MIFSS 2

Model for Integrated Foundation Skill Support

in tourism, travel and hospitality 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.

SERVICE SKILLS AUSTRALIA

Contents

1 About this resource

This resource is for vocational trainers in the tourism, travel and hospitality 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[1] demands of the units of competency being delivered, and the importance of building support for core skills into program planning.

Through the use of tourism, travel and hospitality 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) or downloading the Training Package from training.gov.au.

You can find out more about foundation skills[2] in Appendix 9.2 of this resource.

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[1] Core skills are reading, writing, numeracy, oral communication and learning

[2] '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 tourism, travel and hospitality 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 SIT12 Tourism, Travel and Hospitality Training Package to do with communication, customer service and work health and safety:

- SITXCCS303 Provide service to customers
- SITXCOM101 Source and present information
- SITXWHS101 Participate in safe work practices.

The scenario introduces the main characters at work, who will then appear throughout the resource in a number of different snapshots in the tourism, travel and hospitality context. Each snapshot provides key teaching opportunities – critical to the above skill areas and units of competency – and is 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)[3] 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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[3] 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

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

SSA unit	**SITxxxxxxA Unit title** Critical aspects for assessment and evidence required to demonstrate competency in this unit: • list of critical aspects.
Core skill demands of SSA unit	Reading ACSF LX Writing ACSF LX
FSK unit	**FSKXXXXXX Unit title** 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.
Delivery tools	▶ Name of delivery tool Name of delivery tool ▷ Name of optional delivery tool
Trainer tip	6.X Name of tip

Snapshot:

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 bjhbndfgikj eiotuerui bgrei.

Hgoehg efgn ijerwgh iuwerh giwerh guhrugoi u Ion irije tojwwo jgkanf gbnier ngtiow europwrnfg oepwtui we ieopw thgweurhtg puorwey.

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 tourism, travel and hospitality 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 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 55 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[4] break foundation skills down into helpful, teachable components.

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[4] FSK may be downloaded from www.training.gov.au

2 Tourism, travel and hospitality 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 an events management company and involves a worker in a novice position, Massi, having to organise an event.

Massi must research and present information to his supervisor, order equipment and food, and consider work health and safety requirements for the event. In doing this, he must also communicate with his client and colleagues. The scenario combines a range of common skill requirements in tourism, travel and hospitality jobs, where skills and knowledge in customer service, work health and safety, communication and information management are required.

It does not really matter if your learners will ever have to know about organising an event or ordering equipment. 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 tourism, travel and hospitality contexts.

The scenario involves:
- an industry-relevant activity that involves responding to a customer request
- the need for research and planning to respond to the customer request
- preparing customised information
- considering workplace safety issues
- filling out an Incident Report form
- a number of communications with customers, 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 57 can be used as a prompt to help you build that scenario.

2.2 The scenario

Danh from the Greenfield Footy Club rang with the event order. He wanted Santa in a scissor lift on the footy oval throwing lollies out to the kids and then, after that, a sausage sizzle.

Massimo had said he would get on to it and send a quote through. But when he thought about it, he decided that the scissor lift idea was risky. The club had better make sure their public liability insurance was up-to-date, he thought. That was the first thing to check.

The event plannning list Massimo started had the scissor lift, five portable BBQs, enough tables and chairs to seat 130 people, and a catering plan that included a sausage sizzle but with some alternatives for vegetarians and seven gluten-free. This was the most complicated event order he had ever had to deal with, and Massimo felt a bit out of his depth.

His boss had shown him the database and order process and at the time it had seemed pretty clear, but now that he was supposed to do something by himself Massimo froze. He thought about what his supervisor Rosemary might say – 'Gather the facts first, Massi – gather the facts'.

So first he went online to look at the scissor lifts. There were so many of them – different heights and platform sizes and lifting capacity. He'd have to ring the client and ask how much the guy playing Santa weighed and whether there might be any elves too. What a strange conversation that was going to be, he thought. Rosemary had a useful tip about making complicated calls to clients – she always had some notes jotted down next to her to keep her on track during the call. Massi would have to do that too.

He was sure that they would need a first aid officer on site too if they were using equipment like that. That would add to the cost, and there would be some strict rules about how close the kids could get to the scissor lift. When Mal got back from his meeting Massi would have to check that out with him.

He knew he could get the scissor lift, tables and chairs and BBQs from the same supplier, but the catering was a different matter. He would have to try to find a caterer, especially one that could do the different dietary options.

He opened up the database they had for logging their experiences with suppliers. He found a caterer that was not too far from the footy oval, but when he checked the database there was a note in the comments section that they had recently put up their prices. So he found another caterer and checked their website to see if he could find an up-to-date price list. He downloaded the PDF and saved it on his computer in the supplier folder.Then he printed it out to take a closer look at whether they were competitive.

Drinks? The client hadn't mentioned that. Massi added that to the list of things he would have to ask them.

That's one thing he knew – that you shouldn't assume anything and to always ask. Better to do that up front than deal with complaints later when some important bit of the plan had been left out.

When Mal got back he listened as Massi told him what the client wanted. He shook his head and went to the filing cabinet and pulled out a booklet called *Working at Heights*. 'Have a look through that mate and tell me if you still reckon that scissor lift is a good idea', he said.

By the time he was ready to ring Danh back in the afternoon Massi had gathered most of the facts and a list of things he would have to tell his client. He had a feeling there would be quite a bit of

follow-up work before he could put a firm price on the event. He knew with Mal and Rosemary's help he would get there eventually.

As he dialled Danh's number a funny question popped into his head 'Where do you get gluten-free lollies from in bulk?'

He jotted that one down for answering later.

SSA units	SITXCCS303 Provide service to customers
	SITXCOM101 Source and present information
	SITXWHS101 Participate in safe work practices
Core skill demands of SSA unit	Speaking ACSF L3–4
	Listening ACSF L3–4
	Reading ACSF L3–4
	Writing ACSF L2–3
FSK units	FSKOCM07 Interact effectively with others at work
	FSKRDG11 Read and respond to complex workplace information
	FSKWTG07 Write routine formal workplace texts
	FSKWTG08 Complete routine workplace formatted texts

3 Snapshots

3.1 Gather information to meet a customer request

3.1.1 Links

SSA unit	**SITXCCS303 Provide service to customers**
	Critical aspects for assessment and evidence required to demonstrate competency in this unit:
	• provide quality customer service on multiple occasions and cover a range of diverse customer service situations, including the resolution of complaints
	• communicate effectively with a variety of internal and external customers, including those with special needs
	• demonstrate knowledge of professional service standards expected of service industry personnel
	• complete service within commercial time constraints and designated response times so that all customers are served effectively.
Core skill demands of SSA unit	Speaking ACSF L3
	Listening ACSF L3
	Writing ACSF 3
FSK unit	**FSKOCM07 Interact effectively with others at work**
	Performance evidence:
	• participate in spoken interactions appropriate to audience and purpose
	• review own performance to identify areas for improvement.
	Evidence must be collected using spoken interactions typically found in the workplace.
	Knowledge evidence:
	• oral communication strategies for spoken interactions
	• non-verbal communication for spoken interactions
	• grammar, vocabulary and pronunciation for spoken interactions.
	FSKWTG07 Write routine formal workplace texts
	Performance evidence:
	• write routine formal workplace texts appropriate to audience and purpose
	• review drafts to revise and finalise formal workplace texts.
	Evidence must be collected using routine formal texts typically found in the workplace.
	Knowledge evidence:
	• features of routine formal workplace texts
	• writing strategies – planning, drafting, proofing, reviewing – to

	complete routine formal workplace texts
	• grammar and vocabulary for routine formal workplace texts
	• writing conventions for routine formal workplace texts.
Delivery tools	▶ 1 Forms of communication
	2 Talk to others
	3 Write an email
	▷ 5.1 Guess and look up
	5.2 Massi's spelling
Trainer tips	6.3 Reading strategies
	6.4 Speaking and listening strategies
	6.5 Using mind maps

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 7 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 58.

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.

> Providing a service to customers involves a variety of communication with a range of people – the client, suppliers and colleagues.
>
> 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 face-to-face or by phone; 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:

so There was so much to do and so many people he needed to speak with that Massi felt a bit overwhelmed; he decided to make a list.

