td>
<td>Given required aircraft use and performance characteristics determine an appropriate aerodynamic shape.</td>
</tr>
<tr>
<td>5.2</td>
<td>An appropriate method of construction, materials of construction and fabrication method are proposed.</td>
</tr>
<tr>
<td>5.3</td>
<td>An appropriate landing gear configuration is proposed.</td>
</tr>
</tbody>
</table>
### Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package: MEA07: Aeroskills</th>
<th>Unit of Competency: MEA341A: Apply basic aircraft design characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcome(s)</td>
<td>Research and evaluate aeroplane aerodynamic shape.</td>
<td>Apply basic aircraft design characteristics</td>
</tr>
<tr>
<td>Program Content</td>
<td>• <em>Common wing plan forms</em> are identified and relative advantages and disadvantages are evaluated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aeroplane stability and control is discussed in terms of aerodynamic design.</td>
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<td></td>
<td>• Determine an appropriate aerodynamic shape.</td>
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<tr>
<td></td>
<td>• Materials for construction</td>
<td></td>
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<tr>
<td></td>
<td>• Methods of construction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Landing gear configuration</td>
<td></td>
</tr>
<tr>
<td>Resources and learning materials</td>
<td>• PowerPoint slides containing images of a range of plane types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A variety of different types of constructed paper plane to do some flight tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student handouts of aerodynamic paper planes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coloured paper for construction</td>
<td></td>
</tr>
</tbody>
</table>

### Sessions and duration

<table>
<thead>
<tr>
<th>Session:1</th>
<th>The aerodynamic characteristics of paper planes</th>
<th>Time: 15 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:2</td>
<td>Construction of aerodynamic paper planes.</td>
<td>Time: 15 mins.</td>
</tr>
</tbody>
</table>

### Methods of Delivery:

- Lectures
- Discussions
- Q and A
- Trialling models
- Construction of Paper planes

### Methods of Assessment:

- Oral questioning during sessions
- Written test at end of Class Sessions
- Review of Product (construction of a Paper Plane)

### WHS issues to be addressed

- Paper cuts
- Safe flying of a paper plane within an enclosed space

By whom/when: Current Trainer
Unit of Competency: SISSSPT303A Conduct basic warm-up and cool-down programs

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge to implement basic warm up and cool down programs incorporating stretching to assist athletes to prepare for activity and also aid in post activity recovery.

Application of the Unit
This unit applies to those working in a sport and recreation environment at a local, state or national level. It applies to personnel providing sports trainer support in a sport setting such as on the playing field, court, change rooms, open or enclosed areas at sporting events, accommodation venues or in transit, with a responsibility for providing programs to assist with pre-activity preparation and post-activity recovery for athletes.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Define the scope of warm-ups and cool-downs.
   1.1. Explain the benefits of warm-ups and cool-downs in aiding performance and recovery to athlete or athletes and other relevant stakeholders.
   1.2. Explain preferred timing and duration of warm-ups and cool-downs to the athlete or athletes and other relevant stakeholders according to the sport or activity.
   1.3. Select appropriate warm-up and cool-down exercises and techniques for the sport or activity.

2. Implement warm-up program.
   2.1. Consult with athletes to identify contraindications and precautions for warm-up exercises according to organisational policies and procedures.
   2.2. Refer the athlete to a medical practitioner or other relevant personnel in the medical support team as required.
   2.3. Explain and demonstrate a range of warm-up exercises to prepare athlete or athletes for activity or competition according to the basic principles of biomechanics and best practice.
   2.4. Monitor application of warm-up exercises and techniques according to organisational policies and procedures.
   2.5. Adjust warm-up exercises and techniques according to required arousal levels of the athlete.
3. Implement cool-down program.

   3.1. Consult with athletes to identify *contraindications and precautions for cool-down exercises* according to organisational policies and procedures.
   
   3.2. Explain and demonstrate a range of *cool-down* exercises to aid recovery from activity or competition according to the *basic principles of biomechanics*.
   
   3.3. Monitor application of cool-down exercises and techniques according to organisational policies and procedures.
   
   3.4. Adjust *cool-down exercises and techniques according to the basic principles of biomechanics and best practice*.
   
4. Review and modify program.

   4.1. Review the program in consultation with appropriate personnel and athletes.
   
   4.2. Evaluate own performance using *self-reflection methods* and identify potential improvements for future performances.
   
