



# MIFSS 1

Model for Integrated  
Foundation Skill Support

in sport, fitness and  
recreation training



A resource for vocational trainers delivering courses in communication, customer service and work health and safety that uses realistic scenarios and practical tools to help build learner understanding of the industry, and workplace contexts and their demands.

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Image of first aid kit Section [3.2.3](#): Adam Elliston

No dogs sign Section [3.3.2](#): Kriss Szkurlatowski; 12frames.eu

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# 1 About this resource

This resource is for vocational trainers in the sport, fitness and recreation industries delivering courses in communication, customer service and work health and safety.

It provides a model for identifying the core skill demands of vocational units and how to use the Foundation Skills Training Package as a support resource to deliver the critical underpinning core skill concepts in a unit or unit cluster. The model can be adapted for a range of contexts.

Whether a learner succeeds or not in your course depends on a range of factors, including your understanding of the core skill<sup>1</sup> demands of the units of competency being delivered, and the importance of building support for core skills into program planning.

Through the use of [sport, fitness and recreation](#) scenarios and material, this resource will:

- help you identify a unit's key core skill demands and learner core skill support needs
- provide you with a range of delivery tools and training strategies.

Supporting learners needs you to understand the vocational skills of the session you are planning. It also needs you to have factored the language, literacy and numeracy – or core skill – demands of the unit you are delivering into your planning and teaching.

Working through this resource will help you identify where the core skill demands are in the unit you are delivering. It will also show you how units from FSK Foundation Skills Training Package can be used where further support is needed.

The FSK Foundation Skills Training Package provides an opportunity for registered training organisations to choose and deliver foundation skill units, qualifications and skill sets that will enable learners to build the specific core skills needed to achieve vocational competency. Foundation skill units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of the vocational units.

This resource has matched particular foundation skill units to clusters of vocational units. But you can put any combination of foundation skill and vocational units together to suit your delivery context and learner needs. The matrix showing FSK units in Appendix 9.1 can help you do this.

You can see how the FSK Foundation Skills Training Package might support your delivery and assessment by working through Section 8 of this resource.

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

You can find out more about foundation skills<sup>2</sup> in Appendix 9.2 of this resource.

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<sup>1</sup> Core skills are reading, writing, numeracy, oral communication and learning

<sup>2</sup> 'Foundation skills' is the term used to capture both language, literacy and numeracy skills and employment skills

## 1.1 Resource structure

### 1.1.1 The scenario in this resource

This resource is built on a [sport, fitness and recreation](#) scenario, which serves as the backdrop for the entire resource.

The scenario reflects or illustrates the way in which core skill demands present themselves as part of day-to-day work. It is based on the vocational content of three units of competency from SIS10 Sport, Fitness and Recreation Training Package to do with [communication, customer service and work health and safety](#):

- SISXCCS201A Provide customer service
- SSISSDE201 Communicate effectively with others in a sport environment
- SISXWHS101 Follow work health and safety policies.

The scenario introduces the main characters at work, who will then appear throughout the resource in a number of different snapshots in the [sport, fitness and recreation](#) context. Each snapshot provides key teaching opportunities – critical to the above skill areas and units of competency – and accompanied by delivery tools and strategies that focus on a particular core skill.

### 1.1.2 Snapshots drawn from the scenario

The characters in the scenario carry out a combination of day-to-day duties typical of the industry sector they work in.

Something goes wrong, and as a consequence they must draw on a number of core skills in the snapshots that follow.

They may have to:

- read something
- write something
- say something to someone
- listen to someone
- use numeracy skills of some kind
- use IT skills.

Each snapshot will draw on the scenario at resource outset, and also tell you:

- the Training Package unit the snapshot relates to
- the core skill demands of the snapshot, using the language of the Australian Core Skills Framework (ACSF)<sup>3</sup> to indicate the level of that demand
- the FSK Foundation Skills Training Package units of competency that you could use in your delivery to provide learners with greater LLN support
- suggested session plans for the snapshot
- tools in Section 4 that provide a model of delivery strategies you could use with your learners.

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<sup>3</sup> You can download the Australian Core Skills Framework tool by going to <http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>  
To find out how to use the Australian Core Skills Framework in your practice, visit the online PD program on *Taking the Lead*: [www.takingthelead.com.au](http://www.takingthelead.com.au)

Figure 1 below illustrates what a snapshot from the scenario might look like.

<b>SSA unit</b>	<b>SISxxxxxA Unit title</b> Critical aspects for assessment and evidence required to demonstrate competency in this unit: • list of critical aspects.
<b>Core skill demands of SSA unit</b>	Reading ACSF LX Writing ACSF LX
<b>FSK unit</b>	<b>FSKXXXXX Unit title</b> Performance evidence: • performance evidence listed for that unit • performance evidence listed for that unit. Knowledge evidence: • knowledge evidence listed for that unit • knowledge evidence listed for that unit.
<b>Delivery tools</b>	▶ Name of delivery tool ▶ Name of delivery tool Name of optional delivery tool
<b>Trainer tip</b>	6.X Name of tip

**Snapshot:**

	<p><i>Ion eujtwo irije tojwwo jgkanf gbnier ngtiow europwrnfg oepwtui we ieopw thgweurhtg puorwey trh eiotuerui bgrei hgoehg efgn ijerwgh iuwerh giwerh guhrugoi u Ion eujtwo irije tojwwo jgkanf gbnier ngtiow puorwey trh bhbndfgikj eiotuerui bgrei.</i></p>	<p>Hgoehg efgn ijerwgh iuwerh giwerh guhrugoi u Ion irije tojwwo jgkanf gbnier ngtiow europwrnfg oepwtui we ieopw thgweurhtg puorwey.</p>
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Figure 1: Example of snapshot layout

## 1.2 How to use the resource

We all know that learners are more engaged if they can see the relevance of what they are learning. This scenario-based resource presents you with a model of how to plan and present course requirements in a vocationally relevant context.

You can use the scenario provided and get learners to reflect on how some or all of the skills required in the scenario are important in their own context. Or you could customise the scenario to your own industry area, based on learners discussing the similarities and differences between their own experience and industry. Learners may also be able to create scenarios of their own – reflecting on their own experiences in order to identify ‘core skills in action’.

How you familiarise learners with the scenario and its contents – and the level of support you will need to provide them with in understanding the scenario – will depend on the learners you have and their literacy levels.

The tools and strategies used in this resource are pitched at a range of core skill levels and cover language-based, literacy- and numeracy-focused activities.

You can find out more about core skill levels in Appendix 9.3 of this resource.

### 1.2.1 Step by step approach

Here’s an easy step by step approach you can follow to use this resource:

- 1 Familiarise learners with a [sport, fitness and recreation](#) scenario. An example scenario has been provided for you on page 8. You can use that scenario and the associated tools, or customise your own scenario and modify tools based on the simple instructions in these steps.
- 2 Identify the snapshot section relevant to the session you will be delivering.
- 3 Consider the suggested session plan for that snapshot when preparing your training delivery.
- 4 Choose a tool from Section 4, Appendix 9.4, or one of your own tools and customise it as required for your delivery context.
- 5 Explore any FSK units of competency or other links provided in this resource that might help you in your preparation. Section 8 can help you do this.
- 6 Review your learner core skill profiles to decide if any learners need individual support. Again, Section 8 can help you do this.
- 7 Seek help from your organisation when specialist learner support is needed. Remember that the FSK units can be customised and co-delivered as support.
- 8 Deliver your session using support tools from this resource as appropriate.

The checklist on page 45 is a handy tool for making sure you integrate core skill support into your planning.

## 1.3 Tools and tips

Throughout the resource you will see the following icons.



A suggested delivery tool (in Section 4)



A further optional tool that you might like to use, depending on the needs of your learners (in Section 5)

Answers to the tools are provided in Section 7.

There are trainer tips in Section 6 to help you support learners in developing their core skills.

And remember that the units of competency in FSK Foundation Skills Training Package<sup>4</sup> break foundation skills down into helpful, teachable components

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<sup>4</sup> FSK may be downloaded from [www.training.gov.au](http://www.training.gov.au)



## 2 Sport and recreation scenario

### 2.1 About the scenario

The session plans and delivery tools in this resource are built around a realistic industry scenario.

The example scenario below is set in a community centre and involves a karate teacher, [Janine](#), working with her class of children.

[Janine](#) is faced with a number of core skill demands when a dog injures one of the children. She deals with the incident as best she can, but as a consequence has to carry out a number of follow-up tasks that test her core skill capacity.

It does not really matter if your learners will ever have to know about karate classes, children or dog injuries. The point is to have learners engage in realistic workplace scenarios and activities that require them to respond in a meaningful manner.

Although the units of competency you are using may not relate explicitly to the scenario and snapshots in this resource, the scenario has several elements that are transferable to a range of [sport, fitness and recreation](#) contexts.

The scenario involves:

- an incident that takes place in rented premises
- someone being injured when under the care of the worker on duty
- responding to the incident and applying minor first aid
- filling out an Incident Report form
- a number of communications with witnesses, colleagues and employers.

To build a scenario based directly on your own delivery context you could create elements like the ones above, asking yourself the following questions in the process:

- What does the worker need to get done?
- Who does the worker need to talk to?
- Who do they need to listen to?
- What types of reading or research do they need to do?
- What types of writing do they need to do or online documentation to complete?
- What types of numeracy tasks might arise as part of the job?
- What support or mentoring do they get on the job to develop these skills?

The template on page [46](#) can be used as a prompt to help you build that scenario.

## 2.2 The scenario



At first she was not sure if the child had been bitten. But it wasn't a bite. It turned out that a dog had just run up to a group of kids as they waited on the verandah before class and had bumped Raffi over. He had fallen into the garden and scuffed his knee on the concrete step as he fell, taking a little gum-tree sapling with him as he went.

She hadn't actually seen it happen because she was inside the room setting up the mats for class, but she got the story from the after-school aide who dropped a few of the kids off to class after school.

By the time Janine heard the kerfuffle and ran out, Raffi was crawling gingerly out of the garden bed. His uniform was a mess and there was a pink bruise and a graze on his knee. But apart from that, he was all right.

That was the trouble with running the karate class in the community hall. It was close to the dog park and no amount of Council signs warning dog walkers that they should not have dogs off-leash or come near the hall during class time seemed to do any good. What was the magnetic attraction between kids dressed in white karate suits and muddy dogs?

It had been a bit chaotic there for a minute: dealing with the guilty blustering from the dog's owner, Raffi's distress, and the mild panic from a number of the other kids who had witnessed the incident. Janine felt she had coped pretty well under the circumstances, but there was a lot to think about.

Once all the kids were inside she had sat them down on the mats and given them some time to wind down. It turned out that a few of them knew that dog. It was as she had suspected. The dog was young and clumsy – but not actually aggressive. She got them to sit and have a drink while she dealt with Raffi.

In the 18 months that she had run classes there, she had never had to use the community hall's first aid kit. Once she opened it she realised that it had probably not been used in a long time. The kit was nearly empty and the Band-Aids looked a little old and tired. Janine thought the whole kit could do with refreshing. But she managed to patch up Raffi's knee and get him settled down and comfortable.

At first she wondered if she should ring Raffi's mum and get her to come and get him. But Raffi didn't want her to and had seemed okay. After a small rest he joined in on most things, and only at the end of class did he complain about his knee.

It was when Janine saw Raffi's mum's face as she assessed the state of his uniform and lifted his trouser leg to expose a swollen knee with the Band-Aid half hanging off that she knew that things were going from bad to worse. Janine felt more nervous of Raffi's mum than she had of the dog. Dealing with parents after class was not one of her strong points, she had to admit. They always fired questions at her out of the blue and often were in too much of a hurry to listen to her answers.

Raffi's mum was right really – the situation with the dog was not good – but she seemed fixated on why Janine hadn't got the name and phone number of the dog owner. Janine didn't really have an answer. It had all happened so fast. She suspected that she hadn't heard the last of it, and that she would need to clear it up with her boss Yasuko before Raffi's mum put in a complaint.

She remembered that the information in the folder had seemed long and a bit confusing, and she had always meant to ask for an explanation about some of it. She decided that she should have a

look at it when she got home.