Find where to buy gluten-free lollies

Fill out the event order sheet and find out if they want drinks as well

Read the Working at Heights booklet

Find out about the footy club's public liability insurance

Ask Danh what Santa weighs and whether there will be any other people in the scissor lift

Discuss the safety issues with first aid officer and see if she is free to work that day

Go through the pricing database to cost the event

Research scissor lifts

1 On looking at his notes, Massi realised they were in the wrong order. He decided that finding gluten-free lollies was not the first thing that he needed to do.

Learners order the notes above from 1 (most important) to 8 (least important) and compare their ratings.

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'.

3 What is the best way Massi could communicate each of the tasks on his list? Use **Tool 1 Forms of communication**.

4 Who does Massi need to talk to? What do they need to talk about?

- The scissor lift supplier about work health and safety requirements
- The client about why he cannot have the scissor lift
- Mal about the information he needs Massi to prepare

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- Rosemary about the gluten-free food
- The first aid officer about hazards and risks
- Who else?

Ask learners:
- Would Massi speak to each of these people in the same way? Why or why not?
- Would he ring them, text them or speak to them face-to-face? Why or why not?

Discuss, or if learners are off campus ask them to do a mind map[5].

▶ 5 Each learner (or pair of learners) chooses one of the people listed above and constructs a script for Massi's conversation, using **Tool 2 Talk to others**.

This activity helps learners:
- prepare to talk about what is needed:
  - identify who they are talking to and why (audience and purpose)
- practise talking to a range of people:
  - get help with grammar, vocabulary and pronunciation, if needed
  - discuss effective and appropriate non-verbal communication
- get feedback on their performance.

6 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 59.

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[5] See 6.5 Using mind maps on page 61 for information on mind maps

7   Learners read the *Working at Heights* information below.

Massi finally read through the booklet on *Working at Heights* and found some information below that made him re-think his whole plan.

Now Massi could see what Mal had been talking about. There was a lot more to the idea of using a scissor lift that either he or the client had taken into consideration.

Working at Heights[6]

The regulations require duty holders to ensure:

- all work at height is properly planned and organised;
- all work at height takes into account local weather conditions and circumstances that could endanger health and safety;
- those involved in work at height are trained and competent;
- the place where work at height is done is safe;
- equipment for work at height is appropriately inspected and maintained;
- the risks from fragile surfaces are properly controlled; and
- the risks from falling objects are properly controlled.

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[6] Adapted from *Working at Heights* information from http://www.hse.gov.uk/, accessed July 2013

8   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 regulations require duty holders to ensure:

Tell your learners: There were a number of words in the *Working at Heights* booklet that Massi did not know. 'Duty holders' was the first one, and so he circled it to look up later, and then kept reading.

Ask learners to choose which other words Massi 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 45 (5.1 Guess and look up) will help familiarise them with some of the new words in the *Working at Heights* booklet.

Learners re-read the original scenario (beginning on page 8) and write down three important things Massi should now reconsider after having read the information in *Working at Heights*.

9   Massi wrote the client an email to tell them of the need to change the plan for the event.

Before doing the activities below, you may like to talk to learners about using email at work as a communication tool and the important protocols to follow.

▶ The tips at the beginning of **Tool 3 Write an email** will help you with this.

Learners read the email that Massi wrote to Danh, the client.

```
-------- Original Message --------
Subject: The Santa thing
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Massi
To: Danh <danh@gfc.com.au>

Hey Dan. I have been thinking and the Santa thing is a pretty
stupid idea. The scissor lift is dangerous to operate if you
don't know what u r doing. There are so many things too go
rong. If it is raining it could get bogged or if the Santa is
too heavy it could fall and that would wreck the day. The
lollies falling down on kids is also a really bad idea because
it could poke out there eye. Also if you don't have ensurance
it will end up costing you heaps if there's an accident. So
you will just have to think of a better idea. Ring me when you
have so I can organise it.

C'ya

Massimo
```

You can see in Massi's email that he has thought through the consequences of using a scissor lift and the safety issues concerned, but there are several things wrong with his approach in the email.

▶ Learners complete **Tool 3 Write an email** and then compare their answers.

Discuss if Massi's email conforms to professional service standards? Why or why not?

Ask learners to discuss the flaws in both <u>what</u> Massi tells Danh, and <u>how</u> he expresses himself.

If your learners need additional support with:

▷ • Vocabulary, you can provide them with some scaffolding before asking them to complete the questions above. Remember, the tool on page 45 (5.1 Guess and look up) will help familiarise them with some of the new words in the *Working at Heights* booklet.

▷ • Spelling, you can provide them with some practice by using a tool based on Massi's email (5.2 Massi's spelling on page 46).

10 Once learners have discussed Massi's email, they can practise writing workplace texts themselves.

The activity below helps learners to:
- prepare to write about a workplace problem:
  - identify who they are writing to and why (audience and purpose)
- practise writing for a specific routine purpose:
  - get help with grammar, vocabulary and pronunciation, if needed
  - discuss effective and appropriate ways of expressing information
- get feedback on their written work.

Ask learners to write an email to Danh, outlining concerns about using the scissor lift.

Discuss how to raise concerns in a way that is respectful of the client's original idea, but offers a workable alternative.

▶ Learners could benefit from learning how to approach writing a routine workplace text. There as some simple rules you could share with learners in **Tool 4 Rules for writing**.

You can help learners understand more about **planning** what the key messages are, and how to represent them, using the mind map methodology discussed in Section 6.5 Using mind maps on page 61.

You can help learners understand more about **proofreading** by asking them to swap the email they have written to Danh and then proofread each other's work.

Depending on your learners' ability, you could give them some or all of the following points to focus on when they proofread:
- spelling
- grammar: subject-verb agreement
- punctuation: commas, apostrophes, full stops
- layout: overly long sentences or paragraphs.

For more ideas on teaching activities with emails, go to:
http://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf.

3.2 Prepare workplace information

3.2.1 Links

SSA unit	**SITXCOM101 Source and present information** Critical aspects for assessment and evidence required to demonstrate competency in this unit: • find and review current information on various topics related to particular information needs • present information in a logical, well organised and appropriate manner.
Core skill demands of SSA unit	Reading ACSF L3 Writing ACSF L3
FSK unit	**FSKRDG08 Read and respond to routine visual and graphic texts** Performance evidence: • interpret routine visual and graphic texts • respond appropriately to routine visual and graphic texts. Evidence must be collected using routine visual and graphic texts typically found in the workplace. Knowledge evidence: • purpose and features of routine visual and graphic texts • some specialised terminology in routine visual and graphic texts • reading strategies to interpret routine visual and graphic texts.

Delivery tools	▶ 5 Scissor lift information sheet
	   6 Checklist for presenting information
	▷ 5.3 Compare scissor lifts
	   5.4 Complete an order form

Trainer tips	6.3 Reading strategies 6.5 Using mind maps 6.6 Writing strategies

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 7 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 58.

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.

> Being able to find important pieces of information in what you are reading is a skill that you can develop. It is crucial that you keep in mind your reason for reading – what it is you are looking for.
>
> Sometimes reading is like putting a puzzle together – different pieces of information come together to form the full picture. This is called *research*.
>
> At work we often need to report to other people on what we have found out from research. The report may be short or long, formal or informal, verbal or written.
>
> When presenting information, you need to have a clear idea of who you are writing for (your audience) and why you are writing (the purpose). Planning what you will say and how you will say it will help make sure that you present everything that you need to present clearly and concisely.
>
> You can use your IT skills to represent information in the form of a table, or perhaps use images or pictures to help you 'get the message across'.
>
> This snapshot helps learners analyse a range of information for a specific purpose, and then present it in a useful and clear manner.

3.2.3 Suggested session plan

Snapshot:

> Mal asked Massi to create a sheet of information that combined pictures of the scissor lifts, the measurements chart that Massi had already found, safety information, and a price list comparing scissor lift costs from three different suppliers. The information sheet would go in their equipment order process folder so that it would be easier next time someone had to order a scissor lift.
>
> Massi went online and got information about three different sized scissor lift machines – the smallest was called the Dragonfly, the medium-sized machine the Scorpion, and the largest machine was called the Spider. He downloaded a picture of each machine.
>
> He then contacted Greenfield Hire, Bob's Bobcats and HeightsRUs and got prices for daily hire and weekly hire for each machine.
>
> Now he was ready to create a table and put all the information together in one sheet.