   4.3. Make modifications to the program where required in response to *feedback* from *appropriate personnel and own self-reflection outcomes*. 

<table>
<thead>
<tr>
<th>Learning Program</th>
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<tbody>
<tr>
<td><strong>Identification of Competencies or benchmarks</strong></td>
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<tr>
<td><strong>Program Outcome(s)</strong></td>
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<tr>
<td><strong>Program Content</strong></td>
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<td><strong>Resources and learning materials</strong></td>
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<td><strong>Sessions and duration</strong></td>
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<tr>
<td><strong>WHS issues to be addressed</strong></td>
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Unit of Competency: SISOFSH308A - Instruct fishing skills

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to instruct fishing skills in freshwater and saltwater environments. The unit focuses on planning, instructing and evaluating an instructional fishing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in fishing activities.

Application of the Unit
This unit applies to those working as fishing instructors or tour guides in freshwater and saltwater environments. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Elements and Performance Criteria
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

1. Plan a fishing session
   1.1. Establish participant's needs and characteristics.
   1.2. Assess participant's current fishing knowledge in order to determine the session's aims and objectives.
   1.3. Determine an appropriate instructional plan according to participant's needs and characteristics.
   1.4. Develop a fishing plan according to participant's needs and characteristics, relevant legislation and organisational policies and procedures.
   1.5. Identify potential hazards associated with fishing and minimise risks, according to organisational policies and procedures, to ensure safety of participants.
   1.6. Access relevant sources to interpret detailed weather and environmental information and determine contingency plans.

2. Select and organise equipment and resources
   2.1. Select and access equipment and resources according to contextual issues and organisational policies and procedures, and check working condition.
   2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort.
   2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants
   3.1. Communicate instructions and relevant information in a manner appropriate to the participants.
   3.2. Encourage participants to seek clarification, information and feedback as required during the session.
   3.3. Establish a suitable communication system for participants to use while fishing.
   3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour.
   3.5. Check and confirm that all participant equipment is fitted and adjusted.

4. Instruct the session
   4.1. Monitor individual participant’s performance during fishing session.
   4.2. Provide positive encouragement and feedback to each participant throughout session, and encourage feedback and questioning.
   4.3. Apply instructional techniques to impart activity specific knowledge, fishing skills and safety and rescue procedures.
   4.4. Observe participants during fishing, and adjust or refine individual and or group technique as required.
   4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
   4.6. Inform participants of opportunities to further develop their fishing skills and knowledge.

5. Complete post session responsibilities
   5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
   5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
   5.3. Evaluate relevant aspects of fishing session, and determine the level of learning achieved.
   5.4. Identify potential areas of improvement for future fishing instructional sessions.
Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package:</th>
<th>Unit of Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIS10: Sport, Fitness and Recreation</td>
<td>SISOFSH308A Instruct fishing skills</td>
</tr>
</tbody>
</table>

Program Outcome(s)

Candidates will achieve competencies in preparation and casting in order to participate in recreational fishing activities.

Program Content

- Plan an instructional session
- Select appropriate resources
- Introduce an instructional session
- Apply appropriate teaching techniques
- Conclude and evaluate the instructional session

Resources and learning materials

- Learning resources including handouts
- Rods including simulation rods for demonstration
- Appropriate tackle
- Venue with appropriate facilities

Sample Sessions and duration

<table>
<thead>
<tr>
<th>Session:1 Safety practices, procedures (including knot tying) and appropriate behaviour when casting</th>
<th>Time: 15 mins</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session:2 Demonstration of casting</th>
<th>Time: 15 mins</th>
</tr>
</thead>
</table>

Methods of Delivery:

- Lecture
- Discussion
- Demonstration
- Student practise
- Q&A

Methods of Assessment:

- Observation of performance
- Oral questioning

WHS issues to be addressed

Hazard assessment and plan to manage all identified risks. By whom/when Trainer, prior to all sessions
Unit of Competency: CPCCRI3012A Perform Basic Rigging

Unit descriptor
This unit of competency specifies the outcomes required to erect or install permanent steel structures, dismantle structural steel and move or locate plant and equipment using a range of basic rigging and dogging techniques. It includes load distribution and calculation.