Janine had to admit that karate was her strong point, teaching kids her passion, and reading documents about the rules one of her least favourite things.

It was only after class when she was packing up that she saw the stack of Term 3 fee notices that she had forgotten to give out. That just topped it off! Yoni, the office manager, would be furious.

Janine sat down and got out her phone and began to make herself some notes:

*Let Yoni know about the fee notices.*

*Find induction folder.*

*Talk to Yasuko about what happened.*

*Write up an incident report about the dog.*

*Contact after-school aide and get her observations about what happened.*

*Put an article in next term's newsletter about the problem of dogs off-leash in the park.*

*Contact the Council about the dog incident, the ongoing issue of dogs off leash near the hall, and the condition of the community hall's first aid kit.*

*Ring Raffi's mum to see how he is doing.*

'Is that all I need to do?' Janine thought as she turned out the lights.

<b>SSA units</b>	SISXCCS201A Provide customer service SISSSDE201 Communicate effectively with others in a sport environment SISXWHS101 Follow work health and safety policies
<b>Core skill demands of SSA unit</b>	Speaking ACSF L3–4 Listening ACSF L3–4 Reading ACSF L3 Writing ACSF L2–3
<b>FSK units</b>	FSKOCM07 Interact effectively with others at work FSKRDG10 Read and respond to routine workplace information FSKWTG08 Complete routine workplace formatted texts



## 3 Snapshots

### 3.1 Communicate with others about incidents

#### 3.1.1 Links

<b>SSA unit</b>	<b>SISSSDE201 Communicate effectively with others in a sport environment</b> Critical aspects for assessment and evidence required to demonstrate competency in this unit: <ul style="list-style-type: none"><li>• develop effective relationships with others in the sport environment</li><li>• provide support to others to ensure goals are met</li><li>• seek feedback from others and take appropriate action</li><li>• select the right communication mechanisms when interacting with others</li><li>• apply appropriate conflict resolution techniques.</li></ul>
<b>Core skill demands of SSA unit</b>	Speaking ACSF L3–4 Listening ACSF L3–4
<b>FSK unit</b>	<b>FSKOCM07 Interact effectively with others at work</b> Performance evidence: <ul style="list-style-type: none"><li>• participate in spoken interactions appropriate to audience and purpose</li><li>• review own performance to identify areas for improvement.</li></ul> Evidence must be collected using spoken interactions typically found in the workplace. Knowledge evidence: Evidence of the following knowledge must be demonstrated: <ul style="list-style-type: none"><li>• oral communication strategies for spoken interactions</li><li>• non-verbal communication for spoken interactions</li><li>• grammar, vocabulary and pronunciation for spoken interactions.</li></ul>
<b>Delivery tools</b>	 <a href="#">1 Forms of communication</a> <a href="#">2 Talk about the incident</a>
<b>Trainer tips</b>	<a href="#">6.3 Reading strategies</a> <a href="#">6.4 Speaking and listening strategies</a> <a href="#">6.5 Using mind maps</a>

### 3.1.2 Set the scene for the snapshot

Before you begin the activities in the next section, go to the resource scenario beginning on page 8 and read through it with learners.

#### How to set the scene

Before the reading activity, give learners an explanation of the purpose for the reading and what they will be looking for in the material. This way they will have a greater opportunity of deciphering the text. Encourage peer support, e.g. pair work or buddy groups.

There are more tips on how to support learners' reading in Section 6.3 [Reading strategies](#) on page 47.

#### How to build the relevant vocabulary

Identify new terms and key words and clarify their meaning in use – give an example of where learners may expect to see these words. Encourage learners to highlight the key words and concepts.

If there is a word or term that a learner is not sure of, encourage them to start building their own personal dictionary by taking photographs with their mobile phone of examples of the new word or term. Learners can also use their mobile phone 'notes' function or a notebook to build their personal dictionary.

#### Introduce learners to the snapshot

Once learners are familiar with the scenario, introduce them to this session's snapshot and its activities.

A critical skill in any workplace is the ability to distinguish the best form of communication to use when interacting with others.

The choice of whether to speak to someone about an issue – either as a quick chat at the photocopier or in a formal meeting; or to write them a quick text message, an email or a formal letter – is something that needs to be considered carefully. Using the wrong form of communication can make a big difference in building relationships and appearing professional.

This snapshot helps learners distinguish between tasks that should be verbal and those that need to be written. It gets them to think about tasks that are formal or informal, and the language choices they need to make to get their message across.

### 3.1.3 Suggested session plan

#### Snapshot:



When Janine got home that evening she got out the notes that she had written to herself earlier that day.

She thought about the calls she would need to make.

*Let Yoni know about the fee notices.*

*Find induction folder.*

*Talk to Yasuko about what happened.*

*Write up an incident report about the dog.*

*Contact after-school aide and get her observations about what happened.*

*Put an article in next term's newsletter about the problem of dogs off-leash in the park.*

*Contact the Council about the dog incident, the ongoing issue of dogs off leash near the hall, and the condition of the community hall's first aid kit.*

*Ring Raffi's mum to see how he is doing.*

1. On looking at her notes, Janine realised she had written them in a hurry. She decided that letting Yoni know about the fee notices was not the first thing that she needed to do.

Learners order the notes above from 1 (most important) to 8 (least important).

Ask learners: Are all of the tasks on the list Janine's responsibility? Discuss, or if learners are off campus ask them to do a mind map<sup>5</sup>.

2. Communication can be spoken or written.

Discuss with learners:

- the different types of formal and informal communication for different purposes, such as:
  - written communication can be for taking notes, collecting information or writing reports
  - spoken communication can be for informing, persuading or exchanging information and can require various types of speaking and listening
- the features of 'getting your message across' and 'understanding what someone else is saying'.

What is the best way Janine could communicate each of the tasks on her list?

▶ Use **Tool 1 Forms of communication**.

<sup>5</sup> See [6.5 Using mind maps](#) on page 50 for information on mind maps

3. Discuss, or if learners are off campus ask them to do a mind map<sup>6</sup>:

Who does Janine need to talk to? What do they need to talk about?

- Yasuko about the incident
- The after-school aide about what she saw
- Raffi's mother about how he is
- Who else?

Ask learners:

- Would Janine speak to each of these people in the same way? Why or why not?
- Would she ring them, text them or speak to them face-to-face?

 4. Each learner (or pair of learners) chooses one of the people listed above and constructs a script for Janine's conversation, using **Tool 2 Talk about the incident**.

This activity helps learners:

- prepare to talk about the incident:
  - identify who they are talking to and why (audience and purpose)
- practise talking about the incident:
  - get help with grammar, vocabulary and pronunciation, if needed
  - discuss effective and appropriate non-verbal communication
- get feedback on their performance.

5. Learners take turns to role play the conversation.

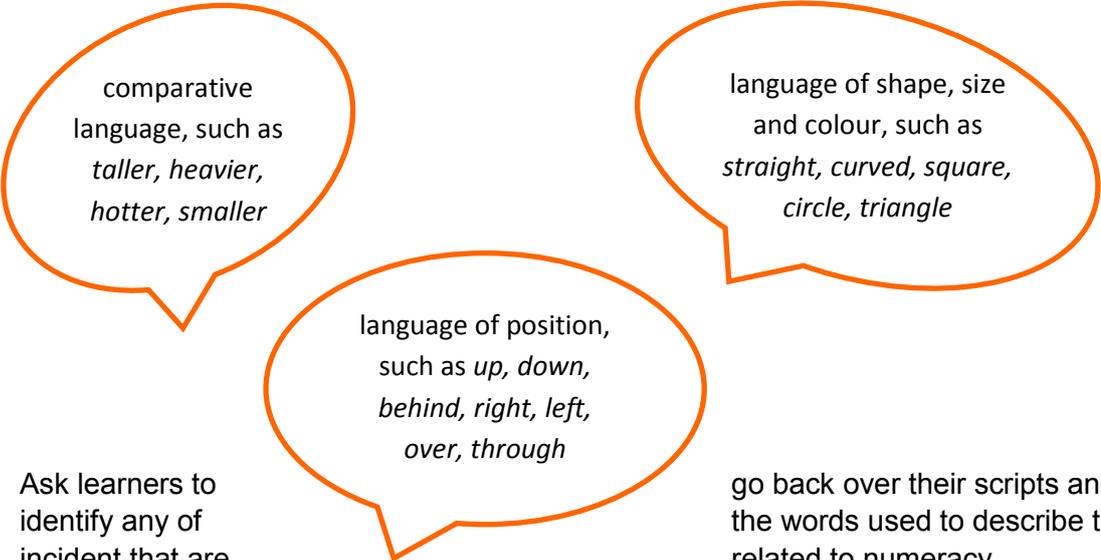
There are tips on how to support learners' speaking and listening skills in Section [6.4 Speaking and listening strategies](#) on page 48.

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<sup>6</sup> See [6.5 Using mind maps](#) on page 50 for information on mind maps

6. Consider the numeracy demands on your learners in communication above.

Often without really thinking too much about it we use common, every day, informal language and gestures to convey numeracy-based concepts.



comparative  
language, such as  
*taller, heavier,  
hotter, smaller*

language of shape, size  
and colour, such as  
*straight, curved, square,  
circle, triangle*

language of position,  
such as *up, down,  
behind, right, left,  
over, through*

Ask learners to  
identify any of  
incident that are

go back over their scripts and  
the words used to describe the  
related to numeracy.

For example: What time did the incident happen? How big was the dog? How many children were playing with Raffi when he was injured?

## 3.2 Follow workplace procedures

### 3.2.1 Links

<b>SSA unit</b>	<b>SISXWHS101 Follow work health and safety policies</b> Critical aspects for assessment and evidence required to demonstrate competency in this unit: <ul style="list-style-type: none"><li>access and interpret relevant workplace safety information to carry out all work tasks safely and responsibly according to organisational policies and procedures and legislative requirements</li><li>address safety issues within the limits of own role and responsibility and identify, clarify and report safety issues outside area of responsibility to appropriate personnel, including actual and potential hazards</li><li>contribute to participative arrangements for the management of the organisational work health and safety program.</li></ul>
<b>Core skill demands of SSA unit</b>	ACSF Reading 3 ACSF Writing 3
<b>FSK units</b>	<b>FSKWTG08 Complete routine workplace formatted texts</b> Performance evidence: <ul style="list-style-type: none"><li>complete routine workplace formatted texts appropriate to audience and purpose</li><li>review drafts to revise and finalise routine workplace formatted texts.</li></ul> Evidence must be collected using routine formatted texts typically found in the workplace. Knowledge evidence: <ul style="list-style-type: none"><li>features of routine workplace formatted texts</li><li>writing strategies – planning, drafting, proofreading and reviewing – to complete routine workplace formatted texts</li><li>grammar and vocabulary for routine workplace formatted texts</li><li>writing conventions for routine workplace formatted texts.</li></ul>
<b>Delivery tools</b>	 <a href="#">3 Quiz: What is in an Incident Report</a> <a href="#">4 Key facts about Raffi's incident</a> <a href="#">5 Complete an Incident Report form</a>  <a href="#">5.1 Incident word match</a> <a href="#">5.2 Sequencing word search</a>
<b>Trainer tips</b>	<a href="#">6.5 Using mind maps</a> <a href="#">6.6 Writing strategies</a>

### 3.2.2 Set the scene for the snapshot

Before you begin the activities in the next section, go to the resource scenario beginning on page 8 and read through it with learners.

#### How to set the scene

Before the reading activity, give learners an explanation of the purpose for the reading and what they will be looking for in the material. This way they will have a greater opportunity of deciphering the text. Encourage peer support, e.g. pair work or buddy groups.

#### How to build the relevant vocabulary

Identify new terms and key words and clarify their meaning in use – give an example of where learners may expect to see these words. Encourage learners to highlight the key words and concepts.

If there is a word or term that a learner is not sure of, encourage them to start building their own personal dictionary by taking photographs with their mobile phone of examples of the new word or term. Learners can also use their mobile phone 'notes' function or a notebook to build their personal dictionary.