1   Interpret visual and graphic information

The next activity requires learners to interpret and combine different pieces of information.

▶ **Tool 5 Scissor lift information sheet** requires learners to interpret information accurately, name different scissor lifts, and then think about the clearest way to convey the information to someone else. Consider the numeracy demands on your learners in completing this tool.

As with all the activities in this resource, it does not matter if your learners will ever have to know about scissor lifts. This activity could be done about any type of information, such as coffee machines, airplane flights, or menus. The point is to have learners carefully examine different pieces of data and combine them in a meaningful manner.

Although the units of competency you are using may not have explicit numeracy content, it is quite possible that any information dealing with features of equipment or pricing will mean that there is some numeracy required. The information in the units you are delivering may involve costings or time estimates. Make sure you revise these demands with learners to reinforce important numeracy concepts that are part of the job.

2   The final question in **Tool 5 Scissor lift information sheet** asks learners to prepare an information sheet for Mal on the different scissor lifts.

Discuss with learners, what is the best way Massi could put all this information together in a single sheet? If learners are off campus ask them to do a mind map.[7]

▶ Use **Tool 6 Checklist for presenting information** to evaluate the final product. The checklist will help your learners think about what they can do to make sure they present information in a clear and accessible manner[8]. It could also serve as a prompt for further discussion (e.g. 'Use non-discriminatory language', 'acronyms', etc.).

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[7] See 6.5 Using mind maps on page 61 for information on mind maps

[8] The design principles in this sheet are based on, and an extract from, the Queensland Government Department of Education Training and Employment *Universal Design Principles Checklist*, February 2012, http://www.training.qld.gov.au/resources/information/doc/universal-design-checklist.doc accessed July 2013

Discuss the writing strategies that learners could use to complete the information sheet – planning, drafting, proofreading and reviewing.

Depending on your learners, there are tips on how to support learners' writing in Section 6.6 Writing strategies on page 62.

3 Based on the information sheet learners have developed, discuss which machine would be best to use to:

- lift a window washer working at 3 metres above the ground
- install new light globes in the 8 metre high light towers of a muddy football oval
- lift a palette weighing 280 kg, as well as two people who together weigh a total of 176 kilograms.

For each answer, discuss why. Learners who are off campus can send you their answers.

▷ This activity could present numeracy challenges and so, depending on learner needs, you might want to help them collect and compare the information by using the additional tool in 5.3 Compare scissor lifts on page 47.

Building Strength with Numeracy is a useful resource for simple numeracy activities and practice exercises[9] (Victorian Adult Literacy and Basic Education Council (VALBEC), 2013 Free download: http://www.valbec.org.au/building-strength-with-numeracy/index.htm).

4 Get learners to brainstorm reasons for creating information sheets for use in their own specific vocational area. Learners then choose one reason and identify three or four different pieces of information, like the information Massi had to put together, and combine it into a single information sheet. This is an activity learners can do at home or in their own workplace, and submit to you later.

5 For those learners who may need additional support in completing workplace forms, use
▷ the order form activity on page 48.

6 There are several extension activities that could be used at this point. For example:

- learners could go online and source and price the required supplies, entering details on an Order Form
- learners who are in a workplace could bring an Order Form from their work to share with the group in the next session.

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[9] *Building Strength with Numeracy* (2013) is a resource produced by the Victorian Adult Literacy and Basic Education Council (VALBEC) available free to download: http://www.valbec.org.au/building-strength-with-numeracy/index.htm, accessed July 2013
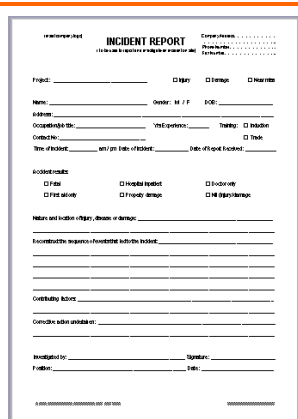
3.3 Follow workplace procedures

3.3.1 Links

SSA unit	**SITXWHS101 Participate in safe work practices** Critical aspects for assessment and evidence required to demonstrate competency in this unit: • integrate the use of predetermined health, safety and security procedures and safe work practices with day-to-day work functions • participate in consultation activities • integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this.
Core skill demands of SSA unit	Reading ACSF L3 Writing ACSF L3
FSK unit	**FSKWTG08 Complete routine workplace formatted texts** Performance evidence: • complete routine workplace formatted texts appropriate to audience and purpose • review drafts to revise and finalise routine workplace formatted texts. Evidence must be collected using routine formatted texts typically found in the workplace. Knowledge evidence: • features of routine workplace formatted texts • writing strategies – planning, drafting, proofreading, reviewing – to complete routine workplace formatted texts • grammar and vocabulary for routine workplace formatted texts • writing conventions for routine workplace formatted texts.
Delivery tools	▶ 7 Quiz: What is in an Incident Report 8 Key facts about Adrian's incident 9 Complete an Incident Report form ▷ 5.5 Incident word match 5.6 Sequencing word search
Trainer tips	6.5 Using mind maps 6.6 Writing strategies

3.3.2 Suggested session plan

Snapshot:

 Massi knew it. He just knew it. Santa throwing lollies and excited kids – something was bound to happen. Even though a fire engine was safer than a scissor lift, there were still risks.

The minute Santa appeared waving out of the passenger seat of the fire engine, the kids started running towards him. And then when he started throwing lollies, they went wild.

At least Massi was prepared for it. He had made sure the safety barriers were in place, and the first aid officer was there to help when one of the kids slipped and fell.

It was lucky that little Adrian ended up with just a scratched knee that could be fixed with a Band-Aid. It could have been worse – other kids could had fallen on top of him trying to get to the lollies.

Massi wished he had organised a two-way radio so that he could have told Santa to hold off on throwing more lollies until he could move the kids back.

He knew that he would have to fill out an Incident Report form – and worse, tell the client. He was surprised at the parents though who had stayed over at the BBQ, instead of coming to help.

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 7 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 8 Key facts about Adrian'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.

▷   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 50. 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.

5   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 61).

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 62.

6   Learners complete **Tool 9 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.

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

7   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 Adrian's incident, you can use a simple tool like 5.6 Sequencing word search on page 51.

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

8   Learners add new words to their personal dictionary from the session tools and trainer-led discussions.

9   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.

10 Consider the numeracy demands on your learners in the form 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*
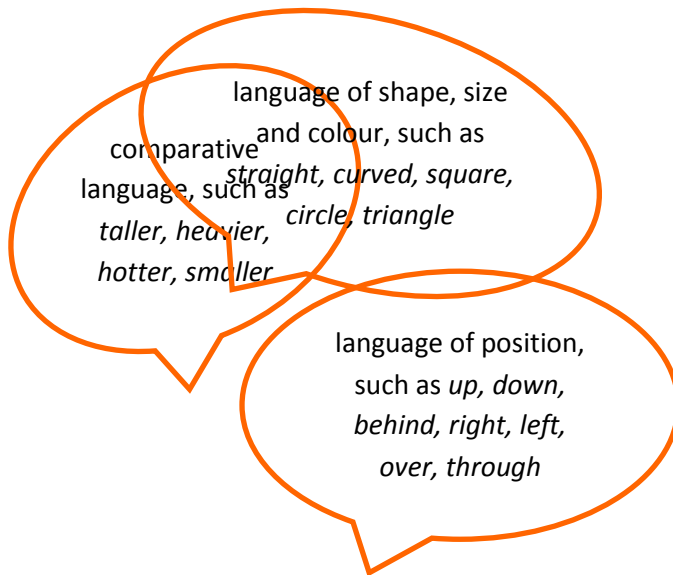
Ask learners to go back over their forms and identify any of the words used to describe the incident that are related to numeracy.

For example: What time did the incident happen? How far from the fire engine was Adrian when he fell? How many children were near Adrian when he was injured?