Application of the unit
This unit supports the attainment of skills and knowledge to perform rigging duties for erection and installation of steel structures and move plant and equipment, which includes working with others and as a member of a team.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan and prepare.
   1.1. Work instructions, including plans, specifications, quality requirements and operational details are obtained for relevant information, confirmed and applied for scope of work.
   1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies.
   1.3. Signage and barricade requirements are identified and implemented.
   1.4. Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.
   1.5. Material quantity requirements are calculated in accordance with plans, specifications and quality requirements.
   1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
   1.7. Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations and applied.

2. Select equipment.
   2.1. Resources, materials and equipment are selected and inspected for compliance with job specifications.
   2.2. Lifting equipment is inspected according to manufacturer specifications.
   2.3. Lifting equipment identified as inconsistent with manufacturer specifications is labelled, rejected and disposed of to prevent its use in any circumstance.
3. Connect equipment.
   3.1. Loads and slings are slung to protect the load and associated equipment.
   3.2. Whole or part loads are secured to prevent uncontrolled movement.
   3.3. Slings, or parts of slings, are attached to the load and positioned to ensure safe movement.
   3.4. Slings, or parts of slings, are attached to hook while the hoist wire is vertical.
   3.5. Tag lines are attached to the load where specified.
   3.6. Test lifts are performed to ensure safe and secure movement of the load where specified.

4. Move and position loads.
   4.1. Load destination is determined and landing area prepared to accept the load.
   4.2. Lifting or pulling device is assembled and erected where specified.
   4.3. Load is safely moved to required destination and secured in position to client specifications or job requirements.
   4.4. Standard communication signals are used to coordinate safe movement of the load.

5. Remove rigging equipment.
   5.1. Lifting/moving equipment and packing are dismantled, lowered and inspected for wear.
   5.2. Logbook and site records are completed to company requirements.

6. Clean up.
   6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
   6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.
   6.3. Work completion procedures are applied and relevant personnel notified that work is finished.
### Learning Program

<table>
<thead>
<tr>
<th>Identification of Competencies or benchmarks</th>
<th>Training Package: CPC08 Construction, Plumbing and Services</th>
<th>Unit of Competency: CPCCRI3012A Perform Basic Rigging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome(s)</strong></td>
<td>Candidates will be able to demonstrate a range of basic rigging and dogging techniques.</td>
<td></td>
</tr>
</tbody>
</table>
| **Program Content**                        | • Plan and prepare  
• Select equipment  
• Connect equipment  
• Move and position loads  
• Remove rigging equipment  
• Clean up |
| **Resources and learning materials**       | • Learning resources including handouts  
• Ropes  
• Signal prompt cards  
• Venue with appropriate facilities |
| **Sample Sessions and duration**           | **Time:**  
Session:1  
Appropriate knots used to secure whole or part loads  
Time: 15 mins  
Session:2  
Standard communication signals used to coordinate safe movement of the load.  
Time: 15 mins |
| **Methods of Delivery:**                   | • Lecture  
• Discussion  
• Demonstration  
• Student practise  
• Q&A |
| **Methods of Assessment:**                 | • Observation of performance  
• Oral questioning |
| **WHS issues to be addressed**             | Hazard assessment and plan to manage all identified risks.  
By whom/when Trainer, prior to all sessions |
RETENTION

Check List:
ACTION ITEMS
This course has been great, what else does MRWED offer?....

MRWED Professional Development Options

MRWED Training and Assessment specialise in programs that support the growth of Learning and Development professionals globally. Whether your team is just starting out, or are seasoned veterans, we can tailor a program to build their skills and knowledge and improve the transfer of learning to your audience.

Through our proven “participant centred” approach, we will help your team engage the learners faster so you will save time, increase the retention of key concepts that in turn will reduce the amount of retraining required and improve the motivation of learners to be more accountable for their own learning.

If you are looking for training that is dynamic and fun, yet still enables your team to sharpen their skills and make the learning stick, then we have both accredited and non-accredited options for you to consider.

What are our students saying?