#### Introduce learners to the snapshot

Once learners are familiar with the scenario then introduce them to this session's snapshot and its activities.

When accidents of any kind happen it is not unusual for people to panic, or at least to get a bit flustered, and later not to remember clearly what happened.

It is important to be accurate and emotion-free when reporting an incident. This is easier said than done!

This snapshot focuses on writing conventions for routine workplace formatted texts.

Learners can be introduced to simple concepts, such as sequencing and cause and effect, which they can refer back to as a model for reporting an incident in writing.

The activities allow for planning, drafting, proofreading and reviewing an incident report.

### 3.2.3 Suggested session plan

#### Snapshot:

*Write up an incident report about the dog.*

When Janine got home that evening she found the induction folder Yasuko had given her when she had first started teaching karate in the community hall.

She looked through the folder and decided that she did need to fill out the Incident Report form that was in there.



#### 1. Explore report forms

Many workplaces ask you to fill out a form when an accident or incident happens. By law, a workplace must report any accident or incident immediately, no matter how small it is.

#### 2. Learners complete **Tool 3 Quiz: What is in an Incident Report** – a quick quiz.

Tool familiarises learners with the structure of an Incident Report form. Provide each learner (or small group of learners) with one sheet to complete. Discuss answers.

#### 3. Learners complete **Tool 4 Key facts about Raffi's incident** – a cloze exercise.

Tool familiarises learners with the vocabulary of an Incident Report form. Provide each learner with one form to complete. You may customise this form to reflect one that is a better fit for learner needs.

#### 4. Review learner answers to the quick quiz and elicit any personal experiences they may share with the group in having completed similar forms.

#### 5. Depending on learner needs, before learners complete the quiz you may wish to develop a 'word match' activity based on the structure of the example **Word Match** on page 39. You can develop this tool based on the vocabulary in the form you use. It will help familiarise learners with critical terms in the form.

#### 6. Discuss the writing strategies that learners should use to complete the form – planning, drafting, proofreading and reviewing.

Depending on your learners, you might want to help them collect their thoughts using a mind map (see [6.5 Using mind maps](#) on page 50).

If you are working with a group, you could lead a group 'brainstorm', capturing their ideas on the whiteboard, and then structuring and ordering the content to suit the type of text and style of writing required.

There are more tips on how to support learners' writing in Section [6.6 Writing strategies](#) on page 51.

- ▶ 7. Learners complete **Tool 5 Complete an Incident Report form**, based on the scenario at the beginning of this resource. You could give learners a different context-specific form that you may have or may select from Appendix 9.4.

Where possible, encourage peer support, e.g. learners compare their written responses.

8. If your learners have not filled out a form like this before, or have LLN support needs, you may wish to provide them with some scaffolding before asking them to complete the Incident Report form.

You could show them examples of different types of forms and how they have been completed, as a model that learners can refer to later if necessary.

When you provide a scaffold, you could discuss the various layout features of the text with the learner, such as:

- headings and sub-headings
- linking words for paragraphs when writing explanatory information, e.g. and, but, then, however
- sequencing words for writing a factual account e.g. first, then, next, etc.

- ▷ To introduce them to some of the sequencing words they could use to recreate the order of events in Raffi's incident, you can use a simple tool like [5.2 Sequencing word search](#) on page 41.

Remember to gradually build learner independence by providing less 'scaffolding' and encouraging more and more independence as learners gain in experience and skills.

9. As with the previous snapshot, consider the numeracy demands on your learners in completing the Incident Report form.
10. Learners add new words from this session's tools and trainer-led discussions to their personal dictionary.
11. Ask those learners who are in a workplace to bring an Incident Report form from their work to share with the group in the next session.

### 3.3 Meet customer needs during and after incidents

#### 3.3.1 Links

<b>SSA unit</b>	<b>SISXCCS201A Provide customer service</b> Critical aspects for assessment and evidence required to demonstrate competency in this unit: <ul style="list-style-type: none"><li>• correctly identify client needs and provide accurate information about the organisation's services and products</li><li>• receive and respond to client requests and complaints according to organisational requirements and develop rapport with clients by using communication strategies in the provision of customer service</li><li>• display standards of personal presentation that apply to the relevant sector of the sport, fitness and recreation industry or specific organisation</li><li>• demonstrate a range of interpersonal skills</li><li>• interact with clients professionally and in a non-discriminatory manner to provide quality customer service and resolve complaints within an appropriate timeframe in accordance with organisational policies and procedures.</li></ul>
<b>Core skill demands of SSA unit</b>	ACSF Reading 3 ACSF Writing 3
<b>FSK unit</b>	<b>FSKRDG10 Read and respond to routine workplace information</b> Performance evidence: <ul style="list-style-type: none"><li>• interpret information in routine workplace texts</li><li>• respond appropriately to information in routine workplace texts.</li></ul> Evidence must be collected using routine workplace texts typically found in the workplace. Knowledge evidence: <ul style="list-style-type: none"><li>• purpose and features of routine workplace texts</li><li>• some specialised terminology in routine workplace texts</li><li>• reading strategies to interpret information in routine workplace texts.</li></ul>
<b>Delivery tools</b>	 <a href="#">6 Cause and effect</a> <a href="#">7 Duty of care and in loco parentis</a>  <a href="#">5.3 Guess and look up</a>
<b>Trainer tips</b>	<a href="#">6.3 Reading strategies</a>

### **3.3.2 Set the scene for the snapshot**

Before you begin the activities in the next section, go to the resource scenario beginning on page 8 and read through it with learners.

#### **How to set the scene**

Before the reading activity, give learners an explanation of the purpose for the reading and what they will be looking for in the material. This way they will have a greater opportunity of deciphering the text. Encourage peer support, e.g. pair work or buddy groups.

#### **How to build the relevant vocabulary**

Identify new terms and key words and clarify their meaning in use – give an example of where learners may expect to see these words. Encourage learners to highlight the key words and concepts.

If there is a word or term that a learner is not sure of, encourage them to start building their own personal dictionary by taking photographs with their mobile phone of examples of the new word or term. Learners can also use their mobile phone 'notes' function or a notebook to build their personal dictionary.

#### **Introduce learners to the snapshot**

Once learners are familiar with the scenario then introduce them to this session's snapshot and its activities.

Because people can get emotional when things go wrong, it is important to refer to the rules and regulations that guide what needs to be done. Many of these rules and regulations have legal consequences, and so they can sometimes be written in language that is difficult to understand.

This snapshot focuses on the underpinning language and literacy skills needed to receive and respond to client requests and complaints according to organisational requirements.

It explores when someone has to take complete responsibility for responding to a complaint, or only has to provide a certain amount of information to their supervisor to contribute to the process.

### 3.3.2 Suggested session plan

#### Snapshot:

- ▶ **Tool 6 Cause and effect** will help re-familiarise learners with the scenario and, in exploring cause and effect, will also help prepare them for the session ahead about client complaints.

*Ring Raffi's mum to see how he is doing.*

Janine thought about how angry Raffi's mum had been when she picked him up.

She was sure that Raffi's mum would make a complaint to Yasuko.

She decided to take a look at the information in her induction folder.

- 1 In Janine's induction folder at home, she looked through a collection of different information, particularly the sheet *Creating child safe environments*.

Learners read the sheet.

#### **Creating child safe environments<sup>7</sup>**

A child safe organisation:

- Takes a preventative, proactive and participatory stance on child protection issues. The safety and wellbeing of children is a paramount consideration when developing activities, policies and management practices.
- Is one that values and embraces the opinions and views of children.
- Encourages and assists children to build skills that will assist them to contribute to society.
- Takes action to protect children from physical, sexual, emotional and psychological abuse and neglect.

All children have needs and rights<sup>8</sup>:

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional love and security
- The need for social contact and relationships
- The right to have their needs met and safeguarded
- The right to be protected from neglect, abuse and exploitation
- The right to be protected from discrimination
- The right to be treated as an individual

<sup>7</sup> Source: Government of South Australia Department for Families and Communities 'Child Safe Environments: Principles of Good Practice', [http://www.ais.sa.edu.au/\\_files/f/1853/](http://www.ais.sa.edu.au/_files/f/1853/), accessed July 2013

<sup>8</sup> <http://www.globalpeacenetork.ca/what-we-do/child-protection-policy.php>, accessed July 2013

## 2 Reading new information.

There will often be new words that learners come across when reading.

Explain to learners that stopping to look up each new word will slow their reading down and make it harder to understand what they are reading, especially if looking up words in a dictionary is not easy for them.

Being able to guess what a word means by its context, or choosing which words are important to look up, will help make reading easier.

### **You could use the following as an example:**

The safety and wellbeing of children is a **paramount** consideration when developing activities, policies and management practices.

Tell your learners: There were a number of words in the *Creating child safe environments* sheet that **Janine** did not know. 'Paramount' was the first one, so she circled it to look up later, and then kept reading.

Ask learners to choose which other words Janine might have circled. Discuss.

If your learners need support with vocabulary, you can provide them with some scaffolding before asking them to complete the questions below. The optional tool on  page 42 (5.3 [Guess and look up](#)) will help familiarise them with some of the new words in the *Creating child safe environments* sheet.

## 3 Tell your learners: **Janine** thought about the information in the *Creating child safe environments* sheet. She decided Yasuko was mainly responsible for creating a place that was a 'child safe environment'.

Ask learners: Do you agree with Janine? Why or why not?

- 4 Set the scene for learners: Yasuko sent Janine an email with a letter from Raffi's mother attached.

The email read:

```
----- Original Message -----  
Subject: Fwd: The incident with the dog on Monday  
Date: Wed, 2 Oct 2013 08:03:12 +1000  
From: Yasuko  
To: Janine <janine@communityhall.com.au>  
Dear Janine  
Raffi's mother emailed me the attached letter.  
Could you come to meet with me to discuss what happened?  
We must be completely honest about what happened and how you  
helped Raffi. Is there anything in the letter that you think  
is not correct? We can talk about it when we meet.  
See you soon.  
Regards, Yasuko
```

In her email, Yasuko asked Janine to meet with her to discuss what had happened.

Ask your learners to re-read the original scenario (beginning on page 8) and to write down three important things about the incident that Janine will need to discuss with Yasuko.

You may like to talk to them first about aspects of customer service that relate to the scenario, and as a warm-up to this part of the session, point out to them one or more things that Janine should have done at the time.

After learners have made their notes, they can compare them.

5 Learners read the letter Raffi's mother wrote to Yasuko.

This was the letter from Raffi's mother, attached to the email she had sent.

Reading the letter, Janine felt upset.

She knew that she had done her best when Raffi had been hurt, but that there were probably some things she could have done differently.



*Dear Yasuko*

*I am sorry to have to write this letter because I know how much Raffi likes karate, but I am very upset about the dog attack last Monday night (30 September) and how it was handled.*

*I am also disappointed with the first aid Raffi's teacher gave him. His knee was very swollen and he should not have taken part in the class. I think the teacher should have called me straight away and that she neglected to treat Raffi properly.*

*It is also very irresponsible of her not to get the details of the dog's owner, as this is important information.*

*I don't feel that Raffi is safe in the karate class, and because of this he won't be enrolling again next term.*

*I don't think dogs should be able to run around near the hall anyway. What are you going to do to make sure this does not happen to another child?*

Ask learners:

- Raffi's mum is right about three of Janine's actions. What are they?
- Yasuko asked in her email to Janine if anything in the letter was not correct. Do you think there is? What?

6 Before asking learners to read the information below, you may wish to review the trainer tips on page 47 (6.3 Reading strategies) to get some ideas on how you could support learners who may struggle with the complexity of written text.

7 Learners read the *Code of Practice* below.

### **Code of Practice<sup>9</sup>**

When dealing with complaints, the code of practice requires that:

- A supplier must make every reasonable effort to resolve quickly and fairly a complaint made by a client
- Information about how to lodge a complaint must be made readily available to a client
- A record of each complaint must be placed on file
- A response to the client indicating that the complaint has been received must be made within a maximum of seven days

Janine met with Yasuko to discuss the incident.

Yasuko showed her the *Code of Practice*, and the timeframes for dealing with customer complaints.