4 Delivery tools

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

Tool 1 Forms of communication

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

Task	Way to communicate
1 Get a price on the scissor lift	Order form
2 Find out from clients about their public liability insurance	Telephone call
3 Book first aid officer for the event	Formal letter
4 Confirm Santa's weight with client	SMS text
5 Record details of items to order	Email
6 Locate gluten-free lollies	Internet

Tool 2 Talk to others

1   Choose **one** of the people who Massi needs to talk:

- The scissor lift supplier about work health and safety requirements
- The client about why he can't have the scissor lift
- Mal about the information he needs Massi to prepare
- Rosemary about the gluten-free food
- The first aid officer about hazards and risks
- Who else?

2   Write a short script for the conversation Massi would have with the person you chose:

Massi: _____

_____

_ _ _ _ _ _ _: _____

_____

Massi: _____

_____

_ _ _ _ _ _ _: _____

_____

Massi: _____

_____

_ _ _ _ _ _ _: _____

_____

1   Use your script to have the conversation with another person or your trainer.

2   What are three things the other person thinks you could do to improve the conversation?

1. _____

2. _____

3. _____

Tool 3 Write an email

Emails are an easy, cheap and quick way to communicate. They are also effective if you need to be able to look back on a written record.

But like any piece of communication that you send as part of your job, you must make sure that you write an email that presents a professional image of your workplace.

Eight tips for when you send an email for work

1   Make sure that the email subject line describes the purpose of the email
2   Plan your message so that is focused and logical
3   Be clear about when to be formal and when to be informal
4   Write in a professional way, being careful with your spelling and grammar
5   Identify yourself clearly
6   Proofread your email before sending it
7   Assume that your email could be sent on to other people
8   Do not send an email when you are angry or upset or if it could offend – save it as a draft and go back later and try to remove the emotional content

Massi wrote this email to his client, Danh.

```
-------- Original Message --------
Subject: The Santa thing
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Massi
To: Danh <danh@gfc.com.au>

Hey Dan. I have been thinking and the Santa thing is a pretty
stupid idea. The scissor lift is dangerous to operate if you
don't know what u r doing. There are so many things too go
rong. If it is raining it could get bogged or if the Santa is
too heavy it could fall and that would wreck the day. The
lollies falling down on kids is also a really bad idea because
it could poke out there eye. Also if you don't have ensurance
it will end up costing you heaps if there's an accident. So
you will just have to think of a better idea. Ring me when you
have so I can organise it.

C'ya

Massimo
```

Read Massi's email, think about the eight tips above, and then complete this table.

Tip	Massi's mistake	A better thing to write
1 Use a relevant subject line		
2 Write a focused and logical message		
3 Know when to be formal and when to be informal		
4 Be careful with spelling and grammar		
5 Identify yourself clearly		
6 Proofread your email		
7 Don't assume privacy		
8 Do not send an email when you are angry or upset or if it could offend		

Tool 4 Rules for writing

Writing at work can be difficult because you have to communicate something, often without a great deal of time to do it. Organising your thoughts before you write can help you say exactly what you want to say and can also save you – and the reader – time. Follow these four simple rules when you write:

1. Plan

Before you write, think about:

- who will read your document (your audience), to decide what you write and how formal you need to be
- why you are writing (your purpose), to decide the main things you will say; if you are writing something long, like a report or a memo, make notes about the key messages you want to include.

2. Draft

Introduce your reason for writing, and then write something about each key message, trying to keep it clear and concise. Your aim is to get your important points across clearly, and also to save the reader's time. The examples below show you the difference.

Wordy and unclear:

```
I have been thinking and the Santa thing is a pretty stupid
idea. The scissor lift is dangerous to operate if you don't know
what you are doing. There are so many things to go wrong. So you
will just have to think of something else.
```

Concise and clear:

```
Could we talk about using the scissor lift at the event? Without
an experienced operator it is dangerous.
```

Do not try to use long or difficult words if you do not understand their meaning. Simple words used well are often more effective than long words used in the wrong way.

If you are writing a report or a memo, think about any spread sheets, graphs or images you could add to make your work more interesting or informative.

3 Proofread

In business, using the wrong spelling, punctuation or grammar can affect your credibility –people can think you are not good at your work. So make sure you proofread your work carefully, looking for those errors. Spell check can help, but it will not pick up when you have used the wrong word spelled correctly.

If you know that you make mistakes with spelling, punctuation and grammar ask a trusted co-worker for help. Try to notice the errors your co-worker finds, so that next time you do not make the same mistakes. Building your own personal dictionary of regularly used words or expressions can help you do this.

4. Review

Go back over your final draft. Is the layout and organisation suitable? Are you happy with the order you have presented your messages in?

Tool 5 Scissor lift information sheet

Mal asked Massi to create a sheet of information that combined pictures of the scissor lifts, the measurements chart Massi had already found, safety information, and a price list comparing costs from three different suppliers. The information sheet would go in their equipment order process folder, so that it would be easier next time someone had to order a scissor lift.

Massi went online and got information about three different sized scissor lift machines – the smallest was called the Dragonfly, the medium-sized machine the Scorpion, and the largest machine was called the Spider. He downloaded a picture of each machine.

He then contacted Greenfield Hire, Bob's Bobcats and HeightsRUs and got prices for daily hire and weekly hire for each machine.

Now he was ready to create a table and put all the information together in one sheet.

Read the different pieces of information about the three different scissor lifts below, and match them up so that you can name each scissor lift.

A. Massi wrote down his research on three models of scissor lift – the Spider, the Scorpion and the Dragonfly.

The Spider scissor lift offers rugged all-terrain tyres and available all-wheel drive. Suitable for slab or road work to rugged terrain and back again.

The Dragonfly scissor lift is a light-weight scissor lift for stable dry surface, one-person work.

The Scorpion scissor lift is a flexible, mid-range machine.

B. The supplier sent a catalogue with information on each of the scissor lifts.

	1=?	2=?	3=?
Working Height	11.75 m	9.92 m	6.57 m
Platform Height	9.75 m	7.92 m	4.57 m
Platform Capacity (Unrestricted)	454 kg	567 kg	272 kg
Platform Size	2.51 m x 1.55 m	2.51 m x 1.55 m	1.63 m x 0.74 m
Overall Width	1.73 m	1.73 m	0.81 m
Stowed Height	1.83 m	1.70 m	1.73 m
Stowed Length	2.67 m	2.67 m	1.83 m
Weight	3,621 kg	2,833 kg	1,238 kg
Ground Clearance	0.20 m	0.20 m	0.06 m

1   Read the descriptions above of each scissor lift and use the information to write the name of each scissor lift at the top of each column.

1 is the _____

2 is the _____

3 is the _____

2   Look at Massi's research above, as well as the information in the table, and put the name of each scissor lift under the right picture.

This is the heaviest scissor lift, with all terrain tyres	This scissor lift has the lowest ground clearance	
What is the name of the scissor lift in this picture? **A.**	**What is the name of the scissor lift in this picture?** **B.**	**The name of the scissor lift in this picture is:** **Scorpion**

3   How did you know the names?

4   The footy club oval is muddy. Which scissor lift would be better to use and why?

5   Prepare an information sheet for Mal on the different scissor lifts. Include the price information below.

Here are the hire prices from the three suppliers

Greenfield Hire:	**Bob's Bobcats:**	**HeightsRUs:**
Dragonfly 150 a day, 500 a week	Spider 230 a day, 800 a week	Scorpion 200 a day, 650 a week
Spider 200 a day, 750 a week	Dragonfly 175 a day, 475 a week	Spider 220 a day, 775 a week
Scorpion 175 a day, 650 a week	Scorpion 200 a day, 600 a week	Dragonfly 160 a day, 550 a week

Tool 6 Checklist for presenting information

This checklist sets out some universal design principles.

> **Universal design principles**
>
> When you are writing something, make sure that everyone −
> regardless of their age, ability, or status in life − can read it.