“I engaged MRWED to provide a short Train the Trainer course during our annual conference. Any trepidation I had about putting our varied group of trainers through the course vanished as soon as I met the trainer. Jason met the brief – to provide our trainers with useful techniques for revitalizing their own courses – perfectly. All of our trainers came out of the course buzzing with enthusiasm and raring to get to their next course! MRWED will definitely be at the top of our list for our next professional development session.”
<table>
<thead>
<tr>
<th>Sample of our PD focused Workshops</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Train-the-Trainer Boot Camp (2 Days)</strong></td>
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</table>
| This is a highly engaging and interactive two-day workshop which explores how any trainer can increase involvement and learning retention by using the instructor led/participant-centred approach to training.  
*Relationship to Standards for RTOs 2015: 1.13(c), 1.16* |
| **2. Creating a System of Assessment Validation: Techniques, Approaches & Templates (1 Day)** |
| This workshop has been designed to help practitioners create a system of assessment validation which supports quality training, assessment and continuous improvement.  
*Relationship to Standards for RTOs 2015: 1.8, 1.9, 1.10, 1.11, 1.25* |
| **3. How to Create Sustainable Industry Engagement and Validation (1 Day)** |
| This workshop will demonstrate how to create sustainable industry engagement and validation opportunities that lead to better systems and outcomes.  
*Relationship to Standards for RTOs 2015: 1.5, 1.6, 1.9, 1.10, 1.25, 2.2* |
| **4. The Trainer’s Cook Book: Recipes for Learning Engagement Success (1 Day)** |
| In this highly interactive session, you will be provided with 12 dynamic techniques that will make you the master chef of the training room! These techniques can be easily integrated into any learning environment.  
*Relationship to Standards for RTOs 2015: 1.13(c), 1.16* |
| **5. The Creative Training Techniques Workshop (1 Day)** |
| In this fun, fast-paced, ‘how-to’ driven workshop, participants will experience dozens of innovative techniques and activities that can be immediately applied to the participants’ own training situations.  
*Relationship to Standards for RTOs 2015: 1.13(c), 1.16* |
| **6. Advanced Facilitation Workshop (1 Day)** |
| This workshop is aimed at experienced trainers and facilitators who want to extend existing skills and professional practice. It provides a range of techniques for managing different facilitation situations and relationships.  
*Relationship to Standards for RTOs 2015: 1.13(c), 1.16* |
| **7. Workplace Performance Coaching Workshop (1 Day)** |
| This workshop provides attendees with effective coaching techniques and other tools aimed at helping them to close the gap between expected performance and actual results.  
*Relationship to Standards for RTOs 2015: 1.13(c), 1.16* |
| **8. Creating Best-Practice Assessment Instruments and Tools (1 Day)** |
| This workshop seeks to help assessment developers to create robust assessment instruments and tools that support the collection of quality evidence.  
*Relationship to Standards for RTOs 2015: 1.8, 1.9* |
**Sample of our PD focused Webinars**

<table>
<thead>
<tr>
<th>1.</th>
<th>How to Create Learning Resources that Help the Content to Stick!</th>
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<tbody>
<tr>
<td></td>
<td>This webinar will share best practices and lessons learned about how to make training stick and how transfer can be enhanced in the courses you design, develop, and facilitate.</td>
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<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.3(c)</td>
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<tr>
<td></td>
<td>In this practically-driven, “how-to” session, participants will experience ways to use simple, time-efficient and cost-effective technology to manage the process.</td>
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<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.8, 1.9, 2.2</td>
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</table>

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<tr>
<th>3.</th>
<th>Assessment in Action: Putting the technical principles of assessment and rules of evidence in practice!</th>
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<tr>
<td></td>
<td>This webinar supports practitioners in ensuring that their assessment development, practices and decisions meet the relevant guidelines and provides templates and techniques to create compliant assessment practices in the field.</td>
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<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.8(b)</td>
</tr>
</tbody>
</table>