Ask learners:

- How long does Yasuko have to let Raffi's mum know she is dealing with the complaint?
- How soon does Yasuko have to resolve the issue with Raffi's mum?

8 Parents enrolling their children in karate classes at the community hall must complete an enrolment form.

Among other things, parents signing the form give the karate teacher the right to act *in loco parentis* and administer first aid, if the need arises.

▶ Learners complete **Tool 7 Duty of care and in loco parentis**.

9 Learners add new words from this session's tools and trainer-led discussions to their personal dictionary.

<sup>9</sup> Government of Western Australia, Department of Commerce *Fitness industry: Guide to the code of practice* [http://www.commerce.wa.gov.au/consumerprotection/PDF/Publications/Fitness%20industry\\_code\\_of\\_practice.pdf](http://www.commerce.wa.gov.au/consumerprotection/PDF/Publications/Fitness%20industry_code_of_practice.pdf), accessed July 2013

## 4 Delivery tools

The following tools support learners in completing the course work in this resource.

1 Forms of communication

2 Talk about the incident

3 Quiz: What is in an Incident Report

5 Complete an Incident Report form

4 Key facts about Raffi's incident

6 Cause and effect

7 Duty of care and in loco parentis

Answers to these tools are on page 53.



## Tool 1 Forms of communication

Match each task with an appropriate way to communicate the task. The first one has been matched for you.

<b>Task</b>	<b>Way to communicate</b>
1 Let Yoni know about the fee notices	Report form
2 Put an article in next term's newsletter about the problem of dogs off-leash in the park	Telephone call
3 Discuss what happened with Yasuko	Formal letter on community hall letterhead
4 Write up an incident report about the dog	SMS text
5 Contact the Council about the dog incident, the ongoing issue of dogs off leash near the hall, and the condition of the community hall's first aid kit	Email
6 Ring Raffi's mum to see how he is doing	Face-to-face conversation

## Tool 2 Talk about the incident

1 Look at these notes that Janine wrote about talking to people about the incident.

*Let Yoni know about the fee notices.*

*Talk to Yasuko about what happened.*

*Contact after-school aide and get her observations about what happened.*

*Contact the Council about the dog incident, the ongoing issue of dogs off leash near the hall, and the condition of the community hall's first aid kit.*

*Ring Raffi's mum to see how he is doing.*

2 Choose **one** of the people who Janine needs to talk to from the list below.

- Yoni about the fee notices
- Yasuko about the incident
- After-school aide about what she saw
- Raffi's mother about how he is
- Anyone else? \_\_\_\_\_

3 Write a short script for the conversation Janine would have with the person you chose:

**Janine:** \_\_\_\_\_

\_\_\_\_\_

----- :

\_\_\_\_\_

**Janine:** \_\_\_\_\_

\_\_\_\_\_

----- :

\_\_\_\_\_

**Janine:** \_\_\_\_\_

\_\_\_\_\_

----- :

\_\_\_\_\_

4 Use your script to have the conversation with another person or your trainer. What are three things the other person thinks you could do to improve the conversation?

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

## Tool 3 Quiz: What is in an Incident Report

<b>COUNCIL COMMUNITY HALL ACCIDENT/INCIDENT REPORT FORM</b>	
Date:	Time:
Report completed by:	Signature:
<b>Accident or incident</b> Details of accident or incident: Contact details of witnesses:	
<b>Injuries</b> Details of who was injured: Details of injury: Details of medical/first aid provision:	
<b>Comments</b> Action taken: Action required:	

### Answer these questions about filling out the form:

- 1 An incident means something that has happened or occurred.  
 True                       False
- 2 You must fill out both the 'Accident or incident' and the 'Injuries' sections of the form.  
 True                       False
- 3 'Date and time' is the date and time that you fill out the form.  
 True                       False
- 4 'Report completed by' is where you put the name of the person who checks that the information provided is correct.  
 True                       False
- 5 'Details of accident or incident' is where you write about the dog hurting Raffi.  
 True                       False
- 6 'Details of medical/first aid provision' is where you write about the first aid kit being old.  
 True                       False
- 7 'Comments' is where you write how you felt during the incident.  
 True                       False

## Tool 4 Key facts about Raffi's incident

### Fill in the missing word or words.

- 1 The dog bumped Raffi and he \_\_\_\_\_ into the garden.
- 2 After Raffi was bumped he was \_\_\_\_\_ but all right.
- 3 Raffi had a \_\_\_\_\_ on his knee.
- 4 Raffi fell from the \_\_\_\_\_ of the community hall.
- 5 The after-school aide \_\_\_\_\_ the incident.
- 6 The first aid kit was \_\_\_\_\_ .
- 7 Raffi's mum was \_\_\_\_\_ when she saw Raffi.
- 8 Thinking about Raffi's mum's reaction, Janine decided she needed to \_\_\_\_\_ .
- 9 Janine remembered \_\_\_\_\_ could have useful information.

## Tool 5 Complete an Incident Report form

<b>COUNCIL COMMUNITY HALL ACCIDENT/INCIDENT REPORT FORM</b>	
Date:	Time:
Report completed by:	Signature:
<b>Accident or incident</b>	
Details of accident or incident:	
Contact details of witnesses:	
<b>Injuries</b>	
Details of who was injured:	
Details of injury:	
Details of medical/first aid provision:	
<b>Comments</b>	
Action required:	
Action taken:	

## Tool 6 Cause and effect

Every action is caused by something, and has an effect. This is called 'cause and effect'.

As you read Janine and Raffi's story, fill in the table below by choosing one of the following.

- The gum tree sapling was broken
- Raffi's uniform was dirty and he had a pink bruise and a graze on his knee
- The Band-Aid did not stick to Raffi's knee properly
- Raffi's mother was angry
- Janine had to fill in an Incident Report form
- Raffi fell into the garden
- Janine did not get the name and phone number of the dog owner

You may need to use some of the 'cause' statements more than once.

An example of one has been done for you.

Cause	Effect
1 There was an incident at work	Janine forgot to give out the Term 3 notices
2 The dog jumped up on Raffi	
3 The Band-Aids in the first aid kit were old	
4 Janine was busy dealing with the incident	

## Tool 7 Duty of care and in loco parentis

**Duty of care** refers to your legal duty to take reasonable care so that others are not injured.

In the sport, fitness and recreation industries, people often work in situations where they have a duty of care for those they are working with.

- 1 Think about the incident with Raffi. Do you think Janine took reasonable care? Why or why not?

***In loco parentis*** is a Latin term that means 'in the place of a parent'. A person (or organisation) *in loco parentis* has the legal responsibility to care for a child as a parent would.

People in the sport, fitness and recreation industries often work with children *in loco parentis*.

When Raffi's parents enrolled him in Janine's karate class they filled out an enrolment form. The form gave the community hall karate teacher the right to act *in loco parentis* if needed, and to administer first aid.

- 2 **Choose whether the statements below are examples of Janine acting *in loco parentis* with the students in her karate class by answering 'true' or 'false'.**

a. Janine asks a student to make her a cup of coffee.

True                       False

b. She makes sure that the right equipment is used in class to prevent injury.

True                       False

c. She punishes students who did not go to bed early the night before the competition.

True                       False

d. Janine gives permission for an unwell child to leave class and ride her bike home.

True                       False

e. She teaches students how to kick each other correctly.

True                       False

f. She stops two students fighting about something.

True                       False



## 5 Further optional delivery tools

The further delivery tools in this section can be used with learners who need additional support with their foundation skills.

Answers to these optional tools are on page [53](#).



## 5.1 Incident word match

### How to build new vocabulary and spelling

There are some basic strategies you can use with learners to help them develop accuracy in spelling, such as:

- 'look-say-cover-check'
- suggesting that learners develop a personal dictionary of regularly needed words (with visual prompts).

The 'word match' below is an example of an activity that you could use to familiarise your learners with any new or potentially difficult words in a session.

Substitute the words and definitions below with ones from your session. Remember to use simple, plain English definitions.

You could use images instead of text-based definitions.

For example:

<b>first aid</b>	
------------------	---

instead of:

<b>first aid</b>	something simple you do for a sick or injured person until they can get medical help
------------------	--

The word match below is an example based on the Incident Report form in Snapshot [3.2](#) (page [16](#)). Answers to this word match activity are on page [53](#).

## Word match

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

<b>accident</b>	something simple you do for a sick or injured person until they can get medical help
<b>bruise</b>	something that you do not expect, that causes harm, injury or damage
<b>details</b>	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
<b>first aid</b>	a person who sees something happen, often a crime or an accident (noun) when you see something happen, often a crime or an accident (verb)
<b>incident report</b>	darker coloured skin on the body where there is an injury
<b>witness</b>	information or facts about something

## 5.2 Sequencing word search

When reporting an incident it is important to get the details in the right order. You can use sequencing words like 'first', 'next' or 'finally' to help describe the order in which things happened.

- 1 The following sequencing words are in the word search puzzle below. Circle them as you find them.

before, after suddenly, soon, now	later, next, then finally	during, while, when
--------------------------------------	------------------------------	---------------------

The words can be:

horizontal: 

a	f	t	e	r
---	---	---	---	---

vertical: 

s
o
o
n

or

diagonal: 

t			
	h		
		e	
			n

### Word search

n	b	f	g	d	z	p	o	k	l
v	o	a	a	u	s	d	g	j	k
b	n	w	s	r	u	e	q	u	k
y	e	a	s	i	k	e	f	h	l
a	x	f	o	n	w	h	i	l	e
f	t	t	o	g	w	f	n	a	l
t	h	e	n	r	h	s	a	t	m
e	u	r	u	r	e	z	l	e	n
r	l	y	t	e	n	x	l	r	b
s	u	d	d	e	n	l	y	c	v

- 2 Can you think of any more sequencing words that help describe the order of things?
- 3 What are some of the words you will use to order events when you describe Raffi's incident in the Incident Report form?

### 5.3 Guess and look up

#### **Creating child safe environments**

A child safe organisation:

- Takes a preventative, proactive and participatory stance on child protection issues. The safety and wellbeing of children is a paramount consideration when developing activities, policies and management practices.
- Is one that values and embraces the opinions and views of children.
- Encourages and assists children to build skills that will assist them to contribute to society.
- Takes action to protect children from physical, sexual, emotional and psychological abuse and neglect.

All children have needs and rights:

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional love and security
- The need for social contact and relationships
- The right to have their needs met and safeguarded
- The right to be protected from neglect, abuse and exploitation
- The right to be protected from discrimination
- The right to be treated as an individual

- 1 Circle the new words in the information above, and then write them in the table.
- 2 Guess their meaning from the context they are in – and write your guess in the table.
- 3 Look the words up in a dictionary and see how close you came to guessing correctly.
- 4 Add new words to your personal dictionary. Remember that a drawing or photo next to the word will help you to remember its meaning.

Word	Guess the meaning
1	
2	
3	
4	
5	
6	
7	
8	

## 6 Trainer tips



## 6.1 Step by step checklist

Learners are more likely to succeed in a vocational course if the underpinning core skill demands of that course are supported in delivery. This checklist can help make sure that you integrate core skill support into your planning.

<b>Unit of competency:</b>				
√	<b>Steps</b>	<b>Support information</b>		<b>Your notes (delivery methods, tools, etc.)</b>
		<b>SSA resource</b>	<b>Other (specify)*</b>	
	1 Choose scenario			
	2 Identify snapshot			
	3 Plan session focus			
	4 Choose support tools			
	5 Identify FSK units			
	6 Review learner core skill needs			
	7 Seek specialist help if needed			

\* The template on the next page can help you create your own scenario and snapshots.

## 6.2 Template for building your own scenario

You could create a scenario and snapshots like the ones in this resource, but based directly on your own delivery context, using this template as a prompt.

<b>Unit of competency:</b>		
<b>Question</b>	<b>Think about your delivery context</b>	
	<b>Tasks they would do</b>	<b>Texts they would use</b>
1 What does the worker need to get done?		
2 Who does the worker need to talk to?		
3 Who do they need to listen to?		
4 What types of reading or research do they need to do?		
5 What types of writing do they need to do or online documentation to complete?		
6 What types of numeracy tasks might arise as part of the job?		
7 What support or mentoring do they get on the job to develop these skills?		