The checklist will help you think about ways to make the written information you are presenting clear and accessible.[10]

Universal design principle checklist	
☐ Plan the document design	Clear font and large enough font size Plenty of white space Suitable space between lines and paragraphs Good contrast (headings, colour, bold)
☐ Write for your reader	Identify audience for and purpose of document Speak directly to your readers Use non-discriminatory language
☐ Write clearly	Use bulleted lists instead of long paragraphs Use short sentences Avoid words that can confuse (jargon and acronyms)
☐ Structure the document clearly	Format headings (size, font, colour, space before and after) Write short sections Include one issue in each paragraph
☐ Edit your document	Check spelling, grammar and punctuation If necessary, ask someone else to proofread it If possible, put it aside for a while so that you can come back to it with a fresh approach
☐ Use visual aids	Use a graph or table to order information If appropriate, use images to help make something clear

---

10 The principles in this sheet are an extract from the Queensland Government Department of Education Training and Employment *Universal Design Principles Checklist*, February 2012, http://www.training.qld.gov.au/resources/information/doc/universal-design-checklist.doc, accessed July 2013

Tool 7 Quiz: What is in an Incident Report

ACCIDENT/INCIDENT REPORT FORM

Date:	Time:
Report completed by:	Signature:

Accident or incident

Details of accident or incident:

Contact details of witnesses:

Injuries

Details of who was injured:

Details of injury:

Details of medical/first aid provision:

Comments

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 Adrian being hurt.

☐ True ☐ False

6 'Details of medical/first aid provision' is where you write about the parents not helping.

☐ True ☐ False

7 'Comments' is where you write how you felt during the incident.

☐ True ☐ False

Tool 8 Key facts about Adrian's incident

Fill in the missing word or words.

1 Santa was in a _____ .

2 There were strict _____ about how close the kids could get to the fire engine.

3 Because of the risk, Massi had wanted their _____ to be up-to-date.

4 Adrian had a _____ on his knee.

5 Adrian was hurt when _____ .

6 The first aid officer was at the event because of the _____ they were using.

7 Thinking about the parents at the event, Massi was _____ .

Tool 9 Complete an Incident Report form

ACCIDENT/INCIDENT REPORT FORM	
Date:	Time:
Report completed by:	Signature:

Accident or incident

Details of accident or incident:

Contact details of witnesses:

Injuries

Details of who was injured:

Details of injury:

Details of medical/first aid provision:

Comments

Action required:

Action taken:

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

5.1 Guess and look up

Working at Heights[11]

The regulations require duty holders to ensure:
- all work at height is properly planned and organised;
- all work at height takes into account local weather conditions and circumstances that could endanger health and safety;
- those involved in work at height are trained and competent;
- the place where work at height is done is safe;
- equipment for work at height is appropriately inspected and maintained;
- the risks from fragile surfaces are properly controlled; and
- the risks from falling objects are properly controlled.

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	

---

[11] Adapted from *Working at Heights* information from http://www.hse.gov.uk/, accessed July 2013

5.2 Massi's spelling

Read the email that Massi wrote to the client, Danh, to find the spelling errors.

```
-------- Original Message --------
Subject: The Santa thing
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Massi
To: Danh <danh@gfc.com.au>

Hey Dan. I have been thinking and the Santa thing is a pretty
stupid idea. The scissor lift is dangerous to operate if you
don't know what u r doing. There are so many things too go
rong. If it is raining it could get bogged or if the Santa is
too heavy he could fall and that would wreck the day. The
lollies falling down on kids is also a really bad idea as it
could poke out there eye. Also if you don't have ensurance it
will end up costing you heaps if there's an accident and you
don't have the right ensurance. So you will just have to think
of something else. Ring me if you think of a better idea.

C'ya

Massimo
```

1   There are 5 words that Massi did not spell correctly in his email. Write them here.

Massi's spelling	Correct spelling

2   Massi used internet or text slang twice in his email. Find the slang and write the correct way of writing the words.

Massi's slang	Correct way of writing it

5.3 Compare scissor lifts

1 Circle the most expensive Dragonfly scissor lift to hire for a day.

Greenfield Hire	Bob's Bobcats	HeightsRUs
a. 150	b. 175	c. 160

2 Write the cost to hire a Spider scissor lift for a week from least expensive to most expensive.

Greenfield Hire	Bob's Bobcats	HeightsRUs
a. 750	b. 800	c. 775

Least expensive: _____; Next most expensive: _____; Most expensive: _____

	1=?	2=?	3=?
Working Height	11.75 m	9.92 m	6.57 m
Platform Height	9.75 m	7.92 m	4.57 m
Platform Capacity (Unrestricted)	454 kg	567 kg	272 kg
Platform Size	2.51 m x 1.55 m	2.51 m x 1.55 m	1.63 m x 0.74 m
Overall Width	1.73 m	1.73 m	0.81 m
Stowed Height	1.83 m	1.70 m	1.73 m
Stowed Length	2.67 m	2.67 m	1.83 m
Weight	3,621 kg	2,833 kg	1,238 kg
Ground Clearance	0.20 m	0.20 m	0.06 m

Look at the table above and answer the following questions.

1 What is 'm' the abbreviation for? _____

2 What is 'kg' the abbreviation for? _____

3 Which is the bigger number: .06 m or .20 m? _____

4 Which scissor lift can work the highest? _____ What is the maximum height it can work? _____

5 What is the most weight that should be put on the platform of scissor lift 2? _____

6 The footy club gate is 1.5 m wide. Which scissor lift could get through? _____

5.4 Complete an order form

Think of some of the food or drinks that Massi needs to order for the event and complete the order form below.

EVENTERTAINMENT ORDER FORM			
PO BOX 000, Melbourne, 3000	**Tel: 03 9000 000**		**ABN: 77 111 111 111**
Supplier details:			
Name:			
Address:			
Telephone:			
Order placed by:			
Name:			
Telephone			
Email:			
Date of order:			
Items required:			
Quantity	**Description**	**Cost per item (GST exc)**	**Subtotal (GST exc)**
		$	$
		$	$
		$	$
		$	$
		$	$
		$	$
	Total for order (GST exclusive):		$

No back orders. Delivery to warehouse unless otherwise arranged. We do not accept delivery unless the order is delivered in full.

5.5 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:

first aid	

instead of:

first aid	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 3.3.2 (page 25). Answers to this word match activity are on page 63.

Word match

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

accident	something simple you do for a sick or injured person until they can get medical help
scratch	something that you do not expect, that causes harm, injury or damage
details	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
first aid	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)
incident report	a mark where something sharp has broken the skin
witness	information or facts about something

5.6 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	later, next, then	during, while, when
suddenly, soon, now	finally	

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 Adrian's incident in the Incident Report form?

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.

Unit of competency:				
√	Steps	Support information		Your notes (delivery methods, tools, etc.)
		SSA resource	Other (specify)*	
	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.

Unit of competency:		
	Think about your delivery context	
Question	**Tasks they would do**	**Texts they would use**
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. a baker makes a cookie, an IT technician disables 'cookies' on a computer, a carpenter uses a 'cookie' to splice two bits of wood together.
- 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 Massi will talk to and what he will say to Mal.

You could use any of the activities in this resource to model the process of mind mapping with your learners.
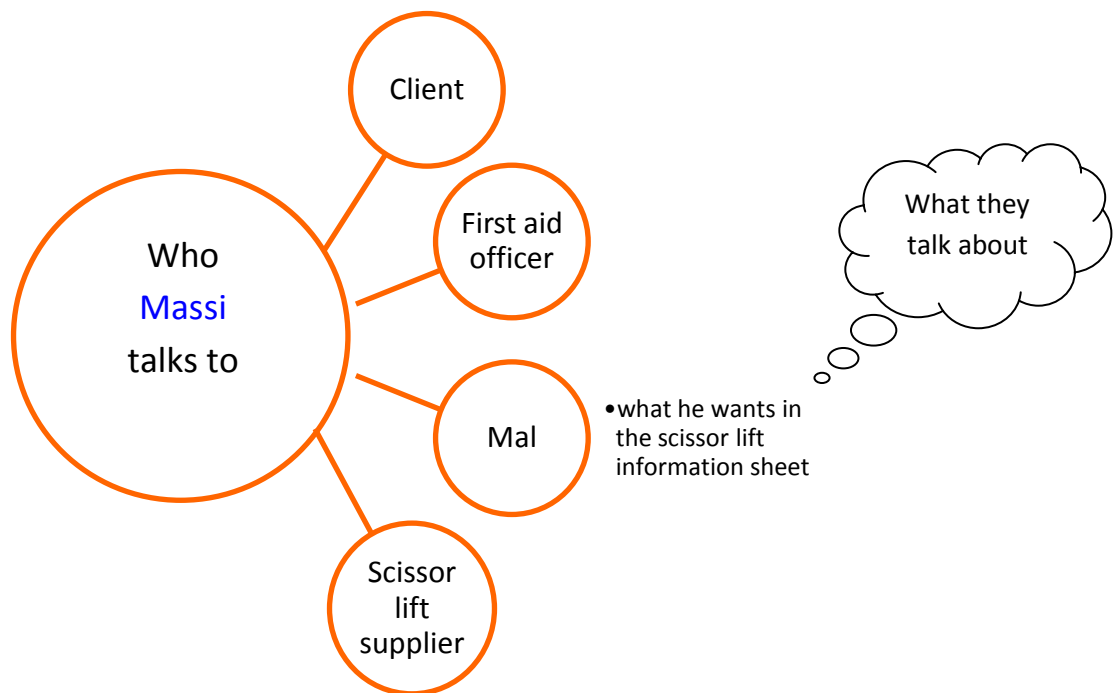
Figure 2: Building a mind map of who Massi will speak to and what he will say

