Advancing the application of the Foundation Skills Frameworks

Delivered by ACPET on behalf of the Australian Government
Facilitated by Jana Scomazzon (jana@ltg.net.au)
• About workshop series and facilitator, Jana Scomazzon
• Other PD available: Recordings
• Complimentary copies of ACSF and CSfW, PowerPoint and Statement of Attendance
• Gift card (drawn session end)
• Housekeeping: emergency exits, bathrooms, breaks
Government funded:
• workshops
• webinars

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Today

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Workshop aims

Primary

1. Use ACSF and CSfW to:
   - Describe learners’ foundation skill (FS) levels
   - Identify level of foundation skill demand in units
   - Build reasonable support into training planning and delivery

2. Share approaches to and experiences with using the frameworks

Secondary

- Strengthen your knowledge and use of ACSF and CSfW
- Moderate framework use with colleagues
- Identify strengths and challenges in your practice or RTO re FS
### Workshop program

**Before lunch**
- Introduction
- Using the ACSF and CSfW frameworks:
  - Describe learners’ foundation skill levels
  - Identify level of foundation skill demand in units

**After lunch**
- Using the ACSF and CSfW frameworks:
  - *Identify level of foundation skill demand in units (con)*
  - Build reasonable support into training planning and delivery

**Session end**
- Statement of Attendance
- Gift card
Meeting the Standards for RTOs

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.
Clause 1.7 of Standard 1: 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.
Workshop program

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The frameworks

- Core Skills for Work developmental framework
- Australian Core Skills Framework
- Work performance
- LLN skills (‘core skills’)
- Employment skills (‘core skills for work’)
- Technical or discipline-specific skills

Training Packages

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Quick litmus test

Rate yourself from 1 to 4:

I use the foundation skill frameworks to determine the foundation skill levels of learners.

Rating scale:

4. Very often
3. Often
2. Sometimes
1. Never
Pair with a peer

1. Choose a peer based on:
   a. Are you ‘3’ or ‘4’? Pair with a ‘1’ or ‘2’; (and vice versa)
   b. Job role same or similar to yours; and
   c. Works for a different organisation to you.

2. Move to a table together.

_Time on your hands while waiting for other tables to finish?_
Exchange experiences re learner foundation skill levels
Foundation skills and Standard 1

Learner levels

- ACSF
- CSfW

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### Learner foundation skill assessment

#### FOUNDATION SKILLS

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

| Learning skills to:                      | · use explicit strategies to organise and make connections between safety and emergency information and own role  
                                           | · identify own and others’ role in the work team and actively contribute to team safety. |
|------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Reading skills to:                       | · interpret information in a range of formats of relevance to organisational safety and emergency procedures, and own workplace role and responsibilities. |
| Writing skills to:                       | · complete workplace incident reports accurately and legibly using correct organisational-specific vocabulary. |
| Planning and organising skills to:       | · sequence the steps required to respond to workplace safety or emergency incidents. |
| Initiative and enterprise skills to:     | · identify and evaluate safety-related information, setting or clarifying own safety and emergency goals within scope of own role. |
1. Watch video

2. Tick the **focus areas** on Handout 2 that the assessor covers for these 3 skills:

<table>
<thead>
<tr>
<th>Foundation skill</th>
<th>Focus areas covered in interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

3. Do **not** focus on the learner’s skill levels at this stage

https://www.youtube.com/watch?v=i4wq0cqXqYQ&feature=youtu.be
1. Watch video again

2. Read instructions on Handout 3

3. After you watch video again:
   - agree focus areas noted earlier and transfer them into Handout 3
   - include indicators and performance features you think were covered during interview
   - decide Jason’s ACSF level for 3 skills

https://www.youtube.com/watch?v=i4wq0cqXqYQ&feature=youtu.be
Analysis of: ACSF learning level

Listen for:

1. First learning indicator (.01), focus areas and performance features
2. Second learning indicator (.02) focus areas and performance features
3. Jordan’s learning level

http://youtu.be/2liY7a0bjwc
Analysis of: ACSF reading level

Listen for:

1. First reading indicator (.03), focus areas and performance features
2. Second reading indicator (.04), focus areas and performance features
3. Jordan’s reading level

http://youtu.be/2IiY7a0bjwc
Analysis of: ACSF writing level

Discuss at your table:

1. First **writing** indicator (.05), focus areas and performance features
2. Second **writing** indicator (.06), focus areas and performance features
3. Jordan’s **writing** level for each indicator

http://youtu.be/2IiY7a0bjwc
Jordan’s core skill levels

![Spiky profile: Jordan](image)

- **Learning**
  - Indicator 01: 3.05
  - Indicator 02: 2.06
- **Reading**
  - Indicator 03: 3.05
  - Indicator 04: 2.06
- **Writing**
  - Indicator 05: 3.05
  - Indicator 06: 2.06
Workshop program

Before lunch

• Introduction
• Using the ACSF and CSfW frameworks:
  o Describe learners’ foundation skill levels
  o Identify level of foundation skill demand in units

After lunch

• Using the ACSF and CSfW frameworks:
  o Identify level of foundation skill demand in units (con)
  o Build reasonable support into training planning and delivery

Session end

• Statement of Attendance
• Gift card
Foundation skills and Standard 1

Learner levels

- ACSF
- CSfW

Course demands

- ACSF
- CSfW

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Creating futures
## FOUNDATION SKILLS

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|                     | • identify own and others’ role in the work team and actively contributes to team safety. |
| Reading skills to:  | • interpret information in a range of formats of relevance to organisational safety and emergency procedures, and own workplace role and responsibilities. |
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| Planning and organising skills to: | • sequence the steps required to respond to workplace safety or emergency incidents. |
| Initiative and enterprise skills to: | • identify and evaluate safety-related information, setting or clarifying own safety and emergency goals within scope of own role. |
## Identifying unit FS demand

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Apply basic safety procedures. | 1. Follow safety procedures to achieve a safe work environment, according to required WHS legislation and industry codes of practice.  
2. Identify and report unsafe work practices according to organisational policy and procedures.  
3. Manage dangerous goods and substances according to organisational policy and requirements of relevant legislation.  
4. Identify potential manual handling risks and manage manual handling tasks according to organisational policy.  
5. Report work-related incidents and accidents to designated personnel.  
6. Participate in consultative processes and procedures for WHS. |
| 2. Apply basic emergency procedures. | 1. Follow fire and emergency procedures, including evacuation, according to legislation and organisational policy.  
2. Identify designated personnel responsible for first aid and evacuation procedures.  
3. Accurately identify safety alarms. |
Unit in Certificate II and III qualifications

Example 'real' unit of competency

<table>
<thead>
<tr>
<th>XXXW10501</th>
<th>Apply safe work practices</th>
</tr>
</thead>
</table>

**APPLICATION**
This unit of competency describes the performance criteria required to apply safe work practices, including identifying and reporting faults and problems according to workplace and safety (WHS) legislation and work package. It covers procedures for identifying safety hazards, control of hazards, notification of work package (WPs) and emergency procedures. The person responsible for the workplace is responsible for the completion of the specified work package, and is responsible for ensuring that all people attending the workplace are given the necessary information, instruction, training and supervision to carry out the work safely. The person responsible is responsible for ensuring that all necessary information, instruction, training and supervision are given to all people attending the workplace.

**ELEMENT**

1. **Apply basic safety procedures**
   1.1. Follow safety procedures to achieve a safe work environment, according to workplace and safety (WHS) legislation and work package.
   1.2. Recognise and report any hazards.
   1.3. Manage dangerous goods in accordance with workplace and safety (WHS) legislation and work package.
   1.4. Identify potential hazards and report them in accordance with workplace and safety (WHS) legislation and work package.
   1.5. Participate in incident response and emergency procedures for workplace.

2. **Apply basic emergency procedures**
   2.1. Follow fire and emergency procedures, including evacuation, according to workplace and safety (WHS) legislation and work package.
   2.2. Identify designated persons responsible for first aid and evacuation procedures.
   2.3. Accurately identify safety alarms.

**FOUNDATION SKILLS**
These skills are essential for safe and effective performance of the unit of competency. They are to be acquired and developed as part of initial training, and will be reviewed on an ongoing basis to ensure their ongoing relevance and effectiveness.