## 6.3 Reading strategies

### Set the scene

- Before any reading activity, give learners an explanation of the purpose for the reading and what they will be looking for in the material. This way they will have greater opportunity to decipher the text.
- Encourage peer support, e.g. pair work or buddy groups.

### Build required skills

#### New vocabulary

- Write up new terms and key words and clarify meaning in use – give an example of where learners may expect to see these words.
- Encourage learners to highlight key words and concepts in texts.

#### Reading strategies

- Encourage learners to develop reading strategies, such as skimming, scanning, detailed reading and critical reading.
- If using a long or more difficult text – get learners to chunk it down to manageable bits by isolating certain key paragraphs in the text using a highlighter pen.

### Make it clear

- Use readable, accessible texts – make sure that dense text is broken up and photocopied pages can be clearly read.
- Read key information in trainer notes or handouts aloud. Be aware that this can be a stressful and shaming exercise and so it is important not to ask someone to read aloud if they do not want to.

### Use visuals as supports

- Find ways of presenting material in other ways than written information.
- Reinforce written materials with visuals – e.g. a diagram, photograph or a demonstration.
- Provide English language and first language vocabulary for key words to English as a second language learners.

### Use reference material

- Demonstrate how to use reference material, libraries, the internet, etc.
- Provide a clear set of 'how to' steps and expectations about how this information may assist workers to do their job.

## 6.4 Speaking and listening strategies

### Set the scene

- Discuss the various types of speaking and listening required in the training and on the job.
- Discuss the features of 'getting your message across' and 'understanding what someone else is saying'.

### Build required skills

#### New vocabulary

- Point out that terms have different meanings, and also possibly pronunciation, in different contexts, e.g. an exercise professional keeps his client 'fit', a tailor may need to adjust pants to 'fit', the doctor said her client suffered an epileptic 'fit'.
- List and explain colloquialisms and how they are pronounced, or avoid colloquial language (unless it is clear they are fully understood by the listener).

### Make it clear

#### To get a message across

- Use gesture and intonation (stress on certain words in a sentence, rise and fall of voice) to indicate the key points.
- Repeat key ideas and learning points using the same language each time to give learners additional opportunity to understand.
- Assist learners to practise giving factual reports by providing a 'scaffold script' (similar to the points covered in writing). Adjust these for the spoken word.
- Use clear, unambiguous language.
- Speak naturally, but at a moderate pace.
- Do not raise your speaking level for people who do not speak English as a first language if they do not understand, or make them feel 'stupid' if they need to ask questions.
- Give instructions or feedback using signposting, e.g. 'I am going to talk about three areas. The first...'

#### Use visual material as supports

- Highlight key points and terms on the whiteboard in a training room situation to reinforce oral explanations and as a visual cue to learners.
- Use pictures, diagrams and demonstration to support verbal information.

### Think about cultural issues

- Be explicit about rules and conventions for different communication situations, e.g. group tasks, workplace learning, or reporting to a supervisor.
- Recognise that politeness and answering questions vary culturally.
- Recognise cultural differences in non-verbal communication (direct or indirect eye contact, use of hand gestures, etc.) and be sensitive to any miscommunication.
- Be aware that learners from non-English speaking background may be confused by instructions that are too 'soft', e.g. 'I wonder if you might try...', as opposed to 'Try...'

## **Provide support with listening skills**

- Learners may have highly developed listening skills in other language(s), but may be restricted in using these skills because of difficulty with English.
- Vocational trainers and assessors can help learners to extract relevant information by:
  - avoiding long periods of teacher explanation
  - giving a handout with the main points or questions before learners listen
  - providing question sheets or tick boxes to complete when listening
  - asking 'checking for meaning' questions to elicit a demonstration of comprehension
  - avoiding closed yes/no questions, such as 'Do you understand?'
  - allowing learners to summarise or discuss what they have listened to in pairs, and asking questions before moving on.

## 6.5 Using mind maps

Mind maps help learners who may struggle with constructing written responses.

They are more compact than conventional notes, often taking up one side of paper – which can help those learners to make associations easily and generate new ideas.

Building a mind map gives learners the time and space to do some planning – to think about what they want to write, how they are going to represent a concept, what ideas they want to link, and how they will link them.

There is a range of mind mapping software available – free and commercial – that can support learners in mind mapping.

A mind map does not have to be elaborate or sophisticated. It could be as simple as a diagram like the one in Figure 2 below. Based on the snapshot in Section 3.1.3 of this resource, the mind map in the figure begins to plot who Janine will talk to and what she will say to Yoni.

You could use any of the activities in this resource to model the process of mind mapping with your learners.

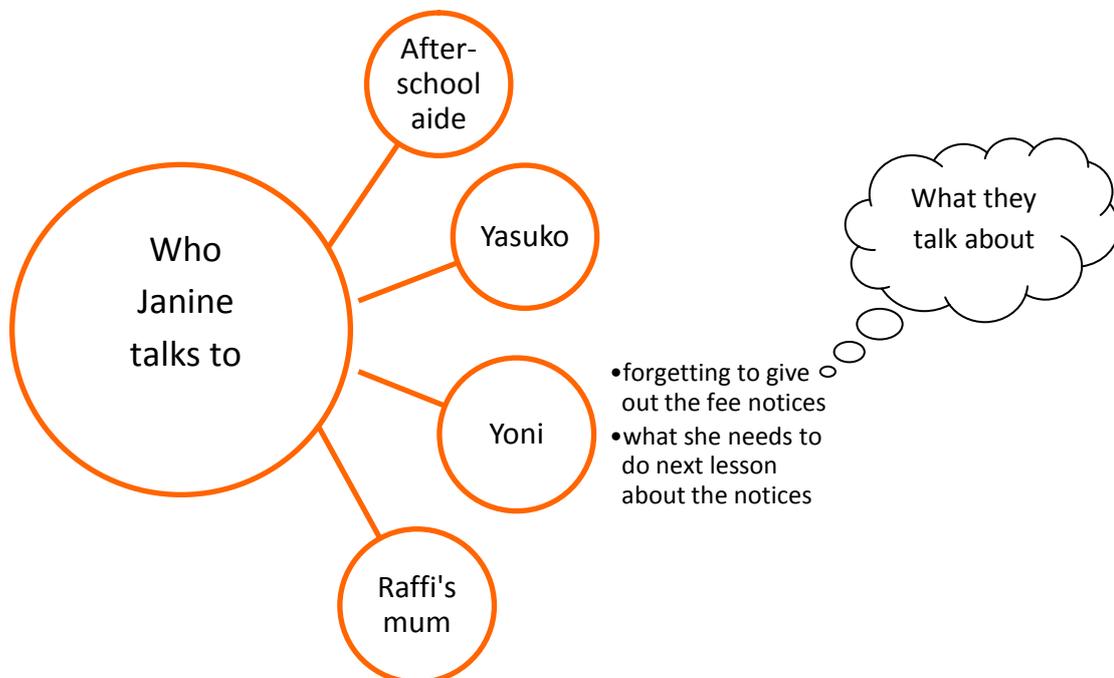


Figure 2: Building a mind map of who Janine will speak to and what she will say

## 6.6 Writing strategies

### Set the scene

- Discuss the different types of writing required for different purposes, e.g. note taking, data collection or report writing.
- Encourage peer support, e.g. peer proofreading, pair work or buddy groups.

### Build required skills

#### New vocabulary and spelling

- Reinforce written materials with visuals – e.g. a diagram, photograph or a demonstration.
- Provide English language and first language vocabulary for key words to English as a second language learners in upper and lowercase letters. Allow for practice.
- Offer some basic strategies for developing accuracy in spelling, e.g. 'look-say-cover-check', or assist learner to develop a personal dictionary of regularly needed words (with visual prompts).

### Make it clear

#### 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 filled out safety checklist, an Incident Report form, or a field trip report.
- When you provide a scaffold, discuss the various layout features of the text with the learner, such as:
  - headings and sub-headings
  - linking words for paragraphs when writing explanatory information, e.g. and, but, then, however
  - sequencing words for writing a factual account, e.g. first, then, next
  - stock phrases for making contrasting points when presenting an argument, e.g. on the other hand, the points against are.
- Be aware of and explicitly demonstrate the drafting process: planning, drafting, editing and proofreading, reviewing and preparing final copy.
- Build independence by providing less 'scaffolding' and encouraging more and more learner independence as they gain in experience and skills.



## 7 Answers to tools

Tool	Page	Answers
1 Forms of communication	29	1 Telephone call; 2 Email; 3 Face-to-face conversation; 4 Report form; 5 Formal letter; 6 Telephone call
2 Talk about the incident	30	Various
3 Quiz: What is in an Incident Report	31	1T, 2T, 3F, 4F, 5T, 6F, 7F
4 Key facts about Raffi's incident	32	1 fell; 2 upset, distressed; 3 bruise, graze; 4 verandah; 5 witnessed, saw; 6 old, in need of refreshing, (inadequate); 7 various; 8 various; 9 induction folder
5 Complete an Incident Report form	33	Various
6 Cause and effect	34	<p><b>Cause 1</b> There was an incident at work: Raffi's mother was angry; Janine had to fill in an Incident Report form</p> <p><b>Cause 2</b> The dog jumped on Raffi: The gum tree sapling was broken, Raffi fell into the garden, Raffi's uniform was dirty and he had a pink bruise and a graze on his knee; (possibly) Raffi's mother was angry</p> <p><b>Cause 3</b> The Band-Aids in the first aid kit were old: The Band-Aid did not stick to Raffi's knee properly</p> <p><b>Cause 4</b> Janine was busy dealing with the incident: Janine did not get the name and phone number of the dog owner</p>
7 Duty of care and in loco parentis	35	1 Various 2 aF, bT, cF, dF, eT, fT

Tool	Page	Answers
<b>Further optional delivery tools</b>		
5.1 Incident word match	39	<p><b>Accident:</b> something that you do not expect, that causes harm, injury or damage</p> <p><b>Bruise:</b> darker coloured skin on the body where there is an injury</p> <p><b>Details:</b> information or facts about something</p> <p><b>First aid:</b> something simple you do for a sick or injured person until they can get medical help</p> <p><b>Incident report:</b> 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</p> <p><b>Witness:</b> a person who sees something happen, often a crime or an accident (noun); when you see something happen, often a crime or an accident (verb)</p>
5.2 Sequencing word search	41	after, before, during, finally, later, next, now, soon, suddenly, then, when, while
5.3 Guess and look up	42	Various

## 8 A guide to core skill support: Using the FSK and ACSF

As a trainer, you may have worked with learners who have struggled with the core skills<sup>10</sup> they need for vocational competence in a particular course. You may have felt that you needed more resources and time than were available to you to help them develop those core skills.

The Foundation Skills Training Package (FSK) provides those additional resources and, through funding opportunities, additional time. It allows you to choose and deliver foundation skill units to help learners build the specific foundation<sup>11</sup> – or core – skills they need to achieve vocational competence.

If you can identify at the program planning stage whether a group would benefit from core skill support, you can integrate FSK units into delivery from the beginning of the program.

Follow the three steps below to identify whether your learners need support to develop their core skills, and to identify FSK units which would be suitable to integrate into your training.

You will read about Australian Core Skills Framework (ACSF) levels in the steps. If you would like to find out more about the ACSF, go to Appendix 9.3 on page 74 of this resource.

### Step 1: Identify your learners' core skill levels

You can gather information about the core skills of your learner group in a number of ways. Training organisations may ask learners to complete a self-evaluation of their own learning. They may conduct pre-training information or assessment sessions, where learners' behaviour can be observed, and judgements made about whether they need support. There are tools available to help you do this (For example, see 'How do I identify LLN skills in learners?' in *Taking the Lead* <http://www.takingthelead.com.au/lln-tips-trainers-and-assessors/4-how-do-i-identify-lln-skills-learners>, accessed September 2013).