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	31	1 Telephone call or email; 2 Email; 3 Formal letter or email; 4 Email or SMS text; 5 Order form; 6 Email or internet
2 Talk to others	32	Various
3 Write an email	33	Various
4 Rules for writing	35	No answers required
5 Scissor lift information sheet	36	1 1=Spider; 2=Scorpion; 3=Dragonfly; 2 A. Spider; B. Dragonfly; 3 Various; 4 The Spider – it is suitable for rugged terrain; 5 Various
6 Checklist for presenting information	38	Various
7 Quiz: What is in an Incident Report	39	1T, 2T, 3F, 4F, 5T, 6F, 7F
8 Key facts about Adrian's incident	40	1 fire engine; 2 rules; 3 insurance; 4 scratch; 5 he tried to get the lollies (various); 6 equipment, fire engine (various); 7 surprised

Tool	Page	Answers
Further optional delivery tools		
5.1 Guess and look up	45	Various
5.2 Massi's spelling	46	1 Dan (Danh); too (to); rong (wrong); there (their); ensurance (insurance) 2 u r (you are); C' ya (see you or various)
5.3 Compare scissor lifts	47	1 b; 2 a $750, c $775, b $800; 3 Metre; 4 Kilogram; 5 .20m; 6 Scissor lift 1, 11.75m; 7 567kg; 8 Scissor lift 3
5.4 Complete an order form	48	Various
5.5 Incident word match	49	**Accident:** something that you do not expect, that causes harm, injury or damage **Details:** information or facts about something **First aid:** something simple you do for a sick or injured person until they can get medical help **Incident report:** 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 **Scratch:** a mark on the body where something sharp has broken the skin **Witness:** 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)
5.6 Sequencing word search	51	after, before, during, finally, later, next, now, soon, suddenly, then, when, while

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[12] 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[13] – 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 84 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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[12] '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.

[13] 'Foundation skills' is a term used in different contexts, including units of competency, to refer to the combination of core skills and employment skills.

Checklist: Interpreting learner enrolment information		
√	Things you may note	Consider with regard to core skills
	1 The form is incomplete	The learner may not have the reading and writing skills to complete the form
		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
		The learner may also not have understood the information being asked for
	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

Checklist: Interpreting learner enrolment information		
√	Things you may note	Consider with regard to core skills
	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.

Checklist: Indicators of low ACSF levels in delivery and assessment		
√	Indicator	What this may indicate
	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.
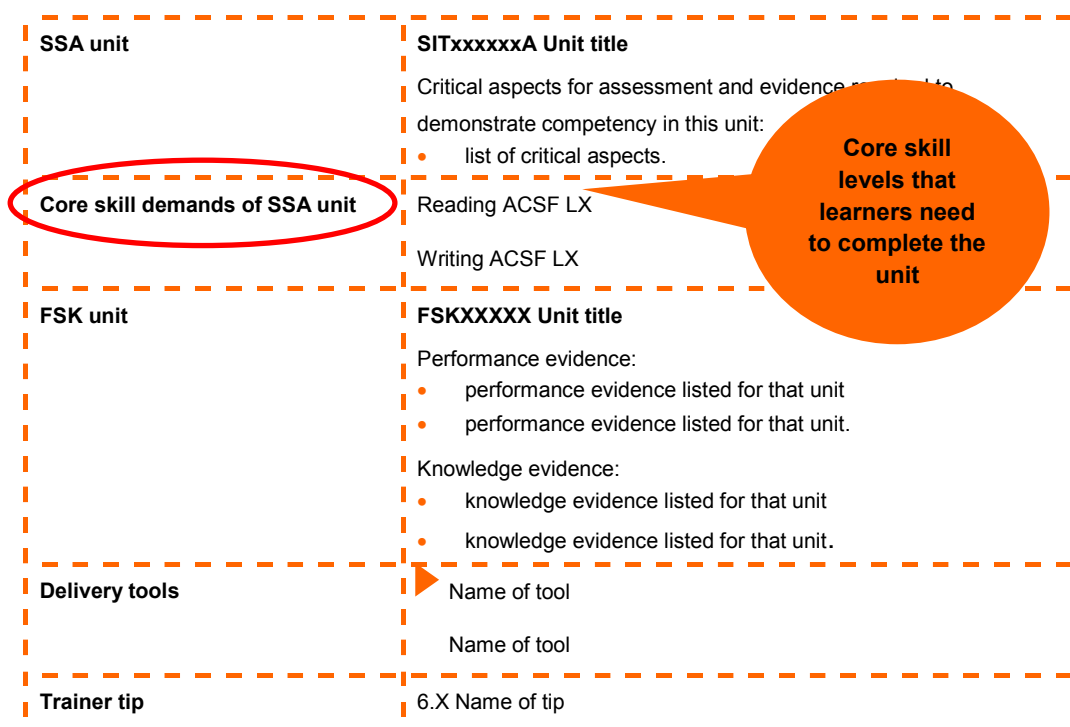
SSA unit	SITxxxxxxA Unit title
	Critical aspects for assessment and evidence required to demonstrate competency in this unit:
	• list of critical aspects.
Core skill demands of SSA unit	Reading ACSF LX
	Writing ACSF LX
FSK unit	FSKXXXXX Unit title
	Performance evidence:
	• performance evidence listed for that unit
	• performance evidence listed for that unit.
	Knowledge evidence:
	• knowledge evidence listed for that unit
	• knowledge evidence listed for that unit.
Delivery tools	Name of tool
	Name of tool
Trainer tip	6.X Name of tip

Core skill levels that learners need to complete the unit

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 Massi to have:

- reading skills at ACSF level 3−4 to:
  - research information about the safe use of scissor lifts, including safety legislation and requirements, for example the *Working at Heights* booklet referred to on page 16
  - research information about different types of scissor lifts, including comparing specifications, to make a judgement about the most suitable one to meet client needs
  - read a range of information from a range of different suppliers, and make decisions that suit client needs
- writing skills at ACSF level 3 so that he may:
  - take notes of research and enquiries
  - prepare a summary of research into scissor lifts in table format, incorporating visual information
  - maintain a supplier database
  - complete routine order forms
  - complete an Incident Report form, keeping the focus on the facts (writing a sequence: what happened, who, when, where)

- speaking and listening skills at ACSF level 3–4 to:
    - ask clients and suppliers questions of clarification, to gather all the relevant information: *Gather the facts!*
    - discuss the progress of the event planning with his supervisor, presenting research facts, raising issues and seeking advice
    - negotiate with the client when it is clear that the client's desire for a scissor lift cannot be fulfilled for a number of safety reasons, and persuade the client to accept a suitable alternative – again skills that someone at a lower ACSF level may not have.

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 84 of this resource.