- **Learning skills**
  - use critical thinking strategies to evaluate and make decisions regarding safety and emergency procedures.
  - identify own and others’ role in the safety framework and incident response procedures.

- **Reading skills**
  - read and interpret instructions and workplace and safety (WHS) legislation and work package.

- **Writing skills**
  - follow workplace and safety (WHS) legislation and work package.

- **Planning and organising skills**
  - plan and organise work packages to meet workplace and safety (WHS) legislation and work package.

- **Initiative and enterprise skills**
  - identify and evaluate safety-related information, setting or clarifying own safety and emergency guidelines within workplace and safety (WHS) legislation and work package.

Time on your hands while waiting for others to finish? Identify which foundation skills are explicit in performance criteria, and their level of stage of demand.

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Creating futures
Value of moderating analysis

Consistency in:

• Understanding level of task demands
• Analysing learner responses
• Interpreting and using the frameworks

• Support training and assessment practice
• Build professional skills and knowledge
### Workshop program

#### Before lunch
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- **Using the ACSF and CSfW frameworks:**
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  - Build reasonable support into training planning and delivery

#### Session end
- **Statement of Attendance**
- **Gift card**

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Foundation skills and Standard 1

Course demands

- ACSF
- CSfW

Learner levels

- ACSF
- CSfW

Support
Foundation skills and Standard 1

Course demands
- Learning
- Reading
- Writing
- Speaking and listening
- Get the work done

Learner levels
- Learning
- Reading
- Writing
- Speaking and listening
- Get the work done

Support
Reasonable FS support during delivery

1. Where are the FS demands in the session?
2. Where might your learner group struggle?
3. How could you support them (at what point in the session and what activities)?
### ACCIDENT/INCIDENT REPORT FORM

**1. ABOUT YOU**

<table>
<thead>
<tr>
<th>Report completed by:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact details of witnesses:</td>
<td></td>
</tr>
</tbody>
</table>

**2. DETAILS OF INCIDENT**

| Date: __________________________ | Time: __________________________ |
| Location: _________________________________________________________________ |

Describe what happened and how:
Reasonable FS support writing

**Word match**

Match each word to its meaning. The first word has been matched for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>something simple you do for a sick or injured person until they can get medical help</td>
</tr>
<tr>
<td>reaction</td>
<td>something that you do not expect, that causes harm, injury or damage</td>
</tr>
<tr>
<td>details</td>
<td>a form with the exact details of an unusual event (such as an injury), usually filled out while the details are fresh in the minds of those who saw the event happen</td>
</tr>
<tr>
<td>display</td>
<td>something you wear or use to help you stay healthy and safe when you are doing a job</td>
</tr>
<tr>
<td>first aid</td>
<td>products put together in a shop to be seen or sold (noun)</td>
</tr>
<tr>
<td></td>
<td>put something where it can be easily seen (verb)</td>
</tr>
<tr>
<td>incident report</td>
<td>something that happens in response to a situation or event</td>
</tr>
<tr>
<td>personal protective equipment (PPE)</td>
<td>information or facts about something</td>
</tr>
</tbody>
</table>
Reasonable FS support writing

Set the scene
Discuss the different types of writing required for different purposes, e.g. note taking, data collection or report writing.

Build required skills
Reinforce written materials with visuals – e.g. a diagram, photograph or a demonstration.

Provide a scaffold
Offer examples of the different types of writing as a model that learners can refer to later if necessary, e.g. a completed Incident Report form.
### Reasonable FS support writing

**Trainer tips:**
e.g. Template for building your own incident scenario

<table>
<thead>
<tr>
<th>Unit of competency:</th>
<th>Think about your delivery context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td>Tasks learners would do</td>
</tr>
<tr>
<td>1. What does the worker need to get done?</td>
<td></td>
</tr>
<tr>
<td>2. Who does the worker need to talk to?</td>
<td></td>
</tr>
<tr>
<td>3. Who do they need to listen to?</td>
<td></td>
</tr>
<tr>
<td>4. What types of reading or research do they need to do?</td>
<td></td>
</tr>
<tr>
<td>5. What types of writing do they need to do or online documentation to complete?</td>
<td></td>
</tr>
</tbody>
</table>
Free government-funded resources for your practice

Model for Integrated Foundation Skill Support

What works for LLN

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Validated ACSF assessment tools and resources

These validated ACSF assessment tasks are designed to be used by assessors who are experienced LLN practitioners with a sound working knowledge of the ACSF. Workplace trainers who are not experienced LLN practitioners may use the tasks, but should seek advice about their judgements from an experienced practitioner. Before using these resources, please read through the ACSF assessment task user guide and review the copyright and acknowledgement information.