Most training organisations have learners complete enrolment forms. So, for a snapshot of your learners' core skills, you could look at enrolment and other information that you have collected. If you are planning for a new group and do not have that sort of information, you could use information from previous enrolments, provided that there has been no change in learner demographics.

The checklist below is a useful guide to help you decide if a learner may need core skill support in delivery and assessment. Review the enrolment form and put a tick against the things you note. If you finish reviewing the enrolment information and you have checked several items on the list, consider what that means for your learner and your planning.

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<sup>10</sup> 'Core skills' is the term for language, literacy and numeracy skills used by the Australian Core Skills Framework. It refers to reading, writing, oral communication, numeracy and learning.

<sup>11</sup> 'Foundation skills' is a term used in different contexts, including units of competency, to refer to the combination of core skills and employment skills.

<b>Checklist: Interpreting learner enrolment information</b>		
<b>√</b>	<b>Things you may note</b>	<b>Consider with regard to core skills</b>
	1 The form is incomplete	<p>The learner may not have the reading and writing skills to complete the form</p> <p>They may, for example, write their name and address correctly but then not answer any questions where they have to write a number of sentences or a paragraph – which could indicate that their reading and writing skill levels are below ACSF level 3 and so they may struggle with course demands</p> <p>The learner may also not have understood the information being asked for</p>
	2 English is not the learner's first language, or the learner has been in an English speaking environment for a relatively short period of time (3–5 years) – this can include immigrants and Indigenous learners	The learner may refer to an English as a Second or Additional Language program attended
	3 The learner has not completed formal secondary education in Australia to Year 10, or may not have completed other training started	Interrupted schooling can be an indication that the learner may have gaps, or low levels, in core skill levels
	4 The learner advises of a disability	The disability may have impacted in the past on the learner's ability to learn, so they may have gaps in core skills
	5 Long periods of unemployment are indicated on the form	The learner may not have had an opportunity to develop and maintain the core skills that are often built in the workplace
	6 The learner is older, or has been out of the education and training system for a long period	The learner may struggle to apply core skills to new contexts and tasks, and may not be familiar with communications, such as email and SMS
	7 The learner indicates the need for help with study skills, or literacy and numeracy skills	You may need to access the help of specialist support

<b>Checklist: Interpreting learner enrolment information</b>		
<b>√</b>	<b>Things you may note</b>	<b>Consider with regard to core skills</b>
	8 The learner has brought reports from other schooling or training providers indicating a need for additional support, such as exit reports from literacy and numeracy programs or English as a Second Language programs with ACSF levels	ACSF levels of 1 or 2 in one or more of the core skills could indicate that the learner may struggle with course demands  This depends on the ACSF levels of the core skills of the units being delivered  Is there a big gap?

*Checklist 1: Interpreting learner enrolment information*

Sometimes indicators that learners may be operating at low ACSF levels become apparent once you start working with them.

The further checklist below provides a list of indicators that you may see in a delivery and assessment context.

Again, if you find that you have checked several items in the list below, consider what that means for your learner and your delivery and assessment.

<b>Checklist: Indicators of low ACSF levels in delivery and assessment</b>		
√	<b>Indicator</b>	<b>What this may indicate</b>
	1 The learner is reluctant to complete paperwork or take notes on the spot – they may say that they will complete it later at home, or find ways to avoid the task, such as not having pen or paper	This may indicate that the learner does not have the writing skills to meet course demands, or is not confident in that skill area
	2 Learners may say that they will read the class text at home – or find excuses to avoid the task, such as not having their reading glasses	This may indicate that the learner struggles with the reading demands of the course, or is not confident in that skill area
	3 The learner is reluctant to complete tasks online	This may indicate that the learner has not had the opportunity to learn how to use a computer
	4 The learner relies on a family member or friend to interpret or translate information or complete paperwork for them	This may indicate that the learner does not have English language skills at the level required to meet course demands
	5 The learner has difficulty with English language skills – for example, they may be able to understand key words and facts, ask simple questions in order to clarify, give and respond to simple instructions, and use non-verbal cues to work out meaning; but they may struggle to follow a series of instructions or ideas in English	This may indicate that their English language speaking and listening skills are below ACSF level 3, and that they may struggle with course demands
	6 The learner may prefer to receive information face-to-face or in written form, rather than on the telephone	This may indicate that the learner has low level English language skills and so in a face-to-face situation relies on visual cues to pick up meaning, which they cannot do on the telephone
	7 The learner may seem unfamiliar with the training context – for example, interrupts inappropriately, does not attend to key pieces of information, or asks questions which are largely irrelevant or unconnected to the points being made	This may indicate that the learner may not have been in a training context for some time

*Checklist 2: Indicators of low ACSF levels*

## Step 2: Identify the core skill demands of the unit you are delivering

The figure on page 3, reproduced below, shows how the core skill demands of the units in this resource are clearly indicated.

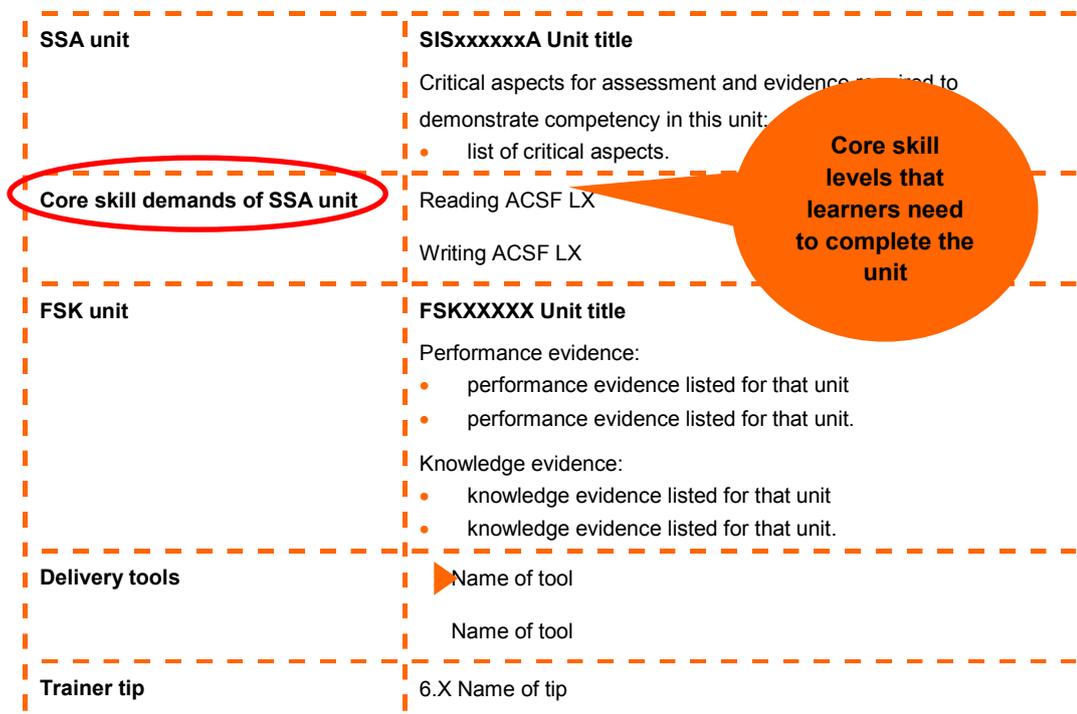


Figure 3: Levels of core skill demand in the resource's snapshots

### Core skills needed for the task

All vocational units you deliver will have core skill demands. It is important that you understand what those demands are, so that you can provide the appropriate support.

Examples of core skill demands in three vocational units of competency have been provided in the scenario in this resource. This is a model you could use to help identify critical core skill demands in the course you are delivering.

For example, the workplace tasks in the vocational units in this resource will need Janine to have:

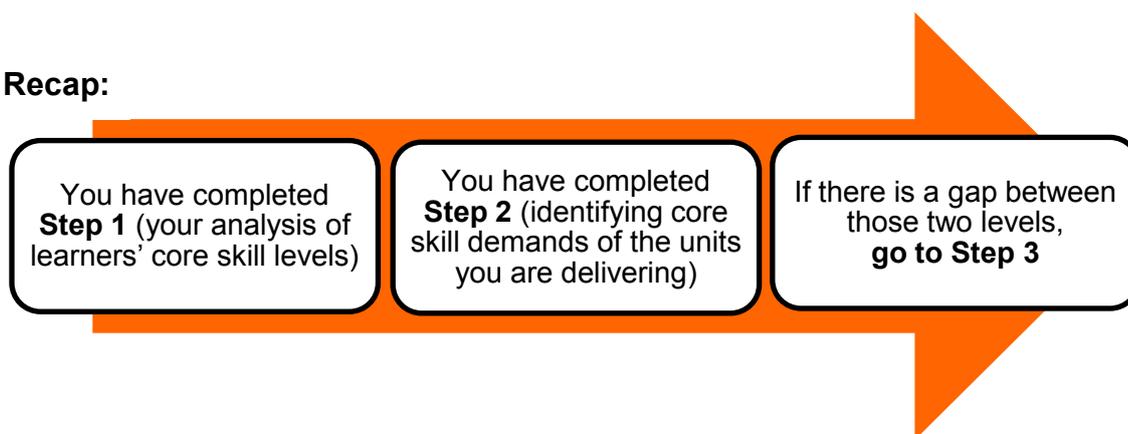
- speaking and listening skills at ACSF level 3–4 to:
  - make a phone call to Raffi's mum, which could be complex as it could involve an exchange of information, but also some negotiation as Raffi's mum is known to be upset – skills which someone at a lower ACSF level may not have
  - discuss the incident with her supervisor, presenting facts (and not opinion) in a logical sequence and discussing how she responded to the situation – again skills that someone at a lower ACSF level may not have
- reading skills at ACSF level 3 so that she may:
  - locate relevant information in her induction folder by using an index or skimming through the content
  - read routine policies and procedures documents, for example *Creating child safe environments* (on page 22)

- writing skills at ACSF level 2–3 to:
  - complete an Incident Report form, keeping the focus on the facts (writing a sequence: what happened, who, when, where)
  - send an SMS or email to Yoni to explain why she had forgotten to give out the fee notices, which is more informal but needs to convey basic information
  - write a series of connected paragraphs for a newsletter item.

When training, the capacity to identify the required core skills and their connection to performing a workplace task – and then to provide learners with the appropriate support to build those core skills – are important.

If you want to find out more about core skills and the ACSF, look at Appendix 9.3 on page 74 of this resource.

### Recap:



### Step 3: Use the FSK Training Package to integrate core skill support

You have completed Steps 1 and 2 and decided that some learners, or perhaps the whole group, may need additional support to reach the level of core skills needed to successfully complete the units you are delivering.

The FSK Training Package is a useful tool to help you provide that additional support. One or more FSK units may be added to the vocational program you are delivering to increase the nominal hours of delivery time and allow additional time to build the necessary underpinning foundation – or core – skills.

FSK units of competency are purpose-built to work in combination with vocational units of competency in supporting foundation – or core – skill development while achieving a vocational pathway.

## Choose the right FSK unit

If you are going to integrate a unit from the FSK Training Package into your training program, you need to be able to select a unit at a level that is suitable for learners and the core skills they need to develop.

Just because a vocational unit is part of a Certificate III, it does not follow that the most suitable FSK unit will be at Certificate III. The FSK unit you choose will depend on the level of complexity of the core skills that the learners need to develop.

For example, the speaking and listening skills that Janine would need to telephone Raffi's angry mum and negotiate a positive outcome are far higher (at ACSF level 4) than the skills someone would need to make a simpler routine telephone call.