Recap:

| You have completed **Step 1** (your analysis of learners' core skill levels) | You have completed **Step 2** (identifying core skill demands of the units you are delivering) | If there is a gap between those two levels, **go to Step 3** |
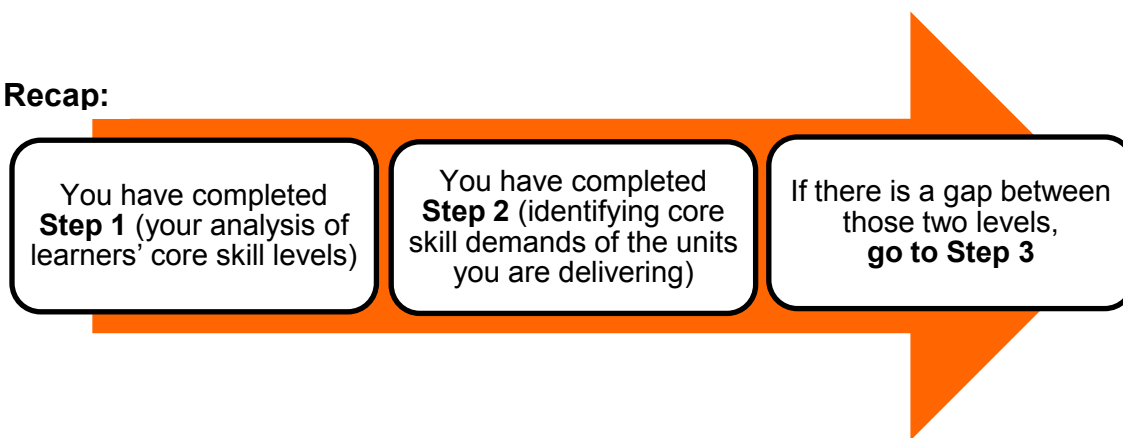
Step 3: Use the FSK Training Package to integrate core skill support

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 Massi would need to call Danh and negotiate an alternative to the scissor lift are far higher (at ACSF level 4) than the skills someone would need to make a simple routine telephone call to a supplier.

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

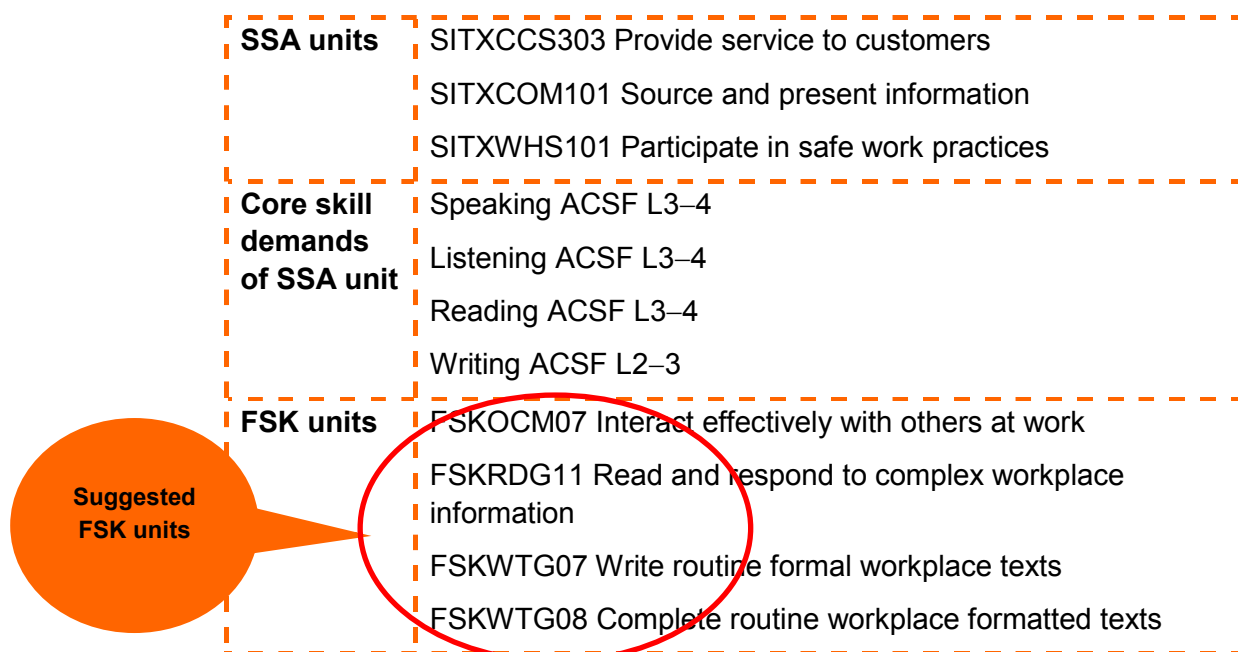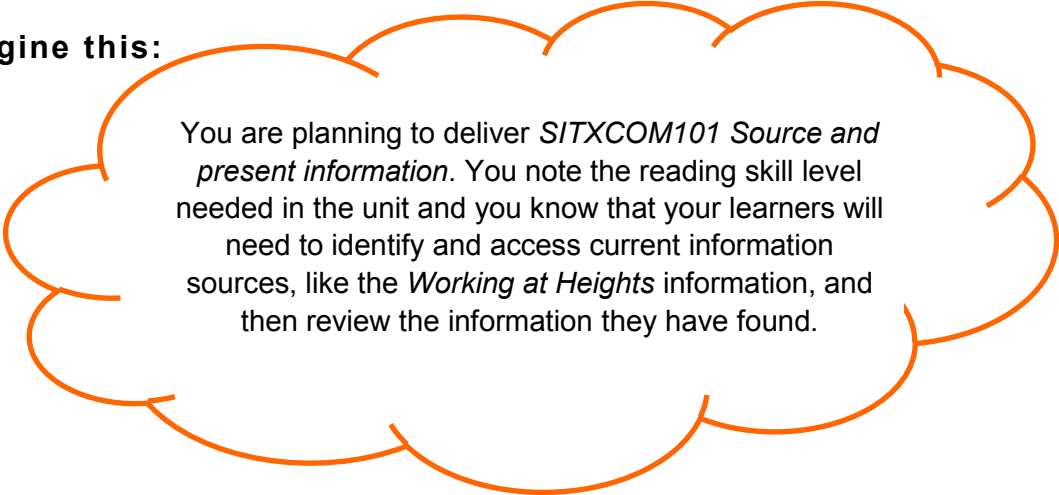| **SSA units** | SITXCCS303 Provide service to customers |
	SITXCOM101 Source and present information
	SITXWHS101 Participate in safe work practices
Core skill demands of SSA unit	Speaking ACSF L3–4
	Listening ACSF L3–4
	Reading ACSF L3–4
	Writing ACSF L2–3
FSK units	FSKOCM07 Interact effectively with others at work
	FSKRDG11 Read and respond to complex workplace information
	FSKWTG07 Write routine formal workplace texts
	FSKWTG08 Complete routine workplace formatted texts

Suggested FSK units

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

How the FSK can help you and your learners

Imagine this:

You are planning to deliver *SITXCOM101 Source and present information*. You note the reading skill level needed in the unit and you know that your learners will need to identify and access current information sources, like the *Working at Heights* information, and then review the information they have found.

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 SITXCOM101 learners will need to be able to read and evaluate information from a range of sources, and make a judgement about what best meet the needs of their client. 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 SITXCOM101.

You then look at the matrix of FSK units in Appendix 9.1 on page 77.

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 *FSKRDG11 Read and respond to complex workplace information* from 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 SITXCOM101.

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 *SITXCOM101 Source and present information*, and other units you are delivering holistically with SITXCOM101.

Go to 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 SITXCOM101 course plan		
Unit content	**Planned activity**	**FSK unit**
PC 2.1 Review information and select content to suit the specific need. PC 2.2 Draft text if required, including appropriate information. PC 2.3 Express information clearly, concisely and accurately. PC 2.4 Present information according to organisational guidelines and in a format appropriate to the circumstances and audience. Required knowledge: • methods of presenting information in a logical sequence and at an appropriate depth. Critical aspects: • present information in a logical, well organised and appropriate manner.	Present information from research to client in a structured report	**FSKWTG07 Write routine formal workplace texts** Performance evidence: • write routine formal workplace texts appropriate to audience and purpose • review drafts to revise and finalise formal workplace texts. Knowledge evidence: • features of routine formal workplace texts • writing strategies – planning, drafting, proofing, reviewing – to complete routine formal workplace texts • grammar and vocabulary for routine formal workplace texts • writing conventions for routine formal workplace texts.