This bank of assessment tasks offers assessors a range of tasks that have been validated by both ACSF and industry experts. The tasks are also regularly moderated by experienced assessors.

The tasks cover the five skills of Learning, Reading, Writing, Oral communication and Numeracy at pre-level 1 through to level 4. They can be accessed by selecting links in the table below. Each task includes:

- a summary of the ACSF skills covered
- notes about content coverage and contextualization
- instructions for the assessor
- a mapping of the ACSF skill indicator and domains of communication covered in the task.

Please refer to our list of Frequently Asked Questions, or contact us by email if you have any other queries. We have also put together a list of useful videos available on the web.

<table>
<thead>
<tr>
<th>Task Title</th>
<th>ACSF skill and level coverage</th>
<th>Industry coverage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A self-reflection</td>
<td>Learning 1: Reading 1: Generic</td>
<td>Aged Care</td>
<td>Reflective questions about own skills</td>
</tr>
<tr>
<td></td>
<td>Oral communication 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admit a resident</td>
<td>Reading 1: Writing 1</td>
<td>Generic</td>
<td>Transferring information from one test type to another</td>
</tr>
<tr>
<td>Assessment record</td>
<td>Reading 2: Writing 2: Generic</td>
<td>Aged Care</td>
<td>Form to record information about the LLN assessment and your judgement of the candidate's skills levels</td>
</tr>
<tr>
<td>Background of concrete</td>
<td>Reading 3: Writing 3 Construction</td>
<td>Generic</td>
<td>Read informative text and answer questions</td>
</tr>
<tr>
<td>Check the vehicle</td>
<td>Reading 1: Writing 2: Transport</td>
<td>Generic</td>
<td>Read information and fill out a form</td>
</tr>
</tbody>
</table>
Foundation skill resources for your practice
<table>
<thead>
<tr>
<th>Foundation Skills Frameworks PD</th>
<th>Format</th>
<th>2016 date</th>
<th>Time AET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to ACSF and CSfW</td>
<td>Workshop</td>
<td>18 April Geelong</td>
<td>10 to 5</td>
</tr>
<tr>
<td>Introduction to ACSF (recording available)</td>
<td>Webinar</td>
<td>9 February</td>
<td>12 to 3</td>
</tr>
<tr>
<td>Introduction to CSfW (recording available)</td>
<td>Webinar</td>
<td>10 February</td>
<td>12 to 3</td>
</tr>
<tr>
<td>ACSF rapid refresher (recording available)</td>
<td>Webinar</td>
<td>19 February</td>
<td>12 to 3</td>
</tr>
<tr>
<td>Advancing application of ACSF and CSfW (recording available)</td>
<td>Webinar</td>
<td>9 March</td>
<td>12 to 5</td>
</tr>
<tr>
<td>Advancing the application of ACSF and CSfW</td>
<td>Workshop</td>
<td>5 April Brisbane, 6 April Townsville</td>
<td>9 to 4, 10 to 5, 10 to 5, 9 to 4, 9 to 3.30, 10 to 5, 9 to 4</td>
</tr>
<tr>
<td>Leading my RTO’s foundation skills frameworks agenda (recording available)</td>
<td>Webinar</td>
<td>16 March</td>
<td>12 to 2</td>
</tr>
<tr>
<td>Q&amp;A Foundation Skills Framework Master Class (recording available)</td>
<td>Webinar</td>
<td>23 March</td>
<td>12 to 4</td>
</tr>
<tr>
<td>Q&amp;A Foundation Skills Framework Master Class</td>
<td>Webinar</td>
<td>11 April</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>

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