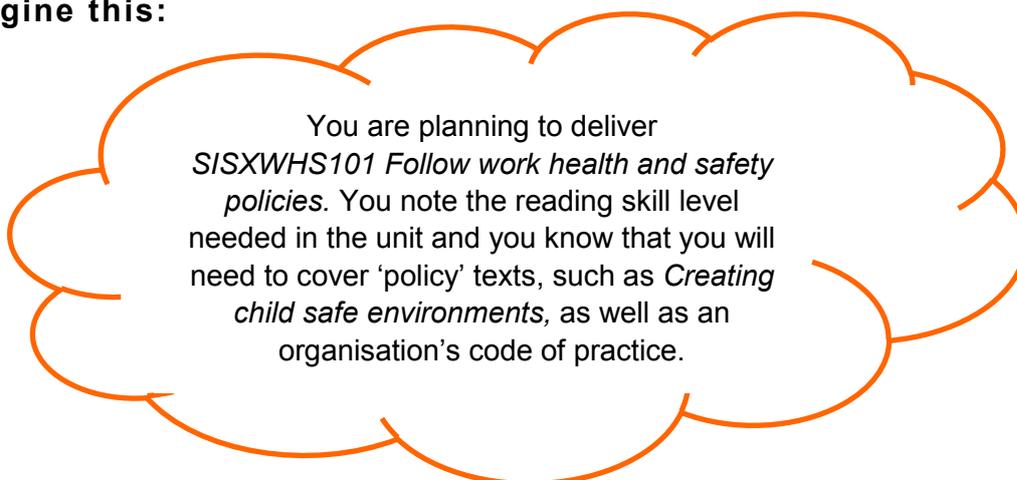
When you were reading each snapshot in this resource, you will have noticed suggested FSK units (see the figure below).

<b>SSA units</b>	SISXCCS201A Provide customer service
	SISSSDE201 Communicate effectively with others in a sport environment
	SISXWHS101 Follow work health and safety policies
<b>Core skill demands of SSA unit</b>	Speaking ACSF L3–4
	Listening ACSF L3–4
	Reading ACSF L3
	Writing ACSF L2–3
<b>FSK units</b>	FSKOCM07 Interact effectively with others at work
	FSKRDG10 Read and respond to routine workplace information
	FSKWTG08 Complete routine workplace formatted texts

Figure 4: FSK support units suggested in the resource's snapshots

## How the FSK can help you and your learners

### Imagine this:



### What you know about the learners in your group

You know that one of your learners in particular appears to have difficulty with reading. From your analysis of enrolment information you know that she left school at the end of Year 9 and has not done any further training since then.

In her self-assessment she wrote: 'I've never been a very good reader, but mostly because I can't be bothered reading anyway.'

You have not seen her doing any reading in information sessions – she usually puts any handouts into a folder, saying she prefers to read them at home where it is easier to concentrate, the light is better, etc.

### What you know about the unit demands

You know that to succeed in SISXWHS101 learners will need to be able to read a range of workplace safety information so that they can carry out work safely and responsibly. You are concerned that there might be a gap between the core skill demands of the unit, and the learner's reading skill level.

**How you use FSK and FSK support information to help**

You decide to look for a unit of competency from the FSK Training Package so that you can add it to the vocational program you are delivering in order to increase the nominal hours of delivery time and build the reading skills needed for successful completion of SISXWHS101.

You then look at the matrix of FSK units in Appendix 9.1 on page 67.

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

You download *FSKRDG10 Read and respond to routine workplace information* from [www.training.gov.au](http://www.training.gov.au) and read its elements and performance criteria.

It suits your needs perfectly! It supports the reading skills needed to achieve vocational competency in SISXWHS101.

## Try matching FSK units to one of your courses

Go to the FSK matrix in Appendix 9.1 and see how many more FSK units might support the course delivery for SISXWHS101, and other units you are delivering holistically with SISXWHS101.

Go to [www.training.gov.au](http://www.training.gov.au) and download the FSK units you think could support your course delivery.

Once you've looked at the units, think about your planned course and complete the table below. The first row has been done for you.

Matching FSK units to SISXWHS101 course plan		
Unit content	Planned activity	FSK unit
PC1.6 Report work-related incidents and accidents to supervisor.  PC3.2 Complete incident report documentation.  Critical aspects: <ul style="list-style-type: none"> <li>report safety issues</li> <li>contribute to participative arrangements for the management of the organisational work health and safety program.</li> </ul>	Complete an Incident Report form	<b>FSKWTG08 Complete routine workplace formatted texts</b>  Performance evidence: <ul style="list-style-type: none"> <li>complete routine workplace formatted texts appropriate to audience and purpose.</li> </ul> Knowledge evidence: <ul style="list-style-type: none"> <li>features of routine workplace formatted texts</li> <li>writing conventions for routine workplace formatted texts.</li> </ul>

Table 1: FSK and my course delivery

## 9 Appendixes



## Appendix 9.1 FSK units

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

Further information on FSK may be found in:

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

ACSF LEVEL	LEARNING				READING	WRITING	ORAL COMMUNICATION				DIGITAL TECHNOLOGY
	Planning/organising	Problem solving	Career planning	Learning to learn			Negotiation	Meetings	Presenting	Team work	
5					<b>FSKRDG12</b> Read and respond to highly complex workplace information	<b>FSKWTG11</b> Write highly complex workplace texts					
4	<b>FSKLRG12</b> Apply strategies to plan and manage complex workplace tasks	<b>FSKLRG13</b> Apply strategies to respond to complex workplace problems	<b>FSKLRG14</b> Manage strategies for career progression	<b>FSKLRG15</b> Manage own work-related learning	<b>FSKRDG11</b> Read and respond to complex workplace information	<b>FSKWTG10</b> Write complex workplace texts	<b>FSKOCM08</b> Use oral communication skills to facilitate workplace negotiations	<b>FSKOCM09</b> Use oral communication skills to facilitate workplace meetings	<b>FSKOCM10</b> Use oral communication skills for complex workplace presentations	<b>FSKOCM11</b> Use oral communication skills to facilitate workplace teams	
3		<b>FSKLRG09</b> Use strategies to respond to routine workplace problems	<b>FSKLRG10</b> Use routine strategies for career planning	<b>FSKLRG11</b> Use routine strategies for work-related learning	<b>FSKRDG10</b> Read and respond to routine workplace information <b>FSKRDG09</b> Read and respond to routine standard operating procedures <b>FSKRDG08</b> Read and respond to routine visual and graphic texts	<b>FSKWTG09</b> Write routine workplace texts <b>FSKWTG08</b> Complete routine workplace formatted texts <b>FSKWTG07</b> Write routine formal workplace texts		<b>FSKOCM04</b> Use oral communication skills to participate in workplace meetings	<b>FSKOCM05</b> Use oral communication skills for effective workplace presentations	<b>FSKOCM07</b> Interact effectively with others at work <b>FSKOCM06</b> Use oral communication skills to participate in workplace teams	<b>FSKDIG03</b> Use digital technology for routine workplace tasks

ACSF LEVEL	LEARNING				READING	WRITING	ORAL COMMUNICATION				DIGITAL TECHNOLOGY
	Planning/organising	Problem solving	Career planning	Learning to learn			Negotiation	Meetings	Presenting	Team work	
2	<b>FSKLRG05</b> Use strategies to plan simple workplace tasks		<b>FSKLRG07</b> Use strategies to identify job opportunities  <b>FSKLRG06</b> Participate in work placement	<b>FSKLRG08</b> Use simple strategies for work-related learning	<b>FSKRDG07</b> Read and respond to simple workplace information <b>FSKRDG06</b> Read and respond to simple informal workplace texts <b>FSKRDG05</b> Read and respond to simple workplace procedures	<b>FSKWTG06</b> Write simple workplace information <b>FSKWTG05</b> Complete simple workplace formatted texts <b>FSKWTG04</b> Write simple informal workplace texts				<b>FSKOCM03</b> Participate in simple spoken interactions at work	<b>FSKDIG02</b> Use digital technology for simple workplace tasks
1		<b>FSKLRG02</b> Identify strategies to respond to basic workplace problems	<b>FSKLRG03</b> Use basic strategies for career planning	<b>FSKLRG04</b> Use basic strategies for work-related learning	<b>FSKRDG04</b> Read and respond to basic workplace information <b>FSKRDG03</b> Read and respond to basic workplace instructions <b>FSKRDG02</b> Read and respond to basic workplace signs and symbols	<b>FSKWTG03</b> Write basic workplace information <b>FSKWTG02</b> Write basic workplace formatted texts				<b>FSKOCM02</b> Engage in basic spoken exchanges at work	<b>FSKDIG01</b> Use digital technology for basic workplace tasks
Pre Level 1				<b>FSKLRG01</b> Prepare to participate in a learning environment	<b>FSKRDG01</b> Recognise highly familiar workplace signs and symbols	<b>FSKWTG01</b> Write personal details on basic workplace forms				<b>FSKOCM01</b> Participate in highly familiar spoken exchanges	

**FSK10113 Certificate I in Access to Vocational Pathways core units**

**FSK10213 Certificate I in Skills for Vocational Pathways core units**

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

ACSF LEVEL	NUMERACY											
	<i>The numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF</i>											
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus
5	<b>FSKNUM31</b> Apply a wide range of mathematical calculations for work	<b>FSKNUM32</b> Use and calculate with complex measurements for work		<b>FSKNUM33</b> Collect, organise and analyse statistical data for work	<b>FSKNUM34</b> Use and apply concepts of probability for work	<b>FSKNUM35</b> Use algebraic and graphical techniques to analyse mathematical problems for work		<b>FSKNUM36</b> Use trigonometry for work		<b>FSKNUM37</b> Use introductory matrices for work	<b>FSKNUM38</b> Use introductory vectors for work	<b>FSKNUM39</b> Use introductory calculus for work
4	<b>FSKNUM22</b> Use and apply ratios, rates and proportions for work  <b>FSKNUM21</b> Apply an expanding range of mathematical calculations for work	<b>FSKNUM23</b> Estimate, measure and calculate measurements for work	<b>FSKNUM26</b> Read, interpret and use detailed plans, drawings and diagrams for work  <b>FSKNUM25</b> Use detailed maps to plan travel routes for work  <b>FSKNUM24</b> Use geometry to draw 2D shapes and construct 3D shapes for work	<b>FSKNUM27</b> Collect, organise and interpret statistical data for work		<b>FSKNUM28</b> Use routine formulas and algebraic expressions for work	<b>FSKNUM29</b> Use introductory graphical techniques for work		<b>FSKNUM30</b> Use common functions of a scientific calculator for work			
3	<b>FSKNUM14</b> Calculate with whole numbers and familiar fractions, decimals and percentages for work	<b>FSKNUM15</b> Estimate, measure and calculate with routine metric measurements for work	<b>FSKNUM17</b> Use routine maps and plans for work  <b>FSKNUM16</b> Interpret, draw and construct 2D and 3D shapes for work	<b>FSKNUM19</b> Interpret routine tables, graphs and charts for work  <b>FSKNUM18</b> Collect data and construct routine tables and graphs					<b>FSKNUM20</b> Use basic functions of a calculator			

ACSF LEVEL	NUMERACY											
	<i>The numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF</i>											
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus
				for work								
2	<b>FSKNUM08</b> Identify and use whole numbers and simple fractions, decimals and percentages for work	<b>FSKNUM09</b> Identify, measure and estimate familiar quantities for work	<b>FSKNUM11</b> Read and use familiar maps, plans and diagrams for work <b>FSKNUM10</b> Identify and describe common 2D and some 3D shapes for work	<b>FSKNUM13</b> Construct simple tables and graphs for work using familiar data <b>FSKNUM12</b> Identify and interpret information in familiar tables, graphs and charts for work								
1	<b>FSKNUM03</b> Use whole numbers and money up to one thousand for work	<b>FSKNUM04</b> Locate, compare and use highly familiar measurements for work	<b>FSKNUM06</b> Use highly familiar maps and diagrams for work <b>FSKNUM05</b> Identify and use some common 2D shapes for work	<b>FSKNUM07</b> Locate specific information in highly familiar tables, graphs and charts for work								

ACSF LEVEL	NUMERACY											
	<i>The numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF</i>											
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus
<b>Pre Level 1</b>	<b>FSKNUM01</b> Use beginning whole number skills and money up to one hundred for work	<b>FSKNUM02</b> Use beginning skills related to time and 2D shapes for work										

**FSK10113 Certificate I in Access to Vocational Pathways core units**

**FSK10213 Certificate I in Skills for Vocational Pathways core units**

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

## Appendix 9.2 Foundation skills

The National Foundation Skills Strategy for Adults defines foundation skills as the combination of:

‘English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life.