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					**FSKRDG12** Read and respond to highly complex workplace information	**FSKWTG11** Write highly complex workplace texts					
4	**FSKLRG12** Apply strategies to plan and manage complex workplace tasks	**FSKLRG13** Apply strategies to respond to complex workplace problems	**FSKLRG14** Manage strategies for career progression	**FSKLRG15** Manage own work-related learning	**FSKRDG11** Read and respond to complex workplace information	**FSKWTG10** Write complex workplace texts	**FSKOCM08** Use oral communication skills to facilitate workplace negotiations	**FSKOCM09** Use oral communication skills to facilitate workplace meetings	**FSKOCM10** Use oral communication skills for complex workplace presentations	**FSKOCM11** Use oral communication skills to facilitate workplace teams	
3		**FSKLRG09** Use strategies to respond to routine workplace problems	**FSKLRG10** Use routine strategies for career planning	**FSKLRG11** Use routine strategies for work-related learning	**FSKRDG10** Read and respond to routine workplace information **FSKRDG09** Read and respond to routine standard operating procedures **FSKRDG08** Read and respond to routine visual and graphic texts	**FSKWTG09** Write routine workplace texts **FSKWTG08** Complete routine workplace formatted texts **FSKWTG07** Write routine formal workplace texts		**FSKOCM04** Use oral communication skills to participate in workplace meetings	**FSKOCM05** Use oral communication skills for effective workplace presentations	**FSKOCM07** Interact effectively with others at work **FSKOCM06** Use oral communication skills to participate in workplace teams	**FSKDIG03** 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	**FSKLRG05** Use strategies to plan simple workplace tasks		**FSKLRG07** Use strategies to identify job opportunities **FSKLRG06** Participate in work placement	**FSKLRG08** Use simple strategies for work-related learning	**FSKRDG07** Read and respond to simple workplace information **FSKRDG06** Read and respond to simple informal workplace texts **FSKRDG05** Read and respond to simple workplace procedures	**FSKWTG06** Write simple workplace information **FSKWTG05** Complete simple workplace formatted texts **FSKWTG04** Write simple informal workplace texts				**FSKOCM03** Participate in simple spoken interactions at work	**FSKDIG02** Use digital technology for simple workplace tasks
1		**FSKLRG02** Identify strategies to respond to basic workplace problems	**FSKLRG03** Use basic strategies for career planning	**FSKLRG04** Use basic strategies for work-related learning	**FSKRDG04** Read and respond to basic workplace information **FSKRDG03** Read and respond to basic workplace instructions **FSKRDG02** Read and respond to basic workplace signs and symbols	**FSKWTG03** Write basic workplace information **FSKWTG02** Write basic workplace formatted texts				**FSKOCM02** Engage in basic spoken exchanges at work	**FSKDIG01** Use digital technology for basic workplace tasks
Pre Level 1				**FSKLRG01** Prepare to participate in a learning environment	**FSKRDG01** Recognise highly familiar workplace signs and symbols	**FSKWTG01** Write personal details on basic workplace forms				**FSKOCM01** 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 The numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF											
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus
5	FSKNUM31 Apply a wide range of mathematical calculations for work	FSKNUM32 Use and calculate with complex measurements for work		FSKNUM33 Collect, organise and analyse statistical data for work	FSKNUM34 Use and apply concepts of probability for work	FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work		FSKNUM36 Use trigonometry for work		FSKNUM37 Use introductory matrices for work	FSKNUM38 Use introductory vectors for work	FSKNUM39 Use introductory calculus for work
4	FSKNUM22 Use and apply ratios, rates and proportions for work FSKNUM21 Apply an expanding range of mathematical calculations for work	FSKNUM23 Estimate, measure and calculate measurements for work	FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work FSKNUM25 Use detailed maps to plan travel routes for work FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work	FSKNUM27 Collect, organise and interpret statistical data for work		FSKNUM28 Use routine formulas and algebraic expressions for work	FSKNUM29 Use introductory graphical techniques for work		FSKNUM30 Use common functions of a scientific calculator for work			
3	FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work	FSKNUM15 Estimate, measure and calculate with routine metric measurements for work	FSKNUM17 Use routine maps and plans for work FSKNUM16 Interpret, draw and construct 2D and 3D shapes for	FSKNUM19 Interpret routine tables, graphs and charts for work FSKNUM18 Collect data and construct routine tables					FSKNUM20 Use basic functions of a calculator			

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ACSF LEVEL	NUMERACY The numeracy skill group contains units of competency which cover different focus areas of Numeracy informed by the ACSF											
	Number	Measurement	Space/shape	Data/graphs/stats	Probability	Algebra	Graphs	Trigonometry	Calculator	Introductory matrices	Introductory vectors	Introductory calculus
			work	and graphs for work								
2	FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work	FSKNUM09 Identify, measure and estimate familiar quantities for work	FSKNUM11 Read and use familiar maps, plans and diagrams for work

FSKNUM10 Identify and describe common 2D and some 3D shapes for work | FSKNUM13 Construct simple tables and graphs for work using familiar data

FSKNUM12 Identify and interpret information in familiar tables, graphs and charts for work | | | | | | | | |
| 1 | FSKNUM03 Use whole numbers and money up to one thousand for work | FSKNUM04 Locate, compare and use highly familiar measurements for work | FSKNUM06 Use highly familiar maps and diagrams for work

FSKNUM05 Identify and use some common 2D shapes for work | FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work | | | | | | | | |

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

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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.'

<div align="right">SCOTESE, 2012 National Foundation Skills Strategy for Adults, p2</div>

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).

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.
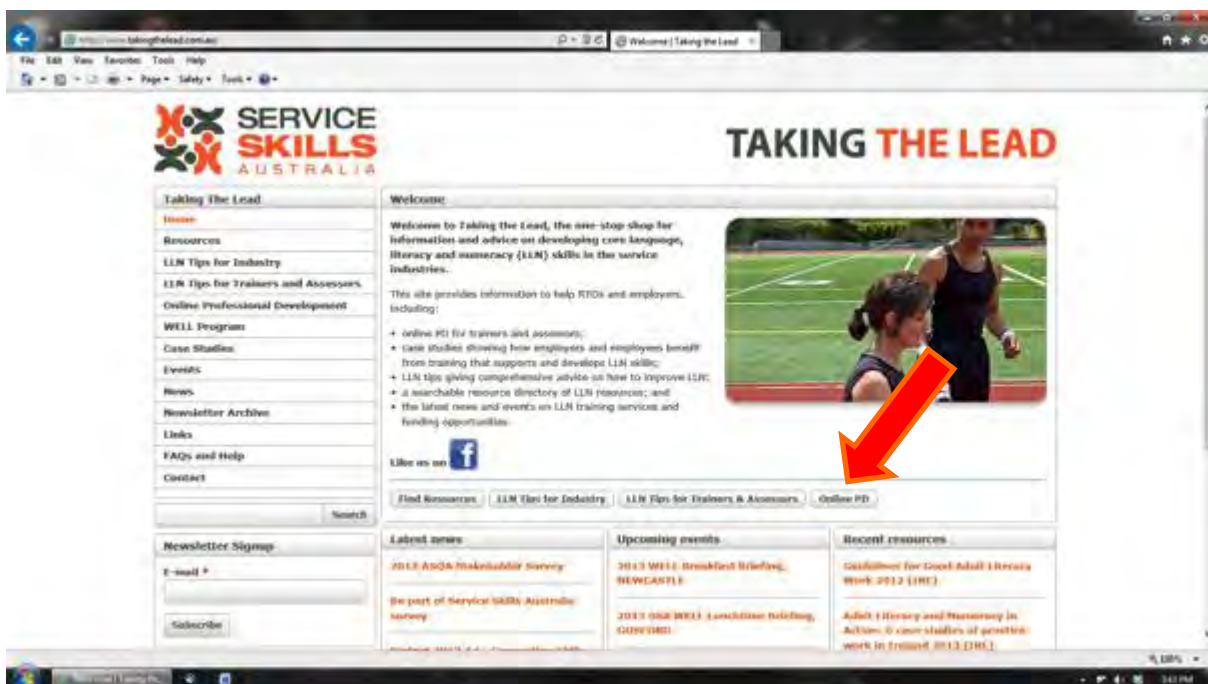

Figure 5: Where to find the online PD on SSA's Taking the Lead website

Service Skills Australia Model for Integrated Foundation Skill Support (MIFSS 2)

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).

Appendix 9.5 References and links

Industry-specific

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

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) or http://training.gov.au/ to download FSK

Service Skills Australia's *Taking the Lead* website (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

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)

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

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