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<tr>
<th>4.</th>
<th>Developing an Audit Friendly RPL Strategy that works for candidates too!</th>
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<tbody>
<tr>
<td></td>
<td>This workshop helps attendees to identify ways to collect evidence to support the claim of competency that is both audit and candidate friendly!</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.8, 1.12</td>
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<tr>
<th>5.</th>
<th>12 Ways to Provide Better Feedback.</th>
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<tr>
<td></td>
<td>Effective feedback serves as a guide to assist people in understanding what is expected of them and how others perceive their performance. This webinar outlines 12 ways to provide better feedback to support candidate performance and will explain how feedback can be utilised to improve employee satisfaction and productivity.</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.8</td>
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<th>6.</th>
<th>Creating a System of Assessment Validation: Techniques, Approaches and Templates</th>
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<td>This workshop has been designed to help practitioners to create a system of assessment validation which supports quality training and assessment and continuous improvement.</td>
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<th>7.</th>
<th>How to Create Sustainable Industry Engagement and Validation.</th>
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<tr>
<td></td>
<td>By the end of this webinar, attendees will be able to identify relevant documentation and materials to be used/recorded as evidence of their assessment validation activities and will leave with a range of ready-to-use templates to get them started on their validation journey.</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.5, 1.6, 1.9, 1.10, 1.25, 2.2</td>
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<th>8.</th>
<th>Building your Online Training Toolkit: Reshaping E-learning to Re-engage the Audience</th>
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<td>This session discusses how to deliver results before, during and after a webinar and provides a series of field-tested, yet customisable activities that allow trainers to increase impact.</td>
</tr>
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<td></td>
<td><strong>Relationship to Standards for RTOs 2015:</strong> 1.13(c), 1.16</td>
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</table>
More and more, regular on-going professional-development is a necessary activity for staff in training and development organisations. Aside from the compliance requirements, it represents an opportunity to build a team who are better equipped to support learners, create more dynamic experiences and be prepared for the new and emerging training and assessment needs in the VET landscape.

The programs listed in this catalogue are a small sample of the Professional Development options available with MRWED Training and Assessment. Whilst these are written as stand-alone programs, they could be combined to create a truly unique development program for you and your training and assessment staff. This way, you could mix and match from the catalogue to suit the specific needs of your organisation.

Additionally, we could create new, customised workshops to support the specific needs of your trainers and assessors or we could work with you to combine relevant professional development workshops with your existing training events. If the program that you are looking for is not listed here, give our dedicated Client Engagement Team a call to discuss your requirements.

MRWED Client Engagement are here to support you every step of the way. Our team will be able to provide you with a formal proposal, co-ordinate the enrolment process, work with your key stakeholders to understand the needs of your team and coordinate the design and customisation of the program (where required).

We know that learner engagement is critical to success and we look forward to working with you to create relevant and meaningful professional development options for your organisation.

If you would like more information on how MRWED can help you, contact Michelle or Micaela on free call 1800 287 246 or email us at contactus@mrwed.edu.au
TRAINING EVALUATION SHEET

This is your opportunity to tell us what you thought of our training and trainers. We appreciate your assistance, as your feedback helps us to maintain and improve standards. Thanks for your time 😊

QUALIFICATION: Certificate IV in Training and Assessment

COURSE: DES ASS OTJ FAC LLN UPGRADE CUSTOM

LOCATION: ADE BNE MEL SYD (other: _____________)

DATE: / / 20___

Learning Leader/s: _______________________________

Indicate how you felt the presenter performed:

Please tick ✓ Excellent Very Good Good Unsatisfactory

(A) Setting positive atmosphere for learning □ □ □ □ □

(B) Demonstrating ideas/concepts □ □ □ □ □

(C) Handling questions from the group □ □ □ □ □

(D) Understanding the needs of the group □ □ □ □ □

(E) Knowledge of the subject matter □ □ □ □ □

(F) General presentation of the course □ □ □ □ □

1. Nominate your favourite parts of the program:

________________________________________________________________________

________________________________________________________________________

2. Nominate your least favourite parts of the program:

________________________________________________________________________

________________________________________________________________________

3. What suggestions could you make to improve the program?

________________________________________________________________________

________________________________________________________________________

4. Overall, did it meet your expectations?

Yes □ No □

5. Further comments?

________________________________________________________________________

________________________________________________________________________

Would you like to recommend the course?

If so, list the contact details of the person or persons in the next box and we will send them an information pack. Thanks!