Foundation skill development includes both skills acquisition and the critical application of these skills in multiple environments for multiple purposes. Foundation skills are fundamental to participation in the workplace, the community and in adult education and training.’

SCOTese, 2012 National Foundation Skills Strategy for Adults, p2

*Foundation skills* is a relatively new term – you may see these skills represented in training products in varying ways.

In the TAE Training and Education Training Package foundation skills encompass:

- skills described by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy, including in a digital environment
- skills required for employment, such as those described in the *Core Skills for Work developmental* framework.

In a number of other industry Training Packages, foundation skills encompass:

- those five core skills described by the Australian Core Skills Framework
- employment skills like communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, technology.

Foundation skills exist on a continuum from very basic skills to highly developed and specialised skills. They underpin the successful achievement of vocational competencies at all levels.

The foundation skills that are required are dependent on context, job role, level of support, familiarity with task, previous experience, and the level of autonomy required. An individual’s capacity to develop and demonstrate these skills in combination are heavily dependent on their past educational experiences and confidence in their ability to learn.

Foundation skills, including language, literacy and numeracy skills, are contextual. Often they are inseparable from vocational skills – such as in the development of communication skills for customer service – and their development at the same time as vocational skills is essential for meaningful learning.

In most cases, foundation skill development occurs as part of the development of a particular vocational skill, but sometimes learners do not have a strong enough set of foundation skills to develop the required vocational skill. For example, fractions (parts of a whole) underpin the mixing of materials – whether that is hair dye, concrete or weed killers. If learners do not have an understanding of fractions they may struggle to demonstrate competency in the vocational unit.

## Appendix 9.3 Core skills

Many vocational trainers find it hard to determine the level of language, literacy and numeracy (LLN) – or core skill – demands in the courses they deliver.

And many learners struggle with those demands.

This can make the difference between success and failure, and can mean extra stress for learners, and for you as the trainer or assessor.

The Australian Core Skills Framework (ACSF) is a critical tool you can use to identify and tackle some of the LLN issues that learners face.

It is, however, a tool that you will need to learn to use. There are different ways you can do this. You might be able to get additional support in the ACSF as part of your formal PD plan. You could seek the support of a mentor already familiar with the ACSF. You can also visit Service Skills Australia's purpose-built website providing information and advice on developing core skills in the service industries: *Taking the Lead* ([www.takingthelead.com.au](http://www.takingthelead.com.au)).

As the red arrow in Figure 5 below indicates, you will see a button 'Online PD' on the *Taking the Lead* home page. Click on that button and follow the links to information and activities involving the Australian Core Skills Framework.

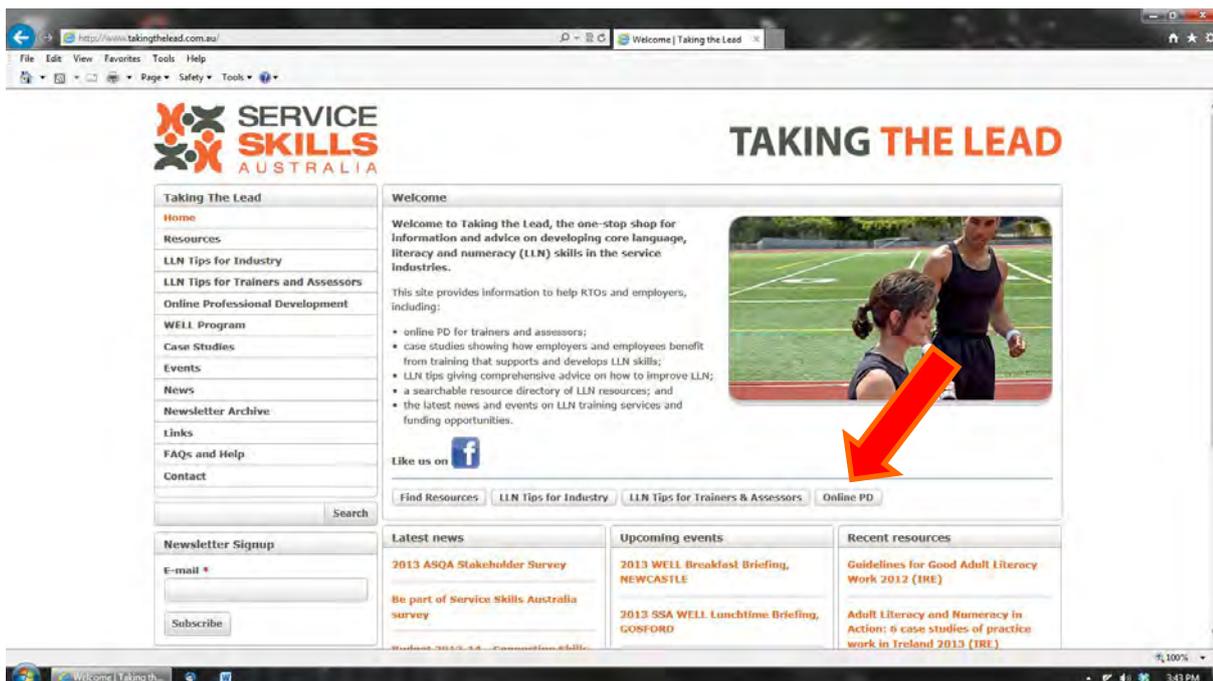


Figure 5: Where to find the online PD on SSA's Taking the Lead website

## Appendix 9.4 Industry-specific support material

### **1 Incident Report form**

Incident report forms are available from WorkCover in each state (for example, WorkSafe in Victoria or WorkCover in NSW).

### **2 Adverse Event Report form**

See next page.

# ADVERSE EVENT REPORT FORM\*

## Section A Demographic information (To be completed immediately)

### Person involved in the event

First name: \_\_\_\_\_ Last name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Gender: Male Female Date of Birth: / / (Age)  
 Phone number: \_\_\_\_\_

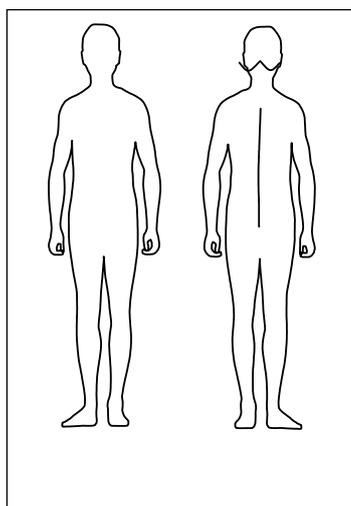
### Person reporting event (Reporter)

Name: \_\_\_\_\_ Contact number: \_\_\_\_\_  
 Role at Provider: \_\_\_\_\_  
 Date of incident: / / Time of incident: \_\_\_\_\_ am / pm  
 Place of incident: \_\_\_\_\_  
 Witness name: \_\_\_\_\_ Witness phone number: \_\_\_\_\_  
 Was the emergency contact notified? Yes No N/A  
 Was their approving doctor notified? Yes No N/A  
 Current and relevant health condition(s): \_\_\_\_\_

## Section B Description of adverse event (To be completed by Reporter immediately)

Describe what happened, including immediate response, assessment, treatment and outcome.

Signature: \_\_\_\_\_ Name: \_\_\_\_\_



#### Assessment

Abrasion  
 Burn  
 Contusion  
 Deformity  
 Fracture  
 Haemorrhage  
 Laceration  
 Pain  
 Rigidity  
 Swelling  
 Tenderness

#### Level of consciousness

Fully conscious  
 Drowsy Unconscious

#### Breathing

Rate / Description:

#### Skin

Colour:

#### Other observations

#### Follow-up / Referral

Ambulance  
 Medical Centre  
 Own doctor  
 Other (describe)

## Section C Evaluation of incident (To be completed by Reporter within 24 hours of event)

### Contributing factors

Please include any factors that in your opinion, contributed to the Adverse Event. Did anything occur immediately prior to the event?

Participant	Staff	System problems
Instruction / advice not followed	Insufficient knowledge / experience	Insufficient training
Frail or ill	Insufficient staff available	Staff new or unfamiliar
Confusion	Fatigue / stress / unwell	Policy / protocol poorly articulated
Disease process	Poor team work	Policy / protocol does not exist
Affected by medication	Lack of supervision	Lack of suitable facilities
Alcohol or drug intoxication	Misread / didn't read documentation	Equipment failure
Language / speech barriers	Policy / procedure not followed	Equipment loss / damage
Inappropriate footwear	Other (describe)	Other (describe)
Physical impairment		
Other (describe)		

### What factors minimised the outcome? How could the incident have been prevented?

Early detection by staff  
 Appropriate assistance  
 Appropriate plan or protocol  
 Good luck  
 Discussion or communication  
 Other (specify)

## Section D Event review and actions taken (To be completed by Facility Manager within 48 hours of event)

Member	Describe any actions taken in response to this event
Member follow-up (reassessed)	
Education / debriefing / counselling	
Other (describe)	

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

\*Sample of a customised version of Adverse Events Report Form for a specific program (Lift for Life) supplied by Baker IDI

## Appendix 9.5 References and links

### Industry-specific

Fitness industry: Guide to the code of practice, Government of Western Australia, Department of Commerce,  
[http://www.commerce.wa.gov.au/consumerprotection/PDF/Publications/Fitness%20industry\\_code\\_of\\_practice.pdf](http://www.commerce.wa.gov.au/consumerprotection/PDF/Publications/Fitness%20industry_code_of_practice.pdf), accessed July 2013

Learner and assessment guides

SISXCCS201A Provide Customer Service <http://www.serviceskills.com.au/shop/assessment-resource%3A-sisxcs201a-provide-customer-service>

SISXCCS201A-e Provide Customer Service  
<http://www.serviceskills.com.au/shop/assessment-resource%3A-sisxcs201a-e-provide-customer-service-%28electronic%29>

SISXCCS201A Provide Customer Service <http://www.serviceskills.com.au/shop/learner-resource%3A-sisxcs201a-provide-customer-service>

SISXOHS101A Follow Occupational Health and Safety Policies  
<http://www.serviceskills.com.au/shop/learner-guide-sisxohs101a-follow-occupational-health-and-safety-policies>

SISXOHS101A-e Follow Occupational Health and Safety Policies  
<http://www.serviceskills.com.au/shop/learner-guide-sisxohs101a-e-follow-occupational-health-and-safety-policies-%28electronic%29>

Profiles of communication and math skills for industries and employees covered by service industries:  
[http://www.takingthelead.com.au/sites/default/files/stories/ssa\\_2005\\_communication\\_and\\_maths\\_ll\\_skills\\_etc.pdf](http://www.takingthelead.com.au/sites/default/files/stories/ssa_2005_communication_and_maths_ll_skills_etc.pdf)

Safety First: A Work Health and Safety Guide for Fitness Businesses, Fitness Australia (July 2012),  
[http://www.fitness.org.au/visageimages/2012\\_Online\\_Forms/Work%20Health%20&%20Safety%20Guidelines%20August%202012.pdf](http://www.fitness.org.au/visageimages/2012_Online_Forms/Work%20Health%20&%20Safety%20Guidelines%20August%202012.pdf), accessed 10 July 2013

### Core skills

Australian Core Skills Framework:  
<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>

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

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

Service Skills Australia's *Taking the Lead* website ([www.takingthelead.com.au](http://www.takingthelead.com.au)): a one-stop shop for information and advice on developing core language, literacy and numeracy (LLN) skills in the service industries. This site provides information to help RTOs and employers, including online PD for trainers and assessors; LLN tips giving comprehensive advice on how to improve LLN; a searchable resource directory of LLN resources; and the latest news and events on LLN training services and funding opportunities

### **Professional development**

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

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

Support material for TAE70110 and TAE80110: free IBSA learning and assessment resources for the TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership (<http://www.ibsa.org.au/news-and-projects/current-projects/vgc-and-vgd-adult-lln-practice-resources.aspx>)

Taking the lead, Service Skills Australia free online PD program: [www.takingthelead.com.au](http://www.takingthelead.com.au)

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

### **Learning and assessment materials that support core skill development**

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

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

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

